

PACE UNIVERSITY
LUBIN SCHOOL OF BUSINESS
Department of Management

GEP: Entrepreneurship Practicum

**Global Entrepreneurship Program, EM Lyon and Zhejiang University
Summer 2017; Tuesday & Thursday; 10:30 am – 1:30 pm; Room W-605**

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Hours: By Appointment

DESCRIPTION

The Entrepreneurship Practicum is designed to directly connect international students with the vibrant New York City entrepreneurial ecosystem through dynamic experiences and practical exercises. This course does not have required reading material, incorporate quizzes or exams, and will be conducted in the style of an open discussion-based seminar.

ACTIVITIES

Classroom – Formal lectures on Key Topics and guided interactive discussions.

Group Guidance – Each group will have a dedicated session to pose questions, review progress and discuss priorities.

Entrepreneurship Lab – Full access to the Entrepreneurship Lab and its resources.

Field Trip – To a Silicon Alley venture and/or incubator, accelerator, shared workspace.

Roundtable Discussion – With local entrepreneur, VC/angel, lawyer, government official.

Event – Attend an externally organized public entrepreneurship event.

Work – On assignments in four key areas: Research, Resources, Record, on Reflect, which are described in detail below.

Present – Your accomplishments to a panel of seasoned entrepreneurs and industry professionals.

KEY TOPICS AND RELATED ASSIGNMENTS

Research – Research Report – Group (20%)

Prepare an in-depth research report on a critical aspect of your business concept from the Entrepreneurial Implementation course that is directly connected to doing business in the New York metropolitan region (i.e. area market and customer characteristics, municipal rules and regulations, regional distribution channels and vendor requirements, local partner due diligence and selection criteria). The report must include a variety of local sources (i.e. local newspapers, magazines, journals, trade organizations,

foundations, government agencies) and should be prepared as a formal research report. The final document should be approximately 20 pages in length. The following is a general guide to components of a formal research paper:

- Cover Page
- Table of Contents
- Executive Summary
- Introduction
- Methodology
- Findings
- Discussion
- Conclusion
- Recommendations
- Appendix
- References

Resources – Resources Compendium – Group (10%)

Compile information of the myriad of resources in the NYC entrepreneurial ecosystem that could be of value to your Entrepreneurial Implementation business concept. Examples would include: associations (NY Tech Meetup), foundations (Blackstone Charitable Foundation), support organizations (Techstars NYC), media (Buzzfeed), investors (Union Square Ventures), financing (Strategic Funding Source), government (NYCEDC), Education Institutions (135 colleges & universities), corporations (8,000+ startups and 50+ Fortune 500 companies). The Resource Compendium should be comprehensive and well organized.

Record – Recorded Video – Group (20%)

Produce a ‘polished’ video interview with a prominent local entrepreneur or industry professional directly related to your Entrepreneurial Implementation business concept. The full video should be approximately 20 minutes in length and each group will also prepare a 3 minute ‘highlight’ version to be shown during the Final Presentations

Reflect – Reflection Journal – Individual (30%)

Create a reflection of your entrepreneurial journey in the form of a multimedia blog. This should be an honest assessment of the challenges and rewards you experienced. Describe your experiences and how entrepreneurship fits your personality, aligns with your passion, meets your professional goals, and satisfies your family’s and broader social expectations. Going forward, discuss what type of opportunities might you seek out, what sort of personality traits would you look for in a partner, how could you develop the knowledge, skills and abilities you were lacking. In telling your story, endeavor to make use of pictures, videos, memes, charts, tables, graphs, hyperlinks, VR/AR, and the written word wherever possible.

Final Presentation – Primarily Group (20%)

Presentation to a panel of your Entrepreneurial Implementation business concept (3 min), Research Report (2 min), and Resources Compendium (1 min). Additionally, a highlight version of your Recorded Video will be shown (3 min) and individual team members will briefly share a key aspect of their Reflection Journal (1 min). A total of 15 minutes per team, 1 hour and 45 minutes for all seven teams.

