

MHR 365

Semester: Fall 2011
Times: MW 4:35 – 5:50 PM
Syllabus version: August 30, 2011
Location: Sellery A-Tower Classroom

Instructor: John Surdyk
E-Mail: jsurdyk@bus.wisc.edu
Phone: 608-262-9041
Office: Grainger 2296
Office Hours: By appointment

Teaching Assistant: Jay O'Toole
E-Mail: jotoole@bus.wisc.edu

Materials

Required: 'Entrepreneurship' (2nd ed.)
by William Bygrave and Andrew
Zacharakis (2011) {available at
University Bookstore}

Other required materials will be made
available on the course website.

Entrepreneurship in Business, the Arts and Nonprofit

Overview

This course seeks to help you develop your personal ability to: (1) take action to create value through the creation of new ventures, and (2) critically analyze ideas about entrepreneurship in society. This is a gateway course that seeks to open doors and provides portals to ideas and capabilities.

The course typically asks you to tackle issues from the viewpoint of (1) a potential entrepreneur and (2) a world citizen who uses critical thinking and imagination to explore issues in how society organizes itself. Active participation in this course will help you develop a basic tool kit for creating and harvesting value in new ventures and assessing the role of entrepreneurship in society.

Course activities

Course activities will include *critical reading, in-class exercises, mini-projects, guest and student presentations, case analysis, and other modes of interaction* to promote your learning. We will deliberately explore the *nonprofit world*, and discuss *arts-focused ventures* (for-profit and nonprofit).

Cases and real-world mini-projects are much more ambiguous than problem sets or lectures. The course deliberately presents you with ambiguity because ambiguity lies at the heart of the entrepreneurial challenge. In a given situation, what is the most important question to address among many? What information is most relevant? How do you actively deal with uncertain futures and ambiguous meaning? Knowing how to move ahead in the face of these questions is a critically important skill. Knowing how to approach information even when the complete answer can't be known also represents a crucial skill. Accordingly, in some cases I deliberately ask you to figure out what is the main issue to worry about in a given guest talk or exercises, rather than providing you with a simple, crisp statement of a problem for you to solve.

Structure: Part I of the course introduces concepts and skills related to *imagining and assessing opportunities*. Part II focuses on concepts and skills related to *actually creating a venture*. Part III moves away from the focus on founding a specific venture. It asks you to consider what we know about the *role of entrepreneurship in society*. You will use critical thinking to assess evidence about this and develop your ability to evaluate scholarly research. Throughout the course, we consider material about for-profit firms and nonprofit organizations.

Mixing theory and practice: Some of the concepts we will work with may seem surprisingly simple as tools for handling the complex issues raised in this course. Yet, as Albert Einstein (not a simple fellow), said: "*One thing I have*

learned in a long life: that all of our science, measured against reality, is primitive and childlike -- and yet it is the most precious thing we have."

Course Readings

REQUIRED: Entrepreneurship, 2011. Bygrave, William & Andrews Zacharakis. John Wiley & Sons. (Available at University Bookstore)

Other required materials will be made available to you on the course website.

Academic Integrity

The faculty of the Wisconsin School of Business emphasizes that honesty, integrity, and respect for others are fundamental expectations in our School. Please read carefully the provisions of the policies, make certain you understand and adhere to them, and ask me to clarify any questions you have regarding them. Take advantage of the many resources available throughout the University!

UW-Madison policy on Academic Integrity:

<http://students.wisc.edu/saja/misconduct/UWS14.html>

Writing Center: <http://www.wisc.edu/writing/Handbook/index.html>

Tips on avoiding plagiarism:

http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html

Requirements

Classroom Niceties

As you know, entrepreneurs and leaders find problems and opportunities, rather than waiting for others to define them. They integrate ideas, work with others, and take personal responsibility. This class seeks to reflect these values and skills in our day-to-day interactions. This spirit implies the following norms about interaction:

1. Since the purpose of this class is your own development, please let me know about any questions or concerns you have with the course. I welcome email to exchange ideas directly (Please use "MHR365" in the Subject heading).
2. Class starts promptly at the scheduled time. Class participation is central to the learning experience. If you cannot attend class, please notify me (jsurdyk@bus.wisc.edu) before the start of class.
3. You are responsible for checking with others to make sure that you have any material handed out in class and are aware of any course adjustments. This is a newer course, so we may adjustments throughout the semester. Please talk with members of your group to get any handouts or assignments you missed. We will typically bring extras to the next class or place materials on the course website, but it may be too late for your to complete the work. It's your job to make sure you have what was handed out at last class if you were not there.

4. Except for items specifically requested to be group work, anything you submit as an individual should be your own original work

5. Academic dishonesty will be prosecuted to the fullest extent allowed by university rules and regulations.

Evaluation

Course Grades

Your final grade will be determined by combining assessment of your work following the weights below (detailed instructions on each of the elements follows at the end of the syllabus).

Item Description	Grading
Housekeeping items:	5%
Attendance	10%
In-class participation	20%
#1 Group project	10%
#2 Group project	20%
#3 Individual paper	15%
#4 Individual paper	20%

Class-by-Class Detail

9/07 Course introduction. Logistics.

9/12 Student goals. Types of knowledge. Entrepreneurship as process: For-profit firms.

S2. Readings

1. Read entire syllabus noting dates of written assignments. Please bring any questions about the course to class.
2. Read pp. 1-4 and pp. 20-29 in Chapter 1 of textbook.

S2. Assignments

1. Go to the Burrill Competition web site www.burrill.bus.wisc.edu/resources. (Use Internet Explorer)
 - a. Watch presentation by Exchange Hut in "Presentations 2006"
 - b. Watch Windlift in "Presentations 2007"
2. Go to Youtube and view "The Art of Start" by Guy Kawasaki
3. Post on course website and bring to class your discussion notes on:
 - a. What do you think were the original goals of the Burrill businesses you saw? Might they have changed over time? What would be your guess on why?
 - b. Have you or members of your family been part of a new business? If so what was it and what was your role?

