

Entrepreneurship
Course Number: 33:382:302
Course Title: Introduction to Entrepreneurship

COURSE OVERVIEW

This course is for students who would like to understand the business planning process and underlying concepts associated with successful startup ventures, “Intrapreneuring” (internal/corporate venturing) and an emerging concept known as “Entrepreneuring” (Neck, et. Al), which supports newness promoted by individuals or groups in any type of organization, such as new ideas, markets, ventures, products, institutions, etc. This course will require you to understand the “building blocks” of successful ventures, and then apply a “customer development” technique using a systematic method. You will get some practice through group projects that will require you to develop a business opportunity with a tool called “The Business Model Canvas.” Your team will use the business model canvas to create a presentation of your business opportunity as a demonstration of your ability to apply the cumulative skills and knowledge you’ve learned in this course. You will also need to develop a 3-minute rocket pitch video (to be explained during the course) to tell the story of your opportunity.

COURSE MATERIALS

Please be sure to purchase all required materials as they are necessary for class participation, quizzes, midterm, group projects and the final project.

- **PDF Texts:**
 - *The Four Steps to the Epiphany* (this is a free downloadable pdf found at the link below)
 - http://www.stanford.edu/group/e145/cgi-bin/winter/drupal/upload/handouts/Four_Steps.pdf
 - *The Mom Test*
 - *Talking to Humans*
- **Textbooks:**
 - **The ISBN numbers below apply if you purchase the books and software separately; there’s no software needed for this class)**
 - Entrepreneurship, 5TH Edition (Abbreviated as E5E in the Schedule below) by William D. Bygrave & Andrew Zacharakis
 - E-book ISBN: 978-1-119-56309-9
(you can check the RU Bookstore; here is a link to the Wiley site for comparison prices on rental/purchase <https://www.wiley.com/en-us/Entrepreneurship%2C+5th+Edition-p-9781119563099>)
 - Print Book
 - Rental ISBN: 978-1-119-68950-8

- Paperback
 - ISBN: 978-1-119-56322-8
 - (NOTE: PAGE NUMBERS IN THE COURSE CALENDAR BELOW REFERENCE PAGE NUMBERS IN THE E5E PRINT BOOK; PAGE NUMBERS IN THE E-BOOK MAY VARY)
 - Business Model Generation by Alexander Osterwalder & Yves Pigneur
 - ISBN 978 0470 87641-1 (**In the schedule below, this is abbreviated as “BMG”**)
 - How to read a Financial Report , 8th Edition by John A Tracy,
 - ISBN-13: 978-1118735848 ISBN-10: 1118735846 Edition: 8th

**Hardcopy of used editions of E2E may be available at the Rutgers Bookstore or from students who previously took the course; new copies and e-books should be available online via Amazon, Barnes & Noble.com or any other source that works for you. You can do a google search to check your options for acquiring the texts. New copies of the BMG book should be available from various book retailers; again, used copies may be available from the bookstore and students who have taken the course.

NOTE: THE GENERAL POLICY IN THIS CLASS WILL BE THAT WE USE LAPTOPS OR SMARTPHONES ONLY AT DESIGNATED TIMES; IF YOU PURCHASE AN E-BOOK AND NEED TO USE IT FOR NOTE TAKING, YOU WILL NEED TO PRINT THAT CHAPTER AND BRING WHAT YOU NEED TO TAKE NOTES MANUALLY. SLIDES WILL BE AVAILABLE PRIOR TO CLASS FOR YOU TO PRINT/TAKE NOTES. IF THIS IS AN ISSUE, PLEASE RAISE IT WITH THE TEACHING TEAM FOR DISCUSSION.

