



COLLEGE OF ARTS AND SCIENCES

Shuford Program in Entrepreneurship

Econ 393
Practicum in Entrepreneurship
Spring 2019 Program

Practicum (prac-ti-cum): a practical section of a course of study

Instructor: Bernard Bell

Bernard_bell@unc.edu

919-843-9452

Facilitator: Warner Underwood

Warner.underwood@unc.edu

919-843-2689

Office: Gardner Hall Suite 104

Class: Tuesday and Thursday at 2 p.m.

Location: Gardner Hall Room 0008

Purpose of Course:

This course serves two purposes; first, it is the mechanism for receiving credit for your internship and reflecting on your total experience in the Shuford Program in Entrepreneurship (SPE). Second, this course is to prepare you for life after college graduation through practical lessons and assignments. A major portion of your grade is focused on your internship experience and the reflection assignment(s) you completed over the summer. Your experience in SPE, coupled with the practical skills needed to be competitive in the 21st century job market, are bridged together in this course, a hands on learning lab. This course will focus on developing soft skills for personal and professional development. Our goal is to design a course that helps you map out a well-lived future.

Questions we want you to be able to answer:

- How do I find a job that I like or maybe even love?

- How do I build a career that will make me a good living?
- How do I balance my career with my family?
- How can I make a difference in the world?

Course Readings and Supplemental Material:

Books to choose from for semester reading and final presentation:

- The Slight Edge— by: Jeff Olson (4 teams of 5)
- Originals— by: Adam Grant (4 teams of 5)
- Grit – by: Angela Duckworth (4 teams of 5)
- 7 Habits of Highly Effective People – by: Stephen Covey (4 teams of 5)
- What they Don't Teach you at Harvard Business School – by: Mark McCormak (4 teams of 5)
- The Tipping Point – by: Malcolm Gladwell (4 teams of 5)

Podcasts and Articles will be distributed as identified.

Course Requirements and Evaluation:

Regular attendance and participation are critical to your success in this course. You are expected to attend and participate by actively asking questions and engaging with course material and visiting lecturers. The speakers that we bring into this course are volunteering their time and is thus why we expect thoughtful engagement to be asked in all sessions. Attendance will be taken through the poll everywhere platform, please be prepared to use this throughout the semester.

Grading:

10%: Attendance in class

- As determined through poll everywhere.

10%: Participation in class

- It is important to understand that each enrichment session and class is interactive. Listening carefully and critical engagement are necessary to receive credit.
- An effective participant:
 - Researches the host's/company's/speaker's story
 - Prepares questions in advance
 - Makes points relevant to the on-going discussion among peers
 - Is thoughtful and engaged in the conversation (i.e. no laptops or phones)

20%: Weekly Journals (3.75 points for each submission—completed via sakai over the summer)

- Week 1: Value Proposition
- Week 2: Customers

- Week 3: Key Partners
- Week 4: Key Activities and Resources
- Week 5: Company Finances
- Week 6: Drucker Connections
- Week 7: Company Leadership and Dynamics
- Week 8: SWOT Analysis

20%: Assignments

- 30 second elevator pitches (*rubric provided at end of syllabus*)
 - Throughout the course you will develop your 30 second elevator pitch that is useful in situations where you are interviewing, networking or meeting new people. You will upload this 30 sec. video via sakai.
- Mocktail Reflection (*graded on completion and content*)
 - The Mocktail is a simulation where you will network with alum and friends of the program over drink and food. The purpose of the event is to prepare you for situations where you must connect with others in a formal setting. Once the event is complete you will be asked to reflect on your experience, what you liked, what would you change, etc. This will be upload via sakai.
- Attend 1st Shuford Lecture (*graded on attendance*)
 - The Shuford Program will host a speaker event in the fall that will be an important part of this course and the development of our innovation community. You are required to attend, unless there are extenuating circumstances worked out with the facilitator.
- Article review with Q&A completion (*graded on completion and content*)
 - Read article provided and answer questions or provides reflection on its content.
- Podcast/Q&A completion
 - Read article provided and answer questions or provides reflection on its content.
- Company Research (*graded on completion and content*)
 - Research the companies that will be on the products panel, come prepared with 2 questions to ask during class.
- Career Service appointment: Cover Letter and Resume Review (*mid-term, graded on attendance of meeting and uploaded of before/after documents*)
 - Make an appointment with career services to review your resume and cover letter. Work with them to enhance both documents content and turn in the final copy via sakai by 10/30.

40%: Final Project

- Book review presentation (*instruction and rubric provided at end of syllabus*)
 - Must select book by second week of class

Evaluation Criteria and Grading

All grades will be determined using the three criteria listed below:

1. Completeness: All requested elements must be included and connections made.
2. Timeliness: All required parts are turned in on time and in the correct format.
3. Quality and depth of insights: It is important that in each assignment and project you are able to create thoughtful connections between what you have learned through the courses in the program and your experiences in the field (i.e. internship).

