



**Doermer School of Business
Indiana University-Purdue University Fort Wayne**

Course Syllabus for
BUFW M-526-01 Opportunity Recognition - 31908

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Class	5:30 pm - 7:50 pm	MTR	Kettler Hall 146	Summer 1	Lecture	Dr. Zelimir W Todorovic

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COURSE PREREQUISITES: Per DSB requirements or with permission of professor.

TEXTS: None

READINGS: Articles as presented in class

This course is intended to provide the core skills needed for the identification of opportunities that can lead to successful, entrepreneurial high technology ventures, regardless of the individual's "home" skill set, whether technical or managerial. We examine in depth the approaches most likely to succeed for entrepreneurial companies as a function of markets and technologies. Emphasis is placed on the special requirements for creating and executing strategy in a setting of rapid technological change and limited resources.

Course Objectives	Program Goals
<ul style="list-style-type: none"> ➤ Development of an understanding of the nature of the term opportunity as well as how these opportunities are discovered. ➤ Recognition and definition of the factors that make something a desirable opportunity. ➤ Development of the ability to critique and prioritize opportunities. ➤ Developing the appreciation for the nature of creativity and its role in all facets of business; ➤ Development and Recognition of one's own creative potential and creative problem-solving style; ➤ Improvement of the student's ability to produce bold, breakthrough ideas. 	<ul style="list-style-type: none"> ➤ To develop the ability to solve problems innovatively, based on a knowledge of the tools, concepts, and theories of each of the functional business disciplines. ➤ To develop the ability to apply specialized skills to managerial problems inherent in a rapidly changing global environment. ➤ To develop the ability to effectively harness and use information technology. ➤ To develop effective written, oral and presentation skills. ➤ To develop the interpersonal and team leadership skills needed to build an organizational environment that is effective and conducive to collaboration. ➤ To develop a sense of professional and social responsibility in the conduct of managerial affairs.

Course Requirements

GENERAL

This course is intended to be a challenging and exciting elective course for the graduate business school curriculum, which also counts as one of the three required courses for the **MBA Track in Corporate Entrepreneurship and Innovation**. It is first and foremost a course about “entrepreneurship” and about “developing personal entrepreneurial characteristics.”

Opportunity Recognition is seminal element of the development of both for-profit or not-for-profit organizations, as well as a vitalizing factor in existing organizational forms of all types. It is the practice of seeking innovative uses, markets, or owners of the organization’s existing products, services, and technologies.

This is an overview, a “big picture” course of opportunity recognition, and as such it is not designed to cover all aspects of this field of knowledge. For that a five year Ph.D. program is really needed. More than a few of your previous courses have been highly structured and related closely to a well-developed body of theory. Some provided quantitative techniques for students to engage. Others related to information and specific skills the faculty believe students need to acquire. This course shares few of these traits. Problems and issues often arise from the tasks of crafting and implementing entrepreneurial educational course within the confines of an organization – such as this, or any other University.

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 is expected. If you must miss a class, please e-mail the instructor **beforehand**. Missing more than **two** classes - in most cases – will result in a full grade reduction. Because this course emulates real business environment, students **are intentionally exposed to ambiguity including that of class design**. This may include introduction of cases, 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 for a more flexible connection with the client organizations, which are crucial elements of this course.

Further, working in groups is an everyday component of real life business world environment, but is often undervalued in a university setting. As a result, this course emphasizes group management by its members, even though student contribution to this course is on individual basis. Students are expected to come to class having read textbook material. Class lectures are designed to supplement the textbook material not review it.

THE UNIQUE ANGLE OF ENTREPRENEURSHIP

Many researchers (including this instructor) are looking for the best way to teach Entrepreneurship. It is obvious that entrepreneurship can not be, and should not be taught like any other course. Whereas, we do not have many self taught engineers, doctors, or pilots (or at least I hope we don’t), we have an abundance of examples of self taught successful entrepreneurs.

Most researchers agree that entrepreneurship (like leadership) can be taught. The problem we often face is when we try to teach it as we do other subjects – have students read books, watch lessons and regurgitate said knowledge in for of exams and projects. This approach does not work in the field of entrepreneurship.

Entrepreneurship, similar to flying, is as much about the experience, the feel, the gut as it is about the knowledge. Just like in flying, entrepreneurship requires not only “the theory of flight” but also the feeling of just how much to pul on the yoke, how much to bank the plane, etc.

As a result, the pace of this course will be determined by student ability and participation. We will heavily involve the television venture capital shows (like “Shark Tank”) and subsequent discussions. These discussions will serve a number of purposes:

- Promote student's ability to "read" the situation
- Promote idea generation and critique
- Promote integration of theory and practice
- Expose students to repeated real world influence (ie. Venture capitalist)

PARTICIPATION

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

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| Highest range (A) | - Excellent Performance, someone at this level regularly initiates 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 and are always prepared. |
| Medium range (B) | - Very good performance, Student attends all the classes and makes a greater than average contribution to class discussions. These students are well prepared for class room discussions. |
| Low range(C) | - Person at this level makes only sporadic contributions, but they are present at most lectures |
| Lowest range (D) | - Person attends majority of the classes, but make little or no contribution |

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:

INTERM REPORTS

Students will be asked to do an oral presentation of the following sections of their idea. Student presentations will be divided into two sets:

Set 1- Changed

- The idea to be pursued
- Opportunity Justification and Personal Fit
- One Scholarly Article (from the list supplied by the instructor)

Set 2 - Changed

- Market Potential and Definition
- Operation Plan and Execution
- Idea Summary and Exit Strategy
- One Scholarly Article (from the list supplied by the instructor)

FINAL TERM REPORT

You will be asked to write a paper of about 10 pages (double spaced) in length, not including any exhibits and figures. Exhibits and figures may be included in the body of the paper (preferred), and the paper length may be

adjusted for the length of their inclusion. The paper you write will demonstrate the development of your idea, in a business plan format or similar, and will have the following sections in it:

- The idea to be pursued
- Opportunity Justification and Personal Fit
- Market Potential and Definition
- Operation Plan and Execution
- Idea Summary and Exit Strategy

The purpose of this paper is to help you develop conceptual thinking and idea communication. Papers which are deemed “good enough” may be invited for presentation on National or International conferences. Student authors of the papers have the option to decide if they want to go to the conferences, and may choose to apply to the University for Funds for these conferences.

A good report will build from existing arguments made in the literature, and provide a contribution to our understanding of those arguments. A good report will be well written, and have a good number of references, often relying on key articles.

At the back of this syllabus, students will find a list of articles supplied by the professor for student convenience.

Oral Presentations:

Oral presentations consist of a 20-minute presentation followed by a 10-minute question-answer session. All presentations should incorporate the use of attractive, effective PowerPoint slides. All students will be asked to also do a 90 second elevator pitch (investor focused).

Your grade on the presentation will be based on the following factors:

1. The clarity and thoroughness with which you identify and articulate the problems that needs to be addressed
2. The caliber (depth and breadth) of your analysis
3. The breadth, depth, and practicality of your arguments, degree of detail and specificity of recommended actions or outcomes, caliber of supporting arguments
4. The caliber of your PowerPoint slides
5. The degree of preparation, professionalism, energy, enthusiasm, and skills demonstrated in delivering your part of the presentation

GRADING FORMAT

Participation	30%
Interim Oral Reports (5% per section)	25%
Final Term Paper	45%
<i>(Report 30%)</i>	
<i>(Presentation 15%)</i>	
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<i>Total</i>	<u>100%</u>

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%		

INFORMAL MEETING DAYS

The value of group dynamics is often underestimated. Eventhough you are engaged in individual projects, the ability to work, discuss or consider issues within a team is invaluable. Informal Meeting days represent a safe time for conflicting opinions and views to be presented in a safe environment

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.

Enjoy the Journey!

Course Outline (Subject to change throughout the term)

Monday, May 19, 2014	Tuesday, May 20, 2014	Thursday, May 22, 2014
Course Introduction Discussion of IPFW MBA Track and program philosophy.	Venture Capital Video and Discussion Opportunity Recognition Vs. Creativity	Informal Group Meet Day (see syllabus - informal meeting section)
Monday, May 26, 2014	Tuesday, May 27, 2014	Thursday, May 29, 2014
<u>Memorial Day - no classes</u>	Venture Capital Video and Discussion Business Plan and Entity Structure	Informal Group Meet Day (see syllabus - informal meeting section)
Monday, June 2, 2014	Tuesday, June 3, 2014	Thursday, June 5, 2014
Venture Capital Video and Discussion Market Conditions Article Presentation	Venture Capital Video and Discussion Nature of Innovation Article Presentation	Informal Group Meet Day (see syllabus - informal meeting section)
Monday, June 9, 2014	Tuesday, June 10, 2014	Thursday, June 12, 2014
Venture Capital Video and Discussion Strategic Choices (cost leader, differentiation, focus) Article Presentation	Venture Capital Video and Discussion Production or Subcontract Patent or Licence Article Presentation	Informal Group Meet Day (see syllabus - informal meeting section)
Monday, June 16, 2014	Tuesday, June 17, 2014	Thursday, June 19, 2014
Article Presentation	Practice Final Presentations	Informal Group Meet Day (see syllabus - informal meeting section)
Monday, June 23, 2014	Tuesday, June 24, 2014	Thursday, June 26, 2014
Venture Capital Video and Discussion Student Presentations Set 2	Final Presentations – Term Reports	Course Recap (as needed or requested by students)

Notes:

- All video discussion cases are supplied by the instructor**
- On any informal group meet day, you can meet off site (ie you don't have to come to the class room). No matter where you meet, please fill in and sign Informal Meetings – Dynamic Group Meetings Form (next page).**
- Above Schedule and this syllabus is subject to change at Instructor's sole discretion**

Informal Meetings – Dynamic Group Meetings

Date: _____

Meeting held at: _____

Students Present:

Print Name: _____ Signature: _____

Print Name: _____ Signature: _____

Print Name: _____ Signature: _____

Print Name: _____ Signature: _____

Print Name: _____ Signature: _____

Print Name: _____ Signature: _____

Print Name: _____ Signature: _____

Print Name: _____ Signature: _____

(Signing a student's name, who is not present at the meeting, may be considered academic dishonesty for both the student in question, and student who signs the missing student's name)

Issues Discussed:

NOTES
