



**Introduction to Entrepreneurship
EBGN 360, Section A | B
Fall Semester 2018**

Instructor

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Office Hours

Fridays
11:00-12:00
AND by appointment

Class Meetings

Tuesdays & Thursdays
A 9:30 – 10:45a
B 12:30 – 1:45

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TA Office Hours

Mondays and Wednesdays
2:00 – 3:00p
At Library Innovation Space

Course Overview

This course introduces the fundamentals of entrepreneurship – the process whereby you turn creative ideas into innovations that address market needs. An entrepreneurial perspective is useful for tackling new opportunities or problems in any business, government, non-profit and life in general.

The most effective way to understand entrepreneurship is to practice it. This course takes an experiential approach: You interact with the business community, customers, and partners. You are expected to start a new venture and be an active participant in the learning process; your engaged participation and presence is required.

LEARNING OBJECTIVES

The primary goal of the course is that upon completion you are able to think, act and deliver results like an entrepreneur. If entrepreneurship is not for you, that's perfectly fine. In large organizations, hiring managers value entrepreneurial attitudes and thought processes. This is applicable to organizations small and large, government, and non-profits in any field across the world. At the conclusion of this course, you will be able to:

- Translate problems into opportunities for innovation
- Conduct effective beneficiary discovery in efficient ways
- Practice how to evaluate new venture opportunities
- Describe the issues facing entrepreneurs when starting a venture
- Develop creative approaches to constraints
- Choose appropriate skills and tools to quickly test assumptions
- Apply an entrepreneurial mindset to your own personal career
- Think, act and deliver results like an entrepreneur

REQUIRED COURSE MATERIALS

- Savoia, A. (2011). Pretotype it. Download at <http://bit.ly/2btqaci>
- Ingenuity, common sense and a cheerful attitude

Recommended Course Materials

- Mullins (2010), *The New Business Road Test, 3rd edition* (FT Prentice Hall)
- Osterwalder and Pigneur (2010), *Business Model Generation* (Wiley)
- Komisar with Lineback (2000), *The Monk and the Riddle* (HBS Press)
- Hoffman and Casnocha (2012), *The Startup of You* (Crown Business)

Course Structure: A Startup Accelerator

During class, you'll attempt to launch a startup based on your idea or a fellow student's idea to solve a problem. Your final grade is based on: 1) your effort in applying the concepts learned, and 2) your participation and contribution to class discussions and team effort, 3) your team's performance. Teams that perform poorly may be disbanded. *Disbanded team members may seek new positions with surviving teams or attempt to launch another startup.*

COURSE GRADING

Absence Policy: Due to the experiential and integrative nature of this course, attendance in ALL class sessions is expected. Students who expect to miss class should take the course at a different time.

Individual Grades

1. In-Class Participation and Shared Notes (100 points)

In a face-to-face class, your collaboration opportunities multiply and you gain so much through networking and real-world problem solving. *Quality* class participation is therefore grounded in your preparation for and contribution to discussions. You must contribute to each discussion in the classroom. You can share an experience, an interesting article, ask a thoughtful question, contrast cases or scenarios, etc.

Here's a rough breakdown of how I assess in-class learning:

85-95%: You attend class consistently on time and actively participate in discussions and/or contribute to our shared notes. Your comments indicate a thorough understanding of the material. Comments go beyond repeating content: show analysis and synthesis of information and provide some insights. Focus is on quality contributions, not quantity. Your teammates cannot live without you.

75-84%: You attend class consistently on time and actively participate in discussions. Your comments indicate some understanding of the material. Your teammates find you somewhat helpful.

70-74%: You attend class consistently on time, and usually do not participate in discussions. Your teammates wouldn't miss you if you were absent.

<69%: You don't come to class consistently and when you do, you are not usually engaged. Your teammates are wondering where you are.

2. Opportunity Project Team Journal (100 points)

Details follow below.

3. Network Building (100 points)

You ought to connect with professionals who can be helpful to your startup opportunity or career. Document each meeting in your journal (see below). Grading is based on the number of meetings arranged and consummated.

Team Grade

1. Startup Deliverables (600 points)

Team deliverables are to be completed and presented when due. These deliverables help you complete critical milestones in developing your idea into a new venture opportunity. Additional details to be provided.

2. Opportunity Project Team Presentation (100 points):

This is your **final exam**. Details follow below.

Coursework Feedback & Return Policy: You can expect to receive real-time feedback on your work in class. Otherwise, most work will be returned to you within two weeks.

