



Management & Human Resources
BUS-MHR 290
Entrepreneurship (Call Number: 8519)

Instructor

Dr. Justin I. Miller

Office: 838 Fisher Hall

Office Hours: Tuesdays and Thursdays, 10-11 AM, and by appointment

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Teaching Assistants

Todd Barnum, barnum_18@fisher.osu.edu

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TA Office Hours: By appointment

Course Location (**Tue.**, Lectures):

University Hall 0014

(**Thur.**, Breakouts, as assigned):

Central Classroom Bldg. 0326 (Todd Barnum)

Central Classroom Bldg. 0358 (Chris Welter)

Dreese Lab 0264 (Kevin Gadd)

Dreese Lab 0305 (Susan Young)

Class Meeting Times: Tuesdays and Thursdays, 3:30-5:18 p.m.

Course Description and Objectives

Entrepreneurship is a foundations-level course. This course will examine the foundations of entrepreneurship through multiple lenses and perspectives. This course helps students understand the role of entrepreneurship in the allocation and distribution of scarce resources for the creation of wealth and prosperity in society, and entrepreneurship's influence on contemporary world issues. The course finishes by examining how different entrepreneurship opportunities result in different organizational structures and the unique requirements of those structures. This course will help prepare students for advanced learning in opportunity creation and discovery, organizational design and formation, industry evolution, and personal enterprise.

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This course meets the GEC requirements for a social science course.

Social Science Goals

Courses in social science facilitate student understanding of human behavior and cognition, in addition to the structures of human societies, cultures and institutions.

Social Science Learning Objectives

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographical and political contexts.
3. Students develop abilities to assess individual and social values, and recognize their importance in social problem solving and policy making.

Specific Course Learning Objectives

1. Students understand the history and evolution of entrepreneurship thought and the influence of entrepreneurial action on contemporary social issues.
2. Students understand the theoretical basis for the role of and need for innovation and entrepreneurship, including sociological, psychological and economic foundations.
3. Students understand the impact of the world's social, political, economic and culturally diverse communities on the demand and opportunity for entrepreneurship.
4. Students understand and develop a typology of entrepreneurial opportunity exploitation.
5. Students are able to understand and to design and implement organizations (i.e., organizational structures) based on the nature of the entrepreneurial opportunities they pursue.

Prerequisites

There are no prerequisites for this course.

Required Texts and Materials

Students must go to www.venturehighway.com/students to sign-up, and pay, for the course material.

Course Code is BUS290WINTER2012. The cost is \$100 and the system accepts Visa, MasterCard, or Discover Cards. On this system you will find several separate readings that will be assigned. These readings are from a variety of sources, including research journals, trade periodicals, and newspapers. The readings have been selected to aid students in understanding the theoretical foundations of entrepreneurship, and not simply

to provide facts and figures for memorization. While the readings are essential for developing a sound understanding for, and appreciation for, the theoretical foundations of entrepreneurship, students will also focus heavily on applying the theoretical perspectives to understanding how entrepreneurship influences world issues.

Evaluation

Final grades for this course will be based on:

Class Contribution	20% (individual grade)
6% generated from TAs evaluations	
6% generated from team-mates evaluations	
6% generated from completing the Non-Graded assignments	
2% generated from instructor evaluations	
Passion, Strengths, Values (and individual picture).....	NG (0%)
Pitch Presentation and Napkin Idea	NG (0%)
Team Contracts (and team picture)	NG (0%)
Midterm Exam	30% (individual grade)
Team Evaluation Ballots	NG (0%)
Final Team Presentation	25% (group grade)
Final Team Paper	25% (group grade)
	<hr/>
	100%

Grading Scale

A	93 - 100%	C+	77 - 79.9%
A -	90 - 92.9%	C	73 - 76.9%
B +	87 - 89.9%	C-	70 - 72.9%
B	83 - 86.9%	D+	67 - 69.9%
B -	80 - 82.9%	D	60 - 66.9%
		E	Below 60%

A Final Team Project is in lieu of a final exam. The project consists of two parts: a written component (the Final Team Paper, maximum 8 pages plus 4 pages of supporting exhibits) and an oral presentation component (the Final Team Presentation, maximum 10 minutes plus up to 10 minutes Q&A).

