
Becoming an Entrepreneur: Is it for me?

Department of Business Technology

Course Number: GED7019	Co-Requisites: N/A	Pre-Requisites: N/A
Applicable Program(s): Multiple Programs	AAL: Multiple Levels	Core/Elective: Multiple Core/Elective
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Approved by:	Linda Reiche, Acting Chair	
Approval Date:	Monday, September 18, 2017	
Approved for Academic Year:	2017-2018	
Normative Hours:	45.00	

Course Description

Do you have what it takes to be an entrepreneur? From government incentive and mentoring programs, to courses, training programs and reality television, it is clear that there is a growing need for people who can transform innovative ideas into viable products. Through self-evaluation, a variety of decision-making models and exposure to the experiences of local entrepreneurs, students acquire the necessary knowledge and tools to determine if entrepreneurship is a direction they would like to explore.

General Education Theme Area(s)

This is a General Education course that supports learning in the following theme area(s): Personal Understanding

Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

- EES 1 Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (T, A,)
- EES 2 Respond to written, spoken or visual messages in a manner that ensures effective communication. (T, A,)
- EES 3 Execute mathematical operations accurately. (T, A,)
- EES 4 Apply a systematic approach to solve problems. (T, A,)
- EES 5 Use a variety of thinking skills to anticipate and solve problems. (T, A,)

EES 6	Locate, select, organize and document information using appropriate technology and information systems. (T,)
EES 7	Analyze, evaluate and apply relevant information from a variety of sources. (T,)
EES 8	Show respect for diverse opinions, values, belief systems and contributions of others. (T,)
EES 9	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (T, A,)
EES 10	Manage the use of time and other resources to complete projects. (T, A,)
EES 11	Take responsibility for one's own actions, decisions and consequences. (T, A,)

Course Learning Requirements/Embedded Knowledge and Skills

When you have earned credit for this course, you will have demonstrated the ability to:

1.) Articulate the personal skills and values best suited to an entrepreneurial career path.

- List and describe the qualities and characteristics needed to be a successful entrepreneur.
- Describe the main components of the entrepreneurial method and their role in starting a small business.
- Identify key stakeholders involved in the entrepreneurial process.
- Identify personal and market-driven motivators for starting a business.

2.) Describe the parts of a business proposal required to support the creation and operation of a startup/small business.

- Define and explain the entrepreneurial skills required to be a successful business owner. Outline entrepreneurial best practices for successfully launching a new venture.
- Describe the concepts of idea, opportunity, and experience, and how they apply to entrepreneurship.
- Discuss the various paths and options available to entrepreneurs for getting started in business.
- Describe some of the pitfalls that can arise.
- Describe the importance of innovation and creative thinking in the successful establishment and operation of a startup/small business.

3.) Reflect on the possible impact of a new business on the surrounding society and environment.

- Describe the role of the social entrepreneur.
- Define the concept of sustainability and how it applies to resources, the environment, and the global community.
- Consider ethical questions related to social, environmental, and economic impacts of entrepreneurship.
- Develop skills to effectively interact with others.
- Summarize the main components related to the operation of a green business.

4.) Apply key entrepreneurial terms and visual information in written, spoken, and visual communications.

- Implement key terms and definitions of entrepreneurship in class discussions and assignments.
- Create a 2 minute elevator pitch for a possible angel investor.
- Create a group business pitch presentation for investors (Dragon's Den style).

5.) Work effectively as part of a team for a successful business venture.

- Assess the importance of teams in the entrepreneurial process.
- Identify the key attributes required for a successful team.
- Understand the role(s) associated with individual team members.
- Anticipate problems and find solutions.
- Empathize with other team members.
- Encourage others through your actions.
- Contribute to team goals and milestones.
- Resolve internal conflicts quickly and effectively.
- Develop leadership skills.

6.) Describe basic aspects of business related to entrepreneurship.

- Outline the important historical contributions of entrepreneurship to Canadian society.
- Recognize various types of business models.
- Describe the various types of funding available for startup businesses.
- Recognize the importance of selling in an entrepreneurial venture.
- Discuss the importance of investors for startups.
- Recognize early on who your customers and who your competition will be.

Evaluation/Earning Credit

The following list provides evidence of this course's learning achievements and the outcomes they validate:

Participation (10%)

Validates Outcomes: CLR 1, CLR 3, CLR 6, EES 1, EES 2, EES 5, EES 8, EES 9, EES 11

Written Assignment(s) (12%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, CLR 6, EES 1, EES 2, EES 3, EES 4, EES 5, EES 6, EES 7, EES 9, EES 10, EES 11

Assignment(s) (20%)

Validates Outcomes: CLR 1, CLR 2, CLR 4, CLR 6, EES 1, EES 2, EES 3, EES 4, EES 5, EES 6, EES 7, EES 8, EES 10

Hybrid Assignment(s) (8%)

Validates Outcomes: CLR 1, CLR 3, CLR 4, CLR 6, EES 1, EES 2, EES 4, EES 5, EES 6, EES 8, EES 10, EES 11

Project-Related Communication (5%)

Validates Outcomes: CLR 2, CLR 4, CLR 5, CLR 6, EES 1, EES 4, EES 5, EES 9, EES 10, EES 11

Group Presentation(s) (25%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, CLR 6, EES 1, EES 2, EES 3, EES 4, EES 5, EES 6,

EES 7, EES 8, EES 9, EES 10, EES 11

Self/Peer Evaluation(s) (20%)

Validates Outcomes: CLR 1, CLR 4, CLR 6, EES 1, EES 2, EES 4, EES 7, EES 8, EES 10, EES 11

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Learning Resources

The Lean Startup, by Eric Ries

ISBN: 978-0-307-88789-4

Learning Activities

Lectures and demonstrations

Guest speakers

Hybrid learning activities

Class discussions

Presentations

Assignments

Group activities

Independent Critical Thinking and Peer Review

Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- Portfolio
- Project/Assignment

Course Related Information

Since this course is highly participatory in nature, students are encouraged to attend all in-class sessions in order to gain the most out of the discussions, role-play and background information that may not be available in online format.

College Related Information

Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Students with Disabilities

If you are a student with a disability, you are strongly encouraged to make an appointment at the Centre for Accessible Learning to identify your needs. Ideally, this should be done within the first month of your program, so that a Letter of Accommodation (LOA) can be provided to your professors. If you are a returning student, please ensure that professors are given a copy of your LOA each semester.

Retroactive Accommodations

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Academic Integrity & Plagiarism

Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

Student Course Feedback

It is Algonquin College's policy to give students the opportunity to share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

Use of Electronic Devices in Class

With the proliferation of small, personal electronic devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32: Use of Electronic Devices in Class

Transfer of Credit

It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Note: *It is the student's responsibility to refer to the Algonquin College Policies website for the most current information at <http://www.algonquincollege.com/policies/>*

Legend

Terms

- ALO: Aboriginal Learning Outcome
- Apprenticeship LO: Apprenticeship Learning Outcome
- CLR: Course Learning Requirement
- DPLO: Degree Program Learning Outcome
- EES: Essential Employability Skill
- EOP: Element of Performance
- GELO: General Education Learning Outcome
- LO: Learning Outcome
- PC: Program Competency
- PLA: Prior Learning Assessment
- PLAR: Prior Learning Assessment and Recognition
- VLO: Vocational Learning Outcome

Assessment Levels

- T: Taught
- A: Assessed
- CP: Culminating Performance