**Economics 327-002 Business Venturing: Scientific Track**

Spring 2020

Room: via Zoom

Time: TR 12:30 am – 1:45 pm

Instructor:

Gregory P. Copenhaver, Genome Science Building, Room 4161, gcopenhaver@bio.unc.edu

Text: No assigned textbook, readings posted on Sakai

The objective of this course is to provide the necessary background and a collaborative environment in which students can form teams to produce business plans and presentations in the area of scientific entrepreneurship. The lectures and case materials will provide examples of scientific ventures and discussions of their successes and shortcomings.

***Group-work days***. Intermittently, throughout the semester we have scheduled in-person group work. This is to provide dedicated time, during class, for you and your group to make progress on your semester-long project. During these sessions we will meet as usual via Zoom and we will use break-out rooms to facilitate group discussion. The instructor will circulate among the breakout rooms to check progress and answer questions. Attendance at these sessions is expected as with other normal sessions.

***Case study discussions***. In addition to lectures, guest visits, and interactive group work, we will also make extensive use of case studies in this course. You are expected to have read each case study prior to the day it is discussed. Active participation by the entire class is expected during the discussions. Each discussion will be guided by one of the groups formed at the beginning of the semester. Each group will guide 1 discussion. The group should develop a PowerPoint (or equivalent) presentation that explains the main ideas in the case study and poses questions for the class to answer in a discussion format.

The grading in the course will be as follows:

***Written assignments* (20%).** Written assignments in response to a prompt related to lecture topics in class. Responses learned should be no longer than a page (unless indicated for a specific assignment) and are to be turned in on Sakai. Each assignment is graded on a 5 point scale. 0 = no evidence of effort, 1 = minimal evidence of effort, 2 = significant aspects of the assignment missing or needing improvement, 3 = only minor aspects of the assignment missing or needing improvement, 4 = all aspects of assignment completed adequately, 5 = work shows exceptional effort.

***Class participation* (10%).** Because this course emphasizes group work and discussion of ideas, attendance and participation will be graded. Class attendance grades will reflect participation as well as apparent preparation. You are welcome to use laptops in class for taking notes or doing group work, but web surfing non-class material is not permitted.

***Leading case study discussions*** **(20%)**. Each group will be responsible for leading the class in a discussion of an assigned case study.

***Project* (50%).** The primary graded activity for the course will be to form teams that will develop a STEM-related idea into a business plan. The final product will be a written business plan (20%) and a presentation to the class (20%). In addition, the group dynamics of the team will be assessed for another 10%.

***Final*.** The written business plan (20%) component of the project will be considered the final exam for this course.

***Diversity Statement***. This course values the perspectives of individuals from all backgrounds reflecting the diversity of our students. We broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. We strive to make this classroom an inclusive space for all students.

***Honor Code***. Information, including your responsibilities as a student is outlined in the UNC Chapel Hill Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected. The group projects are collaborative and will be graded on a group basis. All other academic work in this course is to be your own work.

***Syllabus Changes***. This course is dynamic and changes in the schedule and reading content may occur.

***Class communication*.** Primary communication will occur through the Sakai site at sakai.unc.edu. Details on written assignments will be posted along with announcements and additional reading assignments.

***Accessibility Resources and Service (ARS), Counseling and Psychological Services (CAPS), and Title IX Resources***

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: [https://ars.unc.edu](https://ars.unc.edu/) or email ars@unc.edu.

Counseling and Psychological Services (CAPS) is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

**The Schedule.**

Jan 19 Syllabus review, group formation, sources of innovation

 Assignment: develop 2 ideas for a STEM-based entrepreneurial project and briefly describe them (1 paragraph each). Due Jan 26

 Reading: The Discipline of Innovation by Peter Drucker

Jan 21 Chromatin story – Gregory Copenhaver

Jan 26 Individually pitch ideas within group and select 2

 Assignment: develop a team charter for your group. Due Jan 28

Jan 28 Groups pitch 2 ideas each, class selects 5 final project concepts

Feb 2 How to write a business plan – lecture

 Reading: Harvard case study for Feb 4

 Assignment: lessons learned, due Feb 4

Feb 4 Business plan case study -discussion led by Group 1

Feb 9 **In-class group work**

Feb 11 Entrepreneurial Leadership – Guest: Kevin Guskiewicz

 Reading: Harvard case study for Feb 18

Assignment: lessons learned, due Feb 18

Feb 16 **Wellness Break – no class**

Feb 18 Leadership case study – discussion led by Group 2

Feb 23 Magellan story – Guest: Lowry Caudill

 Assignment: lessons learned, due Feb 25

Feb 25 Intellectual property, patents – Guest: Aziz & Adriana Burgy

 Reading: Harvard case study for Mar 2

 Assignment: lessons learned, due Mar 2

Mar 2 Patent case study -discussion led by Group 3

Mar 4 **In-class group work**

Mar 9 Biotech Entrepreneurship – Guest: David Lyerly

 Reading: Harvard case study for Mar 16

 Assignment: lessons learned, due Mar 16

Mar 11 **Wellness Break – no class**

Mar 16 Biotech entrepreneurship case study – discussion led by Group 4

Mar 18 Financing your venture – lecture

 Assignment: lessons learned, due Mar 23

Mar 23 Harvesting your venture – lecture

 Assignment: lessons learned, due Mar 30

Mar 25 **In-class group work**

Mar 30 Why Culture Matters in Organizations and How to be Intentional – Guest: Lowry Caudill

 Assignment: lessons learned, due Apr 1

Apr 1 Copyrights and Trademarks – Guest: Deborah Gerhardt

Reading: Harvard case study for Apr 6

 Assignment: lessons learned, due Apr 6

Apr 6 Copyright/trademark case study – discussion led by Group 5

Apr 8 Negotiation part 1 – Guest: Bob Reinheimer

 Assignment: out of class negotiation, due Apr 13

Apr 13 Negotiation part 2 – Guest: Bob Reinheimer

 Assignment: out of class negotiation, due Apr 15

Apr 15 Negotiation part 3 – Guest: Bob Reinheimer

Apr 20 Pitches Group 1

Apr 22 Pitches Group 2

Apr 27 Pitches Group 3

Apr 29 Pitches Group 4

May 4 Pitches Group 5