2017

ENTR 611-01 New Venture Planning

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ENTR 611: New Venture Planning
Summer 2017 Syllabus

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Office Hours: By appointment

Text & Materials
1) FOCUS Framework
2) Articles and videos to be distributed via Canvas

Classroom Philosophy
My goal as a professor is to help you learn. The course materials, the class times, the assignments and the assessments are organized to help you learn. If I am doing my job correctly, then the grade you earn at the end of the course will reflect how much you learned in the course. To do this, I expect that you come to class prepared to learn; preparation entails completing the assigned readings before class, attempting the assignments on time, and preparing mentally to engage in classroom exercises. This means you will need to be an adult and take responsibility for your learning.

Furthermore, as adults, I expect that you will treat your other classmates with the utmost respect. Come to class prepared for the day so that you are able to offer your insights to help your classmates learn from your valuable perspective. Any disrespect toward your classmates will not be tolerated. Do NOT talk while others are talking. Do NOT chide or belittle other classmates. Creating a safe classroom environment is vital to enabling each of you to learn.

Lastly, I firmly believe that in most things in life there are at least two ways of accomplishing the given task: the boring way and the fun way. I have every intention of enjoying myself in this class. You are encouraged to enjoy the class, but whether you do or not is your choice. Take responsibility for your fun. Don't hate, participate.

Course Objectives
In completing this course satisfactorily, you will be able to:
• Develop ideas for a potential new business
• Describe the various parts of a lean canvas and how they fit together
• Create a lean canvas
• Formulate experiments to test assumptions about a potential business
• Interview potential customers to gain insight about business ideas
• Collect data about business model assumptions
Course Overview
Entrepreneurship involves creating organizations to pursue opportunities in the face of uncertainty. Often this conjures images of making it up as you go along. However, there are tools and processes that can enable us to mitigate uncertainty. Utilizing lean startup methods, we will learn the process of entrepreneurship. In general, the course will be hands on “doing” to learn this process. With that in mind, do not expect this to function like a normal course. If we are successful in this course, you will leave with a better understanding of how to do new venture planning.

Evaluation

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<tr>
<th>Individual Assignments</th>
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<tr>
<td>Discussion Board Posts</td>
<td>5%</td>
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<tr>
<td>FOCUS Assignments</td>
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<td>Feedback Sessions</td>
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<table>
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<tr>
<th>Team Assignments</th>
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<tr>
<td>Final Lean Canvas</td>
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<td>Final Paper</td>
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<td>What’s Next Assignment</td>
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More details on each of these assignments will be distributed via the Canvas course website.

Note on Class Procedure
There are two unique aspects of this course that are obvious, but have ramifications for how the course will function.

- Online Feedback Sessions – since this is an online course, we won’t see each other face-to-face, but I don’t want use to lose the benefits of community and feedback. Therefore, we will set up weekly feedback sessions. You will sign up for a 30 to 45-minute check-in session from a list of available times and you will be expected to log in for that session weekly.

- Shortened Teamwork – since this is an 8-week course about a process, every person may not be able to find traction for their idea in the time allotted. As such in the last 2-3 weeks, I will make a determination about which projects have moved forward sufficiently. At that point, teams of 3-4 people will be formed for the final push through offer/currency testing.

Note on Team Assignments
At the end of the semester, you will assess each of your teammates’ performance. This has the potential to adjust ALL of your grades on team assignments. In other words, if your teammates rate you as a poor performer, you may be penalized up to and including ALL credit for ALL team assignments. Thus, no grades are finalized until this is completed at the end of the semester. The purpose of this assessment is to ensure against social loafing and provide recourse for students who feel they carry a disproportionate load for their teamwork.

Academic Honesty
Academic dishonesty is the representation of anyone else's work (other students, researchers, online forums, etc.) as your own work. As the goal for this course is your learning, any acts of academic dishonesty undermine the integrity of the course and
disrespect your classmates and me. Thus, any acts of academic dishonesty will result in an appropriate penalty as I see fit, in accordance with Xavier’s policies, including any of the following: a grade of ‘0’ on the assignment, a grade of ‘F’ for the course, or a recommendation of expulsion from Xavier University.

Note on Disability Services
Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.
Appendix
Learning Goals – Williams College of Business – MBA

• Strategic Thinking and Leadership

Learning Goal: WCB MBAs will be able to position organizations in chosen market areas, compete successfully, and satisfy stakeholders with the objective of achieving superior organizational performance.

Corresponding Objectives:

• (1) MBA students will demonstrate the appropriate knowledge of accounting, finance, management, marketing, and strategic integration.

• (2) MBA students will demonstrate the ability to articulate a vision and set and prioritize strategic objectives.

• (3) MBA students will formulate business strategies utilizing their understanding of the key functional areas of business.

• (4) MBA students will practice and assess their capacity to influence others, collaborate, and encourage cooperation toward organization goals.

• Global Perspective and Cultural Diversity

Learning Goal: WCB MBAs will be able to work across cultural boundaries, whether these are geographical or societal, in that they possess a recognition and appreciation of the global environment of business and an understanding and appreciation of diversity.

Corresponding Objectives:

• (1) MBA students will evaluate and integrate economic, political, technological, environmental and societal issues into their decision making and show competencies required to compete in the global environment in their analyses.

• (2) MBA students will incorporate the concepts of global diversity and inclusiveness in their analyses and decision making.

• Ethics and Social Responsibility

Learning Goal: WCB MBAs are able to foster an ethical climate in their roles and responsibilities in business and society.

Corresponding Objective:

• MBA students will recognize ethical issues and demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.
• **Critical Thinking**

*Learning Goal:* WCB MBAs are able to clarify problems, generate and evaluate alternatives using appropriate analytical and quantitative techniques, and draw conclusions.

*Corresponding Objective:*

  • MBA students will evaluate organizations and recommend optimal strategies and actions demonstrating their ability to understand context, frame problems and use appropriate analytical and quantitative techniques.

• **Effective Written and Oral Communication**

*Learning Goal:* WCB MBAs are proficient in written and oral communication.

*Corresponding Objectives:*

  • (1) MBA students will demonstrate their ability to clearly summarize issues and support decisions in writing.
  
  • (2) MBA student deliver professional presentations accompanied by the appropriate technology.
  
  • (3) MBA students demonstrate effective interpersonal communications skills in a team setting.