Other Important Details:

- Final grades will be calculated using the points for each portion of your grade and will correlate with the grading scale of the university.
- We follow the honor code as articulate in University Policies, no exceptions.
- The courses final grades are final, no rounding up, etc.

Class Calendar

Date	Session	Thoughts of who and what	Assignment
8/21	Branding of Self (introduction to 30 sec. elevator pitch)	<ul style="list-style-type: none">- Bernard would introduce self and idea behind 30 seconds elevator pitch.- Students would begin practicing with each other.- Purpose of course and assignments would be introduced.	<ul style="list-style-type: none">• 30 sec. elevator pitch video, due date set.
8/23	Circle of Influence and How to package your Story: David Neill and Daniel Wallace	<ul style="list-style-type: none">- David Neill would spend 30 minutes talking about the circle of influence and its value.- Daniel Wallace (author of Big Fish and Creative Writing Professor) would talk about how to package a story and bring it to life.	
8/28	Al Bowers and his Burger Shack Story		<ul style="list-style-type: none">• Article reading and reflection in prep for 8/30 class

8/30	How to be Humble and Hungry: Daryl Davis	<ul style="list-style-type: none"> - Daryl Davis would share story of how he built his company and talk about the importance of balancing humility with going after goals. 	
9/11	Career Services (Resume and Cover Letter Development)	<ul style="list-style-type: none"> - Students would come prepared to learn from Career Services about what makes an outstanding resume and cover letter. 	<ul style="list-style-type: none"> • Make and attend an appointment with Career Services by 10/30
9/13	What are we looking for in a hire? HR/recruiter Panel	<ul style="list-style-type: none"> - Options for this panel could include Gardiner Gerrard, Stephen Westfall and Ron Bailey. - Purpose of panel is for students to hear firsthand what companies are looking for in new employees. 	
9/18	How to be a Boss Preparation: Podcast/Video review and discussion	<ul style="list-style-type: none"> - Class where Bernard can prep students on what it takes to be a successful leader. - Discuss podcasts or videos that are relevant to this topic. 	
9/20	How to be a Boss Panel	<ul style="list-style-type: none"> - Panelist could include: Jen Halsey, Julia Grumbles, Tom Chubb, Elijah White and Steve Malik - Purpose: to share stories about how to get to the top and the challenges that are faced. 	
9/25	Personal Finance 101	<ul style="list-style-type: none"> - Charles Merritt leads a class on how to be fiscally responsible as a young adult. - Purpose: Prepare students for their first couple of 	

		year out and manage their finances.	
9/27	Industry Panel: Finance	<ul style="list-style-type: none"> - Panelist could include: Sallie Krawcheck, Suzanne King, Jen Halsey and Louise Brady. - Purpose: Students to gain insight into the world of finance and the different types of opportunities available. 	
10/2	Career Research Session (University Librarians)	<ul style="list-style-type: none"> - Librarians provide presentation on how to research companies and industries. 	<ul style="list-style-type: none"> • Research companies that will be on the product panel, come prepared with 2 questions.
10/4	Industry Panel: Products	<ul style="list-style-type: none"> - Products Panel could include: Steve Nelson, Andrea Abraham, Drew Surwilo, Stephen Shuford, Florida shoe guy, Maggie Smith, Sara Blakelky/Spanx, Will Dubose. - Purpose: Students understand the nuances of starting or working for a business that is focused around a product. 	
10/9	How to have Tough conversations (option1)	<ul style="list-style-type: none"> - <i>This day could be open, depending on when tough conversations happen with BOT members.</i> - BOT panel would include: Chuck Duckett, Julia Grumbles, Bill Keyes, and Lowry Caudill 	
10/11	How to have Tough Conversations (option2)	<ul style="list-style-type: none"> - <i>This day could be open, depending on when tough conversations happen with BOT members.</i> 	

		<ul style="list-style-type: none"> - BOT panel would include: Chuck Duckett, Julia Grumbles, Bill Keyes, and Lowry Caudill 	
10/16	Presentation Skills Overview	<ul style="list-style-type: none"> - Thought is to have Chris Lundberg (teaches public speaking) and someone from the j-school come and prep the students on how to develop and give a good presentation. 	
10/18	FALL BREAK		
10/23	Industry Panel: Social Enterprises and Non-profits	<ul style="list-style-type: none"> - Non-profit/social enterprise panel: Could include Thomas Doochin, Meg from Rural Health Initiative, Michelle Pollus, Hank Hamilton, person from Comcast, Alexandra Zagbayou - Purpose: to show students different elements of social good being done in non and for-profit compnaies 	
10/25	Industry Panel: Entertainment	<ul style="list-style-type: none"> - Entertainment Panel: Could include Brandon Pankey, Jed's Spotify contact, Pandora contact, tidal contact - Purpose: Expose students to opportunities available in this industry 	
10/30	OPEN DAY		
11/1	Mock Interview Day		
11/6	It is Not Always about You: Motivational Speaker	<ul style="list-style-type: none"> - Hope is that we could find a speaker that would motivate students to understand that it takes hard work to get to the top of an industry and the importance of 	

