



FAIRLEIGH DICKINSON UNIVERSITY

Vancouver Campus

It is the student's responsibility to be aware of and adhere to all current FDUV-wide policies on topics including [Academic Integrity](#), [Attendance](#), [Disability Support Services](#), [DEIA Commitment](#), [Privacy](#), [Grade Appeals](#), and more. To review all available FDUV policies, please visit [FDU.edu/syllabusacademicpolicies/Vancouver](https://fdvu.edu/syllabusacademicpolicies/Vancouver).

Vision Statement – The International School of Hospitality, Sports, and Tourism Management will consistently deliver a unique academic experience to our students who will make a positive impact on industry and society.

Mission Statement – The mission of the International School of Hospitality, Sports, and Tourism Management is to deliver exceptional quality in curricula, and to produce world-class graduates who possess integrity and wisdom in preparation for leadership careers among culturally and commercially diverse organizations in the international hospitality and tourism industry.

First Nations Acknowledgement – FDU-Vancouver acknowledges that we are located in the traditional and unceded territory of the Coast Salish Peoples, the traditional territories of the Squamish, Musqueam, and Tsleil-Waututh First Nations.

Course Title:	Entrepreneurship and You	Semester/Year:	Fall 2024
Course Catalog Number:	HRTM 7746	Instructor:	Dr. Michael Lever
Location:	Campus: Vancouver Classroom: Cambie - Room 259	Meeting Time:	9:00 am - 11:50 am
Contact Information:	Email: m.lever@fdv.edu Phone: 604-648-4409 Office: Room 253 Office Hours: Wednesdays from 9:30 am to 12:30 pm	Meeting Dates:	Every Thursday between 9-Sep-2024 and 14-Dec-2024 (unless otherwise posted)
Course Description:	An introduction to the basic components involved in establishing and operating your own business in the hospitality/tourism industry. Topics include how to create a concept and product, how to develop a business plan, pricing, product development, advertising, distribution, logistics, market research, sales, banking (letters of credit), and organizational skills. With a hands-on approach, the course will provide you with the tools needed to succeed in establishing and running your business.		
Required Materials:	FoodSafe Level 1 Certification – approximately \$79 per student, to be confirmed by Week 3 Any **ONE** of the following (to be selected in Week 1; do not purchase before!): Option 1: Vij: A Chef's One-Way Ticket to Canada with Indian Spices in His Suitcase by Vikram Vij (2017) Option 2: Let My People Go Surfing: The Education of a Reluctant Businessman by Yvon Chouinard (2016) Option 3: Indigenomics: Taking a Seat at the Economic Table by Carol Ann Hilton (2021) Additional readings will be available on WebCampus.		

