

*Faculty of Business*

University of Victoria

## TEACHING DOSSIER

For the 7-year period:  
Ending March 31, 2004  
Beginning April 1, 1997



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Professor,  
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*April 2003 to March 2004*

## Teaching Responsibilities

### *Courses*

Course No.	Unit Value	Enrollment	Teaching Assistance
ENT 411	1.5 units	45	NONE
ENT 412	1.5 units	45	NONE
MBA 561	1.5 units	38	NONE

### *Graduate Student Committee Membership*

Ongoing      Brent Mainprize      Ph.D.      Swinburne, AU.      Graduate

### *Other*

Margaret Simmons	Outside area thesis consultant	Walden University, Minneapolis, MN	Ph.D.
David Walsh	Outside area thesis consultant	University of Salford, UK	Ph.D.
Veronica Gustavsson	Outside area thesis consultant	Jönköping IB School, SWE	Ph.D.

## Approach to Teaching

### *Teaching Statement*

- I value each student as an individual with unique interests and capabilities;
- I value comprehension, appreciation, and creative expression of human knowledge;
- I value the encouragement and expectation of analytical, critical and strategic thinking;
- I value the acquisition of new knowledge and its dissemination to others, especially those who have traditionally had limitations on their access to this knowledge;
- I value service to the set of students who passionately desire to possess the knowledge base and problem solving methods used by expert entrepreneurs;
- I value extended (life-long) learning.



## Teaching Goals

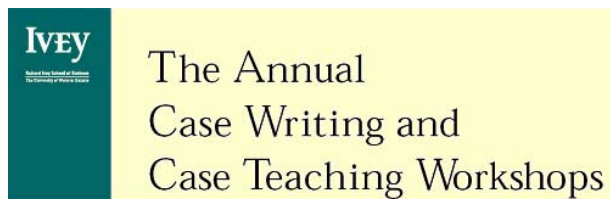
This year I shall:

1. Continue to bring "passion" for my topic into the classroom;
2. Continue to communicate high expectations and attempt to develop self-efficacy within students;
3. (Based upon input from 2003 ENT Program and Instructor Evaluations): Attempt to: (1) refine the ENT grading process to more accurately recognize individual student accomplishments, and (2) introduce greater flexibility for student topic self-selection to increase the content/student fit, and thereby the proportion of students who passionately desire to possess the knowledge base and problem solving methods used by expert entrepreneurs;
4. Seek to align my program and my teaching with the FOB goals: I, I, I, e.

## Efforts to Improve Teaching

### *Instructional Development Activities*

Beginning in 2002 and continuing throughout 2003, and as a result of personnel changes in the ENT teaching team, I have chaired a weekly program integration special project, which aligns Program content more closely with the venturing sequence (searching, screening, planning, financing, setup, startup.) Early reactions from the students (e.g., comments in Program Evaluations re: trial implementation of the more integrated model) show a dramatic increase in student recognition of the effectiveness of these development activities.

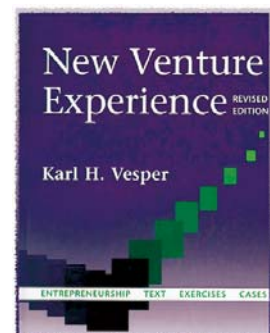


Successfully completed the University of Western Ontario Richard Ivey School of Business *Case Teaching Workshop*, March 26 – 28, 2003 (completed subsequent to last year's report): Advanced training in the design,

planning, and execution of discussion teaching-based curriculum at both graduate and undergraduate levels of university instruction.

### *Consultations on Teaching*

During the past year I have taken the initiative to meet with Professor Karl Vesper, the author of one of the major texts used in the ENT Program, to provide input into the next revisions of the text that will better support the ENT Cognitions approach used in the UVic teaching model. This has involved two meetings in Victoria, and one in Seattle, as well as the review and refinement of several text chapters, and the mapping of a special UVic-centred Appendix. (In addition, this has also resulted in my invitation to become a faculty



member in the world-renowned Entrepreneurship Experiential Classroom Seminars to be held September 2004.)

### *Changes to Courses or Program*

In service of one of this year's teaching values (I value service to the set of students who passionately desire to possess the knowledge base and problem solving methods used by expert entrepreneurs), and in response to the budgetary constraints that limit support of the present highly labor-intensive Integrated Entrepreneurship Program, I have initiated an ENT Teaching Team Project based on stable and consistent recent feedback from the students to: (1) refine the ENT grading process to more accurately recognize individual student accomplishments, and (2) introduce greater flexibility for student topic self-selection to increase the content/student fit, and thereby the proportion of students who passionately desire to possess the knowledge base and problem solving methods used by expert entrepreneurs.

## **Contributions to Teaching and Accomplishments**

### *Curriculum and Course Development*

To better enable other members of the ENT Teaching Team to prep. ENT 412 and MBA 561 (the ENT Expertise courses) I have begun to develop a standardized teaching packet for the "expert scripting" assignment series, which will make it much more turn-key and practical to implement.

### *Development of Teaching Resources*

To further the increased use of discussion teaching in the classroom, I have recently acquired a version of MS Producer (web-cam plus visuals), which works in conjunction with PowerPoint, to produce web-accessible lecture files that can provide out-of-class content for use on the FOB Blackboard system. This way, students can utilize and review teaching content as much as needed, which will free previously required lecture time for class discussion and application – another of the key recommendations from students in recent Program Evaluations.



### *Implementation of Innovative Teaching and Assessment Practices*

This year I have taken the first steps to design and evaluate for implementation an ENT Learning Mall approach to skill acquisition and demonstration in the various modules of the ENT Program. The implementation of pilot concepts is expected in the summer of 2004.

### *Activities to Support Teaching in your Academic Unit and/or University*



As a member of the BCom Improvement Committee, April 2003 to March 2004, I have had the opportunity to meet with colleagues to

consider the major elements of the BCom Program, to listen to student views, and to provide input to improve our BCom teaching capabilities as a Faculty.

### *Peer Mentoring*



During the Summer Program I continued to hold private sessions with teaching team colleagues to coordinate and to refine our integrated teaching team efforts.

This year I also served as a Heizer Award Judge in the Academy of Management Entrepreneurship Division: involving mentoring/evaluation-type activities to assist ENT doctoral students.

### *Research on Teaching and Learning*

During this past year I have compiled seven years of student learning data (w/ proper HREC approvals) regarding the Integrated ENT Program into a usable data set, and obtained preliminary results which document consistent student gains in ENT expertise to levels approximating those of practicing entrepreneurs (one of the key objectives of the Program).

### *Presentations and/or Publications on Teaching and Learning*

This year, with Brock Smith (UVic) and Brent Mainprize (RRU), I presented: "Taking a theoretical approach to teaching entrepreneurship," a symposium held November 7<sup>th</sup>, at the Annual Meeting of the Canadian Council for Small Business and Entrepreneurship (CCSBE), Nov. 6 – 8, 2003.



### *Awards (including nominations) and Grants related to Teaching*

Along with a multi-nation research team (Sweden and USA), obtained a substantial research grant from the Research Council of Sweden, to fund the data analysis and results dissemination of the UVic ENT Learning Quasi-Experiment (for more information, please see the Winspear Chair Entrepreneurial Research Lab Initiative description available at [www.ronaldmitchell.org](http://www.ronaldmitchell.org).)

### *Other*

This year, with the Dean's help, we continued to act on the external review of the ENT programs (both undergraduate and graduate), conducted by Boyd Cohen and Kristine Gilmartin as objective reviewers, to ensure that our award-winning "cutting edge" status can be maintained through continuous improvement. From this, the idea of adding the "sustainable entrepreneurship" focus presently under pilot testing was initiated.

## Assessment of Teaching

### Peer Assessments

Please see prior year 01 – 02 for peer review letters.

### Summary of Selected Numerical Scores from Student Ratings of Instruction<sup>1</sup>

Description	Overall Program Rating*	Instructor Org. & Prep.	Instructor Comm. Ability	Instructor Interest in Topic	Work level*: Too much = 1 Too little = 5	Attitude Toward Students	Instructor Teaching Ability
2003 – ENT 412 Acquiring Expert Venture Cognitions	4.67*	4.91	4.70	4.93	2.43	4.64	4.75
2003 – ENT 411 Venture Planning/ Finance Expertise	4.67*	4.71	4.39	4.81	2.43	4.56	4.58
2003 – MBA 561 Acquiring ENT Expertise	3.93**	4.87	4.42	4.92	1.31**	3.72**	4.21

\* In the ENT Program students are asked to rate the Program v. individual courses.

\*\* Appears to be associated with a relatively higher dissatisfaction with content and workload (same relative content; higher reaction to workload, e.g., Work level ratings = 3.0 for MBA561 in Fall of 2001, and 2.43 in Summer of 2003, compared to 1.31 in this class: Fall 2003). This suggests a possible lack of student/content fit.

Other possible explanations include:

- Difficulties due to 55% ESL students;
- Difficulties in trying to satisfy 3 distinct “customer” groups (Thai, Other exchange, Regular MBA);
- Difficulties due to change in program support levels mid-way in the term; and/or
- Difficulties with attempts to decrease free riding due to a marking system mismatch (i.e., where grading based on high v. low student/ content fit provided insufficient incentives/ rewards for high performance).

### Sample of Qualitative Feedback from Students and Other Communication<sup>2</sup>

#### ENT Integrated Program Representative Feedback



*What did you like about the Entrepreneurship Integrated Program?*

- Presentation as a comprehensive and collective course grouping as a single module.
- Variety in classes.
- I love the integrated approach and the values of the program, how it opened my eyes to the possibilities.
- I feel the intensity really helped me to improve my skills as a venturer and a student. The profs were friendly and open to suggestions and this made me feel more and more comfortable as the term went on.

<sup>1</sup> See 2000-2001 Appendix for full list of ratings

<sup>2</sup> See 2001-2002 Appendix for full list of remarks





- I like that the instructors are concerned with what the students think. I like the integrated approach. Usually feedback on assignment is excellent. Boyd and Ron are very approachable.
- I like the level of responsibility that we were able to exercise over our own learning; the integration of all the concepts flowed really well; the preciseness of delivery, particularly by Ron in delivering concepts on cognitive development. Boyd's passion about sustainability is now in my future plans, where before I didn't even consider it.
- Like hands on assignments; liked that the classes were integrated and chronologically ordered; loved guest speakers and real examples.
- It gave me confidence in starting new ventures; good guest speakers; Ron's personal attention to the students; Kristine's dedication in marking assignment thoroughly.
- I enjoyed many of the projects and I especially enjoyed having the same students in all my classes. Having profs. as coaches was really helpful as well.
- Venture conference, simply an amazing experience; integration and flexibility of assignments; the S or U marking system was very conducive to learning; guest speakers; portfolios; goal setting; business plans; social events; sustainability element.
- It kept us busy! I feel satisfied for the first time in the Commerce Program; teachers were proactive.
- Innovative; leading edge knowledge; it makes the student get on board; Professors are very enthusiastic and experienced – not purely academic.
- Portfolio; business plan; teacher passion.
- Very integrated – instructors are all so dedicated; interesting; I learned something.
- Entrepreneurship portfolio; new venture script; innovation project.
- Very useful. Helps build venturing skills; well integrated; fun at times! Innovation project.
- The integration of the courses, there was overlap, but theory was not repeated . . . therefore, there was not a waste of time. I also liked how practical the assignments were! Organization! Guest speakers! The way assignments were graded w/ optional final exam! The learning focus not the examination focus.
- Excellent content and very committed teaching team.
- The passion and knowledge of the teaching team. Practical learning was much more effective for me. I just wished that other terms in the BCom worked this way. Most students don't learn by memorizing and then reciting; but rather by actually doing the work. Great model!
- The inter-class interactions, the sections being integrated by searching, screening, planning, etc.; I liked that there were a few big assignment/ projects.
- Workload was balanced.
- The innovation project and other assignments that allowed us hands on experience → somewhere to apply the theory! Great to meet different people, a definite wide variety. But it was nice that we became a close group.

*Where could improvements be made in this course?*

- More in-depth finance and accounting section; perhaps a solid week.
- More involvement by real venture capitalists. This or people in startup ventures. I found real-world experience helps me the most.
- More on financials! I feel that based on the feedback from the venture panelists – everyone's financial statements were not detailed enough and lack information: so more practice on that would be good.
- Consider revising the marking system so that high performing students can maintain their current GPA.





- More discussion of cases and the strategies they used, what worked, and what didn't.
- Have more small in-class exercises to aid understanding and memory of materials.
- There could be less focus on the participation aspect.
- For the business plan, a little more concentration on operations and financials may have been beneficial.
- Parts of the business plan should be due for review and submission earlier (it was too rushed at the end of semester).
- We should have a portfolio sharing "show" opportunity so we can all improve our concepts/layouts and content by looking at each other's work.
- I think a lot of us are still feeling like we don't know what we want to do . . . maybe career counseling?
- Grading scheme. I came in with straight A's and would like to keep them.
- More presentations: Daily, to get used to them.
- Marking scheme: more reward for the work that we do.
- Strategy (COM 400 could relate more to actual strategy, not just sustainability)
- Start classes in the early afternoon so that students can prepare for class in the morning.
- Maybe understand that every student might touch bottom at 9 (at least) one time. Be very supportive . . .
- Fewer assignments near the end; more emphasis on the b-plan; all teachers understand the "major-ness" of each assignment.
- Course ENT 411 (Venture planning/finance expertise): didn't learn much about the venture finance.
- Spread out the workload away from the last 4 weeks to have more time for the business plan; improve the Program Outline.
- I feel like it is hard to get a high grade. I am afraid that whatever I do this term will decrease my GPA.
- Improve the marking system.
- I thought that the "elevator pitch exercise" was really valuable, but I was somewhat unprepared. Part of this was my fault, but practice in the class could be very valuable.
- Strategy class: weakest part in the module. A bit boring and not so integrated as the other classes.
- I would like to see a little more of a grading scheme to reflect real quality work. It would appeal more to my sense of justice if hard + quality work was more rewarded than passable work.
- If difficult concepts in ENT 411 are going to be introduced, there should also be lecture time devoted to them rather than expecting us to "make time" to study these subjects on top of the already existing work.
- Start the B-plan earlier (too much to do at one time).
- Way too much work to only receive a B (without taking a final). It's great to take the emphasis off the marks, but it doesn't give much motivation to do things to your full potential. If you do prepare your assignments using your best effort, it's frustrating to spend so much time and only get a B. This was the most recurring discussion I had with the other students.

*What content elements could be emphasized more?*

- I enjoyed Ron's consulting script.
- Presentation skills; practical application; outside speakers like Gordon Goodman.
- Screening and planning; selling → practical application.
- The marketing section of the biz plan and the WBI conference transcription analysis should be tied together because that would refine our skills and



focus our efforts more effectively, teach us the lessons vicariously about what was lacking and how to overcome it in presenting the biz plan.

- Venture valuation/ new venture finance.
- Presenters were great (Peter T., Power Measurement; WestJet; Olympics; Mel Cooper – All gold! Very inspiring!)
- Portfolio; innovation project.
- Marketing research tools.
- Basic accounting for a start-up business.
- The business plan, valuation of firms, performing/ gathering market research.
- More public speaking and presentation-type assignments.
- Maybe a course in public speaking.
- “Story time” → More experience-driven examples to back up content
- More guest presentations and speakers; get to more venture forums/ conferences/ etc for a “hands on” out of the classroom experience.
- Set up and start up.
- I thought that if the whole class could open a business and maintain it during the whole semester: open and profitable, that it would be a great experience for everyone.
- Portfolio; business plan; venture conference.
- I think that the structure is just right but a better communication of the importance of each part should be made (e.g. percentages emphasized).
- I felt that in ENT 411 we should focus more on the financial issues: more time on venture valuation; we should have practiced more with NVT.
- Emphasize the practical learning more. I like the concept of not giving a lot of direction, but trying to figure it out by yourself. That is how it is going to be in the real world, so let’s learn how. The innovation project was great for this.
- Selling → there is lots of emphasis on product-market match and attaining sales, but there wasn’t much emphasis on sales tools and skills.
- I like the mix.
- Finance, service operations. From talking with others most people plan on venturing into services. The program and readings were mainly focused on products and technology. It was hard to bring that back to a level that is applicable to me ( a person who is interested in services); plus not everyone understands technology!

*What Program elements could be eliminated or de-emphasized?*

- None.
- None.
- None.
- I strongly disagree with the emphasis on participation. I can honestly say that 95 – 99% of all student inputs were of no use to me other than to confirm what I already know. Participation emphasis detracts from my learning, because it reduces the amount of exposure to the professors’ insights. They are who I paid to hear speak. Marking participation a grade element results in a lot of useless blabber. It also results in a person like me, who prefers quality over quantity, getting unnecessarily low marks, which will probably not reflect the amount (and integrity) of the assignments I submitted.
- None.
- Attendance/ participation restrictions.
- Scripts on mentor and people other than ourselves could be eliminated.
- None.
- Less emphasis on the NVP, especially where out mentors are concerned; more emphasis on our own script.
- Mentor scripts (just the scripts not the interview).



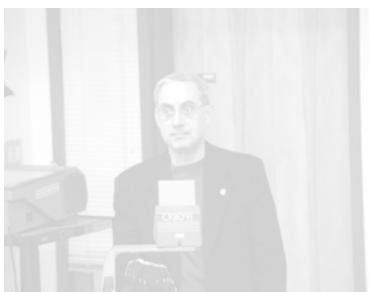
- None. You just need more time to focus more on some things.
- De-emphasize the marketing 'science' and emphasize the creativity side of marketing.
- None.
- 5-year plan.
- 5-year plan (should be more structured or guided) → expectations are too high.
- None.
- I cannot think of anything to eliminate right now.
- 5-year plan (de-emphasized); less on scripts (maybe 2 versions).
- None.
- None.
- Some marketing content repetitive from other classes.
- None.
- I know that the analytical tools are important; but it was really dry in class. Maybe there would be a way to teach these tools by setting the students to implement them.
- I don't like it when (instructor name) implemented the students teaching the class exercise. It's the blind leading the blind. We want experts to teach us not our peers. As soon as our peers start talking many of us zone out.
- None.
- The transaction model was kept too abstract for too long. It would be better to use real world examples sooner to assist in the learning process.
- I didn't find I go a lot of value out of the sustainability. It was interesting and I don't think it should be eliminated; but most of us already covered sustainability and its implications in (non-ENT program instructor's) class. The scripting process too: 3 revisions is too much. Liked the mentor part but WBI was not valuable.