During that last two weeks of the term, each team will give the 10-minute presentation of their final project. The finished team paper is due the last day of the final week of class.

Format and Evaluation Criteria for Final Team Presentations

To earn the best grade for the presentation, teams must meet the following criteria:

As a team, you will present the business opportunity to the class during the last two weeks of class, at the date and time assigned by your breakout TA. Teams must plan to lead a class discussion for ten minutes after their presentation.

Both the TA and your classmates will assess your presentation: Classmates will assess the quality and content of your presentation via their Clickers. The TA will assign your grade based partially on your classmates' assessments of your presentation, and their own scoring based on the quality and content of your presentation.

Each presentation should be conducted using PowerPoint.

Content will be graded on your ability to address the important and relevant aspects of your business concept – the opportunities, resources, and risks of your proposed business, as well as your assessment of the viability of your plan.

Format and Evaluation Criteria for Team Paper Assignment

To earn the best grade for the paper, teams must meet the following criteria:

Your team will submit a business concept plan due at the end of the term. The business concept plan must consist of the following seven parts:

- 1) Executive Summary
- 2) The opportunity (i.e., what is it, how does it fit within a given structure or how is it novel)
- 3) The market (i.e., what are the supply and demand characteristics of your market, what is your position in the market,)
- 4) The industry (i.e., who are the other participants in your industry, how do you compare with them)
- 5) Basic finances (e.g., Financial Assumptions are required, a set of Pro Forma Financial Statements may supplement the financial assumptions but are not required)
- 6) The team (i.e., who are your members, what skills and experience do you bring, what is your staffing plan)
- 7) Future steps (i.e., you have documented a plan, where do you go from here).
Your plan should also include.

Your team paper is limited to 8 double-spaced pages of written content and up to 4 additional pages of supporting exhibits, plus 1 additional page of references. All components of the opportunity such as the origins of the opportunity, types of information needed to form the opportunity, kind of leadership and expertise needed to form the opportunity, and how information might be gathered, and the manner in which the opportunity can be exploited, should be reflected in your plan's executive summary.

The plan should demonstrate:

- 1) Knowledge of opportunity formation process
- 2) Critical and strategic thinking about the issues facing the opportunity formation
- 3) Passion

Non-Graded Team Deliverables

In order to provide some realistic projects for the class, you will be required to generate business ideas. These ideas will be presented as ‘elevator pitches.’ The elevator pitches are non-graded individual assignments (although they may figure into class participation scores).

1. The ‘Elevator Pitch’

The ‘elevator pitch’ is a 60-second presentation intended to stimulate the audience’s interest in your opportunity idea. Your 60-second (maximum) pitch must describe the opportunity in simple terms, emphasizing the potential demand, the sources of supply, and a logical analysis of the expected profitability in a given timeframe – the ‘what’ and ‘why’ questions.

This assignment is intended to stimulate creative thinking and to practice enrolling others in your new idea. Your objective is to have the audience want to take some action as a result of your pitch. You may want them, for example, to invest in your new idea, to join you as a partner or an employee, or to place an order to buy your product/service.

Each student will be provided the opportunity to make a 60-second pitch presentation during the 2nd week (in the large lecture hall), January 11. However, these presentations are voluntary, and it is expected that some students will choose to not make pitches during this time. Those opting to not pitch may be provided a second chance during the 2nd week breakout session.

In order to help facilitate the team interaction and development process, teams will have two non-graded *team* deliverable requirements (however, failure to submit these when due will result in all team members having their final course grade reduced one level).

1. The Team Contract

Each team will prepare a 1-2 page document listing the team name, the team members, the member’s roles and responsibilities, and the team’s goals. This document should also have an ‘Exit Clause’ that will detail the criteria on which a member of the team can be terminated, and the process by which termination can be effectuated. The Team Contract is due at the end of class on 1/13 (the end of the first breakout section); these should be handed to your TA according to the instructions provided you by your TA.