Summary of Assignments and Points

Assignment	Grading Basis	Points
In-Class Participation and/or Shared Notes	Individual	100
Team Journal	Individual	100
Network Building	Individual	100
Team Presentation	Team	100
Project Deliverables	Team	600
Total		1000

SYLLABUS IS SUBJECT TO CHANGE DURING THE SEMESTER AS COURSE IS ADJUSTED TO FIT NEEDS

Startup Opportunity Project

If you're taking this course to launch a startup, you may leverage this project provided your teammates agree. Otherwise, take advantage of this opportunity to gain experience. I expect you to take the concepts and frameworks that we discuss in class into the "real world" by engaging deeply with an opportunity.

Inevitably, you'll find that some of the assumptions made to support your idea do not hold up. As you encounter new insights, you should work with your team to brainstorm what you might change in order to overcome challenges, work around constraints, and differentiate your idea. (We'll use the term "pivot" to refer to these changes.)

At the end, I will not grade you on the overall quality of your idea or your profitability. Rather, I'll grade you on your ability to identify problems and "pivot" accordingly. Thus, you will be graded on the process you follow, not outcomes. To facilitate this grading approach, your team keeps a detailed journal of activities on a day-to-day basis.

At various points, I'll provide you with constructive feedback while you still have time to address issues. At the end of the semester, you will present your entrepreneurial journey, focusing especially on what you learned, how and why you pivoted, and what next steps make sense for your proposed opportunity.

Journal Guidelines

Your journal is both a venue in which to keep track of your work and an opportunity to demonstrate the steps you took to evaluate and execute the idea. Thus, the journal should "show your work." Include **a lot** of details. For example, rather than saying, "We interviewed eight people this week," write down who they were, how you identified them, how/where you spoke, and for how long. Also include notes from each interview and an analysis of what you learned and how it influenced your assessment of your idea. Generally speaking, "good" journals have frequent, detailed entries. "Average" journals appear to be a rush job put together in the last couple weeks of the semester. Keeping in mind that I am grading on the basis of your work and process, not the outcome; you're encouraged to detail failures and missteps, and not to "sanitize" your journal.

Your journal should address the questions detailed below, which are tied to Osterwalder's business model canvas. *In each area, you should detail your "hypotheses," the ways in which you "tested" these hypotheses, and the changes that you'd make to your idea accordingly (e.i., the "pivots").* Take advantage of online tools such as businessmodelgeneration.com (strategizer), businessmodelgenerationcanvas.com, canvanizer.com, or leancanvas.com.

Your responses to the questions below should be informed by numerous and frequent engagements with the "real world." If you sit in a study room and brainstorm answers to these questions, guided perhaps by a generic research database from the library, you will have missed the point. If you engage with potential beneficiaries on a frequent basis and use their input to craft your answers and adjust your proposed idea, then you'll do well. *Thus, it is absolutely essential that you pick up the phone and/or meet people in person.* The guiding point is that you must engage with people relevant to your specific idea (e.g., potential customers, suppliers, employers, competitors, etc.). Although it is difficult to provide generic guidelines since ideas vary considerably, the most successful teams tend to speak with or observe at least

50-75 people over the semester. Obviously, identifying, reaching, and engaging with so many people requires considerable time. Thus, I strongly encourage you to start early.

COURSE EXPECTATIONS

- 1) Active Participation** – All success is built on a foundation of hard work and curiosity. Do not procrastinate. The nature of group work is cumulative and poor work early on will make the deliverables much more difficult later on.
- 2) Collaboration** – Entrepreneurship requires your active collaboration with others including co-founders, beneficiaries, employees, investors, partners, suppliers, etc.
- 3) Creativity** – Entrepreneurship requires creative thinking. You have to be curious to explore new ideas regardless of their source and be willing to see multiple perspectives. To succeed, you must remain open to challenging your assumptions and beliefs.

Grievances: As a rule, makeup is not an option in this course. If you feel you have been graded unfairly on an assignment, you may follow this process:

1. Within **seven days** of receiving the grade, write me an appeal. After seven days, **grades are final**.
2. In your appeal, you must provide a **written statement** as to why the grade is unfair. Be sure to state your argument as to why the grade is not in alignment with grading standards, or the work was misinterpreted. Arguing that you need or deserve a higher grade because you worked hard is insufficient.
3. Submit your appeal to me **via email** and I will consider it and let you know my decision within seven days.

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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 and 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.

The complete policy is [online](#).

Students with Disabilities: In guidance put forth by the Department of Justice and the Office for Civil Rights, it is incumbent upon us as an institution to ensure that students know where to seek assistance for disability-related accommodations or information. Inclusion of a disability support statement in syllabi is a national best practice and standard supported by ADA enforcement agencies and AHEAD (Association on Higher Education and Disability), as part of a multi-pronged approach to supporting an inclusive culture on campus.

As such, please include the following statement (*italicized*) in your course syllabi at Mines. Additionally, please make sure to underscore the statement pertinence and directive as part of your course welcome.