		understanding when to lean in and when to speak up.	
11/8	Mocktail		<ul style="list-style-type: none"> • Attend Shuford lecture
11/13	Industry Panel: Media	<ul style="list-style-type: none"> - Media Panel: Could include: Susan Scoot, Tom Constanillo, Lauren Fraser and Margaret Cheatum Williams - Purpose: to show student the different opportunities that are available in the media industry. 	
11/15	Industry Panel: Sports	<ul style="list-style-type: none"> - Sports Panel: Could include: Ricky May, David Finnochio, Daryl Davis, Steve Malik, Fred Whitefield, Underarmour contact. - Purpose: to expose student to the different job opportunities within the industry of sports. 	
11/20	Work Day		
11/22	Thanksgiving		
11/27	Final Presentations	8 presentations—10 minutes each	
11/29	Final Presentations	8 presentations—10 minutes each	
12/4	Final Presentations	8 presentations – 10 minutes each	

****Please note that as a majority of the course is around speakers there may be some changes to the schedule, we will notify you of this as soon as possible. We appreciate your patience and flexibility. ****

30 second elevator pitch Rubric

	4 points	3 points	2 points	1 point
Your Story/the hook	The initial sentence hooks the listener and causes them to quickly and deeply engage in the pitch of who you are.	The hook could be improved, but overall the pitch did invite the audience to engage in the story of who you are.	No real hook, definitely could improve on purpose of pitch that would engage the audience about your story.	No hook or value add from the story, clearly did not follow instructions.
Presentation Delivery	Holds attention of entire audience through direct eye contact and memorization of pitch. Body language is on point and delivery engages the audience throughout presentation.	Holds attention of audience, but could implement slight changes in audience engagement either through memorization, better eye contact or body language.	Barely holds the attention of the audience, improvement needed in delivery on several elements.	Does not hold attention of the audience. No memorization, no eye contact or practice done with body language or delivery.
Organization of pitch	Clearly takes the audience through the journey of their life experiences. Hits elements from early childhood to now in an effective manner—does not jump around or cause confusion in sequencing.	Takes audience through the journey of their life experiences but could improve on clarity of sequencing, story causes minimal confusion to the audience.	Story is there but not organized effectively, causes the audience to be confused about the main point of the individual's value.	No story or clear direction, disjointed and does not lead the audience on a journey.
Engagement/Enthusiasm	Strong enthusiasm demonstrated throughout pitch, significantly increases audiences understanding of who the person is and what motivates them.	Shows enthusiasm, but could provide more that would allow the audience engage completely and understand fully the value of the person.	Minimal enthusiasm that causes the audience to question the direction of the person.	No enthusiasm given and thus no engagement from the audience

Final Presentation: Book Review

Process:

1. Students will select one of six books to read throughout the semester. They will sign up for the book within the first week of class and submit that information to the facilitator.
2. Students are able to select their own team of 4 to 5 students, who are reading the same book, to prepare the end of semester presentation on the book they read.

Purpose: The book presentation will provide students with the opportunity to analyze the content of professional development; self-help or career advising books. Students will be asked to think critically about the books advice and synthesize the information learned into a presentation. The 10 minute presentation will provide other students in the course to gain insight into the book for consideration of adding it to their professional development repertoire.

Presentation: The presentation should include the following and will be graded on the rubric below.

1. Introduction of book
 - a. Who is the author?
 - b. General synopsis.
 - c. Purpose of book—what should you learn from reading it?
2. Analysis
 - a. What were three main take-aways?
 - i. How would you apply them to your life?
 - b. What were three concepts/ideas that you would challenge?
 - i. Why do you find them not-relatable, etc?
3. How would you sell this book? What would be your elevator pitch?
4. Recommendation to the class—ya or nay? Was the book helpful or not.

Rubric

	4	3	2	1
Slideshow	Visually appealing and interesting, really great visual aid for audience	Minor tweaks could be made, but overall visually appealing and a good visual aid	Presentation was okay, did not provide added value to oral presentation	Little to no effort put into slide show, took away from overall presentation
Oral Presentation	Students spoke clearly and knowledgably about the topics, voices were projected so all could hear	Most students spoke clearly and concisely, sometimes it was difficult to hear	Clarity of oral presentation was lacking and students did not seem to have idea of what they were wanting to say.	Unclear and confusing information was presented.
Content	Presentation, visually and	For the most part the presentation	Did not meet all of the questions	No standards met.

	orally, met all standards outlined above, students went above and beyond to explain the book.	met the standards outlined above, met requirements but did not exceed them	asked to be answered in presentation, lacked any exciting information.	
Preparedness	Students were prepared and ready to answer questions from audience and were knowledgeable about the book and its contents.	Students were, for the most part, prepared for questions and had general knowledge of the book and its contents.	Students were minimally prepared to answer questions and knew minimal about the book.	Students were not prepared to answer question and knew nothing about the book.
Teamwork	All students participated in some fashion with the development, content and oral presentation.	For the most part, all students participated in the development and presentation of the book.	One or two students participated in the book presentation process.	No students participated in the process of the presentation development for the book.