

# COURSE SYLLABUS

## Entrepreneurship in Practice I

**Course code:** MGT 306

**Term and year:** Fall 2022

**Day and time:** Fridays 8:15-11:00

**Instructor:** Jeff Medeiros, MBA Information Systems, BSc Marketing/Finance

Co-Founder, Keastone, Inc. IRIIS, a Software-as-a-Service Cloud Offering

**Instructor contact:** [jeff.medeiros@aauni.edu](mailto:jeff.medeiros@aauni.edu)

**Consultation hours:** immediately following class or as scheduled

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Intermediate
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	None
<b>Contact hours</b>	42 hours	<b>Course type</b>	Required BA BA elective

### 1. Course Description

This class addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business. The goal is to provide a solid introduction of important concepts and practical applicable models, tools, and resources for today's entrepreneurial environment. In addition to creative aspects, key business areas of finance, accounting, marketing, and management will be addressed. The course leverages classroom discussion, active participation, guest speaker presentation of practical, and relevant best practices, and building a plan to develop a comprehensive strategy for launching and managing a business. Students will need to draw upon their business education and experience and apply it to the task of launching a new venture. Students are expected to interact with the business community advisors, be able to work effectively in teams, and be active participants in classroom discussions and exercises.

### 2. Student Learning Outcomes

Upon completion of this course, students should have a critical and informed understanding and ability related to the following:

- i. To possess a well-grounded understanding of essential entrepreneurial business principles.
- ii. To develop an understanding of important business issues as they relate to new ventures.
- iii. To identify, appreciate, and assess the knowledge, attitudes, and skills of an entrepreneur.
- iv. To study and observe entrepreneurial settings and entrepreneurial role models through exposure to actual business settings and experiences.
- v. To have an expanded awareness of the resources available for creating a business plan.
- vi. To establish a level of confidence in creating an actual business, including a business plan as a tool to assess, create, and communicate a business concept

to a variety of interested parties – investors, stakeholders, employees, customers, and suppliers.

### 3. Reading Material

#### **Required Materials**

The course is delivered through participative lectures and class discussions based on case studies. Students are expected to study primary and secondary texts, and to be exposed to up-dated materials. Students also have opportunities for peer and self-assessment to develop their skills in being responsible for their own learning and development.



#### **Required Readings:**

Ries, E. (2011). *The Lean Startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business, 4th ed., ISBN: 030-788-7898



#### **Reference guide for core topics:**

Spinelli S., Adams R. (2012). *New Venture Creation: Entrepreneurship for the 21<sup>st</sup> Century*. McGraw-Hill, 9<sup>th</sup> ed. International ed., ISB: 978-007-132463-2  
(Content required for the class activities or discussions will be provided)

#### **Additional Readings:**

##### **Magazines, journals, newspapers, and podcasts.**

*Harvard Business Review* [www.hbr.org](http://www.hbr.org)

*Business Week* <http://www.bloomberg.com/businessweek>

*Wall Street Journal*: [www.wsj.com](http://www.wsj.com)

*The Economist*: [www.economist.com](http://www.economist.com)

*Reuters*: [www.reuters.com](http://www.reuters.com)

*The Financial Times* [www.ft.com](http://www.ft.com)

#### **Reference sites for the Business Planning and research:**

<http://theleanstartup.com/principles>

<http://www.prenhall.com/scarbzim/html/checklist.html>

<http://www.sba.gov/category/navigation-structure/starting-managing-business>

#### **Additional Websites for current information on Entrepreneurship:**

[www.ecomer.stanford.edu](http://www.ecomer.stanford.edu) (Entrepreneurship Center instructional videos)

[www.bized.ac.uk](http://www.bized.ac.uk) (case studies)

[www.inc.com](http://www.inc.com) (source for new and small business information)

[www.amanet.org](http://www.amanet.org) American Management Association

[www.launch.co](http://www.launch.co) Launch (what's new in the startup world of Silicon Valley)

[www.startupyard.com](http://www.startupyard.com) (largest tech incubator in Prague)

[www.credoventures.com](http://www.credoventures.com) (largest tech VC firm in Prague/Central and Eastern Europe)

### Tech Specific Websites:

[www.theverge.com](http://www.theverge.com) (tech news and trends)

[www.wired.com](http://www.wired.com) (tech news and trends)

[www.techcrunch.com](http://www.techcrunch.com) (tech news and trends)

Other readings and online resources will be assigned as the course progresses.

### Recommended Materials

- Additional readings will be posted in NEO during the semester as well.

### 4. Teaching methodology

My method of teach is very simple in that I present the high-level concept of a topic and introduce it in the context in which the students would expect to see and experience the topic in their everyday life, be it person or professional.

I then introduce the elements of the topic, which often includes new vocabulary and concepts that are necessary when communicating with various information systems subject matter experts, as business students will be required to do when they enter the workforce.

From this new 'toolbox' of words and concepts we will apply them to specific activities. It is here where learning really happens, the ACT of applying data and information to a case or a practical exercise creates an indelible mark in your brain that you can recall and apply again and again in the future.

