



B734
Experiential Entrepreneurship
Fall 2025 Course Outline
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course examines entrepreneurship as a contextually embedded practice, shaped by social, environmental, and systemic influences. Through experiential projects, reflective readings, lectures, and discussions, students will engage with entrepreneurial ventures across diverse industries, communities, and issues. Emphasis is placed on participatory methods, such as community needs assessments and collaborative design, to identify opportunities and create socially relevant entrepreneurial solutions. Students will apply tools like the Value Proposition Design and Business Model Canvas while critically reflecting on their assumptions and limitations and experimenting thoughtfully with entrepreneurial processes. Working in diverse teams, students will co-create ventures that address real-world challenges, practice ethical engagement with stakeholders, and strengthen their capacity to navigate the complex contexts in which entrepreneurship takes place.

INSTRUCTOR AND CONTACT INFORMATION

Wed 11:30 – 14:20

Dr. Javid Nafari

Instructor

nafarij@mcmaster.ca

Office: RJC

Office Hours: after class

Maryam Mashayekhi

TA

masham3@mcmaster.ca

Office Hours:

Virtual, by appointment

Course Website: <http://avenue.mcmaster.ca> Please check this website regularly.

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
Avenue: Yes	Ethics: Yes	Numeracy: Yes	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): No

COURSE DESCRIPTION

This course examines entrepreneurial ventures from a wide range of contexts, using experiential learning to develop practical understanding of the key challenges facing entrepreneurs. This course is taught primarily through experiential projects, reflective readings, lectures, and discussions. The materials used in the course encompass a wide range of industries, businesses and issues in order to provide the greatest depth and breadth of experience. The course provides an opportunity for students to develop collaborative entrepreneurial ventures that address real world issues.

CLASS FORMAT

This is an in-person 3-hour course. The three hours will consist of comprehensive group discussions on readings and cases, problem-solving, mini-lectures, and lengthier discussions, and more in-depth applied exercises that extend beyond the classroom (not necessarily always in this order). There will be a short break part way through at a convenient time based on what we are working on. Please use this time to take care of personal needs of various kinds.

LEARNING OUTCOMES

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

- Identify and analyze community needs using experiential and participatory research methods.
- Design socially relevant entrepreneurial solutions through value proposition and business model development.
- Apply and critically assess entrepreneurial tools in opportunity discovery, planning, and communication.



- Develop and present compelling entrepreneurial narratives through video pitches and stakeholder-oriented storytelling.
- Collaborate effectively in diverse teams to co-create and test context-sensitive solutions.
- Reflect critically on entrepreneurship's role in addressing systemic, social, and environmental challenges.

REQUIRED COURSE MATERIALS AND READINGS

AVENUE for course content, readings, and other materials (\$ FREE)

<http://avenue.mcmaster.ca>

TopHat: <https://app.tophat.com/e/249184>

We will be using Top Hat (<https://tophat.com>) for class participation. Top Hat is an educational platform that integrates interactive features into learning materials, enhancing class engagement and comprehension. For instructions on how to download the Top Hat app, please refer to our Student's Getting Started Guide online.

If you already have a Top Hat account, go to the link above to be taken directly to our course. If you are new to Top Hat:

- Go to <https://app.tophat.com/register/student>
- Click "Search by the school" and input the name of our school
- Search for our course with the following Join Code: **[249184]**

Important! You cannot create a Top Hat account using the mobile application, please first sign-up (using your school issued email address) and enrol into the course using a web browser.

If you have any difficulties, please contact Top Hat Support:

- [Submitting Attendance](#) (student video)
- Press "?" in your app or upper right corner of your screen or visit the Support Site Articles: <https://support.tophat.com/s/>

Through their contact form: <https://success.tophat.com/s/contact-main>

EVALUATION

Learning in this course results primarily from discussion and participation in activities. The balance of the learning results from the lectures, readings, and completing deliverables. You will be evaluated through a combination of individual and group work. Your final grade will be calculated as follows:

Components and Weights

In-Class Participation	Active contribution to group discussions and engagement with the lecture (individual)	15%
Discussion Board Contributions (4)	Online on AVENUE (individual)	10%
Group Project	1 st Deliverable: Photovoice Community Need Analysis (Group-10%)	45%
	2 nd Deliverable: Project Plan (Group-25%)	
	3 rd Deliverable: Community-oriented Project Pitch (Group-10%)	
Course Reflection	Weekly Reflection Paragraphs (Individual-5%)	30%
	Comprehensive course Reflection (Individual-25%)	
Total		100%

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

COURSE DELIVERABLES

In-Class Participation (Individual – 15% of final grade)

In-class participation **accounts for 15% of your final grade** and will be marked individually.

