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OFFICE HOURS

I am happy to hear from you whenever needed. I check email frequently – that is by far the best way to contact me if you have an issue/question/concern. If you'd like to meet, let's start with an email and if your question can't be addressed that way we can find a time to hop on a call or meet in person – as the situation warrants. My physical office is 529; it's inside the EMBA suite at 200 Tower Place. My office phone is above; voicemails left there are emailed to me.

REQUIRED TEXT

Neck et al (2021). Entrepreneurship: The Practice and Mindset

OTHER COURSE CONTENT

Aside from the required texts, the majority of the course content will be posted on the course iCollege Website at least one week before class. In addition, you will receive (and can find on the course site) a document called "Weekly Outline" that specifies the materials and activities to complete before class each week. In rare cases, a current event might mean a reading appears more closely to class. I appreciate your efforts to find time to be prepared to discuss them.

CATALOG DESCRIPTION

The course deals with the application of a strategic entrepreneurship approach to dynamic business growth called demand creation. To prosper in today's intensely competitive business environment, established organizations must effectively innovate new offerings/business models in timely response to changing social/business realities with the aim of maximizing profitable revenue and creating beneficial social outcomes.

COURSE LEARNING OBJECTIVES

Upon successful completion of ENI 8102, students will be able to:

- Understand and apply contemporary concepts, theories, methods, and tools for innovating new offerings and business models that satisfy important and unsatisfied customer needs
- Apply the frameworks, methods, tools, and techniques taught in the course to systematically innovate customer value in less time with less risk
- Understand and apply customer demand dynamics to reasonably predict the demand for a new offering/business model before it is developed and introduced into the market
- Understand, apply, and critique the Theory of Disruptive Innovation to develop strategies for entering new markets and discouraging competitive response
- Effectively structure, pitch and defend a value innovation project

COURSE DESIGN

The course is designed to deliver the stated learning objectives via a combination of online, self-paced learning and activity-based learning during class sessions. Instructor presentations/lectures and other course content are available on the course website in the form of videos, podcasts, papers, articles, etc. Students are encouraged to engage with the assigned weekly materials as if they were investigative reporters, applying critical thinking skills to challenge and synthesize course content.

COURSE REQUIREMENTS AND GRADING

Students are responsible for completing all assignments before class each week. This means each student is ready to discuss the content and implications of all assigned materials. Class time is intended not to review or provide remediation – it is intended to apply and extend what you have prepared. For this reason, coming prepared is essential for your own learning and for your ability to contribute to the group experience.

GRADING

Your grade is based on three components: Weekly learning checks (30%), weekly preparation (20%), in-class team exercises (10%) and the pitch deck project (40%). The first two are individual efforts; the last two are team efforts. Each component is described below, but first the table below explains how numerical grades will translate to letter grades. Grades ending in .5 or above round up; anything else rounds down. No exceptions.

97 and up = A+	77-79 = C+
93-96 = A	74-76 = C
90-92 = A-	70-73 = C-
87-89 = B+	60-69 = D
84-86 = B	59 and below = F
80-83 = B-	WF

LEARNING CHECKS (30%)

The Weekly Outline document outlines the learning check assignment due each week. Assignments will be noted and turned in via the learning management system. They are typically due by midnight the night before class. I may not have had time to grade them in time for class, but I will have had time to read them so as to incorporate your answers into our discussion.

PREPARATION (20%)

It is your responsibility to convince me that you are prepared for class each week. Being prepared means you are able to competently recount elements of the assigned work, that you can thoughtfully discuss its implications, and that you can pose interesting questions that push our discussion forward and that help teach all of us.

If you are absent, you can't convince me you are prepared. If you are silent, you can't convince me you are prepared. Please also don't confuse volume of contribution with quality of contribution! A large number of "B" contributions just solidifies you as a B student. Aim for "A" contributions.

Students who engage in distracting behavior during class (laptop or smartphone use, etc.) are going to have a hard time demonstrating their preparedness – as part of being prepared is taking care of

business so that you have the time and attention to bring to the task at hand.

IN‑CLASS TEAM EXERCISES (10%)

There will be a team breakout exercise during class sessions (teams will be rotated for each assignment). Team exercises will involve 1) a brief discussion on some assigned issue/topic where the deliverable is a team decision or strategy relating to the assigned issue/topic; or 2) the application of a specific method/tool. The team will be graded on the quality of their deliverable. Each team member will receive the same grade. However, a team member that is absent for the class will not receive credit for the team exercise.

PITCH DECK PROJECT (40%)

Student teams will structure, pitch, and defend an opportunity. The guidelines for this project are well-described on pages 408 - 427 of the Neck, et al. textbook. Pay attention to the slides suggested, the questions to anticipate, and the tips for presenters.

