

Course Code & No. - Section:	ENTP 200
Course Title (Credits):	(3)
Term & Year:	Fall / 2014
Course Ref. No. (CRN):	80109
Instructor:	Ted A. Parkhill, BA, MBA
Phone(s):	Office: 775-831-2287, if necessary; Cell: 561-212-6127;
Email:	tparkhill@sierranevada.edu
Office:	TCES – office in the Business Department
Office Hours:	By appointment only; M-W from 10 am – 12 pm
Class Meeting Time:	Monday/Wednesday 2:30 pm – 3:45 pm
Location:	Prim Library Rm #320
Prerequisites:	None
Corequisites:	None

Instructor's Profile

Mr. Parkhill has over 20 years of management experience in the investment business. He is a founding partner of global macro investment manager Incline Investment Management, LLC (IIM). He is registered with the National Futures Association as a Principal and Associated Person of IIM. Mr. Parkhill also provides strategic consulting services to hedge funds and investment start ups through his consulting firm Parkhill Financial, LLC.

Prior to IIM he was the director of marketing for Zazove Associates, an Incline Village based, multi-billion dollar quantitative convertible securities manager. He was a senior marketing executive at John W. Henry & Company; one of the original Commodity Trading Advisors. He was also Managing Director of a small Commodity Trading Advisor in 2007. Before joining the alternative investment space in 2001, Mr. Parkhill spent over ten years in various sales and marketing management roles in the mutual fund industry, notably with Ivy Mackenzie in the U.S. and with Investors Group in Canada. He began his career as an investment analyst with Great-West Life.

Mr. Parkhill earned his MBA from Cornell University with concentrations in Finance and Marketing. He received a B.A. in Economics and Commerce from the University of Manitoba. He holds his Series 3 and Series 30 licenses and has earned the CFP designation. He is married with three children and resides in Crystal Bay, Nevada.

The Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**.

Course Description This course teaches the processes used to develop an idea - whether of a for-profit or not-for-profit product or service - from initial conception to organizational launch and subsequent sustainability. Specific process elements include the creation of a simple (2-page) business plan and market strategy, testing for financial viability, and preparing to "open for business" and operate thereafter. The course provides a broad exposure to the application of a wide spectrum of concepts and tools useful in one's personal, as well as professional life: formulating and communicating key messages, orally and in writing; value creation; budgeting resources; developing and executing a plan of action; collaborating with others.

Student Outcomes

Upon successful completion of this course, a student will be able to use the fundamental tools of entrepreneurial thinking to create successful enterprises in business, the non-profit community or the political world. The student will master the process of business planning and customer validation as it applies to a variety of environments. Students will develop confidence in their ability to originate their own business and see it through to fruition.

Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following: This is a hands-on class that requires daily participation in team activities to originate, validate and develop a business plan. Students will be assessed based on their participation in taking weekly surveys, posting and analyzing results, choosing between strategic alternatives using the business model canvas, helping other teams choose strategies, and presenting their team's findings to the class.

Instructional methodology

This course will emphasize the application of entrepreneurial thinking to a hands-on project originated by the students. Successful completion of the course relies heavily on the completion and analysis of outside interviews. Therefore, it is expected that all students will have completed and posted any required interview work prior to the class session(s) to which it pertains. Assigned reading may include the text, articles, film clips and other media sources, which the student will be expected to complete prior to class and apply in the classroom.

Required Texts and Materials: *Business Model Generation*, by Alexander Osterwalder and Yves Pigneur, Wiley; February 1, 2013. ISBN# 9780470876411

Attendance

In order to maximize your learning, you are expected to attend class. Most of the learning will occur as we work together to apply inputs from surveys with concepts learned in the text and through media postings on line. You are expected to be a part of the learning community and participate fully in each class session. **Participation points can only be earned if you are present.** Use of electronic devices is limited to using a laptop or tablet to take notes. Other uses such as texting, surfing the internet, or making calls are disrespectful to the learning community. If you are engaged in these activities, you will be asked to leave the classroom

Course Expectations

The table below clarifies the minimum respective responsibilities of students and the instructor in this class. Failure by students to meet with these responsibilities will diminish their educational experience, performance, and/or course grade. Noncompliance by an instructor may affect his/her personal performance rating.

STUDENT RESPONSIBILITIES	FACULTY RESPONSIBILITIES
1. Students are responsible for their own educational achievement.	1. Faculty members are responsible for facilitating a classroom learning environment in each class session in which all students have an opportunity to achieve the learning outcomes of the course.
2. Students are responsible for coming to all class sessions fully prepared to participate in discussions and/or activities scheduled for the period. This includes reviewing all assigned readings, completing class preparation assignments, assigned homework, and/or other preparatory tasks assigned by the instructor.	2. Instructors are responsible for ensuring that class preparation assignments, homework, etc. is relevant to the planned topic for the class and overall course objectives. The professor will be able to communicate relevance to students if questioned.
3. Students are responsible for asking relevant questions about course concepts about which they are uncertain. If such questions cannot be dealt with during the regular class period, students are responsible for arranging to meet with the instructor during office hours.	3. Instructors are responsible for responding appropriately and professionally to student inquiries about course concepts, and – if required – agreeing to consult privately with students during office hours in order to clarify course concepts when not possible to do so during class without detracting from educational experience of other students.
4. Students are responsible for bringing to the instructor's attention as soon as possible the presence of any special learning needs of which the instructor should be cognizant in order to properly perform his/ her professional responsibilities. If a student requires special ADA accommodations, he/she is responsible for contacting Academic Services to discuss their needs (see Section VIII, p. 35, in the 2008-09 catalog).	4. Instructors are responsible for: (a) complying with all applicable laws, regulations and SNC policies with regard to students with academic learning challenges, and (b) taking reasonable steps to assist or counsel students in general regarding means of maximizing their educational achievement in the class.
5. Students are responsible for ensuring they understand the performance standards established for the course, and for accepting that such standards will be applied equally to all students in the interest of professional fairness and equity.	5. Instructors are responsible for measuring student outcome achievement against performance standards appropriate to the level of the course (e.g., lower vs. upper division). Moreover, instructors are responsible for communicating these standards and expectations to assess students.