*Which texts/ readings did you find most/ least useful?*

- Really enjoyed Vesper.
- Would like more emphasis on the "unskilled and unaware" concept; on how to identify how you compare to others, how to identify the unskilled and avoid and help them.
- Strategy readings: Harvard/ Ivey.
- Most useful were Boyd's (strategy) readings.
- "Portfolio Power" and Brock's readings, I was not so sure about.
- All course packs were excellent, full of very good articles.
- Vesper should be used more.
- Suggestion: Please put all of the non-text readings in the course packs.
- "Portfolio Power" good read! Very helpful.
- WBI Conference – aided with business plan development readings would have liked it to be included in a course pack!
- Most useful: WBI, Vesper, Example business plans, and cases.
- I liked reading and discussing cases more than reading texts.
- Brock's readings are most useful. Vesper too.
- Vesper text → good. "Portfolio Power" we never referred to it.
- Vesper – excellent! "Portfolio Power" was too vague; Business plan examples excellent.
- Most: Disruptive technologies; natural capitalism; Monograph Chapter 2
- Least: Vesper
- Least useful: Portfolio reading → I thought that the lecture was much more useful than the reading; Also, most of the ENT 410 readings, especially about factoring techniques were too (??) and mostly repetitive.
- Liked: Scampers, Vesper, Cases; didn't like: Chapter 2 Monograph – too academic!



- Script assignment too long.
- Course readings were valuable; but were overlooked due to the heavy workload.
- → DEFINITELY THE BEST TERM I'VE HAD IN FOUR YEARS.
- There were always a lot of marketing readings. Eventually people just stopped reading them completely. It might be good to make 1 – 2 a day mandatory and the rest optional so that it is more manageable and people will actually read them.
- Most: Boyd's course pack and Ron's research
- Least: "Portfolio Power"
- I didn't find "Portfolio Power" terribly useful.



### ENT 411 Feedback

*What are the major strengths of the instructor?*

- Real life entrepreneurial experience.
- Extensive knowledge and expertise; engaging speaker; communication. Thanks Ron!
- Great teacher, really into his students.
- Fluent ability to communicate material.
- Extremely flexible to suggestions of students; very interested/enthused in material; energetic; make material "real" and applicable – pulls examples from the real world.
- Ensured classes were interesting.
- Knowledgeable. Nice.
- Ron really likes the material, and his interest shows in his teaching.



*What are his/her major weaknesses?*

- None.
- They must be very well hidden & compensated for.
- Sometimes he goes off on a tangent.
- Needs a break!

*Other comments?*

- Loved his classes.
- A little too intensive at the beginning with a big financing case due; however, otherwise the course was well planned out.
- I think that the financials were not covered deeply enough; otherwise, great learning experience.



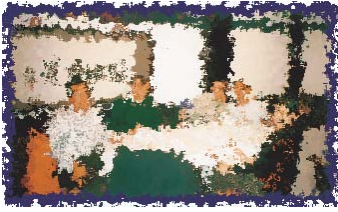
### ENT 412 Feedback

*What are the major strengths of the instructor?*

- Has lots of energy, loves teaching this course.
- Fantastic enthusiasm in class; his passion for entrepreneurship gets passed on to the class.
- Without a doubt Ron was the most responsive prof. to the students' suggestions – he consistently strove throughout the term to satisfy and work with the vast range of learning styles & personality types of the students: a task that is formidable to say the least. Even with an extremely busy schedule he would do his utmost to make himself available to student. He not only encourage, but genuinely wanted student/ professor interaction. Ron's goals are these: to share his knowledge with the class and prepare us to the best of his and our abilities for the world of entrepreneurship. He is passionate about his work, which is evident from his preparation and energy in his lectures.
- An extremely strong passion for the program and the course material. This helps to motivate the students and improves the overall experience in the program.







- Very responsive to feedback on course material and excellent feedback to students on their work. Always available outside class time for meetings as needed. Committed and genuinely passionate about course material and to students.
- Interest in material he covered; tried to be fair and include everyone.
- Superb communicator; strong mind: takes complex concepts and makes them accessible.
- His ability to give examples to go along with concepts, real world business examples. Also his energy and positive attitude.
- Passionate. Good teaching skills. Pushes students to try harder.
- Knowledge/ passion/ communication/ intensity.
- Communication, professional knowledge.
- Ron is a very talented and knowledgeable in the area of ENT.
- Very energetic, easy to speak with.
- High interest in subject and material.
- Works with you to solve any problems or difficulties you have. Very open to suggestion.



- Holds the class's attention well; passionate and knowledgeable about subject area.
- High energy; able to bring in experiences to almost all aspects of the course.
- Excellent communication and teaching ability; fun person!
- Availability, enthusiasm, knowledge, responsiveness; devoted to learning, the student and the program.
- The way he communicates the materials; not boring; would not easily fall asleep. Interesting.
- Motivating & pushing students. Excellent delivery of material; passion is obvious & the amount of preparation that goes into the class is obvious as well → dedicated to doing his best for his students → the key to changing students minds and making a difference.
- Energy. Knows the material, interesting topic, really enjoyed his classes, has a wealth of knowledge to offer.
- He is, of course, very expert in the field and also very helpful. Very committed to work and I'm very pleased to take his course even though I haven't had any time to go out !!!



*What are his/her major weaknesses?*

- None.
- Less emphasis around participation.
- None.
- Feedback on assignments seemed overly positive.
- While one-on-one time was encouraged, in reality there wasn't a lot of time available for this: all office hours two weeks in advance were already taken.
- He sometimes talked quite a bit before getting into the lecture about announcements and other class business.
- He does not seem to be aware how time consuming his assignments are. I think he underestimates it.
- None.
- None.
- Too high expectations of the students.
- May take too long on some subjects, perhaps to benefit students having difficulties; but it loses interest of all others [too slow with some topics].
- Can't think of any.
- None.
- Sometimes his approach to answering a question is not direct.
- ?
- Not distant enough.





- The classroom environment could be slightly uncomfortable at times.
- None.
- None.
- None.
- I didn't learn as much about what I wanted to learn, e.g. how to project financial statements.
- Too many surprises. But I guess that was probably part of the "intensity" element of entrepreneurship.
- Not telling me exactly what to do. Or is that a strength?
- Asks random questions without letting me know in advance, and that makes me uncomfortable.
- Maybe showing disappointment/ impatience when some questions are asked, but only because his expectations of student intensity are high & if the students were performing as they should, different questions could be asked.
- None.

#### *Other comments?*



- Thanks you Ron for an excellent experience – entering the Entrepreneurship Program was one of the best academic and personal decisions I have made.
- Sometimes Ron can get carried away with talking about how great the program is and doesn't communicate the relevant material. We understand the benefits, but it doesn't need to be said all the time.
- Good job Ron; Sometimes too much work; everyone tunes out when talking about scripts after they are handed in.
- Many thanks for choosing to invest your time into training us; extremely valuable concepts.
- The integration of the Program modules was superb.
- Have less emphasis on participation; maybe assign the unskilled/ unaware reading earlier to help us understand why we're doing the scripting assignments.
- The venture profile for the mentor was not very applicable to personal learning.
- I really enjoyed his involvement with the students on a personal and educational level.
- Thank you.
- Without Ron the ENT Program would never be the same!
- Ron is brilliant; but like other brilliant people, he is very strict.
- Very beneficial. Confidence builder.
- Exceptional Prof. Probably the best I've ever been taught by.
- The resource panels made it harder to participate in class for the people who weren't in the panel.
- Really liked Ron's classes.
- Thanks!
- I think that the amount of work was enormous. I suggest that you can cut down or reduce something so that it will be more bearable for us. More practical applications would be good.
- Expert script is a cool project.
- Excellent experience . . . thank you for your dedication.



#### **MBA 561 Representative Feedback**

##### *What are the Major Strengths of the Instructor?*

- Passion.
- The instructor is very passionate about the content and he certainly has lots of expertise in this field. Furthermore, he is an excellent orator and knows how to articulate his thoughts, which I personally believe, is extraordinary.





- He is one of the best instructors I have met. He is excellent! He is very kind, hard-working, maintaining high-level professionalism.
- Expert is course matters and has lots of personal contacts and extra information available if students are interested in extra information
- His preparation for class and the passion for the subject.
- His love of entrepreneurship – his commitment to his work as a teacher – motivation – spirit of entrepreneurship.
- Passionate and dedicated. He understands Asian culture very well.
- The passion and knowledge of Dr. Mitchell is great.
- Breadth of knowledge and experience; ability to interact w/ students.
- He loves entrepreneurship. Passion for teaching it.
- Great capacity of explaining concepts; great diversity of cases, with very useful questions.
- Knowledge, feedback, use of different media, sense of humor.
- Enthusiasm and dedication.
- Knowledge, intelligence, spirit, motivation.
- He has real world experience; he is very passionate about his area of teaching; and he is well organized.
- He is so motivated! I like his sense of humor.
- Inspiration in teaching and encouraging students.



#### *What are his/her major weaknesses?*

- None.
- Too demanding sometimes.
- None.
- None.
- Sometimes too theoretical.
- Sometimes, he doesn't answer directly to my questions.
- Too stricted (sic).
- Too much focus on start-ups. What about established firms and developments?
- A lot of cognition theory is not easy to understand.
- Maybe too strict in terms of too much workload.
- Going off target about research. Speaking to the students as though we are peer researchers. Some concepts are difficult to comprehend.
- (Generalizing several comments): I expected more of a survey course instead of a specialty; so I wanted diversity, and Ron taught only the methods that he was convinced of. I wanted to be taught "about" entrepreneurship, and he was always teaching us as though we wanted to "be" entrepreneurs.



#### *Other Comments*

- Overall I rate this instructor as an excellent human being and a superb academic researcher. He made me organize my thoughts in the form of script sequences and I think I certainly owe him. Perhaps I'll try to repay him by helping others in my life.
- Thank you, Dr. Mitchell! I have learned a lot from you.
- It's not only about learning as other courses. Because everyone already has this in his mind. It's about changing ways of thinking. I have to compete with myself: growth in my head. It's hard. It takes time.
- Thanks! Great overall experience. A privilege to be here!
- Just accept when people do not want to go the way you want him/her to go. The people will find their way.
- (Generalizing several comments in this regard): From our perspective the workload was heavy, and the assumption that we are taking this course to start a business is wrong. We wanted to hear about entrepreneurship, and you spent the time trying to make us into entrepreneurs. We don't accept the approach or the content, because we wanted something else, didn't



get it, and place the blame squarely on the shoulders of the professor for our frustrations. And, your passion for entrepreneurship and for attempting to get us all to think like entrepreneurs just exacerbated the conflict.

- Great!
- Dr. Mitchell does great work for society.
- Thank you. I hope I keep up my end of the social bargain – and become an entrepreneur. Thanks.

## Other Feedback

SAANICH NEWS WEEKEND EDITION - PAGE 4

NEWS

Friday, July 18, 2003

# Drive-in takes residents back in time

Jennifer Saltman

Weekend Edition contributor

For many people living in Greater Victoria, the 1950s and '60s are something they have only seen in the movies, read about, or heard stories of from parents and grandparents.

This weekend, thanks to a group of UVic business students, a younger crowd will have the chance to experience a part of 1950s Victoria — the drive-in movie theatre.

"You've read about it and seen it in those 1950s movies, but never actually piled into a car and done it," said Brock Smith, the students' professor.

In 1949, Greater Victoria saw its first drive-in go up in Saanich where Famous Players Silver City and Tillicum Mall now make their home. The Tillicum Drive-in, with 132 seats and room for 620 cars, closed in 1955, but re-opened

for a few years in the 1970s.

During the 1960s, the 600-car Victoria Drive-in entertained moviegoers for a year while the Tillicum was closed.

This weekend Chris Baggott, Mike Mackay, Kristina Kerr, Chieko Hiroki and Bob McEwan will take Greater Victoria residents back to those days by turning Mayfair Shopping Centre into a drive-in.

Students in the program are required to complete the Innovation Project, sponsored by Century 21 founder Peter Thomas. Groups have 10 days and no more than \$5 to set up, run and take down a business they come up with.

Although this group didn't finish in the 10 days given, their project was voted most likely to succeed in the long-term and they decided to continue the effort.

"We thought it was a pretty interesting idea that would stand out and be cool," Mackay explained.

His professor agrees.

"I think it's really creative and it's one of the more innovative innovation projects we've had," Smith said.

On Friday night, *E.T.* and on Saturday *Back to the Future*, will be projected onto the Blanshard Street-facing wall of The Bay.

For \$12 per vehicle, 100 will be allowed into the parking lot to see the movies and listen to the soundtrack on FM radio (the students have a unit that will broadcast a few hundred metres).

People are encouraged to pack in as many people as they have seat-belts and come down. Soft drinks and Kernels popcorn will also be on sale.

People without cars are also welcome to bring lawn chairs and portable radios to enjoy the show for a reduced ticket price.

Shows will begin around 10 p.m. and tickets go on sale at 9:30 p.m.



JENNIFER SALTMAN/WEEKEND EDITION CONTRIBUTOR

Mike Mackay, Chieko Hiroki, Chris Baggott and Kristina Kerr will turn the Mayfair parking lot into a drive-in movie theatre this weekend

Robyn Quinn, marketing director for Mayfair, said the mall is not charging the students anything to use the space.

"The business students were very enthusiastic, they had a great idea, as far as I'm concerned, and they were ready for any logistical concerns," she said.

"I think the whole thing is indicative of all the marketing

things that are going back in time."

Mackay said the group will be happy just breaking even with their venture because "it has been valuable for learning and money would be a bonus." Kerr said it has been a good way to flex their "entrepreneurial muscles."

While this venture is meant solely as a school project, perhaps Greater Victoria has a fu-

ture in the drive-in movie business.

"In this particular instance, it's a business student and community event, but if it really goes over well and goes off without a hitch, maybe we could continue with it in some capacity the future," Quinn said. "It's really going to be fun."

For more information, visit [www.victoriadrivein.com](http://www.victoriadrivein.com).

From: Dorothy Popplow [dorothy@thinkers.org]

Subject: Thank You

Date: Thu 1/2/2003 12:27 PM

Hello Ron

This is Dorothy Popplow and I would like to thank you for helping me develop new ways of thinking and approaching problems. I believe that the instruction you gave to me helped me in attaining my new position as Band Administrator for the St. Mary's Indian Band here in Cranbrook. I know that those 15 questions you taught me will be invaluable in making decisions on the future direction for this band.

I wanted you to know what a difference you have made in my life and that I am very grateful for having had the privilege of studying under you.

Sincerely

Dorothy Popplow

Date sent: Mon, 25 Aug 2003 16:26:30 -0700

Subject: Thanks for a Great Program

From: Graham Fair <graham\_fair@hotmail.com>

To: <mitch@business.uvic.ca>

Hello Ron,

I hope this email finds you well. I just wanted to write a few words about my experience at UVic. Your Entrepreneurship program exceeded every expectation I ever had of University as an academic institution; it truly was an amazing experience. Some day, I hope to be able to repay you for it, hopefully with a large cheque.

I wish you all the best in the future.

Cheers,

Graham



thank you!



Thank you very much for inviting the class over to your house it is very thoughtful and a great way to meet everyone and enjoy some home cooked goodness!! thanks again Ron and Cynthia  
 Karin

Thanks a lot! Lin

Thanks Ron & Cynthia  
 Jordan & Cora.

Thank you Ron  
 - Chris Gre

Thank you for inviting us all into your home  
 Jura

Thanks for the dinner  
 Ron & Cynthia  
 Matt

Nice music.  
 ina.

Thanks a lot!!  
 Necip

Thank you very much  
 time

Thank's you so much  
 Owen

Michelle

Thanks  
 Thank you for your generosity in having us @ your home - very kind of you. Much appreciated.  
 Jory

Thank you for your kindness and generosity.

Thank-you  
 Tara

Thank you for everything  
 Electra  
 I just want to say thank you for the cookies  
 Ron & Cynthia  
 If was so nice  
 treat. Thank you  
 Both  
 Jory

Thank you very much!!  
 Stacy

Thanks for the G.T.'s  
 Cynthia - Andrews



## April 2002 to March 2003 Teaching Responsibilities

### *Courses*

Course No.	Unit Value	Enrollment	Teaching Assistance
MBA 595-04		(Note: Reassigned due to medical leave)	
ENT 412	1.5 units	33	NONE
IMBA-699PKU	1.0 units	48 (Fall '02)	YES**
IMBA-699PKU	1.5 units*	38 (Spring '02)	YES**

\* Note: 1.5 UVIC = 1.0 PKU

\*\* Note: Assistance with copying/ student interface

### *Graduate Student Committee Membership*

Ongoing	Brent Mainprize	Ph.D.	Swinburne, AU.	Graduate
2002	Hunter Han Charles Tu Emma Wang Kramer Wang	MBA*	UVic	Graduate

\* Note: MBA 596 Consulting Project supervisor: *A Preliminary Report on the Management Training Industry: N. Am. v. China*

### *Other*

Margaret Simmons	Outside area thesis consultant	Walden University, Minneapolis, MN	Ph.D.
David Walsh	Outside area thesis consultant	University of Salford, UK	Ph.D.
Veronica Gustavsson	Outside area thesis consultant	Jönköping IB School, SWE	Ph.D.

