Entrepreneurship and Complex Global Problems
ENI 8250
Spring 2022
Version 3.3
Course Syllabus

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Email is typically the most reliable and fastest way to reach me, but please feel free to use either of the numbers above if you are having difficulty making contact. Voicemail left on the office line is immediately sent to me via email; that will be a quick way to make contact, too.

Office hours are best arranged by appointment. Please email me with suggested meeting times. I enjoy a healthy exchange of ideas with students and welcome the chance to meet in person or via phone whenever our schedules align. I am open to whatever suits our schedules. Of course, because my office is in Buckhead (200 Tower Place, Office 529) it may be more convenient to email, talk by phone, or set up a Zoom session.

COURSE OBJECTIVES

The solution to every problem began with someone dreaming about what is possible. This is a course where you are encouraged to dream about what is possible and to learn how to pursue it.

This course focuses on the role entrepreneurial activity can play in solving society's biggest problems. Such efforts require understanding how to fundamentally to democratize innovation and to learn how to build and leverage networks of diverse people with varied skill sets from across the globe. The entrepreneurial method is well-suited to serve as a framework for thinking about big problems – after all, it is about identifying or innovating solutions to problems and developing and executing a plan to bring those solutions to the market. The purpose of the course is to contribute to the preparation of students who are capable to take on audacious challenges and to build enterprises capable of solving major global problems.

COURSE FORMAT

This course is offered in a hybrid format; some sessions will be in-person at 200 Tower Place, some will consist of asynchronous material to be completed on your schedule but before the end of the associated class session, some will be synchronous via Zoom. You are required to attend each session as designed. As an example, no, you cannot attend an in-person session via Zoom.

In-Person Sessions: These sessions will operate as you have experienced. We'll be together in person

for the class session. To the extent possible, I have maximized the content of these sessions for things that are best done face-to-face.

Asynchronous Sessions: These sessions require that you have completed a series of activities by the end of the scheduled class time. The content here is appropriate for self-guided completion; learning checks will be used to verify you are understanding and on track. We will also use these sessions as a committed time that your entire team is available (as you would have scheduled to be in class) for team meetings to move your project ahead.

Zoom Sessions: Zoom sessions require that you are logged in to a Zoom meeting via a link I will provide. If your camera is not on, you are considered absent. If there is a circumstance that creeps up for a particular week and you can't be on camera, please contact me in advance to see if this is something that can be accommodated. Content for Zoom sessions will focus on guest speakers who are out of town, and the like.

REQUIRED TEXT

Bahcall, S. (2019). Loonshots: How to Nurture the Crazy Ideas that Win Wars, Cure Diseases, and Transform Industries. St. Martin's Press.

ASSIGNMENTS

Reading assignments and their respective completion dates are available and regularly updated on the course LMS.   Readings include the following cases (available for purchase from Study.net on iCollege), as well as a number of TBA readings that I'll post to iCollege at least one week before they are due.

Playpumps: A Playful Solution to Africa's Water Problem? HBSP Case.
Cheetah Mobile: Cross-Cultural Clashes Within a Technology Company Born Global. HBSP Case.
Chatar Patar: The Scaling Up Dilemma. HBSP Case.
iCare Benefits: Assisting Low Income Retail Consumers in Vietnam. HBSP Case.
The Spinach King: Scaling Opportunity in Social Enterprise. HBSP Case.
Beyond Wireless: Saving Lives, One Degree at a Time. HBSP Case.
ATREE: Social Entrepreneurship in Vembanad. HBSP Case

RECOMMENDED TEXTS

Each of the below books has something to offer you as you as you pursue your efforts to take big swings to solve complex problems. They are not required for our class, but I do strongly recommend you add them to your reading list – for during or after your academic program. You may also want to check them out from a library – just to take a look so that it might inform your work.

Sheppard, B. H. (2020). Ten Years to Midnight: Four Urgent Global Crises and Their Strategic Solutions. Berrett-Koehler.

Feld, B. (2020). Startup Communities: Building an Entrepreneurial Ecosystem in Your City.   Wiley.

Bronson, P., & Gupta, A. (2020). Decoding the World: A Roadmap for the Questioner. Twelve Publishing.

