**ECON 325H**

**Entrepreneurship: Principles & Practice**

Spring 2021

Economics Department

11:00 am - 12:15pm

Tuesday (T) and Thursday (R)

[Zoom Link](https://unc.zoom.us/j/95021491026?pwd=OStoa0NBZm1Pbmpzd1paQUoyc1pJQT09)

Meeting ID: 950 2149 1026

Passcode: 100100

+13017158592,,95021491026#

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| Professor [*Chris Mumford*](https://www.linkedin.com/in/christopher-mumford-6b300631/)*[[1]](#footnote-1)*  Office: 1789 Venture Lab  Office Hours: T/R 12:15pm-1:15pm & by appointment  [mumford@unc.edu](mailto:mumford@unc.edu) | Professor *Abhi Moulick*  Office: Abernethy Hall 218B  Office Hours: T/R 12:15pm-1:15pm & by appointment  [abhisekh@email.unc.edu](mailto:abhisekh@email.unc.edu) |
| Teaching Assistant: *Katie Houston*  Office: Zoom  Office Hours: By appointment  [katie328@live.unc.edu](mailto:katie328@live.unc.edu) |  |

**Overview:** This honors course provides a foundation in the fundamental principles, concepts, and fluency in entrepreneurship. It builds upon the foundation laid by ECON 125. Specifically, we will focus on design thinking, understanding consumer and customers, company strategy, entrepreneurial finance, and capital formation. You will conduct secondary and primary research, document your findings, and translate these into evaluations. We will use tools to help you conduct feasibility and sensitivity analysis. Additionally, the class will introduce skills and tools essential in startup and firm growth, such as branding, storytelling, and video making. You will learn concepts and skills to research and analyze entrepreneurial opportunities and act on them. To that end, this course is highly applied, which means that you will be engaging in the latest, best practices in higher education that pertain to active and engaged learning (i.e., learning by doing) versus passive lecturing. At each stage, you will work individually or in a team and make decisions.

The course is designed to help you turn an idea into an enterprise. We will execute a design sprint to reinforce the understanding of the ideation and validation process. Students develop high-resolution ideation and marketing skills. We will delve into classic strategy principles by applying them on new market and technology trends. Finally, we develop a street-smart version of finance through cash flow forecasting and core fundraising techniques. By the end of class, students will be able to discover, ideate, validate, and accelerate ventures. Grading will largely be determined by student effort. The class is taught mostly in a flipped classroom, group experiential learning environment. Class participation and being a solid group contributor are essential for grading success. The class will use tutorials, examples, and templates extensively. Low stakes quizzes will be used as a recall tool.

* **Slack** will be the primary communication tool.
* The prerequisite for this class is ECON 125 (instructor permission for students lacking the prerequisite). Priority is given to students accepted in the Shuford Minor in Entrepreneurship.
* *Grade:* Letter grade.

**Required Course Materials:**

1. Brown, T. (2008). Design Thinking.
2. Desai, M. A. & Veblen, M. F. (2003). Growing Up in China: The Financing of BabyCare Ltd.
3. Mollick, E. (2020). *The Unicorn's Shadow: Combating the Dangerous Myths that Hold Back Startups, Founders, and Investors.* Wharton School Press.
4. Porter, M. E. (1989). How competitive forces shape strategy.
5. Additional materials, videos, and web links provided in the syllabus.

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| --- | --- |
| **Deliverables:**   1. Create compelling narratives for prototyping and marketing in different mediums. You will be able to create videos, audios, striking infographics, websites, 3D designs, mobile/web wireframes and amazing presentations 2. CONSUMER INSIGHT: Complete a design sprint - ideation, validation and marketing 3. STRATEGY: Recognize opportunities with tools in strategy, market intelligence and execution 4. FINANCE: Create a cash flow forecast for most types of businesses & know fundraising basics 5. Have that 10% edge which will differentiate you from others in the job market and life | **Skills:** You will be able to include these on your resume and LinkedIn profile along with a portfolio of work:   1. Video editing 2. Audio editing 3. Infographic 4. UI/UX Design 5. Website 6. Wireframes 7. Market Research 8. Social Media 9. Data Analytics/Chart Creation 10. Personal Brand Building 11. Job/Internship Search 12. Cash Forecasting 13. Negotiation Skills |

