



**David Eccles
School of Business**
THE UNIVERSITY OF UTAH

ENTP 1010-002 VALUE, IMPACT, BUSINESS AND ENTREPRENEURSHIP (VIBE)

WEDNESDAY// 6:00-9:00PM// SFEBB #3180

INSTRUCTOR: Tina Ziemek

Office: Garff #3346

Office Hours: by Appointment

tziemek@cs.utah.edu

TA: Makayla Harris

Office Hours: by Appointment

text: 503.969.2188

COURSE OVERVIEW

This course focuses on how individuals innovate to create and capture value, with a focus on the power of individuals to pursue new ideas through forming and joining profit seeking and/or mission driven organizations. In particular, we will study how individuals decide to carry out specific work within organizations and/or decide to start up new organizations to create value. The primary objective of organizations is to create and capture value, where value may be expressed by economic willingness to pay, social impact, or another desirable outcomes. Economics, strategy, entrepreneurship, psychology, sociology and other social and behavioral sciences help us understand how and why some value creation efforts succeed and others fail. This course focuses not only on abstract concepts, but on your own unique ability to create value through the academic and experiential path to value you choose. You will determine an area of interest (domain) and apply the course concepts each week as you explore potentially high-value ways to integrate your studies, your work, and your passions.

A significant portion of this course will focus on value; its definitions, drivers, sources, and the obstacles to its creation and capture. Other aspects of this course will examine your individual interests and strengths to determine how your energies might best be linked to a worthwhile pursuit of value and impact. Whether you desire to be an entrepreneur or to pursue a role in a corporation, this course is designed for you! We will address a series of questions as we move through the course:

Week 1: Course Introduction

Week 2-3: What is 'worth doing' or worthwhile?

Week 4-5: Where can my work make a real difference ?

Week 6-7: What worthwhile things do I care about ?

Week 8: What skills and resources do I have to work with ?

Week 9-10: How do I decide what I should do ?

Week 11: What are my chances of success ?

Week 12: How might my focus change in the future?

Week 13: How do I get started ?

Week 14: How do I persist and succeed ?

Week 15: What have I learned ?

COURSE LEARNING OBJECTIVES

- Understand introductory entrepreneurship and strategy concepts (willingness to pay, stakeholders, relative value, perceived benefit, etc.)
- Introduce social/behavioral science concepts (bias, risk aversion, status value, etc.)
- Understand the drivers of societal impact
- Understand the drivers of economic value
- Understand the relative strength of various skill sets and resources in pursuing value
- Appropriately link individual passion and skills to career priorities
- Increase awareness of individual and team motivations, biases and preferences
- Provide relevant examples of value creation and value capture for both business majors *and* non-business majors
- Provide relevant examples and exercises for students aspiring to start their own businesses *and* students who intend to join existing teams or organizations
- Provide an opportunity to immediately apply the learnings from the course to an area of interest

COURSE OVERVIEW & EVALUATION

Text Material

The course uses a compilation of readings, book chapters, and videos that will be made available prior to class. Unless otherwise directed, you are expected to complete all assigned readings prior to the class session for which they are assigned.

Individual Assignments Build Upon Student Interests and Course Topics

For this individual assignment you will focus on a topic, “domain” or "area of interest" to you personally. The area of interest you select can be a technology you would like to learn more about (e.g. drones), a cause you care about (e.g. clean water) or a geographical or demographic group (e.g. Somalian refugees in Utah).

Your instructor/TA must approve the domain you select. Throughout this course, you will perform various exercises and activities with a focus on this "domain". Many of these exercises and activities will result in a deliverable work product. Taken as a whole, these work products comprise a portfolio of your work and a record of your evolving thinking about the topic. For example, you might choose clean water as your area of interest, and shift your focus to filtered city water as we work on some value exercises in the first few weeks. When the class moves on to address personal skills and passions, you may further refine your topic to political activism in support of improvements in the quality of filtered city water. Or you might take a different direction and refine your topic to new technologies in water filters for large scale production. Whether you start with a fairly narrow or very broad area of interest, this course will provide opportunities to explore, analyze, refine, test and elaborate your domain of interest.