LEARNING OBJECTIVES FOR THE CLASS

Course Catalog Description: Vexing problems demand creative and disruptive thinking that requires an organized global network of interconnected contributors with varied talents. Such responses are entrepreneurship at its best. This course leverages what we know about the entrepreneurial process to offer three sets of ideas and skills: a framework from which to understand complex problems as business opportunities, how we identify and assemble teams with the requisite skills and passion to be successful, and practice at developing a go-to market strategy for viable solutions. The course will prepare students to build and leverage a global network of resources to create a successful organization with the capability of solving complex problems.

In all, upon successful completion of ENI 8250, successful students will be able to:

- Assess the impact that social, political, cultural, technological, and economic factors play in creating the context for entrepreneurship
- Identify, prioritize, and plan to mitigate the many location-based risk factors that confront an entrepreneur
- Demonstrate the ability to build network to understand complex problems
- Demonstrate the ability to organizae entrepreneurial activity in order to envision, innovate and bring to market sustainable solutions for complex problems
- Create strategies for building an eco-system that is supportive of entrepreneurial activity
- Demonstrate how entrepreneurial efforts can be assessed using outcome measures at the individual, community, and country levels

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 five components: Weekly learning checks (10%) (individual), weekly preparation & engagement (20%) (individual), reflections journal entries (30%) (individual), and the class project (40%; team or individual). Each component is described below, but first here is how numerical grades will translate to letter grades. Grades ending in .5 or above round up; anything else rounds down. No exceptions. The learning checks are graded quite casually; these are pretty 'free' points – they provide the grace to help students get a benefit of the doubt when a grade is close to the next category up.

98 and up = A+	77-79 = C+
94-97 = A	74-76 = C
90-93 = A-	70-73 = C-
87-89 = B+	60-69 = D
84-86 = B	59 and below = F
80-83 = B-	WF

Learning Checks (10%)

The iCollege site specifies the learning check assignment due each week. Assignments will be noted and turned in via the LMS. They are typically due by midnight the night before class. This will allow me to read them so as to incorporate your answers into our discussion.

Preparation and Engagement (20%)

It is your responsibility to demonstrate you are prepared for and then engaged in class each week. Being prepared and engaged means you can 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. As examples, to earn an "A" here, you should be not just prepared, but every session helping to teach all of us with the insightfulness of your comments or questions. To earn a "B" here, you should be contributing insightful answers to question I ask that demonstrate you have read and thought about the material. If you attend regularly, but are silent, you should expect to earn at best a "C" here.

If you are absent, you can't convince me you are prepared and engaged. If you are silent, you can't convince me you are prepared and engaged. When we use Zoom as our meeting place and your camera is off, you can't convince me you are prepared and engaged so I consider you absent.

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 – which is to be a positive force in the class.

Reflections Journal Entries (30%)

Over the semester, each student will be required to complete a journal that contains response to a series of questions. The questions will be posted as an assignment on iCollege. PLEASE avoid the temptation of saving this until the end of the semester. It's effectively your final exam and I am providing you a head start. I encourage you to begin working on it before our second class and, a bit at a time, adding and improving it as you learn new material, incorporate class discussions, and your own reflections as they mature over the semester. There isn't a page requirement, but I would be surprised if you could do a great job in less than 8-10 typed, double-spaced pages.

The journal is due via iCollege submission by April 21 at 11:59 PM.

Team (or Individual) Project (40%)

The intent of the assignment is to provide you a venue to think big, to stretch, and to demonstrate how well you can integrate the skills you continue to master as a soon to be masters-level graduate. As you finalize your presentation, test it against this intent – that will be how you know your team has done a great job.

I prefer you find a team to work with – it is a big assignment. But it is more important to me that you work where you have passion. For that reason, it is also acceptable to do this as an individual assignment.

The assignment: First, identify a big, audacious, complex problem with global implications around which the team shares a passion
- Examples of such problems include:
    - Reinventing public education in developing countries
    - Solving the challenge of food deserts in urban areas
    - Provide high speed internet access in rural locations
    - Ecosystem protection (e.g., Great Barrier Reef, Amazon Rainforest)
    - Climate change
    - DEI at a macro level (e.g., not simply designing a program a single company would implement to create a more equitable and inclusive work environment)
- Your encouraged to focus on something else around your passion – these examples are to help you scope your focus, not to limit it to these challenges

Next, set about working as a team and with me to develop a strategy to address the problem. The strategy should include answering questions such as:

- What is your best approach (a product, a service, etc.)?
- Who benefits from your efforts and how?
- What will it cost?
- Who would fund it/how would it be funded?
- Who has to be on-board and what is your plan to win their support?
- Who is already trying to solve this and why is your approach going to be more effective?
- What are the things that stand in the way of success? In other words, are you most worried about technical risk, product/service risk, financial risk, etc., and why?
- What will success look like and how quickly will evidence of progress be noted?