|  |  |
| --- | --- |
| **How to get an A**   1. Attend every class or notify TA or professor in advance of acceptable absence 2. Double check grading rubric to ensure that you have included the correct material 3. Put considerable effort into each of the projects 4. Submit projects in advance of deadline 5. Be a big contributor in the group projects 6. Actively participate in class and on blog posts | **Why to drop this class (or completely commit):** We want to ensure that there is a great fit between the student and course.   1. The class covers a lot of knowledge and skills needed to make a difference. You will have to put in considerable effort, especially in the first few weeks 2. This is not a traditionally designed course of lecture, with a paper, midterm and final. You will spend considerable time executing in groups and sometimes self-learning 3. This course requires significant class participation in speaking, group projects and writing blog posts 4. This course will start with considerable work and then the load will lighten. The goal is to manage your study load during the semester as your other classes step up in load. 5. This course may feel hectic and unstructured at times. You may be required to iterate tasks and pivot ideas quickly. Getting repetitions done is the only path to mastery. Entrepreneurship-and life-requires getting comfortable in operating with imperfect information and correcting mistakes. |

**Tentative Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **Class** | **Date** | **Agenda** | **Week** |
| T | **1\*** | Jan 19 | Discussion/Activities | 1 |
| R | **2** | Jan 21 | Discussion/Activities |
| T | **3** | Jan 26 | Discussion/Activities | 2 |
| R | **4** | Jan 28 | Discussion/Activities |
| T | **5** | Feb 2 | Discussion/Activities | 3 |
| R | **6** | Feb 4 | Discussion/Activities |
| T | **7** | Feb 9 | **DUE *Website link* on Slack channel by 6pm** | 4 |
| R | **8** | Feb 11 | Discussion/Activities |
| T |  | Feb 16 | **No class. Wellness Days** | 5 |
| R | **9** | Feb 18 | Discussion/Activities |
| T | **10** | Feb 23 | Discussion/Activities | 6 |
| R | **11** | Feb 25 | Discussion/Activities |
| T | **12** | Mar 2 | Discussion/Activities | 7 |
| R | **13** | Mar 4 | **DUE *Strategy Report* on Slack channel by 6pm** |
| T | **14** | Mar 9 | Discussion/Activities | 8 |
| R |  | Mar 11 | **No class. Wellness Days** |
| T | **15** | Mar 16 | Discussion/Activities | 9 |
| R | **16** | Mar 18 | Discussion/Activities |
| T | **17** | Mar 23 | Discussion/Activities | 10 |
| R | **18** | Mar 25 | Discussion/Activities |
| T | **19** | Mar 30 | Discussion/**DUE Honors Report on Slack channel by 6pm** | 11 |
| R | **20** | Apr 1 | Discussion/Activities |
| T | **21** | Apr 6 | Discussion/Activities | 12 |
| R | **22** | Apr 8 | Discussion/Activities |
| T | **23** | Apr 13 | Discussion/Activities | 13 |
| R | **24** | Apr 15 | Discussion/Activities |
| T | **25** | Apr 20 | **DUE *Design Sprint Presentation* on Slack Channel by 6pm** | 14 |
| R | **26** | Apr 22 | Discussion/Activities |
| T | **27** | Apr 27 | Discussion/Activities | 15 |
| R | **28** | Apr 29 | **DUE *Cash Flow on slack + What I learned video slack + Survey* by 6pm** |
| Friday | **29** | May 7 | **Final Exam at 12pm** | 16 |

***\*****Details on each class, activities, homework, assignments, etc. provided page 5 onwards.*

**Grading, Rubrics, and Exam**

**Overall Grade Scale**

|  |  |  |
| --- | --- | --- |
| **Grade** | **GPA** | **Percentile** |
| A | 4.0 | 94-100% |
| A- | 3.7 | 90-93% |
| B+ | 3.3 | 87-89% |
| B | 3.0 | 84-86% |
| B- | 2.7 | 80-83% |
| C+ | 2.3 | 77-79% |
| C | 2.0 | 74-76% |
| C- | 1.7 | 70-73% |
| D+ | 1.3 | 67-70% |
| D | 1.0 | 60-66% |
| F | 0.0 | < 60% |

