

Global Entrepreneurship

CS 8803 - O17

Remote/Asynchronous

Instructor

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TAs

to be announced

Overview

This course will provide you with real-world, hands-on learning on what it's like to create a startup. You will learn the language and values of entrepreneurship, and then work to hone your entrepreneurial skills.

This course is not about how to write a business plan, nor is it an exercise on how smart you are in a classroom, or how well you do research. Instead, it is a laboratory: you will be getting your hands dirty talking to customers, partners, competitors, as you encounter the chaos and uncertainty of how a startup actually works. It is possible that you may create a startup you wish to pursue.

This is a solo-based class. You will learn how to turn a good idea into a great company. You'll learn how to use a business model to brainstorm each part of a company and the customer development process to get out of the classroom to see whether anyone other than you would want/use your product. You'll participate in these discovery activities. Finally, you'll see how agile development can help you rapidly iterate your product to build something customers will use and buy.

Your startup can be about anything you wish. You're the founder, after all!

Each week will be a new adventure as you test your business model and then share that hard earned knowledge with peers in the class. As a part of this process, you will encounter issues on how to build and work with a startup team: your instructor is here to help you understand how to navigate this. You are encouraged to recruit any and all resources. There will be readings, videos and assignments along the way, and you are expected to keep yourself current and well-prepared.

The startup culture is dramatically different from university or large business cultures with which you may be familiar. This course's culture mimics that startup culture, and is intentionally

oriented to simulate the time- and cash-constrained environments in which startups operate. You should expect to be pushed, challenged, and questioned in a direct and open manner. Likewise, you are expected to question, challenge a point of view if you disagree, and engage in a real dialog with your classmates and with the instructor and teaching assistants. This approach may seem abrupt, but it is all part of wanting you to learn to challenge yourself quickly and objectively, and to appreciate that as entrepreneurs you need to learn and evolve faster than you ever imagined possible.

The lectures and methodology of this course are derivations of those used in the National Science Foundation's Innovation Corps (I-Corps) program, which are in turn based upon the tenets of Lean Startup.

Course Details

This course is being taught remotely and asynchronously, so that students from all over can proceed at their own speed (a particular pace is set by the regular appearance of assignments and the like). The class will have three optional synchronous Zoom meetings, roughly at the end of the months of the semester, in the evening/after-work hours, to allow for interactive discussion on the topics that have been presented so far, along with current events and other ideas from the domain of entrepreneurship and startups that have occurred while the course is ongoing.

This course will use Ed for discussions. You will receive a participation grade based on how much or little you interact with your classmates on Ed.

This course is individual-based. You'll prepare and submit brief presentations of the field work you will do as you construct your startup. Periodically, you'll be paired with other classmates, to review each others' work. Exams and quizzes (straightforward, multiple choice, administered in Canvas) will allow you to test your knowledge.

While you are encouraged to pursue your own idea for a startup, you may want to consider bigger challenges (you are at GT after all!). One great source of important ideas can be found in the multidisciplinary global challenges that fall within the scope of the UN's Sustainable Development Goals (SDGs). These might involve novel approaches towards sustainability, globalization, food security, infrastructure, capacity building, health, water, sanitation, hygiene, ecosystem resilience, services, capacity building, and urbanization. If you happen to choose something from the SDGs to pursue, you will leave the course with a sensitivity to understanding the needs of underserved and under-represented individuals and communities often in contexts different from your own, and will have developed an ability to inclusively and collaboratively innovate solutions to global challenges.

There will be a series of 24 lectures on startup topics, all prerecorded. The schedule below illustrates the anticipated timing of those lectures. You should pay careful attention to each one, and participate vigorously in the discussion forum. As you listen to each of the lectures, try to extract the salient points and do not fall behind, as each lecture builds upon the prior.

There are course surveys to be taken throughout. Your input is appreciated!

Every week, you will prepare and upload into Canvas a presentation which summarizes your customer discovery activity. These presentations will be peer-reviewed, so you should expect to get and give feedback on a regular basis. Details on how this will go will be announced soon via Canvas.

Please read and understand the course policies listed below.

Reference Texts

These books are strictly for reference, and are not the only reference sources available to you. You are urged to use them to enhance your understanding of the lecture material. They are not required for this course.

Constable, G. (2014). *Talking to humans*.

Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: A handbook for visionaries, game changers, and challengers*. John Wiley & Sons.

Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). *Value proposition design: How to create products and services customers want*. John Wiley & Sons.

The Schedule

The class will begin on the first day of the semester. The synchronous discussion meetings will be announced in Canvas. First presentations will be due the third week of class.

Note that the assignment due dates are all Sundays at 11:59 pm in the timezone of GT's main campus. Please refer to Canvas for all assignment due dates.

