

LUC's Social and Business Entrepreneurship minor

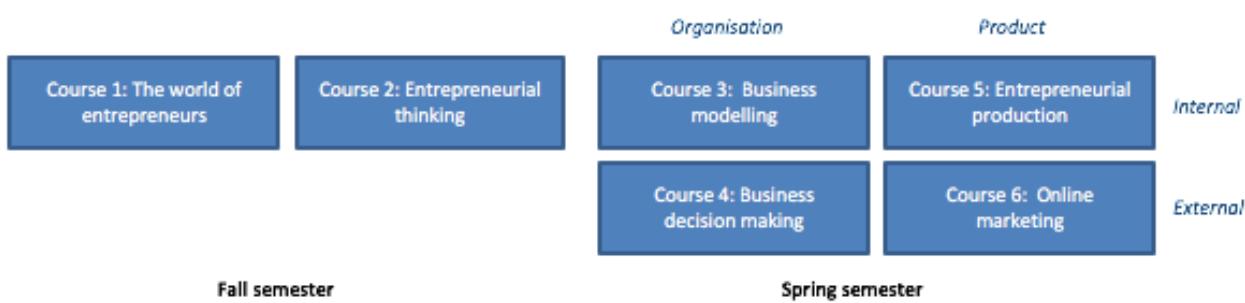
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29 Nov 2017

“As a matter of fact, capitalist economy is not and cannot be stationary. Nor is it merely expanding in a steady manner. It is incessantly being revolutionized from within by new enterprise, i.e., by the intrusion of new commodities or new methods of production or new commercial opportunities into the industrial structure as it exists at any moment.”

— Joseph Schumpeter, *Capitalism, Socialism and Democracy* (1942)

The dynamics that Schumpeter described in a capitalist economy are the same dynamics of innovation in social and political spheres. These dynamics displace ineffective and outdated ideas, processes and relations by providing better, faster solutions to our needs and wants. It is the entrepreneur’s job to identify areas for improvement and create paths to improvement. This class is about that entrepreneurial process.

This LUC minor in Social and Business Entrepreneurship (“SBE”) is designed to put you into the entrepreneur’s world at the same time as you bring your entrepreneurial ideas to the world. The minor (six classes, or 30ECTs) is divided into two parts. Part I (two classes in the fall semester) introduces you to the world and perspective of entrepreneurs. The winter break will give you time to read and reflect. During Part II (four classes in the spring semester), you will bring a “product” (a profit or nonprofit good or service) to the market, government or community. Students will work individually and in teams to design products and structure their enterprises as they “go to market.”



The SBE minor is not devoted to success with a product or service as much as stimulating an entrepreneurial mindset. There will be many opportunities to learn-by-doing (i.e., test, evaluate and adjust).

Teaching principles

The SBE minor will give students both scientific knowledge and practical experience in the world of the entrepreneur. Students will have significant control over the topics of interest, methods of execution, and learning from the process of taking their ideas to market.

Initial classes will begin with a lecture + discussion environment. These seminars will use the literature as a foundation for critical discussions focussed on understanding and applying the material. Later classes will be dominated by student ideas and presentations in workshops where teams will discuss, analyze and improve their projects. The figure below illustrates this transition.



Professors will guide this process and evaluate students based on their learning and engagement with theoretical and practical challenges. NB: Student grades depend on their learning and performance as individuals and members of a group.

SBE students will use and strengthen the following academic skills:

- Positive analysis (what factors are present, why and how they matter)
- Applied hypothesis testing (proposal, outcome, influences and explanations)
- Perception and communication (understanding others' ideas and desires)
- Critique and response (adjusting for what can go wrong or be misinterpreted)

Tracks

The SBE minor is divided into two tracks. The *Thinking Track* (courses 1, 2 and 4) focuses on the world of entrepreneurs. The *Doing Track* (courses 3, 5 and 6) focuses on students' entrepreneurial projects. Students can take either track for credits. Both tracks are required to complete the SBE minor.