2. The Team Ballot

Each team member must submit a ballot at the conclusion of the team’s final presentation. The ballot will list each team member by name (including yourself), along with a score for each member (also including yourself). These ballots are ‘secret’ and are not to be shared with your team’s other members. The score should be determined as follows: The ballot has 100 points that can be distributed across members. No two members can receive the same score. This will allow each team member the ability to (secretly) rank all their other team members in terms of

contribution. This will assist the professor in the evaluation of class contribution (see the next section).

Evaluation Criteria for Class Contribution

In order to emphasize the necessity to be prepared for and to contribute to each class, class contribution will comprise a significant portion of the final grade (15%). As is the case with real world work environments, students will be judged not just by what they know but by what they contribute. Therefore, students will have to share their insights with the class in order to evaluate their preparedness and contribution. The following criteria will help students improve their class contribution grade.

1. Is the contributor willing to take intellectual risks and test new ideas or are all comments “safe?”
 - Repeating facts from videos and readings without analysis or conclusions and/or repeating comments already made by another student do not represent intellectual risk-taking and do not earn much credit towards class contribution.
 - An example of a potentially risky contribution that will be positively viewed is providing an insight about a firm’s operations that was not provided directly in the videos or readings but was gleaned from other sources. This can also apply to questions you ask guest speakers.
2. Is the contributor a good listener?
 - An illustration of good listening is acknowledging previous contributions from others upon which your contribution builds.
3. Do the contributor’s comments and questions add to our understanding of the situation? Are they incisive? Do they cut to the core of the problem?
 - An example of a contribution that will be positively viewed is carefully explaining the major factors affecting a decision, how they were evaluated and how the different factors were weighed.
4. Are the contributor’s points relevant to the discussion? Are they linked to the comments of others and to the themes that the class is exploring together?
 - An example of a contribution that will be positively viewed is describing a situation you have experienced or read about that bears on the discussion.
5. Is the contributor willing to constructively challenge the ideas that are being expressed by classmates, guest speakers or the instructor?
 - An example of a contribution that will be positively viewed is pointing out an error or weakness in someone’s argument/decision, providing an alternative approach, and explaining why the alternative should be preferred.

6. Does the contributor integrate material from past classes or the readings where appropriate? Do the comments reflect cumulative learning over the course or does the contributor merely consider each case in isolation?
 - An example of a contribution that will be positively viewed is exploring an issue that arises naturally from the case but was not raised in the case itself or in the study questions.
7. 'Ungraded assignments' will count toward the class participation grade (for example, the assignment due January 5).

The 'secret' team ballots will be used to help determine the class contribution made by each student, and will supplement the observations of the professor and teaching assistants.

Finally, I realize that openly and actively participating in class can be an intimidating experience, especially in a large lecture hall format. Every effort will be made to help students grow comfortable with this important aspect of the learning environment.

Administrative Issues

Absences and Make Up

Students are expected to attend class, arrive on time, be prepared, and participate. In general, recruiting/work related conflicts or overlapping requirements due in other classes are NOT valid excuses for missing class or assignments.

Five percent (5%) will be deducted off the student's final grade for the fourth absence and for every absence thereafter.

It is the sole responsibility of absent students to obtain any missed class notes, handouts, etc. In general, the instructor will not provide missed handouts to absent students during subsequent class periods.

Final presentations – Students are required to attend every final presentation. If a student misses any presentation day they will be deducted 5% from their final grade per presentation day missed.

Final paper – Team's final papers will not be accepted late under *any* circumstances. Failure to turn in the final paper on time will result in a failing grade for each member of the team. It is the responsibility of each team member to ensure that I have received their team's final paper.

Notification of Scores and Final Grades: The results of any graded materials, including final grades, WILL NOT be given by the instructor to individual students via phone, US post, e-mail, or in person. Grades will be posted on Carmen. Students may obtain their final grades online by accessing the University Registrar link.