6. Students are responsible for compliance with SNC policies regarding academic integrity, and for accepting the consequences of violations thereof. For additional clarification, please see p. 43 of the 2008-09 catalogs: <i>Cheating and/or Plagiarism</i> .	6. Faculty members are responsible for discussing the SNC policy regarding academic honesty, cheating, and/or plagiarism, both in syllabi and direct classroom discussion. Faculty will also make clear to students the reason for the policy, and discuss standardized protocols for attribution, through citations and references, of the original work of others.
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Grading Policy

Progress toward achieving course objectives will consider both familiarity with, and application of relevant course concepts. Course grades will be calculated as follows:

Course Component	Grade Points
Notable Entrepreneur presentation	10
Participation points (self-graded, reviewed by instructor)	40
Mini business plan draft	10
Mini business plan final	20
Final team presentation	10
Peer and self-review of contribution	10
Total points available	100

Class Schedule: Reading assignments, changes to the schedule and adjustments to the syllabus will be posted on Moodle. Moodle is the key communication tool for this class and you will want to check it frequently. **You are expected to log-in to the class and post a clear picture of your face by August 20 at 8 pm.**

August 18	What is an entrepreneur?
August 20	Choosing a notable entrepreneur
August 25	Creativity, innovation and disruptors
August 27	Ideas vs. opportunities – notable entrepreneur presentations start – written portion due
September 1	Labour Day – NO CLASS
September 3	What is the business model canvas? – Presentations
September 8	Idea creation and the value proposition - Presentations
September 10	Creating the canvas – start with your value proposition
September 15	Survey to test your proposition – how to be a great surveyor – post 5 by Sunday pm
September 17	What is a customer segment? Revise your canvas
September 22	Revising the interview and re-targeting surveys
September 24	What's a pivot?
Septmeber 29	Adding channels to the canvas
October 1	Adding customer relationships to the canvas – discuss survey strategy

October 6	Last chance to validate your canvas
October 8	What goes in to a mini business plan?
October 13	Revenue streams – show me the money
October 15	Cost structures – is your business sustainable?
October 20	Strategies for success
October 22	Key resources
October 27	Key partners
October 29	Transferring it all to the mini-business plan
November 3	Businesses that broke the mold – top 20 disruptors
November 5	Working on your mini-business plan
November 10	Mini-business plan draft due
November 12	Young Entrepreneurs
November 17	Revising your mini-business plan
November 19	Guest Speaker
November 24-28 Thanksgiving Break	
December 1	Mini-business plan final due – no credit for late work
December 3	Final Team Presentations – peer evaluations due
December 11	Final Team Presentations 11:30am -2:30pm

Description of Course Assignments and Projects:

Notable Entrepreneur Presentation: Students will select a notable entrepreneur for an interview. Upon completion of the interview, the findings will be presented to the class. **5 points**

Weekly Business Model Canvas update. Each team will working on a business model canvas to imagine their business. The canvas will change weekly based on feedback from the target market and new concepts learned in class. All students are expected to complete interviews and have them posted prior to class, apply what they have learned in readings and interviews to the canvas and help other teams with their canvases. Students will score themselves daily on their participation and contribution to the class session. **At 40 points, this is the most heavily weighted consideration for grading.**

Mini Business Plan: (draft and final). Each student will **individually** submit a written mini-business plan based on the work their team has done. This will be submitted in two phases, draft and final. This allows students to get feedback and make adjustments prior to the final mini-business plan submission. **Draft 10 points, final 20 points**

Final Team Presentation: At the end of the business model canvas journey, students will have an opportunity to present the things they learned to the class. Were there any “aha moments”? Pivots? Did you discard an idea and start over? Final presentations will be given just prior to, and during, finals week. **15 points**

Peer and self-evaluation: This is an opportunity to give feedback to team members and to me on how team members contributed and make an assessment of how you contributed to the team effort. **You will notice that it is not possible to get an “A” grade and difficult to get a “B” grade without positive peer reviews. 10 points**

Absence policy: In order to get credit for participation, ski team members and students who have **pre-arranged** an absence must post interviews prior to the due date. They will also need to email their suggestions for updates to the business model canvas to the team with a cc to me, date stamped at least one hour prior to class. **There is no credit given for late input**

Mandatory Special Accommodations (ADA) Statement

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Disclaimer: If any part of this syllabus violates Sierra Nevada College policy or any other governing policy, that policy will take precedence.