9/14 Entrepreneurship as process: Nonprofit contexts.

S3. Readings

1. Skim chapters from 'Understanding Nonprofit Organizations' pp. 61- 91. Pay special attention to:
 - a. Introduction to nonprofits (pp. 61-63)
 - b. Requirements to be a nonprofit (pp. 67-70)
 - c. Dissolution when a nonprofit closes (pp. 83)
2. Look at the size and scope of the nonprofit sector in the 'The New Nonprofit Almanac' (pp. 7).

S3. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. What feature of nonprofit organizations makes it most difficult to distinguish them from a for profit business?
 - b. Identify and write down a personal concern/project in one interest area (arts, health, etc.) and be prepared to discuss in class in terms of whether a nonprofit organization would be appropriate to help solve the issue.

Part I. Imagine and assess opportunities.

9/19 Imagine business opportunities.

S4. Readings

1. Read Chapter 3, pp. 84-89. We will go back to the rest of the chapter later when we get to EVALUATING opportunities. For now, we are focusing on learning to come up with more ideas, not on evaluating them. It's important to separate these processes to enhance initial creativity.
2. Read "Conscious Blockbusting," (Chapter 6) and "Alternative Thinking Languages" (Chapter 7) pp. 75-111 in James Adams' 'Conceptual Blockbusting.' Read carefully pp. 85-89 and pp. 98-104. Read Chapter 3, pp. 84-89. We will go back to the rest of the chapter later when we get to EVALUATING opportunities. For now, we are focusing on learning to come up with more ideas, not on evaluating them. It's important to separate these processes to enhance initial creativity.
3. Read "Conscious Blockbusting," (Chapter 6) and "Alternative Thinking Languages" (Chapter 7) pp. 75-111 in James Adams' 'Conceptual Blockbusting.' Read carefully pp. 85-89 and pp. 98-104.

S4. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. Use the tools in Adams' chapter (and any other imagination techniques you have) to imagine possible business opportunities. Write down as many as you can on your list. Try starting with both (a) 'hassles' in your own life and with (b) broad social change trends you see.
 - b. Of the 'alternative thinking languages' Adam's discusses beginning on pp. 93, which ones seem most natural to you?

9/21 Imagine nonprofit opportunities.

S5. Readings

1. Read the handout material from 'Social Entrepreneurship' (Brooks, Prentice Hall, 2009). Chapter 1, pp. 1-21. Focus on pp. 1-8 and the examples at end of chapter. (You are looking for ideas about different ways to imagine social entrepreneurship opportunities.) Do not invest time in the other parts of the chapter that are more general and raise questions we will tackle later in the course.

S5. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. Use the idea generating tools from last week and today's readings to make a list of possible NONPROFIT ventures.
 - b. How could you develop facility with more of the thinking tools Adams describes? What could you do specifically in your daily life to enhance your ability to generate creative ideas or actions?

9/26 Imagine opportunities, creativity and improvisation. Guest: Atlas Improvisation.

This local, start-up improvisation troupe teaches classes on creativity-enhancing techniques. Today we will do improvisation exercises and talk to members of their management team. They will discuss the challenges of running this unusual business and the strategies they use to manage it.

S6. Readings

1. Review last paragraph on pp. 86 continued on pp. 87 in your textbook. Note mention of 'yes...and' which is standard improvisation technique.
2. Review pp. 79-82 in Adams reading on flexibility in thinking. The improvisation setting involves GROUP creativity. Improvisation exercises promote your confidence and flexible thinking capabilities.

S6. Assignments

1. On YouTube watch:
 - a. Beginners Blues Course Lesson 4: Improvising (beginning sections).
 - b. Greg and Kamel—improvise classical music (cello and piano) (beginning sections).
2. Post to course website and bring to class discussion notes on:
 - a. Where does the underlying order or focus of the blues improvisation come from?
 - b. When the two classical musicians engaged in improvisation, how do they 'coordinate' the creation of the new piece, given that they don't have an advance plan for what they will do?
 - c. Where are you more comfortable improvising in your own life? And where less so?

9/28 Assess opportunities: profit and nonprofit.

S7. Readings

1. Read pp. 56-60 in Chapter 1 in your text.
2. Read pp. 89-99 in Chapter 3 (On consumer/market)
3. Read pp. 100-106 (On competition).
4. Review Figure 3.10, Opportunity Checklist. (Focus on Customer, Market size/growth, and Competition).
5. Read pp. 53-54 from 'Enterprising Nonprofits.' Focus on "Social Value Potential."

S7. Assignments

1. Pick an idea for a new venture from the lists we all worked with in class or even a new one that you have thought of. It can be for profit or not-for-profit.
2. Post to course website and bring to class discussion notes on:
 - a. A preliminary set of possible customers, starting with a primary, then secondary, then tertiary targets (see pp. 89 in text) If it's a nonprofit, distinguish the USERS of product and service from who might support the venture (e.g. group to receive aid versus donors who will support program).
 - b. Your ideas about how you would find more information about whether these customers might really want this product enough to buy it.
 - c. Ideas on the competition landscape.
3. Go to the Burrill website (www.bus.wisc.edu/burrill):
 - a. Select "Presentations for 2007" under "Past Competitions" on the top right-hand side of the Resources page. Click on the **WindLift** presentation (you reviewed this before in class). Quickly review what it says about the consumer/market and competition for this venture.
 - b. Select "Presentations for 2006" under "Past Competitions". Click on the **BTAG** presentation. You did not review this before but it is a different plan focusing on wind power with a different business model. Quickly review its customer/market and competition assessment.
 - c. Compare prepared to class to discuss the following two proposed opportunities in terms of:
 - i. Who is the customer? How big is the estimated market roughly?
 - ii. Why do you think the focus for the business changed?

10/03 Assess opportunities: Research tools. Guest: Michael Enyart.

