

**MCDANIEL COLLEGE
DEPARTMENT OF ECONOMICS & BUSINESS ADMINISTRATION**

BUA 2211

Entrepreneurship

Spring 2019

Instructor

Ms. Kira Müller

Email

kmuller@mcdaniel.edu
kira.mueller@gmail.com

Office Location & Hours

Course Materials

Osterwalder, A., Pigneur, Y., Clark, T. and Pijl, P. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. Hoboken: Wiley.

Osterwalder, A., Pigneur, Y., Bernarda, G. and Smith, A. (2014). *Value proposition design*. Hoboken: Wiley.

Supplementary Texts and/or Other Learning Materials

Blank, S. G. and Dorf, B. (2012). *The startup owner's manual*. Pescadero: K&S Ranch.

Kim, W. C. and Mauborgne, R. (2015). *Blue ocean strategy: how to create uncontested market space and make the competition irrelevant*. Expanded ed. Boston: Harvard Business Review Press.

Ries, E. (2011). *The lean startup: how constant innovation creates radically successful businesses*. London: Portfolio Penguin.

Sinek, S. (2011). *Start with why: how great leaders inspire everyone to take action*. New York: Penguin Putnam.

Course Description.

This course offers an opportunity to focus on and actively engage in the processes involved in the development of business ideas. It will enable students to recognize and use the competences and skills needed for the start-up of a new business. The course will also provide

students with real world, experiential learning and understanding of how to transform a product or service idea into a potential start-up business and how to finance a Micro Business or SME and how to prepare a business plan. Working in teams, students will learn how to create, test, and iterate the components of a business model. Lecture concepts will be reinforced with hands-on, “get out of the building” activities as students discuss their ideas and business model hypotheses with potential customers, partners, and competitors.

How is the course delivered.

This course will be divided into seminars and student-led seminars. Teaching will be supported by directed study of textbooks and journal articles. Students will be encouraged to bring into the seminars other articles, case studies or share their experiences on the current topic. Intellectual skills such as critical analysis, synthesis and problem solving will be practised through active learning processes within group learning activity such as seminars, workshops or a case study analysis. Independent thought and understanding of intellectual skills will be examined by questioning students in their student-led presentation, completing unseen written examinations or problem-based exercises. Various forms of teaching strategy would be employed to provide stimulation and participation amongst students. These will include:

- group work and formal presentations
- case studies;
- role plays;
- informal peer assessment;
- experiential tasks;
- guest lectures by successful entrepreneurs and venture capital experts.

Course Outcomes

Upon completion, successful students will be able to:

1. Define the role of the entrepreneur and associated characteristics.
2. Demonstrate a systematic understanding of the process of business start ups
3. Describe and execute the steps involved in developing a robust business model.
4. Analyse how particular management styles, attitudes and abilities can lead to and are necessary for entrepreneurial success
5. Evaluate a credible start-up business plan
6. Analyse the personal qualities imperative for entrepreneurial activities

Learning strategies

Learning outcomes will be facilitated by using the following techniques:

- a. Independent study (readings, research, writing)
- b. Small group, class discussions and exercises
- c. Hands on experience - “get out of the building”

- d. Exams
- e. Written assignments and oral presentations
- f. Class lecture and video

Transferable Skills (TS)

On successful completion of this module, students should be able to:

1. Take responsibility for own work and criticise it
2. Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations
3. Act autonomously, with minimal supervision or direction, within agreed guidelines; take responsibility for planning and developing courses of action that are capable of underpinning changes or development
4. Confidently apply their own criteria of judgement, challenge received opinions, and reflect on actions as well as solicit and make use of feedback
5. Select and manage information as well as use competently and, if appropriate, design reasonably straightforward academic and professional research
6. Identify complex but well-defined problems and apply appropriate knowledge, skills and methods to solve these
7. Engage effectively in debate in a professional manner and produce detailed and coherent reports
8. Structure thoughts and ideas clearly and within the time limit specified using a variety of presentation techniques and tools to deliver the message in a professional manner
9. Recognise and understand differences in human behaviour stemming from specific cultural backgrounds and adjust own behaviour to others accordingly
10. Interact effectively within any given team/learning/professional group on routine tasks as well as recognise, support or be proactive in leadership, manage conflicts and negotiate solutions professionally

The Honor Code

Please refer to the provisions in the McDaniel College “The Honor Code “. All students should be familiar with what constitutes cheating, plagiarism and unauthorized assistance. All assignments with plagiarized work, unauthorized assistance, cheating, fabrication or multiple submissions assignments with plagiarized work will receive a ‘0’. Any student who submits plagiarized work for their portion of the team project will receive a ‘0’ for the project and for the course. Additionally, all electronic devices must be powered off during exams. Violation of this electronic device policy will result in a ‘0’ on the exam. Any attempt to commit any of the following offenses constitutes a violation of the Honor Code.