**Overall Grading Rubric**

|  |  |  |
| --- | --- | --- |
| 1 | Honors Report | 10% |

|  |  |  |
| --- | --- | --- |
| 2 | Rapid prototyping and marketing website | 10% |
| 3 | Design sprint presentation | 25% |
| 4 | Strategic report | 20% |
| 5 | Final Exam | 15% |
| 6 | Class effort, participation, attendance, video | 20% |
|  | *Total =* | *100* |

**Website—Rapid Prototyping and Marketing Project (Individual Work)**

|  |  |
| --- | --- |
| Video | 2 |
| Audio | 1 |
| Written description/work/education/pictures | 1 |
| LinkedIn Screenshot/Infographic | 2 |
| 3D Design | 1 |
| XD | 1 |
| Effort | 2 |
| *Total=* | 10 |

**Design Sprint Presentation (Group Work)**

|  |  |
| --- | --- |
| User profile, journey, ecosystem, features comparison | 2 |
| Online user survey - general attitudes | 1 |
| Focus group survey – pain points | 1 |
| Follow up survey | 1 |
| Video | 1 |
| Audio | 1 |
| Website/Wireframes | 5 |
| Marketing Collateral – SM Ad + Adwords | 4 |
| Effort | 5 |
| Peer Review | 4 |
| *Total=* | 25 |

**Strategic Report (Group Work)**

|  |  |
| --- | --- |
| History & Market Research | 6 |
| Who are the biggest players? | 1 |
| 5 Forces Map | 1 |
| PPC Map | 1 |
| Features Comparison | 1 |
| Opportunity: What will happen in next 3-5 years? | 2 |
| Spark Presentation | 4 |
| Peer Review | 4 |
| *Total=* | 20 |

**Honors Report**

|  |  |
| --- | --- |
| 800 words or more; Word count provided; Submitted on time *(3 x 2)* | 3 |
| 5 peer-reviewed research papers accurately identified and cited | 2 |
| #1 to #5 aspects of 5 papers discussed well and per above instructions | 3 |
| A #6 critical note on each paper was provided | 2 |
| *Total=* | 10 |

**Etc. (Individual Work)**

|  |  |
| --- | --- |
| Class Attendance & Participation/LinkedIn posts | 10 |
| "What I Learned": Video and Blog | 2 |
| LinkedIn Learning (LIL) Screenshots (added to your website) | 8 |
| *Total=* | 20 |

**Final Exam (Individual Work)**

The final exam will be held during the *final exam week* on Friday, May 7 at 12pm. This is a different day and time than the regular class meetings, so please make a note. The final exam will be based on *The Unicorn's Shadow* and all class readings. The purpose of this exam will be to assess your mastery of basic concepts and ideas discussed throughout the semester. Detailed instructions on the exam (grade, format, duration, etc.) will be discussed in class.

**Research Report-Honors Students Only (Individual Work)**

Honors (ECON 325**H** designation) students will prepare and submit a research report of a minimum of 800 words. In *The Unicorn's Shadow,* the author cites many *published peer-reviewed research papers*, listed in the "Notes" section pages 81-91. The goal of your research report is to go deeper into at least five *published peer-reviewed research papers*. The author also cites many websites, blogs, news articles, book chapters, unpublished working papers, etc.—those are NOT part of your five selections. **First,** select five *published peer-reviewed research papers* and download them (e.g., using “Google Scholar” through UNC libraries website)*.* These can be from the same chapter or various chapters across the book. Some common journal titles that appear on pages 81-91 (to help you identify peer-reviewed publications) are: *Journal of Personality and Social Psychology, Journal of Business Venturing, Entrepreneurship Theory and Practice, Management Science, Administrative Science Quarterly, Psychology Science, Research Policy, Strategic Management Journal, Small Business Economics, Journal of Financial Economics, Review of Financial Studies*, etc. **Second,** you will prepare a summary of each paper in your own words. Discuss: (1) In what context was the study cited and discussed in *The Unicorn's Shadow*, (2) What problem/research question does the study address, (3) Why is the topic important, per authors? Do you agree? Disagree? (4) What is the data source(s), and (5) What are the main findings.You can also offer a (6) critical note on each paper and identify: Any problems you see with the paper? Did the authors miss something in their story? Did the authors draw broad generalizations that do not apply to all related contexts? You disagree with the findings and why? etc. You can ignore the statistics and analysis parts in the papers if it is too complicated for you. *Grading rubric for the research report:*