The results of your effort are to be turned in via a PPT upload to iCollege by April 20th; presentations will be made during classes on April 20th and 27th (order of presentation by random drawing during class no later than April 6th).

A grading rubric to help you understand what I am looking for in the finished product (and presentation) will be made available via the class LMS. The grading rubric will include peer

evaluations; students who are reported to have coasted on the efforts of others will be penalized a full letter grade on the project.

FINAL WORDS

Most importantly, help me help you. My deepest motivation in the course is to create an environment that helps you learn, and my goal is to maximize the aggregate learning of the group while maintaining a reasonable level of student satisfaction. When there are trade-offs between the two goals, I have chosen the former as my primary focus. What I don't know is you… your unique strengths, your unique challenges, and what makes your learning special and different. If there is something about the course that is not facilitating your learning, please let me know ASAP. Given the diverse student body, I cannot arrange everything about the course in a way that pleases everyone; but I promise to listen and—where I can—act to improve the learning experience for you.

Assignments
Spring 2022

Date   Modality   Subject/Before Class Assignment

Defining and Scoping the Problem

12 Jan   In-Person   **Welcome to the Class!**
                                            Bring syllabus/course questions
                                            Begin reading *Loonshots* by Safi Bahcall

19 Jan   In-Person   **Preparing to Take on a Big Challenge**
                                            Be prepared to discuss ALL of *Loonshots* **and the videos below.**
                                            Watch: https://www.youtube.com/watch?v=sDt0eoyRlxI
                                            Watch: https://www.youtube.com/watch?v=FWFb-8hFutY
                                            Watch: https://www.youtube.com/watch?v=9Hxt3GttF38
                                            Watch: https://www.youtube.com/watch?v=F6_dxU0XUKU
                                            Watch: https://www.youtube.com/watch?v=8aPGXqLZCS0

                                            Form teams

26 Jan   Asynchronous   **How Will Your Team Change the World?**
                                            Complete activities on iCollege
                                            Identify (at least broadly) the area where you plan to work
                                            Post to iCollege a video you have recorded to educate us on the
                                            area in which you plan to work. A rubric will be shared class day
                                            1.

2 Feb   Asynchronous   **Defining your Business with the Business Model Canvas**
                                            Watch: https://www.youtube.com/watch?v=RpFiL-1TVLw
                                            Watch: https://www.youtube.com/watch?v=IP0cUBWTgpY&t=3s
                                            Assignment: Turn in a draft business model canvas on iCollege by
                                            2 Feb at 11:59 PM

Evaluating Solutions/Opportunities

9 Feb   Zoom   **The Resource Based View of the Firm**
                                            Watch: https://www.youtube.com/watch?v=5cDOpGNK24s
                                            Come to class with an analysis of five competitors working
                                            In your space - using the Resource Based View of the Firm -
                                            – be prepared to present your work to the class. It is never the
                                            case that NO ONE is working in your space – somewhere,
                                            someone is working on it.

16 Feb   In-Person   **Risk in a New Venture**

Watch: https://www.youtube.com/watch?v=PtFXM4iDhLk
Post to iCollege a short video that describes your take on the risks associated with the venture. A rubric will be provided on Class Day 1. We will view and comment on the videos in class.

Making the Case for Your Solution (Note: For each session from here to April 20, we will begin with an around the horn status update for each project. Please be prepared.)

23 Feb	In-Person	Read: Playpumps case and Chetah Mobil case
2 Mar	Zoom	Read: Chatar Patar case and iCare case

9 Mar   In-Person   **Building a Pitch Deck**
Watch: https://www.youtube.com/watch?v=-IssOHlQmqk
Watch: https://www.youtube.com/watch?v=WqnLU-Izy9g
After Class: post a draft pitch deck to iCollege by 22-March.

16 Mar   Spring Break   ENJOY!

23 Mar	Zoom	TBD Guest Speaker
30 Mar	In-Person	TBD Guest Speaker

6 Apr   Asynchronous Submit final pitches via video uploaded to iCollege for feedback
Reviews of other teams' work is due by 12 Apr via iCollege

13 Apr   Zoom   Read: Spinach King case and Atree case
Discuss pitches, rework areas of concern

20 Apr	In-Person	None; class presentations
27 Apr	In-Person	None; class presentations

FINAL MATTERS

Students having problems with the course LMS can contact Support Services at 404-413-4357. Additional, students may refer to the "student" menu on GSU website to access the same information. http://technology.gsu.edu/help-center/.

