

Seminar in Entrepreneurship

Spring 2016

Instructor Information

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Office Hours: MTWF 9-10:20, 11:30-12:30

Course Information

E/M-367-001 meets M,T,W,F 10:30 - 11:20 in Beck Hall 119

The students will spend a semester learning how to develop, communicate, and implement value-creating ideas. The course will consist of three complementary elements: theory, applications, and practice. At the beginning of the semester, students will be introduced to the theory of entrepreneurship with a focus on the role entrepreneurs play in a market economy. Once familiar with the theory, students will begin to research the characteristics of successful ventures through a combination of readings, class discussions, and interactions with invited speakers. Simultaneously, throughout the semester, students will work on developing their entrepreneurial ventures, either in teams or individually, with the goal of submitting them for an entrepreneurial competition that will take place at the end of the semester.

Required Textbook

Entrepreneurship: Successfully Launching New Ventures by Bruce Barringer and Duane Ireland

Class Etiquette

Professionalism is a habit. To form it, behave in the classroom as you would in a business meeting or at a conference:

1. Show up ahead of time – come to class early enough so that you can unpack and get settled before the class starts
2. Keep your phone out of sight - nothing is more distracting to a presenter than to see someone in the audience texting. It is a basic courtesy to not use your cell phones in class. And even if you aren't looking at your phone, it can get distracting if it starts lighting up on your desk.
3. Leave your laptop closed for all significant student or guest speaker presentations – laptops create a visual barrier between you and others in the room and therefore hinder communication. Take notes on paper until the completion of the presentation. This is common procedure in the workplace.
4. Eat elsewhere - it's ok to bring your coffee or any other soft drink to class but no food please. Noise and smell are an obvious distraction, plus, very few people look appealing when talking with food in their mouth (and yes, I will call on you just as you're chewing).
5. Leave the classroom the way you found it – as you're leaving the room, take a look around you and see if there is any trash that needs to be picked up or if you haven't left spare copies of the assignment behind. Put chairs back into rows if moved during class.
6. Engage – with all the distraction out of the way there is only one thing left to do: participate.

Grading Policy

Your final grade will be based on your performance in four categories:

1. Speaker Feedback	10 points
2. Reading Assignments	10 points
3. Trend Paper and Presentation	20 points
4. Project	60 points
	100 points

There may be extra credit opportunities during the semester.

Grade scale:

		B+	87 – 89	C+	77 – 79	D+	67-69
A	94+	B	84 – 86	C	74-76	D	60-66
A-	90-93	B-	80 – 83	C-	70-73	F	0-59

It is important to note that A's are awarded for exceptional performance, B's are awarded for above the average performance and C's are awarded for satisfactory performance. I wish to highlight that a C is not a failing grade. This grade merely reflects that while your work is satisfactory, there remains room for improvement. There is no pre-set grade distribution for this class and I will use Moodle to communicate your progress. Feel free to check with me on your class performance, just make sure that "what's my final grade" is not the only question you ask me this semester.

Guest Speaker Feedback

Most weeks a guest speaker will deliver one of the lectures. After each guest lecture, you will be asked to write a short reflection, addressing the following questions:

- What did you learn from the speaker that you didn't know before?
- What did the speaker say that surprised you?
- What are the three key takeaways of this lecture?
- How did the lecture relate to the textbook material or other classroom discussions?
- Would you recommend this speaker for the next time the Entrepreneurship Seminar is taught at Gustavus?

The reflections should be anywhere between 300 to 500 words. You will submit them on Moodle. The reflections will be graded based on your understanding of the speaker's main message, your attention to other points made by the speaker, as well as your ability to relate this new information to the course material. Guest Speaker Feedback is due on Saturday evenings. Depending on the number of speakers visiting the class in any given week, you might need to write more than one reflection so plan accordingly.

Reading Assignments

For each chapter of the textbook, you will find a set of five questions on Moodle. These questions will help you get the most out of the readings. You will be required to write short responses to the questions and post them to Moodle prior to the class in which the reading is discussed. Reading Assignments are due on Sunday evenings (with the exception of the first week, see Moodle for details and specific deadlines). Students will be chosen randomly to lead

discussion on the questions.

Trend Paper and Presentation

Entrepreneurial opportunities come from ideas in three ways: (1) anticipating and capitalizing on trends, (2) solving problems, and (3) filling gaps in the current market. This exercise will focus on (1), trend analysis. It will exercise your creative, academic, and liberal arts skills in identifying and analyzing a particular trend that will create entrepreneurial opportunities.