Cheating - on tests, quizzes or homework, or giving unauthorized help to others.

Plagiarism – the use of another person’s work, facts or ideas, including computer programs or information from the internet, without proper acknowledgement.

Multiple submission – submitting a copy of a paper or substantially the same paper in different courses without permission of the instructors.

Misuse of computing or library resources and borrowing privileges.

Late assignments and make-up tests

If an exam, paper, or presentation is missed without prior permission from the instructor, the grade will be a '0'. there are no make-up assignments or extra-credit assignments.)Exception: family emergency or medical emergency; documentation required).

Request for Accommodations

McDaniel College, in accordance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) and the Federal Rehabilitation Act of 1973/Section 504, will provide reasonable accommodations for eligible students with disabilities. If you require special assistance, please see me privately and/or seek assistance directly from the Student Academic Support Services Office(SASS). You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SASS Office and me.

Non-Discrimination Policy

McDaniel College does not tolerate discrimination or harassment on the basis of race, religion, color, national origin, disability, age, sex, sexual orientation, pregnancy, military status, genetic information, marital status, veteran's status, or any other legally protected status. To report an incident occurring within an academic context, contact the Office of Academic Affairs. To report other on-campus incidents, contact the Division of Students Affairs.

Resources for students who may witness or experience gender-based discrimination, harassment or violence (Title IX)

McDaniel College is committed to preserving an educational environment that is free from gender-based discrimination, gender-based harassment, sexual harassment, sexual violence and relationship violence and stalking. To report an incident and/or to obtain an academic accommodation, contact any member of the Division of Students Affairs, Department of Campus Safety, any Dean, the Provost or the Title IX Coordinator. Faculty members are not considered confidential resources and therefore incidents shared with them must be reported to the Title IX Coordinator. If you wish to speak confidentially about an incident, please contact the Wellness Center.

Testing and grading

The final course grade will be calculated according to the following formula:

Assignment	Overall % of Course Grade
Professionalism 1	10
Professionalism 2	10
Exam I	15
Exam II	15
New Business Model	50
Total	100

Each assignment will be graded out of 100. Grades will be posted to blackboard as they are earned. The overall course grade % equates to a letter grade based on the table below.

A+	96-100	4.0
A	93-95	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	1-59	0.0

Professionalism (20%)

Professionalism will be assessed twice during the semester (see Course Schedule for Dates). Each assessment is worth 10%. Professionalism includes the following dimensions:

1. **Preparation:** Review and analyze assigned materials prior to class. Be prepared to discuss them. Demonstrate critical and analytical thinking both verbally and in writing.
2. **Class Participation:** Class participation is an integral part of the learning process. Ask questions and contribute thoughts and personal experiences whenever relevant. Draw on class materials and other useful information to substantially add to the overall discussion.
3. **Group Participation:** Group participation is also an essential part of the learning process. Be an active participant and contributor at group meetings and on group projects.
4. **Behaviors:** Create a safe and appropriate learning environment for other students. Demonstrate respect, fairness, integrity, and honesty. Demonstrate critical thinking.

Regular attendance throughout the semester is important. Understanding will not be acquired by reliance on assigned readings. Arrive on time and stay until class is dismissed. Similarly, attend scheduled group meetings.

Grades will be assigned based on the criteria outlined in Appendix A of this syllabus.

Exams I and II (30%)

There will be two, not-cumulative exams during the semester, each worth 15%. Exam questions will be multiple choice based on the assigned readings, class and video lectures and discussions.

New Business Model (50%)

The New Business Model is a team assignment. Teams will be formed the second week of class at which point teams may begin preliminary work on their business idea. No more than six teams will be formed.

The business idea must be new or materially different from an existing business. It may involve an existing market or industry, but it may not involve buying an existing business, becoming a franchisee of an existing business, or simply developing and selling a patent. Over the course of the semester, each team will select, develop, research, market test, and refine its business idea resulting in the development of a robust business model.