NB: 100-level classes are introductory; 200-level classes are more hands on; 300-level classes give you more autonomy and challenge.

Course 1: The world of entrepreneurs (100 level/*Thinking*)

Prerequisite: None. Staff: LUC (David Zetland)

“Innovation is the specific instrument of entrepreneurship. The act that endows resources with a new capacity to create wealth.”

— Peter Drucker, *Innovation and Entrepreneurship* (1985)

This course will introduce you to the innovator’s and entrepreneur’s disruptive role in society. The point is not that you need a special talent. It’s that you can identify and address a need. Everyone has an opinion on what works and doesn’t work. Everyone can see how small or dramatic changes might improve matters. The problem is that few people agree on how to tackle problems. The challenge is thus to organize and make a difference. This class will focus on the influences and processes advancing or inhibiting change.

After completing this course you will be able to:

1. Discriminate between incremental and disruptive innovation
2. Explain the tensions among monopoly rents, innovation and social welfare
3. Compare past entrepreneurial cycles with current entrepreneurial activities
4. Identify a challenge
5. Investigate PESTLE influences on the challenge
6. Explore the opportunities and threats in dealing with the challenge
7. Propose a solution for dealing with the challenge
8. Evaluate barriers and provide a constructive critique to the proposed solution

Weekly overview

1. Markets in theory and practice. Perfect competition to monopoly; monopolistic rents via regulation vs innovation. Policy in theory and practice. Tiebout competition, transaction costs (implicit norms vs explicit rules, weak and strong social networks, risk and uncertainty). Both: Public choice, bureaucracy, interest groups and regulatory capture; tragedy of the commons in action; anti-commons blocking action; Intrinsic v extrinsic motivation. Free riders v entrepreneurs
2. Different goods (private goods in markets; public goods in politics). Both: latent demand, substitution across goods or markets, incremental vs disruptive innovation
3. Political, Economic, Social, Technology, Legal and Environmental (PESTLE) influences. Market case study on phones: fixed vs mobile; number portability and cross connection charges. Policy case study on labor: migration (Poland in EU), remittances (Western Union vs bitcoin), transport (“Chinatown” buses vs Ryanair), etc.
4. Top down (IP protocol) vs bottom up (www pages). Lean/frugal innovation. Coase: bargaining vs policies (i.e., property rights vs regulations); the transaction costs boundary between the firm and market. Specialization rising in market size
5. Individual student presentations w/discussants
6. Synthesis week: Reconciling conflicting or unclear ideas (lessons from week 5)
7. Student group (five groups of four) project presentations
8. Last essay due. Sample: “It takes a village to raise a child... or launch an idea. Apply your new knowledge and experience to addressing this new challenge.”

Assessments

- Individual presentation of ideas and literature (10%)
- Individual presentation + critique (20%+ 20%)
- Group project/presentation (15%)
- Final essay (20%)
- Participation (15%)

Summary table

Learning aim(s)	Assessment type	Grade share	Learning week(s)
1, 2, 3, 5	Individual presentation	10%	1-4
4-7	Individual presentation + critique	20% + 20%	5
4-7	Group presentation	20%	7
8	Essay (post-group project)	20%	6, 8
n/a	Participation	15%	1-7

Literature

Roth, Alvin E. (2015). *[Who Gets What – and Why: The New Economics of Matchmaking and Market Design](#)*. Eamon Dolan/Houghton Mifflin Harcourt

Course 2: Entrepreneurial Thinking (200 level/*Thinking*)

Prerequisite: Course 1. *Staff: Center for Innovation*

“Many great ideas have been lost because the people who had them could not stand being laughed at.” —Anon

This course trains you how to become more effective in making decisions and getting things done through a series of assessments of values, assumptions and habits that will strengthen your empathetic, ethical and expressive qualities. The first part of each class focuses on analytical, ethical, and empathetic reflection, while the second part builds professional and personal skills. To be effective in school, work and private life, students must be able to exhibit a range of functional skills such as project planning, financial management, legal agreement and personal skills such as presenting, listening and negotiating. These skills will help you to navigate the complexities of life.

