Subject: Management/Business  Course: EBGN 360

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TITLE: INTRODUCTION TO ENTREPRENEURSHIP

Semester/Year: Spring 2018

Dr. Richard Hunt, Instructor  Office: Engineering Hall, room 310
Phone: 303.273.3925  E-mail: rahunt@mines.edu
Office hours: Tues & Thurs 12:30 p.m. – 2:00 p.m., or by appointment.
Class meeting days/times: Tues & Thurs 9:30 a.m. – 10:45 a.m.

Class meeting location: Marquez Hall, Room 122

Web Page/Canvas link: https://elearning.mines.edu/courses/5208

Teaching Assistant: Jonathan Paz  e: jpaz@mymail.mines.edu

Instructional activity: 3.0 hours lecture  ____ hours lab
___ semester hours

Course designation:  ____ Common Core  ____ Distributed Science or Engineering
____ Major requirement  ____ Elective  ____ Other (please describe ___)

Course description from Bulletin: Introduction to the entrepreneurial process, focusing on the concepts, practices, and tools of the entrepreneurial world. This will be accomplished through a combination of readings, cases, speakers, and projects designed to convey the unique environment of entrepreneurship and new ventures. The mastery of concepts covered in this course will lead to an initial evaluation of new venture ideas. In this course students will interact with entrepreneurs, participate in class discussion, and be active participants in the teaching/learning process.

Required Course Materials:

A) Textbooks. There are two required texts for this course:


B) Other required supplemental information in Canvas: Students will be required to have frequent access to the Mines Canvas site for this course. The Canvas site will be updated frequently and will contain required supplemental reading materials, links to videos, and links to other Internet based resources.
Student learning outcomes: At the conclusion of the class students will...
1. Identify the critical differences between technology based “ideas” and true commercial business opportunities.
2. Have exercised collaborative team leadership skills and the concepts of entrepreneurial thinking.
3. Know how to apply the Business Model Canvas methodology to capture, test and validate a startup business model hypothesis.
4. Identify the types and sources of startup financial capital and obtain a working knowledge of bootstrapping and crowdsourcing.
5. Demonstrate the process of startup business model creation and validation.
6. Experience the dynamics of successful early stage company business model validation and the importance of talent acquisition, retention and organization.
7. Apply leadership and change management skills required of successful technology startups.
8. Exercise the use of user interviews to acquire verbal feedback relevant to a business model hypothesis.
9. Have demonstrated the ability to craft, deliver and iterate a startup team pitch presentation multiple times using the class participants as audience
10. Identify the components of a business plan designed to attract financial backing for a startup.

Brief list of topics covered:
1. Venture Opportunity Identification and Strategy
2. Tools for Developing Creativity and opportunity identification
3. The Business Model Canvas methodology – elements and the process of iteration of hypothesis
4. Founder Team Selection
5. Intellectual Property Creation and Protection
6. New Enterprise Formation, Organization and Structures
7. Startup Operations, Recruitment and HR Management
8. Leadership Considerations in Emerging Organizations
9. Elements of a startup pitch, and effective delivery of the pitch
10. Investor perspectives of startup opportunities
11. The different stages of startup fundraising and Equity Structures
12. Cash Flow Considerations and startup burn rates
13. Exit strategies and working with investors
14. Social entrepreneurship
15. Corporate entrepreneurship
16. Entrepreneurship through Acquisition

Policy on academic integrity/misconduct: The Colorado School of Mines affirms the principle that all individuals associated with the Mines academic community have a responsibility for establishing, maintaining an fostering an understanding and appreciation for academic integrity. In broad terms, this implies protecting the environment of mutual trust within which scholarly exchange occurs, supporting the ability of the faculty to fairly and effectively evaluate every student’s academic achievements, and giving credence to the university’s educational mission, its scholarly objectives and the substance of the degrees it awards. The protection of academic integrity requires there to be clear and consistent standards, as well as confrontation and sanctions when individuals violate those standards. The Colorado School of Mines desires an environment free of any and all forms of academic misconduct and expects students to act with integrity at all times.