To stimulate a dynamic and enjoyable learning environment, this course is designed to leverage the unique knowledge, skills, and abilities of each student. As such, **student participation is not only strongly encouraged but is also required.**

In most sessions, you and your group members will be paired with another group, with each group having read different required readings. You are then expected to actively engage in presenting and discussing your learnings from the readings to the other group and find ways to start discussions with them. You are also expected to actively engage with the members of the other group while they are presenting their readings.

You are also expected to be an active participant and to make meaningful comments **during lectures and other class or group discussions.**

Hence, participating adequately contributes to developing and improving abilities to present and defend positions, as well as competencies related to managing the process of evaluation and debate. These are skills and competencies that have practical implications for future managers and leaders.

If you are disruptive or unprofessional (e.g., talk with others; fall asleep; surf the web), points will be deducted. If you do not attend, you forfeit the opportunity to earn participation marks (see section on Missed Academic Work below).

Name cards and class pictures are used to help give credit for your participation. **You must have a name card with your name clearly written and displayed in front of you for every class.**

I encourage you to schedule a meeting with me if issues arise related to regular participation.

The following provides a general guideline for assessment:

Grades	Description
13.5–15	Outstanding participation. Always well-prepared, consistently engages with peers during both presentations and discussions. Makes insightful, well-reasoned contributions that integrate course readings and concepts. Frequently stimulates group dialogue by asking thoughtful questions, offering constructive challenges, or drawing connections.

11.5–13.4	Strong participation. Regularly well-prepared and engaged. Contributes actively during both presenting and responding roles. Comments are relevant and show understanding of the readings, though may be less frequent or less probing than top-level participation. Still contributes meaningfully to group and class discussions.
10–11.4	Moderate participation. Attends regularly but engagement is uneven. Sometimes prepared but may not always demonstrate strong familiarity with readings. Contributions, when made, are limited in depth, infrequent, or made only when prompted. Offers minimal interaction with other groups' presentations.
7–9.9	Weak participation. Rarely prepared or engaged. Contributions are very limited, vague, or off-topic. Shows little evidence of having completed or reflected on the readings. Minimal involvement in group discussions or disengaged when other groups present.
Less than 7	Poor participation. Frequently absent or unprepared. Makes no meaningful contributions to either group or class discussions. Fails to demonstrate understanding of readings and shows little to no effort in supporting the learning environment.

Discussion Board Contributions (Individual – 10% of final grade)

Discussion board contributions **account for 10% of your final grade** and will be marked individually.

At least twice during the semester, you must post to Avenue (in your section's discussion board) one of the following types of contributions (you may choose the same type twice, or mix and match across different options):

Option 1: Entrepreneurial Narratives in Action: Share an external link (article, podcast, blog post, video, etc.) where an entrepreneur uses storytelling or narrative to influence stakeholders (investors, customers, partners, or communities). In ~150 words, analyze how narrative is being used, whether it aligns with or distorts entrepreneurial reality, and how it connects to class discussions and themes, or your group project.

Option 2: Beyond VC – Alternative Financing Examples: Share a real-world example of a venture or social enterprise that has raised funding through non-VC pathways (e.g., crowdfunding campaign, impact fund, grant, or revenue-based financing). In ~150 words, reflect on class discussions, your group project, or the trade-offs of financing choices.

Option 3: Social/Environmental Impact in Practice: Post an example (news item, report, or enterprise website, etc.) of how a venture measures or reports its social or environmental impact. In ~150 words,

analyze how effectively the measurement approach captures value creation, and what its limitations might be.

Option 4: Entrepreneurial Ethics & Resilience Cases: Post a link to an example of an entrepreneur or venture grappling with failure, resilience, or ethical dilemmas. This could be systemic barriers, exogenous shocks, a turnaround, or a controversy. In ~150 words, reflect: What failure/learning dynamics or ethical tensions are at play? What could be done differently? What are your takeaways for your group project?

The **two posts you make** (each ~150 words) will **account for, in total, 6%** of your final grade.

