The critical ingredient is getting off your butt and doing something. It's as simple as that. A lot of people have ideas, but there are few who decide to do something about them now. Not tomorrow. Not next week. But today. The true entrepreneur is a doer, not a dreamer.

- Nolan Bushnell, founder of Atari and Chuck E. Cheese's

INSTRUCTOR: Dr. Stephen Childers
OFFICE: BE 276
EMAIL: jchilders2@radford.edu

OFFICE HOURS: T, Th 12:30-1:30; W 10:00-11:30, 1:30-3:00 (other days/times by appointment).

COURSE WEBSITE: RU D2L. I will make extensive use of Desire2Learn. You will find course information, project details, lecture slides, grade information, and more. Make a practice of checking for updates regularly. For information on how to use D2L: (https://php.radford.edu/~knowledge/lore/category.php?id=94).

Important Note: This syllabus is in no way “written in stone.” If the need arises to adjust the content of the course or the grading process, the instructor reserves the right to do so. Any changes will be discussed in class and adequate time will be given to the students to reduce any inconveniences.

Further: In the event of a University-wide emergency, course requirements, classes, deadlines and grading policies and procedures are subject to change. Potential changes that could occur include alternative delivery methods, alternative methods of interaction with the instructor, accessing class materials and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading schedule. In the case of a University-wide emergency, please refer to the RU Homepage (www.radford.edu) for more information. I will attempt to update course information as soon as possible on the course D2L page and via email.

PREREQUISITES: A desire to learn about entrepreneurship and innovation.

Course Materials:
✓ Entrepreneurship & Innovation, ©2012. A custom text
You can obtain this text in three different forms:
1) Bound copies are available in the bookstore ISBN= 9781121510173 ($43.87)
2) Electronic or Downloadable copies: ISBN: 9781121510937 ($42.05)
   • Go to www.mcgrawhillcreate.com/shop/
• Search for and select book by title: Entrepreneurship & Innovation, ISBN, Author (Childers), or State/School.
• Add the book to your cart and pay using a credit card or access code.

http://toddsattersten.com/2010/02/fixed-to-flexible---the-ebook.html
Note: we will cover this book later, but please download ASAP!

Other readings will be placed on D2L or distributed in class. You are responsible for reading these as well.

COURSE DESCRIPTION: This course provides an overview of the principles, theories, and practice of entrepreneurship and innovation. Emphases will be placed upon the student understanding how past entrepreneurs have used innovation methods to launch entrepreneurial ventures; and how the student can use their own creativity to launch entrepreneurial ventures.

COMPETENCIES DEVELOPED: Much research has been conducted to search for entrepreneurship characteristics. People used to think you were born an entrepreneur (why do you think people thought this?). We now know this is not true. Instead, entrepreneurship is more a function of the many experiences we have during our lifetime. Therefore, we must understand who we are (a function of our past) and work to build new experiences in order to develop competencies that will serve you during future entrepreneurial endeavors. Competencies we will strive to develop include 1:

- Initiative- ideas are fine, but execution is what matters.
- Perseverance- you will have to overcome obstacles in order to complete your business concept,
- Creative problem solving- lots of exercises and experiences here,
- Opportunity recognition- you will have to screen ideas,
- Decision making during uncertainty- how to implement an idea when you don’t have all the information,
- Risk taking- it’s about calculated risk, step outside your comfort zone,
- Team building- Building the right team is an important step for entrepreneurs. After all, you are bounded rationally. You will work on your project with a teammate,
- Persuasiveness- you will pitch your business idea,
- Negotiating- you will work with partner to decide on which idea to implement,

Communication skills- you will need to communicate with multiple stakeholders, each possibly placing different demands upon you: me, your partner, classmates, and your network members,

Planning and goal setting during uncertainty- you will plan and set goals for your idea,

Networking- you will need to seek the advice of others to excel

Managing of time and stress- the more you put into it, the more you will get out of this class. However, that does cause some discomfort.

