

**Entrepreneurship 370B: Introduction to Entrepreneurship**

SPRING 2022

T/Th 1:30pm-3:20pm

PACCAR 291

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| **Professor:** | DeSantola | **Office Hours:** | By appointment |
| **Office:** | | PACCAR 421 | |
| **Email:** |  | **website:** | http://canvas.uw.edu/ |

**Course Objectives**

Entrepreneurship 370 seeks to expose students to the complex phenomenon of entrepreneurship by introducing the fundamentals of entrepreneurship: *ideation*, *validation*, and

*resource assembly*. Launching a new venture involves generating an idea (ideation), validating

customers and a market (validation), and assembling resources such as talent and capital to

execute the idea (resource assembly).

In this class, students will learn about a range of frameworks and tools that are particularly

relevant to entrepreneurship. Through lectures, case studies, guest speakers, and individual and group assignments, students will achieve a greater understanding of what it is like to develop, launch, and grow an entrepreneurial venture. They will also attain a greater understanding of the role that founders, joiners, investors, board members, regulators, and other stakeholders play in the entrepreneurial ecosystem.

Lively class discussion is integral to this course. Students are expected to come to class prepared to engage with the ideas from our weekly readings. Overall, this class aims to teach an entrepreneurial mindset: when others see insurmountable problems, entrepreneurs look for opportunities in technology and business solutions.

**Admission**

The course is designed for undergraduate students, with preference given to seniors. Enrollment is capped at 55 students per section. All majors are encouraged to enroll in the class. Please note that the class is not open to graduate students. Also, no auditing students can be accommodated due to space limitations and the style of instruction.

**Methods of Instruction**

This course introduces the fundamentals of entrepreneurship through case studies, lectures, activities, and projects that cover growth-oriented ventures in a variety of industries. By actively contributing in class and completing each assignment, you will learn the tools necessary to successfully identify a business opportunity and to start, grow, and maintain a new venture. You should look at the Canvas course website for the preparation that is due before each class period.

***How you will learn in this course:***

* By-doing: learn through team-based activities such as the new venture development project opportunity analysis and execution plan
* Case-based: learn through real-world challenges across industries/locations/times
* Dialogue: learn through discussion of key concepts
* Guest speakers and mentors to provide insight into the entrepreneurial journey

**Required Course Materials:**

* **Course Pack:** Downloadable from the Harvard Business Publishing website and includes required articles and cases. You can purchase it HERE.
* **Canvas:** Links for additional readings and videos will be posted on the course Canvas website, indicating required articles, videos, and other materials for each day. Study questions for each session will also be posted on each session page to help you prepare for class discussions. Make sure to look at the website ***before*** each class session so that you are prepared for it.

**Required Readings**

All assigned readings are to be completed before the session in which they will be discussed. Each required reading has been specifically chosen to provide a certain insight or skill; thus, all required readings are mandatory. All ENTRE 370 lectures, study questions, and assignments assume a fundamental understanding of many concepts provided by the readings. Consequently, failure to keep up with the assignments will have an adverse effect on a student’s grade.

Use the study questions posted on Canvas for each session to prepare. You are encouraged to discuss each session in advance with your fellow students. In fact, you are required to form a study group with other students and then meet regularly before each class.

**Team & Individual Assignments**

Entrepreneurship is both an individual and team activity. Therefore, this course incorporates both individual and team efforts. You will form a team of 5 students early in the quarter to prepare for class discussions together and work on your team assignments as elaborated below. I encourage students to create teams with people from a diversity of majors and backgrounds.

In preparing for both team and individual assignments, students are encouraged to engage in group discussions. Learning to successfully manage group dynamics, including conflicts and roles, is a key educational component of the course.

***Team Assignments:*** These assignments are to be discussed as a team and then submitted via Canvas to the appropriate homework list. The point person who submits the assignment should include the team name at the top of the submission.