Optional Materials	Carpenter, K., Carpenter, J. (2023). Introduction to Entrepreneurship. Surrey, B.C.: Bccampus. https://kpu.pressbooks.pub/introtoentrepreneurship/ . <i>Note: This resource is licensed under a Creative Commons Attribution 4.0 International License. It is free to download and use, share, or adapt as you like.</i>																																																								
Course Learning Outcomes (CLOs):	<p>Upon course completion, students will be able to:</p> <p>CLO 1: Demonstrate proficiency in developing a comprehensive business plan tailored to the hospitality and tourism industry.</p> <p>CLO 2: Analyze and apply knowledge from existing hospitality-based entrepreneurs to identify and uncover new and unique opportunities.</p> <p>CLO 3: Evaluate and implement effective pricing strategies and product development techniques suitable for the hospitality and tourism market.</p> <p>CLO 4: Design and execute comprehensive marketing and distribution strategies while considering different cultural and social perspectives within the hospitality and tourism industry.</p> <p>CLO 5: Exhibit organizational skills essential for the successful operation of a business in the hospitality and tourism industry.</p> <table><tr><td></td><td>PLO 1 – Global Comp.</td><td>PLO 2 – Cultural Comp.</td><td>PLO 3 – Managerial Com.</td><td>PLO 4 – Quant. Literacy</td><td>PLO 5 – Strategic Orient.</td><td>PLO 6 – Oral/ Written Comm.</td><td>PLO 7 – Info. Literacy</td></tr><tr><td>CLO 1</td><td></td><td></td><td>I</td><td></td><td>I</td><td></td><td></td></tr><tr><td>CLO 2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CLO 3</td><td></td><td></td><td>I</td><td>I</td><td>I</td><td></td><td></td></tr><tr><td>CLO 4</td><td>I</td><td>I</td><td></td><td></td><td>I</td><td>I</td><td></td></tr><tr><td>CLO 5</td><td></td><td></td><td>I</td><td></td><td></td><td>I</td><td>I</td></tr><tr><td colspan="8">I = Introduce; R = Reinforce; M = Master; A = Assessed</td></tr></table>		PLO 1 – Global Comp.	PLO 2 – Cultural Comp.	PLO 3 – Managerial Com.	PLO 4 – Quant. Literacy	PLO 5 – Strategic Orient.	PLO 6 – Oral/ Written Comm.	PLO 7 – Info. Literacy	CLO 1			I		I			CLO 2								CLO 3			I	I	I			CLO 4	I	I			I	I		CLO 5			I			I	I	I = Introduce; R = Reinforce; M = Master; A = Assessed							
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Learning Objectives:	<ul style="list-style-type: none">• Equip students with the foundational knowledge and practical skills to establish a successful hospitality business using the restaurant sector in British Columbia as a living case study• Foster students’ ability to create and innovate restaurant concepts and products tailored to the dynamic demands of the hospitality and tourism market;• Develop students' competence in strategic pricing, product development, and effective marketing techniques for the hospitality and tourism industry;• Enhance students' understanding and application of distribution and logistics management within the context of a BC-based restaurant business;• Strengthen students' organizational skills and financial acumen necessary for successfully managing a restaurant in the hospitality and tourism industry.																																																								
Evaluation and Grading:	<p>Evaluation</p> <p>All the scores are weighted, and earned scores are keyed in on Grade Center on WebCampus as the semester progresses.</p> <table><tr><th>Grading Breakdown</th><th>GRADE</th></tr><tr><td>Book Club Fishbowl Discussion Participation (five in total)</td><td>15%</td></tr><tr><td>Business Plan Executive Summary (Completion required, but not graded)</td><td>0%</td></tr></table>	Grading Breakdown	GRADE	Book Club Fishbowl Discussion Participation (five in total)	15%	Business Plan Executive Summary (Completion required, but not graded)	0%																																																		
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FoodSafe Level 1 Certification Final Grade (out of 100)	15%
Final Business Plan Submission	50%
Final Presentations	20%
Total	100%

Grading:

For this course, the letter grades will be interpreted as follows:

Grade	% points	Grade value
A	94-100	4.0
A-	90-93.9	3.67
B+	87-89.9	3.33
B	84-86.9	3.0
B-	80-83.9	2.67
C+	77-79.9	2.33
C	70-76.9	2.0
F	Below 70	0.0

Qualitative Grading Explanation:

A = Is used to recognize excellent work, that is work that stands out in comparison with that of other students at FDU, now and in the past, and that might attract the interest and appreciation of others working in the field. The work is both competently presented and innovative. An "A" is typically reserved for a few elite individuals.

B = Is used to acknowledge competent treatment of assigned material. Competent treatment includes coherent, internally consistent writing, professionally presented (grammatically correct, etc.), as well as insightful and interpretive. The words “well done” are also used to recognize this level of work. A grade of "B" is reserved for students who exceed adequate performance and show considerable promise for being highly effective.

C = Is used to acknowledge adequate work that is acceptable in the knowledge reflected but is either flawed in its presentation or lacking in insight and interpretation or both. The word “ok” may be used to reflect this judgment.

