

B734
Experiential Entrepreneurship
Fall 2026 Course Outline
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

The objective of this course is to develop students' ability to understand and practice entrepreneurship as a process of creating value, making decisions, and taking action under uncertainty. Through direct experience, analysis, and reflection, students will strengthen their entrepreneurial judgment while critically examining the contexts and consequences of entrepreneurial action.

INSTRUCTOR AND CONTACT INFORMATION

Wed 11:30 – 14:20

Dr. Javid Nafari

Instructor

nafarij@mcmaster.ca

Office: TBD

Office Hours: after class

TA

Kylie Nguyen

nguyt230@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 entrepreneurship through both practice and critical inquiry. Students will develop an entrepreneurial initiative from the ground up, engage with practicing entrepreneurs, analyze real-world cases, and explore contemporary issues shaping entrepreneurship. The course emphasizes experimentation, evidence, reflection, decision-making, and learning through action.

LEARNING OUTCOMES

By the end of the course, students will be able to:

- Begin to identify entrepreneurial opportunities through observation, research, experimentation, feedback, and iteration.
 - Analyze entrepreneurial decisions by considering evidence, uncertainty, alternatives, risks, and trade-offs.
 - Apply entrepreneurial ideas and frameworks to practical situations and translate them into informed actions and recommendations.
 - Evaluate how broader contexts, including ecosystems, technologies, financing, institutions, and narratives, shape entrepreneurial action.
 - Critically examine the ethical, social, and broader consequences of entrepreneurship and entrepreneurial decision-making.
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REQUIRED COURSE MATERIALS AND READINGS

- **AVENUE** for course content, readings, and other materials (\$ FREE)
<http://avenue.mcmaster.ca>

- **HBS Publishing Course pack** (price included in the pack):

Purchase course pack here: <https://hbsp.harvard.edu/import/1441893>

Case studies for this course:

1. Base44: A One-Person AI Company Picks a Path
By Jeffrey J. Bussgang, Tom Quinn, and Shira Amit
2. DOUBL Vision: Hard Decisions in an Early-Stage Start-Up
By Lexi Wright, Janice Byrne, Bryn Davis William, and Jessica Bosman
3. FreshPal Farm: An Immigrant Entrepreneur's Greenhouse Venture in Western Canada
By Taoting Li and Houston Peschl
4. Maha AI Sibai: Lead Enterprise or Stay Artist?
By Neha Mittal and Manju Menon
5. Jill Draeger
By Howard H. Stevenson and Michael J. Roberts
6. Optelic: Fundraising Decisions at an Artificial Intelligence Start-Up
By Julie Gosse and Martin Eidenberg
7. Big Boom Beverages: Fight or Flight?
By Stephen A. Greyser and William Ellet
8. Dinr: My First Start-Up (A)
By Shikhar Ghosh and Kristina Maslauskaite
9. Glamping Ukraine: An Entrepreneur's Pivots, Agility, and Resilience Within War
By Amy Kenworthy, Vishal Mehrotra, Chelsea Gill, and Andrii Rodkin
10. The New Protein Buzz: Can Legendary Foods Africa Feed the World with Insects?
By Sophie Bacq, Valerie Keller-Birrer, and Ruth Shalom Kinyua

• **TopHat: [Registration Link](#) (\$ Free)**

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: **[344962]**

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

Class Participation	Attendance (Top Hat - 6%) Active contribution and participation in class activities (11%)	17%
Individual Assignments	1. Entrepreneur Interviews (12%) 2. Venture Development Project (23%)	35%
Group Assignments	1. Entrepreneurship Insights Presentation (14%) 2. Entrepreneurship Podcast (15%) 3. Case Study Presentation (14%) 4. Case study Reflections (5%)	48%
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+	77-79	9
B	73-76	8
B-	70-72	7
F	00-69	0

COURSE DELIVERABLES

Class Participation (Individual) — 17%

Attendance — 6%

Regular attendance is important because much of the course learning occurs through class discussions, activities, cases, and group work. Attendance will be recorded through Top Hat.

