

**Syllabus**  
**BADM 100-01 18520**  
**Discovering Entrepreneurship**

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Office hours: By appointment

Textbook/Course Materials: There is no textbook for this course.

In lieu of the textbook, handouts, in-class exercises, videos, and other ancillary tools will be used. Guest lectures may also be used during the term when appropriate, to provide additional insight, experience and knowledge to the course work.

Course Purpose/Objectives/Overview:

This course is designed to introduce the student to the opportunities of a career in business, with entrepreneurship in particular.

Students will utilize their basic knowledge of management practices, economics, marketing, and accounting to *discover* opportunities upon which entrepreneurial enterprises may be built.

Unlike traditionally designed introductory courses, the learning model in Discovering Entrepreneurship is substantially based upon “learning by doing.” While assigned readings and in-class discussions provide the raw materials for building discovery skills and mindsets, the real learning comes in the ambiguous and uncertain challenges tackled in a significant course project. In this project, students are asked to develop their discovery skills by studying consumers in a market of interest to them.

The course culminates in a “Trade Show” where the student teams present prototypes or dramatizations for service innovations that illustrate solutions to the customer problems they have uncovered. Finally, this course addresses the question: where do attractive opportunities come from and how can they be discovered and exploited?

Discovering Entrepreneurship has a substantial communications component. Solutions to business problems for either an existing enterprise or entrepreneurial ideas are useless

without the ability to explain them clearly and concisely. Our focus will concentrate on both the written communication; i.e., reports on findings, conclusions, recommendations for new opportunities, and a presentation to the class.

At the end of this course, the student will have experienced the fundamentals of fact gathering, observation, research and interviewing, as well as business report writing. The student will discover opportunities based upon the research conducted during the course (rather than inventing or creating something).

### Course Outcomes:

Discovery skills are fundamental capabilities for any manager or leader who seeks to “do things differently” in his or her organization. Resolving problems and issues that continually arise in any enterprise, requires *discovering* customer or client needs, as well as those of the business, then deciding upon an optimal way forward to satisfy those needs.

Specifically, this is what you will learn and achieve in this course:

- Explore the possibilities and potential of entrepreneurship
- To serve students having career interests of all kinds, not just those who plan to start new ventures.
- Experience first hand, the workings of a business from the point of view of the owner, the customers and clients, and as an outside observer.
- Preparation for eventual entry into the entrepreneurial world.
- Develop and enhance observation, critical analysis, communication, and business writing skills, at a beginning stage of their college career.
- Learn to discover and distinguish between nice-to-do ideas and commercially viable opportunities.
- Experience the transition of ideas and imagination into opportunities.
- Develop skills of analyzing business problems from the perspective of an owner.
- Learn how to effectively research, question, analyze, and evaluate the pertinent facts of an enterprise and the industry.
- Grasp and experience the principles of effective small business management, interpersonal skills, and customer service skills.
- Experience entrepreneurial realities of ambiguity, complexity, and constant change.
- Prepare and present a comprehensive report/analysis, prototype and recommendations.
- Recognize the entrepreneurial potential within yourself.

### Required Output:

- Conduct an onsite analysis, to include interviewing the business owner, to learn firsthand the risks, rewards, and daily life of an entrepreneur.
- Conduct research using various sources to create, support, and present team ideas.

- Conduct web site evaluations and present comments and suggestions for improvement.
- Prepare and present team marketing strategies.
- Working in teams of 3-4, students will produce a highly detailed set of recommendations, and if appropriate, a prototype or service model of their solution to the unmet or poorly met customer/client needs.
- Team presentation to class.

Procedures:

Attendance/Class Participation	10 Points
Assignments (4@10 points each: web site analysis; marketing strategies; team report; interview/observation report)	40 Points
Quizzes (2@5 points each)	10 Points
Team Presentation/Exhibit	20 Points
Team Report	10 Points
Idea Pitch (sell us your recommendations)	10 Points
Total	<u>100 Points</u>

All assigned work is to be turned in the week it is due. Late assignments will not be accepted. E-mail transmissions of assigned work will not be accepted unless previous arrangements have been made with the instructor(s).

Final Grade Determination:

- A 93-100 Points
- A- 90-92.9
- B+ 87-89.9
- B 83-86.9
- B- 80-82.9
- C+ 77-79.9
- C 73-76.9
- C- 70-72.9
- D+ 67-69.9
- D 63-66.9
- D- 60-62.9
- F 59.9 and below

Attendance Policies:

Attendance is required, it is not an option. The student is allowed two excused absences during the course. More than two unexcused absences will result in the forfeiture of one letter grade.

Students are expected to be on time and come to class prepared to actively participate in the discussions that take place. This means reading and submitting all assignments on time, as well as asking and answering questions and providing valuable insights. The measure is not the quantity of your participation, but rather, the quality of your contribution in class during the term.

Each team member is required to attend the final presentation. Failure to do so will result in the reduction of one letter grade for the course.