* **3 Written Case Analyses** (to be submitted on your team’s assigned day1) The case study is intended to give you an opportunity to apply the concepts of the course in the context of a “real” business situation. Each case is based on a key situation or event in the history of a young company.
* **New Venture Development Project (NVDP)** 
  + Stage 1: Opportunity Analysis
  + Stage 2: Execution Plan

***Individual Assignments:*** Each person must write up and submit one’s own assignment. These assignments may be discussed in teams, unless the assignment explicitly states otherwise.

* **Getting-to-know-you form** (Week 1)
* **First Written “Live” Challenge Analysis** (Week 2)
* **Final Written Live Challenge Analysis** (End of Course)
* **Personal Business Plan**

**Submitting Assignments**

You will find detailed assignment overviews on the Canvas course website. Students must upload all assignments to Canvas **by the date and time indicated on the Canvas course calendar**. For some assignments, it will be stated on the Assignment page that all or a portion of the assignment (particularly PowerPoint slides) should be emailed directly to the instructor.

IMPORTANT: If you would like to use a project topic that you have used in a former class, or plan to use in another current class concurrently, you must first clear it with the instructor.

**Late Assignments**

Extensions should be discussed with Prof. DeSantola well in advance of any deadlines. Late assignments will be penalized by a 1/3 of a letter grade penalty for each day that the assignment is late (for example: an A- assignment that is turned in one day late would receive a B+). The exceptions to this policy are the NVDP Opportunity Analysis and Execution Plan deadlines, for which no late assignments will be accepted.

**Grade Components & Grading Policy**

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| **55% Team** | |
| 3 Written Case Analyses | 20% |
| New Venture Development Project (NVDP)-- Opportunity Analysis | 10% |
| New Venture Development Project (NVDP)-- Execution Plan | 25% |

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1 As a team, you will be assigned to either a Purple Teams or a Gold Teams group. This is to dictate the cases for which your team must produce written analyses. See the course Canvas under “Assignments” for details.

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| **45% Individual** | |
| First "Live" Challenge-- Written Analysis | 5% |
| Final "Live" Challenge-- Written Analysis | 10% |
| Personal Business Plan | 10% |
| Participation -- Instructors' Evaluation | 15% |
| Participation -- Peer Evaluation | 5% |

In compliance with the Foster School’s grading policy for 300-level undergraduate coursework, your grades will be curved to a pre-determined targeted median of 3.1-3.3. The curve will be administered at the end of the course, which means it will not be reflected in each assignment grade. Final grades are at the instructor’s discretion and are subject to change based on class performance and peer evaluations.

**Class Policies**

Students will be evaluated based on contribution to in-class discussions and sections, as well as timely completion of assigned readings and assignments. This as an opportunity for students to stretch themselves and learn skills like teamwork, public speaking, persuasive writing, and defending ideas, as well as the fundamentals of the entrepreneurial process. I will endeavor to create a supportive environment where there is no penalty for taking a definite stance and expressing new ideas.

**Attendance**

If you anticipate missing **more than two class sessions**, please consider not taking the course. Not participating in more than two sessions will result in a decrease in your participation grade.

It will be your responsibility to find out from your classmates or myself what material was covered, what additional assignments were made, and to obtain any handouts you may have missed.

**Participation**

Class starts promptly. Arriving late and leaving early will negatively affect your participation grade. Lively participation in classroom discussions, freely and without fear, is strongly urged. No opinion is held in disregard, and only through active discussion can we arrive at some consensus of reasonable action. Do not come to class without reading that day’s online preparation in advance. (All ENTRE 370-related announcements and information will be posted on the Canvas course website). Being punctual, present, and prepared for our class sessions is an important part of contributing to the ENTRE 370 learning community.

Students will be evaluated on their participation in classroom discussions, whether about the case under consideration or about the topic of the lecture. The grading of classroom participation is difficult because of an element of subjectivity not present in grading written assignments.

Nevertheless, it is a vital part of the course. Most students feel comfortable in speaking up with

thoughtful comments and questions, but some do not, and I wish to be fair to everyone. I will not be grading on “air time,” but rather on the quality of the question or comment.