**Class 1**

**Objective** Introduce Course & start rapid prototyping and marketing skills with video & audio

**Learning Activities**

1. Introduction
2. Sign up to Class Roster [11:30-12:45pm](https://docs.google.com/presentation/d/1kO44MjLI0cOH0LeV910Pv4esMOmYbiWu9EIB8xPxIuI/edit?usp=sharing)
3. [Sign up to Slack](https://join.slack.com/t/econ325fall2020/shared_invite/zt-g8a4g0lz-mUoXndzzTy2m6u7XE0TM3w)
4. Introduction to the Creative Brief
5. Record video & audio

Video Template [(Example)](https://www.youtube.com/watch?v=UBdeZy0Rw-0&feature=youtu.be)

1. What is your origin story? (<3 min)
   1. Choose 2-3 qualities about yourself. Craft a narrative based on your life experiences that support the 2-3 qualities. Start with a hook - a compelling fact about you to get interest

*Possible Qualities*

Sincere Honest Understanding Loyal Truthful Generous Trustworthy Intelligent Dependable Open-Minded Thoughtful Considerate Reliable Warm Earnest Kind Happy Unselfish Funny Trusting Analytical Clever Helpful Grateful Imaginative Disciplined Enthusiastic Level-Headed Original Forgiving Resilient Ambitious Conscientious Patient Resourceful Perceptive Ethical

1. Explain what you will be doing after you graduate? (<1 min)
2. What would you do if your plan A did not work after 1 year? (<1 min)

Audio Template [(Example)](https://braxtonh711.wixsite.com/originstory)

1. What personal experiences define you the most? (<2 min)
2. What is a recent setback and how did you overcome it? (<2 min)
3. What would you do specifically if you did not have to worry about money? (<2 min)

**Homework**

1. Develop **personal creative brief & logo** Make a copy of [Creative Brief](https://docs.google.com/document/d/12MeuGX9sSX_3BFEl_vcJqHWS6jg-csMLxzOnscnDKTQ/edit?usp=sharing) and [watch this video.](https://vimeo.com/261830813) Sign up free to [VCTR](https://vectr.com) to create logos after you watch this [tutorial](https://vimeo.com/261830813) Upload logo to class roster due **1/26**
2. Create a 3 **segment video** (intro with music, segment, transition, segment, transition, segment, outro with music) in Premiere Rush using this [tutorial](https://www.youtube.com/watch?v=zVBdZegMIpM) due **1/26** Upload YouTube url under your name in the class roster. Place your personal website once created.
3. Create **3 segment audio** (intro with music, segment, transition, segment, transition, segment, outro with music) in [Audacity](https://www.audacityteam.org/download/) using this [tutorial](https://www.youtube.com/watch?v=aCisC3sHneM&t=722s) due **1/28** Place your personal website once created.

**Class 2**

**Objective**: Introduce Adobe Spark and Canva Infographics

**Learning Activities**

1. Walk through Adobe Spark and Canva
2. Introduce and Select Trends for Infographic and LinkedIn post. Check out [25 Tech Predictions for 2020](https://www.inc.com/christina-desmarais/25-tech-predictions-for-2020.html) and [20 tech trends for 2020](https://www.theguardian.com/technology/2019/dec/14/twenty-tech-trends-for-2020-tesla-cybertruck-iphone-12-5g-nintendo-vr-ai-amazon) Choose a topic in which you are interested. Gather 2-3 articles.
3. Work on video, audio and personal brief

