

**Innovation and Entrepreneurship Program**  
**ENT 215: Entrepreneurship – Art of the New**  
**Spring 2011**

**Course Information**

Instructor: George Gendron  
Tuesday, 2:50pm – 5:50pm  
JC 204

**Instructor Information**

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**Course Summary**

**“The Art of the New”**

Conventional wisdom in this country has reduced entrepreneurship to a veritable formula:  
Novel Idea + Business Plan + Venture Capital = Success

This notion is promoted by the business media, institutional investors, academicians, policy-makers, and entrepreneurs themselves. The simple fact of the matter is that it is wrong, and distorts our understanding of the origins of most successful new ventures. This distortion has profound implications, and may well be the most significant "barrier to entry" for countless individuals. This course will explore the origins of successful new ventures, in both the for-profit and the not-for-profit arenas, and the numerous myths and misconceptions that have developed about entrepreneurship and innovation.

The course also will identify and explore the discreet steps involved in transforming an often vague and unrefined idea into a clearly articulated business model and eventually a launch plan designed to get into the market as quickly and inexpensively as possible. It will also focus on risk assessment, project-management, and making decisions in environments characterized by rapid change and chronic resource scarcity. In this latter context, students will explore the extent to which, increasingly, all management and leadership is entrepreneurial in nature.

## Learning Objectives

This course is designed to help students better understand and experience the foundational aspects of the entrepreneurial skill set. Students will do the following:

1. Demonstrate an ability to synthesize information from a wide variety of sources.
2. Identify the skills and attitudes necessary to become skeptical consumers of information.
3. Develop alertness to the environment around them and recognize the abundance of opportunities to create financial and social wealth.
4. Understand resourcefulness -- the substitution of cleverness and imagination for money in solving problems and capitalizing on opportunities.
5. Build tolerance for ambiguity -- how to make decisions with incomplete information, work in an environment where perfection is never a realistic goal, and where behavior often precedes understanding.
6. Display resilience -- the ability to identify and correct mistakes quickly, which allows new ventures to adapt rapidly to market conditions.

## Course Format

This course uses a combination of lecture, group discussions and guest speakers. Two project-based papers are required, one at mid-term and one is a final paper. Students will also be required to post weekly reading summaries on Cicada, Clark's online learning course portal.

## Required Reading

- *The Origin and Evolution of New Business* by Amar Bhidé (Oxford University Press). Any edition is acceptable.
- *Innovation and Entrepreneurship* by Peter Drucker (Collins). Any edition is acceptable.
- Additional material, which may include simulations, cases, interviews, articles, films, videos and podcasts will be distributed throughout the semester.

## Grading Procedures

As you'll note from the breakdown, your final grade is a "blend" of individual performance (70%) and teamwork (30%). This is a reflection of the extent to which much of the most exciting and demanding work in today's culture requires the capacity to work well in small teams.

If you have a question about grades at any time, be sure and let me know immediately. I believe this grading structure allows a student to determine his or her progress throughout the semester. However, I'd urge you to contact me to set up a time to meet if you have any questions about your work.

Attendance	10% of final grade
Class Participation	15% of final grade
Routine Written Assignments	15% of final grade
Mid-term Paper	20% of final grade
Final Class Project	40% of final grade (see breakdown below)
10% for Presentation to Outside Experts	
20% for Written Launch Plan	
10% for Individual Reflection	

## Student Expectations

- **Attendance & Class Participation:** I expect students to show up for every class. Students receive credit for attendance. However, simply showing up for class is not sufficient for your class-participation grade. I expect students to arrive in class having thought about that week's reading and writing assignments, what material they found most relevant and provocative, what (if anything) they found either unclear or not persuasive, and how that week's material fits into the larger context of the course. Students should frame their weekly work with the question: what do I want to share with my fellow students, and why?
- **Written Assignments:** You will not receive credit for any written assignment that is handed in late. This includes weekly assignments, the mid-term, and the final launch project. In certain extreme situations, I may grant a student an extension. This is rare however. Whenever a deadline extension is granted, I confirm it in writing so there is no confusion.
- **Writing Error Policy:** Clark University has a writing error policy that you should include it in your syllabus. It states: The first five grammatical or spelling errors will be circled. The grade is automatically reduced by a partial grade (i.e., from a B to a B- or a C+ to a C) if there are five or more grammatical or spelling errors.
- **Writing Assistance:** Students who need assistance with writing for any class in any discipline, at all stages of the writing process (trying to understand a writing assignment, brainstorming, composing, getting un-stuck, writing, revising, seeking citation information, editing, proofreading). Appointments can be scheduled by calling (508) 793-7405 (x7405). Information is also available on the web at <http://www.clarku.edu/offices/aac/support.cfm#writingcenter>