Group Guidance Sessions

Private sessions will be held with each of the seven groups in the Entrepreneurship Lab (163 William Street, Room 344) to discuss the course requirements, assist in planning, and answer any questions. The schedule is as follows:

Date	Time	Group
7/31/17	2:30 – 3:30	1
7/31/17	3:30 – 4:30	2
7/31/17	4:30 – 5:30	3
8/1/17	2:30 – 3:30	4
8/1/17	3:30 – 4:30	5
8/3/17	2:30 – 3:30	6
8/3/17	3:30 – 4:30	7

CLASS CONTRIBUTION

This is your unique contribution to the class - the net value you add to the classroom experience. Attending class is not a form of contribution. Answering questions and participating in discussions is what is expected of you as a student, not a unique value-adding activity. Speaking in class, simply to make your presence known, or in a manner that is overly antagonistic, hostile, or intimidating to other students may be detrimental to your grade. Examples of quality class contribution include: asking insightful questions that probe deeper into the topic being discussed or challenge conventional thinking; citing current news events or actual business examples that relate to the material being covered; and relating your own professional experience to further a discussion, answer a question, or help explain a difficult issue.

Students are expected to participate in the class discussion of all assigned chapters, cases, and supplemental articles. To perform well at this activity, you must be present and prepared. In each class, one or more students may be asked to present an oral summary of a topic before being presented by the instructor, or to summarize a class discussion after it has been concluded. Students are expected to have finished all assigned readings before each session, and to be able to offer informed and thoughtful comments in class discussion. You should also strive to be a critical listener to the comments of your fellow students. If you disagree with what someone has said, speak up and explain how and why your viewpoint differs.

Each member of the class should be fully conversant in the material - expect to be called on in class. Students will be asked to indicate whether they have completed the assigned readings by placing a "Y" or "N" after their name on the attendance roster. This will save us both the embarrassment of my calling on you.

Attendance is an integral part of the learning experience in this course. Simply reading the material and preparing assignments cannot make up for much of the substance covered in class through lecture, case discussion, and exercises. Consequently, there may be grade penalties for unwarranted absences. Excessive absences, missing three or more classes, will be considered grounds for failure.

FINAL COURSE GRADE

Course Grade	Descriptive Equivalent	Quantitative Equivalent	Quality Points
A	Excellent	94-100	4.0
A-	Excellent	90-93	3.7
B+	Good	87-89	3.3
B	Good	84-86	3.0
B-	Good	80-83	2.7
C+	Passing	77-79	2.3
C	Passing	74-76	2.0
F	Failing	0-73%	0

ETHICAL BEHAVIOR

1. Individual assignments are to be done individually. This means that the research and write-up of the Case Analysis Report and New Business Opportunity Analysis Plan is to be done by you and you alone.
2. Plagiarism of published or unpublished work is unethical. Material taken from other sources should be quoted and cited where appropriate.
3. Respect your fellow students by not interrupting the class, this includes:
 - arriving late,
 - taking unscheduled breaks,
 - using a mobile phone or other electronic device,
 - using a laptop computer (except for classwork WHEN SPECIFICALLY ALLOWED*),
 - eating or drinking,
 - holding side conversations (especially when a fellow student is speaking), and
 - leaving early.

** Permission may be given to use a laptop to view specific course material (i.e. PowerPoint slides) and take notes electronically during limited periods of a lecture. Otherwise, they must remain closed. Laptops should never be used during a general class discussion or for unrelated activities (i.e. to check e-mail or surf the Web).*

4. All students must adhere to the Lubin School's Code of Academic Integrity throughout the course and the University's RULES FOR EXAMINATION during the Final exam. Violation of these rules, which are in conformity with the STUDENT HONOR CODE, is punishable by expulsion from the University.