The subject of the pitch can be any of the following:

- A new venture imagined by one or more of the team members
- A new venture by someone outside the class with whom a team member has a great relationship
- A new product/market/service opportunity inside an existing organization where one of the team members works
- A new product/market/service opportunity inside an existing organization where one of the team members has a great relationship
- Something I haven't thought of – but that the team explains to me and that I sign off on as appropriate BEFORE work begins

While this class generally focuses on how entrepreneurial practices can be leveraged by mature organizations, this project is best when it focuses on something "real." For that reason, I want you to focus on the best opportunity you have – even if it is a bit outside "corporate entpreneurship" – the activities and experiences associated with building a pitch deck easily transfer across contexts.

I will evaluate the team presentation using the following criteria:

- Relevance (35 points possible) – How well does the presentation incorporate the concepts, theories, methods and tools discussed in this course? (Hint: Consider the learning objectives above – show me you've accomplished them!)
- Originality (25 points possible) - To what extent does the presentation reflect original thinking; not merely re-stated/summarized from other documents or Websites (AKA: a book report)?
- Informative (25 points possible) – How thorough and substantive is the investigation (quality of evidence, evaluations, and conclusions)?
- Articulation (15 points possible) - How well is the presentation communicated?

STUDENT LEARNING ACCOMMODATIONS

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing me a copy of

that plan so that we can take care of any necessary accommodation.

CELL PHONE AND LAPTOP POLICY

Please make an extra effort to turn off your cell phone prior to entering class. Ringing cell phones are a distraction to both you and your classmates. You may bring your laptop to class, but use is restricted to classroom assignments.

CLASSROOM TIMELINESS

Related to attendance is being on time. While travel on Atlanta's thoroughfares can be vexing at times, you're expected to plan your departure and arrival times so that you arrive to class at or before it begins.

RULES OF CONDUCT FOR THE COURSE

Please be familiar with – and comply with – the student code of conduct available at this link:

https://codeofconduct.gsu.edu/

Any and all email from me to you will be sent to the student's @student.gsu.edu account. It is the student's responsibility to ensure that he/she is able to regularly read and use this account. All correspondence to course instructor is to be sent to the instructor's GSU email address - nate@gsu.edu.

LATE WORK POLICY

Late work will be penalized one letter grade for each 24 hours late.

ACADEMIC HONESTY

(Abstracted from GSU's *Student Handbook* Student Code of Conduct "Policy on Academic Honesty and Procedures for Resolving Matters of Academic Honesty")

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

Students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Here are some examples and definitions that clarify the standards by which academic honesty and academically honorable conduct are judged at GSU.

Plagiarism. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to

indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the Internet or other computer based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if the faculty member specifically forbids such collaboration.

Unauthorized Collaboration. Submission for academic credit of a work product, or a part thereof, represented as it's being one's own effort, which has been developed in substantial collaboration with assistance from another person or source, or computer honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

For more detail, please refer to the student Code of Conduct (http://codeofconduct.gsu.edu/).

FINAL WORD

Remember to be in touch (nate@gsu.edu) with any questions. Being in touch too early is always better than being in touch too late!

Text: Neck et al (2021). Entrepreneurship: The Practice and Mindset

1. Practicing Entrepreneurship & the Entrepreneurship Mindset
    a. Class 1- Aug 24
        i. Preview video
            1. Phil Drolet – Why Entrepreneurs are Killing Themselves: https://www.youtube.com/watch?v=-M9i3-QhWzg
            2. Bill Gross - Why Startups Succeed: https://www.youtube.com/watch?v=bNpx7gpSqbY
            3. Richard Branson: https://www.youtube.com/watch?v=VH35Iz9veM0
        ii. Reading assignments
            1. Neck, et al Ch 1, 2
            2. https://www.garage.com/files/LiesEntre.pdf
            3. https://www.garage.com/files/LiesVCs.pdf
        iii. Learning check
        iv. TBD Current Events
        v. Nate's video(s)
        vi. Speaker
2. Creating and Recognizing Opportunity
    a. Class 2 – Aug 31
        i. Preview video
            1. 50 Entrepreneurs/Priceless advice: https://youtu.be/QoqohmccTSc
            2. William Sahlman, Opportunity Recognition: https://www.youtube.com/watch?v=1gnjGrQsM20
            3. MIT LaunchX: https://www.youtube.com/watch?v=st_5cvHPWrc
        ii. Reading assignments
            1. Neck, et al Ch 3
        iii. Learning check
        iv. TBD Current Events
        v. Nate's video(s)
        vi. Speaker
3. Design Thinking
    a. Class 3 – Sep 14
        i. Preview video
            1. HBS: What is design thinking?: https://www.youtube.com/watch?v=_WI3B54m6SU
            2. David Kelley – Build your creative confidence: https://www.youtube.com/watch?v=16p9YRF0I-g
        ii. Reading assignment
            1. Neck, et al Ch 4
        iii. Learning check
        iv. TBD Current Events
        v. Nate's video(s)
        vi. Speaker
4. Building Business Models
    a. Class 4 – Sep 21
        i. Preview video
            1. The business model canvas: https://www.youtube.com/watch?v=IP0cUBWTgpY