## Approach to Teaching

### *Teaching Statement*

- I value each student as an individual with unique interests and capabilities;
- I value comprehension, appreciation, and creative expression of human knowledge;
- I value the encouragement of analytical, critical and strategic thought;
- I value the acquisition of new knowledge and its dissemination to others, especially those who have traditionally had limitations on their access to this knowledge;
- I value extended (life-long) learning.



### *Teaching Goals*

- Continue the personal learning choices interviews with individual students;
- Continue to bring “passion” for my topic into the classroom;
- Utilize the learning environment to foster collaborative learning;
- Encourage active learning;
- Communicate high expectations and attempt to develop self-efficacy within students

### **Efforts to Improve Teaching**

#### *Instructional Development Activities*

In connection with my joint appointment, and at the request of my department Chair (PKU), Professor Changqi Wu, I have developed and had translated into Chinese, a management strategy teaching note, as a contribution to the revision of strategic management course content and teaching presently underway at the Guanghua School of Management.



#### *Changes to Courses or Program*

As a result of personnel changes in the ENT teaching team, I have chaired a weekly program integration special project that aligns Program content more closely with the venturing sequence (searching, screening, planning, financing, setup, startup.)

### **Contributions to Teaching and Accomplishments**

#### *Curriculum and Course Development*

This past year I developed the course IMBA 699 – Global Entrepreneurship (at Peking University), which included the preparation of all presentation materials in bilingual format.



#### *Development of Teaching Resources*

This year, as a part of my First Nations public policy initiative (see [www.ronaldmitchell.org](http://www.ronaldmitchell.org) for an explanation of this initiative) I have been collaborating with the CEO of Gwaii Trust (Old Massett, Queen Charlotte Islands) to work with the native school board to design a Grade 2/3 Entrepreneurship Skills teaching module.



### *Activities to Support Teaching in your Academic Unit and/or University*

Through the International Centre for Venture Expertise, I used the results of last year's contract to research and develop a life-long learning approach to entrepreneurship education, and made a presentation to the China Macroeconomic Society in April 2002 in connection with their education website project. The results could result in the direct achievement of one of UVic's generic goals (also part of my own values): Life long learning opportunities for non first-tier individuals whose geographical isolation and unique learning profile has precluded practicality in the past, to have top-level education available.

### *Peer Mentoring*

During the Summer Program I continued to hold private sessions with teaching team colleagues wherein we discussed our teaching approach and worked to coordinate and to refine our integrated teaching team efforts.



Also, in May of 2002 I was a faculty member for the doctoral workshop in International Entrepreneurship, which was jointly sponsored by Georgia State University and the University of Minnesota and was held in Minneapolis May 17 – 19, 2002. During this seminar I had the opportunity to teach doctoral students new models for understanding international entrepreneurship, specifically to introduce the transaction cognition theory-based approach used in our Program at the University of Victoria.

### *Research on Teaching and Learning*

Over the past 6 years, I have had a project under the continuous review and supervision of the Human Research Ethics Committee, to gather and transcribe entrepreneur mentor experiences (anonymous) that can create a large enough database to serve students as an expert mentor. Data have been gathered and organized. The next phases are to introduce the "expert mentor" to students on a pilot basis, and to discover and to document effective expertise enhancements as an update to the prior research upon which the present UVic program is based (Mitchell and Chesteen, 1995; Charness, Krampe, and Mayr, 1996).



Charness, N., Krampe, R., & Mayer, U. 1996. The role of practice and coaching in entrepreneurial skill domains: An international comparison of life-span chess skill acquisition. In K. A. Ericsson ( Ed.), The road to excellence: The acquisition of expert performance in the arts and sciences, sports, and games: 51-80. Mahwah, NJ: Lawrence Erlbaum Associates.

Mitchell, R. K. & Chesteen, S. A. 1995. Enhancing entrepreneurial expertise: Experiential pedagogy and the entrepreneurial expert script. Simulation & Gaming, 26(3): 288-306.

### *Presentations and/or Publications on Teaching and Learning*

Presented: "The UVic model of entrepreneurship education: Global entrepreneurship in the Taiwan setting," at the September Conference of the Lin Ho Institute on the



New Taiwan Economy, September 21, 2002 at the Taiwan Institute of Banking and Finance, Taipei, Taiwan.

### *Program Development*

This year, with the help of the new Dean, I am working on the creation of a valid external review process for the ENT programs (both undergraduate and graduate), conceptualizing the study, and recruiting Boyd Cohen and Kristine Gilmartin as objective reviewers, to ensure that our award-winning "cutting edge" status can be maintained through continuous improvement.



## Assessment of Teaching

### *Summary of Numerical Scores from Student Ratings of Instruction<sup>3</sup>*

Description	Overall Course* Rating	Value of Course* Content	Instructor Org. & Prep.	Instructor Comm. Ability	Instructor Interest in Topic	Attitude Toward Students	Instructor Teaching Ability
<b>2002 – IMBA 699** (Peking University) April, 2002: Global Entrepreneurship</b>	4.60	4.58	4.81	4.54	4.75	4.56	4.79
<b>2002 – IMBA 699** (Peking University) Sept. 2002: Global Entrepreneurship</b>			(NOT	AVAILABLE)			
<b>2002 – ENT 412* Entrepreneurial Expertise</b>	4.12	4.50	4.65	4.27	4.81	4.23	4.30

\* In the ENT Program students are asked to rate the Program v. individual courses.

\*\*Note: Taught pursuant to the terms of my UVic/ PKU joint appointment

### Peer Assessments

This year I have brought forward from my Evaluative Historical Cumulative File two peer reviews prepared according to criteria developed by the ENT Teaching team for the assessment of our peers. (Please see attached)

### *Sample of Qualitative Feedback from Students and Other Communications<sup>4</sup>*

#### Entrepreneurship 412

*What did you like about this course?*

- Very good atmosphere!
- Course content - everything.
- I am coming out of it with a feeling of accomplishment and confidence.
- Everything! Highly engaging.
- The chance to learn more about the "why" entrepreneurship works.
- That I could relate it to real life experience.
- Good course!



<sup>3</sup> See 2002-2003 Appendix for full list of ratings

<sup>4</sup> See 2002-2003 Appendix for full list of remarks

*Where could improvements be made in this course?*

- More emphasis or reinforcement to apply theory to practice
- More visual presentation tools: videos, demonstrations, etc.
- Cut some hours of assignment time.

*What are the major strengths of the instructor?*

- His ability to communicate, answer questions, availability, enthusiasm; overall an excellent teacher.
- Clear interest and knowledge in the topic.
- Wow!
- Expertise, enthusiasm.
- Good instructor, interesting, relevant examples; personable.
- Communicates the concepts very well.
- Expert.
- Enthusiastic.
- Enthusiastic; available for help.

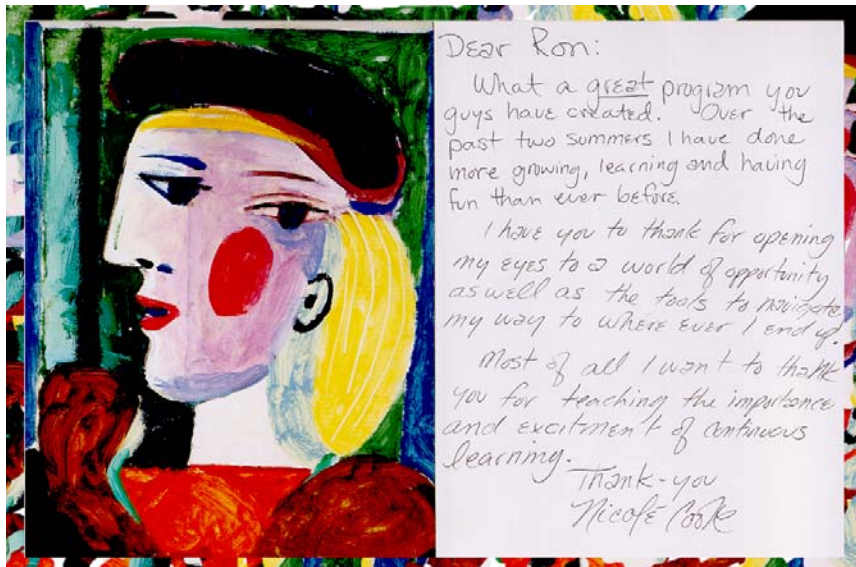
*What are his/her major weaknesses?*

- N/A.
- Gets a little off topic sometimes.
- Bit disconnected from the 'mood' of the class at times.
- At times students do not think he is on the same level (and he isn't).
- None.
- Spends time reviewing and reiterating.

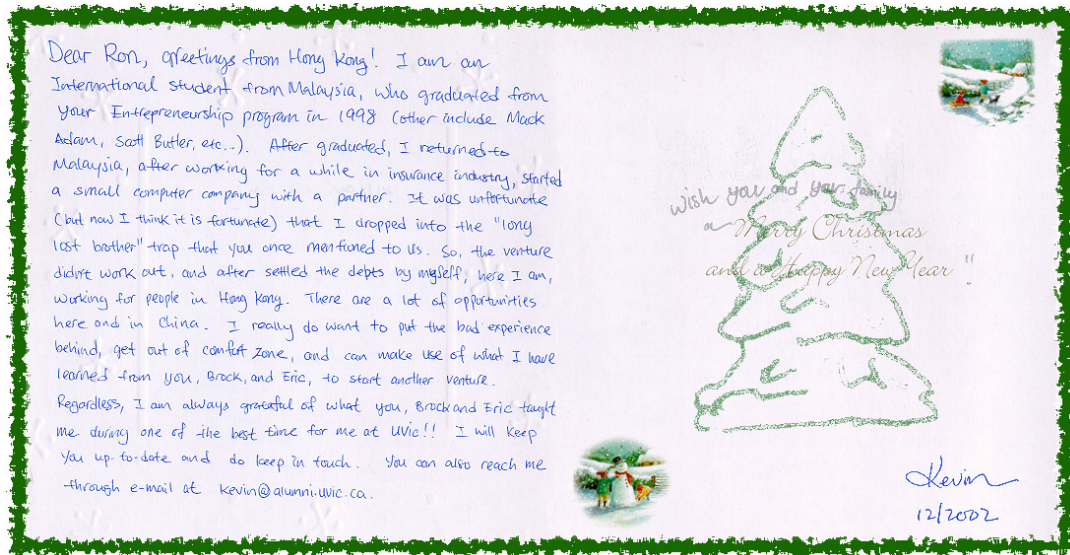
*Other comments?*

- Great course, one of best teachers I've had in university so far.
- Found this the most valuable course → would prefer more of this and less of others.
- Excellent teaching skills.

### Feedback from Program Alumni







Dear Ron, greetings from Hong Kong! I am an International student from Malaysia, who graduated from your Entrepreneurship program in 1998 (other include Mack Adam, Scott Butler, etc...). After graduated, I returned to Malaysia, after working for a while in insurance industry, started a small computer company with a partner. It was unfortunate (but now I think it is fortunate) that I dropped into the "long lost brother" trap that you once mentioned to us. So, the venture didn't work out, and after settled the debts by myself, here I am, working for people in Hong Kong. There are a lot of opportunities here and in China. I really do want to put the bad experience behind, get out of comfort zone, and can make use of what I have learned from you, Brock, and Eric, to start another venture. Regardless, I am always grateful of what you, Brock and Eric taught me during one of the best time for me at UVic!! I will keep you up-to-date and do keep in touch. You can also reach me through e-mail at [kevin@alumni.uvic.ca](mailto:kevin@alumni.uvic.ca).

Wish you and your family  
a Merry Christmas  
and a Happy New Year!!

Kevin  
12/2002

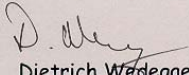
Victoria, 6 August 2002

Dear Ron,

Thank you for all the time and effort you put into making this summer such a valuable learning experience for all of us.

Best of luck with your future endeavours.

Yours truly,

  
Dietrich Wedegaertner



## April 2001 to March 2002 Teaching Responsibilities

### *Courses*

Course No.	Unit Value	Enrollment	Teaching Assistance
ENT 411	1.5 units	33	NONE
ENT 412	1.5 units	33	NONE
MBA 595-04	1.5 units	22	NONE
IMBA – PKU Global Entrepreneurship	1.5 units*	34	YES**

\* Note: 1.5 UVIC = 1.0 PKU

\*\* Note: Assistance with marking, student communication, plus assistance from a class prefect/president.

### *Graduate Student Committee Membership*

Ongoing	Ed Leach	Ph.D.	Dalhousie U.	Graduate
Ongoing	Brent Mainprize	Ph.D.	Swinburne, AU.	Graduate
2001	Michael Danov	MBA	UVic	Graduate

### *Directed Studies*

Hugh Erickson	Concepts in Advanced ENT	UVic	Com 490 S01
Brodie Guy	Concepts in Advanced ENT	UVic	Com 490 S01

### *Other*

David Walsh	Outside area thesis consultant	University of Salford, UK	Ph.D.
Veronica Gustavsson	Outside area thesis consultant	Jonkoping IB School, SWE	Ph.D.

## Approach to Teaching

### *Teaching Statement*

This year I have refined my Statement of Teaching Philosophy to incorporate the Generic Goals of the University as adopted by Senate in March of 1999, and suggested by the Learning and Teaching Centre to be relevant to the Teaching Dossier process. Thus, in addition to the values statement that has guided my teaching philosophy to this point:

- I value each student as an individual with unique interests and capabilities (forwarded from prior years)

I am now adding the following:



- I value comprehension, appreciation, and creative expression of human knowledge;
- I value the encouragement of analytical, critical and strategic thought;
- I value the acquisition of new knowledge and its dissemination to others, especially those who have traditionally had limitations on their access to this knowledge;
- I value extended (life-long) learning.

### *Teaching Goals*

This year I shall:

5. Continue the personal learning choices interviews with individual students;
6. Continue to bring “passion” for my topic into the classroom;
7. Utilize the learning environment to foster collaborative learning;
8. Encourage active learning;
9. Communicate high expectations and attempt to develop self-efficacy within students.

## **Efforts to Improve Teaching**

### *Instructional Development Activities*

This year, as a part of my joint appointment to Peking University, I worked with Kate Seaborne (Distance Ed.) to construct courses for PKU that can become UVic Distance Ed. Products.



### *Changes to Courses or Program*



This past year I have worked with the ENT teaching team to begin refinements on the new MBA ENT Program. Due to differences between one member of the team and a significant proportion of the graduate students in the class, I undertook in-depth meetings with some of these students to attempt to resolve the difficulties, and I supported the affected faculty member in a low-profile withdrawal from teaching within the integrated portion of the entrepreneurship program. I have been active in supporting the redesign of this portion of the Program to minimize any ill effects.

I am also working on the creation of a valid external review process for the ENT programs (both undergraduate and graduate) to ensure that our award-winning “cutting edge” status can be maintained through continuous improvement. At this date, an external review committee is in the formation stages (1 UVic Colleague outside the ENT area, and 2 externals from within our ENT specialty: one Canadian and one US peer.)

## **Contributions to Teaching and Accomplishments**

### *Curriculum and Course Development*

This past year I designed MBA 595-04, as a part of the MBA Integrated ENT Program.

### *Development of Teaching Resources*

During the past 12 months I developed teaching materials that will permit the teaching of the UVic model within Greater (Mandarin speaking) China. This involved the design and pilot testing of an IMBA class at Peking University in March of 2001, including the creation and supervision of a translation team that can convey the UVic Transaction Cognition concepts in effective Chinese.



### *Activities to Support Teaching in your Academic Unit and/or University*

Through the International Centre for Venture Expertise, I obtained a contract to research and develop a life-long learning approach to entrepreneurship education. The process is currently underway, and the results could result in the direct achievement of one of UVic's generic goals (also part of my own values): Life long learning opportunities for native individuals whose geographical isolation and unique learning profile has precluded practicality in the past.

### *Peer Mentoring*

During the Summer Program I continued to hold private sessions with teaching team colleagues wherein we discussed our teaching approach and worked to coordinate and to refine our integrated teaching team efforts.

### *Research on Teaching and Learning*

Over the past 5 years, I have had a project under the continuous review and supervision of the Human Research Ethics Committee, to gather and transcribe entrepreneur mentor experiences (anonymous) that can create a large enough database to serve students as an expert mentor. Data have been gathered and organized. The next phases are to introduce the "expert mentor" to students on a pilot basis, and to discover and to document effective expertise enhancements as an update to the prior research upon which the present UVic program is based (Mitchell and Chesteen, 1995; Charness, Krampe, and Mayr, 1996).



Charness, N., Krampe, R., & Mayer, U. 1996. The role of practice and coaching in entrepreneurial skill domains: An international comparison of life-span chess skill acquisition. In K. A. Ericsson (Ed.), The road to excellence: The acquisition of expert performance in the arts and sciences, sports, and games: 51-80. Mahwah, NJ: Lawrence Erlbaum Associates.

Mitchell, R. K. & Chesteen, S. A. 1995. Enhancing entrepreneurial expertise: Experiential pedagogy and the entrepreneurial expert script. *Simulation & Gaming*, 26(3): 288-306.

### *Presentations and/or Publications on Teaching and Learning*



**Plekhanov Russian Academy of Economics**

Mitchell, R. K., Mitchell J. R. Entrepreneurial technology, a new paradigm for understanding and teaching advanced economic concepts: the award-winning UVic model of entrepreneurship. Invited lecture: Plekhanov Russian Academy of Economics, Moscow, Russia, June 6, 2001.

Mitchell, R. K. Winspear Lecture 2001-2002: "Global Venture Analysis Standards—A solution for isolationist thinking in screening and planning for new ventures." Delivered October 28, 2001 at the invitation of Dr. Aimin Li, General Secretary of the Venture Capital Association of Beijing, as part

of the conference: "21<sup>st</sup> Century venture capital: Preparing companies for the new global economy," sponsored by the ICVE, the Winspear Research Endowment, the Venture Capital Association of Beijing, and the Ministry of Science and Technology of the PRC. (Translation by Dr. C. W. Kenneth Keng).