Week #	Lectures	Assignments and Deliverables
1	01, 02	Start-of-Course Survey, BioStatement, Team Declaration
2	03, 04	Quiz 1
3	05, 06	Quiz 2, Presentation 1
4	07, 08	Quiz 3, Quarter-Course Survey, Presentation 2
5	09, 10	Quiz 4, Presentation 3, Peer Feedback 1
6		Exam 1, Presentation 4, Peer Feedback 2
7	11, 12	Quiz 5, Presentation 5, Peer Feedback 3
8	13, 14	Quiz 6, Presentation 6, Peer Feedback 4
9	15, 16	Quiz 7, Mid-Course Survey, Presentation 7, Peer Feedback 5
10	17, 18	Quiz 8, Presentation 8, Peer Feedback 6
11	19, 20	Quiz 9, Presentation 9, Peer Feedback 7
12	21, 22	Quiz 10, Presentation 10, Peer Feedback 8

13	23, 24	Quiz 11, Presentation 11, Peer Feedback 9
14		Peer Feedback 10
15		End-of-Course Survey, Exam 2, Final Presentation
16		CIOS Survey

Lectures

There are 24 lectures in all. Here are their titles.

Lectures	
01: What We Were Wrong About	13: Customer Relationships
02: BMC and CD	14: Revenue Models
03: On Customer Discovery	15: Activities and Resources
04: Defining Value	16: Partnerships
05: Value Propositions	17: Costs
06: Customer Segments	18: MVP
07: Market Size and Market Type	19: Product Development
08: Mapping for Startups	20: Founders and Culture
09: Prediscovery	21: Equity and Inequity
10: Cognitive Biases	22: The Art of the Pitch
11: Pivot	23: Storytelling
12: Channels	24: What Comes Next

Course Assessment

Your grade in this class is made of seven components: 11 presentations, 10 peer review sets, 11 quizzes, two exams, four surveys and a final presentation. Grades are based on the weighting given in Canvas.

Note that your lowest quiz grade will be dropped when calculating your final score.

Peer feedback is a crucial element of this course. You will be given a rubric and details with which to score your assigned peer's work.

Course Policies

The following policies are binding for this course.

Official Course Communication

You are responsible for knowing the following information:

- Anything posted to this syllabus (including any information linked herein). The syllabus is subject to change and those changes will be posted on Canvas.
- Anything emailed directly to you by the teaching team (including announcements via Canvas), 24 hours after receiving such an email.

Generally speaking, we will post announcements via Canvas and may also cross-post their content to Ed; you should thus ensure that your Canvas settings are such that you receive these announcements promptly, ideally via email (in addition to other mechanisms if you'd like). Georgia Tech generally recommends students to check their Georgia Tech email once every 24 hours. So, if an announcement or message is time sensitive, you will not be responsible for the contents of the announcement until 24 hours after it has been sent.

All official course communication takes place via Canvas. However, we do have a class-associated Ed discussion you may use to chat with each other and with instructors. This is entirely optional.

Office Hours

Please email the instructors or TAs directly to arrange office hours.

Late Work

Running this class involves a detailed workflow and pace, for both watching the videos and for performing customer discovery. Please ensure that your work is accomplished and submitted by the posted deadlines. We have made the descriptions of all assignments available on the first day of class, but let the instructor know if there are life interruptions (business trips, family vacations, etc.).

If you have technical difficulties submitting the assignment to Canvas, immediately email the instructor and attach your submission. Then, submit it to Canvas as soon as you can thereafter. If you experience internet outages on the due date please document the internet outage and submit your assignment as soon as connectivity is restored.

If you have an excused absence and cannot submit an assignment by the posted deadlines, we ask you to go through the Dean of Students' office regarding class absences. The Dean of Students is equipped to address emergencies that we lack the resources to address. Additionally, the Dean of Students office can coordinate with you and alert all your classes together instead of requiring you to contact each professor individually. You may find information on contacting the Dean of Students with regard to personal emergencies here: https://gatech-advocate.symplicity.com/care_report/

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

In addition, the following policies apply to this class:

- In written essays, all sources are expected to be cited according to APA style, both in-line with quotation marks and at the end of the document. You should consult the [Purdue OWL Research and Citation Resources](#) for proper citation practices, especially the following pages: [Quoting, Paraphrasing, and Summarizing](#), [Paraphrasing, Avoiding Plagiarism Overview](#), [Is It Plagiarism?](#), and [Safe Practices](#). You should also consult our dedicated pages on [how to use citations](#) and [how to avoid plagiarism](#).
- Any non-original figures must similarly be cited. If you borrow an existing figure and modify it, you must still cite the original figure. It must be obvious what portion of your submission is your own creation.
- During exams, you are prohibited from interacting directly with any other person on the topic of the exam material. This includes posting on forums, sending emails or text messages, talking in person or on the phone, or any other mechanism that would allow you to receive live input from another person.
- Unless you are quoting the course videos directly, you are not required to cite content borrowed from the course itself (such as figures in videos, topics in the video, etc.). The assumption is that the reader knows what you write is based on your participation in this class, thus references to course material are not inferred to be claiming credit for the course content itself.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Please also [see this catalog page](#) for more information about institute expectations and restrictions around attendance, including information about excused absences.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See [this catalog page](#) for an articulation of some basic expectation that you can have of us and that we have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, we encourage you to remain committed to the ideals of Georgia Tech while in this class.