Disability Accommodation: Students with disabilities will be given reasonable accommodation and should inform the instructor as soon as possible of their specific needs. Students must be certified by the University Office of Disability Services. Failure to inform the professor of a need for accommodation prior to a graded event will prevent any accommodation from being offered.

Appeals: Grading errors should be corrected, and if you notice a grading error, your first step should be to contact the instructor. I will review the issue, and if an error has occurred I will correct it. If you wish to file an appeal, you may do so following OSU guidelines. Appeals must be in writing within two weeks after the graded work is made generally available – not the date you first looked at it. If the end of term is within the two-week period, the two weeks will start at the beginning of the next quarter.

Academic Misconduct: Cheating is ground for failing the course and for additional academic sanctions. In accordance with Faculty Rule 3335-5-487, all instances of alleged academic misconduct, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations and written and oral assignments, will be reported to the Committee on Academic Misconduct, which recommends appropriate sanctions to the Office of Academic Affairs. For additional information, see the Code of Student Conduct. This course maintains a zero-tolerance policy toward issues of academic misconduct.

Course Schedule

Week 1: Entrepreneurship

Lecture 1 (1/3): Overview of opportunity formation

Reading:

- Module 1: Entrepreneurship

Breakout 1 (1/5):

Assignment Due:

- Turn in Passions, Strengths, Values worksheet (fill out online), with individual photo

Week 2: Discovery Opportunities & Pitches

Lecture 2 (1/10): Discovery Opportunities

Readings:

- Module 2: Discovery Opportunities
- SubmitOrder.com Case Study (in Module 2)

Video: Elevator Pitches

Breakout 2 (1/12): Pitches and voting

Assignment Due:

- Fill out and turn in the Napkin Idea that describes your business idea
- Each student will do a 1 minute pitch on their business idea
- Each breakout will select the top 10 ideas to go forward to the full lecture class

Readings:

“The Perfect (Elevator) Pitch”

“The Art of the Elevator Pitch”

Week 3: Pitches and Teams

Lecture 3 (1/17): Pitches, breakout decisions, labor markets & team formation

Reading:

- Module 3: Entrepreneurial Teams

Breakout 3 (1/19): Putting together your team and team contracts

Week 4: Creation Opportunities

Lecture 4 (1/24): Creating the world’s deadliest catch

Readings:

- Module 4: Creation Opportunities
- Case Study – “Creation of the Deadliest Catch” (will be emailed to students)

Video: Pots of Gold 1 & 2

Breakout 4 (1/26):

Assignment Due: Team Contracts & Team Photos

Students will be working on the Company Overview, Opportunity, and Products and Services section of their business plan

Week 5: Financial Planning

Lecture 5 (1/31): Guest Speaker:

Reading:

- Module 5: Financial Projections
- Review online financial forms (in blue box)

Breakout 5 (2/1): Work on financials

Students will work on the Startup Costs and Income Statement forms in class

Week 6: Existing and Emerging Markets

Lecture 6 (2/7): Target Market Selection

Reading:

- Module 6: Existing and Emerging Markets

Breakout 6 (2/9): Work on business plan, focusing on target markets

Week 7: Midterm

Lecture 7 (2/14): Midterm

Breakout 7 (2/16): Midterm review (in University Hall 0014)

Week 8: Sales and Marketing

Lecture 8 (2/21): Guest Speaker:

Reading:

- Module 8: Sales and Marketing

Breakout 8 (2/23): Work on business plan, focusing on sales and marketing

Week 9: Competition and Sustainability

Lecture 9 (2/28): Video: Pirates of Silicon Valley

Reading:

- Module 9: Competition and Sustainability

Breakout 9 (3/1): Work on Business Plans and Team Presentations

Week 10: Final Team Presentations

Lecture 10 (3/6): *Go to your breakout rooms.* Final Team Presentations

Assignment Due: Team Evaluations

Breakout 10 (3/8): *Go to your breakout rooms.* Final Team Presentations

Assignment Due: Team Evaluations

Week 11: Team Showdown

Final (3/13): *Go to the large lecture room.* Showdown (usual class period)

Prize for winning team

Assignment Due: Final Team Papers due