### *Awards (including nominations) and Grants related to Teaching*

Canadian Business ranks UVic MBA first in Canada for Entrepreneurship.



## Assessment of Teaching

### *Peer Assessments*

<b>Name</b>	<b>Title</b>	<b>Affiliation</b>
Eric Morse, PhD	Assistant Professor	University of Victoria
Brock Smith, PhD	Associate Professor	University of Victoria

### *Eric Morse, PhD*

**From your knowledge or observation, please explain how this colleague creates an environment that promotes continuous improvement through seeking student feedback and taking appropriate action based on this feedback:**

I have had the pleasure of team teaching with Ron Mitchell for five years in undergraduate, graduate, and executive programs. More than any other faculty member that I know, Ron is continually seeking new ways to involve students in the learning process. This has taken the form of individual interviews, focus groups and more standard forms of student feedback (surveys). Ron's intent is to find the best possible pedagogical system for each particular group of students and because of this he seeks out the chance to take action on the feedback he receives. Each year Ron redesigns his portion of the entrepreneurship program in response to this feedback.

Ron is also very good at collecting informal feedback from his students. He is gifted at facilitating in class discussion and through this skill he is able to keep his finger on the pulse of the class. Ron uses this feedback to continuously experiment in the margins to determine the best course of action for that particular group of students.

Lastly, Ron regularly seeks feedback from other members of the entrepreneurship teaching team, and is highly committed to continuous improvement.

**From your knowledge or observation, please describe how this colleague inspires, motivates, and challenges students.**

Ron leads by example. I know of no instructor who goes to class better prepared than Ron. He thinks through all the probable scenarios and paths the students may take with the material and tactfully guides the students into making better decisions. Students find his dedication and commitment to quality very motivational. Ron sets high standards and is not afraid to require students to rework projects until they are completed at a professional level. Ron is very passionate about what he does and this passion is contagious with the students and faculty alike.

Ron uses cutting research in all his classes and expects the students to take it on. I find that the students respect this and are motivated to rise to his challenge. At the end of the term, students are often amazed at how far they have come under Ron's tutelage.

**From your knowledge or observation, please describe how this colleague achieves integration to other FOB or concentration courses.**

Ron has a vast pool of professional experience on which to draw in the classroom. Because he has run several companies he is able to integrate pertinent cross-functional information in a practical manner. In addition to his experience, Ron uses a number of pedagogical tools, such as cases and exercises, to integrate concepts from other disciplines. Because the entrepreneurship program is integrated a lot of work goes into melding the courses together – Ron is instrumental in the melding process.

**Please give your observations and comments about how this colleague exceeds student expectations (e.g. gap analysis: what is delivered v. what is normally expected).**

I think the students are surprised by Ron's professionalism and commitment. I commonly hear the following from Ron's students: "Dr. Mitchell pushed me harder than any professor I have had at UVic – I believe my experience in his class far surpasses any other I have had here." Because Ron takes the time to interview and meet with each student, he knows exactly where each student is and how far they have to go – Ron is not afraid to push the students to reach their goals and potential, and the students are appreciative of it.

**From your knowledge or observation, please assess how this colleague involves students and gets them to participate in their own learning.**

To a great extent I believe this is Ron's core competency. Through personal interviews Ron and the students establish personal goals. He takes the time to learn each student's learning style and then, with the student, establishes a specific game plan to achieve those goals. The goals are often accomplished within the term of the course, but I also know that many of the goals are longer in term, and I have often had alumni tell me about crossing off milestones years after graduation.

**Other comments / observations**

I have enjoyed teaching with Ron in the entrepreneurship program and believe I am a better teacher for the experience.

Signed:  /s/ Eric A. Morse

Date:  March 12, 2002



*Brock Smith, PhD*

**From your knowledge or observation, please explain how this colleague creates an environment that promotes continuous improvement through seeking student feedback and taking appropriate action based on this feedback:**

I have had the pleasure of team teaching with Ron Mitchell for five years in undergraduate, graduate, and executive programs. Over that time I have observed Ron's commitment to creating an environment that promotes continuous improvement. He was, for example, instrumental in developing a supplement to our Faculty's regular teaching evaluation forms that would allow students in our summer entrepreneurship program to provide more specific feedback about the program, their likes and dislikes, and needs. This feedback is used in the three teaching team meetings we typically have prior to delivery of the next year's program. Ron is also active in soliciting informal feedback during his classes. He is very good reader of groups and "presses the pause button" when he senses that students are having difficulty following the material and takes the time to find out where the disconnect is and adapts on the fly to backfill his regular material with concepts, theories, and principles that students have not mastered from earlier courses. Ron was an instigator of our regular teaching team meetings (at least once a month and once a week in the summer) and seeks regular feedback from his colleagues to help improve his already exceptional teaching ability.

**From your knowledge or observation, please describe how this colleague inspires, motivates, and challenges students.**

Ron is a very inspirational and motivational teacher. He is a gifted orator who can integrate ideas and material from a variety of domains into a very interesting high level – yet accessible by the use of examples and analogies - delivery. Most students find this elevated discussion of "big ideas" to be highly inspirational as they recognize that they are being taught by a true scholar. Ron has a very Socratic teaching style that motivates students to think for themselves and take responsibility for their own learning. By asking probing questions he challenges students to think on their feet. He assigns difficult assignments, gives students the skills to complete them, and provides detailed feedback for improvement – this really inspires his students to take on the next difficult task. Students also find Ron's commitment to personalized learning highly motivating. Near the beginning of each course he interviews each student to find out what their preferred learning style. Then he customizes his delivery and students can customize the assignments they do to match that learning style.

**From your knowledge or observation, please describe how this colleague achieves integration to other FOB or concentration courses.**

Ron is very skilled at integrating material from other courses. To help him do this he has sat in on classes delivered by other members of the entrepreneurship teaching team and he has lead discussions in teaching team meetings about the need to integrate. Ron is famous for his segues in the classroom backfilling accounting, finance, strategy, and even marketing concepts that students did not get in previous courses.

**Please give your observations and comments about how this colleague exceeds student expectations (e.g. gap analysis: what is delivered v. what is normally expected).**

Ron does a great job setting high expectations and then exceeding them. It is not uncommon, for example, for Ron to schedule two or three extra tutorial sessions outside of class time during the summer Entrepreneurship program in order to help students master accounting and finance concepts that they did not master in previous courses. In terms of classroom delivery, Ron's Socratic approach far exceeds student expectations for a classroom experience.

**From your knowledge or observation, please assess how this colleague involves students and gets them to participate in their own learning.**

Ron is very committed to involving students and getting them to participate in their own learning. He conducts "learning assessment" profiles, for example, that help students understand how they and other learn and then empowers students to customize their education experience to draw on their learning strengths. Ron's classes are highly involving. He prepares each class with three or four thought provoking questions and works these into his delivery to keep students involved. Ron was also instrumental in setting up the entrepreneurship program to take the focus off of grades and put it on personal learning, growth, and skill-concept mastery. Students have responded very well to this approach and regularly comment that the entrepreneurship program "gets it" and encourages personal ownership and motivation for learning.

**Other comments / observations**

Part of the material that Ron delivers in the classroom is focused on how expertise is developed. I believe that Ron truly practices what he teaches and has developed and implemented a plan to gain mastery at teaching. He is really quite phenomenal and I continue to learn a lot from him.

Signed:  /s/ Brock Smith

Date:  March 6, 2002

*Summary of Numerical Scores from Student Ratings of Instruction<sup>5</sup>*

Description	Overall Course* Rating	Value of Course* Content	Instructor Org. & Prep.	Instructor Comm. Ability	Instructor Interest in Topic	Attitude Toward Students	Instructor Teaching Ability
2001 – MBA 595-04 Acquiring Global Entrepreneurship Cognitions	4.63	4.88	4.94	4.75	5.00	4.63	4.94
2001 – ENT 411** Financing Entrepreneurial Ventures	4.51	4.16	4.69	4.54	4.73	4.50	4.44
2001 – ENT 412** Entrepreneurial Expertise	4.51	4.16	4.70	4.60	4.80	4.53	4.62
Description	Overall Course Rating	This Course is necessary	Instructor Org. & Prep.	Instructor Comm. Ability	Instructor is enlightening	Attitude Toward Students	Instructor Teaching Ability
2001 – IMBA Peking University Global Entrepreneurship	4.44	4.27	4.88	4.59	4.59	4.47	4.47

\* In the ENT Program students are asked to rate the Program v. individual courses.

\*\*Note: Summary computations of Program ratings provided by the BCom office contained errors that have been corrected in this report. It should be further noted that summary rankings for Summer 2001 provided by the BCom office are also likely affected by these errors, and should be corrected before being utilized as comparison data.

*Sample of Qualitative Feedback from Students and Other Communication<sup>6</sup>*

**Entrepreneurship Program Feedback**

*What did you like about this course?*

- The whole approach to the program sets it apart from every other year of schooling thus far. I could write paragraphs, but the best part overall was the real world application of the knowledge learned.
- I liked how some of the information was more relevant to the businesses that we are starting than previously taught commerce courses.



<sup>5</sup> See 2001-2002 Appendix for full list of ratings

<sup>6</sup> See 2001-2002 Appendix for full list of remarks



- The friendliness and approachability of the professors. [I] felt like the door was always open and although I didn't spend all my time talking or quizzing my profs it was nice to know they were there.
- The professors are what made the difference.

*Where could improvements be made in this course?*

- Less time spent talking about what is going to be taught and more time teaching and practicing it.
- Students have too much to do during the beginning of the program, so maybe make the length of the program longer.
- I think you could have been more clear at the beginning of the course as to what the expectations would be.
- 9 a.m. start? I need my beauty rest!



*Other Comments?*

- I have no question as to why it has been recognized as a model [program]. Bravo!
- I am happy to be a part of the summer ENT module. Thank you all for your excellent teaching!

**ENT 411 Feedback**

*What are the major strengths of the instructor?*

- Dr. Mitchell brings innovative teaching technology to the class. He provides a course that is far more valuable than any other course I've taken.
- Best part for me was his excellent communication skills.
- Ron cares about each student reaching [his or her] personal goals.
- Promotes an honest, open relationship with the class. Very down-to-earth, easy to talk to. Very enthusiastic.



*What are his/her major weaknesses?*

- Repetitive. Very theoretical—more life examples would be better.
- None: simply a great guy → refreshing to have a professor that is so involved/in-touch with the students and acts without pretension.
- Ron's teaching pace is very slow, he spends too much time getting to the point.

*Other comments?*

- Excellent course and taught by a great leader.
- Lost credibility with me when assignment deadlines were extended.
- Work a bit heavy.



**ENT 412 Feedback**

*What are the major strengths of the instructor?*

- I enjoyed Ron's enthusiasm and his detailed comments on my work.
- Cares about his students.
- Ron develops his concepts exceptionally well.

*What are his/her major weaknesses?*

- Although he tries to keep on the same level as the students, at times he goes the opposite too far.
- Sometimes too focused on what he wants to do.
- The power relationship was a little scary to start. He became less intimidating after time, though.

*Other comments?*

- Too much work.



- Ron made me step outside my comfort zone and I learned more because of that.
- Great job Ron!



### MBA 595-04 Feedback

*What did you like about this course?*

- Everything!
- This was one of the best programs I have taken in the MBA program. I found the content relevant and well presented.
- Delivered beyond expectations!
- Perfect level of balance between theory and practice.

*Where could improvements be made in this course?*

- Some of the concepts are too difficult to grasp. He could have considered some of the exchange students' English ability.
- Course is overly weighted in the academic side. Having some guest lecturers would help provide some perspective.
- Have more of them ☺

*What are the major strengths of the instructor?*

- Conviction and integrity.
- Ability to communicate a NEW MODEL, which is not easy.
- Eager to help students.

*What are his/her major weaknesses?*

- Overly academic.
- Sometimes too defensive about [his] ideas.
- Don't have enough time to do everything he wanted to.

*Other comments?*

- Excellent job!
- It was a great experience for me. I am going home with a complete different way to look at entrepreneurship.

### Other Feedback



CHINA TEACHING EVALUATION FORM



the meeting of  
two personalities

is like the  
contact of two  
chemical substances;

if there is any  
reaction,  
both are  
transformed.

-Jung



## Artist brushes up on her business savvy

By Susan Dow  
Times Colonist staff



Artist and business student Leanne Cadden is holding her first sale show June 8 at the Crystal Gardens.

Whether she's working at an easel or on a spreadsheet, Leanne Cadden is equally talented. That's an unusual combination considering most painters would rather work with palette than calculator. But this fourth-year commerce student in UVic's entrepreneurship program is proving business savvy never hurts when it comes to developing an art career, finding a balance between creative independence and customer marketing. Cadden, 24, is holding her first sale show June 8 at the Crystal Gardens.

With a breakthrough, she has proven that creativity does have a place in the business world. Last spring she entered the Peter Thomas Innovation Project, a competition where teams of five are given \$1 each and 10 days to make money. Cadden's team decided to market her artwork, garnering sales and corporate commissions that turned their \$5 into \$3,160, enough to win the contest. "That's where people realized that art can bring in a fair bit of money," she said.

Cadden may have started something in this year's class, two groups have chosen an related project for the 10-day contest.

As a friend of artist and entrepreneur, she's had to face skepticism from both camps. "A lot of artists think they're selling out when they are commercializing," she said. Making money from art is not new for Cadden, who has financed her studies by painting portraits of kids and pets. She also received her travelling expenses while backpacking through New Zealand and Australia by painting murals for hotels in exchange for free accommodation.

Photos by CACSON, BS

From Page B6  
Business people were also taken aback at her approach. "I was surprised," said Brock Smith, associate professor of marketing at UVic. "I don't know too many artists who have business plans."

The 24-year-old artist has three styles, producing flowers in watercolor, wildlife and portraits in pencil and architectural landscapes in acrylic. A self-taught painter inspired by her grandmother, Cadden showed promise in high school in Victoria, winning handfuls of awards at regional art shows in the Okanagan. However when it came to choosing a career, her family suggested medicine instead. But two years into a science degree, Cadden wanted out and transferred to UVic's commerce program. Even practical, she did consider majoring in fine art, but reasoned that a business degree would offer broader job options and a better understanding of managing her own operation. ("Art's leading" being cut everywhere,"

she said. "You have to learn to be smart with money." Just knowing the accounting and marketing requirements of the art gallery business is valuable, she believes.

The gallery owners probably appreciate that, you understand why they're taking a 50 per cent commission," she said. "A lot of artists resent that."

Cadden developed her two vocations further during her recent eight-month trip when she chose to develop and market her own solo art show. "I had to think things through. I didn't go into it blindly," she said. "You envision who you think is going to come and how you're going to fund it."

Because Cadden is more interested in making sales than political statements, the art world is more popular than avant-garde. While Cadden's wildlife paintings of everything from tigers to bison seem earnestly traditional, her large-scale florals inspired local artist Robert Coss, her advisor on the project.

Leanne Cadden  
UVIC Entrepreneurship  
Summer Program 2001

"Last spring [Leanne Cadden] entered the [UVIC] Peter Thomas Innovation Project... Cadden's team decided to market her artwork, garnering sales and corporate commissions that turned their \$5 into \$3,160, enough to win the contest."

## The \$5 road to success

A promising local artist jump-starts her career through UVic's entrepreneurship program

By Mariette Orr

His shoulders are massive and hunched. He crouches his head so low he pointed head almost touches the ground. He's huge, hairy and majestic; heavy and power personified in pained. He's Golden Boy the bison and the co-op project for UVic commerce student Leanne Cadden.

Cadden's artistic painting of the bison, along with her other fine art and paintings, will be part of her 2002 business co-op project — a debut solo art show taking place on June 8 at the Crystal Gardens. She's already racked up \$17,000 in pre-show sales and has sold out at the show preview art shows in which she participated. Selling out at the show will put \$140,000 in her pocket.

You've got to hand it to Cadden. While other artists are having trouble paying the rent, she's making a living at her craft. This is the envi-

able position, in part, because of the UVic entrepreneurship program. Although Cadden already had her own studio when she started the program, her career got a huge boost last spring when she took part in the business faculty's annual Peter Thomas Innovation Project, named for the founder of the Century 21 Real Estate franchise in Canada and current president of Thomas' Pride Developments in

"Golden Boy" by Leanne Cadden.



Arizona. As part of the project, students are each given a dollar, and in teams of five, are tasked with starting a business and running it for 10 days. They must search for a viable opportunity, market their product or service, and produce their profits at the end of the project. Cadden teamed up with four other business students — Dan Acker, Cam Skoyak, Kevin Akhbar and Ed Hooper — to form "The Group of Five."

"The project was great," recalls Cadden. "I had four guys buying the paint every day, marketing my work and my Web site. Originally, we'd planned to sell an \$8,000 sculpture, I'd use it as a high-tech item. After five days it was clear that no firm had the sort of space to hold a sculpture, so we went from someone higher up, which didn't fit within our 10-day timeline. The idea was only in the design stage which also brought resistance from the firms. So we changed our strategy to sell commissioned paintings."

The Group of Five generated quite a few clients during those 10 days. For example, Cadden asked them to paint a watercolour of three national locomotives. Choices commissioned a painting of a house. And a College businessman asked for a fishing collage. The most challenging part for the group was the one limit of 10 days. Even though the paintings



Cadden

told for far less than the real, many companies needed to work approval for expenditures on artwork, often from headquarters located outside Victoria.

In the end, Cadden's team won the competition, parting their five dollars of capital into \$3,160 in just 10 days.

