

Entrepreneurship
Course Number: 29:382:496
Course Title: Entrepreneurship Practicum

COURSE DESCRIPTION

Entrepreneurship is a process and a pathway for becoming who you want to be through organizing to create the changes you want to see in the world. It is social tool for organizing and creating resources that allows people to magnify their influence. It is the most accessible such tool for most people at most times and in most places. This course provides students with the opportunity to learn and apply fundamental skills and knowledge for starting and nurturing new organizations. You will do this through preparing to create or creating (in groups) your own prosocial ventures (a category which includes social justice-oriented ventures). This course is a foundation to what will become the Urban Solutions Lab located in the HLLC.

With rare exceptions, I don't not allow the use of electronic technology – e.g. cell phones or laptops or tablets – during class. We will respect one another by listening to one another. Handwritten notes are more effective for learning, in my assessment, than are typed notes. You may not audio or video record any part of the course without explicit permission of everyone who might be recorded.

By remaining in this course after this syllabus is distributed, you are pledging that you will keep completely confidential not only any information you learn about the organization you will work with for your class project, but also any information you learn about other companies involved with other peoples' class projects.

COURSE MATERIALS

I am attempting to make this course as inexpensive as possible. You will need to buy a coursepack (Entrepreneurship Practicum) from Harvard Business School Publishing for \$12.75 using the following url: <https://hbsp.harvard.edu/import/694998>. Most other readings will either be available for free in the public domain or through Rutgers libraries or they will be brief whitepapers that I write specifically for this class.

Please note: *I may add readings and make other changes to the course structure and content as required to accommodate the emerging demands of the course and projects. Further, I am also quite likely to change other parts of the syllabus to provide more time in class for project development or more attention to an emergent topic.*

In all email correspondence regarding this course, please make the subject line of the email:

“Entrepreneurship Practicum your first name your last name subject”. This will ensure that your messages are prioritized in my inbox.

All documents submitted through Canvas or emailed to me must be Word documents or text documents. Please do not send me or try to submit PDF files or links to google docs.

LEARNING GOALS AND OBJECTIVES

1. To understand and practice entrepreneurship as a broadly applicable social technology for organizing your own and other's efforts and resources toward valuable goals.
 2. To shape your entrepreneurial activities in ways that help you become who you want to be.
 3. To understand and choose whether and how to manage your social network toward having it support achievement of your goals.
 4. To improve your ability to construct a persuasive entrepreneurial narrative to attract potential and current stakeholders.
 5. To engage with leaders of local prosocial ventures.
 6. Max Weber, the greatest social theorist of all time, had the following to say about bureaucrats: "Specialists without spirit, sensualists without heart; this nullity imagines it has attained a level of civilization never before achieved." He feared the "dark polar night" of "homogeneity" and "regimentation" that is part and parcel *especially* of well-run and efficient large organizations. We will understand and celebrate the characteristics of entrepreneurship in contradistinction to Weber's nightmare vision.
 7. I plan to enjoy myself and suggest that you do the same.
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ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>).

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, "On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment." I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don't let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

REQUIREMENTS AND GRADING

Before we get into the details, let me emphasize something that students sometimes misunderstand when reading the syllabus. It is not particularly difficult to get a good grade in the course and every student who is enrolled is capable of earning an A. However, in order to succeed (and earn a high grade) in this course, you must come to class consistently, on time, having done the readings. The most likely source, for most students, of "losing a lot of points" is missing quizzes, getting quiz questions wrong and losing credit for class participation by being absent or unprepared.

My suggestion? Do all of the readings and be in your seat at the beginning of class.

The group projects will require that you commit time and effort to them beginning early in the term. I will provide some supervised class time for the projects, but you will also need to spend time as a group outside of class. I suggest figuring out quickly how to make this happen.

More details and rubrics for assignments and grading will be provided during the term.

A. Class participation and impromptu presentations. (20 points):

- a. A great deal of learning in this course takes place through class discussion, and only by being prepared and participating can you fulfill your obligation to yourselves and to your colleagues. You are required to come to every class, well-prepared and willing to participate. I hope that you will come *eager* to participate.