## Schedule of Assignments

Date	Topic(s)	Reading/Assignments
1/21/11	<b>Part I: Entrepreneurship: Mything the Point</b> We'll explore the conventional wisdom that pervades our culture	Reading • Drucker: Preface, Pgs. 1-

	<p>and argues that there is a "formula" that leads to entrepreneurial success: The Big Idea + the Biz Plan + Venture Capital = Success</p> <p><b>Part II: Welcome to Match.edu</b></p> <p>Each student conducts a 15-minute interview with another student and posts a Q&amp;A here on Cicada, introducing each student to the class, and assisting in the formation of intelligently designed, well balanced teams for our class project.</p>	<p>36 and Pgs. 130-140.</p> <ul style="list-style-type: none"> <li>Google case study (link available in Cicada)</li> </ul> <p>Written Assignments</p> <ul style="list-style-type: none"> <li>Drucker Cicada response.</li> <li>Interview Cicada post.</li> </ul>
2/1/11	<p><b>Part 1: Creativity, innovation, and invention</b></p> <p>--Before we can work together on a course about these concepts, we need to define them. Simple, right? We'll wrestle these definitions to the mat. And we'll ask, do definitions really matter, and, if so, why?</p> <p><b>Google case study discussion</b></p> <p>We'll discuss how Google, a company worth \$160 billion and a collection of the smartest, most ambitious people on earth, could get their social-entrepreneurship strategy so wrong.</p> <p><b>Part 2: A Brief History of Capitalism</b></p> <p>Entrepreneurs are notorious for paying little or no attention to the larger environment in which they operate. And yet, the fast-paced global arena shapes opportunity and risk, and the approaches we use to get new ventures launched today--approaches that are dramatically different than those of the past. We'll briefly discuss the major forces at work today that provide a crucial foundation to everything we'll explore this semester.</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>Bhide: Pgs 3-52</li> <li><i>Cicada posted articles</i> <ul style="list-style-type: none"> <li>"How Great Entrepreneurs Think"</li> <li>Creativity article</li> </ul> </li> </ul> <p>Written Assignments</p> <ul style="list-style-type: none"> <li>Bhide Cicada response.</li> <li>Creativity Cicada response</li> </ul>
2/8/11	<p><b>Part 1: Through the Looking Glass</b></p> <ul style="list-style-type: none"> <li>The entrepreneurship sector is "the dark of the moon." It's been there all along, but we've ignored it, and by "we" I mean academicians, the media, and policy makers. Why has this been the case? Why is it changing now?</li> <li>The difference between small business and promising start-ups: why are the most popular start-ups generally bad businesses to start?</li> <li>How can apparent disadvantages--lack of prior experience, lack of access to capital, needing to start very small and very focused turn out to be huge sources of competitive advantage?</li> <li>In sectors (business and not-for-profits) where organizations spend lots of time planning, how can it be that opportunistic</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>Bhide: Pgs 53-113</li> <li><i>Cicada posted articles</i> <ul style="list-style-type: none"> <li>Change by Design, Ch. 2</li> <li>The Entrepreneurial Personality</li> <li>Google's Search for Philanthropy</li> <li>Why Teams Rule</li> <li>More Than 140 Characters about Twitter</li> </ul> </li> </ul>

