

<b>Course Code &amp; No. - Section:</b>	ENTP 475 – Section 1
<b>Course Title (Credits):</b>	Capstone in Entrepreneurship (3)
<b>Term &amp; Year:</b>	Fall / 2014
<b>Course Ref. No. (CRN):</b>	80113
<b>Instructor:</b>	Richard S. Normington, DHL, MS, CMC
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<b>Office:</b>	TCES, room 222
<b>Office Hours:</b>	See calendar on office door
<b>Class Meeting Time:</b>	Independent study - to be privately scheduled with students
<b>Location:</b>	TCES222
<b>Prerequisites:</b>	ENTP313 or ENTP410; ENTP420
<b>Corequisites:</b>	None

**Instructor's Profile:** Before beginning a second career in higher education, Professor Normington spent 30 years in the telecommunication industry as an engineer, network operations manager, sales manager, account manager, antitrust case manager, product developer, product management director, division sales manager and senior executive in a wide variety of disciplines, including sales and marketing, corporate strategy, international business development, and public policy. He also launched two business consulting practices. Rick began teaching as an adjunct professor in 2001 and joined SNC in Fall 2005. He became SNC's Harold Walter Siebens Entrepreneurship Chair in 2007, Dean of Continuing and Online Education in 2008, Business Department Chair in 2009 and was named Dean of Business in 2012. He has a BA in Political Science from UC Davis, did graduate work in business at Long Island University, received his MS in Advanced Business Management from Pace University in New York City, and an honorary Doctor of Humane Letters. He is also a Certified Management Consultant.

### **SNC Mission Statement**

Sierra Nevada College graduates will 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**. [SNC Core Themes are emphasized in **bold** text.]

### **Course Description**

The course is the capstone experience for the Entrepreneurship degree program. The overarching goal of the course is to facilitate Entrepreneurship students' ability to synthesize the knowledge, skills, and insights they have acquired throughout the program in order to maximize their ability to apply, sustain and continue to develop their entrepreneurial profile and capabilities after graduation.

### **Student Outcomes**

Upon successful completion of this course, a student will be able to:

1. Understand and describe the life cycle stages of an entrepreneurial idea from initial conception to market launch.
2. Understand and clearly articulate the differences between a business plan, strategic plan, and operations plan.
3. Understand and communicate the role of continuous innovation and entrepreneurship in sustained competitive advantage;
4. Understand and the leadership prerequisites necessary to foster creativity and entrepreneurship in organizations and discuss several specific examples – both positive and negative – of their views in the business environment of the 20<sup>th</sup> and 21<sup>st</sup> centuries.
5. Deliver a professional presentation that reflectively communicates their entrepreneurial academic journey and assesses their current readiness to apply their knowledge and skills outside the academic environment.

Such description will include an analysis of how the core theses of their most valuable courses and experiences contributed to their current state of mastery.

6. Develop and communicate a personal path forward and lifelong learning/sustainability plan for application post graduation.

### Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. Formal mid-term and final examinations emphasizing application of knowledge and principles learned in the classroom, and through reading as well as self-directed research;
2. Individual written assignments on specific course topics and/or integrating themes;
3. Classroom presentations, discussions, CPAs and participation.

### Instructional Strategies

The desired student outcomes of this course are heavily oriented toward understanding, implications, and application. Consequently, classroom discussion and activities will emphasize these three outcomes. Since it is assumed that students in the course can read the material presented and explained in the required texts, in-class lectures will be kept to a minimum and will primarily serve to clarify or amplify material explained in the text. Therefore, it is essential and expected that all students will have completed any required reading or assigned work prior to the class session(s) to which it pertains. Not all material appearing in the textbook(s) may be covered in class or in assignments but all such material is eligible for inclusion in the mid-term or final exams. Individual and group assignments, case discussions and other in-class activities will provide students with an opportunity to enhance their understanding of concepts and their implications and to learn how to apply these concepts to real-life situations. Students requiring additional help with course material are encouraged to contact the instructor.