Students are responsible for ensuring that their attendance is recorded correctly. Being physically present but not completing the Top Hat attendance check **may result in the class being recorded as missed**.

Active Contribution and Participation — 11%

Participation is assessed based on the quality and consistency of your engagement in class, **not simply how often you speak**.

Meaningful participation may include:

- contributing relevant ideas, questions, or examples;
- participating actively in individual and group activities;
- demonstrating preparation for cases and assigned materials;
- listening and responding thoughtfully to classmates;
- helping move discussions forward; and
- contributing to a respectful and constructive learning environment.

Participation will be evaluated **across the semester**. Occasional contributions or attendance alone **will not be sufficient** for a strong participation grade.

Venture Development Project (Individual – Two Parts) — 23%

The Entrepreneurial Pet Project is an individual, semester-long assignment in which you will develop an entrepreneurial initiative from an initial area of interest, problem, unmet need, or possible opportunity.

You are expected to begin from zero. You do not need an existing business idea, and you are not required to launch a venture or generate revenue. The purpose is to experience how entrepreneurial ideas develop through observation, research, experimentation, feedback, reflection, and revision.

The initiative may involve a business, social enterprise, product, service, organizational improvement, community initiative, internal organizational project, or another way of creating value for an identified group.

The assignment has **two components**:

1. **Weekly Venture Journal (8%)**: Concise weekly entries documenting what you did, what you learned, how your thinking changed, and what you will do next.
2. **Final Venture Development Report (15%)**: An analytical account of the opportunity and current initiative, significant decisions and turning points, feasibility and next steps, and your entrepreneurial learning.

The final report will also include an AI-assisted process audit. You will ask an approved generative AI tool to analyze your journal entries and then critically evaluate its interpretation, including what it identified accurately, overlooked, exaggerated, or made appear more coherent than it was.

You will be assessed on the quality of your development process, evidence of continued engagement, willingness to test and revise assumptions, use of evidence, realistic assessment of the initiative, and depth of learning. You will not be graded on whether the idea succeeds or becomes a launched venture.

Entrepreneur Interviews Report (Individual) — 12%

This individual assignment asks you to interview **two** current or former entrepreneurs and use their experiences to develop a grounded understanding of entrepreneurship in practice.

Both interviewees must have experience operating a venture in Canada. Interviewees may include small-business owners, self-employed professionals, social or creative entrepreneurs, franchisees, and people who have closed, sold, or left a venture.

Your report must analyze and synthesize the two interviews rather than present them as separate summaries. It should examine:

- what the interviews reveal about entrepreneurial work, decisions, opportunities, risks, challenges, and relationships;
- important similarities and differences between the interviewees' experiences;
- how their experiences support, challenge, or complicate ideas discussed in the course; and
- what the interviews reveal about entrepreneurship within the Canadian context.

The report should include concise interviewee profiles, an integrated analysis, a discussion of the Canadian entrepreneurial ecosystem, and a concluding reflection on your most important learning.

Both interviews must be recorded with the interviewees' explicit informed permission. Recordings must be submitted separately. The report must also include the interview questions and a declaration explaining any use of generative AI.

Detailed instructions, submission requirements, and assessment criteria will be provided separately.

Entrepreneurship in Canada Podcast (Group) — 15%

Building on the individual Entrepreneur Interview assignment, students will work in their pre-assigned groups to produce a podcast episode of **no more than 12 minutes** that synthesizes insights from the interviews completed by all group members.

The podcast must present an integrated interpretation rather than a sequence of individual interview summaries. Groups should compare the interview evidence, identify recurring patterns and meaningful differences, and develop a clear central question, argument, or narrative about:

- entrepreneurship in practice; and
- the experience of operating within the Canadian entrepreneurial ecosystem.

The episode should use specific interview examples while avoiding unsupported generalizations. Short audio or video excerpts may be included only when the interviewee has explicitly agreed to their use in the podcast. Otherwise, interview material should be paraphrased and presented without identifying the interviewee.

Groups may submit an audio or video podcast. All members must contribute meaningfully and equitably to the synthesis, development, and production of the episode.

