**COURSE INFORMATION**

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| **Course title:** | Innovating for scale and impact: practical applications **Program:** MBA | | | | |
| **Course code:** | BA 531B SNOC | | **Credits:** | | 3 credits, 40 contact hours | | |
| **Session, term:** | 2023 Spring | | **Class location:** | | Online with Zoom. | | |
| **Course duration:** | Mar 18 – May 15, 2024 | | **Class times:** | | Mon and Wed 8:00AM to 10:30AM PST  16 classes, see outline for specific dates | | |
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**INSTRUCTOR INFORMATION**

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| |  | | --- | | **Paul Cubbon** *Assistant Dean, Innovation and Full-Time Lecturer, Innovation & Entrepreneurship Group* 3M Canada National Teaching Fellow **Email**: [paul.cubbon@sauder.ubc.ca](mailto:paul.cubbon@sauder.ubc.ca) | |  |

**COURSE DESCRIPTION**This course provides an experience-based exposure to the process of starting an entrepreneurial venture. The process, toolkit and “entrepreneurial mindset” can also be applied to innovation in larger organizations.

Familiarity with the business model canvas and lean start-up methodology is helpful. This is not an intro class in start-up methodologies, and we will move quickly. Optional, additional background readings will be provided for students who are motivated to join the course but need to fill knowledge gaps.

Students are encouraged to focus on tackling significant societal challenges (for example: human health, planetary health, food and energy security) where major changes are required for impactful change.

Project criteria: the default focus is on a start-up, but for a team that is interested to work on an innovation for an existing company or organization, there can be flexibility subject to Instructor approval. The entrepreneurial mindset and start-up methodology for innovation is broadly applicable to corporate innovation, with a few adjustments. Team based (min 4, max 6), no solo work or projects. Students will be encouraged to form around shared interests based on activities in class 1. But, as necessary, the Instructor will make final decisions to ensure teams are formed.

Completing the course will leave students equipped with an understanding of the entrepreneurial mindset, and an innovation process that they can adapt to start-up or existing organization innovation challenges.

**COURSE FORMAT**   
This course will be held online using Zoom. Information for registering on Zoom will be made available on the Canvas site. Students are expected to attend all class times, and come fully prepared for in-class group activities and discussion.

Readings and videos: the required level will be deliberately lean, but with optional additional readings for those who want to go further. It is essential that students cover the required materials before each class. Thera are no required book purchases; required materials have free access. Optional additional resources included paid purchases. A sample list is provided at the end of this syllabus, but will provide more detail, by class, in Canvas, for students who are registered in the course.

**LEARNING OBJECTIVES**   
By the end of this course, students will be able to:

* Recognize viable market opportunities;
* Validate fit via secondary research and customer discovery via primary research;
* Developing a pilot plan to remove friction and accelerate to short term milestones;
* Identifying the factors necessary for a flywheel effect to change and scaling impact;
* Create a profitable business model and launch plan;
* Present recommendations and effectively discuss alternative scenarios;
* Take away a flexible process and toolkit for future use on innovation projects.

# **ASSEMENT SUMMARY**

Full details are available on the Canvas website. These are all team-based assignments.

* Ideation presentation: 10%
* Interview report: 10%
* Lead idea Presentation: 20%
* Prototype plan: 20%
* Final report and presentation: 40%

Grading will follow the UBC Sauder MBA norms for elective courses, with specific details provided on the Canvas website, and by assignment.

# **Course-specific Policies and resources**

## Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC’s policy on Academic Concession](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0).

# **Policies applicable to Courses in the Robert H. Lee Graduate School**

## Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

## Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

## Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

# **University Policies and resources**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are availableonthe UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

## Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e. misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

## Generative AI Permitted Where Specified with Attribution

For this course, students may use generative artificial intelligence (AI), including ChatGPT for assessments or coursework. In these cases of permitted use, students must disclose any use of AI-generated material. At a minimum, this will include proper attribution, including in-text citations, quotations and references.

# **copyright**

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

# **acknowledgement**

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

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| Date | *#* | Course Schedule and Assigned Readings Topic, Readings, and Prep |
| Mar 18 | *1* | **Course Introduction**  Project criteria, idea generation, team formation |
| Mar 20 | *2* | **Lean Methodology** *Prep:* three ideas.  Advanced qualitative research |
| Mar 25 | *3* | **Market opportunity – competitive landscape** |
| Mar 27 | *4* | **Customer jobs**  Mapping the customer journey  Identifying the stakeholders and how they are connected |
|  |  | *No classes April 1st (Easter Monday) and 3rd - teams should undertake customer discovery* |
| Apr 8 | *5* | **Lead idea Presentation** |
| Apr 10 | *6* | **Customer Buying process and milestones** |
| Apr 15 | *7* | **No regular class – each team has a 40 min coaching clinic with the Instructor in c7 or c8. Teams continue customer discovery work.** |
| Apr 17 | *8* | **No regular class – each team has a 40 min coaching clinic with the Instructor in c7 or c8. Teams continue customer discovery work.** |
| Apr 22 | *9* | **Prototyping and IP**  Translating insights on customer needs and wants into product design specifications  Legal protection. |
| Apr 24 | *10* | **GTM** |
| Apr 29 | *11* | **Channel economics, revenue and costs**  CAC, churn, CLTV  Initial margins versus long-run margins |
| May 1 | *12* | **Advisors and Cap Table** |
| May 6 | *13* | **Raising money and investors** |
| May 8 | *14* | **Demo day – the prototype reveal** |
| May 13 | *15* | **Team presentations** |
| May 15 | *16* | **Team presentations**  The end of the beginning – where do you go from here? |

# **Resources: articles, websites, videos, books**

A partial list of resources is laid out below. These will be shown in an expanded and categorized (required/optional) class by class list on the Canvas website, along with Instructor produced mini videos. **To repeat, there is no requirement to buy any of these books**, but you may choose to do so. There is also a LOT of content here – in the course, you will be selectively guided to “bitesize” specific concepts and tools.

* Lean Start-up Methodology – we will refer to specific elements of [Steve Blank’s website](https://steveblank.com/) and book, “[The Start-up Owner’s Manual](https://www.amazon.com/Startup-Owners-Manual-Step-Step/dp/1119690684/).”
* Business Model Canvas –Alex [Osterwalder’s site](https://www.strategyzer.com/) and [books](https://www.strategyzer.com/library?type=Books) inform the process in this course.
* Customer Journey Mapping – “a day in the life of a customer trying to get a job done.” Jim Kalbach’s book, “[Mapping Experiences](https://www.google.ca/books/edition/Mapping_Experiences/DdwKEAAAQBAJ?hl=en&gbpv=1&dq=customer+journey+mapping&printsec=frontcover)” is an example of the sorts of content that we will explore and use.
* [Free summary of “The Mom Test”](https://www.slideshare.net/xamde/summary-of-the-mom-test) – see slides 7-10, 16-22 and 27-28)
* [Free pdf of “Talking to Humans.”](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/s3.amazonaws.com/TalkingtoHumans/Talking+to+Humans.pdf)