In addition, **at least twice during the semester**, you must **comment on or discuss** (also in ~150 words) a post by your peers. The two engagements will **account for, in total, 3%** of your final grade.

Both original posts and engagement posts are due by November 26, 11:59 PM.

The following provides a general guideline for assessment.

Grades	Description
9–10	Outstanding contributions. Completes all required posts (2 original + 2 responses) on time, each ~150 words with clear effort. Posts demonstrate strong critical thinking, explicit integration of course themes, and thoughtful connections to group project work. Original posts include high-quality examples (links, cases) and strong analysis. Peer responses engage deeply, advancing the discussion with new insights rather than repetition.
7.5–8.9	Strong contributions. Completes all required posts (2 original + 2 responses) with adequate length and quality. Posts show clear understanding of readings and class discussions, with relevant examples and analysis. Responses to peers are constructive and respectful, though may be less probing or less original than outstanding work.
6–7.4	Moderate contributions. Completes most requirements but with some gaps (e.g., only 1 original post or response missing, or weak analysis). Posts are on-topic but superficial, descriptive rather than analytical, or lacking connections to class themes. Peer responses may be minimal (agreement-only or repetitive).
5–6	Weak contributions. Substantially incomplete or weak effort (e.g., only one original post completed, or responses are missing/very short). Posts may lack examples, analysis, or relevance to course themes. Engagement with peers is minimal or perfunctory.

Less than 5	Poor contributions. Fails to meet minimum posting requirements. Original posts and/or responses absent, extremely short, or off-topic. No meaningful engagement with class themes or peer learning.
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Group Assignment: Experiential Entrepreneurship Project (Group – 45% of final grade)

Overview

This group assignment asks you to work collaboratively in teams of 6–7 students to design, develop, and present an entrepreneurial initiative that responds to a real community, social, environmental, or economic issue in the Greater Toronto and Hamilton Area (GTHA).

The project emphasizes experiential and participatory engagement: you will immerse yourselves in your chosen community context, conduct a photovoice needs assessment, co-create entrepreneurial solutions with community members, and develop a detailed value proposition design canvas and a business model canvas, accompanied by proposed implementation plan and impact measurement strategies. You will finally deliver a live presentation of your initiative as if presenting to community stakeholders.

This assignment is designed to challenge you to go beyond surface-level research and engage in deep, ethical, and collaborative problem framing and solution design.

Learning Objectives

By completing this project, you will:

- Develop skills in **community-based needs assessment** using participatory methods (photovoice, interviews, storytelling, focus groups).
- Learn to translate community-identified needs into **entrepreneurial opportunities**.
- Practice **co-creation of solutions** with stakeholders to ensure cultural and contextual alignment.
- Anticipate implementation, risks, and impact through scenario development.
- Build competence in **communicating entrepreneurial initiatives** to diverse audiences.

Group Project Structure & Deliverables

1st Deliverable:

Needs Assessment via Photovoice (Group – accounts for 10% of your final grade)

- In your groups select three communities and the issues you believe the community needs help with (social, economic, environmental, cultural, etc.) in the GTHA. Then, through discussions with each other, and preliminary research, **choose ONE community and ONE issue** that you want to help address/solve through entrepreneurial means. **You must then submit a short**

proposal (2 pages), DUE 11:59 PM SEPT. 19, outlining your rationale for choosing the specific community and issue, and a rough plan for implementing the Photovoice study.

- **Conduct a photovoice study:** photographs, captions, videos, and short narratives that illustrate lived experiences and perspectives of the stakeholders within the chosen community. Supplement these with interviews, storytelling, or focus groups with individuals directly affected by the issue.
- **Frame the issue beyond surface-level symptoms** to uncover institutional, social, political, and systemic root causes.
- **You must submit your findings as a visual/community narrative, through video ethnography on AVENUE, DUE 11:59 PM, OCTOBER 22.**
- **Ethics:** You must document how you engaged respectfully and responsibly with community members (e.g., informed consent, appropriate representation, confidentiality where required) and reflect on your learnings regarding community engagement – showcase these in the 2nd deliverable.