The submission must include the final podcast and a one-page production note outlining the episode's central argument, main themes, group members' contributions, use of generative AI, and permissions for any interview excerpts used.

Entrepreneurship Insights Presentation (Group – Two times) — 14%

Each group will complete **TWO 20-minute presentations during the semester**. **Each presentation is worth 7% of the final grade.**

For each presentation, your group will identify an entrepreneurship-related topic by exploring the approved practitioner-oriented sources provided by the instructor. You must draw on related or interconnected material from at least two different sources.

The presentation should not simply summarize the selected material. Your group must:

- explain the topic and its importance;
- connect and compare insights across the selected sources;
- identify tensions, limitations, or questions raised by the material; and
- translate the ideas into practical recommendations.

Approach the practical portion as though you are either an entrepreneur applying the insights to your own venture or a mentor advising an entrepreneur. Use concrete examples to show what the insights would mean for entrepreneurial decisions and actions.

All group members must contribute meaningfully. The two presentations should address different topics and use substantially different material.

Case Presentation (Group – One time) — 14%

Each group will lead a 30–40-minute class session based on an assigned case. Because all students will already have read the case and discussed the assigned questions, the presenting group should not retell the case or repeat the earlier discussion.

The session should:

- briefly frame the central situation, decision, and key tension;
- present a clear analysis of the assigned questions using evidence from the case;
- consider relevant alternatives, uncertainties, and trade-offs;
- explain the group's conclusion or recommendation;
- involve classmates in a 15–20-minute case-based activity; and
- conclude with a short debrief and the main entrepreneurial lesson from the case.

The activity should require classmates to make a judgment, decision, or interpretation and should allow for different reasonable responses. It may involve evaluating possible actions, responding to a new scenario, considering different stakeholder perspectives, prioritizing limited resources, or applying a lesson from the case to another situation. Well done for reading this far. Email me the words easter egg before the end of the first session to earn one bonus point.

The presentation will be assessed based on the quality of the analysis, effective use of case evidence, recognition of alternatives and trade-offs, relevance of the entrepreneurial lesson, quality of the class activity and debrief, facilitation of discussion, organization, and balanced group participation.

Case Reflection (Group) – 5%

Following each case study presentation and class discussion, each group will submit a maximum **one-page reflection** on the entrepreneurial lessons emerging from the case. This requirement applies to all groups, including the group presenting the case.

The reflection should not summarize the case, restate the presentation, or simply describe the decisions made by the protagonist(s). Instead, **groups should critically reflect** on what the case and

class discussion contributed to their understanding of entrepreneurship. **Reflections should** identify and develop one or two meaningful insights, tensions, assumptions, or questions arising from the case and consider their relevance beyond the specific situation examined.

Strong reflections will demonstrate thoughtful engagement with the case, presentation, class discussion, and relevant course concepts; recognize ambiguity and trade-offs; and explain how the group's understanding of entrepreneurship was reinforced, challenged, or changed.

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 deferred examination period as set by the [Office of the Registrar](#).

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 must activate their accommodation(s) (e.g., extra-time, alone room, etc.) via [mySAS](#) portal at the beginning of each term, normally, within the first three (3) weeks of classes. 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

- Student Accessibility Services (SAS) now uses the online [mySAS](#) Portal for graduate students to share accommodation letters with their instructors and Faculty/Program. Students are responsible for activating their accommodations each term through the [mySAS](#) Portal. Once activated, an approved accommodation letter will be automatically sent to the instructors associated with the student's enrolled courses for that term.
- Students must engage the DSSAO (DSB Student Services Academic Office) to implement their accommodation(s) (e.g., extra-time, alone room, 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 or completing the [Accommodation Implementation form](#). 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, alone room, 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 2026 Course Schedule**

