

## Course Syllabus

*Hello and welcome to the Innovation and Entrepreneurship course!* You can access all course information in Carmen. Each week, I will post announcements with the outline and guidelines for the upcoming week's activities. If you prefer, you can configure your Carmen settings and receive these announcements via email as well.

Email is the best way to communicate with me. It helps me to respond more promptly when you include relevant information in your email (your full name, course name, and your team number when relevant).

Office hours: I welcome one-on-one interactions with you. Please do not hesitate to schedule time to meet at your convenience.

### **Overview**

This course provides a framework and a set of skills for evaluating and executing entrepreneurial opportunities that have the potential to create significant new economic value. The creation of new value is often based on unique know-how of an entrepreneur, or an innovation developed by a new venture. Therefore, the course emphasizes innovation as an integral part of entrepreneurship.

### **Learning objectives**

The objective of this course is to help you develop the skills for implementing entrepreneurial ventures. It provides an understanding of:

- The process entrepreneurs use to generate ideas for new businesses and shape them into opportunities supported by a business model.
- How to convert a business model to a cash flow forecast.
- How to manage risk and uncertainty when launching new ventures.
- How to translate a business model into a well-crafted plan and pitch.
- The opportunities and tradeoffs associated with attracting talent in a new venture - including co-founders, employees, and boards of directors and advisors.
- How to build a business network, or "ecosystem," of customers, suppliers, partners, and evangelists needed to develop products and get them to market.
- The connection between business models and the financing needs of ventures.
- The approaches to managing the transition of a new venture to high growth.

You will learn to:

- Apply a body of analytical tools and take an integrative point of view.
- Use these tools to understand the interplay between the many factors that are required to make entrepreneurial ventures successful.

## **Course materials**

We will utilize articles, cases, and simulations available for purchase from the HBSP website (I will provide links in Carmen). I also may post additional readings and videos every week.

## **Expectations**

To develop the skills listed above, this course will consist in a number of activities. You will learn through discussing real-life cases, engaging with business simulations, and working on a team project designed to apply frameworks presented in class in a context of your interest.

The course is divided into weekly modules, which I will release one week ahead of time. I expect you to keep pace with weekly deadlines and deliverables. Please refer to the **Course Calendar** document for further details.

This is a 3-credit-hour course. It will run for sixteen weeks. You should expect an average of 3.0 hours per week spent on in-class and online activities and 6.0 hours of homework (e.g., reading and assignment preparation).

**Your presence during in-class sessions is necessary** for everyone's success in this course. Any absence may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you have to miss a class for any reason. I will work with you individually to provide necessary support when needed and ensure your success in this course.

An important component of this course is learning through the discussion of real-life cases. **You will work on each case asynchronously with your team** prior to coming to in-class sessions.

Here are a few recommendations to make sure everybody takes full advantage of online case discussions:

- Post your comments sooner rather than later. In this way, your team members will have time to read and respond.
- Post shorter comments (an ideal post is one short paragraph). Focus on one aspect of the case rather than present a full case analysis.
- Make the discussion as interactive as possible. This means that you are expected to return to the discussion 4-5 times to post your comments and to read and react to your teammates' comments.

Here are some examples of the behaviors that constitute high quality contributions:

- Willingness to take a risky or an unpopular point of view, using logic, precision, and evidence in making arguments.
- Raising and answering questions.
- Sharing ideas based on your experiences.
- Giving examples that enrich discussion.
- Relating and building upon the ideas of others.
- Pointing out relationships between readings, cases, and earlier discussions.

Another important component of this course is the team project. **The team project** is intended to give you an opportunity to apply learning from the course to a context that is most interesting and relevant to you. You can choose from **the two options**. The first option is for your team to choose an existing entrepreneurial organization, conduct strategic analysis, and suggest recommendations for its future growth. The second option is for your team to work on your own business idea. Please refer to the **Project Guidelines** for further details.

Most of the pedagogical tools I use in this course are designed for you to **learn through interacting with others**. Please be mindful of the fact that we are not all coming to this class with the same privileges, resources, time, and knowledge. It is my strong belief that as a community, management scholars and teachers need to do a much better job of making our discipline more accessible to people of all races, sexual identities (including gender non-conforming folks), and social class backgrounds. While this is a priority for me in the classroom, I do not claim to know how to best honor this commitment, and so I am very open to feedback when it comes to making the course more accessible and inclusive to all identities.