---

GRADING:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Exams- 2</td>
<td>200</td>
</tr>
<tr>
<td>(i) Self-Assessment Exercise</td>
<td>50</td>
</tr>
<tr>
<td>(g) The Great Ones</td>
<td>50</td>
</tr>
<tr>
<td>(g) What Bugs You? Exercise</td>
<td>25</td>
</tr>
<tr>
<td>(g) Opportunity Analysis Exercise</td>
<td>25</td>
</tr>
<tr>
<td>(g) Idea Pitch 1</td>
<td>50</td>
</tr>
<tr>
<td>(g) Idea Pitch 2</td>
<td>50</td>
</tr>
<tr>
<td>(g) Real Pitch: Concept Pitch</td>
<td>100</td>
</tr>
<tr>
<td>(g) Business Idea Summation Report</td>
<td>100</td>
</tr>
<tr>
<td>(i) In-class activities and participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>750</strong></td>
</tr>
</tbody>
</table>

Letter Grades Earned (and Classification) are based on the total points you earn

A (Outstanding): ≥ 671 pts
B (Above Average): 596-670 pts
C (Average): 521-595 pts
D (Below Average): 446-520 pts
F (Not Acceptable): < 446 pts

Scores will be posted to your D2L account as soon as possible to help you track your class performance. Scoring and grading concerns should be discussed with me immediately, not at the end of the semester. If, after one week, you do not notify me regarding an error of grade input, I reserve the right not to reconsider the posted grade.

2 Exams (i)- 100 pts each
Exams are scheduled for text, lecture, discussion, and readings as indicated on the schedule. The purpose of the exams is to increase your understanding and use of the concepts, tools, and models presented in class. The two exams will consist of 52 multiple-choice questions.

Self-Assessment Exercise (i) – 50
Self-assessments are valuable tools to help individuals better understand themselves. More importantly, when compared to some known benchmark, these tools can help identify gaps between current and desired behaviors. Much research has been completed in the area of entrepreneurship and several characteristics appear to be somewhat descriptive of entrepreneurs. This provides us the benchmark needed to learn from assessment efforts. By
gaining an inventory of your skills and behaviors, you gain knowledge of what you might want to improve upon should you wish to be a more effective entrepreneur. I will provide to you a series of assessments to complete. Once completed, I will ask you to complete and submit to me a report of your results along with reflections on the meanings and interpretations.

**The Great Ones (g) – 50**
One way to better understand entrepreneurs is by learning how those names we all recognize (E.g.: Jeff Bezos, Sam Walton, Roy Disney, Steve Jobs, Oprah Winfrey, Bill Gates, Mark Zuckerberg, etc., etc.) achieved their fame and fortune. You and your group will research such a founder (must be a noted or recognized individual approved by me) and introduce this individual to the class via a short (5 minute) presentation. In addition to the person’s accomplishments, I want you to discuss the character of the person, their traits, their goals and drivers, management styles, weaknesses, etc. Don’t view these people as infallible- they are people. You should point out flaws as well as accomplishments. You could also detail how those factors translate (passed down) into the business today, or perhaps how their influence has been eroded over time. To seek topic approval, send me an email with the person’s name along with one sentence as to what they are known for. Be sure to include who will be participating in the presentation (student names- up to 4 per group). Once someone claims a person- no one else can take him/her. You will also be able to choose what date you wish to present your “Great One”…first come, first claim. Choices are due to me by Thursday, September 6.

**What Bugs You? Exercise (g)– 25**
Part of becoming a successful entrepreneur is to recognize opportunities. One simple way to identify opportunities is to look for things that “bug” or bother you and/or others. To help foster this entrepreneurial alertness, you and your partners are to become “bug hunters.” I will ask that you work together to observe behaviors and preferences of you and others and record these findings. A simple report of your experiences will be prepared and submitted.

**Opportunity Analysis Exercise (i) – 25**
You and your group partners will develop at least five different opportunities you see in the local market. For each, discuss the basic idea, who you expect to use the idea, and what “pain” you are alleviating. You will explain if you would expect sales to come from 1) making new sales; 2) increasing the frequency of current sales; 3) stealing sales from competition, or some combination of above.

