

School for New Learning

Undergraduate

Course #: HC208 Title: Heart of the Entrepreneur
Summer Session, 2017

1. **Instructor:** Ed Paulson, PhD, MBA
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630-960-3299 (cell)
Appointments by arrangement before class or phone
2. **Course Dates:** 6/12, 6/19, 6/26, 7/3, 7/10 (6:15 PM start time)
3. **Course Location:** O'Hare Campus

4. Course Description

Growing worker dissatisfaction with larger company employment is prompting many to consider starting their own business. This course takes a detailed look at the characteristics of successful and unsuccessful entrepreneurs, enabling the students to acquire a personal understanding of what it takes to start a new business venture. This course is interesting, fun and rewarding especially for those interested in starting their own business. Ed Paulson is a Silicon Valley insider, successful entrepreneur and published business book author. Competences: A5, FX. Faculty: Ed Paulson, PhD (www.edpaulson.com)

5. Learning Outcomes, Competences, and/or Objectives

The overall intent of this class is for students to learn more about the creative personality and lifestyle situations of successful entrepreneurs and then evaluate themselves and/or others in light of these traits. No specific industry focus is intended and historical examples will be presented throughout the class. A heavy emphasis is placed on risk evaluation, opportunity cost and personal risk tolerance.

A5: Can define and analyze a creative process.

Can define the concept of creativity.

Can identify, analyze, and describe the components of a creative process in one or more fields of human endeavor.

Can explain how engaging in a creative process affects one's perception of the world.

[Students will understand themselves as the unique source and primary implementer of the process that creates a new business.]

FX: Can effectively evaluate the impact of entrepreneurs on society and individuals from both a personal and financial perspective.

Can explain the difference between a new and established business.

Can critically evaluate the personal risk, reward and opportunity cost associated with starting a new business.

Can evaluate the short and longer term risks and rewards of entrepreneurship as compared to working for a larger employer.

[Extensive discussion will be held on the complementary role of small and large business, along with the personal financial risks and rewards of starting your own business.]

6. Learning Strategies & Resources

The learning experience revolves around discussion related to the attributes, attitudes, risk tolerance and obsessive characteristics of people who we typically consider successful entrepreneurs. Nothing in life that returns a substantial reward is without risk, and students will learn ways of assessing their own risk tolerance such that they obtain a more personal perspective of the entrepreneurs studied and themselves.

Bhide Amar V. (2000) *The Origin and Evolution of New Businesses*. Oxford University Press. ISBN: 0195131444. Yes ... this book was published a while ago but the concepts presented are still applicable and offer an excellent starting point for class discussion.

Important: Available online from Amazon.com and others for a **SUBSTANTIALLY REDUCED PRICE** compared to buying it new. Students are expected to **ORDER THE BOOK SO THAT IT WILL ARRIVE BEFORE CLASS STARTS** and the instructor uses the hardcover version, but the paperback will work OK if the other is not available.

Amazon hint: Look up the book using the ISBN, search the Used Book vendors and select one of the Five Star vendors with thousands of ratings to best ensure that you get the book in a timely manner. I also try to order from a vendor in the mid-west (1 day shipping time from Chicago). You should be able to get the book for under \$20 in time for class.

7. Learning Deliverables

Evidence of learning will constitute quizzes (2 at 20 points each=40 total), a 2-3 page paper in which the students evaluate themselves as potential entrepreneurs and their competence in light of material presented in class (20 points), a group presentation about a specific entrepreneur of their choosing (20 points as outlined in more detail below) and instructor evaluation (20 points also outlined in more detail below).

GROUP PRESENTATION DETAILS (20% OF GRADE)

Each group (of 2-3 people) is to pick one entrepreneur, not covered in class, that is of interest to them. The only restriction is that no two groups may cover the same entrepreneur. Each group will make a 10-15 minute formal presentation about this entrepreneur that describes this person in light of the concepts and information covered in this class. The chosen person may be a family member, friend or member of the community and does not have to be a well recognized person. Students have previously presented on parents, uncles and local shop owners.

Questions to be answered by the presentation are typically: Why was this entrepreneur of interest to the group? Why was this person an entrepreneur? Was this person successful? By what measures? How was society changed by this person's contributions? What made this person successful or unsuccessful as an entrepreneur? What did this person do after the activities that made them of interest to the group? How did their personal characteristics align with those discussed in class?

Class members and the instructor will evaluate presentations for the depth of investigation into this entrepreneur's life, the level at which the course concepts were incorporated into the presentation and the overall quality of the presentation itself. The group presentation evaluation will be determined by the average of all class and the instructor's responding evaluations.

Important note: If a student does not participate fully with his/her group in preparing the presentation and the instructor receives complaints from other group members, it might cost the student as much as a full grade point. Just come to class ready to fully participate.

INSTRUCTOR OVERALL STUDENT EVALUATION (20% OF GRADE)

The instructor evaluation is related to attendance (10%), the level at which the student contributed to the overall class learning experience through in-class participation (5%) and the degree to which the student assimilated the presented concepts beyond the basic material presented (5%).

8. Assessment of Student Learning

Students are expected to demonstrate a basic understanding of the concepts and terminology involved with this interesting and multi-faceted topic. Demonstrated levels of integration of concepts and the information presented into the student's individual situation is a key criteria for receiving the highest level of instructor evaluation.