RESOURCES

- Video Series <http://ecorner.stanford.edu/authorMaterialInfo.html?mid=2056>
There are 9 videos-the total viewing length is less than 30 minutes. It's crucial that you view these videos to help you better understand “The Four Steps to the Epiphany.”
- E2E- Chapter 9 -pages338-357 to understand basic terms such as “Venture Capital and Internal Rate of Return
- Additional resources will be made available on Canvas

LEARNING GOALS AND OBJECTIVES

To develop an understanding/appreciation for:

- Frameworks, successful approaches and the vocabulary of entrepreneurship
- Creativity and innovation as applied to entrepreneurial problems/opportunities
- The challenges, risks and risk mitigation strategies entrepreneurs must consider and address, in making decisions and trying to achieve business results with limited time, resources and insufficient information. An important aspect of this is appreciating the importance of experimentation and learning from unsuccessful experiments
- “Simulating” the pace/unpredictability of entrepreneurship
- Applying entrepreneurial concepts in a professional, disciplined and systematic fashion by using business planning to a new venture/product/market, etc.
- Utilize integration of various business disciplines, to be used in qualitative, and quantitative, analysis in entrepreneurial ventures/decision-making

- The significance of effective communication as an entrepreneurial attribute-including, written, formal and informal presentation
 - Teamwork as an essential ingredient in class, and entrepreneurial achievement
 - The significance of “Entrepreneurs as Storytellers”.
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LEARNING EXPERIENCE

I will be using 5 learning modalities-and an optional 5th-- to help you master and enjoy the material in this course:

- 1) Reading/lectures, online/multimedia and in class/online discussions and exercises. The class is front-loaded with readings to give you the foundation you need to solve the problems you will have to address in the course assignments.
- 2) Analysis and presentation of findings for various case studies.
- 3) Lectures from successful guest entrepreneurs.
- 4) The “customer development” methodology—which integrates the business model canvas as a primary tool for understanding the necessary ingredients for a startup to achieve success. **YOU WILL BE WORKING WITH A TEAM TO SOLVE A REAL PROBLEM BY RESEARCHING AND PRESENTING YOUR IDENTIFIED VENTURE TO ADDRESS A PROBLEM ASSIGNED IN CLASS**
- 5) **Prototyping-student teams have the option, for extra credit, to create a prototype/model of their proposed product/service. This can be done for a very low cost at the Rutgers Makerspace. Details for the makerspace will be available in Canvas.**

Supporting Resources:

We have created an Advisory Board for this class. This board is comprised of Rutgers Alums (and several former students of this class) who are successful serial entrepreneurs, innovators, funders, etc. They range from startups to corporate innovators to venture capitalists, etc. That is, they understand what is required to launch and sustain ventures and they are available to support your efforts in the class. We have created a LinkedIn Group with their backgrounds and will provide information to you for those who want to make connections. Please note that the advisors are all working professionals and are happy to assist you but you must be purposeful in your communications. They are interested in connecting with you because they want to identify talented students who might be able to intern/work for their companies/startups, etc. and in some cases, to identify potential “fund-worthy” startups. This unique resource is not available to any other group of students at Rutgers, and we urge you to avail yourself of this board’s capabilities as you work on your venture ideas. This is as “real world” as it gets; we are creating an environment so that if you want to pursue the venture you “dream up” as part of this class, this board has the capacity to help you make it a reality. But it will require diligence on your part to “own” this effort. Understand that launching a venture is not required in this course, but for those interested, we have created the capacity for those who are motivated, to do so.

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.

Not being familiar with these standards will not exempt you from any violations. These standards apply to all grading practices; attendance, discussions, exams and projects. All projects will be submitted using safe assign and if you are not in class, you will not receive attendance credit so don’t try to obtain an attendance pin. I will strictly enforce and discipline any violations so please conduct yourself in a way that does not call your integrity into question. You don’t want to jeopardize an academic career over a lapse in judgment, so don’t think “I can risk it and no one will know.” The more likely scenario is that we will find out about the infraction. Please don’t put any of us in this situation.