Disability Support Services - *The Colorado School of Mines is committed to ensuring the full participation of all students in its programs, including students with disabilities. If you are registered with Disability Support Services (DSS) and I have received your letter of accommodations, please contact me at your earliest convenience so we can discuss your needs in this course. For questions or other inquiries regarding disabilities or academic accommodations, I encourage you to visit disabilities.mines.edu for more information.*

Discrimination, Harassment and Title IX - All learning opportunities at Mines, including this course, require a safe environment for everyone to be productive and able to share and learn without fear of discrimination or harassment. Mines' core values of respect, diversity, compassion, and collaboration will be honored in this course (More information can be [found here](#)) and the standards in this class are the same as those expected in any professional work environment.

Discrimination or harassment of any type will not be tolerated. As a participant in this course, we expect you to respect your instructor and your classmates. As your instructor, it is my responsibility to foster a learning environment that supports diversity of thoughts, perspectives and experiences, and honors your identities. To help accomplish this:

- Course rosters are provided to the instructor with the student's legal name. I will honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.
- If something is said or done in this course (by anyone, including myself) that made you or others feel uncomfortable, or if your performance in the course is being impacted by your experiences outside of the course, please report it to:
 - Me (if you are comfortable doing so)
 - Wellness Center- Counseling (<https://www.mines.edu/counseling-center/>)
 - Speak Up (<https://www.mines.edu/speak-up/>)- Anonymous Option

In this course, we will cultivate a community that supports survivors, prevents interpersonal violence, and promotes a harassment free environment. Title IX and Colorado State law protects individuals from discrimination based on sex and gender in educational programs or activities. Mines takes this obligation seriously and is committed to providing a campus community free from gender and sex-based discrimination. Discrimination, including sexual harassment, sexual violence, stalking, and domestic violence, is prohibited and will not be tolerated within the Mines campus community. If these issues have affected you or someone you know, you can access the appropriate resources here: <http://www.mines.edu/title-ix/>. You can also contact the Mines Title IX Coordinator, Karin Ranta-Curran, at 303-384-2558 or krcurran@mines.edu for more information.

It's on us, all of the Mines community, to engineer a culture of respect

EBGN 360 A|B - Detailed Course Schedule

W	S	Date	Topics/Activities	Deliverables Due
1	1	Tue 8/21	Introduction: Goals, Expectations & Syllabus	
	2	Thu 8/23	How Do Startups Make it? Cards to Sky Exercise Explore developing teams around problem spaces	Explore Forming Team
2	3	Tue 8/28	Interesting Problem: 3-min Problem Space Pitch	3-Min Problem Space Pitch
	4	Thu 8/30	Meet & Team. Handling Constraints	D1: Team Roster & Contract
3	5	Tue 9/4	Intro to Beneficiary Discovery	Start Team Journal
	6	Thu 9/6	Teamwork: Interview Beneficiaries	
4	7	Tue 9/11	Career Day: Uncover Recruiters' Problems	
	8	Thu 9/13	Empathy Maps	
5	9	Tue 9/18	Teamwork: Empathy Map	
	10	Thu 9/20	Teamwork: Validate Empath Map	D2: Empathy Map 1.0
6	11	Tue 9/25	Validation: Pretotyping & MUSTs	
	12	Thu 9/27	Teamwork: Create Pretotype	
7	13	Tue 10/2	Teamwork: Validate Pretotype Assumption(s)	
	14	Thu 10/4	Teamwork: Iterate Empathy Map	D3: Empathy Map 1.x
8	15	Tue 10/9	The Business Model: Unfair & Sustainable Advantage	
	16	Thu 10/11	Teamwork: Business Model Canvas, Positioning Statement	D4: Business Model 1.0
9		Tue 10/16	Fall Break	
	17	Thu 10/18	Constraints: Doing Whatever it Takes	
10	18	Tue 10/23	Connections: It's Who You Know	
	19	Thu 10/25	Teamwork: Network with Beneficiaries	Initial Level of Interest
11	20	Tue 10/30	Iterate Pretotype & Positioning Statement	Ongoing Level of Interest
	21	Thu 11/1	Team Time	
12	22	Tue 11/6	Partnering & Mentors: Collaboration Benefits	
	23	Thu 11/8	Teamwork: Partner/Mentor Outreach	
13	24	Tue 11/13	Accounting & Finance: Statements & Models	
	25	Thu 11/15	Teamwork: Work on Models	
14	26	Tue 11/20	Intellectual Property & Legal	
		Thu 11/22	Thanksgiving break	
15	27	Tue 11/24	Values: Why Bother?	
	28	Thu 11/29	Financial Freedom	
16	29	Tue 12/1	Team Presentations	
	30	Thu 12/6	Team Presentations	