"Although I had already started my business, the connections I

made really put me in an ideal position," says Cadden. "The one thing, winning the project put me in the eyes of Peter Thomas, who has really been an incredible mentor to me. It also put me in the eyes of the public and helped spread my portfolio."

For more information about Cadden's work and her upcoming show visit [www.leannecan.com](http://www.leannecan.com).

"You've got to hand it to Cadden. While other artists are having trouble paying the rent, she's making a living at her craft. She's in this enviable position, in part, because of the UVic entrepreneurship program."

# Thank You

Dear Ron:

Thank you for your help and advice throughout my MBA training.

At last, I completed the UVA MBA program. In addition, I can work with IVL Technologies as a Manager,

Sales & Marketing - Asia.

Without your support and encouragement, I would not have been able to enjoy this wonderful feeling.

Once again, thank you very much. Please stay in touch.

Sincerely,  
Lupik Hottel

## April 2000 to March 2001 Teaching Responsibilities

### *Courses*

Course No.	Unit Value	Enrollment	Teaching Assistance
ENT 411 *	1.5 units	31	NONE
ENT 412 *	1.5 units	31	NONE
MBA 595-01 *	1.5 units	11	NONE
MBA 595-02 *	1.5 units	11	NONE
MBA 550	1.5 units	18	NONE

\* Note: ENT 411 and MBA 595-01 are taught concurrently; as are ENT 412 and MBA 595-02, except that the MBA classes require a masters' level project and additional class meetings

### *Graduate Student Committee Membership*

1998-01	Brian McKenzie	Ph.D. by Special Arr.	UVic	Graduate
Ongoing	Ed Leach	Ph.D.	Dalhousie U.	Graduate
Ongoing	Brent Mainprize	Ph.D.	Swinburne, AU.	Graduate

## Approach to Teaching

### *Teaching Statement*

The philosophy that guides my approach to teaching flows from my values. I value each student as an individual with unique interests and capabilities. I believe, therefore, that my respect for the intellect of each individual can make knowledge acquisition so interesting that learning in my discipline becomes "life-long." This philosophy suggests that each student—being unique—has an optimal personal learning strategy, which, in turn, results in my focus on individuals, my attention to my personal learning strategies, and student/teacher interactions that yield optimal learning.

### *Teaching Goals*

Over the past few years, I have been refining:

1. The skill of interactive discourse, wherein I carefully listen to comments and responses from individual students and regularly craft these inputs into a cohesive understanding for the class as a whole. Each student thus feels respected—fully part of and engaged in the learning experience.

2. Varied classroom interactions, where casework, group work, lectures, experiential exercises, guest presentations, competitions, role plays, and dialectical discourse combine to stimulate even the most recalcitrant learner.
3. The techniques of "active instructional design" and "exceptional customer service" to enrich his relationships with individual students. (*Active instructional design* is the moulding of learning experiences to fit the interests of students. *Exceptional customer service* consists of creating—in "out-of-class" student/professor interactions—the "surprise" and "delight" that characterise exceptional service. (Please note that I believe academic customer service is possible **without compromising** academic standards or the integrity of the learning process.) Each semester during this year I have tried to operationalized active instructional design by:
  - a. personally interviewing every student in my class to help me to individualise student learning experiences to match student learning objectives, and
  - b. ascertain each student's "inquiring style" (empirical, integrative, dialectical, etc.) (Mitroff & Turoff, 1973), and their "intelligence emphasis" (logical, mathematical, linguistic, spatial, kinaesthetic, etc.) (Gardner, 1983; Gardner, 1993) using measurement tools I have developed to optimise the quality of concept delivery in his teaching process.

Gardner, H. 1983. Frames of Mind. New York: Basic Books.

Gardner, H. 1993. Creating Minds. New York: Basic Books.

Mitroff, I. I. & Turoff, M. 1973. Technological Forecasting and Assessment: Science and/or Mythology? Technological Forecasting and Social Change, 5: 113-134.

## Efforts to Improve Teaching

### *Changes to Courses or Program*

Together with Eric Morse, and in coordination with the MBA Team I began the design and development of the new MBA specialization in Global Entrepreneurship.



## Contributions to Teaching and Accomplishments

### *Curriculum and Course Development*



During this year I took on the assignment of teaching a required course in the MBA program: MBA 550—Business Policy and Strategy I. I developed this course to include the latest in strategic thinking as well as to relate strategy to the public policy issues in the Northwest BC First Nations (Nisga'a) community.

### *Development of Teaching Resources*

During this year I continued the ongoing project started in the Summer of 1999: To make the teaching materials for the ENT

program sufficiently generalizable that any entrepreneurship instructor could teach them. Thus, during the past year I have:

- Revised and updated my lectures in PowerPoint, so that they can be available to the students electronically, and with an enriched media experience in the classroom.
- Produced the outline of a textbook to be included in the Peking University MBA Series of texts. I have met twice with co-author Li Qi in Beijing, as well as with the Director General of the Project, Professor Liang Junping to review content and timing.

### *Peer Mentoring*

During the Summer Program I undertook several private sessions with teaching team colleagues wherein we discussed our teaching approach and worked to coordinate our integrated teaching team efforts.

### *Presentations and/or Publications on Teaching and Learning*

McKenzie, B., Mitchell, R.K., Morse, E.A., Smith, B. The UVic Model: Presentation of the award-winning USASBE undergraduate program model, USASBE Annual Meeting, Orlando, Fla., February, 2001.

Mitchell, R. K. Award-winning methods for understanding and teaching advanced economic concepts and entrepreneurship—The UVic model. Invited Lecture, Guanghua School of Management, Peking University, Beijing, PRC, October 16, 2000.

Mitchell, R. K. *A seminal approach to entrepreneurship education*, Entrepreneur Educators' Workshop, International Centre for Venture Expertise, University of Victoria, August 21, 2000.

McKenzie, B., Mitchell, R. K., Morse, E. A., Smith J. B., *Advances in the portfolio method of teaching entrepreneurship*, In, "Lessons we have learned: A review of past innovations in pedagogy award winners," Connie Marie Gaglio, Chair: Academy of Management Annual Meeting, August 5, 2000, Toronto, Ontario. (Included in: Stewart, A., Byers, T., McKenzie, B., Mitchell, R., Morse, E., Smith, B. Lessons learned from previous innovation winners. Academy of Management Annual Meeting, Toronto, Ont., August 5, 2000.)

### *Awards (including nominations) and Grants related to Teaching*

Leader of the Teaching Team that won the USASBE Model Undergraduate



Entrepreneurship Program Award, presented at the US Association for Small Business and Entrepreneurship Annual Meeting, San Antonio, TX, February 19, 2000.



## Assessment of Teaching

### *Summary of Selected Numerical Scores from Student Ratings of Instruction<sup>7</sup>*

Description	Overall Course Rating	Value of Course Content	Instructor Org. & Prep.	Instructor Comm. Ability	Instructor Interest in Topic	Attitude Toward Students	Instructor Teaching Ability
2000 – ENT 411 Financing Entrepreneurial Ventures	4.90	4.90	4.90	4.85	5.00	4.90	5.00
2000 – ENT 412 Entrepreneurial Expertise	4.85	4.70	4.95	4.80	5.00	4.95	4.90
2000 – MBA 595-01 Financing Entrepreneurial Ventures	4.36	4.27	4.64	4.73	4.82	4.18	4.55
2000 – MBA 595-02 Entrepreneurial Expertise	4.36	4.18	4.45	4.45	4.82	4.31	4.54
2000 – MBA 550 Business Policy and Strategy I	4.55	4.73	4.91	4.73	5.00	4.76	4.65

### *Sample of Qualitative Feedback from Students and Other Communication<sup>8</sup>*

#### **ENT 411 and MBA 595-01 Feedback**

##### *What did you like about this course?*

- Material is new and exciting [and] feels like it really applies.
- The instructor was excellent.
- Excellent knowledge transfer.

##### *Where could improvements be made in this course?*

- I would have liked to have seen more implementation of the concepts taught.
- More real case package[s] to read.
- There should be more emphasis on this course.



<sup>7</sup> See 2000-2001 Appendix for full list of ratings

<sup>8</sup> See 2000-2001 Appendix for full list of remarks



*What are the major strengths of the instructor?*

- Communicates/explains material very well.
- Fosters a good classroom environment in which students like to participate.
- Enthusiasm.

*What are his/her major weaknesses?*

- Tendency to oversimplify and over-explain concepts.
- Likes to talk a lot.

*Other comments?*

- This is one of the few courses I have taken in my degree that truly capture[s] my interest.
- Likely the best prof I've had for any course at UVIC.



### **ENT 412 and MBA 595-02 Feedback**

*What did you like about this course?*

- Material is new and cutting edge
- Great mix of practical and theory.

*Where could improvements be made in this course?*

- It would be easier to understand theory if more real-case examples were given in class.
- Start at 10:00 a.m.



*What are the major strengths of the instructor?*

- Too many to list.
- Quite a brilliant prof, great attitude towards students, inspiring.

*What are his/her major weaknesses?*

- Too chatty; it is difficult to get a word in edgewise.
- Repetitive.

*Other comments?*

- Probably the best prof I've ever had.
- The best teaching of course material I've ever had. I have a lot of respect for Ron and his treatment of his students. I wish all profs were this good.



### **MBA 550 Feedback**

*What did you like about this course?*

- Excellent content. This is the stuff I was waiting for.
- Out of all the MBA courses I have taken so far (I'm almost done with the program) this was the first one that I considered to be at a "graduate" level.

*Where could improvements be made in this course?*

- More time required. It seemed [like] too much information in a few short weeks.
- I thought the readings and overall workload was excessive considering that it is a "condensed" summer course.
- More time! So many important concepts and so little time to digest them.



*What are the major strengths of the instructor?*

- Very knowledgeable, and genuinely cares about his students receiving value.



- This is the best instructor I have had the privilege of working with.
- Knows his stuff. Challenges students—but gives much also.

*What are his/her major weaknesses?*

- Explaining high-level academic concepts in plain English.
- Thinks too hard—too smart!
- Expects way too much in a 6-week course.

*Other comments?*

- 3 major research reports? You've got to be kidding.
- Course was what I envisioned a graduate level of course should be. Thank you for expanding my knowledge and capabilities.
- I will take a lot of what I learned in this course with me (much to ponder over) and use it in my professional life.

**Other Feedback**

**ALUMNI PROFILE - MICHAELA TOKARSKI (NEE HARDY), MBA'01**

At just 25 years of age, Michaela is the Chief Operating Officer and Co-Founder of Coastal Contacts. Coastal Contacts is an online reseller of contact lenses offering convenient, fast home delivery of contact lenses throughout North America and around the world. First year revenues of this company topped \$2.5 million and the company is continuing to grow at a phenomenal rate targeting second year sales of over \$8.5 million. Coastal Contacts has recently achieved several major milestones including 8 consecutive months of profitability and revenues exceeding \$60,000 per month.

Michaela's undergraduate education as an engineer, coupled with the training she received in the UVic entrepreneurship specialization give her the confidence and ability to troubleshoot and solve the major challenges that this rapidly growing company faces on a daily basis. "I was initially skeptical that entrepreneurship was a skill that could be taught, but the UVic entrepreneurship module truly did emphasize the skills and abilities needed to succeed in a fast-paced entrepreneurial position."

Michaela sees an exciting future for herself with Coastal Contacts. To date, her roles with the company have varied greatly - from customer service, fulfillment, and human resources to marketing, accounting and the development of corporate strategy. "The UVic MBA really prepared me well for each of the functional areas that I work in." As the company continues to grow and evolve, Michaela is looking forward to focusing on the accounting and finance sides of the business.

Coastal Contacts can be found online at [www.coastalcontacts.com](http://www.coastalcontacts.com)

We would love to hear what you are doing! Contact us at (250) 721-6059 or [kloske@business.uvic.ca](mailto:kloske@business.uvic.ca).



"I was initially skeptical that entrepreneurship was a skill that could be taught, but the Uvic entrepreneurship module truly did emphasize the skills and abilities needed to succeed in a fast-paced entrepreneurial position."

Cyndie Sautereau (7/26/00)

I really enjoyed my stay here. Everything was great... I was really impressed by the quality of the program.

Karl Mallory (10/20/00)

I need to congratulate you on a fine job of presenting me with some conceptual tools this summer. Several have proved quite useful and powerful and, with adaptations to suit my needs, have really impressed my employer. So thank you for that.

**Business**      PAGES 21-23 2000 TIMES COLONIST CS



Peter Thomas and his wife, Rita, back row, present plaques to UVic students (from left) Susan Li, Johnny Chung, Chris Decker, Michael Lann and Collin Ludlow.

**The future has arrived**

Students turn \$5 into \$1,000 to win Peter Thomas scholarship

By Nicholas Ginsky  
Times Colonist staff

A student reputation guide that rates a business and has earned four business school students at the University of Victoria about \$1,000 in just 10 days.

Each also took home a \$100 cheque from the Peter Thomas Innovation scholarship fund, established by the businessman and investor for UVic entrepreneurship students.

Thomas presented the cheques and talked to the class of 40 about innovation and entrepreneurship.

The five winners — Susan Li, Chris Decker, Michael Lann, Collin Ludlow and Johnny Chung — received exactly \$100 each from their student guide. Each clipped in a dollar as seed money.

They used small ads in the guide to local businesses such as a pizza place and bicycle store who want to reach UVic students this fall. A total of 750 guides will be distributed.

Thomas has been known for building the Century 21 Real Estate franchise in Canada into 400 offices and 9,000 staff — a job he said earned him \$30 million.

—modified by "AMC" approach to doing deals, attitude, motivation and commitment.

At Century 21, article turned out to be the single most important factor that top performers had in common, discovered in a psychological assessment of all the sales staff, he said.

It was "way above everything else, hard work, honesty, perseverance, all those."

Thomas said it's also important to take chances.

"The best thing is to get yourself in the race and do it. You've got to be able to sleep on it for years."

Asked about his tolerance for risk these days, Thomas distinguished between assessing a good deal and a risk that involves losing everything. He doesn't take the second.

Another key factor in business success is having a mentor — "Someone who is about 20 years older and is 'family and you respect them.' Really, you'd have fun at their expense."

Besides sharing the profits and a \$100 scholarship, the firm and their client, the faculty were involved about the Thomas Spark, his '94 idea (pleasure craft for an evening cruise and shower).

Times Colonist, 7/25/00  
Peter Thomas Innovation  
Project 2000 Winners



January 13, 2001

Dear Selection Committee:

It is with great delight that I submit a letter of reference to recommend Ronald K. Mitchell for the Financial Post's Leaders in Management Education Award.

I had the pleasure of attending Dr. Mitchell's MBA Strategy course this past summer, 2000. Although, as the course outline was reviewed that first class, I have to admit that "pleasure" was not my initial reaction. Three thirty-page projects to be handed in before term's end, hundreds of pages of fine-print theses-styled articles to be read each week, and a hefty participation mark to ensure that there would be no lapses in effort or attention. All this to be accomplished in an accelerated course condensed into six-weeks to fit into the part-time MBA schedule. Although the students voiced their concern at the volume and difficulty of the tasks that lay ahead, Dr. Mitchell challenged us to accept the course as outlined, work hard and be assured that this would be a class where mutual respect would allow us to accomplish our goals. As the classes progressed, my feelings of overwhelming panic were replaced by admiration at Dr. Mitchell's teaching style, as well as a firm knowledge that the material we were learning was by far the most valuable of any of the MBA courses.

Entering my eighth year of post-secondary education, I am aware of several of Dr. Mitchell's pedagogical strengths. One of the most important, I believe, is his ability to vary his lecture style to encourage participation and maximize student's learning. As well as presenting well-planned lectures to introduce difficult concepts, Dr. Mitchell encouraged and facilitated group discussions, student presentations, and panel-styled evaluations of the week's material. This variety served not only to ensure that the classes were interesting, but also gave students the opportunity to struggle with, mull over, and finally understand the challenging concepts that were presented.

Dr. Mitchell's belief in mutual respect was well demonstrated, as he obviously put great effort into evaluating our papers and presentations. As a student returning to the classroom after several years of work, I highly value my time and greatly appreciated that Dr. Mitchell reciprocated the attention that the students put into their assignments.

In terms of course material, I became keenly aware that I was learning practical knowledge that would serve me well throughout both my academic and professional career. In fact, I have come to realize that the concepts I learned will differentiate me from other students and colleagues that did not have the opportunity to be taught by Ron. Dr. Mitchell presented the most leading-edge theory in business strategy, and pushed us to incorporate these concepts into all of our perceptions of business. In fact, I have been able to apply the cognition and transaction theories, as well as the principles of the New Venture Template, to every course I have taken since completing Dr. Mitchell's class.

Most of all, I truly applaud and appreciate that Dr. Mitchell challenged us to work harder and learn more than we ever have before. It obviously would have been much easier for

him to modify the content and assignments to be more readily accepted by the class. However, he truly values the importance of the material presented, as well as our own investigations and analysis of local operating businesses, and successfully imparted that value to the students.

It has been an honour to be one of Ron Mitchell's students, and it would be fitting that he be officially recognized as a teacher of the highest caliber.

Sincerely,

Hillary Samson



## April 1999 to March 2000 Teaching Responsibilities

### *Courses*

Course No.	Unit Value	Enrollment	Teaching Assistance
MBA 566	1.0 units	15	NONE
ENT 411 *	1.5 units	55	NONE
ENT 412 *	1.5 units	55	NONE
MBA 595-01 *	1.5 units	12	NONE
MBA 595-02 *	1.5 units	12	NONE

\* Note: ENT 411 and MBA 595-01 are taught concurrently; as are ENT 412 and MBA 595-02, except that the MBA classes require a masters' level project and additional class meetings. Brock Smith supervised one of the 595 projects.