Plagiarism

Students should cite all sources and be sure that the presented work is their own work. The university policies on plagiarism are very strict and will be enforced in this class. See link above in academic integrity. All submitted work is expected to be the student’s own original work. Professors/Instructors shall not tolerate plagiarism. If a student uses material from other sources they must use the proper citation –fabrication of cites is a violation of academic integrity. Also, if a student denies others access to information or material it is a breach of academic integrity.

OFFICE HOURS POLICY

Office hours with either me or the TA should only be used for the following: 1) obtaining guidance on course work, specifically the projects, simulation and midterm; and 2) obtaining guidance for future career plans and other related discussions. For review of quizzes and the midterm, please send an email to the course email address to meet with the TAs. *PLEASE NOTE:* To help ensure you maintain a good grade in the class, **there will be mandatory office hours to review group projects.**

Individual emails regarding scheduling, the syllabus, and other course administration issues will not be answered directly, but instead will be answered in a general email to the entire class. However, if you experience a personal issue or something that requires confidentiality, such as a health or family emergency, please reach out to the Professor or TA for assistance. Please alert us of any of these types of personal issues as soon as possible.

ASSESSMENTS

We use a 1,000 point scale, split according to group assessments (based on the projects you do with your assigned group) and individual assessments (based on your attendance, participation, quizzes, midterm and simulation). This grading approach reflects the fact that entrepreneurship requires a team orientation to be successful, but allows for the possibility that not all teammates will be as fully engaged as their peers might appreciate. Occasionally, we may give opportunities for extra credit as per the discretion of the professor.

- **Grading Scale** - So you can get an idea of what your grade will be, based on the total number of points you score divided by 1,000. For example, if you score 850 points, you can expect a B+. In case you are wondering, we generally do not curve any grades. There are enough individual and group opportunities available to help you earn a good grade in the course. Note that you **MUST** reach the next grading threshold to earn the indicated grade. Accordingly, please don't ask us to "round" grades.
 - 900+=A
 - 850+=B+
 - 800+=B
 - 750+=C+
 - 700+=C
 - 650+=D
 - Below 650=F

Another note about grades: Final course grades are non-negotiable. If you have an issue with a grade because you feel there was an error, you must provide timely (within 2 weeks except for the final 2 projects, which are within a week) written communication of the error and any supporting arguments. That means we missed something that was in fact in the assignment or we miscalculated something, etc. this is not based on your "opinion." Further, please don't "beg" for a grade that you feel you need or deserve. Your GPA is your responsibility and is earned over the course of multiple semesters and many courses. So, to maintain standing, financial aid, internship, etc and you need a certain grade, you need to work hard to ensure you earn that grade. Please don't make this an issue of the teaching team. It's unfair to other students, and lacks integrity, to seek a grade other than what you earned. In this course, there is no policy to curve grades and-we don't grade on a curve. Further, if you know you "need" a grade, then visit the teaching team and review the syllabus and upcoming assignments in advance to position you to be successful. We're glad to help you with this.

INDIVIDUAL ASSESSMENTS

Midterm and Attendance/Participation

550 total points (55% of 1000 points)

Midterm

300 points (30% of 1,000 points)

The midterm is the only exam. It is based heavily on readings and class discussions. These will be a "traditional" assessment involving some combination of multiple choice, true/false and similar question types. A review sheet will be provided in advance and you are expected to complete when it's administered. If you do not do so, you may receive **zero points without a documented excuse. More details will be provided during the midterm review session.**

Class Attendance/Participation/Attendance

Attendance = 125 points (12.5% of 1,000 points)

Participation = 125 points (5 Discussion Boards) (12.5% of 1,000 points)

Attendance

We will use the Qwikly attendance feature in Canvas. Therefore, you must have access to Canvas to be considered present in class. We will require a PIN, provided at the beginning of each class. The Professor will announce when the Qwikly platform is open for attendance.