9. Grading Criteria & Scale

90 – 100 points = A; 80-89 points = B, 70-79 points = C, 60-69 points = D, <60 points = failing grade. Plus/minus letter grades will be given as follows: 0, 1, 2 (minus), 3, 4, 5, 6 (full letter grade), 7, 8, 9 (plus). Late submissions will automatically be docked 10% of the grade and assignments received more than one week late will receive zero points.

See additional information pertaining to the grade designations, for [graduate grades](#) and for [undergraduate grades](#).

Identify when relevant [Pass/Fail Grading Options](#) (UGRAD only)

10. Course Schedule (Subject to change. Students will be notified by email of changes.)

Homework: Prior To First Class: Read In Bhide Text – Skim Introduction & Read Chapter 4.

Session 1:

Class Overview and Introductions

What is an entrepreneur?

Personal entrepreneurship evaluation

- Break

A Sampling of Entrepreneurship

Small business and the economy

Homework for next time: Read Bhide Chapter 2.

Read Ed's CIG2Biz Book - Chapter 2 (at D2L site)

Session 2:

Review of prior session

Comparing Planning to "Winging It"

Risk, uncertainty, risk tolerance and planning assessment and management

- Break

Guest Entrepreneur (optional depending on scheduling and availability)

Homework for next time: Read Chapter 5.

Session 3:

Quiz #1 - Covers Sessions 1 & 2 (45 Minutes – 20% of grade.)

Review of prior session & Quiz

Creation and Entrepreneurship

Self actualization and business creation

- Break

Intrapreneurship vs. Entrepreneurship

Homework for next time: Read Chapter 6

Homework for next time: Watch Amy Tan TED Talk about the Creative Process

Session 4:

Review of Prior Session

Discuss Rollo May and Amy Tan approaches to creativity

VC funded startups

- Break

Quantum vs. Incremental Entrepreneurship (tie into creative processes)

Work on group presentations (as time allows)

Homework for next time: Read Chapter 8, Self Evaluation Paper Due Next Session (20% of grade) & prepare group presentations for next class session.

Session 5: (Attendance Mandatory – notice a large % of grade happens here)

Quiz #2 - Covers Sessions 3 & 4 (45 minutes - 20% of grade)

Turn in Self Evaluation Paper (20% of grade)

Review of Prior Session

Group Presentations (20% of grade)

Discussion & Evaluations (Balance of time)

11. Course Policies

CLASS ATTENDANCE

Attendance of all classes is expected and it will be considered by the instructor when awarding his percentage of the grade. Students cannot miss more than one (1) full class session of the five. Students who miss more than one (1) full class session according to DePaul policy will automatically be ineligible for a passing grade except in very rare cases which must be brought, in writing, immediately to the instructor's attention. Students wishing to withdraw from the class should do so by the last drop date.

INCOMPLETE POLICY

Incompletes are strongly discouraged by the professor and rarely given, and when given, only in highly extreme circumstances. Special prior written arrangement with the professor is required. Students should understand that a large number of completes do not ever get completed and turn into a failing grade, so students should commit themselves to completing the course during the designated timeframe. See link below.

VINCENTIAN VALUES

All feedback and assessments will occur in the context of the four values of this Vincentian institution: clarity, flexibility, empathy and integrity.

INCOMPLETE POLICY

I rarely give incomplete (IN) grades and students should not expect to get an incomplete grade except in highly unusual circumstances such as medical or other types of emergencies. Incompletes must be requested by the student and approved by me by email before students should assume an incomplete is applicable. Should you receive an incomplete grade, you will be expected to meet with me to determine what must be done to correct the incomplete and that work must be fully completed by the end of the quarter following the incomplete to receive a passing grade. It is my experience that incomplete grades are often not completed so students, in their own self interest, should resolve themselves to fully completing the course in the allotted time. Not completing an incomplete as agreed will result in an "F" grade. This is non-negotiable. See link below.

PASS/FAIL OPTION

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but will not be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but will also be included in computing a student's grade point average. See link below.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

If a student wishes to switch their method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

ACADEMIC INTEGRITY

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Students should understand that the instructor may submit student writing projects to TurnItIn, a plagiarism checker, and if material plagiarism is found the student's work may be turned over to DePaul for follow up under this Academic Integrity provision. This is very serious so please just do your own work. Ask the instructor if you have any questions about how to ensure compliance with this important policy. See link below.

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

12. Course Resources

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

13. Instructor Brief Bio

Ed Paulson, PhD has been in one form or other of entrepreneurial endeavor his entire working life. He spent ten years in Silicon Valley working with several startup companies and then eight years in Austin, Texas founding and running his own software training company which he sold. He is the author of over fifteen business and technology published books, a member of the DePaul Faculty since 2001, and a professional speaker. He has a PhD in technology management, is an engineer and he holds an MBA from The University of Texas at Austin with a specialization in entrepreneurship. Further biographical information is available from his Web site, www.edpaulson.com. He can be reached by standard mail at: Attn: Ed Paulson, PO Box 220, La Grange, IL 60525. E-mail: author@edpaulson.com. Phone: 630.960.3299. (www.edpaulson.com)