### *Supervision of Graduate and/or Honours students:*

1998-01	Brian McKenzie	Ph.D. by Special Arr.	UVic	Graduate
1998-99	Reza Yazdani	MBA	UVic	Graduate

### *Graduate Student Committee Membership*

1998-01	Brian McKenzie	Ph.D. by Special Arr.	UVic	Graduate
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## Approach to Teaching

### *Teaching Statement*

The philosophy that guides my approach to teaching flows from my values. I value each student as an individual with unique interests and capabilities. I believe, therefore, that my respect for the intellect of each individual can make knowledge acquisition so interesting that learning in my discipline becomes "life-long." This philosophy suggests that each student—being unique—has an optimal personal learning strategy, which, in turn, results in my focus on individuals, my attention to my personal learning strategies, and student/teacher interactions that yield optimal learning.

### *Teaching Goals*

Over the past few years, I have been refining:

1. The skill of interactive discourse, wherein I carefully listen to comments and responses from individual students and regularly craft these inputs into a cohesive understanding for the class as a whole. Each student thus feels respected—fully part of and engaged in the learning experience.



2. Varied classroom interactions, where casework, group work, lectures, experiential exercises, guest presentations, competitions, role plays, and dialectical discourse combine to stimulate even the most recalcitrant learner.
3. The techniques of "active instructional design" and "exceptional customer service" to enrich his relationships with individual students. (*Active instructional design* is the moulding of learning experiences to fit the interests of students. *Exceptional customer service* consists of creating—in "out-of-class" student/professor interactions—the "surprise" and "delight" that characterise exceptional service. (Please note that I believe academic customer service is possible **without compromising** academic standards or the integrity of the learning process.) Each semester during this year I have tried to operationalized active instructional design by:
  - a. personally interviewing every student in my class to help me to individualise student learning experiences to match student learning objectives, and
  - b. ascertain each student's "inquiring style" (empirical, integrative, dialectical, etc.) (Mitroff & Turoff, 1973), and their "intelligence emphasis" (logical, mathematical, linguistic, spatial, kinaesthetic, etc.) (Gardner, 1983; Gardner, 1993) using measurement tools I have developed to optimise the quality of concept delivery in his teaching process.

Gardner, H. 1983. Frames of Mind. New York: Basic Books.

Gardner, H. 1993. Creating Minds. New York: Basic Books.

Mitroff, I. I. & Turoff, M. 1973. Technological Forecasting and Assessment: Science and/or Mythology? Technological Forecasting and Social Change, 5: 113-134.

## Efforts to Improve Teaching

### *Instructional Development Activities*

During this year have continued a project started last year: To make the teaching materials for the ENT program sufficiently generalizable that any entrepreneurship instructor could teach them. Thus, during this year I re-created almost all of my lectures in PowerPoint, so that they can be available to the students electronically, and with an enriched media experience in the classroom.

## Contributions to Teaching and Accomplishments

### *Curriculum and Course Development*

Revised the venture analysis workbook; updating it for the program as it presently is conducted, and producing the new *Venture Analysis Standards 2000* NVT Workbook. (Note: During this past year, this /workbook has been adopted for courses at Dalhousie, Brock, and Royal Roads Universities).



### *Development of Teaching Resources*

- Began the process of getting the Transaction Cognition approach to entrepreneurship included in the Karl Vesper text: *New Venture Experience*. I prepared a proposal, submitted it to Professor Vesper (U of Washington), and have received a strong indication of support and willingness to include our model in the next edition.
- Started on the process of adapting the New Venture Template assessment approach to the Donald Kuratko text published by Harcourt Brace Jovanovich. This has included a meeting with the author, and work with his team to review its inclusion in the teaching notes related to their comprehensive learning approach.



### *Implementation of Innovative Teaching and Assessment Practices*

During the Summer Entrepreneurship of this year, I implemented a student advisory committee for my teaching in the Program. Students volunteered to serve, and during several meetings that occurs while the semester was in session, I met with this committee to receive comments and feedback, both on the Program in general, and on my teaching in specific terms. The committee was given class time (without my presence to solicit questions, and to report back). The result of this innovation was to discover the following:

- The students are very comfortable talking with me directly, and are less comfortable passing messages through their fellow students (as expressed by non-committee students);
- The committee members' comments and suggestions were very helpful at first, because a new communications bridge was opened. However, as the semester progressed, the committee members began to limit their comments to more personal agendas, which limited effectiveness.
- I decided not to continue with this committee in future years.

### *Presentations and/or Publications on Teaching and Learning*

Mitchell, R.K., Robinson, P. (Symposium) Modeling of Entrepreneurial Development. The Canadian Council for Small Business and Entrepreneurship (CCSBE) 16<sup>th</sup> Annual Conference, November 11-13, 1999, Banff, Alberta.

Mitchell, R. K., Morse, E. A., McKenzie, B. Innovation in entrepreneurship education: Internet delivery of expert assistance tools. Academy of Mgt. New Faculty Consortium, August 7, 1999, Chicago, Ill.

McKenzie, B., Mitchell, R., Smith, B., Morse, E. Innovation in entrepreneurship pedagogy award recipient presentation. Academy of Management, August 7, 1999, Chicago, Ill.

Gaglio, C.M., Mitchell, R. K. Workshop on developing entrepreneurship portfolios. Academy of Management, August 7, 1999, Chicago, Ill.

*Awards (including nominations) and Grants related to Teaching*

During this year I served as leader of the Teaching Team that won the 1999 Academy of Management Entrepreneurship Division "Innovation in Entrepreneurship Pedagogy Award," presented on August 9<sup>th</sup>, at the 1999 Annual Meeting held in Chicago.



## Assessment of Teaching

### *Summary of Selected Numerical Scores from Student Ratings of Instruction<sup>9</sup>*

Description	Value of Course	Overall Course Rating	Instructor Org. & Prep.	Instructor Comm. Ability	Instructor Interest in Topic	Attitude Toward Students	Instructor Teaching Ability
1999 – MBA 566 Technology of New Ventures	4.27	4.20	4.26	4.34	4.67	4.54	4.54
1999 – ENT Summer Program: Individual Instructor Ratings*	**	4.24**	4.67	4.39	4.84	4.53	4.33

\* The 1999 ratings were gathered for instructor performance on all teaching combined. Thus, ratings for ENT 411, ENT 412 are combined (n = 51 of 55 students). Due to an administration error, no ratings were collected for the MBA participants in MBA 595 (thus 12 responses are missing).

\*\* Due to an error in questionnaire construction, the communication question was duplicated, and the overall value question was omitted. As a result, the overall course rating as reported in the BCom files, is actually the student "program" rating—not the course rating.

### *Sample of Qualitative Feedback from Students and Other Communication<sup>10</sup>*

#### **MBA 566 Feedback**

*What did you like about this course?*

- Great enthusiasm and work experience; Ron is an excellent teacher.
- Attitude of professor was infectious.
- It is one of the best courses I ever attended in my student life.

*Where could improvements be made in this course?*

- More practical cases.
- Less assignments required.
- Needs to define more clearly at the beginning of the course what the projects are about, expectations, etc. The few lines in the course outline "don't do it."

*What are the major strengths of the instructor?*

- Very dynamic in the classroom.
- Strong belief in what he's teaching; classroom lectures [are] rarely boring.



<sup>9</sup> See 1999-2000 Appendix for full list of ratings

<sup>10</sup> See 1999-2000 Appendix for full list of remarks





- Effective communicator; understands teaching is in itself a profession.

*What are his/her major weaknesses?*

- Too many theories.
- Not concrete enough.

*Other comments?*

- We need more of this in the MBA program; entrepreneur module should be available to MBA students.
- He is "arrogant" sometimes.
- [This is] an experience that will help me make a large contribution to society [rather] than just make a lot of money.



### **ENT 411 and 412 Feedback**

*What did you like about the program?*

- Combined a very fragmented University education.
- Very thought provoking
- The integration was excellent.

*Where could improvements be made in the program?*

- A little less repetition.
- Managing expectations going in. The program is sold so heavily... which raises expectations to the point where some degree of disappointment is inevitable.
- Too many assignments don't allow for the material to sink in, and students just want to get the assignment over... without really having to look at the course material.

*What program elements should be maintained or emphasized more?*

- The intensiveness of the program, being completely immersed in the work and the people.
- Encourage participation more.
- The New Venture evaluation software of Ron's.

*What program elements should be eliminated or de-emphasized more?*

- Everything was useful.
- All assignments due at the end or near the end—there is not enough time to spend heavy focus on original business ideas and working out the kinks.
- Theory.

*What are the major strengths of the instructor?*

- He is very receptive to the differing situations of the students.
- Very flexible.
- Dr. Mitchell is an outstanding leader in higher education. He takes his students to a level beyond their expectations.
- Energy!

*What are his/her major weaknesses?*

- Sometimes he takes too long to answer [a] basic question.
- Sometimes didn't always sound genuine (might just be my perception, though).
- Sometimes he gives students a bit too much freedom.
- None.







### Other comments?

- Ron is my favorite instructor. I've never had a teacher care so much about maximizing the learning of the student.
- I really felt that Ron took a sincere interest in [our] ability to succeed in life. I felt he really enjoyed watching us learn.
- All efforts should be made to keep professors of this caliber at UVIC.

### Other Feedback

Kelly Sundberg (6/10/99)

Just a quick note to say how much I'm enjoying the classes, and have been going through a whole new learning curve. Thanks...

Dr. Gordon MacLeod (7/19/99)

Let me take this moment to thank you and the rest of the teaching team for [the] great learning experience I've had these past three months. A great program well worth the time!

Lindsay Forland (10/6/99)

My education in entrepreneurship this past summer has already helped me in my new position, as very few people in our department have a business background (mostly engineering) and even fewer a capacity for fresh ideas. I have already identified some areas that our department can improve on and my manager is supporting me in my efforts to change things. It will be a gradual process, but I am certainly learning a lot about identifying opportunities and selling my ideas.



## April 1998 to March 1999 Teaching Responsibilities

### *Courses*

Course No.	Unit Value	Enrollment	Teaching Assistance
MBA 566	1.0 units	22	NONE
ENT 411	1.5 units	42	NONE
ENT 412	1.5 units	42	NONE
MBA 595-K01	1.5 units	5	NONE
MBA 595-K02	1.5 units	5	NONE
ENT 414 (pilot)	1.5 units	23	NONE

\* Note: ENT 411 and MBA 595-01 are taught concurrently; as are ENT 412 and MBA 595-02, except that the MBA classes require a masters' level project and additional class meetings.

### *Supervision of Graduate and/or Honours students:*

1998-01	Brian McKenzie	Ph.D. by Special Arr.	UVic	Graduate
1998-99	Reza Yazdani	MBA	UVic	Graduate

### *Graduate Student Committee Membership*

1998-01	Brian McKenzie	Ph.D. by Special Arr.	UVic	Graduate
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## Approach to Teaching

### *Teaching Statement*

Ron Mitchell: Teaching Philosophy, 1998-99

My teaching philosophy rests upon the fundamental belief that teaching can make knowledge acquisition so interesting, that learning becomes life-long. I operationalize this philosophy through (1) active instructional design, and (2) a "customer service" approach to teaching.

### **Instructional Design**

Active instructional design involves three key ingredients:

1. Individualizing student learning experiences to match student learning objectives;
2. Aligning teaching objectives with student learning experiences; and

3. Understanding the "inquiring style" (Mitroff & Turoff, 1973) of class members.

Evidence of the operationalization of these design elements as follows:

- The six teaching objectives for my courses:
  1. Develop Group Identity
  2. Provide Experiential Opportunity
  3. Attain Conceptual Mastery
  4. Optimize Concept Application
  5. Achieve Knowledge Retention
  6. Maintain Interest Level.
- "Teaching Objectives" sheets that I utilize routinely as a guide to ensure that my teaching objectives are met in each class.

#	Teaching Objective	Teaching Activity	Planned Time	Comments
1				
2				
3				
4				
5				
6				

- Special teaching questionnaire and analysis.

Hopefully the foregoing explanation and examples provide a flavor of what I mean by active instructional design. I find that this design method helps me to keep the interest level high, because I "connect" with the class as a result of these activities.

### Customer Service

Many instructors think that customer service involves adopting the philosophy that "the customer is always right." I conceptualize this differently. To me, standards of excellent customer service require me to listen carefully to the needs of my student "customers," and then to provide the incentive and the motivation for them to acquire the ideas, concepts, and skills that will help them to achieve the things that they truly want to achieve.

## *Teaching Goals*

My teaching goals for this year were focused mainly on the internationalisation of my entrepreneurship curriculum, mainly in support of the FOB's Greater China Initiative led by Dean Roger Wolff, and by resident China scholar, Professor Ralph Hueneman. Thus, my goals were to maintain excellence in my FOB teaching while working closely with Dr. Kenneth Keng, and other translators, to prepare seminars for Fujen University, Taipei, ROC, for the pilot Executive Education Seminar for the Guanghua School of Management at Peking University, Beijing, PRC, including conducting my first guest lecture there, and for the joint seminar with the Shanghai Planning Commission, the China Macroeconomic Society, and the FOB, held in Shanghai, PRC in the fall of 1998.

## **Efforts to Improve Teaching**

### *Instructional Development Activities*

#### ENT Summer Program

- To ensure that the Uvic Entrepreneurship Summer Program sustains continuity, I have, along with Brent Mainprize, standardized the daily teaching modules for ENT 411 (New Venture Finance) and 412 (New Venture Expertise).
- As part of the Summer 1998 program, prepared and produced *The New Venture Template PROGRAM WORKBOOK*, which contains extensive instructions and forms that students use to better apply the entrepreneurship technology available to them in the BEC lab.
- Developed an outline for a Uvic method textbook for international entrepreneurship education, and discussed it with key colleagues (e.g. Tricia McDougall, FOB Winspear scholar) and obtained a request for proposal from Mike Ryan, Acquisitions Editor, Prentice-Hall, Canada (more detail under "other work in progress").

### *Other*

The development and execution of four seminars/ lectures and related meetings in Greater China as follows:

Mitchell, Ronald K. and Keng, Kenneth. (1) The SOE and entrepreneurship technology in the Chinese market setting; (2) Modern entrepreneurship education and enterprise reform in China. Presented at: Special Conference of the China Macroeconomics Society and the Shanghai Planning Commission, November 20-21, 1998, Shanghai, PRC. Attendees were present from throughout Mainland China, and represented a wide range of industries.



Special Conference of the China Macroeconomics Society and the Shanghai Planning Commission

Mitchell, Ronald K. Entrepreneurship and security seeking in imperfect markets: A transaction cognition theory of entrepreneurship. November 16, 1998, Guanghua School of Management, Peking University, Beijing, PRC. Arranged by Professor Li Qi (not shown) and by Guanghua's Associate Dean, Wang Qiwen, and with the assistance of China Scholar and mentor, UVic's Professor Ralph Hueneman, this lecture demonstrated practicality to all.



First lecture at Guanghua  
November 16, 1998



Pilot Executive Education Seminar  
on Entrepreneurship

Mitchell, Ronald K. & Keng, Kenneth. Advanced seminar on entrepreneurship: Growth and opportunity. November 15-17, 1998, Palace Hotel, Beijing, PRC. At this time in the history of the Guanghua School of Management, it was necessary to pilot an executive education class using Western professors with contemporaneous translation. This seminar effectively demonstrated a workable model, and became the foundation for the now highly successful GSM Executive Ed. Program.



The Presenters



The Executives







Fugen University Faculty and Student Forum  
on Entrepreneurship Education

Mitchell, Ronald K. Advances in entrepreneurship theory and technology. Fugen University Faculty and Student Forum on entrepreneurship, November 11, 1998, Taipei, ROC. This lecture was my very first in Asia, and was given to a packed classroom as shown here. Shown in the front row are Dean Roger Wolff and Fugen VP Academic, Father Louis Gendron (formerly from Quebec) Kenneth Keng provided the translation to Chinese (and Roger managed the overheads.)

Keng, K., Wolff, R. N., Mitchell, R. K., November 11, 1998, Presidential Palace, Taipei, ROC. Presentation to Huang Kun-Huei, Secretary General to the President, ROC, to explain to the leadership of the ROC, the UVic approach to entrepreneurship education.



Entrepreneurship Education Presentation to Chi Su, Ph. D.,  
Deputy Secretary-General, Office of the President, ROC

Keng, K., Wolff, R. N., Mitchell, R. K., November 11, 1998, Presidential Palace, Taipei, ROC. Presentation to Chi Su, Ph. D., Deputy Secretary-General, Office of the President, ROC, to further explain the new paradigm of entrepreneurship developed by the University of Victoria Faculty of Business. This meeting established a firm foundation for UVic as a leader in entrepreneurship education, resulting in the financial backing and legitimacy within ROC of our IEMBA and UVic postdoctoral seminar executive education initiatives.

## Contributions to Teaching and Accomplishments

### *Curriculum and Course Development*

#### **ENT 421-422**

In connection with the expansion of our entrepreneurship program to attain compliance with the Strategic Plan of the FOB to internationalize our curriculum, I have spent extensive time in meetings and consultation with the Entrepreneurship Teaching Team, and with Dr. Kenneth Keng, instructor, in the design of two courses that incorporate both the UVic model and computer technology, and the latest concepts in international entrepreneurship theory and practice. This has included the review and selection of textual materials, as well as extensive discussions regarding the content and pace of the courses, and their integration with practical working cases from Pacific Rim countries—particularly Taiwan (due to the presence of Summer Institute participants on campus).

## ENT 414

As an elective for the second-semester students in the new integrated Summer Entrepreneurship Program, I developed and piloted ENT 414, which focuses on entrepreneurial growth. The lectures and exercises were designed to extend students' knowledge acquired one year previously during the core 5-course integrated program, while introducing topics such as leadership, cash management, personnel management, etc. as specified in the newly approved calendar entry for this course.

## UVIC China Summer Institute

Related to the FOB China Initiative, I have also been required to spend substantial time in establishing a stage and gate system of communicating and implementing the UVic side of a special Summer Institute, which brings students and professors from several Taiwan and Greater China locations to UVic to receive business general, some ESL, and specific entrepreneurship education.