2nd Deliverable:

Co-Creation of Solutions (**Group-accounts for 25% of your final grade**)

Building on your photovoice findings:

- Translate needs into opportunities: How might entrepreneurship contribute to change? What are the possible entrepreneurial solutions to the identified issue?
- Scan existing responses: What initiatives already exist? Where are the gaps or duplications?
- Prioritize feasibility: Match the identified entrepreneurial opportunities with local resources, potential competitors, and community strengths and aspirations.
- Co-create ideas with community members (not just for them) through co-design sessions, consultations, ideation meetings, feedback sessions, etc.
- Conceptualize multiple possible models (products, services, platforms).
- Test assumptions and ideas through community feedback sessions, lean experiments, pilot testing, or prototypes.
- **Choose ONE solution and then develop** the Value Proposition Design Canvas & Business Model Canvas for the solution that you have verified through the previous steps.
- **Then**, conduct a risk assessment (social, political, economic risks) to identify and describe what the enterprise and the community need to keep in mind.
- **Then**, develop scenarios and predictions for early operations and implementation such as, Pilot launch strategy, Capacity building and community training strategy, Iterative learning and feedback loops, and Evaluation of intended and unintended outcomes (economic, social, cultural, psychological).

- **DELIVER:** A **report** (max. 20 pages, double-spaced, Times New Roman 12, use headings appropriately, no paragraphs longer than 150 words, no extra spacing between paragraphs, APA style citation, use of visuals encouraged). **DUE 11:59 PM, NOVEMBER 26**. Include:
 - **Executive summary** (1 page, not included in page count)
 - **Main analysis & discussion** which includes a synthesis of all you have done and learned in this step and showcases in detail the value proposition design canvas and the business model canvas (max. 20 pages)
 - **Title page, table of contents, appendices, visuals, and references** (not included in page count)

3rd Deliverable:

Final Presentation (**Group-accounts for 10% of your final grade**)

- Deliverable: **Live in-class presentation (in class on DECEMBER 3 – Slides Due before the class start at 11:30 am)**
 - Audience: peers, instructor, and potentially guest evaluators/community representatives.
 - Length: **10 minutes presentation + 5 minutes Q&A.**
 - Goal: Present your project persuasively, as if convincing community members/leaders/organizations to support and collaborate in its implementation.

Assessment

Detailed Rubric will be provided on Avenue.

Peer Evaluation

You will be asked to evaluate your group members and their contributions to the group project in October and December. Individual grades for group projects may be adjusted based on peer evaluation of contribution.

Course Reflections (Individual – 25% of final grade)

Weekly Reflections (Individual – 5% of final grade)

Each week, you are required to submit a one-paragraph reflection that engages with the week's readings, class discussions, and group project activities. Your reflection should demonstrate thoughtful engagement rather than summary.

Submission: Upload to the Avenue dropbox by **11:59 PM the day after class (i.e., by Thursday at 11:59 PM)**.

Note: You must submit a reflection even if you are absent from class that week.

All weekly reflections combined will account for 5% of your final grade.



Weekly Reflection Prompts

Choose one or two per week to guide your paragraph.

Connections to Readings & Class

- Which idea from the readings challenged or shifted your thinking this week? Why?
- How does this week's discussion connect to concepts or debates from previous weeks?
- Did you notice any tensions, contradictions, or blind spots in the readings or class conversation?

Personal Insights & Applications

- What resonated with you personally or professionally, and how might it apply to your own work/entrepreneurial context?
- Did something from class or the project make you reconsider an assumption you previously held?
- How does what you learned this week shape the way you think about entrepreneurship in practice?

Critical Engagement

- What new question(s) emerged for you this week that you want to keep exploring?
- Where did you find yourself disagreeing or feeling unsettled—and why?
- How did the week's activities or project work illuminate the social/political dimensions of entrepreneurship?

Final Comprehensive Reflection (Individual – 20% of final grade)

At the end of the course, you will write a formal, comprehensive reflection on your learnings throughout the semester, focusing on your learnings from the group project and making connections with course content where relevant and appropriate. **(Due December 3, 11:59 PM)**

Length & Format: Maximum 5 pages, double-spaced, Times New Roman 12 pt. font.

Structure: Use clear headings; no paragraphs longer than 150 words; no extra spacing between paragraphs.

Requirements:

- Title page
- Table of contents
- Headings and subheadings as appropriate
- APA-style in-text citations and references
- Visuals are encouraged (figures, diagrams, or tables)
- Appendices (if needed)

Note: Title page, table of contents, references, visuals, and appendices are **not included in the 5-page count**.

Final Comprehensive Reflection Prompts

These can be guiding questions to structure your 5-page reflection.