Class Participation

Class participation through engagement with the readings, videos, quizzes, activities, and assessments is an important part of the student evaluation process. Various activities and discussions in class *and online* will provide opportunities to demonstrate commitment to the course and understanding of the materials. Students need to bring a computer or smart phone to class each week in order to participate in the Mentimeter (online engagement software) exercises online.

Succeeding in this Course

The best way to succeed in this course is to

- (1) Read/view the assigned materials critically
- (2) Read and analyze any assigned materials before class

- (3) Discuss course concepts and challenges with others
- (4) Practice applying course concepts outside the classroom to the extent possible
- (5) Complete all class assignments and participate in classroom exercises
- (6) Bring questions to class or TA office hours to clarify concepts
- (7) Actively engage in in-class discussions and discussion with classmates; asking questions and sharing your perspective.

Take the time to write, edit, think, review your logic, revise, and proof-read before turning in any assignments. More information will be shared in class and in updates to this syllabus.

Course Evaluation

The grading will be distributed as follows:

Assignment	Points
Class Participation	150
Quizzes	100
Assignments	200
Midterm Exam	125
Final Exam	125
Individual Path to Value	300
Total Possible Points	1,000

Class Participation

Participating in a large class can be an intimidating experience initially. However, this class is designed to create an environment conducive to participation and open exchange. Class participation, attendance, as well as the student's individual participation in the in-class Mentimeter exercises (online engagement software) will be monitored by TAs weekly. Participation scores will be posted weekly on Canvas. There is no way to make up participation for a missed class.

Please do not confuse attendance with participation! While showing up is half the battle, you cannot just sit in class for the whole semester and offer nothing at all. In a firm, people who don't show up prepared not only risk their own jobs, but also penalize their colleagues who depend on them. Like in the business world, we will rely on each other to create a meaningful class discussion.

Quizzes

Quizzes will be open after class and are due by midnight before the next class period. Each quiz will be worth 10 points and the lowest quiz score will be dropped. Quizzes may be comprised of a variety of question types: True or false, multiple-choice, fill-in-the-blank, etc.). Quizzes are individual assessments and should not be discussed with others outside the class. These quizzes are designed to check your understanding of the course materials and help you do well on the exam.

Assignments

Each individual student will be required to submit various assignments throughout the course. Assignments will be open after class and are due by midnight before the next class period. These assignments include things like, identifying a "domain" or "area of interest" and explaining how you plan to create value within this domain, or identifying two to three forces that might affect your Individual Path to Value in the future. These assignments are designed to keep you on track to completing your Individual Path to Value by the end of the semester. Late work will receive an automatic 50% grade deduction unless a doctor's note or an emergency occurs.

Exams

The final exam will cover the assigned readings, videos, and materials discussed in class. The format of the exam questions may be true or false, multiple-choice, and/or short answer. The final exam must be taken at the time indicated in the class schedule.

Individual Path to Value

The Individual Path to Value provides you with the opportunity to consider the role of value creation and value capture in your own career and life. Portions of the Individual Path to Value are directly linked to the assignments throughout the course. Students are expected to turn in a paper with the following components:

Part I: Your Value Creation Opportunity

- Name of your individual path to value
- Describe the “pain point” or “job to do” you are addressing and its contribution to society
- Identify which of yours skills and interests you are leveraging
- Describe your value proposition, how you will create value in terms of willingness to pay, and impact on society. Be specific about your target market and your offering.

Part 2: Development of Your Value Creation Opportunity

- Show where your value creation proposal fits in the value chain
- Explain how you incorporated feedback you got from others (research, interviews, and/or discussions)
- Identify 2 forces that might change your path to value in the future and describe how your thinking about the future influenced your current plans
- Identify some data or knowledge you would like to have if you had more time.
- What are your key risks and open questions? What don't you know?

Part 3: Chart Your Path and Set Goals

- Identify at least 4 steps on a feasible academic and experiential path. Be as specific as possible.
- Describe 2-3 high level goals you would like to achieve in the next 2-4 years along your path to value
- Propose how you will measure your progress against your proposed goals in terms of impact
- Describe 3-5 key characteristics or skills you will be looking for in partners or teammates

Institutional Policies

The Americans with Disabilities Act

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php> (Links to an external site.)

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-

585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message.