	<p>adaptation works so well for entrepreneurs? What, exactly, is opportunistic adaptation in the first place?</p> <p><b>Part 2: The Creative Class</b>          A continuation of the creativity discussion from the previous week.</p> <ul style="list-style-type: none"> <li>• Is creativity an ability, a skill, is one born creative or can it be nurtured and developed? If the latter, how exactly does one go about enhancing one's creative talent?</li> <li>• What is the relationship between creativity and our immediate environment -- friends, family, school? What environments foster creativity, which inhibit it, and why?</li> <li>• If creativity is essential to entrepreneurship how do we build organizations that encourage and inspire creativity?</li> <li>• Why doesn't everyone in established organizations strive to create "creative communities"?</li> </ul> <p><b>Part 3: Stalking the Wild Entrepreneur</b>          We'll work together to "frame" a smart, aggressive approach to identifying your mid-term subject, making the pitch to the entrepreneur to participate in your project, and conducting a world-class interview. We'll also discuss how to think about this as beginning to develop a personal approach to networking that works for you, and is the foundation for creating a nascent "social network" that you can rely on for years to come.</p>	<p>Written Assignment</p> <ul style="list-style-type: none"> <li>• Bhide response.</li> </ul>
2/15/11	<p><b>Part 1: The Creative Economy</b>          A conclusion of our discussion about individual and institutional creativity and innovation.</p> <p><b>Part 2: Entrepreneurship as Hustle</b>          Highlights of your postings to the first reading in Bhide</p> <p><b>Part 3: Death of a Superhero</b>          Discussion of second reading in Bhide. We'll pay particular attention to the argument that risk-taking, vision, outsized ambition, and world-class creativity appear to play a trivial role in entrepreneurial success. If this is true, what then are the qualities that are vital? We'll also explore the techniques founders use to convince others, especially customers, to take a chance on a new venture</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Bhide: VC Backed Start-ups, Corporate Initiatives and Revolutionary Ventures.</li> <li>• Research Dee Well, President, OSD LLC.</li> <li>• <i>Cicada posted articles</i> <ul style="list-style-type: none"> <li>○ Change by Design, Ch. 2</li> <li>○ The Entrepreneurial Personality</li> <li>○ Google's Search for Philanthropy</li> <li>○ Why Teams Rule</li> <li>○ More Than 140</li> </ul> </li> </ul>

		<p>Characters about Twitter</p> <p>Written Assignment</p> <ul style="list-style-type: none"> <li>• Cicada</li> <li>• Bhide response.</li> <li>• Dee Wells speaker questions.</li> </ul>
2/22/11	<p><b>Part 1: Guest Lecturer</b> Dee Wells, President, OSD LLC He'll discuss how he's built a reputation as one of the country's leading experts on sneaker culture, built a magazine and a blog and radio show around that expertise, and is working with Nike to foster kids' interest in design by sponsoring sneaker-design contests. We will explore the unique advantages and limitations of working solo without building the infrastructure of a traditional company.</p> <p><b>Part 2: VC Backed Start-ups, Corps and Revolutionary Ventures</b> The reading assignment was from Bhide. He writes about VC-backed start-ups, corporate initiatives, and "revolutionary" ventures. We'll focus initially on venture-backed companies, the differences between VC-backed start-ups and self-financed start-ups, and some of the myths that have grown up about venture capital in this country.</p>	<p>Written Assignment</p> <ul style="list-style-type: none"> <li>• Work on Anatomy of a Start-up midterm</li> </ul>
3/1/11	<p><b>Rolling Out the Red Carpet: Revolutionary Ventures</b> We'll all participate in what may well be the most compelling case study ever created as we watch the film <i>"The Social Network."</i></p> <p>After the movie, we'll discuss how the film brings to life (or, in some cases, contradicts) what we've read in Bhide about revolutionary ventures--ones that result in new industries being created and, in the process, change how we work, how we learn, how we spend our money, and how we view ourselves in relation to the world.</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Cicada postings <ul style="list-style-type: none"> <li>○ The Big Idea</li> <li>○ Risky Business</li> </ul> </li> </ul> <p>Written Assignment</p> <ul style="list-style-type: none"> <li>• Continue working on Anatomy of a Start-up midterm</li> </ul>
3/8/11	<b>MID TERM BREAK</b>	<p>Written Assignment</p> <ul style="list-style-type: none"> <li>• Finish Anatomy of a Start-up midterm (DUE 3/15 in class)</li> </ul>
3/15/11	<p><b>Part 1: The Launch Simulation</b> An overview of the key steps in evaluating the risks and potential</p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Research Andrea</li> </ul>