**Homework**

1. Complete[Discovery Toolkit](https://docs.google.com/spreadsheets/d/1ighLzXUaWVQ5e5k5ufsGlWvrGp96U62JoihusuhxlMs/edit?usp=sharing) by **1/30**
2. Finish **21st Century Trend infographic** by **2/2** Gather 3-4 relevant articles and create infographic. Save in your personal website once created.
3. Read what makes a [Great LinkedIn page](https://business.linkedin.com/talent-solutions/blog/linkedin-best-practices/2016/7-linkedin-profile-summaries-that-we-love-and-how-to-boost-your-own)
4. Set up [Wix account](https://www.wix.com) and read what makes a [Great personal website page](https://collegeinfogeek.com/essential-components-of-personal-websites/) and [Examples](https://www.webhostingsecretrevealed.net/blog/web-design/20-best-personal-websites-in-2013/)

**Class 3**

**Objective** Create a great LinkedIn profile and Personal Website

**Learning Activities**

1. Review LinkedIn profiles & personal website examples
2. Set up personal website on Wix
3. Discovery Toolkit
4. Project time

Website Checklist [(Example)](https://braxtonhawkins.com)

First Draft: 2/4

Final Draft: 2/9

Homepage

* Video 1/26
* Audio 1/28
* Written Description 1/30
* Work experience 1/30
* Education Highlights 1/30
* Picture Gallery (Add photos that best represent your identity) 1/30

Work Tab

* Standard Resume 1/30
* LinkedIn Screenshot 2/4
* XD Design Screenshot 2/9
* 2 Tinkercad Designs Screenshot 2/9
* 21st Century Trend Infographic 2/2
* Cash Flow Statement (due later in semester)

Blog

-6 Trend Blog weekly post on website and LinkedIn (~100 words)

**Homework**

1. Create & Refine LinkedIn Profile by 2/4 Save screenshot of profile bio on personal website
2. Finish and submit first draft of Personal Website by 2/4 Save Wix link in the #personalwebsites channel
3. Post infographic Post on #cooldesigns channel on slack.
4. Review XD and Tinkercad tutorials. Start your projects asap.

**Class 4**

**Objective** Complete 1 design in XD and 2 designs in 3D

**Learning Objectives**

1. Introduce XD on Adobe Creative Cloud
2. Review 3D design in [Tinkercad](https://www.tinkercad.com/join)
3. Project time

**Homework**

1. Finish **XD design** by 2/9 Upload to personal website
2. Complete **2 3D Printing designs** by 2/9. Upload to personal website

**Class 5**

**Objective** Prepare for personal website submission

1. Project Time

**Homework**

1. Revise Personal Website
2. Review Monthly Cash Flow Forecast Template in ECON 325 Toolkit

**Class 6**

**Objective** Research & Database Creation

1. Personal Forecast
2. Finalize Website

**Homework**

1. Complete [Market Research course](https://guides.lib.unc.edu/market-research-tutorial/intro)
2. #Readings: Porter, M. E. (1989). How competitive forces shape strategy.

**Class 7**

**Objective** Introduce Strategy: and Innovator's Dilemma

**Learning Activities**

1. Market Research Speaker: Nancy Lovas
2. Introduce different tools: 5 Forces, PPC
3. Detail features comparison & SWOT

**Homework**

1. Watch [Innovator's Dilemma I](https://www.youtube.com/watch?v=mbPiAzzGap0)
2. Watch [Innovator's Dilemma II](https://www.youtube.com/watch?v=yUAtIQDllo8)
3. Watch [5 Forces Video](https://www.youtube.com/watch?v=33XmkfbzwO8)

**Class 8**

**Objective** Develop Strategic Case Study

**Learning Activities**

1. Organize into groups
2. Work on mapping exercise for presentation

Strategy Report in Adobe Spark

* Description (brief history) including estimated market size
* Key Players
* 5 Forces Chart
* PPC Chart
* Features Comparison
* What will happen in 3-5 years
* Opportunities & Conclusion: No Go or Go(where)

**Homework**

1. Complete LinkedIn Learning(LIL) certification - All students have free access to [LinkedIn Learning](https://www.linkedin.com/learning-login/?upsellOrderOrigin=default_guest_learning&fromSignIn=true&trk=homepage-learning_nav-header-signin). Login using your UNC credential.

