

Management of Entrepreneurial Ventures



- Course syllabus for MGMT 48400-001 (CRN 23855)
- Purdue University, Krannert School of Management
- Syllabus for Fall 2016, Version 7.6 released 8/10/2016 (Future updates are likely.)

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Class Schedule

- 7:30 am to 8:45 am on Tuesdays & Thursdays
- From Tuesday August 23 to Thursday December 8, 2016
- No class on Tuesday October 11 due to October Break
- No class on Thursday November 24 due to Thanksgiving Break
- All classes held in Krannert Building room G010 KRAN
- Team presentations during final exam week, Dec. 12-17 (time & location TBA)



This syllabus is required reading for class #1!

- We have limited class time together, so I don't want to waste any.
- Therefore, please read this syllabus **before** our first class meeting.
- I expect you to know all the policies and assignments in this syllabus.



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Course objective: How this course will help you



This course teaches skills required to become an entrepreneur, succeed in a start-up venture, work in venture capital, join a family business, or develop a franchise operation. Students will learn about how to identify and shape emerging market opportunities, innovate new business models, prepare and evaluate business plans, raise capital, build a skilled founding team, network for resources, and grow an initial market.

Confidentiality requirements



During this course, you will receive confidential information, both from your classmates and from aspiring prospective entrepreneurs working with the Purdue Foundry. You must keep this information strictly confidential, and exercise due diligence to prevent this information from being divulged unintentionally. This means that you are not allowed to share it with anyone who is outside of this course, including any of your friends and family members. It also means that you are expected to secure any location where this information may be stored, which includes ensuring that all physical storage locations like briefcases, backpacks, desks, file cabinets, or dorm rooms are always either attended or locked, and also ensuring that all digital storage locations like computers, tablets, phones, external hard drives or flash drives are encrypted, and ensuring that no unauthorized people have access to these physical and/or digital locations. Finally, confidential information should never be sent via any email or messaging system – not even Purdue’s own internal email. The only online location where confidential information may be stored is Purdue’s internal “Boiler Backpack” system by Syncplicity.

All students participating in this course must sign a legally binding non-disclosure agreement (NDA) during the first week of the course. Failure to do so will result in removal from the course.

Expectations about attendance & preparation



This course emphasizes **active learning**. Success in this course requires your active participation. The most important learning will take place **during** our discussions and activities. The readings offer valuable background information, but a much richer learning takes place when one is challenged by other people who have different backgrounds and therefore may not share one's own point of view. So, if you miss a class discussion or activity, or if you show up unprepared to participate fully, then you not only deprive yourself of learning, but you also deprive your classmates of a learning opportunity, since they will not have a chance to hear your ideas, insights, and views.

ATTENDANCE

Your attendance is expected at every class meeting. Please arrive on time so that we may start promptly. If you are unable to attend a class session, please contact me about it via email, preferably in advance.

PREPARATION FOR CLASS DISCUSSION

It is essential to the success of this course that you be both physically and mentally present in our discussions and activities, and that you be fully prepared to discuss the material. Being prepared means all three of the following:

1. Complete all readings, video viewings, and other assignments on time.
2. Take at least 15 minutes to reflect on the readings, videos, and other assignments before coming to class.
3. Write a list of any questions that come to mind about the readings, videos, and other assignments, and bring this list to ask in class.

If you have not prepared adequately, please inform me before class starts so I can avoid embarrassing you inadvertently. **Nevertheless, it is important that you attend all class meetings, even if you have not adequately prepared.**

Expectations about professional behavior



It is everyone's responsibility to foster a mutually respectful learning environment. So, there are very high expectations about professional behavior in this course. Unprofessional behavior may be penalized in the class participation grade.

EXAMPLES OF UNPROFESSIONAL BEHAVIORS

Please avoid the following unprofessional behaviors:

- Arriving late for class meetings.
- Holding side conversations during class meetings. (If you have a question about the class material, please raise your hand and ask it, rather than whispering it to your neighbor. Chances are good that if you have a question about what's happening, then many of your classmates may also have the very same question, so asking the question publicly rather than privately helps everyone. If you have to discuss something unrelated to class with a classmate, then please wait until after class.)
- Inattention during class meetings (e.g., reading unrelated materials or studying for other classes).
- Using electronic devices (computers, tablets, phones, etc.) for any purposes that are not directly related to the course itself (e.g., web surfing, texting, messaging, email, social media updates, games, stock trading, homework for other courses, etc.).
- Personal attacks or comments of a disrespectful or insulting nature, directed toward anyone.

Any of these behaviors may be penalized via reductions in your class participation grade.

Mutual expectations & responsibilities



For each of my responsibilities as instructor, you have a corresponding responsibility – and vice versa:

WHAT YOU CAN EXPECT OF THE INSTRUCTOR

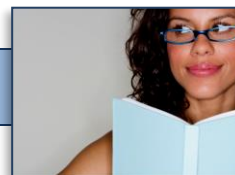
- Come prepared to every class.
- Stay focused on your learning.
- Exhibit only professional behavior (see previous section).
- Design course & activities to achieve stated learning objectives.
- Listen, guide, & create environment for learning.
- Foster mutually respectful learning environment in classroom.
- Provide a model of how experts in this field diagnose and solve problems.
- Consider that it's not always your fault if you don't understand the material.
- Use best professional judgment to evaluate performance fairly, and not be capricious or prejudiced in any way.
- Preserve fairness of performance evaluation by upholding high standards of academic integrity.