Margaret A. Staton Office of Disability Services: Georgia State University is committed to fostering a positive attitude toward individuals with disabilities. As a result, hundreds of students with disabilities have graduated from GSU with an excellent education. The Office of Disability Services is in Suite 230 of the Student Center. The phone number is 404-413-1560. 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 a copy of that plan to instructors of all classes in which accommodations are sought.

Disruptive Student Conduct: Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. For additional information please see the policy set forth at:

http://deanofstudents.gsu.edu/files/2013/03/Disruptive-Student-Conduct-in-the- Classroom-or-Other-Learning-Environment-April-2006.pdf.

Policy on Academic Dishonesty: All students at Georgia State University are expected to demonstrate scholarly behavior, academic honesty and ethical behavior always. We believe it is reasonable to assume that individuals who are unethical business students are more likely to become unethical business practitioners. As a result, our school has an obligation to our business partners, other students, faculty and staff to react quickly to address concerns of academic dishonesty. All forms of dishonorable or unethical conduct related to academic work, including without limitation, plagiarism, cheating on examinations, unauthorized collaboration, falsification and multiple submissions will result in immediate sanctions as determined solely by the instructor such as:

Academic penalties, including without limitation:
A grade of "F" for the course;
A grade of zero for the assignment; and/or
Lowering of the final letter grade for the course.

Disciplinary sanctions, including without limitation:
Suspension;
Expulsion; and/or
Transcript annotations.

Lack of knowledge of this policy, cultural differences or receiving help from someone that you didn't know had plagiarized are not acceptable defenses to any charge of academic dishonesty. For examples and definitions that clarify the standards by which such honesty and conduct are judged please see the policy at:

https://codeofconduct.gsu.edu/files/2020/04/Student-Code-of-Conduct-040920r.pdf

STUDENT FAQs

WHY THIS COURSE?

Vexing problems demand creative and disruptive thinking that requires an organized global network of interconnected contributors with varied talents. This is entrepreneurship at its best. This course leverages what we know about the entrepreneurial process to do three things: it provides a framework from which to understand complex problems as business opportunities, it teaches how to identify and assemble teams with the requisite skills and passion to be successful, and it provides practice at developing a go to market strategy for a viable solution. The course will prepare students to build and leverage a truly global network of resources to create a successful organzation with the capability of solving complex problems

WHY IS THIS COURSE IMPORTANT TO MY CAREER AND TO THE WORLD?

This course will extend your understanding of the role entrepreneurship can play in identifying and realizing solutions to daunting societal challenges. This knowledge will help you smartly undertake entrepreneurial efforts, coach those who want to be successful as entrepreneurs, influence social, political, and economic factors to create a more entrepreneurship-friendly ecosystem, and so on. This is important for the world because of the heavy emphasis placed on entrepreneurship as a way not only to solve problems but to create jobs and prosperity – those who understand how to create 'wind at the back' of the entrepreneur will play a valuable role in developing a better economic future.

HOW WILL I LEARN IN THIS COURSE? WHAT IS THE FORMAT FOR THE COURSE?

To become a better decision maker with regard to how entrepreneurship works around the world, you must practice applying tools, concepts, and frameworks. For this reason, the class will be taught using a "flipped classroom" model. Under a flipped model, the traditionally passive aspects of learning (lecture) happen outside of the classroom so that active learning experiences can happen inside. The emerging evidence indicates active learning experiences produce better learning outcomes for students. Students learn more, and it stays with them longer.

Resources posted to the LMS site, paired with your exploration of assigned readings in the course pack, will introduce the basic content pieces of the course. It is important you thoughtfully complete the materials presented here so that you are ready to contribute to class. We will take a few minutes each class to address any confusion or lack of clarity from the pre-class work, but then we will jump in. Do not count on class time as the way you will discover what was assigned as homework.

The structure of the in-class component of the course recognizes that entrepreneurship is a "contact sport." The in-class environment will be interactive, participative, and decision-focused. Thus, we will use cases, in-class exercises, and projects to give you hands-on experience in making better decisions about the courses of action available to an entrepreneur and the recommendations you would make to help

them move forward. During these in-class portions I expect you to engage in discussion, challenge one another, challenge me, and be respectful of each other's ideas and insights— even in instances when you disagree.