Specifically, I will evaluate:

* the **frequency** of your class contributions
* the **quality** of your contributions (ability to draw on course materials and your own experience productively; ability to advance or sharpen our discussions; willingness to take risky or unpopular points of view; use of logic, precision, and evidence in making arguments)
* the **professionalism** of your conduct. This includes punctuality, preparedness, respecting class members and their contributions, and refraining from conduct that is distracting, including texting, allowing your cell phone to ring, and using your laptop or any other electronic device for purposes other than notetaking. Your experiences in the Foster School are intended to prepare you for a professional environment. Part of this is learning to be concise in email and other communications and respecting others’ (including the instructor’s) time.

Our distinguished guest instructors and speakers are assertive, successful, and articulate. Interrupt and ask them questions at any time. They will display an earnest desire to help you understand entrepreneurship.

Given the importance of class participation, I will do my best to get to know you quickly. Feel free to discuss the course and your learning progress with me during my office hours or by appointment. I can promise you that I will do my best to help you grow in your understanding of entrepreneurship and build your confidence in voicing your opinion throughout the course.

**E-Mail Policy**

Please include “[ENTRE 370]” at the beginning of the subject line of all e-mails and only send emails from your UW email account. I will try to reply to all e-mails within 24 hours, but may respond more slowly over weekends and holidays. Please feel free to send a follow-up e-mail if you have not received a response from me after a day.

**Electronics Policy**

In consideration of others in the classroom, I request you to adhere to common courtesies by turning off cell phones and other electronic devices during class apart from those used for notetaking.

**Foster School Undergraduate Code of Conduct**

All students will abide by the Foster School’s code of conduct which states: I will uphold the fundamental standards of honesty, respect, and integrity and I accept the responsibility to encourage others to adhere to these standards.

* HONESTY: I will be truthful with myself and others.
* RESPECT: I will show consideration for others and their ideas and work.
* INTEGRITY: I will be a leader of character. I will be fair in all relations with others.

By being a student in this course, you acknowledge that you are a part of a learning community at the Foster School of Business that is committed to the highest academic standards. As a part of this community, you pledge to uphold the fundamental standards of honesty, respect, and integrity, and accept the responsibility to encourage others to adhere to these standards.

**Academic Integrity and Misconduct**

The University of Washington Student Conduct Code states that students are expected to “Practice high standards of academic and professional honesty and integrity.” This means that students will not engage in activities like plagiarism, multiple submissions, (submitting a paper for credit to more than once class), turning in a paper, or part of a paper, that you did not write.

Academic dishonesty will not be tolerated in any form. You are always welcome to discuss your ideas and assignments for this course with your fellow classmates; however, all assignments must reflect your own effort, thinking, and writing. Copying other’s assignments, looking at graded assignments or other work from previous quarters (other than what is posted on Canvas by the instructor), obtaining full or partial answers or case notes from the internet, or any other form of academic dishonesty will result in a zero grade on the assignment and/or exam and you will be referred to the Dean for an academic misconduct hearing in compliance with the University of Washington Student Conduct Code as outlined in Washington Administrative Code 478-121.

**Religious Accommodations**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (https://registrar.washington.edu/students/religious-accommodations-request/).

**Access and Accommodations** Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or http://depts.washington.edu/uwdrs/. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University

of Washington to create inclusive and accessible learning environments consistent with federal and state law.

**Online Resources on Entrepreneurship**

* Podcasts which can be found on Apple's podcasting app - NPR's How I Built This: Excellent podcast interviewing founders
  + DFJ Entrepreneurial Thought Leaders: A series of talks by founders and entrepreneurs
* For publications, there are popular magazines targeted to entrepreneurs and small business like Entrepreneur, Inc, and Fast Company. There are also general business publications like the Harvard Business Review, Wall Street Journal, and Financial Times and local publications like the Puget Sound Business Journal. Use your UW account to get free access to these sources.
* For databases, refer to the UW Libraries’ online research guide and research help services. They offer an online appointment calendar and also e-mail, chat, and drop-in help.
* Additionally, what you can find through your UW/Foster network: - Arthur W. Buerk Center for Entrepreneurship
  + Jones + Foster Accelerator Program
  + UW CoMotion