It's also important to think about how to respect one another when working together. It's not equally easy for all of us to speak up in a collective setting, and the voices of historically underrepresented/marginalized groups are most easily drowned out. So please keep this in mind when working together on assignments, projects, and during in-class discussions. Here are some concrete examples of **positive collaborative behavior**:

- Making sure everyone who wants it has the opportunity to speak frequently. This can mean checking in with each other to make sure everyone is following along and contributing when they have an idea.
- Respecting people's pronouns and other aspects of their identity.
- Making sure that everyone's ideas are acknowledged. When working in groups, solutions often evolve organically; an idea might pop into your head and you may think it's yours and yours alone, but perhaps you only arrived there because of something else that someone already said. Pay attention to what people are saying and try to learn from one another.
- Honoring different types of contributions. In group work, active listening can be just as valuable as speaking. If you have ever processed a thought or an idea by

talking it out with an attentive friend, you’ve experienced this truth firsthand. Listening carefully is in and of itself an important and difficult skill. It can involve being silent and creating the space for your classmates to say what’s on their mind, and it can also involve asking the right insightful question at the right time. Practice listening with your collaborators, and also practice recognizing and appreciating when your collaborators are actively listening to you!

**Assessment of learning**

Unlike the real world, in-class discussions, case studies, simulations, and the project all provide a “low risk,” safe environment for you to experiment with making business decisions and try out new skills. There are no “right” answers in business, and I encourage you to test as wide range of ideas as possible.

Therefore, I will assess your learning not based on the “correctness” of your answers but based on how deeply you have engaged with the course material and activities.

<b>Component</b>	<b>Points possible</b>
<p><u>Quizzes</u></p> <p>Quizzes are <u>not</u> intended as an assessment of your learning per se. The aim of the quizzes is merely to make sure that everyone reads the required material and prepares to contribute to case discussions and in-class activities. The quizzes verify your understanding of the concepts presented in the videos, readings, and cases. All quizzes will count toward the final grade.</p>	50
<p><u>Contribution to online case discussions</u></p> <p>I will assess your <u>overall</u> contribution during the course. In addition, <b>you are welcome to ask for my feedback</b> at any time.</p> <ul style="list-style-type: none"> <li>• 100% Reserved only for outstanding contribution.</li> <li>• 90% Case-breaking insight, that takes the discussion to a superior level. Very insightful and relevant comments, value added to the discussion. Reflected a great deal of preparation and integration of readings and ideas from other class contributors and sessions.</li> <li>• 80% Comments reflected good preparation, tied together various streams of ideas offered by other contributors, contributed to the learning of the class.</li> </ul>	200

<ul style="list-style-type: none"> <li>• 70% Simple commentary, incremental advancement over previous comments. Statement of case facts, rephrasing of comment(s) already made.</li> <li>• 0% No contributions.</li> </ul>	
<p><u>Pitch</u></p> <p>I will assign total points if you have completed all components of the pitching exercise.</p>	50
<p><u>Simulation</u></p> <p>I will assign total points if you have completed all components of the simulation exercise.</p>	100
<p><u>Contribution to all team activities other than the Project</u></p> <p>This reflects your teammates' evaluation of your initiative and contribution to their learning (including team activities during in-class sessions). For example, if your peer evaluations come to an average of 85%, I will assign 85% x 100 pts. = 85 pts.</p>	100
<p><u>EXAM</u></p> <p>The exam will be online, individual, and "open book." It will consist of multiple-choice questions. I designed the exam to <b>assess your engagement during in-class sessions</b>. Missing in-class sessions will most certainly reflect negatively on your exam results. Exam Information page in Carmen contains further details.</p>	200
<p><u>Project</u></p> <p>My goal for the project work is for it to be as interactive as possible. Your team will receive my feedback for every project milestone. I also encourage you to ask for my input as often as you need. This means that you will have every opportunity to improve. I will assess your project work based on how much you improved based on my feedback.</p> <p>Project points will be assigned to the team. Your individual project work assessment will be adjusted for peer evaluations to prevent the "free-rider" effect. For</p>	300

example, if your team receives 300 points and peer evaluations of your contribution to the project come to an average of 75%, I will assign you $75\% \times 300 \text{ pts.} = 225 \text{ pts.}$	
<b>Total</b>	<b>1000</b>

This course is a part of a degree granting program. This means that instructors are required to assign you a grade point at the end of the semester. The following is the Grading Scale as defined by the OSU:

<b>A</b>	<b>93-100%</b>	<b>B-</b>	<b>80-82.9%</b>	<b>D+</b>	<b>67-69.9%</b>
<b>A-</b>	<b>90-92.9%</b>	<b>C+</b>	<b>77-79.9%</b>	<b>D</b>	<b>60-66.9%</b>
<b>B+</b>	<b>87-89.9%</b>	<b>C</b>	<b>73-76.9%</b>	<b>E</b>	<b>&lt; 60%</b>
<b>B</b>	<b>83-86.9%</b>	<b>C-</b>	<b>70-72.9%</b>		

### **Course policies**

This course is subject to all relevant university policies. You can access the policies through the course Carmen page.

*Thank you for reading this Syllabus! I am looking forward to seeing you in class.*