	<p>rewards of an entrepreneurial opportunity</p> <p><b>Part 2: The Project Management Simulation</b> A team-based exercise in which students are exposed to the key drivers of successful project management, and work in competition with other teams to successfully manage and complete a project on time, on budget, and having achieved the initial goals of the project.</p> <p><b><u>Anatomy of a Start-up is DUE at the start of class.</u></b></p>	<p>Ajemian, Inde Film Producer and Actress</p> <p>Team Launch Project</p> <ul style="list-style-type: none"> <li>• Begin work on launch project</li> </ul> <p>Written Assignment</p> <ul style="list-style-type: none"> <li>• Andrea Ajamian Cicada post.</li> <li>• Team launch project Cicada posting</li> </ul>
3/22/11	<p><b>Part 1: Guest Lecturer</b> Andrea Ajemian, Indie Film Producer, Actress</p> <p><b>Part 2: The Launch Simulation - The Entrepreneurial Idea</b></p> <ul style="list-style-type: none"> <li>• The difference between a first-rate entrepreneurial opportunity and a terrific start-up idea</li> <li>• Brainstorming the initial idea; creating a master list of all related opportunities</li> <li>• Categorizing the ideas (by activity, risk, potential, capital intensiveness, development cycle)</li> <li>• Resetting your conceptual sights; the refined launch idea</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Research Susan Vickers, The Victims Rights Law Center and CounterQuo</li> </ul> <p>Team Launch Project</p> <ul style="list-style-type: none"> <li>• Continue work on launch project</li> </ul> <p>Written Assignment</p> <ul style="list-style-type: none"> <li>• Susan Vickers Cicada post.</li> <li>• Team launch project Cicada posting</li> </ul>
3/29/11	<p><b>Part 1: Guest Lecturer</b> Susan Vickers, Founder of the Victim Rights Law Center A cutting edge organization that provides legal representation for victims of rape and sexual assault.</p> <p>Co-founder of CounterQuo An organization that uses media to change existing attitudes about sexual assault.</p> <p>Both of these organizations are classic (and different) examples of social entrepreneurship at its best</p> <p><b>Part 2: The Launch Simulation - Primary Research</b></p> <ul style="list-style-type: none"> <li>• The difference between primary and secondary research</li> <li>• Identifying the need in the market</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Research Hetty Friedman and Crafts for a Cause</li> </ul> <p>Team Launch Project</p> <ul style="list-style-type: none"> <li>• Continue work on launch project</li> </ul> <p>Written Assignment</p> <ul style="list-style-type: none"> <li>• Hetty Friedman Cicada post.</li> <li>• Team launch project Cicada posting</li> </ul>

	<ul style="list-style-type: none"> <li>• The hierarchy of opportunities: wants, needs, and cravings</li> <li>• Creating customers vs. finding them</li> <li>• Methods for conducting primary research (interviews, surveys, ethnographic research, etc.)</li> <li>• The advantages and limitations of each of the above primary research tools</li> <li>• What constitutes "just good enough" in pre-launch research</li> </ul>	
4/5/11	<p><b>Part 1: Guest Lecturer</b> Hetty Friedman, Artist, Entrepreneur, Social Entrepreneur</p> <p><b>Part 2: The Launch Simulation - Secondary Research</b></p> <ul style="list-style-type: none"> <li>• the difference between a market and a population</li> <li>• identifying the key characteristics of a market</li> <li>• evaluating the appeal of a market</li> <li>• identifying, and avoiding, the key pitfalls in identifying and capitalizing on a market</li> <li>• what every entrepreneur (and student) should know about data sources</li> </ul>	<p>Team Launch Project</p> <ul style="list-style-type: none"> <li>• Continue work on launch project</li> </ul> <p>Written Assignment</p> <ul style="list-style-type: none"> <li>• Team launch project Cicada posting</li> </ul>
4/12/11	<p><b>The Launch Simulation - Competitive Analysis</b></p> <ul style="list-style-type: none"> <li>• how to "map" a sector, or industry with regard to competition, and how and why that process has changed so dramatically in the past decade</li> <li>• the implications of a world in which your most serious competitors may also be your most valuable customers</li> <li>• the value of searching for comparables,</li> <li>• launch process cautions that can mean the difference between success and failure</li> </ul>	<p>Written Assignment</p> <ul style="list-style-type: none"> <li>• Continue launch project planning</li> <li>• Finalize launch plan presentations</li> </ul>
4/19/11	<b>Launch plan presentations (5 teams)</b>	
4/26/11	<b>Launch plan presentations (5 teams)</b>	
5/10/11	<p><b>Final Launch Plan Team Paper DUE no later an 12pm</b> (** submit electronically to Professor Gendron and carbon copy it to <a href="mailto:amwhitney@clarku.edu">amwhitney@clarku.edu</a>. If attachments make the file too big a hard copy can be left in the I&amp;E offices at 138 Woodland Street)</p>	

## Cicada Response Assignments

January 25, 2011

1. *Cicada post #1*: In Peter Drucker's "Innovation and Entrepreneurship," read the Preface (vii--ix), pages 1-36, and pages 130--140. Based on your reading of Drucker, personal experiences, and other classes you may have taken, write a journal entry in which you describe *in your own words*



the definition of each of the following: entrepreneurship; innovation; invention; and creativity. Provide examples to bring your definitions to life. This journal entry shouldn't exceed 2 double-spaced typewritten pages (about 500 words). Don't just write down the first--and only--thoughts that come to you. I expect your written contributions to be the product of thoughtfulness, and the writing itself to be clear and compelling.

