

**Instructor:** Dave Noack, Ph.D.

**Classroom:** Wattis 112 1:30 pm – 4:10 pm

**Office:** Wattis 281

**Office Hours:** Tues and Fri 9:00am – 10:00am

or by appointment

**Contact Information:**

# ENTR 1002

# Introduction to Entrepreneurship

Fall 2014

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“Because if you’re prepared and you know what it takes, it’s not a risk. You just have to figure out how to get there. There is always a way to get there.”

–Bill Gates

**COURSE DESCRIPTION:** This course will present a broad overview of entrepreneurship and teach students how to identify and create valuable entrepreneurial opportunities. This is accomplished via proven process and theory designed to help ideation become customer needs driven instead of based on the instincts of the entrepreneur. Students will create, test and update a business model based entirely upon customer feedback and customer development methodologies as described in Business Model Generation and Startup Owners Manual textbooks. This class will also have students spending time ‘out of the building’ – learning about what customers want and will pay for through in-person prototype testing, iteration and feedback.

**COURSE ADMISSION:** Students should have taken or be currently taking one of the following: ENTR 1001, BSAD 1010, or ACTG 2010

### COURSE MATERIALS: *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers* by Alexander Osterwalder and Yves Pigneur. ISBN: 9780470876411

**COURSE OBJECTIVES:**

1. Grasp the basics and fundamentals of entrepreneurship through the study of relevant theory and practical examples.
2. Gain an understanding of the new venture ideation process.
3. Develop the skills necessary to evaluate new venture ideas based on customer feedback.
4. Develop an understanding of the Business Model Canvas and its role in the new venture creation process.
5. Sharpen written and verbal communication skills.
6. Develop networking and teamworking skills.
7. Enhance critical and creative thinking skills.

**COURSE METHOD:** Learning will be divided among three activities: 1) Attending class and engaging in class discussions; 2) Completing various assignments such as written papers; and 3) Making presentations to the class. Each class will include discussion of current events, some readings, and group activities. We will have class lecture or discussion of the reading assigned for that day. Given that we have a full week in between in session, there is no excuse for coming to class unprepared. **It is your responsibility to come prepared to each class.**

**CLASSROOM ETIQUETTE:** Though we often do not think of it in these terms, the classroom is a training ground for the real world. Soon, you will find yourselves in interviews, business meetings, etc. As such, during class, you should conduct yourself professionally. **Non-class-related activities such as texting, checking (and answering) email, and/or checking social media (i.e. Facebook) are unacceptable, and will certainly not fly in the business world.** In addition, such activities will interfere with your ability to learn and can be distracting to others. Please do yourself and everyone else a favor by conducting yourself professionally in class.

**ATTENDANCE POLICY:** In the real world of business, you have to be **prepared every day** for your boss, your subordinates, your peers, and your customers, not just a couple of times a “semester” when you cram for a test or when it fits into your otherwise busy schedule. Your performance will therefore be measured daily (each class) in terms of knowledge of the material through quizzes and participation. It is your duty to read any assigned material **BEFORE** each class begins. You don’t just “show up” in your career…you come prepared to participate in it! **Class participation is more than just ATTENDANCE!!!**

**GRADING:** Below is a breakdown of how the course will be graded, followed by a description of each deliverable. The course grading scale is based on a weighted percentage. Students will earn the following grades for the associated range of percentage points:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Idea Journal** (Individual)…..……………………..…..….40%  * **Written Report** (20%) * **Presentation** (20%)  1. **Business Model Canvas** (Team)…………………………40%  * **Written Report** (20%) * **Presentation** (20%)      1. **Class Participation and Attendance** (Individual)……....15% 2. **Peer Evaluation** (Individual)…………………...……...….5% | |  |  | | --- | --- | | 93.0% to 100% | A | | 90.0% to 92.999% | A- | | 87.0% to 89.999% | B+ | | 83.0% to 86.999% | B | | 80.0% to 82.999% | B- | | 77.0% to 79.999% | C+ | | 73.0% to 76.999% | C | | 70.0% to 72.999% | C- | | 65.0% to 69.999% | D | | 60.0% to 64.999% | D- | | 0.0% to 59.9999% | F | |
| **Total………………………………...………………….…………100%** |

**EVALUATION OF COURSE PERFORMANCE:**

1. **Idea Journal (40% TOTAL – Written Report 20% and Presentation 20%)**

This individual assignment has two components. Both components are aimed at helping you develop a new business idea or enhance an existing one you may already have. You will develop a journal of ideas and interview experts and thought leaders within the industry related to your idea. You will then be required to turn in this journal (appx15-20 pages in length). The highest grades will be awarded to those journals that are professional, free of errors, and full of consistent effort.

