ENTREP 320 Syllabus

College of Business and Economics

ENTREP 320-001
Spring 2016

Course Description

ENTREP 320 ENTREPRENEURIAL SKILLS (3-0-3)(F,S). Covers opportunity recognition, feasibility planning, family business considerations, cash flow planning, written and oral presentation of feasibility plans, and marketing, accounting, legal and human resource issues for start-up businesses. PREREQ: Admission to COBE or Construction Management major, Junior standing or PERM/INST.

Meeting Time and Venue

Tuesday and Thursday 4:30 p.m. - 5:45 p.m. MBEB 1209

Instructor Information

Name: John C. McIntosh
Office: MBEB 3106
Office Hours: Tuesday and Thursday 3.30 p.m. to 4.30 p.m. and by appointment
Phone: Cell: (208) 284-4022 text is preferred.
E-Mail: JohnMcIntosh@Boisestate.edu

Prerequisites

Admission to COBE or Construction Management major, junior standing or instructor’s permission.

Course Objectives

After finishing the course, the successful student will be able to:

1. Explain the three pillars of the entrepreneurship process.
2. Use design thinking to refine a value proposition and use the business model canvas to describe a business.
3. Use an experimental innovation approach to create products and services.
4. Make product and venture presentations using oral and writing skills.
5. Evaluate and assess poorly structured or unstructured business problems.
6. Assess market needs and develop effective ways to serve customers.
7. Recognize the importance of a venture teams and the skill sets required to launch a new venture.
8. Use some of the soft skills required to manage a new venture team.
Boise State University Learning Outcomes

The Foundational Studies Program is organized around eleven University Learning Outcomes (ULO’s), which every Boise State University graduate is expected to have met, regardless of major or baccalaureate degree. These outcomes guide the development of the courses that students take throughout the undergraduate degree. Please review the Boise State University Learning Outcomes.

The University Learning Outcomes developed in this course include:
U1. Write effectively in multiple contexts, for a variety of audiences.
U2. Communicate effectively in speech, both as speaker and listener
U3. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse
U4. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions, often as one member of a team
U6. Apply knowledge of cultural differences to matters of local, regional, national, and international importance, including political, economic, and environmental issues
U7. Apply knowledge and the methods of reasoning characteristic of mathematics, statistics, and other formal systems to solve complex problems

Course Materials

The Four Steps to Epiphany by Steve Blank (chapters 1-3) available at http://web.stanford.edu/group/e145/cgi-bin/winter/drupal/upload/handouts/Four_Steps.pdf

Online and Other Resources

The Blackboard site will provide links to other required readings, videos, templates, and other resources used in the class.

Faculty Initiated Withdrawals

According to Boise State University Policy 4190 faculty members may administratively drop students from a course for:
1. Nonattendance, including nonattendance due to course schedule conflicts.
2. Failure to satisfy entrance requirements, such as:
   o Unmet prerequisites
   o Failure to register for a co-requisite, or
   o Inadequate class standing required to take the course.
Nonattendance that can lead to a faculty-initiated withdrawal is defined as failure to attend the first class session of a class that meets once weekly, or failure to attend the first two sessions of a class that meets twice weekly.

Assignments

Readings - Reading assignments will come in the form of online articles, textbook chapters, and any additional sources posted on Blackboard. Scheduling regular reading blocks in your calendar will help you stay current with the readings.
Tests and quizzes - You will take all tests and quizzes on the Blackboard course site. Blackboard will immediately grade all of the quizzes upon submission; tests that involve essay questions will be graded within seven to ten calendar days of the due date. You can check your score by accessing My Grades in the Blackboard course menu.

Written Assignments - You will turn in all assignments via email to JohnMcIntosh@Boisestate.edu. In general, you can expect me to have assignments graded and returned within 7 to 10 calendar days of any given due date. Assignments must be in a format compatible with MS Word 2007 or later (that is, in .DOCX or .DOC format). No other formats including invitations to edit on Google Docs are acceptable.

Student Evaluation

Quizzes: 150 points x 4 = 600 points.
Evolution 1 written deliverable: 200 points.
Evolution 1 presentation: 100 points.
Evolution 2 written deliverable: 400 points.
Evolution 2 presentation: 100 points.
Evolution 3 written deliverable: 800 points.
Evolution 3 presentation: 100 points.
Team citizenship: 400 points*
Total points: 2700 points

*Toward the end of the semester each student will receive an Excel file with questions to rate team members on several dimensions. Completing and submitting this evaluation is mandatory. Grades are time sensitive and omitting to turn in a completed evaluation on time will lead to a zero for this course component.

You can view your scores by accessing My Grades in the Blackboard course menu.