1. Looking Back Across the Course

- How has your understanding of entrepreneurship evolved over the semester?
- Which concepts, frameworks, or debates were most transformative for your thinking? Why?



- How did you see links between different course sessions/themes emerge?

2. Insights from the Group Project

- What did you learn about entrepreneurship through your group's work (process, challenges, outcomes)?
- How did collaboration and dialogue within your group shape your learning?
- In what ways did the project highlight geopolitical or social risks, opportunities, or systemic constraints?

3. Integration of Theory and Practice

- How do course concepts help explain or complicate what you experienced in your group project?
- Which theories or readings helped you make sense of real-world dilemmas you encountered?
- How would you apply these learnings in a real entrepreneurial context (your own career, venture, or environment)?

4. Critical Self-Reflection

- How have your assumptions, values, or perspectives on entrepreneurship shifted?
- Did you notice growth in your ability to think critically about power, ethics, or context in entrepreneurship?
- Where did you struggle most intellectually, and what did you learn from that struggle?

5. Looking Forward

- What open questions or unresolved tensions will you carry beyond this course?
- How will what you learned shape your future professional or entrepreneurial practice?
- What advice would you give to future students entering this course, based on your own experience?

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 INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.



COURSES WITH AN ONLINE ELEMENT

All courses use some online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx, Teams, or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.



ATTENDANCE

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

Instructors may use Top Hat in their course in a variety of ways, including to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the DSB Student Services – Academic Office (DSSAO (DSB Student Services Academic Office)), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work **must be provided to the DSSAO (DSB Student Services Academic Office) within five (5) working days** of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroote MBA Student website (mbastudent.degroote.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) [Petition for Missed Term Work](#) per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the DSSAO (DSB Student Services Academic Office) to write a deferred examination by submitting an [Application for Deferring a Final Exam](#) with supporting documentation. The application must be made within five days of the scheduled exam.

The [Application for Deferring a Final Exam](#) and the [MBA Student McMaster University Student Health Certificate](#) can be found on the DeGroote MBA Current Student website (mbastudent.degroote.mcmaster.ca)

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the DSSAO (DSB Student Services Academic Office) (DSB Student Services Academic Office) and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

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>

Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

Process for Students

- SAS will now be using our online system, MySAS Portal, for graduate students to share accommodation letters with their Instructors and their Faculty/Program. Students will be

responsible to activate their accommodations on a term-by-term basis and the approved accommodation letter will be directly sent to the Instructor.

- Students must engage the DSSAO (DSB Student Services Academic Office) to implement their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing DeGroote MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to implement the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to the DSSAO (DSB Student Services Academic Office) ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION 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.

RESEARCH USING HUMAN SUBJECTS

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA B734 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

ARTIFICIAL INTELLIGENCE

Students may use generative AI for editing/translating/outlining/brainstorming/revising their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside its stated use without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use, and to be clear on the expectations for citation and reference, and to do so appropriately.

COURSE SCHEDULE

MBA B734 Experiential Entrepreneurship Fall 2025 Course Schedule

WEEK	DATE	DISCUSSION FOCUS	ASSIGNMENTS/READINGS
1	Wed. Sept 10	Course introduction	Introductions, Course Outline and Expectations
2	Wed. Sept 17	Role of Context in Entrepreneurship	<p>Readings Section A:</p> <ul style="list-style-type: none"> Welter, F. (2011). Contextualizing entrepreneurship—conceptual challenges and ways forward. <i>Entrepreneurship theory and Practice</i>, 35(1), 165-184. Mair, J., & Marti, I. (2009). Entrepreneurship in and around institutional voids: A case study from Bangladesh. <i>Journal of business venturing</i>, 24(5), 419-435. <p>Readings Section B:</p> <ul style="list-style-type: none"> Baumol, W. J. (1996). Entrepreneurship: Productive, unproductive, and destructive. <i>Journal of business venturing</i>, 11(1), 3-22. Colbourne, R., Peredo, A. M., & Henriques, I. (2024). Indigenous entrepreneurship? Setting the record straight. <i>Business History</i>, 66(2), 455-477. <p>Short Group project proposal (2 pages), Due 11:59 PM, Friday, September. 19.</p>
3	Wed. Sept 24	Building with Communities	<p>Readings Section A:</p> <ul style="list-style-type: none"> Isenberg, D. J. (2010). How to start an entrepreneurial revolution. <i>Harvard business review</i>, 88(6), 40-50. Jack, S. L., & Anderson, A. R. (2002). The effects of embeddedness on the entrepreneurial process. <i>Journal of business Venturing</i>, 17(5), 467-487.