### Required Texts and Materials

1. *The Art of the Start*, Kawasaki, Portfolio (Penguin), 2004
2. *Great by Choice*, Collins and Hansen, Harper Collins. ISBN: 978-0-06-212099-1

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1. *Good to Great*, Jim Collins, Harper Collins Publishers, Inc., 2001

### Attendance

Attendance at all class sessions is mandatory. Missed classes will cause a reduction in both participation and attendance for each class missed. In addition, no more than three (3) unexcused absences may be incurred without an additional grade reduction penalty. **Each** unexcused absence after the third will result in the reduction of approximately one-third of a grade point of the grade otherwise earned. In other words, an "A-" will be reduced to a "B+," "B+" will be reduced to a "B," etc. An unexcused absence is any absence for which the instructor has not given advance confirmation of "excused." All work is due on the date published in the syllabus or otherwise communicated, irrespective of whether an absence on the due date is excused or unexcused. Late assignments will incur late penalty deductions of approximately 5% per day beyond the date due or otherwise negotiated with the instructor. Tardy arrival in class or early departure without advance notice will result in a reduction of participation points.

### Grading Policy

This is an upper division course and expectations are set accordingly.

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

<b>Course Component</b>	<b>Grade Points</b>
Class participation and attendance	180
Personal Initiative (Reflective Journals, CPAs, etc.)	150 (may earn up to 50 extra credit pts)
Individual paper – self assessment of entrepreneurial KSAs	100*
Team research paper – positive and negative examples of entrepreneurial leadership (or its absence)	250*

Reflective paper – personal E journey	150*
Personal E journey presentation	50*
Final Exam	<u>150</u>
	1000

\* See page 6 for more details

**Written assignments:** In this course, as in the business world, the quality and professionalism of the language and presentation of written and presented work will count toward the assigned grade. Papers with substantial grammar, spelling, or word-choice errors will suffer. The level of formality of writing and presentation should be business-appropriate and slang or vernacular expressions are to be avoided. Students for whom English is a second language or who require accommodation based on documented need should see the instructor. **All students are encouraged to submit draft work for review and comment whenever time allows. Papers must use the APA formatting convention provided on the course Moodle site (“Template for formal writing assignments”).** Individual and group written assignments will be graded using the SNC Common Writing Rubric as shown at the end of this syllabus. **All CPAs and written assignments must be submitted electronically to the instructor’s SNC email address. Hard copies will not be accepted.**

**Late assignments** will receive a late penalty deduction of 5% for **each** day the assignment is late and missed exams will be assigned a zero grade unless prior arrangements are made with the instructor. In extremely unusual cases, these penalties may be reduced or waived at the instructor’s discretion in cases of documented serious circumstances clearly beyond the student’s control.

### **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](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

### **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.

### **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.

1<sup>st</sup> 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.

2<sup>nd</sup> 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.

3<sup>rd</sup> Offense: Student is expelled.

### Class Schedule

	Date	Topic / Assignments Due	Class Preparation
1	8/19	Syllabus and Course Overview	Purchase textbooks.
2	TBD	<b>Take-home quiz on syllabus due (see Moodle).</b> Discussion of key entrepreneurial KSAs (Knowledge, Skills and Attributes)	CPA: bulleted list of KSAs that are important for success as an entrepreneur or intrapreneur.
3	TBD	Tools for effective teaming	Begin outlining self-assessment paper
4		The Art of Starting.	<i>Art of the Start</i> , Read Me First & ch. 1. CPA: bulleted summary of 4-5 most important lessons from the reading.
5	TBD	Art of Positioning	<i>Art of the Start</i> , Ch 2. CPA: same as above.
6	TBD	Art of Pitching	<i>Art of the Start</i> , Ch 3. CPA: same as above.
7	TBD	Art of Writing a BP	<i>Art of the Start</i> , Ch 4. CPA: same as above.
8	TBD	<b>Self-Assessment paper due; see next page</b>	Be prepared to discuss your self-assessment insights
9		Art of Bootstrapping	<i>Art of the Start</i> , Ch 5. CPA: same as above.
10	TBD	Art of Recruiting	<i>Art of the Start</i> , Ch 6. CPA: same as above
11	TBD	Art of Raising Capital	<i>Art of the Start</i> , Ch 7. CPA: same as above,
12	TBD	Art of Partnering	<i>Art of the Start</i> , Ch 8. CPA: same as above.
13	TBD	Art of Branding	<i>Art of the Start</i> , Ch 9. CPA: same as above.
14		Art of Rainmaking	<i>Art of the Start</i> , Chs 10. CPA: same as above.
15	TBD	<b>Research papers due.</b> Art of Being a Mensch	<i>Art of the Start</i> , Ch 11. CPA: same as above.
16	TBD	Synthesis of AOTS	Class discussion re key lessons from AOTS
	TBD	<b>Spring Break; midterm grades due to Registrar by 3/17</b>	Catch up, then chill!
16	TBD	Guest speaker	
17		Discussion re: E leadership	Prepare to share insights from research findings (informal discussion; no PPs necessary)
18	TBD	Thriving in Uncertainty; 10Xers	<i>Great by Choice</i> , Chs 1 & 2
19	TBD	20-mile March	<i>Great by Choice</i> , Ch 3
20	TBD	Fire Bullets, Then Cannonballs	<i>Great by Choice</i> , Ch 4
21	TBD	Leading Above the Death Line	<i>Great by Choice</i> , Ch 5
22		SMAc	<i>Great by Choice</i> , Ch 6