### *Development of Teaching Resources*

Development of a complete set of overhead slides to enable presentation of the New Venture Template, venture analysis standards approach to new venture financing.



University of Victoria EEI  
Summer Institute

### *Implementation of Innovative Teaching and Assessment Practices*

Developed a questionnaire to encourage discussion between teacher and students of students' "inquiring styles."

At the suggestion of the Learning and Teaching Centre, I implemented (on a trial basis) their idea of a "course committee" to ensure effective feedback from Summer Program entrepreneurship students and the teaching team.

### *Peer Mentoring*

Conducted several seminars with the Entrepreneurship Teaching Team.

Chair of judging panel: 1999 Canadian Best Practices in Entrepreneurship Education, Enterprise Edge Conference, May 6-8, 1999, Victoria, B.C.

Chair, Opening Plenary, 1999 Canadian Best Practices in Entrepreneurship Education, Enterprise Edge Conference, May 6-8, 1999, Victoria, B.C.

Awards Judge, Canadian Best Practices in Entrepreneurship Education, Enterprise Edge Conference, May 6-8, 1999, Victoria, B.C.

### *Presentations and/or Publications on Teaching and Learning*

Mitchell, R, Smith, B., McKenzie, B. The future of entrepreneurship education in Canada: A presentation to the Prime Minister's Task Force on Youth Entrepreneurship, Hon. Steven Mahoney, Chair, Vancouver, BC, 1999.

### *Awards (including nominations) and Grants related to Teaching*

Citation for world-wide best practice in distance consulting . . . [(Potentials and Pitfalls in Using the Internet to Deliver Business Development Services to SMEs, A Report to the Donor Committee on Small Enterprise Development, Commissioned by the Open Society Institute, October 27, 1998, and presented by Jerome A. Katz, Ph.D., Mary Louise Murray Endowed Professor of Management Saint Louis University, St. Louis, MO USA.) (New Venture Template™ Expert assistance software © Ron K. Mitchell, 1995, cited along with: Multimodal Consulting Services - Ernst & Young's ERNIE, Email Consulting For Everyone- SCORE's Email Service, Multimodal Training for SMEs in Finland – University of Oulu's LearnNet.)]

Nomination by the University of Victoria Faculty of Business for the UVic Alumni Association *Excellence in Teaching Award*, November, 1998.

### *Other*

Prepared and presented a 1998 lecture series at the University of Victoria: Advances in entrepreneurship and economic theory: The application of new institutional economics to the development of markets and the stimulation of entrepreneurship in the PRC, to members of the Macroeconomic Society of the PRC, with special emphasis on new developments in entrepreneurship education.

## Assessment of Teaching

### *Summary of Selected Numerical Scores from Student Ratings of Instruction<sup>11</sup>*

Description	Value of Course	Overall Course Rating	Instructor Org. & Prep.	Instructor Comm. Ability	Instructor Interest in Topic	Attitude Toward Students	Instructor Teaching Ability
1998 – MBA 566 Technology of New Ventures	4.75	4.65	4.90	4.90	4.90	4.75	4.85
1998 – ENT 411 Venture Finance	3.58*	3.48*	4.33	3.91	4.71	4.13	4.00*
1998 – ENT 412 New Venture Expertise	4.35*	4.00*	4.65	4.10	4.90	4.35	4.05*
1998 – MBA 595-01 Venture Finance	4.75*	4.38*	5.00	5.00	4.75	4.50	5.00*
1998 – MBA 595-02 Venture Expertise	4.67*	4.67*	4.67	5.00	5.00	5.00	5.00*
1998 – ENT 414 (pilot) Growing New Ventures	3.84**	3.78**	3.73**	3.39**	4.28**	3.12**	3.56**
Entrepreneurship Program Overall	4.22*	4.26*	4.34*	4.23*	4.45*	4.55*	4.34*

\* Because ENT 411 and 412 are fully integrated with three other courses in the Entrepreneurship Core Semester, the ratings for the whole program capture aspects of the student experience that are attributable to instructor participation in the teaching team. For example, during the 1998 Core semester I took the responsibility for the administration of quizzes and attendance guidelines, which may have influenced some student perceptions of individual contribution, while not diminishing their perception of the overall value of the program.

\*\* Subsequent analysis, including interviews with students indicate(s) that the overall attitude of students returning after the first full 8-month co-op term was less tolerant and less patient with traditional academic methods of course delivery, which—they indicated—probably resulted in a frustration with the requirement to return to university life that permeated satisfaction levels. This difficulty was not anticipated in the original program design, but was discovered in this pilot course. Appropriate redesign has thus been undertaken for the 1999 version of ENT 414.

<sup>11</sup> See 1998-1999 Appendix for full list of ratings

## Sample of Qualitative Feedback from Students and Other Communication<sup>12</sup>



### MBA 566 Feedback

*What did you like about this course?*

- I have noticed many things in my career but couldn't determine the "whys" -- I had secret "ahas".
- Incredible prof and content—very "real world" oriented.
- Giving us what we 'need' but cleverly teaching it as what we want.

*Where could improvements be made in this course?*

- A little more direction on assignments.
- A text written by the instructor.

*What are the major strengths of the instructor?*

- Able to convey concepts and ideas clearly.
- He treated us as peers.
- Very helpful when approached.



*What are his/her major weaknesses?*

- None listed

*Other comments?*

- One of the best courses available in the MBA.

### ENT 411 Feedback

*What did you like about this course?*

- Instructor alters it to match student demand.
- I feel as though I am leaving the semester with more knowledge than when I started.
- Extremely relevant to my future career.



*Where could improvements be made in this course?*

- Somehow let us know a little more what we're in for earlier on. I don't know if we understood the workload to expect.
- More time spent on financial issues that were not covered in Com 330 and/or issues specific to entrepreneurs (e.g. tax advantages for different investments).
- This course is highly lacking in content. Compared to other finance classes I received 10% as much info. It was somewhat repetitive of previous classes.

*What are the major strengths of the instructor?*

- Adaptability to student needs.
- He is an effective speaker/presenter.
- Real world knowledge, contacts, makes skills relevant to life.

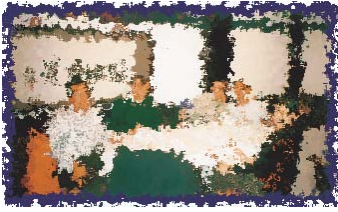


*What are his/her major weaknesses?*

- Sometimes assumes and/or over-generalizes.
- He needs to listen more, and not be so preten[t]ious (arrogant) with his students.

<sup>12</sup> See 1998-1999 Appendix for full list of remarks





- Ron spends too much time selling the idea and not enough time communicating what the actual idea is.

#### *Other comments?*

- Ron may get the students a little edgy but he is a great teacher and if more students could understand his intentions they would be better off themselves.
- Ron failed to gain student respect. That is why he had such poor attendance.
- A definite unique way of teaching. I know that he frustrated a lot of us, but those who are open to new things will forever be changed in the way they think and learn. It was an honor to be part of such an innovative, top-of-the-line program.

#### **ENT 412 Feedback**

##### *What did you like about this course?*

- The content helped shape future outlook.
- Ability to self-examine. Nothing else.
- Cutting-edge research.



##### *Where could improvements be made in this course?*

- Reduce initial ambiguity.
- It is a very theoretical topic; therefore, more tangible examples should be used.
- Prof needs to change lesson and lecture plan.

##### *What are the major strengths of the instructor?*

- Ron's cutting edge research was great to hear about in class.
- He's an academic – good at theory and research. That's his strength and his weakness.

##### *What are his/her major weaknesses?*

- Not always available in office as he was busy with other things.
- Some students find his way of teaching hard to follow. (I loved it once I understood it.)
- He tries to accommodate too much for every student.



##### *Other comments?*

- The experiences in class often made me angry.
- All I have to say is that I am not prepared to start a business.
- Ron took too much "crap" from some chronic complainer students. These students often did not do assignments, but were trying to dictate material. Maybe 4<sup>th</sup> years aren't mature enough to handle Ron's teaching style.

#### **MBA 595-K01 Feedback**

##### *What did you like about this course?*

- The flexibility in handing in assignments! (Quizzes (ha, ha, just kidding).
- Very informative; opened up many new ideas.
- New way of thinking about finance.



##### *Where could improvements be made in this course?*

- Greater practice with numbers—perhaps a few more case studies.
- Skip the quizzes---they detracted from the overall positive nature of the course.



*What are the major strengths of the instructor?*

- Strong interpersonal skills; accessibility; devoted; experienced; very enthusiastic and at times inspiring.
- Deep knowledge and self confidence. Openers to questions.
- Enthusiastic; very knowledgeable; challenged conventional thinking; put things in a practical perspective.
- Hands-on experience; wealth of knowledge; strategic thinking; responsive to students' suggestions; ideas/theories of entrepreneurship.

*What are his/her major weaknesses?*

- Sometimes longwinded in answering "procedure" type questions (i.e. questions not pertaining to actual learning material).

*Other comments?*

- Great course.



**MBA 595-K02 Feedback**

*What did you like about this course?*

- The imaginative and creative aspect.
- Idea of scripting our knowledge, pattern recognition.
- The theory; new way of thinking, and describing business ventures.

*Where could improvements be made in this course?*

- Classification of kind of expertise required for different business categories. Deeper discussion of personal capabilities assessment.
- More on financing, IPO's, valuation and deal structuring. I need more.

*What are the major strengths of the instructor?*

- Deep knowledge and command of the subject.
- Ability to grasp our questions most of the time and rework it succinctly.
- Knowledgeable; enthusiastic; devoted to the subject; very professional.



*What are his/her major weaknesses?*

- Jumping into answer questions too soon, before the question is finished being asked – could be answering the wrong question.

*Other comments?*

- Really enjoyed the class involvement; sharing of ideas; building each others' thinking.
- Great course.

**ENT 414 Feedback**

*What did you like about this course?*

- The amount of information.
- It's real.
- The flexible nature and projects.

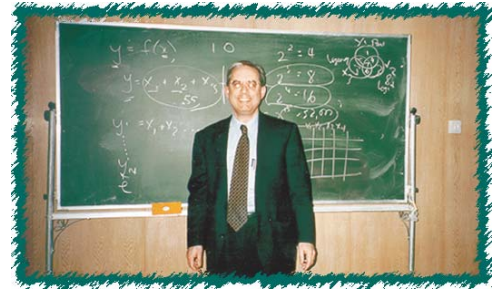


*Where could improvements be made in this course?*

- Marking system too ambiguous.
- More Structure.
- More theory, less "what do you think?"

What are the major strengths of the instructor?

- Able to convey concepts and ideas clearly.
- His ability to present the material in a clear manner.



What are his/her major weaknesses?

- Condescending, slow.
- Ability to keep students focused – but the summer heat was a major reason.

Other comments?

- Enjoyable course; should continue to be offered.
- Not fair how some students got out of assignments. There should be consequences for handing things in late.

### Other Feedback

Mike Ford (Summer 1999)

I have launched a River and Trail Expedition Company based out of Williams Lake... Thanks for providing the practical planning principles found in the New Venture Template.



## April 1997 to March 1998 Teaching Responsibilities

### *Courses*

Course No.	Unit Value	Enrollment	Teaching Assistance
MBA 566	1.0 units	14	NONE
MBA 568	1.0 units	8	NONE
ENT 411	1.5 units	32	NONE
ENT 412	1.5 units	32	NONE
MBA 595 (2)	3.0 units	6	NONE

### *Supervision of Graduate and/or Honours students:*

1997	Brent Mainprize	MBA	UVic	Graduate
1997	Mary McFarland	MBA	UVic	Graduate
1997	Leah McTiernan	MBA	UVic	Graduate
1996-97	Brian McKenzie	MBA	UVic	Graduate

### *Graduate Student Committee Membership*

1998-01	Brian McKenzie	Ph.D. by Special Arr.	UVic	Graduate
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## Approach to Teaching

### *Teaching Statement*

Ron Mitchell: Teaching Philosophy, 1997-98

My teaching philosophy rests upon the fundamental belief that teaching can make knowledge acquisition so interesting, that learning becomes life-long. I operationalize this philosophy through (1) active instructional design, and (2) a "customer service" approach to teaching.

### **Instructional Design**

Active instructional design involves three key ingredients:

1. Individualizing student learning experiences to match student learning objectives;
2. Aligning teaching objectives with student learning experiences; and
3. Understanding the "inquiring style" (Mitroff & Turoff, 1973) of class members.

Evidence of the operationalization of these design elements as follows:

- The six teaching objectives for my courses:
  1. Develop Group Identity
  2. Provide Experiential Opportunity
  3. Attain Conceptual Mastery
  4. Optimize Concept Application
  5. Achieve Knowledge Retention
  6. Maintain Interest Level.
- "Teaching Objectives" sheets that I utilize routinely as a guide to ensure that my teaching objectives are met in each class.

#	Teaching Objective	Teaching Activity	Planned Time	Comments
1				
2				
3				
4				
5				
6				

- Special teaching questionnaire and analysis.

Hopefully the foregoing explanation and examples provide a flavor of what I mean by active instructional design. I find that this design method helps me to keep the interest level high, because I "connect" with the class as a result of these activities.

### **Customer Service**

Many instructors think that customer service involves adopting the philosophy that "the customer is always right." I conceptualize this differently. To me, standards of excellent customer service require me to listen carefully to the needs of my student "customers," and then to provide the incentive and the motivation for them to acquire the ideas, concepts, and skills that will help them to achieve the things that they truly want to achieve.

### *Teaching Goals*

My teaching goals for 1997-98 revolve around the implementation of the new integrated Summer Entrepreneurship Program. Since its approval in 1995, we have been in a student "phase-in" to ensure that students are able to register for this 5-course to be taught as one-type program. With the very supportive help of Brock



Smith, BCom Director, and his staff, this implementation met its objectives. The first enrolment consisted of 38 students: 32 undergraduates, and 6 graduate students.

## Efforts to Improve Teaching

### *Changes to Courses or Program*

During this year I developed and implemented the integrated Entrepreneurship Summer Program, "Program Outline," which effectively united the teaching of five courses by four different instructors into one course. This included the development of the following conceptual outline:

### **Program Objectives and Description**

This "core semester" in the new Faculty of Business Entrepreneurship Program uses an INTEGRATED design. This means that five courses are taught as one. Integrated design better supports the program objectives, which are:

- Individualised education
- Full immersion

### **Individualised Education**

This Program has been created with the student of entrepreneurship in mind. Listening closely to feedback from prior classes in entrepreneurship reveals that all students of entrepreneurship do not share identical goals. At least five different reasons (or versions of these reasons) for studying entrepreneurship have been identified:

1. A student has decided to pursue a career as an entrepreneur; wants to start his/her own business or to purchase and run entrepreneurial companies;
2. Students committed to a more traditional career wish to understand entrepreneurial processes so that they may apply this knowledge as required (management of, evaluation of etc.);
3. Friends or acquaintances of students with a business degree may want their advice and/or financial support for their ventures;
4. A student may already be involved in an entrepreneurial setting and have specific challenges and/or opportunities which need the refinements possible only through rigorous study;
5. It sounds interesting, the time is available, so why not?

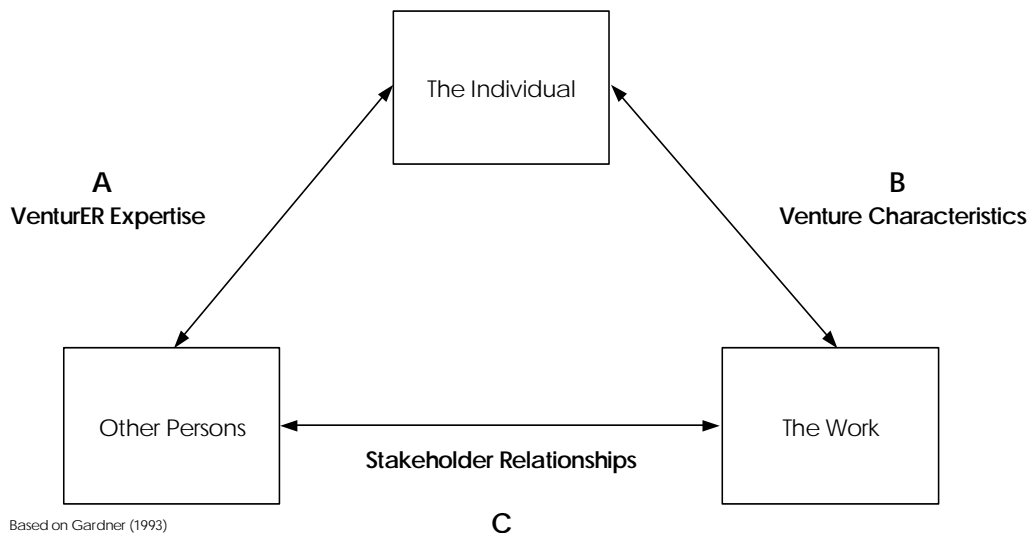
Our "prime directive" is to clearly understand your interests, and to provide the information that you need, in the way that you need it. The Portfolio I course supports this objective. The "perspective" taken on venturing, is to teach you to make decisions as though you were a venture capital investor because the objectivity that comes from this perspective will help you to invest your time and talents wisely. You can expect the Program to produce FOUR outcomes: behaviours, affirmations, relationships, technology. More on this as the semester progresses.

## Full Immersion

We define entrepreneurship as *a creative behaviour based upon a specific way of thinking*. More specifically, we use the Harvard definition of entrepreneurship as “the pursuit of opportunity without regard to resources currently controlled” (Stevenson, Roberts, & Grousbeck, 1994). The “pursuit of opportunity” is the creative behaviour. Knowing how pursue opportunity while creating the resources necessary to do so, is the specific way of thinking. To effectively teach and practice the behaviours and ways of thinking, you need to be FULLY IMMERSED in three sets of knowledge:

1. Knowledge about yourself as the individual creator (the venturER)
2. Knowledge about the work that you create (the venture itself), and
3. Knowledge about the others who will judge your work, or who have specialised help to offer (the venture stakeholder environment).