Enyart directs the Wisconsin School of Business Library and is Senior Academic Librarian Research Specialist. He provides assists clients with market research resources available on campus and teaches modules on this topic for the Wisconsin Entrepreneurial Boot Camp, Burrill Competition seminars, and other venues. He consults with faculty and student business planners and academic researchers.

S8. Readings

1. Skim Chapter 5, focusing on pp. 169-182.

S8. Assignment

1. Post on course website and bring to class discussion notes on:
 - a. What is the difference between primary and secondary market data?
 - b. Interview TWO (2) people about an idea you have for a business or nonprofit. Write out three things that you learned from the interviews about interest or lack of interest in your idea.

10/05 Imagine and assess opportunities: Putting it together. Guest: Chris Meyer.**S9. Readings**

1. Review material for Session 7, and Table 3.10.

S9. Assignments

1. On the Burrill Competition website, site review 2010 presentation of Sector67.
2. Post and bring to class notes on what the presentation suggests about the following for Sector67
 - a. The customer
 - b. Market size/growth
 - c. Competition

Part II: Create the venture.

10/10 Venture planning: Business models: Revenue and cost. Factors promoting high-impact.

S10. Readings

1. Review pp. 169 and read pp. 170-184 in Chapter 5 on marketing strategies
2. Read Chapter 4 focusing on pp. 125-130 on business models.

NOTE: Material on formal revenue and cost statements are aimed at preparing you for Written Assignment #2, NOT Assignment #1 (opportunity description). However, for Assignment #1 you WILL need to communicate: (a) a crisp, clear value proposition (why clients will purchase or value a product/service) and (b) estimates of market size/value.

S10. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. Pick one sample opportunity we have worked with in class or you are interested in and answer the following questions:
 - i. What is its basic revenue model? Where will revenues come from?
 - ii. What will be the main costs of generating the revenue?
 - b. Make a simple diagram with boxes and arrows that show the revenue coming in and costs of generating it going out.
 - c. Write down at least one alternative revenue model you can think of in terms of what is 'the product,' what channels are used, or other aspects of what drives revenue for this business. For example, if you originally suggested selling financial planning services online to individuals, you could suggest another model where you sell the material to large firms who, in turn, offer it free to their employees as a benefit.

10/12 Student presentations: Imagine/Assess Opportunity (Group)

*** DUE: Group project #1: Imagine and assess opportunity ***

S11. Readings

1. None.

S11. Assignments

1. In order to receive a grade you must submit your PowerPoint presentation deck, write up, and any other materials pertinent to your presentation to **LEARN @ UW's Dropbox** by **1:00pm on Tuesday, October 11. THIS IS REQUIRED.** Do not count on bringing a flash drive or using cloud computing services or email to download presentations. To minimize transitions, we will preload materials on the classroom computer.
2. Don't forget to make sure: (a) all students on the project are listed on PowerPoint decks and written documents, (b) you have numbered pages, and (c) you have met all other technical requirements for the assignment.
3. During class, you'll fill out short, real-time presentation evaluation forms that I provide and contribute to your class participation. Therefore, being there the whole time is important (and fun!).

10/17 Introduction to financial analysis and planning concepts.

S12. Readings

1. Read Chapter 8, “Building Your Pro-Forma Financial Statements” in textbook. Focus on pp. 307-308 (overview) and pp. 308-314 (elements of preliminary income statement).

S12. Assignments

1. Pick a venture idea we discussed in class or that you find interesting.
2. Post to course website and bring to class discussion notes on:
 - a. What is (are) are key revenue driver(s)? How would you figure that out?
 - b. How would you try to estimate cost of goods sold? What would expect would be important operating expenses?

10/19 Introduction to financial analysis and planning concepts (cont'd), including nonprofits.

S13. Readings

1. Review of Chapter 8. Focus on pp. 320-321 (balance sheet)

S13. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. What is the main idea behind an (a) income statement, (b) balance sheet, and (c) cash flow analysis?
 - b. What is ratio analysis?

Note on material from this week. For Written Assignment #2, note that you are not required to include all three typical pro forma documents, but you must include a preliminary simplified income statement with appropriate documentation of key assumptions.

10/24 Strategy and intellectual property.

CASE: EMI and CT Scanner

S14. Readings

1. Read pp. 171-174 in Chapter 5: Product life cycle material.
2. Read pp. 130-132 in Chapter 4: First mover myth.
3. Read pp. 499-513 in Chapter 13. Study Figure 13.1, on pp. 513 (intellectual property)
4. Read “EMI and CT Scanner” Harvard Business Review Case.

S14. Assignments

1. Post to course website and bring to class your discussion notes on:
 - a. Should EMI pursue the opportunity of developing the CT scanner? Why or why not?
 - b. If they pursue this, are they first mover, second mover or later mover?
 - c. What are their formal intellectual property assets?
 - d. What informal capabilities and knowledge do they have or lack that will influence whether they can succeed?

10/26 Building teams (types of organizations, role of authenticity).

CASE: Paul Robertson and Medici String Quartet

S15. Readings

1. Chapter 6. Building your team and keeping together. See esp. pp. 199-208, pp. 217-220.
2. Chapter 9: The Business planning process. Read pp. 252-255 on “Team.”
3. Read “Paul Robertson and the Medici String Quartet,” Harvard Business Review Case #9-607-083. Background questions to inform your response to the case questions below:
 - a. What criteria did Paul R. use to pick members of the quartet?
 - b. What processes influenced their ability to actually play well together over time?
 - c. What happened when Sir Curzon joined the group?
 - d. How did the original team end up handling operational organizational decisions such as booking arrangements, travel, etc.?
 - e. What happened when Robertson announce (during work on the Beethoven Quartets) that he was no longer willing to manage the financial affairs?
 - f. What are the criteria for venture success for the quartet?

S15. Assignments

1. Post to course website and bring to class your discussion notes on the following questions:
 - a. If Paul Robertson had asked for your advice early on in forming the quartet, what would you advise him to do in forming and working with the initial performance group?
 - b. What would you have advised him to do in terms of planning for financial survival of the quartet?
 - c. Would you have advised him differently if this were a non-artistic organization? Why or why not?