### 5. Course Schedule

Date	Class Agenda
Session 1 9/30/2022	<b>Topic:</b> Course and Program Overview <b>Description:</b> Introduction to the course and AA's eLearning system (NEO, where to find information and where assignments and grading will be posted and presented). General introduction to Entrepreneurship and the Junior Achievement University Challenge program, requirements, expectations and the final contest and its alignment with this course. <b>Reading:</b> PPT Slides <b>Assignments/deadlines:</b> Come to class with valid NEO LMS – eLearning Management System – access and your computer and access to Slack
Session 2 10/7/2022	<b>Topic:</b> Emotionally Intelligent Idea Generation and Starting a Business <b>Description:</b> Introduction and in-class activity leveraging the novel approach to identifying a meaningful opportunity through a creative process involving the entire team to facilitate their focus on 1) the groups of people they want to serve combined with the emotional needs of those people. <b>Reading:</b> PPT Slides and Link to background on E.I.I.G. and JA Textbook <i>Starting a business</i> Video. <b>Assignments/deadlines:</b> In-class activity. If not completed, then complete within a week of the session.
Session 3 10/14/2022	<b>Topic:</b> Defining Who is My Customer and the Business Model Canvas <b>Description:</b> Introduction of an invaluable tool, the Business Model Canvas to help direct the energy of the team to the important elements that define the business. Included in this, but not the only item of importance is the definition of the target customer (determined in Session 2)

	<p><b>Reading:</b> PPT Slides, JA Textbook <i>Marketing Communications</i> (Should be called Marketing)</p> <p><b>Assignments/deadlines:</b> Create a Business Model Canvas for the project in-class activity.</p>
Session 4 10/21/2022	<p><b>Topic:</b> Qualitative Research, and Guest Speaker, Thomas Archer Baña (10am) Room 2.07</p> <p><b>Description:</b> Introduction of what confirmation or refutation of concepts from a Focus Group</p> <p><b>Reading:</b> Link provided to JA Startup eLearning content</p> <p><b>Assignments/deadlines:</b> TBD</p>
10/28/2022	<b>Midterm Break</b>
Session 5 11/4/2022	<p><b>Topic:</b> Research – Desk Research</p> <p><b>Description:</b> General overview and working session on how to research what exists in the market today, SWOT analysis and differentiation. What makes my product or service offering unique (USP - Unique Selling Proposition)</p> <p><b>Reading:</b> PPT Slides</p> <p><b>Assignments/deadlines:</b> Create a profile of the principal competitors including SWOT analysis of their offerings comparing them to yours, with a specific concentration on your USP due by next session.</p>
Session 6 11/11/2022	<p><b>Topic:</b> Product Sales and Sales Techniques</p> <p><b>Description:</b> General overview of successful models for selling.</p> <p><b>Reading:</b> PPT Slides, JA Textbook <i>Product Sales and Sales Techniques</i></p> <p><b>Assignments/deadlines:</b> In-class roll playing as both sellers and potential customers to practice the art of selling using the prescribed model.</p>
Session 7 11/18/2022	<p><b>Topic:</b> Design Thinking Method (Potential Guest Lecturer)</p> <p><b>Description:</b> Introduction to the Design Thinking Methodology and how it is related to Emotionally Intelligent Idea Creation leveraging empathy to better understand the target customer ensuring the product and/or service reflects their true WHY.</p> <p><b>Reading:</b> PPT Slides and links to Stanford design school <a href="http://dshool.stanford.edu">dshool.stanford.edu</a></p> <p><b>Assignments/deadlines:</b> TBD</p>
Session 8 11/25/2022	<p><b>Topic:</b> Team Organization and Strategic Management</p> <p><b>Description:</b> General introduction to business management theory and organizational behavior. Why we structure organizations the way we do and what are 'best practices' in leadership focused on performance.</p> <p><b>Reading:</b> JA Textbook <i>Strategic Analysis/Strategic Management</i> and <i>Organizational Structure</i></p> <p><b>Assignments/deadlines:</b> Apply the learning from the session and develop a model for organizing the team and assigning roles and responsibilities built on clearly stated core values and principles of operation, due by next session.</p>
Session 9 12/2/2022	<p><b>Topic:</b> Project Management</p> <p><b>Description:</b> Introduction and/or review of the core tenants about and the necessary elements of any quality project management methodology. No size fits all, but there are core 'must have's' within any system designed to consistently produce high quality results.</p> <p><b>Reading:</b> PPT Slides and links to introductory videos on common Project Management tools, including MS Project.</p>