AS A STUDENT, WHAT ARE MY RESPONSIBILITIES WITH RESPECT TO LEARNING IN THIS COURSE?

- Come prepared to every class by reviewing online mini-lectures, completing readings, and doing assignments before each class session.

- Participate fully during the active learning experiences in class sessions. Participating fully means showing up prepared, speaking your mind in an effective way, listening thoughtfully to others, and following-up for yourself by summarizing your own learning at the end of class meetings.

- Make comments during class that advance the learning experience and fit with the flow of the course, asking polite questions when you don't understand.

- Complete all work on time and with proper reflection.

- Review feedback on submitted material, asking yourself what you might do differently next time.

- Treat your classmates and the learning experience in the course with respect.

WHAT ARE THE INSTRUCTOR'S RESPONSIBILITIES WITH RESPECT TO MY LEARNING?

- Prepare accessible lecture content in advance of class meetings so that you may view it at your convenience.

- Come prepared to every meeting with a well-thought-out class session and engaging, meaningful application of content.

- Consider that it is not always your fault if you do not understand the material or its application.

- Strive for a mutually respectful classroom environment.

- Recognize that sometimes I may grade a question incorrectly or make an error in content delivery and thus not get defensive when you politely question the grading or me.

WHY DO WE HAVE THE VARIOUS ASSIGNMENTS?

The deliverables (written learning checks, post-class summaries, and you being prepared each week) in the course are designed to allow you to challenge your own (and sometimes your team's) understanding of course content in an applied setting. While several of the cases we use in the course may seem "dated," using historical cases allows us to see both what the firm's leadership did and what happened as a result of that action, and this is in addition to capturing any key learning points in the case. In-Class exercises will be based on more contemporary events and will round out your understanding. In both cases, the primary purpose of the deliverable is to facilitate learning, and evaluation is an important, but secondary, component. The end-of-course project provides a mechanism to personalize your team's learning experience in the course. While I find the cases and in-class examples we consider fascinating

and hope that you will, too, the project allows your team the freedom to choose an area of study that makes this certain.

HOW WILL MY WORK BE GRADED?

My goal in evaluating your work is not merely to judge but also to provide feedback that is comprehensible and actionable. At times this will take the form of personalized comments on your submissions; on other occasions this feedback may be in the form of suggested solutions for assigned exercises. It is also worth noting that while I have no stake in your individual grade in the course, I care a great deal about the knowledge and insights that you personally take away from the class as well as the reliability & validity of the grading system.

DOES THE HONOR CODE APPLY TO MY WORK IN THIS COURSE?

Yes. In order to maximize the student learning experience, the work you submit should be your own.

WHAT SHOULD I DO IF I HAVE TO MISS A CLASS MEETING?

Given the active learning experience focus of our class meetings, missing a class meeting is not a great idea. If you have to miss a class meeting, please let me know via email in advance. You will still be responsible for the learning experience delivered in the missed class meeting.

You should also check the LMS for the PowerPoint-based electronic handouts that I will make available immediately prior to class meetings on the appropriate page of the LMS site; this is also useful when you do attend class in the event that you want to take notes electronically. If you miss a class meeting, I would urge you to discuss the class with classmates and follow-up with me at your earliest convenience regarding any lingering questions or concerns you might have.

WHAT IS THE POLICY ON USE OF TECHNOLOGY DURING CLASS?

While you are free to use technologies that are directly related to class (e.g., a computer for note taking or accessing a supporting Excel file or web page), please otherwise refrain from use of computer, mobile, and similar technologies during class. Research clearly indicates that your use of technology other than for engaging in the activities associated with the class is distracting for both you and for your fellow students. The evidence basis for the distracting effect of technology in educational settings is unequivocal.

WHAT ARE THE CHARACTERISTICS OF HISTORICALLY STRONG CONTRIBUTORS TO CLASS DISCUSSION?

Strong contributors to large group discussions in class balance quality and quantity, striving to get a few key points across. They also listen actively to their peers, and they provide critical yet positively-focused feedback.

They are well prepared, and their comments reflect it. They come to class with an informed opinion about the challenges & opportunities associated with marketing innovations and have tentative ideas about the application of this content.

They listen effectively. Their comments are linked to both the suggested readings and previous discussions in the class.

They are succinct.

They can tie their comments to concepts or analytic tools developed earlier in the course, in other courses, or in the reading materials.

They are enjoying the process, and their tone of expression and body language indicates it.