[Learning Personal Branding (0:48)](https://www.linkedin.com/learning/learning-personal-branding-2?u=42563596)

[Professional Networking (0:29)](https://www.linkedin.com/learning/professional-networking?u=42563596)

**Class 9**

**Objective** Develop Strategic Case Study

**Learning Activities**

1. Discuss different tools
2. Work on Presentation with Nancy Lovas

**Class 10**

**Objective** Refine Strategic Case Study

**Learning Activities**

1. Discuss findings with group

**Homework**

1. Complete LIL certification [Content Marketing (0:53)](https://www.linkedin.com/learning/content-marketing-foundations-3/what-is-content-marketing?u=42563596)

**Class 11**

**Objective** Work on Strategy Report

**Learning Activities**

1. Fast Food Forecast
2. Work on Strategy Report

**Homework**

1. Work on Strategy Report

**Class 12**

**Objective** Work on Strategy Report

**Learning Activities**

1. Work on Strategy Report

**Homework**

1. Work on Strategy Report
2. Complete LIL certification [Email Marketing (0:46)](https://www.linkedin.com/learning/email-marketing-drip-campaigns/recommended-software?u=42563596)

**Class 13**

**Objective** Finalize Strategy report

**Learning Activities**

1. Blackbox Theatre Forecast
2. Work on Strategy Report

**Homework**

1. Finish Strategy Report

**Class 14**

**Objective** Present Strategy report

**Learning Activities**

1. Present reports

**Homework**

1. Watch [Design Thinking](https://rise.articulate.com/share/E-c8dbUf7lAjHftb4hkbUDcDx6dv0GQW#/lessons/53PeggNjI6LUsyyKe3idCkE8CeLIUc-h) and [Define](https://rise.articulate.com/share/Y0ej7ZEFPyy6BE6gUFNAafQ1oKTPnr3u#/lessons/ERePTCijkXNWdCQ0wqqG0pa71wvDEP99)
2. #Readings: Brown, T. (2008). Design Thinking.
3. Identify 3 people (entry, mid, high level) who work in areas in which you want to work.

**Class 15**

**Objective** Listen to startup speaker

**Learning Activities**

1. Speaking Engagement

**Class 16**

**Objective** Refresh on Ideation (design thinking) process

**Learning Activities**

1. Introduction to Design Thinking
2. Review How Might We Statements and Empathy Maps
3. Introduce Zoom and Project Plan
4. Organize in Groups based on Topic

**Ideation Project Objective** Create prototypes for UCS, Athletic Department & Others

After forming groups and selecting topics, we will conduct a design sprint where users and stakeholders are interviewed, research best practices and design a prototype to test with users. Deliverables include a presentation, video, audio and prototype.

**Homework**

1. Get initial impressions of students who have used or will use service. Have a look at these [brainstorming templates](https://www.canva.com/search/templates?q=brainstorm&utm_source=braze_email&utm_medium=crm&utm_campaign=creative_brainstorm_20200824&%243p=e_ab&%24original_url=https%3A%2F%2Fwww.canva.com%2Fsearch%2Ftemplates%3Fq%3Dbrainstorm%26utm_source%3Dbraze_email%26utm_medium%3Dcrm%26utm_campaign%3Dcreative_brainstorm_20200824&_branch_match_id=757761026594184118)
2. Interview 3 people who already found a job

**Class 17**

**Objective** Start Define phase of Design Sprint

**Learning activities**

Complete the following:

* User Profile
* User Journey
* Ecosystem Map
* Best practices Comparison
* User Questions - General Attitude
* Stakeholder Questions - General Attitude
* User Questions - Usability Analysis
* Video: What is the key benefit? What is service? What inspired you to develop?