	<p><b>Assignments/deadlines:</b> The team will create a project plan for the remainder of the semester to ensure all elements of their project are contained in their plan with an objective of submitting a high quality, competitive project to the JA Startup representatives due by next session.</p>
Session 10 12/9/2022	<p><b>Topic:</b> Annual Report  <b>Description:</b> Overview of the purpose, key elements, and requirements in an Annual Report: Company overview, Activities, Product/Service Offerings, Sales and Marketing Activities, Financial Position, Vision, CSR Activities, Strategic Partnerships.  <b>Reading:</b> PPT Slides, JA Textbook <i>Annual Report</i>  <b>Assignments/deadlines:</b> Create an Annual Report for your project due by next session.</p>
Session 11 12/16/2022	<p><b>Topic:</b> Final Project Review  <b>Description:</b> This class time will be a working session to review the final projects with the instructor and to assess what is required to achieve the objectives and to identify and fix any deficiencies.  <b>Assignments/deadlines:</b> Submit the final product and a video presentation of the pitch due 12/18.</p>
Session Floating	<p><b>Topic:</b> Guest Speaker – Marketing, Branding and Design  <b>Description:</b> General overview of the importance of Brand and Logo Design and how it can and does affect the perception of the audience, including potential investors, customers, suppliers, employees, and other stakeholders.  <b>Reading:</b> Specific portions of <i>The Brand Gap</i> by Marty Neumeier (to be assigned before the session), JA Textbook – <i>What is Marketing?</i>  <b>Assignments/deadlines:</b> Using the techniques presented, create your brand name, logo with design and summarize the archetype attributes of your brand.</p>
Session Floating	<p><b>Topic:</b> Guest Speaker – Venture Capital and Angel Investors  <b>Description:</b> General discussion and review what an Angel Investor and Venture Capitalist are looking for as investors. How are they different and the same and at what stage of your business would you engage them.  <b>Reading:</b> JA Textbook <i>Financial Management</i>, Guy Kawasaki <i>10 Slides Pitch Deck</i>, and readings TBD from <i>New Venture Creation</i>  <b>Assignments/deadlines:</b> Create a financial model for your idea. Create or edit your pitch deck targeting one or both communities and end the pitch with an ‘ask’</p>
Session Floating	<p><b>Topic:</b> Guest Speaker – Legal and Contacts in the CR and Europe  <b>Description:</b> General discussion from a practicing legal professional here in CR with a specialization in mergers and acquisitions and startups. What are the primary considerations, common mistakes made by startups and resources  <b>Reading:</b> JA Textbook <i>Legal Aspects of Business</i>  <b>Assignments/deadlines:</b> Review your business plan in its current form and make a list of critical documents, summarizing the purpose of each in the running of your business.</p>

## 6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	40	25%	All students are expected to participate in class. Expect your instructor to keep track of how often you contribute to class discussion (as a whole). To achieve all participation points, a student must take an <b>active</b> role on a regular basis.	See above section 2 i-vi
Homework	50	20%	Evaluation of the <b>Activities</b> as presented and assigned as part of the overall development of the project to progress in an orderly fashion towards the final project submission and presentation. Most topics covered during the semester will result in a corresponding ACTIVITY to be graded.	See above Section 2 i-vi
Midterm Exam	10	20%	Exams will be written, covering the materials discussed in class.	See above Section 2 i-vi
Final Team Project	50	35%	The final project to be submitted to the JA Startup judges along with a video of the final presentation.	See above Section 2 i-vi
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

## 7. Detailed description of the assignments

### Assignment 1: Activities

#### Assessment breakdown

Assessed area	Percentage
Each of the presented topics during the course will have an associated Activity. Collectively these activities will make up the final project for submission and will be graded. These will include the Idea Creation, Business Canvas, Annual Report, Pitch Deck, Organization with defined roles and responsibilities, Business Entity creation and required legal contacts.	See Section 6 Homework

### Assignment 2: Final Project Submission

#### Assessment breakdown

Assessed area	Percentage
The final project to be submitted to the JA Startup team including documentation and recording of the final presentation.	See Section 6 Final Team Project

## **8. General Requirements and School Policies**

### ***General requirements***

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

### ***Electronic communication and submission***

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

### ***Attendance***

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

### ***Absence excuse and make-up options***

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

***Late work:*** No late submissions will be accepted – please follow the deadlines.

### ***Electronic devices***

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

**Eating** is not allowed during classes.

### ***Cheating and disruptive behavior***

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior, which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

### ***Plagiarism and Academic Tutoring Center***

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation but relies too closely on the text's original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the student's Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

### ***Course accessibility and inclusion***

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first



two weeks of the term. All requests must include specific dates for which the student requests accommodations.

### 9. Grading Scale

Letter Grade	Percentage*	Description
A	95-100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90-94	
B+	87-89	<b>Good performance.</b> The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83-86	
B-	80-82	
C+	77-79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course but has not succeeded in translating this understanding into consistently creative or original work.
C	73-76	
C-	70-72	
D+	65-69	<b>Poor.</b> The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60-64	
F	0-59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

Prepared by: Jeff Medeiros  
Date: September 30, 2022

Approved by:  
Greg Pezda, Chair, Department of Management  
Jan Vašenda, Dean, School of Business Administration  
Date: October 12, 2022