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100%</td>
<td>A+</td>
<td>2592.0 – 2700</td>
</tr>
<tr>
<td>93-95.99</td>
<td>A</td>
<td>2511.0 – 2591.7</td>
</tr>
<tr>
<td>90-92.99</td>
<td>A-</td>
<td>2430.0 – 2510.7</td>
</tr>
<tr>
<td>86-89.99</td>
<td>B+</td>
<td>2322.0 – 2429.7</td>
</tr>
<tr>
<td>83-85.99</td>
<td>B</td>
<td>2241.0 – 2321.7</td>
</tr>
<tr>
<td>80-82.99</td>
<td>B-</td>
<td>2160.0 – 2240.7</td>
</tr>
<tr>
<td>76-79.99</td>
<td>C+</td>
<td>2052 – 2159.7</td>
</tr>
<tr>
<td>73-75.99</td>
<td>C</td>
<td>1971.0 – 2051.7</td>
</tr>
<tr>
<td>70-72.99</td>
<td>C-</td>
<td>1890.0 – 1970.7</td>
</tr>
<tr>
<td>66-69.99</td>
<td>D+</td>
<td>1782.0 – 1889.7</td>
</tr>
<tr>
<td>63-65.99</td>
<td>D</td>
<td>1701.0 – 1781.7</td>
</tr>
<tr>
<td>60-62.99</td>
<td>D-</td>
<td>1620.0 – 1700.7</td>
</tr>
<tr>
<td>0-59.99</td>
<td>F</td>
<td>0 – 1619.7</td>
</tr>
</tbody>
</table>

Course Schedule

The course instructor reserves the right to amend this schedule. Students will be notified of a change via an announcement on the course site.