Homework:

1. Send out surveys
2. Create first draft of Spark presentation
3. Update website with blog posts or any new designs

**Class 18**

**Objective** Start to Ideate in Design Sprint

**Learning Activities**

1. UI/UX Speaker: Katie Tippey
2. Complete a best practices comparison of other programs
3. Explore UCS offering

**Homework**

1. Research other program practices
2. Learn how to create marketing collateral in postcard and social media (Canva)

**Class 19**

**Objective** Complete prototype & get feedback in Design Sprint

**Learning Activities**

1. Develop general attitudes survey

**Homework**

1. Start General Attitudes User Survey -
2. Complete LIL certification [Learning Data Analytics (1:39)](https://www.linkedin.com/learning/learning-data-analytics-2/welcome?u=42563596)

**Class 20**

**Objective** Review general attitudes feedback in Design Sprint

**Learning Activities**

1. Discuss survey responses with group
2. Start prototype requirements and design
3. Develop Stakeholder Questions - Face-to-face usability (if applicable)

**Class 21**

**Objective** Review feedback & prototype version in Design Sprint

**Learning Activities**

1. Discuss survey responses
2. Develop prototype
3. Create User Questions - Face-to-face usability
4. Develop Stakeholder Questions - Face-to-face usability (if applicable)
5. Update presentation

**Homework**

1. Complete LIL certification [Excel Data Visualization (2:23)](https://www.linkedin.com/learning/excel-data-visualization-mastering-20-plus-charts-and-graphs/key-principles-and-the-10-second-rule?u=42563596)

**Class 22**

**Objective** Revise prototype and presentation

**Learning Activities**

1. Discuss survey responses with group
2. Finalize prototype
3. Finalize presentation

Update marketing collateral - social media posts, postcard

**Homework**

1. Watch the [Four Different Financial Statements](https://www.linkedin.com/learning/search?keywords=financial%20statements&u=42563596)(6 minutes) in LIL.
2. Watch the [Income & Cash Flow Statement Considerations](https://www.linkedin.com/learning/income-statement-p-l-and-cash-flow-explained/income-statement-and-cash-flow-considerations?u=42563596) (0:23) in LIL

**Class 23**

**Objective** Revise prototype and presentation

**Learning Activities**

1. Discuss survey responses with Katie Tippey
2. Finalize prototype
3. Finalize presentation

Update marketing collateral - social media posts, postcard

**Homework**

1. Complete LIL certification [How to Create a Perfect Elevator Pitch (0:12)](https://www.linkedin.com/learning/how-to-create-a-perfect-elevator-pitch?u=42563596)

[De-Escalating Intense Situations (0:48)](https://www.linkedin.com/learning/de-escalating-intense-situations/why-you-ve-been-unsuccessful-with-angry-customers?u=42563596)

**Class 24**

**Objective** Create video & audio in Design Sprint and finalize prototype

**Learning Activities**

1. Create 2 minutes video summary
2. Develop 3-4 minutes Discussion Audio Summary

2 minutes: Video Template

-What is the problem you want to solve?

-What is the solution?

3-4 minutes: Discussion Audio Template

-Why did you choose the problem?

-What was the process?

-What are the conclusions?

-What are the biggest surprises?

-What would you have done differently?

**Class 25**

**Objective** Finalize video & audio in Design Sprint and prototype

**Learning Activities**

1. Finalize 2 minutes video summary
2. Complete 3-4 minutes Discussion Audio Summary
3. Finish social media posts

**Class 26**

**Objective** Present Design Sprint Report

**Learning Activities**

1 Presentations

**Homework**

* + - 1. Complete LIL Training [Negotiating Foundations (1:05)](https://www.linkedin.com/learning/negotiation-foundations/welcome?u=42563596)
      2. Complete blog post
      3. Read: *The Unicorn's Shadow – Introduction, Founders, Ideas, Funding* [Introduction and Chapters 1-3]
      4. Complete survey

**Class 27**

**Objective** Dispel startup myths & introduce what I learned video.

**Learning Activities**

1. Introduce what i learned videos

Discuss what you learned in 3 minutes using the following:

* Rapid prototyping & Marketing including Personal Website
* Strategy & Market Intelligence
* Finance
* Mix shots of you and screenshare shots on what you got out of class
* Add intro with music and outro with transitions

1. The Unicorn's Shadow – Introduction
2. The Unicorn's Shadow – Founders Ch 1
3. The Unicorn's Shadow – Ideas Ch 2
4. The Unicorns Shadow – Funding Ch 3

**Homework**

Work on my what I learned video

* + - 1. Read: *The Unicorn's Shadow* – Pitching, Growth, Conclusion [Chapters 4-5 & Conclusion].