WHAT THE INSTRUCTOR WILL EXPECT OF YOU

- Come prepared to every class.
- Stay focused on your learning.
- Exhibit only professional behavior (see previous section).
- Complete all work required on time, and with proper attention and thought.
- Listen, stay actively involved, study, and learn.
- Treat classmates and instructor with appropriate respect.
- Respect instructor's expertise in this field and emulate the model provided.
- Consider that it's not always the instructor's fault if you don't understand the material.
- Recognize that instructor uses best professional judgment to evaluate performance and is not "out to get" students.
- Preserve fairness of performance evaluation by adhering to high standards of academic integrity.

There is a "zero tolerance" policy for cheating in this course, because cheating by any one student is unfair to all other students. If you have any questions about what is acceptable, please feel free to ask.

Location of readings & other materials



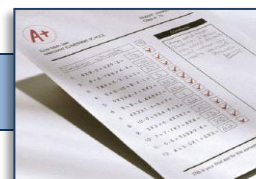
Required readings, lectures, videos, and other materials are located in several different sources:

- Most of the readings will be in four books available from the bookstore:
 1. Kevin Coyne & Shawn Coyne (2011), *Brainsteering*, HarperBusiness, ISBN 978-0062006196.
 2. Alexander Osterwalder & Yves Pigneur (2010), *Business Model Generation*, Wiley, ISBN 978-0470876411.
 3. Charles Goetz & Michael Axelrod (2016). *The Great Entrepreneurial Divide, Fourth Edition*, Rathskeller Press, ISBN 978-0979974564.
 4. Hal Shelton (2014), *The Secrets of Writing a Successful Business Plan*, Summit Valley Press, ISBN 978-0989946001.

For your convenience (and savings!), versions of all four of these books are also available in Amazon Kindle eBook format (although the Kindle version of the Goetz & Axelrod book is the 2011 third edition rather than the 2016 fourth edition, so its information may be slightly outdated).

- One book is available only in Amazon Kindle eBook format:
 - ✓ Richard Lowe Jr. (2015), *How to Manage a Consulting Project*, ASIN B013MLRIXU.
<https://www.amazon.com/How-Manage-Consulting-Project-Professional-ebook/dp/B013MLRIXU/>
- A few readings are available to be downloaded through Purdue Library using web links that are in this syllabus.
- Some readings may be on web pages whose links are included in this syllabus.
- Online lectures and other videos are available through the Blackboard web site for this course.

Course requirements & grading



The course grade is based on a weighted average of the following components:

GRADE COMPONENT	WEIGHT	DEADLINE
1. Class participation	20%	All 30 class sessions
2. Individual venture project – initial opportunity identification statement	5%	Tuesday September 6
3. Individual venture project – initial business model design statement	5%	Thursday September 15
4. Individual venture project – completed preliminary business plan	15%	Thursday October 13
5. Individual venture project – final pitch presentation	15%	TBA (mid to late October)
6. Team consultation for Foundry – initial opportunity identification statement	5%	Tuesday October 25
7. Team consultation for Foundry – initial business model design statement	5%	Thursday November 3
8. Team consultation for Foundry – completed preliminary business plan	15%	Thursday December 8
9. Team consultation for Foundry – final pitch presentation	15%	TBA (week of December 12-17)
TOTAL:	100%	

MINIMUM PASSING STANDARDS

A minimum (i.e., passing) level of performance on each of the components of the grade listed above is required for passing the course. For example, you cannot skip the final presentation, or fail to submit an individual business plan, or never participate in class discussions, etc., and then still expect to pass the course based on your other grades alone.

COURSE GRADE DETERMINATION

The undergraduate program's official grading policy targets a class-wide GPA of 3.0 for all courses. Final course grade cut-offs for the weighted-average point score will be set so as to ensure consistency with this official grade-distribution policy.

ADDRESSING GRADING CONCERNS

If you have concerns about any aspect of your work or your grades in this course, please contact me immediately. If there is any problem, it is better to get it resolved quickly than to let it simmer unresolved and hope that it will go away.



Individual venture project

The overall purpose of the individual venture project is for you to produce a preliminary business plan for a new venture of your own design. It is considered “preliminary” in the sense that the limited time available in a single semester would make it nearly impossible for the business plan to reach a sufficiently finished stage of development that would be detailed, polished, and sophisticated enough to be financed. To reach that stage of development will almost certainly require additional work beyond the current semester.

In conducting this project, you will be getting your hands dirty talking to customers, partners, and competitors as you encounter the chaos and uncertainty of how starting a new venture actually works. You will practice **evidence-based entrepreneurship** as you learn how to investigate the viability of market opportunities and business models. You will have to get out of the classroom to see whether anyone other than you would want your product or service. Finally, based on the customer and market feedback you gather, you will design and develop a business strategy.