No two teams may select the same or similar business idea as determined by the instructor. The instructor reserves the right to reject an idea if it is deemed to be non-original. If a business idea has already been selected by another team, a different business must be selected. *Sign up will be available beginning the 2nd week of class.*

The foundation of the assignment is Osterwalder's Business Model Canvas (BMC) which can be found in the Documents section of Blackboard in the Business Model Tools folder (along with other required tools). Teams will develop and iterate the BMC throughout the semester. *To show the various iterations of the BMC, black = untested hypotheses, red = rejected hypotheses, green = accepted hypotheses/facts.*

The assignment grade is based on three presentations and their respective documentation packages (see Course Schedule for dates). Each presentation builds on the last culminating in a final presentation of the business model. Everyone is expected to participate in every presentation (see Professionalism). Following the presentation, each team should be prepared to address questions, comments, and concerns from the rest of class.

Presentation 1 (10%)

Each team will develop a 6-8 minute presentation that discusses the business idea and preliminary business model hypotheses.

Presentation 1 (7%)	Documentation package 1 (3%)
<p>Who are we? (team intro) What's our compelling big idea?</p> <p>Is there product-market fit? Value Proposition(s) and Customer Segment(s)?</p> <p>What do we already know? What don't we know?</p>	<p>BMC Version 1 (Value Propositions and Customer Segments components only) (> 3 hypothesis per BMC component)</p>

Presentation 2 (15%)

Each team will develop a 15 minute presentation that discusses progress on the business idea with a focus on the 'right side' (revenue side) of the BMC.

Presentation 2 (10%)	Documentation package 1 (5%)
<p>What's our idea?</p> <p>What have we learned since Presentation 1? What else has changed (modified, added, eliminated)?</p> <p>What is the product-market fit? How will we deliver the value proposition? How will we make money?</p> <p>What BMC hypotheses have we accepted/rejected/created?</p> <p>How big is the market? How competitive?</p>	<p>Interview Summaries (> 25 interviews)</p> <p>BMC Version 2 (right-side only) (> 25 hypotheses - untested, rejected, accepted/facts – with > 1 per right-side BMC component)</p> <p>TAM, SAM, TM, Competition (with supporting info)</p>

Presentation Final (25%)

Each team will develop a 20 minute presentation that discusses the business idea, the journey in creating the business model (both sides of BMC), a detailed description of the service, projected revenues and investment readiness level. .

Presentation Final (15%)	Documentation Package Final (10%)
<p>What was our original business idea?</p> <p>What have we learned and how has it shaped our idea? Revenue side? Cost side?</p> <p>How does the product/service work? (demo, MVP, detailed product description)</p>	<p>Interview Summaries (> 50 interviews)</p> <p>BMC Final Version (> 40 hypotheses - untested, rejected, accepted/facts – with > 1 per BMC component)</p>

Can we make money? Are we ready for investment? Rationale?	Revised TAM, SAM, TM, Competition (with supporting info) AND 5-Year Pro Forma Income Statement IRL (1-2 page write-up)
---	---

Course Schedule (subject to modification)

Week	Calendar	Topic	Pre-Class Assignment	Key dates
1.	*	Introductions – course, instructor, students Overview of Entrepreneurship/What is a Startup?	How to Build A Startup: Lesson 1 & 2	
2.	*	Business Model Introduction	BMG: p.14-51 https://www.youtube.com/user/businessmodeltv (six short videos) How to Build A Startup: Lesson 3	Sign-up begins for Teams and Business Idea
3.	*	Customer Development Value Proposition & Customer Segments	How to Build A Startup: Lesson 4 How to Build A Startup: Lessons 5&6	
4.	*	Tools & Techniques GET OUT OF THE BUILDING	BMG: p.126-191 Constable, G. (2014). Talking to Humans. https://s3.amazonaws.com/TalkingtoHumans/Talking+to+Humans.pdf	
5.	*	EXAM I Types of Business Models	BMG: p. 54-119	EXAM I

6.	*	Channels & Customer Relationships GROUP CONSULTATIONS1	How to Build A Startup: Lessons 7 & 8	
7.	*	Revenue Streams (revenue model & pricing) NEW BUSINESS MODEL PRESENTATION 1	How to Build A Startup: Lesson 9	Documentation Package 1 & Presentation vial email New Business Model Presentation 1
8.	*	Partners, Resources, Activities and Costs GROUP CONSULTATIONS2	How to Build A Startup: Lesson 10 & 11	Professionalism 1 & Mid-Term Grade Posted
9.	*	Business Model Environment GET OUT OF THE BUILDING	BMG: p.200-212	