#### Policies Regarding Academic Integrity:

A standard of honesty, fairly applied to all students, is essential to a learning environment. All work submitted in this class must be each student's individual effort. Plagiarism is the attempt at crediting someone else's work or ideas as your own. Plagiarism consists of using other people's words or ideas without adequately acknowledging the source of those words or ideas. Plagiarism can take many forms; stealing an entire essay and submitting it as one's own work, quoting parts of a source without acknowledging that source, incorrect, incomplete, or missing documentation elements. Plagiarism will result in your failure of the course.

#### Checkpoints:

There will be random checkpoints throughout the course to ensure understanding of the assignments, readings, and course topics. The purpose of these checkpoints is to indicate to the instructor that the student is current with the course content and all assigned work, lectures and discussions, and grasps the concepts presented in the course.

#### Special Needs:

If you have a physical, emotional, medical, or learning disability that may impact on your ability to carry out assigned course work, you are encouraged to contact the Academic Success Center, room 310 in the Crown Center. 312-341-3818.

## COURSE SCHEDULE

### DATES COURSE TOPICS/READINGS/ASSIGNMENTS

#### Week 1 (Wednesday, January 27)

- Introduction to the class, review syllabus, assignments, overall class objectives and expectations. What is the business world? What are the opportunities? How do you define success, how do you achieve it and maintain it?
- Career Key Self-Employment online assessment
- What is an entrepreneur?
- Describe the class/team assignment, objectives, goals, and grading criteria.
- Assignment due Week 6—Business owner interview. Sample questions to be discussed (handout)

#### Week 2 (February 3)

- Review and explain Career Key Self-Employment assessment results
- Discuss the impact of entrepreneurship on the economy
- Psychology of the entrepreneur
- Role developer exercise (in class)
- RU Career Services guest speaker (1 hour)

#### Week 3 (February 10)

- In-class exercise: Interactive presentation to explore entrepreneurship pathways
- Select teams for project assignment
- Outline and review suggested fact gathering questions
- Researching the concept/idea/methods/techniques
- Outline and explain sources of information
- Next steps in the process. Outline the priorities
- Outline criteria for on-site observation and analysis

#### Week 4 (February 17)

- RU Library visit (Research Tools)
- Finalize project business targets/assignments for team research project (focus on college-related businesses)
- Review and discuss preliminary ideas for product/service improvement
- Define next steps in the process. Benchmarks for completion

#### Week 5 (February 24)

- Assignment due Week 6—team project marketing strategies
- Individual team reports due on project status (interview/observation/analysis components)
- Outline “Two Cool” assignment due Week 6 (to assist Discovering Entrepreneurship students seeking opportunities in what they read, hear, and observe by encouraging them to develop a creative approach to new ideas and enterprise building). Required activity: bring two of the coolest products, ideas, concepts, technologies and information items that capture your imagination; be prepared to discuss what opportunities items may present.

#### Week 6 (March 3)

- In-class exercise: “Two Cool” assignment
- Review team project marketing strategies
- Identify and discuss best/worst customer service experiences. Submit recommendations for improvement
- Business idea “Group Think” assignment—due Week 9. Objective: assume you have \$500 to start a business with the idea(s) you developed during “Two Cool” assignment. What do you need to do? How will you begin?
- Assignment due—one page summary of business owner interview

#### Week 7 (March 10)

- Alumni presentations to class: Experiences and lessons learned
- Assignment due Week 9—One page business plan foundation questions (What are you building? Why does this business exist? What makes your product/service unique? How will you build the business? What are your initial steps? How will you measure success?)

#### **NO CLASS MARCH 17---SPRING BREAK**

#### Week 8 (March 24)

- “Two Cool” ideas assignment due
- Identify and discuss skills/qualities of effective leaders (HBS case study)
- In-class exercise (computer lab). Select two Web sites you visit often; evaluate each based on assigned criteria

Week 9 (March 31)

- Identify and discuss best/worst customer service experiences, cause and effect, and recommendations for improvement
- Review “One Page” business plan foundation questions for in-class exercise
- Team reports due on project status

Week 10 (April 7)

- Video—Startup.com (documentary of hi-tech start up)
- Questions assigned—due Week 11 on Startup.com

Week 11 (April 14)

- Review and discuss Startup.com and assigned questions
- In-class exercise—draft-one page business plan (refer to foundation questions)
- Submit rough draft team report

Week 12 (April 21)

- Develop 1-minute “Idea Pitch” for final presentation
- Review rough draft team reports –individual team meetings (comments/suggestions/changes)

Week 13 (April 28)

- Practice sessions for final presentations (6-8 min. will be videotaped)
- Review and critique videotaped practice sessions
- Review final presentation evaluation criteria
- Assignment due week 15: Reflective Essay on the process/key learnings

Week 14 (May 5)

- Team presentations (6-8 min. to be videotaped)
- Team report submitted

Week 15 (May 12 )

- Hand in Reflective Essay at Walter E. Heller College of Business Office at Chicago Campus by 4 p.m. CST

\* Syllabus topics/assignments/due dates may change during the semester. It is your responsibility to check “Announcements” page on Blackboard for any changes.