My approach is based on a firm belief that unmanaged shyness and passivity are detrimental to entrepreneurial performance, and a firmer belief that every student can make valuable contributions to class discussion. Nonetheless, class participation is the most challenging component of this course for some students. Please note that a good class participation grade requires that you speak in class: “being prepared” and “showing up” are not enough. I construe participation quite broadly: your class participation grade is also affected by your reliability and timeliness in completing ungraded tasks such as posting your resume.

- b. Life is full of choices, and it may be perfectly reasonable for you to choose to miss a class or to not prepare for class based on personal tradeoffs, but realize that your choice will have consequences. If you are unprepared, please let me know before the beginning of class. I won't call on you, and this will save us all some embarrassment. If I call on you and you are not prepared – and you have not forewarned me -- it will be treated as if you weren't in class. If you know you are going to miss a class, please let me know beforehand.

I expect you to come to class, well-prepared, for every session. Excused absences require documentation in writing, and are defined as and limited to the following: “Illness requiring medical attention, curricular or extracurricular activities approved by the faculty, unforeseen personal obligations, recognized religious holidays or observances, and severe inclement weather causing dangerous traveling conditions.” You are allowed *one* non-excused absences from class. Each additional unexcused absence will result in a deduction of three (3) points from the calculation of your final grade. Please note that if you miss a quiz due to any non-excused absence, those points are lost. If you miss a quiz due to an excused absence, you will be given the opportunity to make up the points.

- c. A side note on class participation:
- I already believe that each person in this course is intelligent and accomplished. Therefore, class participation is not an opportunity to convince me how smart you are through your ability to provide an answer to every question or to dominate your classmates.
 - Instead, class participation is an opportunity to make high quality contributions to the discussion through sharing insights and understanding that are a result of your work with the assigned materials and your engagement with the ongoing discussion.
 - Good class participation builds on previous comments with reasoned critiques or extensions. It does not ignore the flow of the ongoing discussion in order to make an unrelated point.
 - Good participation is grounded explicitly in the evidence at hand.

- Good participation means listening respectfully to others' participation, even when you are trying to convince these same others that they are wrong.
- A large part of the value of participation in this course derives from others' feedback on your ideas. You must practice and display the skill of responding gracefully and gratefully to criticism.

B. Network Analysis. (15 points):

You will conduct an analysis that examines your own social network and its utility for helping you become who you want to be through creating the change you want to see in the world. I will provide you with a network analysis instrument/worksheet to help you describe and diagnose your network. You will hand in a report that describes your network and discusses your short- and long-term objectives, the strengths and weaknesses of your current network relative to these objectives, your preferred approaches in managing your network, and an action plan describing how you will enhance your network going forward in order to help you accomplish your objectives. Suggested and maximum length: five pages double-spaced narrative, 12 pt. Times New Roman font, with one-inch margins, *plus* a cover page, the worksheet and any diagrams you choose to include. This assignment should be turned in as a single document rather than in multiple parts.

C. Group Venture Project. 40 points (10 for presentation, 10 for documented conversations, 20 for report):

Teams of students will construct projects aimed at creating new ventures by working iteratively between planning and executing activities such as market research, constructing and presenting tales aimed at attracting stakeholders while also figuring out lots of logistical mundanities.

- These projects should be things you care enough about that you might actually want to move them forward even after this class. They can be continuations of things you have already worked on.**
- Grading will be on the basis of the quality of your work on a number of deliverables we will describe more precisely during the course. These will include:
 - Your development and demonstration of skills in developing and presenting compelling and persuasive tales for various potential stakeholders.
 - Your research regarding demand for what your venture will provide and the availability of resources to support your efforts.
 - Your resourcefulness in finding ways to make things happen when it turns out that stakeholders and resources are ostensibly inadequate.
 - A final written plan and persuasive tale. Note: Consistent with themes of improvisation, impromptu performance and hustle that we will emphasize throughout the course, "*Doing and Documenting*" can replace some or all of your "*Planning.*"
- The success of your research depends heavily on getting out and talking with people who are knowledgeable about your market, the product or services you will offer and the

environment in which you seek to operate, as well as with people who might become stakeholders of various sorts. Each team needs to document at least 30 encounters constituting at least 10 hours of conversation. At least half of these must be face-to-face. I will provide you with a simple form that you will use to document these conversations. This deliverable will count for 10 of the 40 points assigned to your project.