Along the way, as intermediate milestones, you will first produce initial versions of two parts of the business plan, an opportunity identification statement and a business model design statement. You will receive a grade and comments about these two parts, which will each constitute 5% of the final course grade. Based on this feedback, you will then revise and enhance these two parts, and integrate them with additional information to form the basis of your completed preliminary business plan, which will constitute 15% of the final course grade, and your final “pitch” presentation, which will also constitute 15% of the final course grade.

SUBMISSION INSTRUCTIONS

All assignments in this course should be submitted by uploading to the appropriate assignment page in the Blackboard web site for this course. The submitted file should be in either Microsoft Office (Word, Excel, PowerPoint) or Adobe Acrobat PDF format, and please be sure to include your name in the file name for all individual assignments. Due to a quirk of Blackboard, the file name should only include unaccented letters, numbers, and underscore characters. All other characters, including spaces, should be avoided.

INITIAL OPPORTUNITY IDENTIFICATION STATEMENT (5% OF COURSE GRADE), DUE TUESDAY SEPTEMBER 6

Your initial opportunity identification statement should clearly, coherently, and succinctly explain (in two pages or less) the specific nature of the market opportunity that your venture is intended to serve (e.g., what under-served market segment and/or unmet market need it would satisfy). The main tools to help you identify a market opportunity are provided in the Coyne & Coyne *Brainsteering* book (and especially including the questions in its appendix).

INITIAL BUSINESS MODEL DESIGN STATEMENT (5% OF COURSE GRADE), DUE THURSDAY SEPTEMBER 15

Your initial business model design statement should clearly, coherently, and succinctly explain (in five pages or less) the specific business model that your venture will use for serving the market opportunity that you have previously identified in your initial opportunity identification statement. Your main guide to designing a business model is Osterwalder & Pigneur’s *Business Model Generation* book, and you should follow its “Business Model Canvas” format by including all nine of its components (customer segments, value propositions, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structure).

COMPLETED PRELIMINARY BUSINESS PLAN (15% OF COURSE GRADE), DUE THURSDAY OCTOBER 13

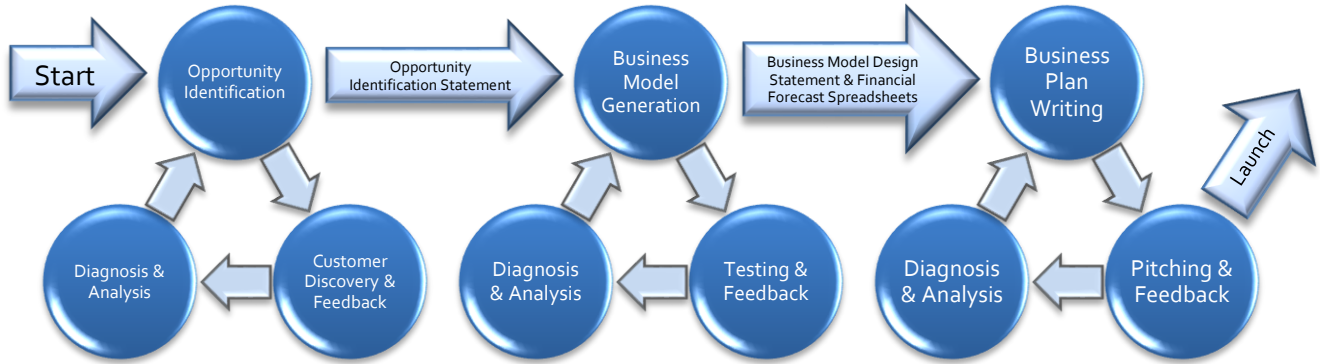
Your completed preliminary business plan should generally follow the format recommended in Shelton’s *The Secrets of Writing a Successful Business Plan* book and/or in chapter 6 of Goetz and Axelrod’s *The Great Entrepreneurial Divide* book. It should include **revised and improved** versions of all of the information from your initial opportunity identification statement, your initial business model design statement, and your initial financial forecast spreadsheet, as well as any other information that would be needed for a complete business plan.

PITCH PRESENTATION (15% OF COURSE GRADE), SCHEDULE TBA – MID TO LATE OCTOBER

Your pitch presentation will be a simulation of the kind of presentation that you would give to investors when seeking financing. While it is generally based on the formal business plan, it should not simply be a mere point-by-point repetition of material from the business plan. During the course, we will have discussions and examine additional materials about

how to translate a business plan into an effective pitch presentation. Prior to your presentation, you are expected to submit any audio-visual elements of the presentation (e.g., videos, PowerPoint slides, etc.) by uploading them to the appropriate assignment page in Blackboard.