SESSION	ASSIGNMENTS/READINGS
1 (Sept. 09)	• Introduction • Course Outline Overview • Group formation • Activity: The Problem Principle
Deliverable: 1. Weekly Venture Journal due on Sept 15. 2. Entrepreneurship Insights Presentation Topics (Round 1), due on Sept 15 in the following LINK. 3. Candidates for Entrepreneurship Interviews (up to 5), due on Sept 15 in the following LINK.	
2 (Sept. 16)	Entrepreneurship Insights: Groups 4 & 5 Lecture 1: Entrepreneurship or Entrepreneurialism? Lecture 2: Beyond the Unicorn
Deliverable: 1. Weekly Venture Journal due on Sept 22.	
3 (Sept. 23)	Entrepreneurship Insights: Groups 1 & 2 Case Study: Base44: A One-Person AI Company Picks a Path – Presentation by Group 8 Lecture: AI as Co-Creator, Gatekeeper, and Agent
Deliverable: 1. Weekly Venture Journal due on Sept 29. 2. Case Reflection due on Sept 29.	
4 (Sept. 30)	No Class - The National Day for Truth and Reconciliation

5 (Oct. 07)	Entrepreneurship Insights: Groups 6 & 10 Case Study 1: DOUBL Vision: Hard Decisions in an Early-Stage Start-Up – Presentation by Group 7 Case Study 2: Dinr: My First Start-Up (A) – Presentation by Group 9 Lecture: From Opportunities to Action
Deliverable: 1. Weekly Venture Journal due on Oct 13. 2. Two Case Reflections (Two Cases) due on Oct 13.	
6 (Oct. 14)	Entrepreneurship Insights: Groups 3 & 4 Case Study: FreshPal Farm: An Immigrant Entrepreneur's Greenhouse Venture in Western Canada – Presentation by Group 5 Lecture: Entrepreneurial Ecosystems
Deliverable: 1. Weekly Venture Journal due on Oct 20. 2. Case Reflection due on Oct 20.	
7 (Oct. 21)	Entrepreneurship Insights: Groups 2 & 8 Case Study: Maha Al Sibai: Lead Enterprise or Stay Artist? – Presentation by Group 1 Lecture: Entrepreneurial Narratives
Deliverable: 1. Weekly Venture Journal due on Oct 27. 2. Case Reflection due on Oct 27.	

8 (Oct. 28)	Entrepreneurship Insights: Groups 6 & 7 Case Study: Jill Draeger – Presentation by Group 10 Lecture: Entrepreneurial Pitching
Deliverable: 1. Entrepreneur Interviews Report due on Oct. 30. 2. Weekly Venture Journal due on Nov 03. 3. Case Reflection due on Nov 03.	
9 (Nov. 04)	Entrepreneurship Insights: Groups 5 & 9 Case Study: Optelic: Fundraising Decisions at an Artificial Intelligence Start-Up – Presentation by Group 3 Lecture: Venture Capital as a Strategic Choice: Why, When, and How Much?
Deliverable: 1. Weekly Venture Journal due on Nov 10. 2. Case Reflection due on Nov 10.	
10 (Nov. 11)	Entrepreneurship Insights: Groups 1 & 8 Case Study: Big Boom Beverages: Fight or Flight? – Presentation by Group 4 Lecture: Rule-Breaking and Legitimacy: When Is Entrepreneurial Deviance Defensible?
Deliverable: 1. Case Reflection due on Nov 17.	

11 (Nov. 18)	Entrepreneurship Insights: Groups 7 & 10 Case Study: Glamping Ukraine: An Entrepreneur's Pivots, Agility, and Resilience Within War – Presentation by Group 6 Lecture: The Dark Side of Entrepreneurship: Power, Harm, and Responsibility
Deliverable: 1. Venture Development Final Report due on Nov 24. 2. Case Reflection due on Nov 24.	
12 (Nov. 25)	Entrepreneurship Insights: Groups 3 & 9 Case Study: The New Protein Buzz: Can Legendary Foods Africa Feed the World with Insects? – Presentation by Group 2 Lecture: Social Entrepreneurship: Purpose, Outcomes, and Organizational
Deliverable: 1. Entrepreneurship Podcast due on Nov 30 2. Case Reflection due on Nov 30.	
13 (Dec. 02)	Podcast Session – Attendance is mandatory