ACADEMIC INTEGRITY

All members of the Pace community are expected to behave with honesty and integrity. The Undergraduate Catalog includes the following advisory for students on Academic Integrity:

Students must accept the responsibility to be honest and to respect ethical standards in meeting their academic assignments and requirements. Integrity in the academic life requires that students demonstrate intellectual and academic achievement independent of all assistance except that authorized by the instructor. The use of an outside source, including electronics sources, in any paper, report or submission for academic credit without the appropriate acknowledgement is plagiarism. It is unethical to present as one's own work the ideas, words or representations of another without the proper indication of the source. Therefore, it is the student's responsibility to give credit for any quotation, idea or data borrowed from an outside source.

Students who fail to meet the responsibility for academic integrity subject themselves to sanctions ranging from a reduction in grade or failure in the assignment or course in which the offense occurred to suspension or dismissal from the University. (21)

To encourage academic integrity in students' written submissions, the Lubin School of Business subscribes to "Turnitin.com," which describes itself as follows:

We [Turnitin.com] prevent and detect plagiarism by comparing submitted papers to billions of pages of content located on the Internet and our proprietary databases. The results of our comparisons are compiled, one for each paper submitted, in custom "Originality Reports." These reports are sent to participating educators, who access the results by logging into their Turnitin account(s). (www.turnitin.com)

As a condition of participating in the program, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's written consent and permission. If a student does not provide such written consent and permission, the instructor may:

1. Require a short reflection paper on research methodology;
2. Require a draft bibliography prior to submission of the final paper;
3. Require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.
4. Require other steps as deemed appropriate by the instructor.

Students can get help on how to use resources properly in their research and writing from many sources. This site (<http://www.pace.edu/library/pages/instruct/plaig.html>) provides links to useful information. The Library also offers an online tutorial on doing research for papers called "APOLLO." The tutorial is the first item under Student Resources at the link just presented.

LUBIN ACADEMIC INTEGRITY STATEMENT

Educational institutions should aspire to instill in their students an appreciation for and the practice of ethical conduct. All students are required to adhere to the statement of academic integrity outlined in the Pace University catalog. Academic integrity infractions can include, but are not limited to, copying and presenting the work of another as your own, collaborating with others on assignments intended to be done individually, using unauthorized resources such as an instructor's manual to complete assignments, copying the work of others during an exam, and failing to reference the work of others or creating fake references in your assignments. You may receive a failing grade in any assignment, exam, or course in which an infraction takes place, and you may be suspended or expelled from the school. When in doubt about what might be considered an academic integrity infraction, the best course of action is to ask your instructor for clarification.

LEARNING GOALS

This course will address the broad learning goals of the Management Department and the Lubin School of Business. Students should expect to actively engage in the following key areas:

Management Department:

- Apply management theories to business situations
- Demonstrate knowledge of motivational tools in leading others
- Plan and organize business strategies and tactics
- Evaluate business results within an organization

Lubin School of Business:

- Communication
- Critical thinking, problem solving and decision making
- Interpersonal interaction
- Global perspectives
- Quantitative applications
- Social responsibility and ethics

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University's commitment to equal educational opportunities for students with disabilities includes providing reasonable accommodations for the needs of students with disabilities. To request an accommodation for a qualifying disability, a student must self-identify and register with the Coordinator of Disability Services for his or her campus. No one, including faculty, is authorized to evaluate the need and arrange for an accommodation except the Coordinator of Disability Services. Moreover, no one, including faculty, is authorized to contact the Coordinator of Disability Services on behalf of a student. For further information, please see Information for Students with Disabilities on the University's web site.