FLOW CHART OVERVIEW FOR INDIVIDUAL VENTURE PROJECT



Team consultation project for Foundry client



The overall purpose of the team consultation project is for your team to produce a preliminary business plan for an actual prospective new venture that is currently being incubated at the Purdue Foundry by an aspiring future entrepreneur who has completed the Foundry's LaunchBox phase and is therefore now ready to start the planning stage. Your team's business plan that for this Foundry consultation is considered "preliminary" in the sense that the limited time available in a single semester makes it nearly impossible for the business plan to reach a sufficiently finished stage of development that would be detailed, polished, and sophisticated enough to be financed. To reach that stage of development will almost certainly require additional work by the aspiring Foundry entrepreneur and his/her team, beyond the current semester.

Your work on the individual venture project (see previous page) will give you some experience to help prepare you for this team consultation project, since you will be doing many of the same tasks and applying many of the same skills. For example, your team's Foundry consultation project will, like your individual venture project, include the same three intermediate milestones by producing initial versions of two parts of the business plan, an opportunity identification statement and a business model design statement. Your team will receive a grade and comments about these two parts, which will each constitute 5% of the final course grade. Based on this feedback, your team will then revise and enhance these two parts, and integrate them with additional information to form the basis of your team's completed preliminary business plan, which will constitute 15% of the final course grade, and your team's final "pitch" presentation, which will also constitute 15% of the final course grade.

ABOUT THE PURDUE FOUNDRY

The Purdue Foundry (<http://www.purduefoundry.com/>) is one of the world's leading startup business incubators (https://en.wikipedia.org/wiki/Business_incubator) and winner of the National Business Incubator Association's 2014 Incubator Network of the Year Award (<http://www.purdue.edu/newsroom/releases/2014/Q2/purdue-technology-centers,-purdue-foundry-recognized-by-nbia.html>). Aspiring entrepreneurs complete the Foundry's 10-week LaunchBox program of ideation and customer discovery in order to begin formulating their business ideas under the tutelage of an experienced Entrepreneur-in-Residence, before moving on to creating a formal business plan and eventually launching their start-ups. We will be working with aspiring entrepreneurs who are at this intermediate stage and ready to start their formal planning.

FORMING TEAMS AND MATCHING TEAMS TO FOUNDRY CLIENTS

In order to foster well-functioning teams, we will aim to ensure that each team's members are as diverse as possible in their backgrounds, interests, thinking styles, and demographics, yet as similar as possible in both their aspirations for the performance of the project success and their schedules. In order to accomplish this goal, each student must first complete a brief survey on Blackboard, with details to be announced during the first week of the course.

Early in the course (on a date to be announced), we will have a class session when several prospective Foundry entrepreneurs will present their 10-slide LaunchBox pitch decks to explain their business ideas, and each student team will, in turn, give a brief 4-slide presentation about the unique skills, talents, experiences, and perspectives that they have to offer in the consulting process. The student teams will then complete a survey to indicate their rank-ordered preferences for which Foundry clients they would most prefer to work with, and the Foundry clients will likewise complete a survey to indicate their rank-ordered preferences for which student teams they would most prefer to work with. These survey results will then be used to match student teams to Foundry clients. If there is a conflict between the student teams' preferences and the Foundry clients' preferences, then the clients' preferences will prevail. Therefore, it is in the best interests of each student team to prepare an impressive presentation that will most effectively showcase their unique skills and talents.

SUBMISSION INSTRUCTIONS

All assignments in this course should be submitted by uploading to the appropriate assignment page in the Blackboard web site for this course. The submitted file should be in either Microsoft Office (Word, Excel, PowerPoint) or Adobe Acrobat PDF format, and please be sure to include your team's name or number in the file name for all team assignments. Due to a quirk of Blackboard, the file name should only include unaccented letters, numbers, and underscore characters. All other characters, including spaces, should be avoided.

INITIAL OPPORTUNITY IDENTIFICATION STATEMENT (5% OF COURSE GRADE), DUE TUESDAY OCTOBER 25

Some of the material in your initial opportunity identification statement may duplicate work that your Foundry client has already done during the LaunchBox process, and that is OK. However, it should certainly go beyond merely duplicating the client's prior work, since that work may be incomplete and the prospective entrepreneur may have missed some market opportunities that the venture could serve. So, your team should use the techniques discussed in the Coyne & Coyne

Brainsteering book (and especially including the questions in its appendix) to conduct its own independent exploration of the market opportunities that the venture might serve. As in your earlier individual venture project, your team's initial opportunity identification statement should clearly, coherently, and succinctly explain (in two pages or less) the specific nature of the market opportunity that your venture is intended to serve (e.g., what under-served market segment and/or unmet market need it would satisfy).

INITIAL BUSINESS MODEL DESIGN STATEMENT (5% OF COURSE GRADE), DUE THURSDAY NOVEMBER 3

Some of the material in your initial business model design statement may duplicate work that your Foundry client has already done during the LaunchBox process, and that is OK. However, it should certainly go beyond merely duplicating the client's prior work, since that work may be incomplete and the client may have missed some innovative business model ideas. So, your team should use the techniques discussed in Osterwalder & Pigneur's *Business Model Generation* book to conduct its own independent exploration of the best business model for the venture to use. Your team should follow the "Business Model Canvas" format by including all nine of its components (customer segments, value propositions, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structure).