Upon completion of the journaling portion of this assignment, each student will present his or her two best ideas to the class. Students will have 3-4 minutes to present, **using PPT**. Note that presentations lasting beyond 4 minutes will be penalized in their grade.

We will spend a considerable amount of time in class discussing this process and assignment. **See complete grading rubric and assignment description in Canvas.**

**Journal and Presentation due: Oct 8th**

1. **Business Model Canvas (40% TOTAL – Written Report 20% and Presentation 20%)**

This individual assignment has two components. Both components are aimed at helping each team vet their best idea, using customer feedback through the Business Model Canvas. This assignment will also require each team to gain an understanding of the material covered in the Business Model Canvas textbook – required for this class. Each team will turn in a written report of the hypotheses they tested and the results they obtained from customer feedback. The highest grades will be awarded to those reports that are professional, free of errors, full of consistent effort, and meaningful data.

We will spend a considerable amount of time in class discussing this process and assignment.

**See complete grading rubric and assignment description in Canvas.**

**Report and Presentation due: Dec 10th**

1. **Class Participation (15%)**

Class participation is really important in this class because you will often learn more from class discussion than from the lecture. If you miss class, you will miss out on critical information that will make it very difficult for you to do well on the weekly assignments. While I will not take roll nor give/take points for attendance, you should be in class each week from start to finish if you hope to do well in the course.

You will quickly find that I will use various and sundry ways to measure participation, rather than relying solely on making comments. These methods can include but are not limited to case discussions, pop quizzes, pop questions, pop culture, and pop corn. We will have several mini exercises throughout the class, focused on a given topic or principle, which will carry a point total that will factor into your participation grade. Also, there are three speakers, as part of the Young Subaru Lecture Series, **which all students are** **required to attend at least two of the three lectures**. We will talk about this in more detail on the first day of class.

**4. Peer Evaluation (5%)**

Team skills are in high demand in the business world. Contribution to team success is a measure of your individual abilities and your relationship skills. Your ability to successfully lead or contribute to team success will ensure success in both team as well as individual grades. Teams, like organizations, have resources and competencies derived from their members. Play to your strengths by dividing the workload among you and using each member’s individual resources. Team composition is meant to reflect real life experiences of teams with varying skills and membership. **Team members will evaluate each other’s performance**. To garner the best possible team peer evaluation, it will be necessary for you to know what your responsibilities are and to execute those for your team. It is imperative that you communicate often, attend meetings, complete your assignments on time, and help lead the team to success. Be sure to use each team member's resources as you would in any organization. It isn't necessary for every member to work an equal amount in every area. Peer evaluations will reflect the amount of effort put forward by each team member in total. Peer evaluations will allow me to **adjust individual scores** for the team projects based on very good performance or very bad performance. Do not shirk on your team! Address problems early rather than later. Use me as a mediator as often as necessary. **Peer evaluation forms can be located in Canvas.**

**Peer Evaluations due: Dec 11th**

**FORMATTING: All written assignments should be double-spaced with Times New Roman, 12pt font and 1” margins on all sides. All assignments should be well written, free of errors and grammatical mistakes. Always proof read and edit before turning in your final work!!**

**ASSIGNMENTPOLICY: All assignments are due at 1:30 pm SHARP…unless otherwise noted.** Late assignments will **NOT** be graded, reviewed or given credit. Anything turned in late will earn **NO CREDIT** or **POINTS**. The GSBE expects you to learn to keep strict deadlines and manage multiple deadlines, just as you would as an entrepreneur, manager, or employee.

