

PURDUE
UNIVERSITY®
FORT WAYNE
Doermer School of Business

Course Syllabus for
Bus 49006-01M – Topics in Entrepreneurship (CRN 14943)

Time	Days	Where	Semester	Instructor
6-8:45 pm	M	KTG46	Fall 2018	Dr. Zelimir W Todorovic

OFFICE PHONE: 481-6940

OFFICE: Neff 340L

OFFICE HOURS: As per student schedule (or by appointment)

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WEBSITE: <http://users.pfw.edu/todorovz/>



TEXTS: none

OTHER READINGS: (1) Other readings (online and/or hard copy) as assigned by the instructor.

Course Objectives

- To understand the field of Entrepreneurship and its role in Today's society
- To help students evaluate their own entrepreneurial potential
- To understand the process of new venture creation
- To help students function within entrepreneurial enterprise
- To understand the role of entrepreneurship in business plan and formation
- To understand the role of corporate and social entrepreneurship in today's society

A quote from a Canadian Hockey Player:

“You miss 100% of the shots you never take” (Wayne Gretzky)

Course Requirements

GENERAL DESCRIPTION

Many schools teach theory about a field of knowledge, such as entrepreneurship, but contribute very little in terms of enabling a student to actually become an entrepreneur. In essence, if we compare entrepreneurship to flying, one could say that these courses give students the theory of flight and then expect them to fly a plane right away. Of course this is not how it is done in aviation. In fact, before you can fly by yourself, an instructor (an expert who has done it before many times) has to fly with you until you are safe, and sign you off as safe and competent student pilot. Essentially, it is not much different when it comes to teaching entrepreneurship.

This course is a radical new way to present entrepreneurship in a way that will help a person to:

- (1) learn to become an entrepreneur, or equally beneficial,
- (2) help student realize that he or she is not going to enjoy entrepreneurship,
- (3) To help students learn to work in an entrepreneurial environment, and
- (4) Be able to apply the philosophy of entrepreneurship to their personal lives.

This course is designed to gage a student in a same way the student would be gaged in real life as an entrepreneur. As such in this course we will not utilize exams and quizzes, or academic writing to gage your entrepreneurial ability. As a result, this course will focus on student's ability to navigate the challenges faced by entrepreneurs in this region and country, as well as understand the global challenges of entrepreneurship.

Further, this course is designed as an exploratory course, and as such does not punish students who discover that entrepreneurship is not for them. In such a case, the student will learn about the challenges entrepreneurs face, and as such is better equipped to deal and understand entrepreneurs in the future. This learning is as equally important, as it will prepare the student to deal with the world that has become more innovative and more challenging.

This course is intended to be a challenging and exciting course that promotes introspection without the grueling work and project assignment schedule. In today's society we often associate work with productivity and efficiency. Much of the research suggests that this may not be very accurate; when we enjoy an activity we are more likely to receive long-term benefit of that activity. This course is designed to be a gratifying discussion of the topic of entrepreneurship. Essentially this is chance for students to engage in introspection and reevaluation of entrepreneurship in a constructive and supportive learning environment.

This course is designed to help prepare students for the present business environment. Consequently, professional behavior by the students, including timely material completion, regular attendance and participation (online or in person) is expected. Because this course emulates real business environment, students **are intentionally exposed to ambiguity including that of class design**. This may include introduction of cases, text/lecture discussion notes etc., without prior warning. This ambiguity is necessary for two principal reasons: (1) More closely emulate true business environment, and (2) allow students to develop greater flexibility and confidence dealing with change.

GRADING FORMAT

Participation	30%
Term Project (Presentation – 25%, Business Plan – 45%)	70%

<i>Total</i>	<u>100%</u>
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GRADING SCALE

A+ = 97-100%	A = 93-96%	A- = 90-92%
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62%
F = <60%		

PARTICIPATION

Participation in the course is crucial element of learning. To be fair to those who participate in class discussions, dynamic group discussions or online forums, participation a significant proportion of the final course grade.

Highest range (A) Excellent Performance, someone at this level regularly initiates learning and contributes towards the understanding of the material. Their comments make deep and make significant contributions to our class discussions. These students attend all classes, are up-to-date on online lectures and are always involved in class activities.

Medium range (B) Very good performance, these students make greater than average contribution to class discussions (online or in person). Likewise, these students attend all classes, are up-to-date on online lectures and are always involved in class activities.

Low range (C) These students attend all classes, are up-to-date on online lectures and are often involved in class activities.

Lowest range (D) These students do not attend all classes, are not up-to-date on online lectures nor involved in class activities.

Please note that this is a subjective determination (as it is in business world also). Participation mark will be ascertained at the **sole discretion** of the instructor using the above template:

TERM PROJECT

Working in teams of at least two or three, you are asked to present an idea for a new business. Instructor will not be judging the strength of the idea as much as the strength of the development and presentation effectiveness. Each group will be asked to do a 60 second elevator pitch as well as a 10-12 minute business plan presentation.