10/31 Financing and finding people in for-profit companies. Guest Barb Israel.

Professor Barb Israel is a professor at UW- Madison in the School of Veterinary Medicine, founder of Echometrix (a medical software company), and former CEO of Platypus Technologies (a life sciences nanotechnology company).

S16. Readings

1. In textbook, review Chapter 10 (“Raising Money for Starting and Growing Businesses”). Pay special attention to pp. 386-399 related to specific ways to raise funds. Familiarize yourself with general points on valuation and material on pp. 381-386.
2. Read/skim the material on “Harvesting Investments” pp. 399-407 so you understand the general advantages of different types of exit events. (Note that there does not have to be an exit event.)

S16. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. Pick ONE potential venture we have discussed in class or you have become interested in. Pretend you are in the founding group:
 - i. What financial resources would you need/want to get this venture going?
 - ii. What would be the advantage/disadvantage of the different ways you could do early funding? For this question, it is helpful to list various funding strategies (e.g. bootstrapping, borrowing, outside equity investment) in a small table beside two columns with positive and negative factors.
 - iii. What people would you need/want to get this venture going as co-founder or key employee? Where would they come from?
 - iv. Make a list of specific people you could ask for help from if you were starting a new venture (not by name, but in terms of roles (e.g. an accountant who could help with setting up a chart of accounts and financial controls).

11/02 Finding funding and people in nonprofits: Guest Ben Weston

Weston is a current medical student who also is getting a degree in Public Health. He founded the new nonprofit venture of Healthy Classrooms.

S17. Readings

1. Read pp. 466-474 in Chapter 12 about organizational forms.
2. Read: Excerpt on fundraising from 'Social Entrepreneurship,' Brook Adams. pp 123-138
3. Visit the website for Healthy Classrooms. Review board of directors. Read history of formation in the Winter 2011 newsletter posted.

S17. Assignments

1. Reflect on your experience in terms of starting or participating in projects providing a social benefit. Post on the course website and bring to class discussion notes on:
 - a. Have you done this? Do you know other students who have done this?
 - b. What was satisfying about it? Challenging?
 - c. Why do people donate time in the nonprofit context and what difference does that make in finding or working with contributors?

11/07 Student presentations: Mini-Venture Plan (Group)

*** DUE: Group project #2: Mini-venture plan ***

REMINDER: Please be prepared to stay 30 minutes late. If you are unable to stay late, notify me (jsurdyk@bus.wisc.edu) at least one week prior to class so scheduling of presentations can be adjusted. Thank you*

S18. Readings

1. None

S18. Assignments

1. In order to receive a grade you must submit your PowerPoint presentation deck, write up, and any other materials pertinent to your presentation to **LEARN @ UW's Dropbox** by **1:00 pm on Sunday, November 6. THIS IS REQUIRED.** Do not count on bringing a flash drive or using cloud computing services or email to download presentations. To minimize transitions, we will preload materials on the classroom computer.
2. Don't forget to make sure: (a) all students on the project are listed on PowerPoint decks and written documents, (b) you have numbered pages, and (c) you have met all other technical requirements for the assignment.
3. During class, you'll fill out short, real-time presentation evaluation forms that I provide and contribute to your class participation. Therefore, being there the whole time is important (and fun!).

11/9 Choice of organizational form.

CASE: SmartStorm.

S19. Readings

1. Review: “Is your idea an opportunity?” Chapter 3, esp. pp. 89-104, and Table on page 105.
2. Read the (actual) business plan for “Water Works” and the SmartStorm device. This real world case involves both assessing opportunities AND thinking about what organization form is best to pursue different opportunities.
3. When you review Table on page 105, think about how each concept listed on the left applies or does not apply to the nonprofit setting and whether there are factors missing from your viewpoint.

S19. Assignments

1. Reflect on sessions throughout the semester on for profit and nonprofit contexts for carrying out the entrepreneurial process. The SmartStorm case represents a not uncommon situation where it is not clear what form is best for what activities.
2. Post to course website and bring to class discussion notes on:
 - a. What is the core business opportunity/need and product/service for this proposed venture?
 - b. What are the most promising aspects of this proposed venture? Is this a for-profit venture, nonprofit venture, or mixture?
 - c. Where are areas where you would have the greatest concern that it might not really all work out? Support your ideas with facts as much as possible.

11/14 Special topic: Venture formation in the arts. Guest: Professor Stephanie Jutt.

Stephanie Jutt is a Professor in the Department of Music at UW-Madison. She was a founder of Bach Dancing and Dynamite Society and of efforts to enhance entrepreneurial skills for artists. Professor Jutt will perform sample music in class if circumstances permit.

S20. Readings

1. Review material about Professor Stephanie Jutt and Bach Dancing and Dynamite Society
 - a. Jutt biography on UW-Madison Music Department website:
http://www.music.wisc.edu/faculty/bio?faculty_id=37
 - b. Bach Dancing & Dynamite: Check out history, events: <http://www.bachdancinganddynamite.org>

S20. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. How does careers Jutt’s career embody entrepreneurial action?
 - b. What is the Bach Dancing and Dynamite Society? How was it founded?
 - c. What resources does Jutt draw on to support her career & new ventures?
 - d. Prepare a question that you can ask her to deepen your expertise on arts entrepreneurship.

11/16 Goals, writing styles and research tools for scholarly analysis. Guest: Jay O'Toole

Jay O'Toole is a doctoral candidate in the Department of Management and Human Resources at UW-Madison who studies entrepreneurship. Before entering this program, O'Toole started a for-profit, a nonprofit, taught high school math in Mississippi as a corps member in Teach For America, and worked for Deloitte Consulting and for a nonprofit educational reform group.