2. *Cicada post #2*: Take the notes from your interview of a classmate and write them up in Q & A format. At the top of the opening "page" of the interview, please include the name of the person you interviewed. Organize your interview in a simple question-and-answer format. There are no minimum or maximum length requirements. Take as much space as you think you need. Conclude the interview with those questions that dealt directly with strengths and weaknesses as they relate to the class project--i.e., writing skills, interviewing skills, analytical abilities, etc. Please boldface these questions and answers so that they stand out in contrast to the other questions in your interview.

### **February 1, 2011**

1. *Cicada post #1*: Write a summary (500 words or so) of what you found to be the most striking, provocative idea(s) in the Bhidé reading for this week. This is not an "academic" exercise. Every one of you will have the opportunity to put these concepts to work throughout your life, no matter what professional path you follow. So consider these exercises personal--how does your reading (and class discussion) change your preexisting assumptions about how new things get done, about the importance of resources (money) to this process, about the importance of creativity and resourcefulness rather than lots of prior experience, etc. Most of a liberal arts education is devoted to helping you develop your critical thinking. Entrepreneurship and innovation is about learning to apply that knowledge to get cool things done. So, how does all this stuff--in this case what Bhidé has to say about the value of inexperience, the power of poverty (capital constraints), and why you need to think smaller (niches)--how does relate to you? How can you imagine it being of value in the future? Come to class prepared to discuss the reading, including anything you found confusing, or observations by the author with which you just plain disagree.
2. *Cicada post #2*: Creativity is probably the one word—perhaps along with “risk”—that is most closely associated with entrepreneurship. Please answer each of the following questions. In addition to posting in response to these questions, read everyone else's postings. Make a copy of at least one posting that you found particularly thoughtful and provocative other than your own, and bring it to class prepared to discuss your own responses to the questions about creativity, as well as the posting(s) of someone else that you'd like to explore during our discussions in class.

What is your personal definition of creativity. Please don't give me a dictionary definition. I want your understanding of creativity, in your own words. Based on your own definition of creativity, I want to know whether you think of yourself as creative. Explain.

Do you think creativity is a “talent” someone is born with, or can it be developed? If the latter, how would a person go about trying to become more creative? Are there conditions (or environments) that foster creativity, and others that inhibit it?

**February 8, 2011**

1. *Cicada post #1*: Pay particular attention to what Bhidé writes at the end Chapter 4 ("Distinctive Qualities"), on page 113: "We also saw that starting a promising business does not require "superhuman" qualities; long-term vision, foresight, charisma, and so on does not play a significant role in the success of most start-ups. The bundle of qualities that entrepreneurs require is unusual but not extraordinary." Write a post between two and three pages (500-750 words) identifying what you believe are the mission-critical qualities Bhidé identifies, and explain why you think these are crucial. Explore whether you think there are characteristics that Bhidé either missed or undervalues, and why. Also, explain how these are different than the characteristics you associated with entrepreneurs before we started this course.

**February 15, 2011**

1. *Cicada post #1*: Read the following chapters in Bhidé (and preferably in this order): VC-Backed Start-ups; Corporate Initiatives; and Revolutionary Ventures. Write an essay of approximately three pages (750) words comparing the different key attributes of each of these forms of entrepreneurship.
2. *Cicada post #2*: Post three thoughtful, provocative questions for our guest. This is an opportunity to explore an increasingly popular form of entrepreneurship in which individuals choose not to build a conventional company, instead focusing on building a reputation and a network. These individuals are often referred to as Free Agents or as Soloists.

**March 22, 2011**

1. *Cicada post #1*: Carefully check out the following sites for background about Andrea and her film work (paste these links in browser): <http://www.aafilms.com/#?p=home> and <http://www.worcesterlove.com/>

Here's an article from Time magazine about the impact of the economic downturn on indie films: <http://www.time.com/time/business/article/0,8599,1936350,00.html>.