An elevator pitch is a brief, persuasive speech that you use to spark interest in your idea. It should be interesting, memorable, and succinct, explaining what makes you – or your organization, product, or idea – unique and worth investing. Finally you need to indicate how much of an investment you are looking for and how much of equity you are willing to give for that investment. A good elevator pitch should last no longer than a short elevator ride of 20 to 30 seconds, hence the name. To make it easier for students, students will have 60 seconds for the presentation.

Business plan presentation will cover all the aspects of your idea (similar to the elevator pitch) but in a greater detail. This will include (pro-forma) market analysis, management team, production and operation plan etc. Your business plan is likely to be most effective if its length is around 10-15 typed (double spaced) pages. Since entrepreneurs value brevity, please recognize that business plan needs to be loaded with specific information about your business (similar to a 50 page academic report).

In case that you cannot come up with a good idea, please contact your instructor.

HYBRID COURSE FORMAT

After extensive discussions with IPFW students, this course is developed in the hybrid format with the intent of making education more accessible to working students, while not losing the benefits of in-person instruction. One way of looking at this course is that this course is essentially same as a regular course, with the exception that all the theory lectures will be done online.

In 2004 I wrote a paper about a better way of educating students (see: **Todorovic, Z. W., 2004, The Framework of Static and Dynamic Components: An Examination of Entrepreneurial Orientation and University Ability to Teach Entrepreneurship, Journal of Small Business and Entrepreneurship, Vol.17(4), p.301**). This paper divides the material in any given course into two constructs: Static and Dynamic (later studies refer to the same constructs as Passive and Active). Since then we have come to understand the existence of a third construct - interactive. Below is the table that shows these three constructs:

	Static (Passive)	Dynamic (Active)	Interactive
Example Activities	Reading, Lectures, Theoretical / Logical Paradigms, etc.	Presentations, Case Discussions, Theory Implementations, etc.	Student group forming, presentation planning, test / exam engagement.
Preferred Method	Online meetings	In-Person Meetings	On-Campus Meetings (Student group activities)
Perceived Benefits	<ol style="list-style-type: none"> 1. Able to view at most suitable time. 2. Able to rewind, go forward or review over and over. 3. Recorded at most effective time by instructor. 4. Does not require a trip to the classroom. 5. Does not include classroom disruptions. 	<ol style="list-style-type: none"> 1. Personal Interactions. 2. Dynamic outcomes unique to each situation. 3. Individual Ideas and Input. 4. Student – Instructor Interaction. 5. Ability to integrate local regional and cultural constructs. 	<ol style="list-style-type: none"> 1. A chance for students to express ideas in the security of student groups. 2. Enhanced ability for group development process to occur (Forming, Storming, Norming, Performing, and Adjourning). 3. Enhanced out-of-box thinking.
Main Goals	Knowledge, Theory, Memorization	Application, Adaptation, Comprehension	Experimentation/Independence Student thought development

As one can imagine, every course will have its unique balance of these constructs, depending on subject matter and course goals, structure and design. Following are the meeting types that correspond to different aforementioned constructs.

Online Meeting - These are lectures that are offered completely online, in pre-recorded and/or live segments as needed. Students do not have an obligation to come to the campus for these lectures. It is our plan to make these lectures available online after the assigned lecture times.

On Campus Meeting - These are meeting times designed to allow for in-person group development. This is very important since we have reduced face-to-face time in a hybrid class. All students living within a 30 miles of IPFW are expected to show up in person to these meeting. Persons living outside the 30 mile area are required to join the meeting using IT Technology or in person – at their discretion. Dynamic Group meetings are a part of this meeting type. Group attendance sheets **MUST** be signed and submitted for these meetings.

In-Person Meeting -These are traditional lectures held at the scheduled classroom on campus. Regular attendance policies apply. Students are **EXPECTED** to attend these lectures. In case a student cannot attend, student is expected to e-mail the professor **AHEAD** of the lecture time.

The above structure is designed to ensure that we do not lose in terms of quality of teaching, while enjoying the flexibility and benefits of on-line education technology.

OTHER

Students are responsible for all the material in the textbook, cases and classroom discussions. Students are expected to check the website 24 hours before each class. Website will be used to communicate any changes in topics, meeting times or events. As much as all effort has been made to describe M590 in this syllabus, this syllabus is subject to change at the sole discretion of the instructor.

ACADEMIC INTEGRITY

The Academic Honor Code will be in effect throughout all aspects of this course. All violations of the university's policy on academic integrity will be dealt with swiftly and fairly. Students found guilty of academic dishonesty, which includes (but not limited to) cheating, plagiarism, or collusion, are subject to disciplinary action. For detailed information on academic integrity, refer to the university's Academic Honor System.

STUDENTS WITH DISABILITIES

The University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations should register with and provide documentation to the Student Disability Resource Center (SDRC) and bring a letter to the instructor from the SDRC indicating the approved academic accommodations. This should be done within the first week of class.

DIVERSITY AND NONDISCRIMINATION

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran (see Student Handbook).

Enjoy the Journey!

NOTES