S21. Readings

1. Skim the material from the MLA Handbook for Writers of Research Papers, Joseph Gibaldi, 2003 (6th edition). Pay special attention to:
 - a. Purpose of research papers on pp. 3-8.
 - b. Review section 1.4 on "Conducting Research."
 - c. Read "Evaluating Sources" on pp. 41-45.
 - d. Review types of plagiarism and what to do if you have concerns about it pp. 65-75.

S21. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. What are differences between professional and scholarly writing?
 - b. What are two things that are the SAME about writing well in both professional and scholarly/critical context?
 - c. What is the difference between secondary and primary data?

11/21 Entrepreneurship and society: Descriptive, causal and normative theories.

S22. Readings

1. Chapter 1 & Chapter 4 in Organizations Evolving. Howard Aldrich. 1999. Sage.
2. In textbook, Chapter 1: pp. 12-19.

S22. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. Name two processes the Aldrich says the literature identifies as important in the formation of new organizations.
 - b. What kind of evidence does he cite for at least two claims? Be specific.
 - c. What are two theories he uses to construct causal models of new venture formation?

11/23 Research time for individual paper #3.

S23. Readings

1. None

S23. Assignments

1. Work on individual paper #3.

11/28 Descriptive research and policy issues: Role of entrepreneurship in job creation.

S24. Readings

1. In textbook, Chapter 1: pp. 2-4, noting statements on job creation.
2. Chapter 2 in The Illusions of Entrepreneurship. Scott Shane. 2008. Yale University Press.

S24. Assignments

1. Post to course website and bring to discussion class notes on:
 - a. What does the text book imply about the link between entrepreneurship and job creation?
 - b. What does Shane imply about the link between entrepreneurship and job creation?
 - c. What are some reasons the conclusions seem to differ? Can both be accurate?

11/30 Entrepreneurship and society. Guest: Professor Chad Navis.

Professor Navis is Assistant Professor in the department of Management and Human Resources and a Principal in the Initiative for Studies in Transformational Entrepreneurship. He does research on underlying processes that drive entrepreneurship.

*****DUE: Individual paper #3: Critical assessment of entrepreneurship and society paper *****

S25. Readings

1. Review Navis research paper provided in material for this week.

S25. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. Identify one ‘causal claim’ about entrepreneurship processes. That is, one statement in which some X causes some Y.
 - b. Try to diagram the claims using boxes and arrows. (With a “cause” in one box, then arrow to the “effect”).
 - c. What does the author conclude from the study?
2. Individual paper. In order to receive a grade you must submit your write up to **LEARN @ UW’s Dropbox** by **4:35 pm** on 11/30.

12/05 Entrepreneurship in international context: Guest: Professor Jeremy Foltz.

Foltz is a Professor in the department of Agricultural and Applied Economics in the College of Agriculture and Life Sciences and a lead participant in the Initiative for Studies in Transformational Entrepreneurship. He has explored entrepreneurship processes in international contexts and by faculty researchers in the U.S.

S26. Readings

1. Read Foltz’s paper provided in material for this week.
2. Review pp. 20-29 in Chapter 1 of the textbook (Global Entrepreneurship Monitor).

S26. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. Identify one ‘causal claim’ about entrepreneurship processes in Foltz’s paper. That is, one statement in which some X causes some Y.
 - b. Try to diagram the claims using boxes and arrows. (With a “cause” in one box, then arrow to the “effect”).
 - c. What does the author conclude from the study?

12/07 Entrepreneurship as a set of values and/or ideology.

S27. Readings

1. Review Shane Chapter 1 & Chapter 2 in The Illusions of Entrepreneurship. Scott Shane. 2008. Yale University Press.

S27. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. Name two 'myths' that Shane believes are widespread and incorrect.
 - b. What kind of evidence does he provide to support for at least two claims? Is there a different way to look at it which would give a different answer?
 - c. Could the values of entrepreneurship be useful even if unconditional claims for its impact are imprecise or incorrect?

12/12 Assignment #4 preparation: Peer review and feedback.

S28. Readings

1. An up-to-date draft of another student's individual paper #4 (random peer assignments to be distributed one week prior)

S28. Assignments

1. Come prepared to class with two copies (and submit to the Learn@UW dropbox) of the following:
 - a. Write a two paragraph summary of your peer's paper.
 - b. What are two "clarifying questions" (non-judgmental) you have regarding your peer's paper?
 - c. What are two strengths of your peer's paper?
 - d. What are two opportunities for improvement in your peer's paper?

12/14 Review and wrap up. (Last class meeting for Fall 2011)

S29. Readings

1. Skim course notes and your work for your papers.

S29. Assignments

1. Post to course website and bring to class discussion notes on:
 - a. Issues you think need more research in entrepreneurship
 - b. What were the two most useful concepts or skills related to entrepreneurship for you this semester?

12/19 THERE IS NO FINAL EXAM on the evening of December 19. It is replaced by individual paper #4.

***** DUE: Individual paper #4. Critical assessment of entrepreneurship and society paper *****

S30. Readings

1. None

S30. Assignments

1. In order to receive a grade, you must submit your write up to Learn@UW's Dropbox by 9:25 pm.

Assignment and Grading Details

All assignments must be submitted through Learn@UW Dropbox before the start of the class on the day the assignment is due unless otherwise specified. If you have any technical difficulties submitting your assignments, please email Jay O'Toole (jotoole@bus.wisc.edu) immediately. The Dropbox has been programmed to CLOSE at the start of class on the day the assignment is due. Failing to submit your assignment before the Dropboxes closes does not constitute "technical difficulties."

Housekeeping items: Card information & evaluation sheets (Completion)

5%

These are housekeeping items that play an important role in helping keep track of important issues:

1. Complete a pre-class survey sent out via email (distributed on Friday, September 2 and due by 5:00 pm on Tuesday, September 6)
2. Upload your photo to your Learn@UW profile by Friday, September 9
3. Complete an anonymous mid-term course evaluation during class on Monday, October 24
4. Assessment of teams during their group presentations for group projects #1 and #2

Attendance (Completion)

10%

Attendance is a prerequisite for in-class participation and therefore is allocated a special place in the grading criteria.