COMPLETED PRELIMINARY BUSINESS PLAN (15% OF COURSE GRADE), DUE THURSDAY DECEMBER 8

Your team's completed preliminary business plan generally should follow the format recommended in Shelton's *The Secrets of Writing a Successful Business Plan* book and/or in chapter 6 of Goetz and Axelrod's *The Great Entrepreneurial Divide* book. It should include **revised and improved** versions of all of the information from your team's initial opportunity identification statement, your team's initial business model design statement, and your team's initial financial forecast spreadsheet, as well as any other information that would be needed for a complete business plan.

In addition to the instructor, your team's business plan will also be evaluated by the client, one or more of the Foundry's Entrepreneurs-in-Residence, and perhaps other Foundry personnel. Their feedback will be taken into account by the instructor when assigning a grade. Feedback from the client and Entrepreneurs-in-Residence may influence your individual/team grade by up to half of a letter grade in either direction, and is used mainly to corroborate the instructor's evaluation of your work.

FINAL PITCH PRESENTATION (15% OF COURSE GRADE), SCHEDULE TBA – DURING FINAL EXAM WEEK

Your team's pitch presentation will be a simulation of the kind of presentation that the client would give to investors when seeking financing. While it is generally based on the formal business plan, it should not simply be a mere point-by-point repetition of material from the business plan. During the course, we will have discussions and examine additional materials about how to translate a business plan into an effective pitch presentation.

Your team must give two versions of its pitch presentation: The first is a two-minute "elevator pitch" that is purely verbal with no props (i.e., no prototypes, no models, no pictures, no handouts), no demonstrations, and no audio-visual supporting materials (i.e., no PowerPoint, no videos). The second is a full-blown pitch presentation with a maximum length of 15 minutes, which may include any relevant props, demonstrations, and audio-visual supporting materials.

In addition to the instructor, your team's pitch presentation will also be evaluated by the client, one or more of the Foundry's Entrepreneurs-in-Residence, and perhaps other Foundry personnel. Their feedback, if provided in a timely manner, will be taken into account by the instructor when assigning a grade. Feedback from the client and Entrepreneurs-in-Residence may influence your individual/team grade by up to half of a letter grade in either direction, and is used mainly to corroborate the instructor's evaluation of your work.

Prior to your team's presentation, your team is expected to submit any audio-visual elements of the presentation (e.g., videos, PowerPoint slides, etc.) by uploading them to the appropriate assignment page in Blackboard.

Class participation grade



A significant portion of the course grade is based on your participation in class discussions. What is considered good quality class participation? Good quality of class participation is defined in the following criteria:

CONTRIBUTIONS THAT ARE EVALUATED POSITIVELY

- Insightful analysis supported by appropriate logic and evidence.
- Comments demonstrating that you have done a thorough job of preparation.
- Asking clarifying questions in order to improve your understanding. (If you don't understand something, chances are good that half of the class shares your confusion, so asking the question publicly helps everyone.)
- Asking probing questions in order to prompt others to justify their claims or clarify their logic.
- Brevity.
- Relating class material to first-hand personal experience or other concrete examples.
- Distinguishing critical issues from peripheral or extraneous ones.
- "Process comments" offering insights into the class's blind spots or pattern of reasoning.
- Politely helping to curb those in the class who may be monopolizing discussion without contributing much to their classmates' learning.

CONTRIBUTIONS THAT ARE EVALUATED NEGATIVELY

- Simply reiterating case facts, without analysis or insight about their meaning or implications.
- Comments that are off-the-point or indicate inadequate preparation.
- Superficial comments.
- "Me too" comments that simply reiterate or rephrase what someone else has already said, without adding any new analysis or insight.
- Verbosity.
- Interrupting someone who is speaking.
- Personal attacks, or comments that are disrespectful, insulting, or unprofessional.
- Distracting behavior (e.g., grunts or gestures).
- Holding side conversations. (If you have a question, raise your hand and ask it publicly, rather than whispering it to your neighbor. For anything else, please discuss it after class.)
- Unfounded comments unsupported by logic or evidence.
- Monopolizing discussion without contributing to classmates' learning.

CONSISTENCY OF PARTICIPATION

In addition to quality, class-participation grades are also dependent upon the degree to which students demonstrate a commitment to contribute consistently throughout the entire course. Of course, if your attendance is inconsistent, then your class participation will necessarily also be inconsistent, and your class participation grade will suffer as a result.

HELP ME HELP YOU

I cannot give you full credit for your participation unless I know your name and can mentally connect your comments with your name and face. It is therefore in your best interests to help me to do this by taking the following steps:

- Display a name card at every class meeting, showing your name in large, clearly legible letters.
- Sit in the same seat throughout the entire semester. At the first class meeting, a seating chart will be prepared. Once the seating chart is created, please do not change seats for the rest of the semester.