If you are not in class, you will not have access to the PIN for that class. Excused absences require valid documentation. Use of the registrar's attendance system to notify us of an absence IS NOT considered valid documentation. Qwikly is free, and very easy to use. But it's your responsibility to ensure you have access to Canvas throughout the semester and that you remember to record your attendance. **We won't accept emails or verbal requests after a class that say "I forgot to check in, I was here."** The class is too large to accommodate these exceptions. We can be flexible about the attendance window during class since sometimes transportation is beyond everyone's control. But, you are expected to be in class-both for your own benefit and the benefit of your team/peers. Therefore, we need to adhere to these attendance policies.

Participation

We will have multiple online discussion boards that are required for you to review/post analysis, reflections and comments over the course of the semester. You will need to make timely posts and follow-instructions to receive credit for each of these discussions. It will be "quality, not quantity," so you will be asked to do the required number of posts; no more, and no less, to earn credit for that assignment. Not doing a post will disqualify you from earning credit for the assignment. Unless you have valid documentation, no late posts will be accepted for partial credit.

Please note that when we do an in-class case discussion, I expect that you will be prepared and able to answer basic questions about the material. If you are called on to lead a discussion, and are unable to do so, that may negatively impact your overall participation grade.

GROUP ASSESSMENTS

450 total points (45% OF 1,000 points)

Group Projects

Groups will be selected by you at the completion of the add/drop period. Groups will be posted on Canvas with contact information for group members. It is your responsibility to ensure that your contact information is correct and that you remain in contact with all of your group members.

1

RESEARCH & PROBLEM IDENTIFICATION

50 total points (5% OF 1,000 points)

Problem Statement = 16.6 points

Primary Research = 16.6 points

Secondary Research = 16.6 points

By the time your team forms, you'll already have an idea of your problem. That's the basis of the formation of your team. However, what new ventures typically learn is that "their first idea isn't typically their best idea" and so additional research, known as customer development, is essential. The first step in starting an entrepreneurial venture is to identify a problem and the second step is to shape a solution that creates a viable business model. In this assignment you and your group members will use primary and

secondary research to support the identification and/or preliminary validation of the problem that you feel is driving the idea that attracted the team.

For example, let's say you felt there was a lack of access to healthy and affordable food for college students. Your research assignment should verify that this is a problem - and how big a problem it is. You choose the problem—we will tell you how effective you were at creating a compelling analysis/discussion of the problem. This assignment is no more than 2 pages in length-and should include links to survey data and results, questions, and secondary sources.

2

BUSINESS MODEL CANVAS PROJECT

250 total points (25% of 1,000 points)

BMC Draft #1 = 40 pts

Innovation Accounting Dashboard = 10 points

Total = 50 points

After your team submits BMC Draft #1, **your project team is required to meet with the Teaching Team to review and discuss your draft in order to provide you with guidance for the project and the final submission. Any team which does not meet with the Teaching Team will receive a 10% penalty on the assignment.**

All members of the team are required to attend, unless there is a bona fide reason for nonattendance. Instructions will be given in class regarding scheduling your meetings.

Innovation Accounting (Metrics Dashboard)

Based on our in-class review and assigned readings/video reviews, your team must create an Innovation Accounting dashboard from the template we provide. It addresses issues that link to your Business Model Canvas such as the number of customers you might expect to visit your store, website, download your app, refer friends, make purchases, make repeat purchases, etc. Your initial iteration will be assumptions. Iterations 2 and 3 should be based on either actual experience and or validation based on interviews with customers. But, actual experience (eg, creation of a prototype and conducting interviews, or launching a social media site and providing analytics and any behavior insights) is what's expected. This is to help you understand this concept by applying it to your venture.

BMC Draft #2 = 50 points

Level 1 Data = 15 points

Level 2 Metrics = 15 points

Total = 80 points

Submit BMC which must have substantial changes for most of the sections of your team's BMC. The Innovation Accounting (Metrics) Dashboard must be updated, and teams must also upload agendas for all team meetings held to date, along with meeting notes/minutes.