F = Is used to recognize unacceptable work. A failing mark of "F" is reserved for a few individuals (many of whom receive this mark because of circumstances that create difficulties with time and concentration or a lack of effort).

Assignments and Other Instructor Policy:

Book Club Fishbowl Discussion Participation – Weeks 3, 5, 8, 10, & 12 = 15%

Starting in Week 3, students will be tasked with sharing their selected readings to their peers on a rotating basis during the last 20 minutes of each class through an activity called a ‘fishbowl discussion’. To play the activity, two students will be randomly chosen to sit in the middle of the room. The rest of the class will sit in a circle around them. The two students in the middle (i.e., “the fish”) will discuss their chosen readings that week and how it relates to the topic that day, using only the book and their notes to guide them. The students in the outer circle will silently take notes based on the discussion in the fishbowl. After some time, the students will rotate, and two new “fish” will enter the fishbowl while the first two return

to the outer circle. This process is repeated until all students have had a chance to discuss the readings in front of their peers.

Once the 20 minutes is up, all students will come together to highlight the strengths of the discussion and suggest ways to make it even more meaningful the next time. Here are some suggested prompts to get this conversation started (retrieved from Chico State University):

- What did you observe during the discussion of the text?
- What is one thing you heard that is similar to your point of view?
- What is one thing with which you disagree?
- How did you feel while on the outside of the fishbowl?
- How did you feel while on the inside of the fishbowl?

Your grade for this activity will be based on your understanding of the readings, contribution to the discussion, critical thinking and analysis, communication and clarity, and respect and collaboration among your peers. Specific instructions and a detailed rubric for the fishbowl activity will be provided to students in WebCampus.

As a bonus, any student can volunteer to facilitate that day's fishbowl discussion before it begins. Students who volunteer for this role will be awarded up to an additional 2% bonus grade in the course. There may be only one student facilitator per activity, and each student can only be a facilitator once.

Finally, there is also an online book club discussion forum set up in WebCampus for any student who would like to continue the conversation from class there. This is optional and ungraded.

Field Visit Participation and Engagement – Weeks TBC = 15%

On Monday, November 25th, we will leave campus for a full-day field trip to attend a FoodSafe Level 1 course. The course covers food handling, sanitation, and work safety topics for all restaurant business positions. Students will learn about the importance of preventing foodborne illnesses, properly receiving, storing, preparing, and serving food, and best practices for cleaning and sanitizing the kitchen and its various components.

The course will take about 7-8 hours to fully complete, and we will be completing it in person at the Advance Continuing Education Centre located at 420 East Broadway, Vancouver, BC, V5T 1X2. It is the students' responsibility to arrive to the correct location on time and be prepared for the day.

The cost to take the FoodSafe Level 1 course in person is \$79 (regular \$89, but we have been offered a \$10 discount per student). More information on when and how to pay will be given in Week 7.

The course is in English, but you may request a copy of the written workbook in additional bilingual formats, including English-Chinese, English-Korean, English-Punjabi, and English-Arabic. ***To request a workbook in one of the above bilingual formats, you must ask your instructor no later than November 11th.***

More information about the certification can be found here:
<https://foodsafety.ca/courses/level-1.html>.

Business Plan Executive Summary – Week 6 – 0%

Um, professor, you put 0%; what is the actual grade?

There isn't one! This is called an 'Ungraded Assessment', and the goal is to ensure you are on the right track to succeed on your final business plan (which is worth a lot) rather than to punish you for thinking creatively or getting it all wrong at this stage.

An executive summary is a one-page (single-spaced, 12-point font with 1" margins) summary of all proposed elements of your business plan based on your understanding of the external market, marketing and sales, human resources management, and finance. Though inspiration can come from anywhere, you should adhere to the required business plan components suggested in the checklist in the 'Resources to get started' folder of the Semester Project area in WebCampus.

For each of you, your (fictitious!) business will be a new sole proprietorship or partnership restaurant located anywhere in British Columbia. Aside from that, you may arrange your business in any way you choose.