- d. There will also be series of ungraded deliverables on the way to completing this project. These deliverables are intended to keep you on track and in some cases to give me the opportunity to provide feedback that should be useful for improving the quality of your final, graded deliverables. As long as you turn in each deliverable on time, and with evidence of effort, you won't lose any points on the project for weaknesses on these interim tasks.
 - e. **I want you to understand: you can work on any sort of prosocial venture whatsoever.** And within very broad limits, you and your team decide what you consider to be prosocial. We will discuss a variety of ways to think about this. For example, I doubt that any of you want to start a new religious organization or religion, but if you want to, that's fine! The venture can be for profit, not for profit or any combination you can imagine. It can be intended to go on "forever" or to be sustained for only a limited time. It can be full time, or it can be part time: something you can do even while you are still a student.
 - f. Twice during the term, I will require that each team member confidentially evaluate the efforts of themselves and the other members of their team. I will provide a simple rubric for this task. The first round is intended to be diagnostic, allowing me to intervene early on if there are issues that team cannot address itself. The second round is evaluative, allowing me to investigate anyone who is choosing not to contribute to group efforts. Students who choose not to contribute risk losing some of the points earned by the group as a whole.
- D. Quick assessments. 25 points:

We will have five or more quick assessments, done in class (the number we have will determine the points per assessment). These will have the appearance of simple quizzes on the readings due the day of the assessment and on class discussions from prior classes. The purpose is to provide me with feedback on peoples' comprehension of the readings, cases and/or class discussions, and to provide direct and immediate rewards to students for staying current with course materials.

I will hand out the quizzes at and will collect them at exactly. If you are not in the room before (), this means that you will not be able to take the quiz.

Everyone's lowest quiz score will be "dropped."

Grading Summary:

A. Class participation, etc.	20 points
B. Network analysis	15 points
C. Group Venture Project	40 points
D. Quick assessments	<u>25 points</u>
	100 points

The grading scale is as follows:

- 90-100 (A)
- 87-89 (B+)
- 80-86 (B)
- 77-79 (C+)
- 70-76 (C)
- 60-69 (D)
- 59 or below (F)

For written assignments: if they are turned in after the beginning of the class during which they are due, but before the beginning of the next class session, the grade will be reduced by 10 points. After that, the grade is 0. Turning in *ungraded* assignments on time and in a manner that suggests you have taken the assignment seriously will contribute toward your class participation grade. The content and the quality of your writing will be considered in assigning grades for written assignments.

Unless otherwise stated, assignments should be turned in via Canvas. If you are for some reason unable to turn in an assignment using Canvas, it should be emailed to me by the time it is due.

COURSE SCHEDULE

Topic(s) and Activities	Assignments*	“Submit” = before start of class; “Present” = during class
Introduction: Syllabus What do we mean by prosocial ventures? Organizing frameworks:	Read the syllabus carefully and bring a printed copy to class.	