From these sources and others you find on your own about the Indie film business post at least three questions that you're anxious to hear Andrea explore in class. I expect your questions to be provocative and thoughtful, and the result of prior research about the guest and her field.

2. *Cicada post #2*: Your team should meet AT LEAST once before next class to begin to research and discuss prospective ideas for your launch project. Do some initial research into key, defining trends and issues for people in the 18-24 age range. You can accomplish this quickly by assigning each team member to focus on a particular part of the culture (i.e. education, technology, health, careers, the arts, fashion, etc.)

Before next class, please post the results of your team meeting:

- Team members: Names of individuals
- The Meeting: When and where you met and for how long
- Research: What type of initial research you have done or what research assignments were given to each team member
- The Idea: Summarize the status of your discussions about the idea for the project

### **March 29, 2011**

1. *Cicada post #1:* Take time and research Susan Vickers, The Victim Rights Law Center, Counter Quo and find additional resources to better understand the issue of sexual assault, especially as it pertains to young adults on college campuses. Post at least three questions that you would like Susan to explore in class. I expect your questions to be provocative and thoughtful, and the result of prior research about the guest and her field.
2. *Cicada post #2:* Your team should meet AT LEAST once before next class to finalize your launch project idea. Before next class, please post the results of your team meeting:
  - Team members: Names of individuals
  - The Meeting: When and where you met and for how long
  - Research: What launch project idea you have decided to pursue and any initial research assignments that were given to each team member
  - The Idea: Summarize the status of your discussions and concepts as it relates to your project.

### **April 5, 2011**

1. *Cicada post #1:* Take time and research Hetty Friedman, Artist, Entrepreneur, Social Entrepreneur Her website [http://www.craftsforacause.org/Hetty\\_Friedman\\_\\_Crafts\\_for\\_a\\_Cause/Welcome.html](http://www.craftsforacause.org/Hetty_Friedman__Crafts_for_a_Cause/Welcome.html) is an excellent starting point for information about Hetty and her venture, Crafts for a Cause. Post at least three questions that you would like Hetty to explore in class. I expect your questions to be provocative and thoughtful, and the result of prior research about the guest and her field.
2. *Cicada post #2:* Your team should meet AT LEAST once before next class to plan and begin working on your primary research for you launch project. Before next class, please post the results of your team meeting:
  - Team members: Names of individuals
  - The Meeting: When and where you met and for how long
  - Research: What primary research you have begun working on and who is responsible for what tasks.
  - The Idea: Summarize the status of your discussions, research outcomes and concepts as it relates to your project.

### **April 12, 2011**

1. *Cicada post #1*: Your team should meet AT LEAST once before next class to continue working on, reviewing and synthesizing information and research related to your launch project. Before next class, please post the results of your team meeting:
  - Team members: Names of individuals
  - The Meeting: When and where you met and for how long
  - Research: What information you have collected to date, what you are continuing to collect and what your data is telling you to date.
  - The Idea: Summarize the status of your discussions, research outcomes and concepts as it relates to your project.

## Mid-Term Paper

### The Anatomy of a Start-Up

**Due before class on Tuesday, March 8**

Each student identifies an individual who has started at least one venture--either for-profit or non-profit, and conducts a face-to-face interview exploring the themes we've been reading about and discussing in class the first part of the semester.

The paper should be approximately 7 pages, double-spaced (or about 1,750 words). Page one is an introduction to the individual and his or her entrepreneurial venture. Pages two through six are a question-and-answer format interview. The final page is a reflection by you of the extent to which the experiences of your interviewee were consistent with or contradicted what we explored together in class.

Real entrepreneurship is downright messy. Your final paper will no doubt be different, depending on the particulars of the entrepreneur you choose. Entrepreneurial ideas and frameworks to support this project will be distributed in class to help you create questions and focus your write up.