There will be no class during Week 6 while you put your executive summary together. You must complete it individually or with a partner (no groups larger than two, please). If you work with a partner, you may choose one student in the team to submit.

More instructions and details will be provided to you throughout the first few weeks of the course, including a complete rubric and instructions.

Final Business Plan Submission – Week 14 – 50%

The culmination of all your work in the course will be your final B.C.-based restaurant business plan.

The overall structure of your business plan will be as follows:

1. Title Page
2. Table of Contents
3. Executive Summary
4. Background and Mission of the Plan
5. Management Team
6. Business Objectives
7. Marketing Approach
8. Location Selection
9. Physical Facility Requirements
10. Financing
11. Personnel
12. Legal Considerations
13. Diversity, Equity, Inclusion, and Accessibility Policies
14. Indigenous Community Considerations
15. Risk Assessment

More details regarding the business plan will be provided in WebCampus and explained in depth in Week 7.

	<p><u>Final Poster Exhibition – Week 14 – 20%</u></p> <p>The final presentations will be in the form of a poster exhibition, giving students a chance to showcase their proposed foodservice enterprises to the rest of the class. You must incorporate the course readings into your content to demonstrate how they relate to what you have created. During the exhibition, you will stand next to your displayed poster and answer questions from other students and the instructor.</p> <p>Although a specific script is not required, all students will be asked this same question: “Can you please tell me about your business concept?”</p> <p>More information, including specific details and a grading rubric, will be provided in Week 7.</p>
<p>Course Submissions and Attendance Policies:</p>	<p>All written assignments must be submitted through Safe Assign. Please turn off cellular telephones and anything electronic during class time. In this course, Wikipedia will NOT be recognized as a source for research and will not be accepted as a citation/reference in any research paper assigned in this course.</p> <p>Each student must attend at least 85% of the scheduled class meetings to complete this course satisfactorily. You are allowed a maximum of 2 [two] unexcused absences. You will not pass this course if you miss more than 2 [two] class sessions without a valid absence. If you miss class for a valid reason (religious accommodation, medical emergencies, etc.), please email the instructor beforehand (or as soon as possible) to avoid penalty.</p> <p>The class will commence at the scheduled time. Please arrive on time so your late arrival will not disturb the class already in progress. Attendance will be taken at the beginning of each class; those who come after attendance will be considered late, and two late arrivals will constitute one absence.</p>
<p>Course Generative Artificial Intelligence (AI) Policy:</p> <p>Reminder: This policy is <u>not</u> university-wide and only applies to <u>this course</u>.</p>	<p>Generative AI has grown rapidly and is now present in most contexts and settings in the developed world, including the Canadian university classroom. I believe it is important that students develop literacy in AI technology while they are students and before they enter the workforce. An article in HBR suggests that AI augments human intelligence, not replaces it.</p> <p><u>Therefore, AI is fully allowed and encouraged in this course.</u> However, as Uncle Ben cautioned a young Peter Parker prior to his transformation into Spiderman, “With great power comes great responsibility!”. It is against the University’s Academic Integrity Policy for students to present work they did not personally complete as their own, and although the current policy does not explicitly address AI, any work generated by an AI system that is not properly credited falls within the scope of this policy. There’s always a catch, isn’t there?</p> <p>Please remember that there is no obligation to use generative AI in this class, and choosing not to use it will not affect your performance or potential for grades in any capacity.</p>
<p>Resources for Student Success</p>	<p>Students in this course are invited to contact one or more of our student support offices for support in this course, other courses, or any aspect of their FDU experience. In addition, any student with a concern who does not know where to turn may reach out to the Chief Student Experience Officer on the relevant campus. Our Chief Student Experience Officer at the Vancouver Campus is Jobin Mojtavavi, jobin_mojtabavi@fdu.edu, 604-648-4465.</p>