			<p>Readings Section B:</p> <ul style="list-style-type: none"> Brown, T., & Wyatt, J. (2015). Design thinking for social innovation. <i>Annual Review of Policy Design</i>, 3(1), 1-10. Peredo, A. M., & Chrisman, J. J. (2006). Toward a theory of community-based enterprise. <i>Academy of management Review</i>, 31(2), 309-328.
4	Wed. Oct 1	Entrepreneurial Storytelling & Narrative Power	<p>Readings Section A:</p> <ul style="list-style-type: none"> Imas, J. M., & Garcia-Lorenzo, L. (2023). A postcolonial and pan-African feminist reading of Zimbabwean women entrepreneurs. <i>Gender, Work & Organization</i>, 30(2), 391-411. Garud, R., Schildt, H. A., & Lant, T. K. (2014). Entrepreneurial storytelling, future expectations, and the paradox of legitimacy. <i>Organization science</i>, 25(5), 1479-1492. <p>Readings Section B:</p> <ul style="list-style-type: none"> Essers, C., & Benschop, Y. (2007). Enterprising identities: Female entrepreneurs of Moroccan or Turkish origin in the Netherlands. <i>Organization studies</i>, 28(1), 49-69. Nicholson, L., & Anderson, A. R. (2005). News and nuances of the entrepreneurial myth and metaphor: Linguistic games in entrepreneurial sense-making and sense-giving. <i>Entrepreneurship theory and practice</i>, 29(2), 153-172.
5	Wed. Oct 8	Ethics, Power, and the Dark Side of Entrepreneurship	<p>Readings Section A:</p> <ul style="list-style-type: none"> Blank, S. (2017). When founders go too far. <i>Harvard Business Review</i>, 95(6), 94-101. https://hbr.org/2017/11/when-founders-go-too-far Brenkert, G. G. (2009). Innovation, rule breaking and the ethics of entrepreneurship. <i>Journal of Business venturing</i>, 24(5), 448-464. <p>Readings Section B:</p> <ul style="list-style-type: none"> Muldoon, J., Davis, P. E., Bendickson, J. S., McDowell, W. C., & Liguori, E. W. (2022). Paved with good intentions: Moral disengagement and social entrepreneurship. <i>Journal of Innovation & Knowledge</i>, 7(4), 100237.

			<ul style="list-style-type: none"> Branzei, O., & Abdelnour, S. (2010). Another day, another dollar: Enterprise resilience under terrorism in developing countries. <i>Journal of International Business Studies</i>, 41(5), 804-825.
6	Wed. Oct 15	Team Consultations	No class but each team must meet for 15 minutes with the professor to discuss and receive feedback on group project progress and deliverables.
7	Wed. Oct 22	Financing Beyond Venture Capital	<p>Readings Section A:</p> <ul style="list-style-type: none"> Simba, A., Ogundana, O. M., Braune, E., & Dana, L. P. (2023). Community financing in entrepreneurship: A focus on women entrepreneurs in the developing world. <i>Journal of Business Research</i>, 163, 113962. "Why Entrepreneurs Don't Need Venture Capital to Scale" (Mike Salguero/ButcherBox Interview) – HBR IdeaCast Podcast, June 2023 (Episode 920). https://hbr.org/podcast/2023/06/why-entrepreneurs-dont-need-venture-capital-to-scale <p>Readings Section B:</p> <ul style="list-style-type: none"> Harvard Business Review (2023). <i>How to Build a Start-Up — Without VC Funding</i>. https://hbr.org/podcast/2023/12/how-to-build-a-start-up-without-vc-funding Bateman, M., & Chang, H. J. (2012). Microfinance and the illusion of development: From hubris to nemesis in thirty years. <i>World Economic Review</i>, (1). <p>1st Deliverable: Photovoice Project Due, 11:59 PM, October 22 on Avenue.</p>
8	Wed. Oct 29	Growth vs. De- Growth	<p>Readings Section A:</p> <ul style="list-style-type: none"> Roulet, Thomas & Bothello, Joel (2020). "Why 'De-Growth' Shouldn't Scare Businesses." Harvard Business Review. https://hbr.org/2020/02/why-de-growth-shouldnt-scare-businesses Hickel, J., Kallis, G., Jackson, T., O'Neill, D. W., Schor, J. B., Steinberger, J. K., ... & Ürge-Vorsatz, D. (2022). Degrowth can work—here's how science can help. <i>Nature</i>, 612(7940), 400-403.