Your paper will be graded and based on:

- the caliber of the work that went into finding a thoughtful and articulate entrepreneur to interview
- the overall quality of the writing, which should be clear and compelling throughout
- the organization of the material
- the originality of your thinking on the concluding page
- thoughtfulness and attention to detail throughout, including spelling, grammar, and typographic mistakes

## Guidelines for Final Project (Group Project)

### THE LAUNCH PLAN -- THE EVOLUTION OF AN IDEA

Presentations due: 4/19/11 and 4/26/11 (5 teams will present each week)

Final paper due: 5/10/11 by 12:00 pm

The Final Launch Project is an opportunity for the class to experience the process of developing a concept for a new for-profit or social venture (or a project) and testing its validity and feasibility—in an environment characterized by resource scarcity (no money, and very little time). The challenge: identify a major need or opportunity among people in the 18-24 demographic here in the U.S. This could be a college population, but does not have to be. Exact project guidelines will be posted in Cicada for students to review and reference as they proceed through the project.

This launch project assignment has three components:

Part 1: The Presentation is scheduled for 4/19/11 and 4/26/11 (10% of your final grade)

First, your team will present its work and findings in class on April 19 or April 26. Five teams will present each day. There will be a panel of three outside judges who will ask questions and make suggestions about ways to clarify and strengthen your work. Each team will have 15 minutes to present (each team member must participate in the presentation), and another 15 minutes for questions from the panel (and from the class).

Key metrics for your team presentation include:

1. Clearly articulate your original concept and why the team chose this particular opportunity.
2. Explain to the judges how you conducted each major step in the launch process—brainstorming the idea; primary research; secondary research; competitive analysis and identification of comparables; and, finally, refining the concept into a “model.”

The presentation will be judged based on:

- presentation skills
- quality of the research
- quality of the analysis of the research
- command of subject matter

You then have the opportunity to improve your final launch project based on the feedback and questions from the judges, myself and your classmates.

Part 2: Written Launch Plan/Feasibility Study is due on 5/10/11 by 12:00 pm (20% of final grade)

The paper, outlined below, should be approximately 12 pages in length or about 3000 words. The final assignment should be submitted by a team member on behalf of the entire group. See the assignment guidelines posted in Cicada for grading and paper criteria.

Papers should be sent electronically via email to [gmgendron@comcast.net](mailto:gmgendron@comcast.net) and carbon copied to [amwhitney@clarku.edu](mailto:amwhitney@clarku.edu). If the final launch assignment is too large to email a hard copy can be submitted at the I&E offices at 138 Woodland Street with Amy Whitney. She will date and time stamp the final papers when she receives them.

Part 3: Reflections is due on 5/10/11 by 12:00pm (10% of the final grade)

Each student will submit an individual reflection assignment about the launch project process. This assignment should be about two pages in length, or approximately 500 words. The final assignment should be submitted electronically via email to [gmgendron@comcast.net](mailto:gmgendron@comcast.net) and carbon copied to [amwhitney@clarku.edu](mailto:amwhitney@clarku.edu).

The reflection assignment will be graded based on analysis in the following areas:

- An exploration of the biggest challenges faced during the launch project,
- A discussion of the most significant learning aspect(s) from the process,
- The key differences between reading about and discussing launching a venture and actually conducting a feasibility study; and
- Any additional thoughts about how the skills developed in this process might be applied to other undertakings in the future.

## Academic Integrity/Cheating & Plagiarism

**[\*\*language taken from Academic Advising website]**

Academic integrity is a basic value for all higher learning. Simply expressed, it requires that work presented must be wholly one's own and unique to that course. All direct quotations must be identified by source. Academic integrity can be violated in many ways: for example, by submitting someone else's paper as one's own; cheating on an exam; submitting one paper to more than one class; copying a computer program; altering data in an experiment; or quoting published material without proper citation of references or sources. Attempts to alter an official academic record will also be treated as violations of academic integrity.

To ensure academic integrity and safeguard students' rights, all suspected violations of academic integrity are reported to the College Board. Such reports must be carefully documented, and students accused of the infraction are notified of the charge. In the case of proven academic dishonesty, the student will receive a sanction, which may range from an F in the assignment or course to suspension or expulsion from the University.

The complete academic integrity policy is available with Academic Advising at  
<http://www.clarku.edu/offices/aac/integrity.cfm>

### **Students with Disabilities**

[Minimum language required -- Students who require accommodations in this course should contact Jane Daigneault, Coordinator of Disability Services at Clark University at 508-793-7468 or [jdaigneault@clarku.edu](mailto:jdaigneault@clarku.edu).] Additional language can be found at the Academic Advising website at <http://www.clarku.edu/offices/aac/ada/index.cfm>

### **Disclaimer**

The instructor reserves the right to make changes to any information contained in this syllabus at any time during the semester. An updated version of the syllabus will be discussed and distributed to students if changes are made.