Academic misconduct is the intentional act of fraud, in which an individual seeks to claim credit for the work and efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. Student Academic Misconduct arises when a student violates the principle of academic integrity. Such behavior erodes mutual trust, distorts the fair evaluation of academic achievements, violates the ethical code of behavior upon which education and scholarship rest, and undermines the credibility of the university. Because of the serious institutional and individual ramifications, student misconduct arising from violations of academic integrity is not tolerated at Mines. If a student is found to have engaged in such misconduct sanctions such as change of a grade, loss of institutional privileges, or academic suspension or dismissal may be imposed.
Grading Procedures:

Each student’s course grade will be based on the following criteria and weighting.

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade Component:</th>
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<tbody>
<tr>
<td>(a) Team Project</td>
<td>25%</td>
</tr>
<tr>
<td>(b) Class Contribution</td>
<td>15%</td>
</tr>
<tr>
<td>(c) Quizzes, KCQs, Assignments, Activities</td>
<td>30%</td>
</tr>
<tr>
<td>(d) Exam</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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**Regarding the Team Project: “Opportunity Feasibility Assessment” (25%)**

Teams of 5 members will be formed and each team will assess the feasibility of an original business opportunity developed by the team. Each team will present its findings to the entire class and submit a written report. Complete guidelines for the feasibility plan will be discussed in class and will be made available online. **Both primary and secondary research will be required.** Students are expected to talk with target customers, industry experts and organizations, competitors, distributors, bankers, engineers, vendors, consultants, manufacturers, subcontractors, etc., to the extent that each is relevant to the specific opportunity under investigation.

**Coursework Return Policy:** Coursework submitted by a student in this course that is part of the course grade (i.e., subject to graded evaluation by the instructor and considered as a component of the overall course grade) will be graded by the instructor and returned to the student promptly, usually within two (2) weeks from the date of submission, to allow students to learn from the evaluation and apply that learning to the remaining coursework expectations for the semester. If a submission is at the end of the semester (i.e., part of a final exam, final project or deliverable submitted on or near finals week), a student will receive a grade evaluation only as part of the overall course grade and will not receive a return of the tangible coursework submission (paper, exam, etc.) before the completion of the semester.

**Absence Policy:** Generally, students are expected to attend each class. Your participation in each class benefits every student as we all learn from each other’s contributions, experiences and ideas. Your class participation grade component will reflect negatively on absences. In the event that you anticipate not being able to attend a class session due to illness or a work related or personal obligation, you are expected to contact the instructor in advance by email or phone notifying of your expected absence. In the event of an unexpected absence, please contact the instructor as soon as reasonably possible to communicate the nature of the absence.

**Homework and Class Assignments:**

- The Class Schedule and Assignments can be found in Canvas. It is anticipated that this document will be subject to numerous changes and modifications as the semester progresses. Changes will be posted on our Canvas site and all students will be contacted when changes are made.

- Homework/Assignments must be completed and ready to be turned in on or before the due date – plan ahead. Homework that must be turned-in to the instructor will be identified as “deliverables” in the Class Schedule and Assignments table.

- Each class will have assigned reading materials. It is essential that the assigned reading be completed before the class session – a significant portion of each student’s grade will be based on class participation and interaction deploying concepts from the assigned reading.

- The team startup project will require initiative and time to meet with your team outside of class. It is the responsibility of team members to coordinate schedules and collaborate via skype or other means to accomplish team goals.
• **Assigned Reading:** Each class session will have assigned reading as part of the homework. You are expected to have completed the reading before the class session in order to constructively participate in the class discussions and activities. You will get far more out of the class sessions if you have read the assigned materials before the class. Our class time does not provide adequate time to cover all the assigned materials – we will cover a great deal of material over the semester.

• **Exams & Quizzes:** If you anticipate you will be absent during a scheduled exam or quiz, you should schedule a make-up time before your absence. In the event of an unexpected absence, contact the instructor before the next class session to schedule an appropriate make up arrangement.