Class Schedule

Week	Date	Topic	Sub-Topics	Activity
1	Sept-12	Welcome/Course Overview	Intro to course and Structure; entrepreneurial mindset; Book selection (one of three)	AI Crash Course and Course Review
2	Sept-19	Entrepreneurial Concept Review	External Market Research and Analysis; Location Selection; Need Assessment	Deadline to confirm book selection; Environics Analytics Postal Code lookup)
3	Sept-26		Marketing and Sales; Digital advertising and promotion Strategies	Canva skills update and demonstration; Book Club Fishbowl # 1
4	Oct-3		Staffing, Hiring, and Retention for Business Owners	Tourism Workforce Case Study
5	Oct-10		Budgeting, Bookkeeping, and Forecasting; USAFR & USALI; Review of Executive Summary components and Brainstorming Workshop	In Class: Guest Lecture: Andre Kuerbis, owner of AFK Consulting; Book Club Fishbowl # 2 After Class: Field visit to Salmon n' Bannock restaurant to tour kitchen and meet owner (meeting location: Cambie Room 211 at 2:50 pm)
6	Oct-17	No Class - Business Plan Executive Summary submission due Oct. 23 rd at 11:59 p.m.		
7	Oct-24	Semester Project – Creating the Pieces	Overview of Business Plan Project; Business Plan Components and Layout; Canva Demonstration; AI-tools to Assist; Review of BC Restaurant Startup Checklist	Create Gantt chart for Business Plan for next 6 weeks
8	Oct-31		Business Planning: Business Concept and Structure; Organizational Chart and Staffing Plans; Required Permits and Licenses	Book Club Fishbowl # 3 Define General Structure and Business Identity (Name, mission, menu type); Design an Organization Chart and Staffing Plan; Create List of Required Permits
9	Nov-7		Content moved to Week 11	Content moved to Week 11
10	Nov-14		Location and Zoning: Choose a location in B.C.; Construction or remodeling plans; Lease options	Select business address and plans for building/remodeling and leasing; Book Club Fishbowl # 4 HOMEWORK (See 'Detailed Schedule and Homework for HRTM7746' file in

				WebCampus): Finalize trademark/registered business name; first draft of mission and vision statements; list of required permits and licences needed; business location and address selected; first draft of organizational chart and your business logo made in Canva; Update Gantt Chart to reflect revisions since last time you updated it
11	Nov-21		Marketing Plan: Target market; Positioning; Growth share matrix with menu items and prices; Technology, Innovation, Sustainability, and DEIAR: AI tools for restaurant owners; Sustainable Practices; Hiring Indigenous employees; Strategies to Ensure Diverse Workforce; Accessible Restaurant Designs	Gantt Chart Check-ins (per group); Identify municipal planning department website and contact by phone to confirm zoning restrictions; Target market and persona identification; Growth share matrix Review field trip plan for FoodSafe course, including expectations, etiquette, what to bring, etc. HOMEWORK: Research and include at least two innovative tools in your business; Create custom DEIAR Commitment Statement; Attend FoodSafe Certification training; Update Gantt Chart before next class
Field Trip: Nov-25			All-day field trip to ADVANCE Continuing Education to obtain FoodSafe Level 1 certification - cost is approx. \$79	
12	Nov-28		Field visit debrief; Health Inspection Planning; Worker Rights and Safety; Sanitization; Trademark review; Risk Preparedness; Contingency Planning	Book Club Fishbowl # 5 Review BC Registries Modernization Statistics and Insights page and discuss what you find; Create contingency plan;
13	Dec-5	Wrap-up: Putting the Pieces Together	Class Workshop: Putting it all together into a complete plan; Building your Presentation Materials using Canva or Beautiful.ai platforms	
December 6			Add/Drop deadline for all HRTM Courses	
December 11			Poster Exhibition Poster due December 11 th at 6:00 a.m.	
14	Dec-12		Poster Exhibition	
December 13			Final Business Plans due December 13 th at 12:00 p.m. (noon)	

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.