Week	Calendar	Topic	Reading	Exercises
10.	*	EXAM II GET OUT OF THE BUILDING		EXAM II
11.	*	NEW BUSINESS MODEL PRESENTATION 2 Open Discussion: final presentation deliverables		Documentation Package 2 & Presentation vial email New Business Model Presentation 2
12.	*	GROUP CONSULTATIONS3 Open Discussion: best practice presentations		
13.	*	NEW BUSINESS MODEL PRESENTATION FINAL		Documentation Package Final & Presentation via email Presentation Final
14.	*			Professionalism II Posted Final Grade Posted

* Date will be announced according to the course schedule dates.

APPENDIX A

Entrepreneurship

Professionalism Evaluation Criteria

0%	1-25%	26-50%	51-75%	76-99%	100%
<p>Never participates in class.</p> <p>Never participates in group discussions/exercises in class.</p> <p>Does not contribute to group paper and group presentation assignments.</p>	<p>Rarely participates in class.</p> <p>Rarely participates in group discussions/exercises.</p> <p>Minimal contributor to group paper and group presentation assignments; cannot be relied on by other group members.</p> <p>Rarely demonstrates respect, fairness, integrity and honesty</p>	<p>Sometimes participates in class.</p> <p>Sometimes participates in group discussions/exercises.</p> <p>Minimal contributor to group paper and group presentation assignments; cannot be relied on by other group members.</p> <p>Consistently creates a safe and appropriate learning environment for others through respect, fairness, integrity and honesty.</p> <p>Sometimes demonstrates respect, fairness, integrity and honesty.</p>	<p>Sometimes participates in class in a way that demonstrates preparation and critical thinking.</p> <p>Sometimes participates in group discussions/exercises in class in a way that demonstrates critical thinking.</p> <p>Valuable contributor to group paper and group presentation assignments; can be relied on by other group members some of the time.</p> <p>Consistently demonstrates respect, fairness, integrity</p>	<p>Frequently participates in class in a way that demonstrates preparation and critical thinking.</p> <p>Frequently participates in group discussions/exercises in class in a way that demonstrates critical thinking.</p> <p>Valuable and equal contributor to group paper and group presentation assignments; can always be relied on by other group members.</p> <p>Consistently demonstrates respect, fairness, integrity</p>	<p>Always participates in class in a way that demonstrates preparation and critical thinking.</p> <p>Always participates in group discussions/exercises in class in a way that demonstrates critical thinking.</p> <p>Valuable and equal contributor to group paper and group presentation assignments; can always be relied on by other group members.</p> <p>Consistently demonstrates respect, fairness, integrity</p>

			and honesty.	and honesty.	and honesty.
--	--	--	--------------	--------------	--------------

APPENDIX B

Entrepreneurship

Documentation Package 1 Grading Criteria

BMC Hypotheses created for Value Proposition and Customer Segment Components (30%)	_____
Product-Market Fit (40%):	_____
Originality of Business Idea (not viability) (30%):	_____
OVERALL GRADE (100%):	_____

APPENDIX C

Entrepreneurship

Documentation Package 2 Grading Criteria

Required Documents Present (15%):	_____
BMC and Interview Summaries Meet # Interviews/Hypotheses Criteria (10%):	_____
Robustness & Alignment of BMC Components (50%):	_____
Credibility & Defensibility of TAM, SAM, TM (25%)	_____
OVERALL GRADE (100%):	_____

APPENDIX D

Entrepreneurship

Documentation Package Final Grading Criteria

Required Documents Present (15%):	_____
BMC and Interview Summaries Meet # Interviews/Hypotheses Criteria (10%):	_____
Robustness & Alignment of BMC Components (30%):	_____
Credibility & Defensibility of TAM, SAM, TM (10%)	_____
Credibility & Defensibility of Pro Forma (20%)	_____
Credibility & Defensibility of IRL (15%)	_____
OVERALL (100%)	_____

APPENDIX E

Entrepreneurship

Presentations Grading Criteria

Critical Thinking/ Business Rationale (40%):	_____
Content (35%): Organization/Clarity(10%):	_____
Visuals (5%):	_____
Effectiveness in Addressing Questions (5%):	_____
Body Control/ Voice/Delivery (5%):	_____
OVERALL GRADE(100%):	_____