You will identify a change in our economy or social fiber that is developing in a material way. From this trend, you will research potential opportunities that may develop, and select one for analysis. Example: Alternative energy, co-op solar gardens, a need for a website or smartphone application that facilitates neighborhoods coming together to educate and organize into co-op solar communities.

We want each student to develop a unique trend and opportunity analysis to be presented in class. Therefore, please inform the instructors of your topic and you will be granted that analysis on a first come, first serve basis. This analysis can be independent of your entrepreneur business project and doesn't need to relate to your product for that exercise.

This analysis should be supported by authority and evidence, with a bibliography, and run about 1000 words. It will be graded based on (1) written presentation, (2) depth of analysis and support, (3) a compelling roadmap for a feasible opportunity, and (4) clarity of class presentation. It will be due by March 18. Late papers will be docked 5 points per calendar day. Advanced drafts provided by March 1 will be reviewed and returned with comments for improvement so that the maximum grade can be achieved.

Group Project

Throughout the semester, you will work on developing an entrepreneurial venture, either with a team or individually, with the ultimate goal of submitting it for inclusion in the campus-wide Gustavus Entrepreneurial Cup competition that will take place on May 14th. The project will involve three stages: executive summary, business plan, and pitch, and graded accordingly. Your team will also be required to establish and maintain a relationship with an entrepreneurship coach from among our alumni supporters.

Not all class projects will have the opportunity to move on to the Gustavus Cup; that decision will be based on external judging. Therefore, your class grade will be based on the quality of your efforts regardless of success in the Gustavus Cup.

More details and milestones for this project will be available on Moodle.

Scheduled Lectures and Events

Week	Date	Topic	Readings ^{1,2}	Guest Speaker	Weekly Goal
1	02/08	Introduction	Ch.1	-	-
2	02/15	Ideas	Ch.2	Michelle Courtright Brad Baker	Form Teams
3	02/22	Feasibility Analysis	Ch.3	Dan Seaberg	Submit Executive Summary (100 words) to YouNoodle
4	02/29	Business Models	Ch.4	Randy Lee and John McCally	Connect with Coaches
5	03/07	Industry Analysis	Ch.5	Neal Hagberg	
6	03/14	Business Plans	Ch.6	Ari Silkey	Submit Trend Paper to Moodle by March 18th
7	03/21	Each student will present the findings of their trend paper to the class.			Submit Business Plan Draft
8	03/28	<i>No Class: Mid-Term Break</i>			
9	04/05	Class time will be divided into short appointments. (no class on Monday). Instructors will meet with teams to discuss the submitted business plan drafts.			
10	04/11	Ethical and Legal Foundation	Ch. 7	-	
11	04/18	Building a Team	Ch. 9	Mark Yount	Submit Business Plan to YouNoodle.
12	04/25	First round of pitching. Class time will be divided into short appointments. Each team will pitch their idea to the instructors and to the invited guests. Teams will receive feedback and suggestions for improvement.			
13	05/02	Intellectual Property	Ch. 12	Mark Bergman and Jim Young	
14	05/09	Second round of pitching / final (graded) presentations. Class time will be divided into short appointments. Each team will pitch their idea to the instructors and invited guests.			
15	05/16	Review, feedback, and evaluations	Kathi Tunheim		

¹ Additional readings will be posted on Moodle. All material should be read ahead of class.

² Referenced chapters come from your textbook.

Tutoring

Free peer tutoring is available to help you with the assignments and to prepare for the tests. Location: Beck Hall 115. Time: 7:00 p.m. to 9:00 p.m. Sunday through Thursday.

Disability Services

Gustavus Adolphus College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or you think you may have a disability of any nature) and, as a result, need reasonable academic accommodation to participate in class, take tests or benefit from the College's services, then you should speak with the Disability Services staff, for a confidential discussion of your needs and appropriate plans. Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact Disability Services as early as possible. Disability Services (www.gustavus.edu/advising/disability/) is located in the Academic Support Center. Disability Services Coordinator, Kelly Karstad, (kkarstad@gustavus.edu or x7138), can provide further information.

Help for Multilingual Students

Support for English learners and multilingual students is available through the Academic Support Center's English Learning Specialist (www.gustavus.edu/advising/). The ELS can meet individually with students for tutoring in writing, consulting about academic tasks, and helping students connect with the College's support systems. When requested, the ELS can consult with faculty regarding effective classroom strategies for English learners and multilingual students. The ELS can provide students with a letter to a professor that explains and supports appropriate academic arrangements (e.g., additional time on tests, additional revisions for papers). Professors make decisions based on those recommendations at their own discretion. In addition, English learners and multilingual students can seek help from peer tutors in the Writing Center. (www.gustavus.edu/writingcenter/)