Final Business Model Canvas = 50 points

Level 2 Data= 20 points

Level 3 Metrics = 20 points

Insights Memo that reflects on your learning and pivots = 30 points

Total = 120 points

Teams must also upload agendas for all team meetings held to date, along with meeting notes/minutes

The rubric and expectations for the final version of the canvas can be found on Canvas. Each section of the canvas and financials should be thoroughly completed with explanations of chosen course of action and reasoning behind that course. How you apply and present your learning for the final assignment is a crucial aspect of your grade. When you submit your final, we will judge it in the context of whether or not it demonstrates your ability to compose and analyze a business model using the entrepreneurial concepts you have learned in this course.

3

ROCKET PITCH VIDEO PROJECT

150 points (15% of 1,000 points)

The rubric, guidelines, resources and outline for the Rocket Pitch can be found on Canvas. The finished video cannot exceed 3 minutes and you will be required to submit 3-4 PowerPoint slides to accompany the video, which will be played in class. The slides should be in the video as well. Any submission that exceeds the published guidelines will not be graded.

Extra Credit

At the Professor's discretion.

The only formal extra credit opportunity as of now will be up to 10 points for the production of a prototype for inclusion in your rocket pitch. We'll provide the specifics of prototype requirements in Canvas. Remember, it doesn't have to be expensive.

PEER REVIEW

TEAM DYNAMICS AND ACCOUNTABILITY

We will be reviewing various tools and strategies to help you run effective meetings and to be productive as a team. These are important skills and you need to develop them not just for the course-but for your career. While there is no perfect system to ensure that every group member participates equally, we have some assessments built into the course to help us monitor group effectiveness and productivity, as well as, to help allocate grades reasonably and fairly. Our goal is not to foster internal team competition; it's to foster accountability simply so that everyone does their fair share over the course of the semester.

In order to receive your course grade, you will be required to complete a peer evaluation for yourself and your project teammates at the end of the semester. You may be asked to do peer reviews at the Professor's request.

General Comments about Teamwork

Your team projects represent 45% of your grade-be a good team player. This is true in this class-and is essential to a successful entrepreneurial ventures-how do we define "good"?

- Keep your commitments. If you agree to do something for the team, do it and complete it when you say you will.
- Communicate. If you need help from a teammate, tell them and be specific about what you need/when you need it.
- Be respectful. When a teammate reaches out to you, be responsive; and be honest.

If you designate a teammate to submit your assignment and they fail to do so—assume that the entire group will be penalized for a late submission. Everyone is responsible for the collective efforts of the team-so have a mechanism in place that allows you to verify that assignments were

submitted. Further, if an assignment is not submitted, we won't "come looking for your assignment." If it's submitted late-and we accept, you get a late penalty. But as we move through the semester and deadlines for grading accelerate, we reserve the right not to grade a late submission. To avoid this issue, be diligent and timely with submissions - PLEASE!

The team is expected to divide responsibilities for each submission; you cannot appeal an assignment grade based on a weak/non-performing teammate's failure to perform. That's what the purpose of the team contract, etc and team assessments are for. It's to hold team members accountable. Recognize that if your teammate doesn't do their work, and your meeting minutes show the person agreed to that portion of the assignment, we consider that when grading-if and only if-your contract has a clear and unambiguous provision in it that enables us to consider this circumstance. Of course, everyone on the team must sign the contract, which means everyone agrees to this provision.

Canvas for grading assignments

We will have a simple upload of a placeholder to streamline grade reporting so that you can see your assignment grades all in one place. Missing grades need to be reported within two weeks, as discussed above.

ACCOUNTABILITY AND BEHAVIOR

I expect you to be responsible and accountable for your actions in class. We are very glad you chose to take this course and will do whatever we can to help you be successful. If you have an issue we need to discuss, please make us aware of it in advance and we will do what I can within reason to be supportive. If you ignore your responsibilities, do not expect any consideration from us. (Emergencies are the exception, of course-since they can't be anticipated.) You are the person who has responsibility for your success in the class. If you deal with issues in advance-we will help you. After the fact, and without a documented excuse, we will not be nearly as supportive.