**Business Idea Pitches (g) – 50x2**
You and your partners will make three “Idea Pitches” this semester. For the first two pitches, a topic/problem area will be provided to you, and you and your team are expected to make a presentation of your ideal solution to the class. Your team should do its best to make your idea as tangible and attractive as possible (storyboarding, prototypes, great visuals, etc). A group of investors (your classmates) will have “funds” to finance their investment of choice based upon your presentations. Extra credit will be awarded for the “most funded” ventures. You will have no more than four minutes for pitches 1&2.
Real Pitch: Concept Pitch (g) – 100
Business Idea Summation Report (g) – 100

Entrepreneurship is about doing. Therefore, you and your partner(s) – up to four total—will identify something that is in need of doing, and do it. This will require you to identify what needs and opportunities may exist, then research the market, and finally devise and execute a plan. Your project of choice does not have to be a for profit venture, as there are many goal possibilities: it may be to raise support for a cause, it may be to get people involved in some project, it may be simply to raise money (make a profit). You will not be allowed to spend more than $50 per group to complete your idea—although you are allowed to reinvest earnings. Any personal input (car use, supplies, etc) will have to be accounted for at fair market value. Whatever you choose, you will present your results to the class in a final Real Concept Pitch (100 pts). Your goal with this presentation is to convince the “investors” (classmates) that your business venture is worthy of future investment. Substantial extra credit will be awarded to the group that is voted best venture. This best venture decision will be 3/4 student recommendation, and ¼ my input. I will fully explain the criteria to be used for evaluating the ventures.

Regardless of what you may have heard, entrepreneurs do plan and do research before jumping into projects. To teach you how this is accomplished I will expect your team to give not only a full accounting of the results of your venture, but also details as to what research you uncovered that showed you that it was a good idea. The full reporting expectations will be provided to you and this document (Business Idea Summation Report- 100 pts) will be submitted at the time of your final presentation.

NOTE: You are expected to meet/adhere to all legal and tax requirements in the completion of this assignment (this includes RU campus and Radford city restrictions). Failure to do so will result in an ‘F’ in this course and any legal consequences that you and your team may face. You are allowed to spend funds that do not count towards your $50 limit to cover licenses, fees, and legally required encumbrances (this does not include extra funds beyond the $50 to meet code for property and equipment).

In class activities and participation (i) - 100
Throughout the semester, you will be given activities to complete. The total points you score in this segment will be based on the number and quality of your work and contributions to class discussions. There are three grades for each evaluated activity: + (great job); V (you met the basic requirements—nothing special though); x (you did not complete the assignment, or did not follow instructions). If you are not in class, you cannot make up activities from that class. Additionally, each of you are expected to make at least two visits to my office to discuss projects or other class concerns. Each of these two meetings will count 10 points towards the 100 point total.

GROUP WORK- DISCIPLINARY ACTIONS: Group activities are a central part to this class. You are expected to pull your weight in your group. Consequences for non-performing can be the
lowering of your grade on the assignment in question or being “fired” by your group members. 

**To fire a group member, group members must follow a progressive discipline system:** Step 1) Verbal warning; Step 2) Written warning; Step 3) Group meeting with me. Should the member continue poor performance at this point, the member will be held responsible for finding another group to “hire” them, or complete the entire assignment on their own. The group should document all steps taken, including date/time/description of the offense along with a signed statement from the offender acknowledging that the step was taken by the group. Be certain to create specific, measurable performance expectations for each step of the discipline process. Do not wait until the end of the semester to initiate disciplinary actions against a member, as it is doubtful I will be able to do anything to help at later stages. Assign tasks to team members early in the semester and expect no less than full participation. Any deviation from this should be dealt with immediately.

**DISABILITY ACCOMMODATIONS:** Accommodations are available for students who have a documented disability. All accommodations must be approved through the Disability Resource Office (DRO). The DRO is located in Rm. 32, Tyler Hall (831-6350). To receive academic accommodations for this class, please obtain the proper DRO forms and meet with me at the beginning of the semester.

