

**The Clinic@RJC - Innovation Lab  
Winter 2024 Course Outline**

**Strategic Management Area  
DeGroot School of Business  
McMaster University**

**COURSE OBJECTIVE**

This course is designed to provide you with a real-world experience of entrepreneurship, the process of transferring ideas into applications.

**INSTRUCTOR AND CONTACT INFORMATION**

**Dr. Goran Calic**  
calicg@mcmaster.ca  
Office: DSB #223  
Office Hours: upon request  
Tel: (765) 637-1387  
**Mondays 7:00 – 10:00pm**

**Course Website:** <https://clinic.degroot.mcmaster.ca> & Avenue 2 Learn

**COURSE ELEMENTS**

Avenue:	Yes	Leadership:	Yes	IT skills:	No	Global view:	Yes
Participation:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Evidence-based:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Experiential:	Yes	Guest speaker(s):	Yes	Final Exam:	No		

## **COURSE DESCRIPTION**

Entrepreneurial innovation is the process of attempts to develop and introduce new and improved ways of doing things—which is the process of innovation or “applied creativity”. In this course we will focus on covering different stages of the applied innovation process as well as the practice moving forward the business interest of an existing innovation. We will either innovate in order to solve existing challenges or we will work with innovators to implement solutions.

Throughout this course, you will move an innovation forward by, for example, creating commitments from interested stakeholders, mobilizing resources for implementation, and championing solutions within or outside organizations.

In practice, the assignments you are required to accomplish will depend on the project. Each project is different and assignments between group will similarly be different. Such an undertaking requires that each group grasps the underlying technology, has a basic understanding of the value the technology can generate, and the potential market the technology can serve.

You should understand what the technology needs to move closer to application and how stakeholders can benefit from becoming partners. Technology must not be a technical solution to an engineering problem, but also includes social innovations, such as novel business models.

This course uses the experiential learning method – students learn by engaging in the process of innovation and entrepreneurship. This course develops skills that can be applied in any circumstance (e.g., non-for-profit, industry, start-up) where technology should be transferred to the market.

## **LEARNING OUTCOMES**

Upon completion of this course, students will be able to complete the following key tasks:

- Understand how to prioritize choices
- Develop a growth mind-set
- Learn the value of failing fast in order to learn
- Maximize learning from low-cost mistakes
- Learn to define problems in order to generate solutions
- Learn to ask questions in order to develop answers

**COURSE MATERIALS AND READINGS**

Weekly as assigned. See course schedule.

**EVALUATION**

The course offers a balance of individual and shared evaluation methods. Your final grade will be calculated as follows:

***Components and Weights***

Participation	Participation grades will be awarded for showing up to class. Some of the time, those participation grades will be tied to in-class activities and contributions.	15%
In-Class Test	Topic: Applied Creativity	15%
Kick-off Presentation	10-minute presentation outlining the (1) technology, (2) possible applications, and (3) how the team will assist in implementing the technology.	15%
Mid-term Presentation	10-minute presentation including in dept interviews with at least 5 stakeholders relevant to the invention. Stakeholders can include potential suppliers, partners, customers, and so on. Stakeholders should be individuals that can assist with moving the business interest of the invention forward in a concrete way.	15%
	(2.5% of the mid-term presentation will be assigned to the quality of the mid-term presentation draft.)	
Final Presentation	Present contribution to project. In other words, what did you learn and how did you meaningfully and concretely move the business interest of the project forward? (5% of the mid-term presentation will be assigned to the quality of the mid-term presentation draft.)	20%
Final Report	Submission guidelines are provided below.	15%
CV	Student to submit full CV with The Clinic CV item describing project accomplishments (e.g., raised money, acquired first customer, established partnership)	5%
<b>Total</b>		<b>100%</b>

## ***Final Report***

While the Final Report submission itself should be brief, under 5 pages, it can include any number of appendices. The report should include 1 Executive Summary that is in addition to the 5 pages above.

You are encouraged to tailor the report to your specific project, so no specific instructions on sections are provided. However, here are some general guidelines:

- **Avoid recommendations that far too general:** This is symptomatic of poor research. Recommendations such as “increase marketing because marketing is too low” and “capture larger markets first” are equally useful/useless for any project. Such recommendations or alternatives exist in a vacuum of analysis.
- **Do not ignore internal resources and capabilities:** These recommendations are not made according to what the project leader can do well or cannot do. Such recommendations may be specific, such as “offer basic service for free”, but do not link the recommendation to whether offering the service for free is financially feasible.
- **Recommend as little work to reader as possible:** This recommendation frequently occurs with very general recommendations and looks something like this: “The inventor should enter a new market to grow revenue. I recommend the inventor perform a market analysis to decide which new market to enter.” Shifting responsibility to a reader should be avoided unless absolutely necessary—such as giving very clear options based on research results that could not be reasonably done.
- **Support your claims:** Avoid providing claims, some of which are bold, but not supported with evidence.

The Final Report submission

- is limited to **5 single spaced pages**; any number of appendices are permitted.
- Must include a cover page with the groups full names and student #s.
- 8.5 X 11 inch paper, 1 inch margins, 12 point font, single spaced are necessary;
- Submission is done through **Avenue**

## ***Curriculum Vitae Item (5%)***

One objective of this course is to help you develop transferable skills. The skills gained at The Clinic should be meaningful and quantifiable in the form of an item on your resume. The CV item should represent the skills you gained throughout the course and be presentable as part of your personal and online (LinkedIn) CV. Good CV items are easily verifiable and quantifiable and linked to strong references.