Weekly Activities and Assessments
<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topics</th>
<th>Content</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1         | 1/12/2016 | Intro to the course & admin activities. | Activity  
Course overview  
Introductions  
Select team members |          |
| 2         | 1/14/2016 | The innovation process. | Reading  
The Myth of Overnight Success.  
The Laws of Subtraction: How to Innovate in the Age of Excess Everything. (Both available on Blackboard)  
Activity  
30 Circles |          |
| 3         | 1/19/2016 | The innovation process. | Reading  
The Creative Instinct: How Big Ideas Happen. (Available on Blackboard)  
Activity  
Points of pain exercise  
Introduce Evolution 1 |          |
| 4         | 1/21/2016 | Risk taking | Reading  
Little Bets- Introduction.  
Little Bets- Chapter 1: Big bets versus little bets.  
Acceptable Loss. (Available on Blackboard)  
**Quiz:** Quiz 1 covers material from sessions 2, 3, and 4 due by 11.59 p.m. on 1/28/2016. |          |
| 5         | 1/26/2016 | Entrepreneurial Mindsets | Reading  
Little Bets- Chapter 2: The growth mindset.  
A Whole New Mind- Chapter 1: Right brain rising. |          |
| 6         | 1/28/2016 | Evolution 1 presentations | Activity  
Teams 1-5 present in class. |          |
| 7         | 2/2/2016  | Evolution 1 presentations | Activity  
Teams 6-10 present in class. |          |
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity</th>
<th>Out of Building Activity</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/4/2016</td>
<td>8</td>
<td>Learning and adapting</td>
<td><strong>Reading</strong>&lt;br&gt;Little Bets- Chapter 3: Failing quickly to learn fast.&lt;br&gt;A Whole New Mind- Chapter 2: Abundance, Asia, and Automation.</td>
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</tr>
<tr>
<td>2/9/2016</td>
<td>9</td>
<td>Learning and adapting</td>
<td><strong>Reading</strong>&lt;br&gt;A Whole New Mind- Chapter 4: Design.&lt;br&gt;How Making Mistakes Can Make Us better. (Available on Blackboard)</td>
<td><strong>Quiz:</strong> Quiz 2-covers material from sessions 5, 8, and 9 due by 11.59 p.m. On 2/16/2016.</td>
<td></td>
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<tr>
<td>2/11/2016</td>
<td>10</td>
<td>Empathy Mapping</td>
<td><strong>Video</strong>&lt;br&gt;Empathy mapping.&lt;br&gt;<a href="http://app.looplogic.com/davegray/empathy-map-exercise">http://app.looplogic.com/davegray/empathy-map-exercise</a></td>
<td><strong>Activity</strong>&lt;br&gt;Make empathy map.</td>
<td></td>
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</tr>
<tr>
<td>2/16/2016</td>
<td>11</td>
<td>Design Thinking</td>
<td><strong>Activity</strong>&lt;br&gt;Wallet Design Exercise</td>
<td></td>
<td></td>
<td><strong>Quiz 2</strong>-due by 11.59 p.m.</td>
</tr>
<tr>
<td>2/18/2016</td>
<td>12</td>
<td>Design Thinking</td>
<td><strong>Activity</strong>&lt;br&gt;Intro to Stanford Design Thinking Process.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2/23/2016</td>
<td>13</td>
<td>Evolution 2</td>
<td><strong>Activity</strong>&lt;br&gt;Introduce Evolution 2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/25/2016</td>
<td>14</td>
<td></td>
<td><strong>Reading</strong>&lt;br&gt;A Whole New Mind- Chapter 4: The Genius of Play.&lt;br&gt;A Whole New Mind- Chapter 8: Play.</td>
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</tr>
<tr>
<td>3/1/2016</td>
<td>15</td>
<td>Evolution 2 Customer Interviews</td>
<td><strong>Out of Building Activity</strong>&lt;br&gt;Teams conduct customer interviews.</td>
<td><strong>Quiz:</strong> Quiz 3-covers material from sessions 12, 13, 14, and 15 due by 11.59 p.m. On 3/8/2016.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/3/2016</td>
<td>16</td>
<td>Evolution 2 Clinic</td>
<td></td>
<td><strong>Activity</strong>&lt;br&gt;Teams 6-10 only bring Evolution 2 draft to class.</td>
<td></td>
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</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Activity</td>
<td>Videos</td>
<td>Readings</td>
<td></td>
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</tr>
<tr>
<td>3/8/2016</td>
<td>Evolution 2 Clinic</td>
<td>Teams 1-5 only bring Evolution 2 draft to class.</td>
<td>Quiz 3-due by 11.59 p.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/10/2016</td>
<td>Evolution 2 presentations</td>
<td>Teams 6-10 present in class.</td>
<td>Teams 6-10 Evolution 2 paper and presentation due by 11.59 p.m.</td>
<td></td>
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</tr>
<tr>
<td>3/15/2016</td>
<td>Evolution 2 presentations</td>
<td>Teams 1-5 present in class.</td>
<td>Teams 1-5 Evolution 2 paper and presentation due by 11.59 p.m.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
| 3/17/2016  | The Business Model Canvas    | **Activity** Introduce Evolution 3: Creating a Business Model Canvas.     | **Videos** What is a business model canvas  
https://www.youtube.com/watch?v=QoAOzMTLP5s  
How to Design, Test, and Build Business Models by Osterwalder.  
https://vimeo.com/54832581  
Business Model Canvas: Gore Fabrics.  
https://www.youtube.com/watch?v=G1lHCP3gTQc  
**Readings** The Four Steps to Epiphany Chapter 1.  
The Four Steps to Epiphany Chapter 2. (Available on Blackboard) |
| 3/29/2016  | Teams conduct last round of  | Out of Building Activity Teams use value proposition from Evolution 2's    |                                                                                                                                       | Quiz: Quiz 4-covers material from sessions 21 and 22 due               |
|            | concept interviews           | customer interviews to refine the value proposition and prototype.        |                                                                                                                                       |                                                                          |
| 3/31/2016  | The Business Model Canvas    | Videos Business Model Canvas Key Activities.  
https://www.youtube.com/watch?v=V7vr3JSx-yY  
Business Model Canvas Key Partners.  
https://www.youtube.com/watch?v=6vVGxFcwsQ  
**Readings** The Four Steps to Epiphany Chapter 3. (Available on Blackboard) |
<p>|            | Key activities and key      |                                                                             |                                                                                                                                       |                                                                          |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity/Event</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/5/2016</td>
<td>Customer validation</td>
<td>Out of Building Activity</td>
<td>Teams conduct last concept validation interview with the refined prototype. Teams use customer validation interview data to make first draft of customer segments.</td>
</tr>
<tr>
<td>4/12/2016</td>
<td>Revenue streams and key resources</td>
<td>Videos</td>
<td>Business Model Canvas Revenue Streams. Business Model Generation Revenue Stream. Business Model Canvas Key Resources. Activity</td>
</tr>
<tr>
<td>4/14/2016</td>
<td>Business Model Canvas Clinic</td>
<td>Activity</td>
<td>Teams 1-5 only bring draft of entire business model canvas to class. Other teams may work out of class.</td>
</tr>
<tr>
<td>4/19/2016</td>
<td>Business Model Canvas Clinic</td>
<td>Activity</td>
<td>Teams 6-10 only bring draft of entire business model canvas to class. Other teams may work out of class.</td>
</tr>
<tr>
<td>4/21/2016</td>
<td>Business Model Canvas Presentations</td>
<td>Activity</td>
<td>Teams 1-5 present in class. Teams 1-5 Evolution 3 paper &amp; presentation due by 11.59 p.m.</td>
</tr>
<tr>
<td>4/21/2016</td>
<td>Business Model</td>
<td>Activity</td>
<td>Teams 6-10</td>
</tr>
</tbody>
</table>

by 11.59 p.m. On 4/7/2016.
Course Expectations & Policies

Grading Policies

It is important that you and your team complete your assignments on time. Late is defined as submitted anytime after the published deadline. This means if you procrastinate and turn it in at 11:05 pm after an 11:00 pm deadline, it's late.