**ETHICAL CONDUCT:** The Goddard School of Business & Economics recognizes students as adults pursuing their education. The Goddard School Honor Code seeks to contribute to the development of appropriate individual and group behavior, and encourages responsible citizenship within the University community. The administration of honor code policies will be conducted in a manner that will foster the ethical development and personal integrity of students and promote an environment that is in accord with the overall educational mission of the Goddard School and Weber State University. Students are expected to maintain academic ethics and honesty. Prohibited activities include but are not limited to the following:

a. Cheating, which includes:

i) Copying from another student's test;

ii) Using materials during a test not authorized by the person giving the test;

iii) Collaborating with any other person during a test without authorization;

iv) Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the

contents of any test without authorization of the appropriate University official;

v) Bribing any other person to obtain any test;

vi) Soliciting or receiving unauthorized information about any test;

vii) Substituting for another student or permitting any other person to substitute for oneself to

take a test.

b. Plagiarism, which is the unacknowledged (uncited) use of any other person’s or group’s ideas or work. This includes purchased or borrowed papers;

c. Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit;

d. Falsification, which is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise, activity, or record-keeping process;

e. Giving, selling, or receiving unauthorized course or test information;

f. Using any unauthorized resource or aid in the preparation or completion of any course work, exercise, or activity.

Penalties for violation of the Goddard School Honor Code are severe, including consequences such as a failing grade in the class, dismissal from the university, and other penalties consistent with laws appertaining to state and federal codes.

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES:** Any student requiring accommodations or services due to a disability should contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center or contact their office at (801) 626-6413. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary.

**EXTENDED CAMPUS CLOSURE PLANS:** In the event of an extended campus closure due to natural disaster, epidemic, or other event, I will continue to provide instruction via the Canvas learning management system. I will provide text-based mini-lectures (narratives, slides, and/or presentations), which correspond to the material covered each class period and will expect you to login to the system on a regular basis to keep up with course work and to receive instruction. Assignments will continue to be turned in through Canvas according to due dates listed on the syllabus and schedule. Within Canvas, online discussions and collaborations will be made available to allow you to interact with other students and me about course material. I will check email (Campus and within the Canvas course) on a regular basis should you need to communicate with me personally. The severity of the "event" and impact on human life, communication lines, etc., will determine the extent that we can continue classes.

**QUESTIONS:** Please, please, PLEASE ask me any questions at any time during the course about grading, your assignments, the final presentations, or any other topic that you have questions about. My goal is for you to do well in this course. I cannot help you if you wait until it is too late to ask questions. Ask them early and often. I have 24/7 email access so please communicate with me as often as you’d like. My policy is to return any email within 24 hours.

**COURSE SCHEDULE**

The following schedule is approximate and may change with advance notice.

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| --- | --- | --- | --- |
| **Week** | **Date** | **Description** | **Assignment** |
| 1 | Aug 27 | Introduction of Course, Assignments, and Each Other | **Read Assigned Article** |
| 2 | Sept 3 | Discuss article, Ideation 101 |  |
| 3 | Sept 10 | Ideation (continued) | **Idea Journal Progress Report Due** |
| 4 | Sept 17 | **$5 Challenge** |  |
| 5 | Sept 24 | **Work on Idea Journals** | **Meet with Experts and Potential Customers** |
| 6 | Oct 1 | Ideation (continued) |  |
| 7 | Oct 8 | **Idea Presentations** | **Idea Journals Due** |
| 8 | Oct 15 | Team Announcements – Select Top Idea | **Purple Day, Read Assigned Articles and watch videos** |
| 9 | Oct 22 | The Lean Startup: Value Proposition, Hypothesis Testing, and the Pivot | **Halloween Day** |
| 10 | Oct 29 | Meet with Professor outside of class | **Report on Value Proposition** |
| 11 | Nov 5 | Business Model Canvas Introduction & Guest Speaker – Robb Kunz |  |
| 12 | Nov 12 | Building Blocks 1-3, Pages 20-27 in Osterwalder | Find potential customers/Test hypotheses |
| 13 | Nov 19 | Building Blocks 4-6, Pages 28-35 in Osterwalder | Find potential customers/Test hypotheses |
| 14 | Nov 26 | Building Blocks 7-9, Pages 36-51 in Osterwalder | Find potential customers/Test hypotheses |
| 15 | Dec 3 | Work outside of class – Refine Business Models, Finish up Reports |  |
| 16 | Dec 10 | **Business Model Presentations** | **Business Model Canvas Reports Due** |