			<p>Readings Section B:</p> <ul style="list-style-type: none"> Marquis, C. (2024). In defense of degrowth. <i>Harvard Business Review</i>, 11. https://hbr.org/2024/06/in-defense-of-degrowth Khmara, Y., & Kronenberg, J. (2018). Degrowth in business: An oxymoron or a viable business model for sustainability?. <i>Journal of Cleaner Production</i>, 177, 721-731.
9	Wed. Nov 5	Measuring Social & Environmental Impact	<p>Readings Section A:</p> <ul style="list-style-type: none"> Elkington, J. (2018). 25 years ago I coined the phrase “triple bottom line.” Here’s why it’s time to rethink it. <i>Harvard business review</i>, 25(2-5), 6. https://hbr.org/2018/06/25-years-ago-i-coined-the-phrase-triple-bottom-line-heres-why-im-giving-up-on-it Pucker, K. P. (2021). Overselling sustainability reporting. <i>Harvard Business Review</i>, 99(3), 134-143. https://hbr.org/2021/05/overselling-sustainability-reporting <p>Readings Section B:</p> <ul style="list-style-type: none"> Kaplan, R. S., & Spitzer, C. (2024). A better way to measure social impact. <i>Harvard Business Review</i>. https://hbr.org/2024/09/a-better-way-to-measure-social-impact Gugerty, M. K., & Karlan, D. (2018). Ten reasons not to measure impact—and what to do instead. <i>Stanf Soc Innov Rev</i>, 16(3), 41-47.
10	Wed. Nov 12	Team Consultations	No class but each team must meet for 15 minutes with the professor to discuss and receive feedback on group project progress and deliverables.
11	Wed. Nov 19	Entrepreneurial Failure, Resilience, and Learning	<p>Readings Section A:</p> <ul style="list-style-type: none"> Edmondson, A. C. (2011). Strategies for learning from failure. <i>Harvard business review</i>, 89(4), 48-55. Williams, T. A., & Shepherd, D. A. (2016). Victim entrepreneurs doing well by doing good: Venture creation and well-being in the aftermath of a resource shock. <i>Journal of Business Venturing</i>, 31(4), 365-387. <p>Readings Section B:</p>

			<ul style="list-style-type: none"> Shepherd, D. A. (2003). Learning from business failure: Propositions of grief recovery for the self-employed. <i>Academy of management Review</i>, 28(2), 318-328. Hares, S. (2015). A Mantra for the Privileged. Stanford Social Innovation Review. https://ssir.org/articles/entry/a_mantra_for_the_privileged
12	Wed. Nov 26	Entrepreneurship & Systemic Constraints: Emancipation in Practice	<p>Readings Section A:</p> <ul style="list-style-type: none"> Baker, T., & Nelson, R. E. (2005). Creating something from nothing: Resource construction through entrepreneurial bricolage. <i>Administrative science quarterly</i>, 50(3), 329-366. Al-Dajani, H., Carter, S., Shaw, E., & Marlow, S. (2015). Entrepreneurship among the displaced and dispossessed: Exploring the limits of emancipatory entrepreneuring. <i>British Journal of Management</i>, 26(4), 713-730. <p>Readings Section B:</p> <ul style="list-style-type: none"> Sutter, C., Bruton, G. D., & Chen, J. (2019). Entrepreneurship as a solution to extreme poverty: A review and future research directions. <i>Journal of business venturing</i>, 34(1), 197-214. Barki, E., Salusse, M. A., de Campos, J. G., Rocha, T. N., & Stephan, U. (2023). In search of inclusive social entrepreneurship. <i>Stanford Social Innovation Review</i>. <p>2nd Deliverable: Full Project Report Due, 11:59 PM, November 26 on Avenue. Two original discussion board posts and two engagement posts on Avenue are due 11:59 PM, November 26 on Avenue.</p>
13	Wed. Dec 3	Final Presentations & Course Wrap-up	<p>Final Presentations – all students must attend.</p> <p>3rd Deliverable: Presentation Slides Due, BEFORE THE CLASS on December 3, on Avenue. Final Comprehensive Reflection Due, December 3, 11:59 PM.</p>