It is my intention to solicit widespread participation in class discussions and to ensure that everyone who wishes to participate gets an opportunity to do so. So, I may give priority to those students who have not been frequent contributors to prior class discussions. However, mistakes in this area are possible. If you believe that you are consistently and disproportionately overlooked, then please alert me privately.

MINIMUM PASSING STANDARDS

Finally, please note that it is possible to fail class participation, and that doing so can have a severe impact on your final course grade. If we reach the end of the course, and you have never (or very rarely) contributed to the class discussion, then you may receive a very low class participation grade, which can dramatically reduce your overall weighted-average grade, even if your performance on all other requirements is perfect.

CLASS CULTURE AND NORMS

As an entrepreneur, you will receive a lot of negative feedback: Prospective investors will reject your business plans. Customers will complain about your product, and potential customers will shut the door in your face. Competitors will ridicule your company. Business partners and employees will quit in disgust. Friends and family members will complain

about being neglected in favor of your floundering business that has not lived up to their expectations. Get used to it. It's all a natural and expected part of being an entrepreneur.

Indeed, an entrepreneur must not only tolerate negative feedback, but also must actively seek it. After all, you can't fix the problems with your business (or your business plan) if you don't know about them. Defensiveness is suicidal to an entrepreneur. An entrepreneur must forthrightly and frankly face up to negative feedback, clarify it, analyze it, diagnose its source, and learn from it – but must not impulsively defend against it, and must never seek to minimize or deny it.

The proverb that "time is money" is especially true for startup ventures, which have precious little of either one. A startup is usually in a race to reach the market before others can, and every day wasted burns more of the limited capital that it needs to survive. Handling feedback quickly and effectively is therefore essential to entrepreneurs. So, startups communicate in a dramatically different style from the university or large-company cultures you may be familiar with. At times it may feel brusque and impersonal, but in reality is focused and oriented to create immediate action in time-constrained and environments with scarce resources. So, we candidly push, challenge, and question each other in the hope we will fail quickly, and therefore learn quickly, so that we can improve quickly. We will be candid, frank, direct, and open. Remember, our goal is effectiveness. However, we all also have the responsibility to create an environment where each member of the class feels comfortable offering his or her opinion; thus, knowing how to listen is also important. We aim to be polite, constructive, helpful, and understanding when delivering negative feedback, but we do not withhold it or sugar-coat it.

CLASS PARTICIPATION ROLES

You will be playing different roles in different parts of the course, and your class participation will be evaluated on the basis of how effectively you play these various roles. For example, when responding to a classmate's pitch presentation, your job is to play the role of a skeptical potential investor, and therefore your class participation on those days will be evaluated in terms of how effectively you question the presenter and how astutely you critique the viability of the business plan and/or the effectiveness of the presentation. Likewise, when participating in Brainsteering sessions, your role is to help the group identify and refine creative ideas, and your participation will be judged accordingly. When participating in round-table feedback sessions, your role is to mentor your classmates, so you will be evaluated on how insightful, constructive, and helpful your feedback is. (Hint: Providing effective feedback about classmates' work will require you to read that work before coming to class.) Finally, when your consulting team meets – and especially when it meets with its Foundry client – your job is to understand the client's needs, perspectives, and goals as thoroughly and empathetically as possible, and to help the client meet those goals in the best way that you can, and your class participation will be evaluated accordingly.

TEAM PEER EVALUATIONS AND CLIENT EVALUATIONS

At the end of the Foundry consultation project, each student's contribution to the project will be evaluated confidentially by both their teammates and the client. These evaluations will be taken into account in assigning class participation grades.

Confessing a personal quirk: Please help me!



I need to ask for your help to make our class run more smoothly, due to a personal quirk of mine. I am the world's worst "multi-tasker." I am very bad at trying to do more than one task at a time. When I try to concentrate on doing one task, I get easily distracted when other tasks compete for my attention -- and then I forget what I was trying to do in the first place. This is a particularly difficult challenge for me during the 30 minutes immediately before the start of class, when I usually have a long list of tasks to accomplish -- including configuring the classroom audio-visual equipment, finding and loading all of the computer files needed for class, reading my case notes, finalizing my agenda for class discussion, organizing my list of questions to ask, and confirming availability of handouts and other materials. It may not look like I'm doing much during those 30 minutes, but I really am. And if I get interrupted, it is easy for me to forget something important.

I am dedicated to making sure that you have plenty of opportunity to ask me any questions that you may have, and to bring me any concerns that you may want to express. There is nothing more important to me about this course than making sure that you have access to me. However, because of the limitations on my multi-tasking ability, I must request that you please refrain from engaging me in any conversation during the 30 minutes prior to the start of class, unless it is about something urgent that absolutely cannot wait and must be handled immediately. I will gladly make myself available to you at other times, but I really need to protect those 30 minutes before class. Thanks in advance for your understanding about this personal quirk, and for your cooperation with this request.



Course organization & schedule

This course will follow the sequence of steps that is usually required in order to start a successful company, as shown below:



We will start with topics on the left side of this chart, and then gradually move across the chart to the right. If you are ever confused about where we are in the course or how the current topic is connected to the overall scheme of the course, then simply refer back to this chart.