**HARRASSMENT POLICY:** Sexual or racial harassment will not be tolerated in the classroom. If you have a complaint, please inform me, the Management Department Chair, the College of Business and Economics Dean, or the RU EEO/Affirmative Action Office.

**ACADEMIC INTEGRITY:** (from: [http://www.radford.edu/dos-web/standards10.pdf](http://www.radford.edu/dos-web/standards10.pdf)):

At the initiative of the Student Government Association, Radford students are expected to adopt the following values and ideals:

*I shall uphold the values and ideals of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standards of Student Conduct.*

The Radford University Honor Pledge provides the foundation for a university community in which freedom, trust and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor Pledge without compromise or exception. Prohibited conduct sections 1-8 of the Standards of Student Conduct generally relate to Academics, but will likely apply in other cases as well.

For more information on the Honor Pledge including examples of violations and tips on how to avoid violations please visit [http://www.radford.edu/~dosweb/academicintegrity.htm](http://www.radford.edu/~dosweb/academicintegrity.htm).
The following is a partial listing of prohibited conduct:

- Lying- A misrepresentation of the truth which misleads another.
- Possessing Unauthorized Material and/or Stealing- The unauthorized appropriation, possession or use of the property of another.
- Cheating- The possession, receipt, use or solicitation of unauthorized materials, information, notes, study aids or other devices in any academic exercise. This includes unauthorized communication of information before, during, and after an academic exercise.
- Fabrication and Falsification- The unauthorized alteration or invention of any information or citation in an academic exercise. Forgery, or the misuse of non-transferable documents or instruments.
- Multiple Submission- The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- Abuse of Academic Material- Destroying, stealing, or making inaccessible library or other academic resource material.
- Complicity in Academic Dishonesty- Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
- Plagiarism- Presenting the work of another as one’s own. All sources of information must be cited according to one of the available style manuals.
- Accessory- Aiding or complicity to any violation of the Standards of Student Conduct.
- Presence at or failure to leave immediately a situation where a violation is occurring.
- Invasion of Privacy- Transmitting, recording, or photographing the image or voice of another person without his/her knowledge or consent while in an environment that is considered private or where there is an expectation of privacy, such as a residence or bathroom.

If you are unclear, at any time, about the RU Honor Code and what it expects of you please come and speak with me. Together we will find the answers to your questions so that our classroom of academic integrity may continue.”

---

**Other Class Rules and Course Policies**

1. All work for this class will be presented in Management Acceptable Format. This means that all papers will be CORRECT for grammar, spelling, punctuation, and typing style. (See [http://www.wsu.edu/~brians/errors/errors.html](http://www.wsu.edu/~brians/errors/errors.html) for common errors.) Your work will be graded for BOTH content and appearance.

   - **Avoid plagiarism.** Your library provides an excellent guide to understanding and avoiding plagiarism ([http://lib.radford.edu/Tutorial/XI/plag.asp](http://lib.radford.edu/Tutorial/XI/plag.asp)). I encourage you all to read this carefully. Cases of plagiarism will be dealt with severely.

2. All written work MUST be in TYPED form--12 point pitch, double spaced, 1-inch top, bottom, and side margins, 8 1/2 by 11 inch paper, and stapled.

3. There are no substitutions for the grading requirements. If you are absent, you receive a zero for the day’s graded activity. You cannot make up the grade for that day. Some slack
is built into the grading system. This slack is to be used for both excused and unexcused absences. You must notify the instructor and provide documentation for all absences to receive special consideration later in the course.

4. **Be on time!** The professor reserves the right to penalize students for being late. You lose 5 points per hour for a maximum of 20 points per day (100 pt scale). All written assignments are due at the beginning of the class period as indicated on the class schedule. **An assignment is late after the start of class.**

5. The class schedule is tentative and I reserve the right to change as per the dynamics of the situation. It is each student’s responsibility to be prepared and anticipate all assignments and deadlines, and to adjust to any revised schedule accordingly.