Decorum and Devices

1. If you use an electronic device, it's for taking notes, reviewing slides, etc. If you plan to text, surf the internet, etc, then we may restrict their use in class.
2. Electronic devices will be needed for attendance; if we have a guest lecture, they will only be allowed Thursday for this purpose, then they must be stored for the duration of class.
3. You're not invisible. We can see what you're doing and if it's distracting, you may be asked to stop doing what you're doing. No one wants to be "called out"; it's disrespectful to talk when others are speaking so please don't behave in a way which forces us to interrupt class for a reminder of good class behavior. Our time is too precious.
4. Be attentive when peers are asking questions/adding to the in-class discussion; this enriches everyone's experience and is encouraged.
5. Please expect to be in class on time; if you come late, please be as unobtrusive as possible when entering.
6. If you leave early, you may not get credit for attendance without a valid excuse. Please plan accordingly. If you have an emergency, please leave quietly and then contact us as soon as you can after class to discuss.

7. If you have a planned absence (religious observance, medical need) please notify us in advance and provide documentation; if you had a medical or personal emergency and couldn't come to class, please provide documentation.

COURSE SCHEDULE – READINGS & ASSIGNMENTS

NOTE: Review prior to each class.

Week	Topics / Notes	Assignments
1	<p>Fundamentals of Entrepreneurship & Business Planning Context</p> <p>Introduction to Business Models and Business Planning & Business Model Design</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Review Syllabus <p>To Read Before Class:</p> <ul style="list-style-type: none"> ● PDF Text: “The Four Steps to the Epiphany” ● Read “Entrepreneuring” (A brief blog entry) ● Read E5E Chapter 2, <i>Entrepreneurial Process</i> pgs. 41-49 <p>In Class:</p> <ul style="list-style-type: none"> ● Watch: Understanding Your Business Model and Developing Your Strategy ● Revenue Model Brainstorm <p>To Read Before Class:</p> <ul style="list-style-type: none"> ● Read E5E Chapter 5, pgs. 120-133, <i>The Importance of Business Models</i> ● Watch: “The Startup”
2	<p>Building the Founding Team</p> <p>Personas and Jobs to Be Done</p> <p>Business Model Patterns Part 2</p>	<p>To Read Before Class:</p> <ul style="list-style-type: none"> ● Read: E5E Chapter 7, pgs. 185-205, <i>Building the Founding Team</i> ● Finding Goldy <p>Assignment:</p> <p>Chef’s Table Discussion Post due by ()</p> <p>To Read:</p> <ul style="list-style-type: none"> ● Talking to Humans ● BMG “Patterns” Chapter pgs 52-121 ● Customer Jobs to be Done ● 8 Creative Ways to Share Your User Research
3	<p>Social Entrepreneurship</p> <p>Financial Statements</p>	<p>In Class:</p> <ul style="list-style-type: none"> ● Social Entrepreneurship <p>To Read Before Class:</p> <ul style="list-style-type: none"> ● Read: E5E Chapter 14, pgs. 443-455, <i>Social Entrepreneurship</i> ● Read: E5E Chapter 9, pgs. 275-292, <i>Building your Pro-Forma</i> ● Watch The Art and Science of Creativity
4	Looking More	In Class:

	<p>Closely at Resources for Your Venture</p> <p>Raising Money; Jacqui Case</p>	<ul style="list-style-type: none"> • Debt and Other Forms of Financing • BMG “Patterns Part 2 - Design” <p>To Read Before Class:</p> <ul style="list-style-type: none"> • Read: E5E Chapter 11, pages 338-360, <i>Debt and Other Forms of Financing</i> • BMG “Patterns-Design” Chapter pgs 121-190 <p>Assignment:</p> <p>Shark Tank post “Group 1” due in Canvas by ()</p> <p>Shark Tank post “Group 2” due in Canvas by ()</p>
5	<p>Understanding Your Business Model, The Business Model Canvas</p> <p>Creating Productive Teams</p>	<p>In Class:</p> <ul style="list-style-type: none"> • The Business Model Canvas, <p>To Read Before Class:</p> <ul style="list-style-type: none"> • BMG “Canvas” Chapter, pgs. 14-43 • What It Takes to Go From 0 to 1 Million in 1 Year <p>In Class:</p> <ul style="list-style-type: none"> • Raising Money for Starting & Growing Businesses • Informal Valuation Exercise; Jacqui <p>To Read Before Class:</p> <ul style="list-style-type: none"> • Read: E5E Chapter 10, pgs. 303-327 <i>Raising Money for Starting & Growing a Business</i> <p>Assignment:</p> <ul style="list-style-type: none"> • Video Introduction and Personal SWOT assignment due in Canvas by () • 2 responses to classmates’ Video Intro and Personal SWOT assignments due in Canvas by ()
6	<p>Midterm Review/Midterm</p> <p>Creating Productive Teams</p>	<p><u>IMPORTANT: This class is mandatory to learn the midterm details/logistics.</u></p> <p>In class:</p> <ul style="list-style-type: none"> • Understanding team roles and dynamics • Venture Culture-how to foster and contribute to one • Self-Assessment –complete this to include as part of your video (template in Canvas)
7	<p>Speed Networking</p> <p>Work Session</p>	<p>Mandatory: Attend class to select your project teammates</p> <p>Assignment:</p> <p>Complete team signup found in Canvas ()</p> <p>Complete the team contract found on Canvas. Upload by ()</p> <p>In Class: Work Session: Research and Problem Identification</p> <p>Online resources: Strategy</p> <p>Optional Check In</p>

8	Work Session Innovation Accounting/ Metrics	<p>In Class Work Session: Research and Problem Identification Assignment Research & Problem Identification due () (Instructions in Canvas) Optional Check In</p> <p>Recorded Lecture (found in class session recordings-available after ())</p> <ul style="list-style-type: none"> • What is Innovation Accounting • How do you use Innovation accounting with a Business Model Canvas • How do I choose appropriate measures
9	NO CLASS	
10	Work Session	<ul style="list-style-type: none"> • BMC Iteration 1/Meet with Teaching Team <p>BMC iteration 1 Assignment: Submission BMC 1 due by () on ()(Assignment instructions on Canvas)</p> <ul style="list-style-type: none"> • Schedule mandatory BMC 1 Review team meeting for () • Peer Review 1 due () @ ()
11	Fail In Order to Succeed Work Session	<p>In Class</p> <ul style="list-style-type: none"> • Developing a “Fail in Order to Succeed” Mindset <p>To Read Before Class:</p> <ul style="list-style-type: none"> • Read Article “What Makes Entrepreneurs Entrepreneurial?” by Saras Sarasvathy <p>Assignment:</p> <ul style="list-style-type: none"> • Fail in Order to Succeed Discussion Post (Canvas), due by () on () <p>Work Session on BMC 2</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Corporate Innovation (see discussion post in Canvas), M-Z due by () on (), A-L () <p>Group Check ins with Teaching Team</p>
12	Emerging Innovations and Potential Applications Rocket Pitch Instructions Work Session	<p>Work Session-BMC 2/Rocket Pitch Group Check ins with Teaching Team BMC Iteration 2/Prototype Development</p> <p>Assignment:</p> <ul style="list-style-type: none"> • BMC 2 due by ()() @ ()
13	Rocket Pitch	Guest Lecture: ()

	Instructions	WORK SESSION Rocket Pitch/Prototype Development Market Size resources- online in Course Documents Rocket Pitch Instructions Group check-in with teaching team
14	Work Session	WORK SESSION: BMC3/Rocket Pitch Required group check in for Rocket Pitch Assignment ● Rocket Pitch due by () on () (Instructions found on Canvas)
15	Presentations Final Project Submission	Presentations/Review/Group Check ins Assignment: ● BMC 3 due at () () (Instructions on Canvas)

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.]