After completing this course you will be able to:

1. Explore new ways to handle pace, information, and unpredictability
2. Apply project management skills in individual and team environments
3. Connect traditional to new notions of entrepreneurial value
4. Use basic financial planning and tracking skills for projects
5. Integrate customers into cooperation and competition
6. Focus on critical elements in contracts and negotiations
7. Explore and use listening as a means of persuasion
8. Present stories using old and new media
9. Differentiate between appropriate negotiation strategies

Weekly overview

1. Historic reference to the perception of the self. How to identify, reflect and act upon talents and pitfalls?
2. Reflection of the development of use of time, from industrial to networked age. How to cope with pace, information, and unpredictability? Followed by a planning training
3. Perceptions of value, and the development of the monetary system. What is money? A swap, illusion or power? Followed by a budgeting training
4. History of the law and democracy. How to handle opinions, what is right and wrong? Followed by a legal training
5. Stakeholder management. How to relate to others? Followed by a negotiation training
6. Introduction to the human brain. What is empathy? Followed by a active listening training
7. Reflection on language and the power of framing. How to become more persuasive? Followed by a presentation training

Assessments

- Class presentation (15%)
- Essay assignment (30%)
- Final presentation (15%)
- Written exam (25%)
- Participation (15%)

Summary table

Learning aim(s)	Assessment type	Grade share	Learning week(s)
1, 3, 5, 7, 9	Class presentation	15 %	1, 3, 5, 7
1, 3, 5, 7, 9	Essay assignment	30%	1, 3, 5, 7
2, 4, 6, 8	Final presentation	15 %	2, 4, 6
2, 4, 6, 8	Written exam	25%	1, 3, 5, 7
n/a	Participation	15%	1-7

Literature

- Ariely, Dan (2010). [*Predictably Irrational: The Hidden Forces That Shape Our Decisions.*](#) Harper Perennial
- Coleman, J. (2015) [*Create a Conversation, Not a Presentation.*](#) Harvard Business Review
- Dale, J. A (2003) [*Freire, Aristotle, Marx, And Sartre: A Critique Of The Human Condition*](#)
- Gino, F, Mogilner, C. (2013) [*Time, Money and Morality*](#), Psychological Science SAGE
- Saunders, E. G., (2013), [*How to Allocate Your Time, and Your Effort*](#), Harvard Business Review
- Scott, James C. (2012). [*Two Cheers for Anarchism: Six Easy Pieces on Autonomy, Dignity, and Meaningful Work and Play.*](#) Princeton University Press
- Weiss, J. Donigian, A., Hughes, J. (2010) [*Extreme Negotiations*](#), Harvard Business Review

Course 3: Business Modelling (100 level/*Doing*)

Prerequisite: None. Staff: Center for Innovation

“It’s important not to overstate the benefits of ideas. Quite frankly, I know it’s kind of a romantic notion that you’re just going to have this one brilliant idea and then everything is going to be great. But the fact is that coming up with an idea is the least important part of creating something great. It has to be the right idea and have good taste, but the execution and delivery are what’s key.”

— Sergey Brin, founder of Google (1973–)

This course helps you to design a concept with an interdisciplinary team and teaches you how to solve problems with entrepreneurial thinking. You will be matched with fellow students based on complementary skills and expertise and charged with creating a product that meets a business or social need. Your team will select a market, analyse incumbent interests, identify a need, and then design a product. In this process, your team develops a business plan, creates a communication strategy and sets up a crowdfunding campaign. All teams must design a sustainable business model. Confidence is necessary, but so is the willingness to change your perspective and direction.