2. Kaufmann – Your business model:
https://www.youtube.com/watch?v=V5QNp57xaeI
  ii. Reading assignment
   1. Neck, et al Ch 5
  iii. Learning check
  iv. TBD Current Events
  v. Nate's video(s)
  vi. Speaker

5. Developing Your Customers & Engaging Through Marketing
 a. Class 5 – Sep 28
  i. Preview video
  ii. Reading assignment
   1. Neck, et al Ch 6 & 15
   2. https://www.garage.com/files/PerfectingYourPitch.pdf
   3. Kaufmann – Marketing:
https://www.youtube.com/watch?v=yeIM5IxvY-o
   4.
  iii. Learning check
  iv. TBD Current Events
  v. Nate's video(s)
  vi. Speaker

6. Testing and Experimenting
 a. Class 6 – Oct 5
  i. Preview video
  ii. Reading assignment
   1. Neck, et al Ch 7
  iii. Learning check
  iv. TBD Current Events
  v. Nate's video(s)
  vi. Speaker

7. Developing Networks and Building Teams
 a. Class 7 – Oct 12
  i. Preview video
  ii. Reading assignment
   1. Neck, et al Ch 8
   2. The Army Crew Team Case
  iii. Learning check
  iv. TBD Current Events
  v. Nate's video(s)
  vi. Speaker

8. Creating Revenue Models
 a. Class 8 – Oct 19
  i. Preview video
  ii. Reading assignment
   1. Neck, et al Ch 9
  iii. Learning check
  iv. TBD Current Events
  v. Nate's video(s)
  vi. Speaker

9. Planning for Entrepreneurs
 a. Class 9 – Oct 26
  i. Preview video

1. Dan Martell – Startup Equity:
   https://www.youtube.com/watch?v=hWA1b8owinc
ii. Reading assignment
   1. Neck, et al Ch 10
iii. Learning check
iv. TBD Current Events
v. Nate's video(s)
vi. Speaker

10. Anticipating Failure
   a. Class 10 – Nov 2
      i. Preview video
         1. Guy Kawaski – 10 mistakes -
            https://www.youtube.com/watch?v=HHjgK6p4nrw
      ii. Reading assignment
         1. Neck, et al Ch 11
      iii. Learning check
      iv. TBD Current Events
      v. Nate's video(s)
      vi. Speaker

11. Bootstrapping & Crowdfunding
   a. Class 11 – Nov 9
      i. Preview video
         1. The Art of Startup Finance:
            https://www.youtube.com/watch?v=eqDQlAf3-Qo
      ii. Reading assignment
         1. Neck, et al Ch 12
         2. https://www.garage.com/files/CriticalFactors.pdf
      iii. Learning check
      iv. TBD Current Events
      v. Nate's video(s)
      vi. Speaker

12. Financing for Start-ups
   a. Class 12 – Nov 16
      i. Preview video
         1. Startup Funding Explained:
            https://www.youtube.com/watch?v=677ZtSMr4-4
      ii. Reading assignment
         1. Neck, et al Ch 13
      iii. Learning check
      iv. TBD Current Events
      v. Nate's video(s)
      vi. Speaker

13. Navigating Legal and IP Issues
   a. Class 13 – Nov 30
      i. Preview video
         1. Dan Martell – 5 Legal Issues:
            https://www.youtube.com/watch?v=VSmiKWV0YIQ
      ii. Reading assignment
         1. Neck, et al Ch 14
         2. https://www.forbes.com/sites/allbusiness/2017/06/06/10-intellectual-property-strategies-for-technology-startups/#6e535be8ab1b
      iii. Learning check
      iv. TBD Current Events

   v. Nate's video(s)
   vi. Speaker

14. Supporting Social Entrepreneurship
    a. Class 14 – Dec 7
        i. Preview video
            1. Five Keys to Success
               https://www.youtube.com/watch?v=Pl8c5ooHfWs
            2. The Future is Social Entrepreneurship:
               https://www.youtube.com/watch?v=mx9MEuxoWn0
        ii. Reading assignment
            1. Neck, et al Ch 16
            2. https://blog.hubspot.com/sales/social-entrepreneurship

   iii. Learning check
   iv. TBD Current Events
   v. Nate's video(s)
   vi. Speaker

Important Resources

https://www.garage.com/resources/
https://www.kauffman.org/entrepreneurship/
https://designthinking.ideo.com/resources
https://socialenterprise.us/about/social-enterprise/?gclid=Cj0KCQjwzZj2BRDVARIsABs3l9JGgFZt0CahWnR5IQQlbiyDz1C0OF_XJL2n5eGBvBauHi7txVYgjHMaAoJNEALw_wcB