Assessment: To receive credit for attending a class, you not only must be present but also turn in your class discussion preparation notes (see "in-class participation for more details). For classes in which class discussion preparation notes are not assigned, class attendance will be monitored directly by physical attendance or other submitted items as specified elsewhere in the syllabus.

In-class participation (Graded)

20%

Active participation in this process is not peripheral to the competencies the course seeks to build. It is central. Understanding and successfully taking entrepreneurial action requires personal competencies in articulating ideas and drawing on the expertise of others, sometimes quickly. Your assessment of the origins and impact of entrepreneurship in society benefits from interaction with others to learn new facts and viewpoints. We'll build on the insight and expertise of many class members as part of our collective learning on all fronts.

Active and thoughtful involvement during class is necessary. Good participation involves quality of thought and attending to comments by others. I look forward to active participation by all students in class discussions and mini-presentations.

For many – although not all – class sessions, you are asked to prepare informal discussion notes to bring to class that you also post to Learn@UW. These might include notes on a reading, ideas for a new venture, comments on a mini-case handed out the week before, or an evaluation of an idea raised by an in-class guest.

For the class discussion preparation note assignments:

1. Make sure you put your name on the top of the notes. Put your ideas down in an outline or bullet point form. Use them in class as part of your discussion in small groups if appropriate, then hand in at the end. PLEASE THINK OF THESE AS NOTES TO YOURSELF. LISTS, PHRASES ARE GOOD. DO NOT INVEST TIME IN EDITING THEM OR WORRYING ABOUT WRITTEN PRESENTATION FOR THESE NOTES. THEY WILL NOT BE GRADED, AND ARE NOT MEANT TO BE COMMUNICATION TO OTHERS. INSTEAD THEY ARE NOTES FOR YOUR OWN USE, WHICH I CHECK YOU HAVE COMPLETED. This contrasts strongly with the four written assignments where writing, professional presentation, copy-editing etc. will have a major impact on your grade.
2. Turn in one copy of your notes during class and submit one copy of your notes online in the Learn@UW website in the Dropbox. The dropbox will close at the beginning of class everyday so it is important that you submit your homework to them BEFORE class begins. Even though the notes will be collected in class I will only count as completed the notes turned in through the dropbox.

Assessment: Class discussion preparation notes will account for 15% of your final grade. The remaining 5% of the in-class participation grade will be awarded based a review of my notes and assigned an overall grade based on quality and frequency of participation.

#1 Group project: Write-up & presentation of an identified and assessed opportunity (Graded)

10%

Assume that some important relatives—say your Aunt Sally and Uncle Jones—have heard you are taking a course on entrepreneurship. They have asked you to write them a memorandum about a potential opportunity for them to explore further in terms of time or money. They want a written, professional quality memo from you to them that outlines and assesses an opportunity that you choose. They will share your memo with others who may want to participate in the proposed venture or investigate the opportunity further. Such audiences for the memo might include a lawyer, banker, donor, or investors who want to support your venture. Your family does not want a whole venture plan, just a very well done opportunity description and assessment.

1. In your group, use the tools we have practiced in class to imagine varied opportunities you might find worth pursuing. Remember to spend some time working with variations or extensions of possible ideas. Pick one your group finds genuinely interesting or promising. Please attach a list of ideas you considered but rejected at the end of the written assignment.
2. For your memorandum, pick ONE specific opportunity and describe it.
3. Next, evaluate this opportunity. They want you to highlight the key issues and provide factual evidence to help them decide whether to go any further in exploring the idea.

Systematically assess the opportunity. Focus on the major topics and/or any criteria especially important for THIS opportunity. Make sure you include: (1) Who are the customers/clients? (2) What is the value proposition for the new venture? That is, why will customers see it as worth paying for or donors/policy makers seeing it as worth supporting? (3) What is potential market size/growth opportunity? (4) What is competition and how can you over come it?

Remember to:

- Make the logic of your reasoning clear and compelling. Avoid clichés. Use headings.
- Include examples of key issues if that will help make your claims more vivid
- Emphasize facts and data to support your arguments
- Avoid classic dangerous assumptions such as: there is no competition, a first mover has an enduring advantage, or what interests us personally will interest lots of others

⇒ DUE DATE AND REQUIREMENTS

Due on Tuesday, October 11, 2011 by 1:00pm:

1. Turn in your presentation materials and final memo to the Learn@ UW Dropbox on Tuesday, October 11 by 1:00pm. You may not present any other items electronically on October 12. The memo should be a minimum of 2 written pages and no more than 3 pages. Please use 12 (twelve) point font, singled spaced and block format with one space between paragraphs and 1 inch margins. The names of all group members must be on the cover page. Please number the pages. Copyediting and professionalism will factor in the grade. Please also use in line citations for data, graphics, and other cited material. Please limit the use of charts, tables and other graphics to a maximum of two.

You will also be asked to give a 3 minute presentation based on your analysis. You may use PowerPoint, but this is not required.

*** For all of the writing assignments it is expected that you will take the extra effort to see the writing center to insure you submit papers with your highest quality of work. Visit <http://www.wisc.edu/writing> for the times and locations of the center

#2 Group project: Write-up & presentation of an exploratory mini-venture plan (Graded)

20%

Assume that some important relatives—say your Aunt Sally and Uncle Jones again—want to hear more about the opportunity you presented to them in the first assignment. They have asked you to write a mini-venture plan so they can decide whether or not to invest their money. They also want to show the mini-venture plan to their friends, some of whom are angel investors.