On the following pages, the remainder of this syllabus provides details about the topics, readings, videos, assignments, and other materials for each week of this course.

Note: We will try to hold to this schedule on the following pages as closely as possible, but occasionally we may need to make slight changes. Any changes to this schedule will be announced via the course's Blackboard web site, so please check there regularly.

This course is scheduled to meet for 30 class sessions, on the specific dates that are highlighted in the calendar below.



AUGUST 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2016

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
22	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OPTIONAL GUEST LECTURES

On most Mondays during the semester, from 4:30 pm to 6:30 pm in room MRGN 121 of the Burton Morgan Entrepreneurship Center (see map: https://www.chem.purdue.edu/images/external_relations/map.jpg), the Purdue Foundry's Managing Director, Tim Peoples, will host a variety of different guest lecturers in his MGMT 590 course. The schedule of these guest lectures will be announced on Blackboard. You are encouraged, but not required, to attend as many of these guest lectures as you can.

Opportunity identification

Classes #1-4

AUGUST 23, 26, & 30 & SEPTEMBER 1



In this section of the course, we focus on developing the entrepreneurial skill of identifying market opportunities.

TOPIC OVERVIEW QUESTIONS

- ❖ What is a market opportunity? What's the difference between an opportunity and an opportunity *for me*?
- ❖ What unique strengths, abilities, connections, and experiences give me opportunities that are unavailable to others?
- ❖ What skills and techniques are most useful and effective in helping to identify market opportunities?
- ❖ How can one identify under-served market segments and/or unmet market needs?

REQUIRED READING

- ❖ Kevin Coyne & Shawn Coyne (2011), *Brainsteering*, HarperBusiness, ISBN 978-0062006196:
 - Please read the entire book, including the appendix.
- ❖ "Background" section and Chapters 1 & 2 in Charles Goetz & Michael Axelrod (2016). *The Great Entrepreneurial Divide, Fourth Edition*, Rathskeller Press, ISBN 978-0979974564.
- ❖ Edward Moldt & A. Gregory Stone, "Testing a Business Idea," available for download from Blackboard.
- ❖ Brad Sugars, "How to Test Your Business Idea," Entrepreneur.com, November 22, 2010:
<https://www.entrepreneur.com/article/217563>
- ❖ Marci Martin "New Business Idea? How to Test It Before Launching" Business News Daily, February 2, 2016:
<http://www.businessnewsdaily.com/6540-how-to-test-your-business-idea.html>
- ❖ Evelio Pereira, "Testing a Business Idea Without Spending any Money" Epicster.com:
<http://www.epicster.com/how-to-test-a-business-idea/>
- ❖ Will Mitchell, "3 Steps to Validate Your Business Idea For FREE...almost" StartupBros.com:
<http://startupbros.com/3-steps-to-validate-your-business-idea-for-free/>

REQUIRED ON-LINE VIEWING

- ❖ Whiteboard mini-lectures on Blackboard:
 - What Is Strategy? (10 minutes)
 - Clearly Defining Your Industry (8 minutes)
 - Industry Analysis (13 minutes)
- ❖ Other videos online elsewhere:
 - Embrace the Shake – Phil Hansen (10 minutes): https://www.ted.com/talks/phil_hansen_embrace_the_shake
 - The Lean Approach – Steve Blank (6 videos, 30 minutes total):
<http://entrepreneurship.org/Founders-School/The-Lean-Approach.aspx>
 - Customer Discovery video series – Steve Blank (36 videos, 1.5 hours total):
<https://vimeo.com/groups/204136/videos/page:1/sort:alphabetical/format:detail>
<https://vimeo.com/groups/204136/videos/page:2/sort:alphabetical/format:detail>
<https://vimeo.com/groups/204136/videos/page:3/sort:alphabetical/format:detail>
 - How to Start a Startup – Sam Altman & Dustin Moskovitz (44 minutes): <https://youtu.be/CBYhVcO4WgI>

OPTIONAL ON-LINE VIEWING

- ❖ Target Big Markets – Don Valentine (1 hour): <https://youtu.be/nKN-abRJMew>
- ❖ How to be a Great Founder – Reid Hoffman (50 minutes): <https://youtu.be/dQ7ZvO5Dplw>

IN-CLASS ACTIVITIES PLANNED FOR THESE WEEKS

- ❖ Brainsteering sessions about potential business opportunities
- ❖ Learning about relevant library resources
- ❖ Plan customer discovery activities

Business model formulation

Classes #5-8

SEPTEMBER 6, 8, 13, & 15



In this section of the course, we focus on developing skills for recognizing and formulating innovative business models.

TOPIC OVERVIEW QUESTIONS

- ❖ What is a business model?
- ❖ What are the essential components of a business model?
- ❖ What are the common business model patterns?
- ❖ Why are some business models more successful than others?
- ❖ What are the most common pitfalls in developing a business model for a new venture?
- ❖ What are the most effective processes for designing a new business model?