**Late penalty schedule** - in order to provide all of you with a fair, uniform way of handling the inevitable late submissions that will occur, I will deduct 10% of the available points for every 24 hour period that passes after submission occurs (1 minute through 24 hours late = 10%; 24 hours, 1 minute through 48 hours late = 20%, etc.).

To avoid late penalty, turn your work in on time! Don't tempt fate - technology is far from perfect, and generally, it often fails when you really need it to work. If you play with fire and wait until the very last second to submit your work via the assignment link, you may get burned. If I don't have it by 11:00 pm on the due date, it's late. This means that emailing me at 11:05 pm isn't a viable excuse for a late submission. Late is late.

**Life happens.** If you have a legitimate situation or emergency arise during the semester that is going to hinder your ability to complete work on time, you should contact me to make arrangements. It takes but a minute to email and give me a courtesy heads up. I'm much more willing to work with you if I know what's going on. Falling off the radar for 3 weeks and then asking forgiveness isn't the way to go.

**Team Management.** Teams may occasionally experience problems with one or more members who do not adequately perform their assigned duties. To encourage members to be conscientious contributors to team assignments, there are two tools at your disposal. The first is the prerogative of a team to remove non-performing individuals. A team may, within one week of the first round of presentations remove a member/s. In order to do this a majority of you must send me an email that lists the following:

1) The names of the team members who wish to remove a particular team member/s.
2) A short narrative of the reasons for removing that member/s. For example, this may include items such as:
   a. The extent of the lack of contact (refusing to respond to emails, texts, etc and missed meetings. How long has this expired, and how many meetings were missed?
   b. Work assigned to this individual that he/she failed to perform? When was the person expected to provide his/her output?
   c. What efforts were made to contact this person and when were those efforts made?
   d. What was that individual’s response to outreach efforts?

The other tool at your disposal is team citizenship evaluation worth 400 points. Toward the end of the semester each student will receive an Excel file with questions to rate team members on several dimensions. Completing and
submitting this evaluation is mandatory. Grades are time sensitive and omitting to turn in a completed evaluation on time will lead to a zero for this course component.

**Instructor Expectations/Responsibilities**

I regularly check my email and texts, six days a week. In general, I will try to respond within 24 hours of receiving a communication. I will tell you about schedule changes, revisions to assignments, and other housekeeping details by posting announcements on the course site or by email.

**Institutional Academic Policies**

**Academic Integrity**

Students are expected to perform according to the standards of academic honesty and integrity as outlined in the Boise State University policies. As stated in the Student Handbook, “Plagiarism in written works whether in hard copy, print or in electronic communications, will not be tolerated and may be cause for failure in the course and/or University dismissal. Academic dishonesty in any form may result in failure in the course or dismissal from the Program and/or the University.”

You must abide by the Boise State University Student Code of Conduct regarding Academic Dishonesty. You may not give or receive help on any test from any other student. You may not discuss the content of any tests with other students until all students have taken the test. This includes students who may have missed the scheduled test time due to illness or emergency.

Please read carefully the Boise State University Student Code of Conduct and specifically the definition of Academic Dishonesty found in Section 18 of Article 2. You will be held to these standards in all areas of academic performance.

**Student Online Privacy**

Information in electronic form is easily reproduced and easily distributed. For this reason, it is important that you review the guidelines and limitations regarding the use of email and other technologies for your course in Boise State’s Student Online Privacy Notice.

**Disabilities Statement**

Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations must be approved through the DRC prior to being implemented. To learn more about the accommodation process, visit the DRC’s website at http://drc.boisestate.edu/students/getting-started/.

**Statement of Shared Values**

In addition to the policies governing academic integrity, Boise State University has adopted a Statement of Shared Values. In a culture of intellectual inquiry and debate, where the search for knowledge and discovery flourish, campus community members are expected to demonstrate civility, abide by norms of decorum, and adhere to the principles of civil discourse. Civility is expressed in the Statement of Shared Values which includes Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness. I encourage you to read these statements carefully and consider them when interacting with faculty, fellow students, and members of the community.

**Downloading Course Content**
Course materials may be saved or printed for use in this course only. For use beyond this class, permission must be obtained from the instructor.