### **Grade Conversion**

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT	POINTS
A+	90 - 100	12
A	85 - 89	11
A-	80 - 84	10
B+	75 - 79	9
B	70 - 74	8
B-	60 - 69	7
F	00 - 59	0

### **Communication and Feedback**

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

### **ACADEMIC DISHONESTY**

It is the student's responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow

in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

<http://www.mcmaster.ca/academicintegrity>

In this course we will be using Turnitin.com function within Avenue2Learn which are plagiarism detection services. Students will be expected to submit their work electronically to either Turnitin.com so that it can be checked against the internet, published works and Turnitin's database for similar or identical work. If a student refuses to submit his or her work to Turnitin.com, he or she cannot be compelled to do so and should not be penalized. Instructors are advised to accept a hard copy of the assignment and grade it as per normal methods. The assignment can be subjected to a Google search or some other kind of search engine if the instructor wishes.

To see guidelines for the use of Turnitin.com, please go to:

<http://www.mcmaster.ca/academicintegrity/turnitin/students/index.html>

## **MISSED ACADEMIC WORK**

### ***Missed Mid-Term Examinations / Tests / Class Participation***

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the Student Experience – Academic (MBA) office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the Student Experience – Academic (MBA) office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide to Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the DeGroot website at <http://mbastudent.degroote.mcmaster.ca/forms-and-applications/>. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide Student Experience – Academic (MBA) office the Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating

circumstances, have the option of applying for special exam arrangements. Such requests must be made to the Student Experience – Academic (MBA) office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by Student Experience – Academic (MBA).

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

## **STUDENT ACCESSIBILITY SERVICES**

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

## **POTENTIAL MODIFICATIONS TO THE COURSE**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

**COURSE SCHEDULE**

	DATE	OVERVIEW	TOPIC	NOTES AND GRADES
<b>Getting Started</b>				
1	Jan 10 <sup>th</sup>	Creativity (Not) Wanted	<ul style="list-style-type: none"> <li>Introduce “<b>Applied Creativity</b>”.</li> <li>Applied creativity is a multi-stage process.</li> <li>Each person prefers one stage of this process.</li> </ul>	<b>Participation</b> Grade weight: 2.5%
2	Jan 17 <sup>th</sup>	The “2 Big Secrets”: (1) Separating Content from Process & (2) Finding Problems	<ul style="list-style-type: none"> <li>“<b>Problem Generation.</b>”</li> <li>How to distinguish content (<i>what</i> we know) from process (<i>how to use</i> what we know).</li> </ul>	<b>Participation</b> Grade weight: 2.5%
3	Jan 24 <sup>th</sup>	Defining Problems	<ul style="list-style-type: none"> <li>“<b>Problem Definition.</b>”</li> <li>Learn "How might we?" diverging tool and the "Why-What's stopping?" analysis tool.</li> </ul>	<b>Participation</b> Grade weight: 2.5%
4	Jan 31 <sup>st</sup>	Kick-off Presentations	<ul style="list-style-type: none"> <li>Each team presents background research on their particular project.</li> </ul>	<b>Kick-off Presentation</b> Grade weight: 15%
5	Feb 7 <sup>th</sup>	Formulating Solutions	<ul style="list-style-type: none"> <li>“<b>Solution Formulation</b>” through idea finding, evaluation, and selection.</li> </ul>	<b>Participation</b> Grade weight: 2.5%
6	Feb 14 <sup>th</sup>	Implementing Solutions	<ul style="list-style-type: none"> <li>“<b>Solution Implementation</b>” through planning, acceptance, and action.</li> </ul>	<b>Participation</b> Grade weight: 2.5%
7	Feb 21 <sup>st</sup>	Midterm recess (no classes)		
8	Feb 28 <sup>th</sup>	In-Class Test	<ul style="list-style-type: none"> <li>Test on Applied Innovation Process</li> </ul>	<b>Test</b> Grade weight: 15%
9	Mar 7 <sup>th</sup>	In-class working Session	<ul style="list-style-type: none"> <li>Each group is to have a draft Mid-term Presentation ready to discuss with instructor.</li> </ul>	<b>Presentation Draft</b> Grade weight: 3%
10	Mar 14 <sup>th</sup>	Mid-term	<ul style="list-style-type: none"> <li>Presentations (10 minutes + Q&amp;A per group)</li> </ul>	<b>Mid-term Presentation</b> Grade weight: 12%



		Presentations		
1 1	Mar 21 <sup>st</sup>	Applied Creativity in Everyday Life	<ul style="list-style-type: none"> <li>Applied Creativity as a tool for self-expression.</li> <li>Tools and methods for teaching applied creativity to others.</li> </ul>	<b>Participation</b> Grade weight: 2.5%
1 2	Mar 28 <sup>th</sup>	In-class working Session	<ul style="list-style-type: none"> <li>Each group is to have a draft Final Presentation ready to discuss with instructor.</li> </ul>	<b>Draft Final Presentation</b> Grade weight: 5%
1 3	April 4 <sup>th</sup>	<b>FINAL PRESENTATION</b>		<b>Final Presentation</b> Grade weight: 20%
1 4	April 11 <sup>th</sup>	No regularly scheduled classes Submission Due Wednesday by Midnight.		<b>CV</b> Grade Weight: 5% <b>Final Report</b> Grade Weight: 10%