**Class 28**

**Objective** Dispel Startup Myths

**Learning Activities**

* + - 1. The Unicorn's Shadow – Pitching Ch 4
      2. The Unicorn's Shadow – Growth Ch 5
      3. The Unicorn's Shadow – Conclusion
      4. Debrief semester
      5. Complete survey

**Homework**

1. Prepare for Final Exam

**Class 29**

**Objective:** Final Exam

**Late Work Policy**

Contact the instructor before an assignment is due if you know of a circumstance outside of your control that might result in your inability to turn in work on time. Otherwise, assignments will be docked five points for each day that it is late with few exceptions for outstanding circumstances.

**University Attendance Policy**

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Please communicate with me early about potential absences. Please be aware that you are bound by the Honor Code when making a request for a University approved absence.

**Community Standards**

The University has developed a set of community standards and policies for students, faculty, staff, and visitors for the in-person educational experience. Please see the following link for details: <https://carolinatogether.unc.edu/community-standards-3-2/>.

The University has also developed a statement on Community Standards and Mask Use:

*This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the* [*Office of Student Conduct*](https://cm.maxient.com/reportingform.php?UNCChapelHill&layout_id=23)*. At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see* [*Carolina Together*](https://carolinatogether.unc.edu/university-guidelines-for-facemasks/)*.*

**Title IX Resources**

*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*](http://safe.unc.edu/)*.*

**Accessibility Resources & Service**

*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 difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information:* [*ars.unc.edu*](https://ars.unc.edu/about-ars/contact-us)*. Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the* [*ARS website under the About ARS tab*](https://ars.unc.edu/about-ars/policies)*.*

**Honor Code**

*We would like to emphasize some key points that reflect our personal teaching philosophy as well as the policy, culture, and expectations*:

* *Integrity is the foundation of your learning experience.* Holding yourself accountable to the highest standard of ethical conduct is vital not only for your success in this course but is also essential to your ongoing development as a business professional.
* *The Honor Code is in full effect at all times and applies to every aspect of this course*. You should familiarize yourself with the processes and provisions of the Honor Code. If you have any questions or concerns, it is your responsibility to ask the instructor about it. When in doubt, you should ask the instructor promptly and directly to help you resolve any potential issues related to the Honor Code.

1. I expect all students to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. You can read more about the honor code at [honor.unc.edu](https://studentconduct.unc.edu/honor-system). In any course, including mine, what constitutes cheating can change from one activity to another. For example, collaboration may be encouraged for an assignment but qualify as cheating during an exam. Please see my guidelines for each activity, and if you are unsure, please ask me to clarify.In remote classes, there may be many temptations for using online exchange sites, such as Chegg. Note that these sites provide names of students who have used their materials, and they routinely cooperate with institutions around academic integrity issues. Please don't get caught up with honor code issues just because it appears to be simple and untraceable. It is not!
2. All students are expected to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate that honor code, please see me or consult [honor.unc.edu](https://studentconduct.unc.edu/). *(source: Department of Asian Studies)*
3. Students are bound by the Honor Code in taking exams and in written work. The Honor Code of the University is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated. Please consult with me if you have any questions about the Honor Code. *(source: syllabus from section of HIST 486 offered in 2015)*
4. The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected ([honor.unc.edu](https://studentconduct.unc.edu/)). *(source: syllabus from section of GEOG 67 offered in 2015)*

* *Your behavior and work in this class constitute a direct reflection of your institution,* and you represent your institution in virtually all aspects of this course. By maintaining the highest professional standards and remaining engaged in the course learning model and intellectually curious, you will be supporting the effective learning of your colleagues in the class and contributing to an environment conducive to learning.
* *Use of computers in the learning process is recognized as an important part of your tool set.* Many of you prefer to take notes or do in-class research and would like the privilege of using your laptops during class. I view this as a privilege if the class agrees to maintain a professional standard. However, inappropriate communication via SMS, e-mail, or social network sites during class is unacceptable. Any student found accessing these communication applications during class will be asked to leave.
* *The professor reserves to right to make changes to the syllabus, including project due dates. These changes will be announced as early as possible.*

1. Follow the link associated with my name to stay connected with me and benefit from my professional network. [↑](#footnote-ref-1)