For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu (Links to an external site.).

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066.

For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776.

To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Undocumented Student Support

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

To learn more, please contact the Dream Center at 801-213-3697 or visit dream.utah.edu (Links to an external site.).

Drop/Withdrawal

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student's GPA. See the [Academic Calendar \(Links to an external site.\)](#) for the last day to withdraw from term, first and second session classes.

Deadlines for courses with irregular start and end dates policy:

<https://registrar.utah.edu/handbook/miscellaneous.php> (Links to an external site.)

Plagiarism/Cheating

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, “*includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.*”

For detailed definitions and possible sanctions, see the Student Code:

<http://regulations.utah.edu/academics/6-400.php> (Links to an external site.)

Wellness Statement

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems.

For helpful resources, contact the Center for Student Wellness at

www.wellness.utah.edu (Links to an external site.) or 801-581-7776.

Veterans Support Center

The Veterans Support Center is a “one stop shop” for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201.

You can visit their website for more information about their services and support at:

<http://veteranscenter.utah.edu> (Links to an external site.)

LGBT Resource Center

The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8:00AM - 5:00 PM MT.

You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu> (Links to an external site.).

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development.

These resources include:

Writing Center (<http://writingcenter.utah.edu> (Links to an external site.))

Writing Program (<http://writing-program.utah.edu> (Links to an external site.))

English Language Institute (<http://continue.utah.edu/eli> (Links to an external site.))

DAVID ECCLES SCHOOL OF BUSINESS POLICIES

Statement of Professional and Ethical Conduct

Because of the importance of professional and ethical behavior in business, and its emphasis in our program, professional or academic misconduct is not tolerated in the David Eccles School of Business. Students are expected to adhere to the standards of behavior outlined in the University of Utah Code of Student Rights and Responsibilities (Policy 6-400). Students engaging in behavioral misconduct could be subject to suspension or dismissal from the University. Students involved in any form of academic misconduct, including but not limited to cheating on tests, plagiarism, and collusion may, at the instructor's discretion, receive a failing grade in the course, examination, or academic assignment. In addition to or instead of this sanction, the instructor may refer the case to the Student Behavior Committee for hearing. If the instructor chooses not to do so, the Associate Dean for Academic Affairs, after appropriate investigation, may do so along with a recommendation to dismiss the student from the Business School. If, after hearing the evidence, the Committee determines that the student in question is guilty of the misconduct charged, the Committee may impose sanctions in addition to those taken by the professor. If the academic dishonesty is not proven, the instructor must rescind any sanctions imposed and will be required to evaluate the student's performance with the assumption that there has been no misconduct. The School will treat the student likewise. If a student suspects another student of academic misconduct, he/she should refer the incident to the instructor, the appropriate department, the Associate Dean for Academic Affairs, or the Student Behavior Committee, administered by the Associate Dean of Students, 270 Union.

Statement of Grading Policy

Grading provides feedback to students on how well they have mastered the content and learning objectives of a particular course to allow students to capitalize on strengths and work to improve weaknesses through future courses of action. The DESB grading policy is intended to ensure grades offer reliable feedback regarding student performance, and to ensure fairness and consistency across the School. The faculty member is responsible for arriving at a grade for each student that the faculty member believes appropriately reflects the student's mastery of the course material and learning objectives. The faculty member will then consider the class's overall

performance in terms of School guidelines. These guidelines are provided to ensure that grading, on average for the School as a whole, is sustained at a reasonable level over time. The performance of each student on all the graded assignments will be adjusted so that the average grade of students taking the course will fall within these guidelines.

COURSE LEVEL	GUIDELINE
1000-2000	2.4-2.8
3000-3990	2.6-3.0
4000-5990	2.8-3.2
6000-6990	3.1-3.5

If students have a concern about their grade in a particular course, they should consider whether it reflects an accurate evaluation of their mastery of the course material and learning objectives, in terms of the above descriptors. If they need clarification of the instructor's evaluation, they should meet with the instructor to obtain additional information and feedback. If after doing so, they believe their grade was arrived at in an inappropriate manner, they may pursue an appeal through the School's appeals process as described in Section 5.15 of the University of Utah Code of Student Rights and Responsibilities (Policy 6-400).