PROFILE OF INSTRUCTOR

Bruce Bachenheimer is a Clinical Professor of Management and Executive Director of the Entrepreneurship Lab at Pace University. He teaches undergraduate and graduate courses, primarily in the areas of entrepreneurship, management and strategy. Among other initiatives, he has implemented and organizes the Pace Pitch Contest, Business Plan Competition, Israel Entrepreneurship Initiative, Veterans Entrepreneurship Boot Camp, and the Ted and Pat Levine Proof of Concept Entrepreneurship Initiative. He has twice been appointed a Faculty Fellow of the Wilson Center for Social Entrepreneurship. He is an Emeritus Board Member and past Chair of the New York City Chapter of the MIT Enterprise Forum and has served on the organization's Global Board. He is on the advisory board of Disruptive Technologists of NYC and several private firms, an ELabNYC Mentor, an NSF I-Corps Industry Mentor, and has served as a consultant to governmental organizations and numerous new ventures. He has been widely quoted in a variety of domestic and international publications, interviewed on radio and television, and has spoken on entrepreneurship for many organizations, including the Youth Assembly at the United Nations, Global Consortium of Entrepreneurship Centers, Kairos Society, and the U.S. Department of State's International Visitor Leadership Program and Foreign Press Center.

Mr. Bachenheimer's earlier career includes having served as a Vice President of iQ Venture Partners, an Assistant Vice President of Westpac Banking Corp. and an International Banking Officer for the Bank of Tokyo. As the International Product Manager for MSI, an SBA certified 8(a) firm, he was responsible for the initial commercialization of a high-technology forensic science system. In that position, he conducted business in over twenty countries. He was also the founder of Annapolis Maritime Corp. and Co-Founder of StockCentral Australia. Other activities include having sailed his 36' boat from New England, through the Caribbean, to South America and back.

Mr. Bachenheimer holds a BBA, *Summa Cum Laude*, from Pace University. He spent a semester at Tsukuba National University in Japan as an undergraduate and continued to study Japanese at N.Y.U. after graduating. He later received the *McKinsey & Company Leadership Scholarship* to pursue an MBA degree, which he earned from the Australian Graduate School of Management.

A FINAL NOTE

If you find that you are having some trouble in class (e.g. with contribution, assignments, other team members, etc.), I want to know about it as soon as possible. I will do my best to help students who, despite a sincere and solid effort, are experiencing difficulty. I do not want to hear about such problems at the end of the semester, or after you have received final grades.

COURSE SCHEDULE

#	Date	Broad Topic	Assignment Details	Type
1	8/15/17	Research	<ul style="list-style-type: none"> ▪ Prepare an in-depth research report on a critical aspect of your business concept ▪ Field trip to the Brooklyn Navy Yard <ul style="list-style-type: none"> ○ Tokunbo Anifalalaje ○ Anastasia Cole Plakias ○ Robert Steiner ○ Josh Knight ○ Anselm Doering ○ Cindy VandenBosch ○ Andrew Gustafson 	▪ Group
2	8/17/17	Resources	<ul style="list-style-type: none"> ▪ Compile information of the myriad of general resources in the NYC entrepreneurial ecosystem and those specific to your business concept 	▪ Group
3	8/22/17	Record	<ul style="list-style-type: none"> ▪ Produce a video interview with a prominent local entrepreneur or professional directly related to your business concept 	▪ Group
4	8/24/17	Reflect	<ul style="list-style-type: none"> ▪ Create a reflection of your entrepreneurial journey in the form of a multimedia blog ▪ Guest Speaker: David Sederholt 	▪ Individual
5	8/29/17	Final Presentations	<ul style="list-style-type: none"> ▪ Presentation to panel of your: <ul style="list-style-type: none"> ○ Entrepreneurial Implementation business concept (3 min) ○ Research Report (2 min) ○ Resources Compendium (1 min) ○ Recorded Video highlights (3 min) ○ key aspect of the individual Reflection Journal (1 min) ▪ Panelists <ul style="list-style-type: none"> ○ Richard Cosgrove ○ Rumi Mehta ○ Shiv Madan ○ David Sederholt <p>✓ Final versions of the group Research, Resources, and Record assignments, as well as the individual Reflect assignment are due</p>	▪ Group & Individual