23	TBD	Return on Luck; Synthesis	<i>Great by Choice</i> , Ch 7 & Epilogue
24	TBD	<b>Personal “E Journey” papers due</b>	
25	TBD	<b>Individual “E Journey” presentations</b>	
26	TBD	<b>Individual “E Journey” presentations</b>	
27		<b>Individual “E Journey” presentations</b>	
28	TBD	<b>Individual “E Journey” presentations</b>	
29	TBD	Course synthesis; Are you ready?	Personal reflections: where am I; what do I need to do; what <b>will</b> I do?
30	12/10	<b>Final “exam” papers due</b>	<b>Individual “E Journey” presentation make-up</b>

### Description of Course Assignments and Projects

1. **Individual paper – Self Assessment of entrepreneurial KSAs:** Using the template for formal written assignments, students will prepare a paper that identifies and describes the most important elements of knowledge, skills and attributes (KSAs) needed for entrepreneurial success. This is to be followed by a critical self-assessment of the student’s own E profile as related to those elements and an identification of any perceived gaps to be remedied by further personal development. This paper is worth 100 points.
2. **Team research paper – Entrepreneurial Leadership examples:** Each team will prepare a comprehensive research paper describing at least two examples of the effective use of E leadership that resulted in sustained entrepreneurial market success. Be specific as to the criteria by which success is defined in each example. Also, provide at least one example of a *lack* of success due to the absence of effective E leadership. Lack of success could be initial success followed by an inability to sustain market growth or competitive position, or a failure to meet even initial launch expectations. This paper is worth 250 points (50 of which is based on peer assessment). Note: this assignment is intended to be a group project for two-four students, but could also be done individually at students’ discretion.
3. **Reflective paper – Personal E Journey:** Each student will prepare a reflective paper that chronicles the past to present development of their current E profile with reference to the self-assessment performed in assignment “1,” above, provides a personal E SWOT analysis, and shares current insights about how they plan to use their E knowledge, skills and attributes in their future career.
4. **Personal E Journey presentation:** Each student will prepare and deliver to the class a presentation of approximately 15 - 20 minutes that shares the highlights of the reflective E journey paper described in “3,” above.
5. **Final Exam:** the final exam will consist of a strategic plan of at least three pages (of text) that outlines students’ personal lifelong learning plan for further enhancing their E profile and maintaining it following graduation from SNC. Note: the personal SWOT analysis should be used as a basis for their developmental plan.
6. **Class Preparation Assignments (CPAs):** Unless otherwise notified by the instructor, the CPA for each class is to be a brief summary of the four-to-five most important points gleaned from the reading assigned for the class. The basic format is to title a Word doc with your name and the book and chapter number. Then bullet point your key takeaways with a brief description of the learning principle and why it is important.

CPAs are worth a base value of five points each, but more or less points will be awarded based on the effort expended and associated quality of thought. Students should be prepared to share their insights in general class or small group discussions. Students may accrue additional points for personal initiative reports of campus events, special speakers, or outside reading related to course concepts.

### Disclaimer

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