Write a Mini-Venture Plan:

1. Review key topics for standard plans. In your mini-venture plan, concentrate on sections you believe are especially important for this venture. For example, only include intellectual property if it's central to the venture. Solid data and plans covering fewer topics are preferred over plans that cover many topics in a shallow manner.
2. This document differs from Written Assignment #1, the Opportunity Assessment, because you will now outline proposed action steps: set up the proposed organization, identify people and resources, describe operations, and discuss financial planning. Make sure the core value proposition and overall revenue model are crystal clear. Please include:
(a) Who will be involved? (2) Where will resources come from? (c) preliminary income statement and assumptions.
3. Develop as far as possible actual steps to build the organization. Specific marketing strategies, channels of distribution, operations, intellectual property strategy (if relevant), and costs are key. You are encouraged to use secondary data sources but also to approach actual prospective customers/clients, vendors, channels, and industry experts to inform your approximation of market size, price points, costs of goods, etc.
4. If your venture is nonprofit, use the same approach but concentrate as needed on unique aspects of nonprofit organizations such as workforce development (e.g., the role and coordination of volunteers), measuring outcomes and impact, and financial planning to build a sustainable organization that takes into account the role of individual donors, foundations, and earned revenues.

5. You can review prior, fully developed venture plans for area companies at the Wisconsin School of Business Library. Check with information desk for access to this special collection. While students may not remove plans from the Library, they are precious resource from other entrepreneurship classes! Remember you don't have to prepare a complete plan but rather a mini-plan with key elements in depth.
6. Remember to:
 - a. Make clear the logic of your reasoning. Avoid clichés.
 - b. Emphasize facts, data and/or vivid examples to support your arguments
 - c. Keep your mind open for creative ideas
 - d. Avoid some of the classic FALSE assumptions such as: there is no competition, a first mover has an enduring advantage, what interests us personally will interest lots of others.

⇒ DUE DATE AND REQUIREMENTS

Due on Sunday, November 6, 2011 by 1:00pm:

1. Turn in your presentation materials and final memo to the Learn@ UW Dropbox on Sunday, November 6, by 1:00pm. You may not present any other items electronically on November 7. The memo should be a minimum of 4 written pages and no more than 6 pages. Please use 12 (twelve) point font, singled spaced and block format with one space between paragraphs and 1 inch margins. The names of all group members must be on the cover page. Please number the pages. Copyediting and professionalism will factor in the grade. Please also use in line citations for data, graphics, and other cited material. Please limit the use of charts, tables and other graphics to a maximum of four.

You will also be asked to give a 5 minute presentation based on your analysis. You may use PowerPoint, but this is not required.

*** For all of the writing assignments it is expected that you will take the extra effort to see the writing center to insure you submit papers with your highest quality of work. Visit <http://www.wisc.edu/writing> for the times and locations of the center

#3 Individual paper: Critical assessment of entrepreneurship and society (Graded)

15%

This assignment focuses on helping you: (1) gain more factual knowledge about entrepreneurship in society and present that knowledge to others and (2) deepen your critical assessment and argumentation skills. This assignment requires a thoughtful review of evidence and the clear presentation of supported arguments.

Background

The general topic of entrepreneurship gets attention from the press, industry leaders, and policy makers. There are many beliefs about what entrepreneurship is, who becomes an entrepreneur and/or a successful one, and what impact it has on our overall happiness and prosperity. Some of these beliefs are supported by hard data. Some are simply false. Others are valid to a large degree, but incomplete without an acknowledgement of limitations on necessary pre-conditions.

This project asks you to develop expertise in one specific topic related to entrepreneurship and to present to the reader a more accurate view about this topic. In addition, it asks you to present fact-based and/or clearly articulated arguments about WHY patterns or outcomes occur. This paper is NOT about expressing personal, prior beliefs, but rather finding and summarizing key arguments and evaluating objective evidence. In some cases, you will be helping offer a more accurate and comprehensive view about entrepreneurship than is suggested in some common “myths.”

Please pick ONE of the following topics:

A. Is entrepreneurship as driven by individual action or social context?

One common assumption is that entrepreneurship occurs mostly because of individual traits, values, or goals. Some people believe, for example, that a few special people have inborn traits that make them more entrepreneurial. Another viewpoint claims that broader social contexts will drive whether entrepreneurship occurs, such as national, regional, or industry conditions. This viewpoint emphasizes things beyond individual entrepreneurs' differences.

1. Define entrepreneurship as you will use the term in your paper.
2. Pick ONE general social context factor such as region or country. First, present positive arguments from prior research about why this will affect the level of entrepreneurship observed. Present hard data that supports this view.
3. Second, outline arguments against this viewpoint. Describe or summarize one or more studies whose data tends not to support the importance of this factor.
4. Conclude with an assessment of: (a) any qualifying conditions you determine may influence whether or not this factor matters and (b) whether you think the evidence is conclusive or more research is needed on this topic.

B. Does entrepreneurship play a role in job creation?

Page 1 of your text states "New and emerging businesses create a very large proportion of innovative products and services....They generate the most new jobs." Contemporary researchers still debate: (1) whether this is accurate, or in what sense it is accurate, and (2) whether the jobs created this way are "good" ones.

1. Define entrepreneurship as you will invoke it in your paper. For example, make clear whether you will include self-employment or not. Notice: this may actually play an important role in what facts are relevant and what your assessment is.
2. Present a case for why start-ups help create new jobs. Include related evidence.
3. Present the case that start-ups are not actually creating more new jobs than existing firms, and/or that the jobs they create are not as valuable or long-lasting.
4. Conclude with your overall assessment of whether start-ups tend to promote job creation, and if so, what types of jobs?

C. What are the similarities and differences between how profit-oriented companies and nonprofit organizations contribute to society?

1. What are the key similarities between how a business and a nonprofit organization contribute to the social good?
2. What are key differences in how each contributes?
3. Chapter 1 in the textbook describes a variety of patterns in the creation of new businesses. For example, it describes differences in levels of business entrepreneurship in different countries, or by different age groups and income levels. Pick ONE such factor and present data on how it relates to the creation of nonprofit organizations.
4. If possible, compare whether the same factor has the same or different effect on the formation of for-profits and nonprofits. For example, do the same countries that have high creation rates for new businesses have high rates for the creation of nonprofits? Or, alternatively, does education have the same effect in terms of the chances a person will create a new business and a new nonprofit?
5. Conclude with comments on the policy implications of your work. For example, should a country encourage the formation of both nonprofits and for-profit ventures? Why or why not? Remember to use data and logic and avoid clichés in discussing the point.