1. Inputs, outputs and connecting them. 2. Value proposition, business model, strategy		
Why does “prosocial” matter? Entrepreneurship & Inequality	1. American Capitalism is Brutal 2. Business Roundtable on Stakeholders	Upload one-page resume to group “Please Upload Resumes Here”
Identity: Who am I and who do I want to be? The complexity of society and messiness of who we are. The entrepreneurial personality Introductions	1. The Myer-Briggs test is a joke. 2. Why Myers-Briggs is totally useless, but wildly popular 3. Powell & Baker, 2014: Pages 1406-1409 (up to “empirical setting and methods”) 4. Baker & Powell, 2019: Pages 405-409 (up to “Is our research up to the task?”)	<u>Bring to class</u> your printed picture following guidelines I will provide. team founders submit bids.
Introduction to Networks. Team Formation Introduction to team innovation charters.	Six Degrees of Lois Weisberg, Malcolm Gladwell	
Getting people to do what you need without lying to them.	1. Jerry Sanders HBS case (guide questions provided) 2. Cialdini: Harnessing the Science of Persuasion.(HBSP Coursepak)	Present initial project declarations Submit team innovation charters and contact info.
Understanding the needs you will serve; top-down and bottom-up research; empathy and listening	Watch Abbie Griffin Video (48 minutes and two seconds): https://www.youtube.com/watch?v=r0ODplhMYiE	
Telling Tales: Narrative	TBD	

structures and presentation		
Group work and coaching		
Guest Speaker: Scarlett Rocourt of Wonder Curl	TBD Please familiarize yourselves with Scarlett and the story of her business on the Web.	
Applying the persuasive presentation logic	None	Submit one paragraph venture narrative First formal presentation of venture idea using narrative structure and Value Proposition/ Business Model/ Strategy Framework
(Guerilla) Marketing	Guerrilla Marketing Examples (2 brief readings) – <i>For Discussion, not as specific recommendations!</i> Come to class with “design” for a guerilla marketing “campaign” for your venture	Submit first confidential team evaluation
Resources & Sustainability 1: Venture Capital	TBD	Submit Initial Top-Down and Bottom-Up research report (outline provided); attach research logs.
Resources & Sustainability 2: Other people’s money (OPM) and your own	Bootstrap Finance: The Art of Startups. Bhide, 2002. Available online from Rutgers Library.	Present quick pitches
Resources & Sustainability 3: Heuristics and Biases, Leverage, CASH	Cognitive biases potentially affecting judgement of global risks. Yudkowsky, 2008.	Submit Network Analysis
Resources & Sustainability 4:	Gladwell, M. 2009. How David Beats Goliath. The New Yorker, 85(13), 40-49.	

Bricolage and Resourcefulness.		
Open	Open	
The world as it is. Introduce resource needs and access report.		Submit second research report Present Initial Research Narratives
Planning and improvising.	<ol style="list-style-type: none"> 1. Entrepreneurs: Why planning matters and how to do it better. Forbes, 2016 2. The ‘no plan’ business plan for entrepreneurs. Schramm 2018. 3. Improvising Entrepreneurship: Duxbury, 2014. 	
Projects: Group work and coaching		
Pitches	Suggestion: begin readings for next two classes.	Submit Resource needs and access report: See guidelines. Present resource needs and access pitches (i.e., convince us you can get the resources you need or make do with what’s at hand)
Organizing: form, incentives, hierarchy, quality of work life.	<ol style="list-style-type: none"> 1. Appex, HBS Case (guide questions provided) 2. On the Folly of Rewarding A, While Hoping for B, Kerr, 1975. 	
“Good” or good stories: ideology and reality in sustainability, made in America, good place to work, etc.	<ol style="list-style-type: none"> 1. Can fast fashion and sustainability be stitched together? Bowman & McCammon, 2019. 2. “Greener,” untruths. Powell & Baker, 2014 (pages TBD) 3. Not Buying It: Fast Fashion, Lies & Sustainability, Halling, 2016 4. Customers say they want products “Made in America” but price comes first. Long, 2017 	
Projects: Group work and coaching	Additional materials as needed for projects	

Reports and Narrative		Submit draft written project reports: see guidelines. Present full (practice) narratives
Reports and Narratives		Present full (practice) narratives
Group work and coaching		
	Any additional materials as needed for projects	Present final narratives 1
		Present final narratives 2
Course Wrap-Up	Coaching on final written reports	Submit final confidential team evaluation
Final Exam		Final written reports due by ()

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek **religious accommodations**, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of **gender or sex-based discrimination or harassment**, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]