After completing this course you will be able to:

1. Analyse opportunities in different markets by studying trend reports
2. Identify important stakeholders and study their (vested) interests
3. Study an audience and identify a need or problem
4. Develop a story for an idea that appeals to a target audience
5. Turn a story into a video describing your team’s crowdfunding project
6. Develop a communication strategy for a crowdfunding campaign
7. Reflect on the experience of being part of an interdisciplinary team

Weekly overview

1. Introduction to agile project management and teamwork, how to analyse opportunities in different markets
2. Stakeholder analysis and complex systems mapping, how to identify important stakeholders and study their (vested) interest
3. Interdisciplinary research, value of different academic tribes, reflect on work in an interdisciplinary team
4. Value Proposition Design, study an audience and identify a need or urgent problem
5. Storytelling, moral marketing, how to develop a story for your idea that appeals to your target audience and make a video
6. Business Model Generation, consider different facets of the business model, identify your assumptions and check against target audience
7. Crowdfunding campaign, develop a communication strategy. Presentation of final crowdfunding proposals (including videos, websites, etc.)

Assessments

- Individual essay (35%)
- Group presentation (15%)
- Individual class presentation (15%)
- Group report (20%)
- Participation (15%)

Summary table

Learning aim(s)	Assessment type	Grade share	Learning week(s)
4,5,6	Group presentation	20%	3-6
1-4	Class presentation	15%	1-4
1,2,3,4	Group report	15%	1-4
3,6,7	Individual essay	35%	1-7
n/a	Participation	15%	1-7

Literature

- Alford J. (2009). [*Engaging Public Sector Clients: From Service-delivery to Co-production.*](#)
- Drucker, P. F. (1994). “[*The age of social transformation.*](#)” *Atlantic Monthly* 274(5):53-70.
- Johansson-Sköldberg, Ulla et. al (2012). “[*Design Thinking: Past, Present and Possible Futures.*](#)” *Creativity and Innovation Management* 22(2):121–146
- Mitchell, R.K., B.R. Agle and D.J. Wood, 1997, “[*Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of Who and What Really Counts*](#)”, Academy of Management Review, vol. 22, no. 4, pp. 853-886.
- Monarth, H. (2015) [*The Irresistible Power of Storytelling as a Strategic Business Tool.*](#) HBR
- Scott, S. (2012). [*Creating Powerful Online Videos, The Crowdfunding Bible: How to Raise Money for Any Startup, Video Game or Project.*](#)

Course 4: Business decision making (300 level/*Thinking*)

Prerequisite: Course 2. Staff: Law Faculty (Jean-Pierre van de Rest)

“A surprising number of innovations fail not because of some fatal technological flaw or because the market isn’t ready. They fail because responsibility to build these businesses is given to managers or organisations whose capabilities aren’t up to the task... Most often the very skills that propel an organisation to succeed in sustaining circumstances systematically bungle the best ideas for disruptive growth.”

— Clayton Christensen, *The Innovator’s Dilemma* (1997)

This course is all about business decision-making. An online business game will be played in which you will compete as part of a team in a simulated business environment with the aim of increasing company value and becoming the market leader. During the game you will learn about financial statements, ratio analysis, investment decisions, and how business decisions impact performance. You will practice strategic thinking by preparing SWOT analyses, creating a mission statement, and setting long-term objectives. You will identify market segments, and carry out competitive analysis to establish how you can make your company ‘different’. In doing so, you will learn about leadership, and how it differs from management. In addition to playing an online business game, you will discuss real-world (Harvard) case studies, apply theoretical knowledge to real-world competitive business issues, and reflect on academic research papers to learn about basic concepts, theories, and frameworks in strategy, marketing, accounting, and human resource management. During the course both business and social entrepreneurship perspectives will be reviewed.

Learning objectives:

- Improve your business acumen;
- Enhance your strategic thinking;
- Increase your understanding of financial statements and analysis;
- Distinguish between leadership and management.

Assessments

- Individual assignments (20%)
- Group assignment (20%)
- Group report (25%)
- Individual final exam (20%)
- Participation (15%)

Course 5: Entrepreneurial production (200 level/*Doing*)

Prerequisite: Course 3. *Staff: LUC (David Zetland)*

“If it’s a good idea, go ahead and do it. It is much easier to apologise than it is to get permission.”