D. Special project option.

If you have some other similar project that you would really like to do, please send Professor Surdyk an email (put “MHR 365” in the subject heading) proposing the topic. This CAN NOT be the creation of a business plan for a new venture, but it could involve analysis of issues with special relevance to you. It has to include both conceptual arguments and credible evidence about why things are occurring.

⇒ DUE DATE AND REQUIREMENTS

Due on Wednesday, November 30, 2011 by 4:35 pm (the beginning of class):

1. Turn in written assignment by 4:35 pm to the Learn@UW Dropbox. It should be 7-10 pages long and double-spaced. Appendices are appropriate and even encouraged (e.g. evidence such as government data, research papers, and industry studies). Please use 12 (twelve) point font and 1 inch margins. Please place your name on the cover page and number the pages. Copyediting and professionalism will factor in the grade.

*** For all of the writing assignments it is expected that you will take the extra effort to see the writing center to insure you submit papers with your highest quality of work. Visit <http://www.wisc.edu/writing> for the times and locations of the center

#4 Individual paper: Critical assessment of entrepreneurship and society (Graded)

20%

For this assignment, you are being asked to complete a major “re-envisioning” of the paper you submitted for Assignment #3. For example you can add new data you have found on key topics, re-envision the organizing logic if it was not clear or was incomplete, add factual support for arguments, include clear examples, improve the writing and professional layout, add references, and/or resolve apparent inconsistencies or incoherence in Written Assignments #3.

Please note, however, this is not a matter of Assignment #3 being a first draft and Assignment #4 a minor revision. You will be graded on the degree of improvement between Assignment #3 and #4. The requirement here is to take Written Assignment #3, use the feedback gained from your me, the feedback you received during your peer review feedback session, and do your *own* critique of areas where it could be stronger, more professional, and produce a more compelling analysis on the same subject.

It is important to note no paper is ever completely finished. There is always room for improvement. You are being asked to turn in your best work at all times. This means being able to receive and respond to additional feedback and new information, an important skill for being a student as well as an entrepreneur.

⇒ DUE DATE AND REQUIREMENTS

Due on Thursday, December 19, 2011 by 9:25 pm (the end of the scheduled time of the final exam)

1. Turn in written assignment by 9:25 pm to the Learn@UW Dropbox. It should be 8-10 pages long and double-spaced. Appendices are appropriate and even encouraged (e.g. evidence such as government data, research papers, and industry studies). Please use 12 (twelve) point font and 1 inch margins. Please place your name on the cover page and number the pages. Copyediting and professionalism will factor in the grade.
2. Turn in a 1-2 page response to 2-3 pieces of feedback you received from me after submitting Assignment #3 by 9:25 pm to the Learn@UW Dropbox. Your response should clearly identify how the new paper addresses the earlier feedback.

*** For all of the writing assignments it is expected that you will take the extra effort to see the writing center to insure you submit papers with your highest quality of work. Visit <http://www.wisc.edu/writing> for the times and locations of the center

Grading Criteria - General

Written assignments for this class are intended to be as useful to you as possible and to reflect professional and scholarly standards. That means your work should represent polished and professional compositions. As such, please keep the following general guidelines in mind:

Editing guidelines:

- Identify your name & names of all group members when relevant (does not count toward the page limit requirements)
- Number pages. Really. Not optional
- 12 point font, 1 inch margins
- Proofread and copyedit carefully
- Spelling and grammar really count

This course asks you to do two types of writing and apply relevant standards for each:

1. Professional writing in your career and public life. This includes things like writing a memo to your boss, employees or colleagues, writing public documents, communicating with an organization as an applicant, complainant/advocate, or writing intended to persuade others. You will use this approach for Written Assignments #1 and #2.
2. Critical analyses using scholarly and credible data sources. This includes things like writing an analysis for a research paper in school or for a scholarly publication, report for a public policy assessment, or similar situation. This approach applies to Written Assignments #3 and #4.

The following criteria will be used to grade all written assignments:

- Makes logical and coherent points linked to the topic and using a clear structure for the composition
- Uses evidence to support claims (facts, data from legitimate sources).
- Presents interesting or original ideas and creative ideas. No clichés. Use examples or details to make definitions or points vivid and clear.
- Shows professionalism in presentation, including attention to spelling, punctuation, syntax, grammar, and logic.

For general professional writing, you may want to consider using lists, graphics, vivid examples, and links to the reader's own experience to enhance the impact of your work. Good choices for sources of data will affect your grade. For example, higher grades will be given if you use both primary and solid secondary data sources from trade associations, government bureaus, and market intelligence reports.

For critical analyses, you will need to make sure the approach is objective rather than a report of personal feelings or ideas. You should use and correctly cite references. Personal stories are not appropriate evidence for a claim in this context. Good choices of data and references will affect your grade. For example, you will receive a higher grade when you use peer-reviewed academic papers and/or reputable public data sources (e.g. Small Business Administration, U.S. Census) for sources of concepts, definitions and data.

Note that there are also other kinds of writing that we do not explore in this class. These include: Creative writing of a story, play, poem, or song; Scholarly writing in the humanities that emphasizes creative integration of thought, conceptual novelty, personal exploration or the celebration of the human spirit; and laboratory/experimental science writing such as used in laboratory notebooks, field journals, research reports, manuals, or research proposals.

Plagiarism is unacceptable. Make sure you are clear on what is appropriate or not. Plagiarism violations will be investigated aggressively and carefully. While it is permissible to consult classmates, it is not appropriate to use material directly from other people's written notes for a class.

If you wish to request a re-evaluation of the grading of an assignment, please submit a written rebuttal for evaluation. Keep in mind that a grade may be adjusted up **or down** after your request is evaluated by the professor and teaching assistant.

Late assignments will not be accepted.