As shown in the following diagram, creative behaviour is knowledge that comes from the interaction among the individual, the work, and others:



Full immersion means concentrating fully on gaining Knowledge Set A: Venturer Expertise, Knowledge Set B: An understanding of the characteristics of viable ventures, and Knowledge Set C: The ability to identify and prioritise stakeholder relationships.

The full immersion process will require you to learn a new vocabulary to support your new way of thinking. Our experience with the pilot version of the courses in this Program is that students will become frustrated during the first weeks of the program—***especially if assignments are procrastinated***, but sometimes just because the vast amount of information processing that the new approaches require. Our experience, however, is that students who DO fully immerse themselves in the learning process are surprised and delighted with the results.

The full immersion approach follows the natural sequence of venture startup. That is, you will learn Knowledge Sets A, B, and C, while you study Searching, Screening, Planning, Financing, Networking, Setup, and Startup.

## Contributions to Teaching and Accomplishments

### *Curriculum and Course Development*

During this year I developed and piloted ENT 411, 412 as part of the integrated ENT Program outline.

### *Activities to Support Teaching in your Academic Unit and/or University*

Intensive involvement in the training and development of the ENT Program integrated teaching team, including the instigation of regular teaching team meetings, and the coordination and integration of curriculum.

### *Peer Mentoring*

As related to the above Program implementation.

### *Presentations and/or Publications on Teaching and Learning*



Gaglio, C.M., Mitchell, R.K., Vesper, K.A. (Symposium) The state of the art in entrepreneurship education. *Entrepreneurship Division of the Academy of Management* presentation 1998 Annual Meeting, San Diego, CA, August, 1998.

### *Awards (including nominations) and Grants related to Teaching*

Recipient, University of Victoria Faculty of Business Board of Advisors' *Distinguished Educator Award, 1997, February, 1998.* This award was proposed by colleague, A.R. Elangoven, and approved and presented by Dean Wolff.

Nomination by the University of Victoria Faculty of Business for *The Financial Post "Leaders in Management Education" 1998 Award, January, 1998.*  
Nomination by colleague: Rebecca Grant, Assoc. Dean.



The Mcleans' Guide to Canadian Universities '97, University of Victoria "Popular Profs" citation, p. 147.

### Other

Taught a delegation from the China Macroeconomic Society, led by Dr. Hejin Bai, First Deputy President and Research Fellow, Academy of Macroeconomic Research, State Development Planning Commission, The People's Republic of China. Summer, 1997 (delegation led by Liu Cungcheng of the All China Youth League Young Entrepreneurs).

The image shows the cover of 'The Maclean's Guide to Canadian Universities 97' and a page from the guide. The cover features the title 'THE Maclean's GUIDE TO CANADIAN UNIVERSITIES 97' and 'INTERNATIONAL STUDENT PRIMER FINANCIAL PLANNER SCHOLARSHIP AND LOAN GUIDE HOT JOBS OF THE FUTURE'. The page from the guide is titled 'UNIVERSITY PROFILE' and 'Victoria'. It includes a photograph of a building and a group of people. Below the photo are two columns of text: '★ CAMPUS CONFIDENTIAL' and '★ FACTS AND FIGURES'. A callout box points to 'Ron Mitchell (Business Administration)' in the 'POPULAR PROFS' section.

**★ CAMPUS CONFIDENTIAL**

**WHAT'S HOT**

- The \$10-million expansion to the Student Union Building; the food and beverages area has expanded fivefold
- Vertigo, a new campus club that has live bands and cheap drinks
- Playing pool
- The bicycle repair shop in the SUB
- Polar fleece and anything Gortex
- The provincial government's halibut fence
- No snow
- Men's soccer: the Vikings were 1995 CISU champs

**WHAT'S NOT**

- Provincial government freezing capital projects on campus
- No covered bicycle shelters
- Not enough classes offered for the number of students registered in the biology department last year

**WHAT'S NEW**

- Uvic Downtown: a new campus in the heart of Victoria
- Construction on the Centre for Innovative Teaching, a multi-disciplinary resource area and classroom

**POPULAR PROFS**

- Mowry Bailes (Visual Arts); Reihko Dezel (Political Sci); Trevor Matthews (Econ); Ron Mitchell (Business Administration); Richard Ring (Biology); Nancy Turner (Environmental Studies)

**FAMOUS GRADS**

- Author W. P. Kinsella; Toronto Mayor Barbara Hall; Linda Hughes, publisher of *The Vancouver Journal*; Ron Gimes, executive vice-president of Canadian Pacific Ltd.; Alison Spivey, 1995 and 1996 world mountain-bike champion (cross-country)

**★ FACTS AND FIGURES**

**UNIVERSITY OF VICTORIA**  
Victoria, B.C. (1903)  
President: David Strong  
Full-time students: 10,634  
Part-time students: 6,105  
Tuition: \$2,265

**CO-OPERATIVE EDUCATION**  
ARTS: English, French Language and Literature, Germanic Studies, Greek and Roman Studies, Hispanic and Italian Studies, History, Linguistics, Medieval Studies, Pacific Studies, Philosophy, Slavonic Studies, Sociology, Women's Studies  
ARTS: History in Art, Music, Theatre, Visual Arts, Writing

**SCIENCE:** Biochemistry and Microbiology, Chemistry, Computer Science, Earth and Ocean Science, Economics, Geography, Mathematics and Statistics, Physics and Astronomy

**ENGINEERING:** Computer, Electrical, Mechanical

**BUSINESS:** Commerce, MBA

**EDUCATION:** Coaching Studies, Kinesiology, Leisure Services Administration

**HUMAN AND SOCIAL DEVELOPMENT:** Health Information Science, Public Administration, Law

**PROFESSORS:** 721-8423

**ADMISSIONS SPACES FOR INCOMING UNDERGRADUATES:** 790

**MALE:FEMALE RATIO:** 45 to 55

**MINIMUM ENTERING GRADES IN FIRST ROUND OF ADMISSIONS:** Arts: 73%; Science: 73%; Commerce: 65%; Engineering: 75%

**MOST POPULAR MAJORS:** Biology, English, History, Mathematics and Statistics, Psychology

**Ron Mitchell (Business Administration)**

THE MCLEANS' GUIDE TO CANADIAN UNIVERSITIES '97  
UNIVERSITY OF VICTORIA "POPULAR PROFS"

## Assessment of Teaching

### *Summary of Selected Numerical Scores from Student Ratings of Instruction<sup>13</sup>*

Description	Value of Course	Overall Course Rating	Instructor Org. & Prep.	Instructor Comm. Ability	Instructor Interest in Topic	Attitude Toward Students	Instructor Teaching Ability
1997 - Entrepreneurship Program*	4.22	4.26	4.11	4.22	4.44	4.55	4.33

\* The 1997 ratings were gathered for instructor performance on all teaching combined. Thus, ratings for ENT 411, ENT 412 are' combined (n = 9-23 of 42 students). Due to an administration error, no ratings were collected for the MBA participants in MBA 595 (thus 6 responses are missing).

### *Sample of Qualitative Feedback from Students and Other Communication<sup>14</sup>*

#### Entrepreneurship Program Feedback

##### *What did you like about this course?*

- Integration, way the instructors worked together.
- Program profs who cared about what we wanted, not their research or predefined course requirements.
- It was customer driven, and probably more relevant to the real world than any course I've ever taken

##### *Where could improvements be made in this course?*

- Later classes. Say, start at 10 am
- Be less accommodating to the students. A due date should be a due date.
- Just refine

##### *What are the major strengths of the instructor?*

- Energetic
- Adaptability

##### *What are his/her major weaknesses?*

- Some of the course content was a "been there done that stuff" for people who have already worked in the business world, or have decided what they want to do.
- Too accommodating



<sup>13</sup> See 1997-1998 Appendix for full list of ratings

<sup>14</sup> See 1997-1998 Appendix for full list of remarks





**Other comments?**

- All of the instructors were available for feedback. This should be more prevalent in the commerce program.
- A wonderful program.

**Other Feedback**

Maria Diaz (12/9/97)

I just wanted to say thank you, because these were [some] of the most important courses (both of them) that I have ever had; and I should say that it was an honor to be in your class.

Janice Seto (12/11/97)

Just wanted to say how much I enjoyed learning The Technology of Entrepreneurship and New Ventures. You put a lot of effort into it, and into making us better assessors and participants in venturing. Your encouragement in my pursuing the consulting projects was especially helpful. Again, my thanks.

David Richardson (8/26/98)

I would like to thank you. Your open learning approach was one of the best things for me both this year and last year. I progressed as a person in more ways than acquiring venture expertise. I have gained a level of confidence that I have not experienced. Observing people with commerce degrees in other concentrations, it is easy to see how much more knowledge I have gained through the ENT program. I have absolutely no regrets in the path that I chose... I look forward to working with you in the future.



## Program aims to fuel entrepreneurial spirit

*The University of Victoria's courses are designed to help students develop the necessary skills and way of thinking.*

**FREE AGENT**  
**WENDY STUECK**  
VANCOUVER

After 18 months of long hours, tension and draining bank accounts, Mark Adams and his business partner recently pulled the plug on Barkback Client Management, a Calgary-based company they founded in mid-1994 to develop internet applications for car dealerships.

The venture may have crashed, but Mr. Adams, 23, is still on his feet.

"The great thing about the program is how it shapes your thinking," says Mr. Adams, a graduate of the entrepreneurship program at University of Victoria in British Columbia.

"The whole notion of failure is a moot point. The most important thing is what you're going to learn."

Mr. Adams says Barkback, born as a student project while he and his partner were at university, ran into several problems, including a general reluctance of car dealers to invest in new systems.

He still sees the concept as a good one, but "we were not seeing one breakthrough, and we decided to move on."

The students who helped shape the university's undergraduate entrepreneurship program would likely be pleased, but not surprised, by Mr. Adams' resilience.

The program, which leads to a bachelor's of commerce degree, is not designed to see all of its graduates launch their own business as soon as they leave university, says Brenda Smith, director of undergraduate business programs.

Rather, it aims to give students a good grasp on actions that they can follow to assess entrepreneurial

skills and thinking to, say, the first years following graduation — when the 30-year school of hard knocks starts often viewed as the true proving ground for business savvy.

"We want our students to know the skills and abilities they need to develop, the relationships they have to have, and the experience they want to collect," Dr. Smith says.

Scott Butler, a Victoria native who graduated from the program in 1996, has been working since.

"We want our students to know the skills and abilities they need to develop, the relationships they have to have, and the experiences they want to collect."

Nowadays as a corporate author with Wendle Adams Ltd. in Calgary.

He got the job after he dropped by, unannounced, to leave off a résumé and wowed up making an impromptu pitch to a manager's meeting under very strict rules.

Mr. Butler, 26, says he plans to launch his own business — some day. But after university and four months travelling in Europe, "my only firm situation was pretty tight."

Still, he was chummy about the kind of job he wanted, he was seeking an entrepreneurial company, where he would have the chance to do varied tasks.

"I was looking for something to pursue, but I didn't want to get a typical junior accounting job where

the university offered what he described as a "run-out" program. Still, around the business plan stage that most other fourth-year students submit also unfolded. The program was launched in its current form in 1997.

Students now complete two semesters of core business courses, then enter a 16-month entrepreneurship concentration. The university also offers concentrations in international business, hospitality management and general business.

The entrepreneurship program maintains business courses to the order that students would encounter them in planning and starting a new business. It also features courses such as an innovation week, where students get 10 days and \$15,000 to develop and sell a product.

In 1995, the winning team developed a pressure-washing company that turned a profit of \$1,800. Last year, five students came up with a calendar coverage that netted \$2,200 from advertising revenue.

The university's approach, which also emphasizes theory and research, is winning attention in the academic world. Last year, its entrepreneurship teaching team, including Don Mitchell, a key teacher of the program, won the Innovation in Entrepreneurship Pedagogy Award from the International Academy of Management, beating out competitors such as Harvard University.

In February, the University of Victoria's program was named best undergraduate entrepreneurship program by the U.S. Association for Small Business and Entrepreneurship, making it the first non-U.S. school to be recognized by the association.

Dr. Mitchell says the university plans to offer an entrepreneurship option for its MBA program by the fall of 1998.

Dr. Ronald K. Mitchell  
Reference letter (A 2)  
Business Development Bank of Canada  
Banque de développement du Canada



January 2, 1998

To Whom It May Concern:

The intent of this letter is to reflect and extrapolate on the skills, knowledge and ability of my former instructor, Dr. Ron Mitchell, at the Faculty of Business, University of Victoria. Of the classes that I attended at the University of Victoria to obtain my Masters of Business and Administration, one of the most prominent and useful was 'Analysis of Small Business' taught by Dr. Mitchell.

Perhaps the most valuable tool that could have been imparted was that of Ron's ability to constantly challenge you to think - to examine the problem from all angles. A goal that most instructors and most classes claim they achieve, however, the majority rely on memorization and regurgitation as a measure. This was evident in the presentation of our first oral paper. As I listened to each group present it became obvious that we had all fallen into presenting organized summary of the case given, with very little originality, thought or suggestions on possible solutions. Ron's comments distilled in me the necessity of the re-learn how to learn. The reward promised by Dr. Mitchell was that with this skill the academic and the pragmatic would meet. A lofty goal for any business class to achieve - the constant struggle to impart information that will be useful beyond the classroom walls. So Dr. Mitchell walked us through models, starting with simple concepts and gradually expanding to more complex. His ability to constantly integrate these models with practical cases from his previous work experience was an instrument he used to present what he referred to as the 'logic' of each model - to uncover the core elements. Now these steps were not taken without growing pains as true growth is not achieved without pushing through the frustration barrier. Here was another area that Dr. Mitchell shone, was his undying attention and enthusiasm for the learning curve of each student. He encouraged dialogue between students and himself to encourage this process.

Each new model was presented and then was applied to the same case study, which, at each step I thought complete, to find out that each additional model opened up more avenues for analysis. The models were presented were not the 'patented' formula approach, but from a 'reasoning' basis as it was far more critical that we 'understood' the 'logic' rather than the mechanics. The logic would be the determinant factor as whether we would be able to use this new skill. The decisive factor for me was the final exam. We were given a case study involving a merger between two companies with a simple question, should these two companies merge? It was at this point that I realized that over the term I had been given valuable tools with which to conduct this investigative work. I started shakily with one of the first models that we had been taught and found that the information that was uncovered determined which of the other models that would help uncover the necessary issues pertinent to making such a decision. If you followed the regular regurgitation path, and tried to apply all models to both companies you would not have been able to complete the task within the time limit and the results would be again digestive rather than enhanced.

The strong business background from which Dr. Mitchell was able to contribute his insights and share with us his creation of his model template was unmatched by any other course I have taken before or since. His ability to impart the 'logic' of the process was the most valuable tool I have obtained. The skills that I have gained will not fade with the memory of the notes taken, but will endure with the knowledge on how to approach and logically think through the analysis at hand. I could not have achieved this ability without the unique presentation, thought process and constant drive of Dr. Mitchell. My success of my management career, current and future will be a testimony to the longevity of the learning imparted.

Sincerely,

A handwritten signature in cursive script that reads "Linda C. Parker".

Linda C. Parker, B.Sc., MBA  
Loans Officer II  
Business Development Bank of Canada  
MBA Class of 1996, University of Victoria



Brian McKenzie  
1876 Graham Ave.  
Sidney, B.C., V8L 1E5  
Phone 250-656-7822  
Fax: 250-656-7862

December 30, 1997

Dr. Rebecca Grant  
Faculty of Business  
University of Victoria  
PO Box 1700  
Victoria, B.C., V8W 2Y2

Dear Dr. Grant:

*Re: Dr. Ronald K. Mitchell's Leaders in Management Education Award Nomination*

I am writing this letter in an attempt to express the profound influence Dr. Ron Mitchell has had on my education.

I returned to my studies after working as an entrepreneur for 25 years. As a mature student, and one who has worked as an entrepreneur, I'm sure I have offered quite a challenge to Dr. Mitchell. Nevertheless, over the past three years, Dr Mitchell has been my teacher, my graduate advisor and my Ph.D. committee chair.

As a classroom teacher, Dr. Mitchell has taught me entrepreneurship skills, research methodology, strategic analysis, and quantitative analysis. His classes are always thought provoking and challenging. Dr. Mitchell is able to draw from his vast experience as a Venture Capital Consultant, CPA, and Business Executive to bring realistic examples to discussions or abstract theoretical issues. As a result, his classes are unique in the depth of knowledge they have imparted.


As my graduate advisor, Dr. Mitchell coached me to produce a very thorough and difficult MBA thesis. Dr. Mitchell is a demanding scholar, and he makes the same demands of his students as he does of himself. From his example, and from his enthusiasm, I have learned the joy of participating in academic research that is truly at the leading edge of the field.

As my Ph.D. committee chair, Dr. Mitchell has given me a role model of excellence in leadership and academic integrity. Dr. Mitchell truly lives by his Christian beliefs. His world is one of constantly expanding opportunities and his challenge is to encourage others to share in the rewards that come from pursuing those opportunities.

The depth of understanding Dr. Mitchell brings to complex theoretical issues constantly amazes me. However, more amazing yet is his ability to explain these issues and to challenge his students to think originally about complex issues.

I have no hesitation in thoroughly recommending Dr. Ronald K. Mitchell for the Financial Post Leaders in Management Education Award. I believe I have been honored to be his student.

Sincerely



Brian McKenzie, BA, MBA

## *Note on Appendices*

All appendices mentioned in the previous pages of this teaching dossier exist separately in both hard and digital format, and are available upon request.