— Grace Hopper, computer scientist (1906–92)

This course applies the business modeling ideas from Course 3. Student teams will build, execute, evaluate and redesign Minimum Viable Products (MVPs) over several iterations. (“Product” can mean a business or social good or service.) The process begins with an initial idea based on assumptions, tests that idea against reality, and then uses feedback to improve the MVP. Feedback will come from internal discussions as well as the crowdfunding campaign. Project execution is challenging due to uncertainties over people, processes and resources, but setbacks provide learning opportunities. Students will emerge with experience in working together and developing robust business strategies for operating in the appropriate “market.”

After completing this course you will be able to:

1. Explain lean start-up and agile working methods
2. Build MVPs for products or services
3. Redesign your MVP for a new iteration
4. Explain an MVP’s value to potential clients and backers
5. Compare your MVP, via cost and value, to competitors
6. Evaluate the value and impact of your start-up
7. Reflect on interdisciplinary team experiences

Weekly overview

1. Each student gives a 5 minute presentation on their *team’s* product, market, execution and constraints. (This duplication of effort is meant to induce diverse and critical thinking within teams.) Teams then combine these ideas.
2. Teams present their revised ideas for moving from design to production and revisit their crowdfunding strategies (MVP, price points, marketing strategy)
3. Each student gives a 5 minute presentation on “consumer” research among potential clients. What’s the private/social value proposition? How does their product compare to the status quo and/or competition. Teams then combine these ideas.
4. Each student gives a 5 minute presentation on the biggest weakness of their team’s product or enterprise. Others give feedback or help.
5. Crowdfunding updates, lessons learned and adjustments
6. Teams present their PPP (product pipeline plan) strategy for launch and growth.
7. Group presentations
8. Group reports (i.e., complete business plan) due. Applied final exam (e.g., how to enter Market X, potential barriers in Market Y, find clients in Market Z, etc.)

Assessments

- Individual presentations: (2 x 10%)
- Group presentation (15%)
- Group report (30%)
- Individual final exam (20%)
- Participation (15%)

Summary table

Learning aim(s)	Assessment type	Grade share	Learning week(s)
1, 2, 3, 4, 5	Individual presentations	20%	1, 3, 4
4, 5	Group presentation	15%	2, 7
4, 5, 6	Group report	30%	5, 6, 8
6, 7	Final exam	20%	8
n/a	Participation	15%	1-7

Literature

Serman, Roman (2016). "[Silicon Valley Etiquette](#)" published at Medium.com

Siroli, Ernesto (2012). [How to Start a Business & Ignite Your Life: A Simple Guide to Combining Business Wisdom with Passion](#). Square One Press.

Course 6: Online marketing (300 level/*Doing*)

Prerequisite: Course 5. *Staff: Law Faculty Niels van de Ven*

“If you can, be first. If you can’t be first, create a new category in which you can be first.”

— Al Ries and Jack Trout, *The 22 Immutable Laws of Marketing* (1994)

The course online marketing gives you an introduction into the world of marketing, and online marketing in specific. Nowadays marketing is all about creating value for your customers and building long-run relationships with them both in social and business environments. The online environment is an ideal instrument to accomplish these relationships and will be the main focus of this course. To put it in layman’s terms, online marketing is the promotion of products or brands via one or more forms of digital media. However, digital marketing is merely adding digital channels to the media mix; it is about integrating digital into all facets of marketing.

After completing this course you will be able to:

- Have insight in the role of marketing as problem area, as philosophy, and as management activity.
- Clarify the role of (online) marketing within an organization, thereby distinguishing the strategic and operational implications of the marketing strategy;
- Apply the basic terms, models and established concepts from academic literature in analysing different cases and commercial situations of companies, and formulate best practices and solutions;
- Explain how the digital evolution has changed and is still changing the business world and what implications can be drawn for firms' marketing practices;
- Argue and defend chosen opinions and points of view based on the Harvard Business Cases with respect to models and theories of (online) marketing;
- Describe the current trends and the state-of-the-art of scientific research with regards to digital marketing.

Assessments

- Weekly written essay on Harvard Business Case (30%)
- Presentation (20%)
- Individual report (30%)
- Participation (20%)