REQUIRED READING

- ❖ Alexander Osterwalder & Yves Pigneur (2010), *Business Model Generation*, Wiley, ISBN 978-0470876411 (entire book).
- ❖ Chapters 3 & 4 in Charles Goetz & Michael Axelrod (2016). *The Great Entrepreneurial Divide, Fourth Edition*, Rathskeller Press, ISBN 978-0979974564.
- ❖ Andrea Ovans, "What Is A Business Model?" Harvard Business Review Online, January 23, 2105: <https://hbr.org/2015/01/what-is-a-business-model>
- ❖ W. Chan Kim & Renée Mauborgne, "Creating New Market Space," *Harvard Business Review*, Jan-Feb 1999, Vol.77(1): <http://static.placestories.com/pool/doc/64/96/15/jias-08339fb58519524471565dcfedb9.pdf>
- ❖ W. Chan Kim & Renée Mauborgne, "Knowing A Winning Business Idea When You See One," Harvard Business Review, September-October 2000, Vol.78(5): <http://www.business-plans-4-you.com/free-gifts/KnowingAWinningBusinessIdeaWhenYouSeeOne.pdf>
<https://hbr.org/2000/09/knowing-a-winning-business-idea-when-you-see-one>

REQUIRED ON-LINE VIEWING

- ❖ Whiteboard mini-lectures on Blackboard:
 - Why Internal Analysis? (8 minutes)
 - Generic Strategies (5 minutes)
 - Cost Advantage (10 minutes)
 - Differentiation Advantage (10 minutes)
 - Resource-Based View (9 minutes)
 - Alternative Competitive Advantage (13 minutes)
 - Radical Innovation (10 minutes)
 - Vertical Integration (9 minutes)
 - Strategic Alliances (9 minutes)
 - Strategy Implementation (9 minutes)
- ❖ Other videos online elsewhere:
 - Explaining the Business Model Canvas – Alex Osterwalder (45 minutes): <https://youtu.be/RzkdJiax6Tw>
 - Getting Started With the Business Model Canvas – Benson Garner (1 hour): <https://vimeo.com/125360627>
 - Ways to Present the Business Model Canvas – Benson Garner (45 minutes): <https://youtu.be/SliMK6Z2jIA>
 - Value Proposition – Joe Wilson (1 hour): <https://youtu.be/9ZblzFlyvJU?t=4m25s>
 - How to Build Products Users Love – Kevin Hale (48 minutes): https://youtu.be/sz_LqBAGYyo

OPTIONAL ON-LINE VIEWING

- ❖ Before the Startup – Paul Graham (48 minutes): <https://youtu.be/jii1jclg-eIQ?t=30s>
- ❖ Customer Discovery and Market Intelligence – Usha Srinivasan (1 hour): <https://youtu.be/HTaRKFDIJQw?t=3m4s>
- ❖ Building Product, Talking to Users, and Growing – Adora Cheung (52 minutes): <https://youtu.be/yP176MBGgTk>
- ❖ How to Run a User Interview – Emmett Shear (47 minutes): <https://youtu.be/qAws7eXltMk>
- ❖ Evaluating a Business Idea – Russ Siegelman (1 hour): <https://youtu.be/y9ClKzMQ3no>

- ❖ Competition is for Losers – Peter Thiel (51 minutes): https://youtu.be/5_odVHMpJlo

IN-CLASS ACTIVITIES PLANNED FOR THESE WEEKS

- ❖ Round-table feedback about classmates' opportunity identification statements and customer discovery activities
- ❖ Brainsteering sessions about developing and refining business models
- ❖ Form student teams for Foundry consultations

Business planning & financing

Classes #9-12

SEPTEMBER 20, 22, 27, & 29



In this section of the course, we focus on developing skills for preparing formal business plans and obtaining financing.

TOPIC OVERVIEW QUESTIONS

- ❖ What is a business plan and what is its purpose?
- ❖ What are the essential parts of a good business plan?
- ❖ What are the most common pitfalls of bad business plans?
- ❖ What are the most effective processes for developing an effective business plan?
- ❖ How can I most effectively plan the marketing and customer messaging for my business?
- ❖ How can I most effectively make financial forecasts for a business that doesn't yet exist?
- ❖ What are the most effective ways to obtain financing for new ventures?
- ❖ What are the main challenges and obstacles to financing a new venture?
- ❖ What are the most effective ways to pitch a business plan to potential investors?
- ❖ How do investors evaluate business plans and pitch presentations?

REQUIRED READING

- ❖ Chapters 5 & 6 in Charles Goetz & Michael Axelrod (2016). *The Great Entrepreneurial Divide, Fourth Edition*, Rathskeller Press, ISBN 978-0979974564.
- ❖ Hal Shelton (2014), *The Secrets of Writing a Successful Business Plan*, Summit Valley Press, ISBN 978-0989946001.

REQUIRED ON-LINE VIEWING

- ❖ Marketing on a \$3.95 Budget – Charles Goetz (all 21 parts, 4 hours total): <http://goizueta.litmosauthor.com/access/Publish/52765/index.html>
- ❖ Assumptions & Projections – Charles Goetz (all 6 parts, 1.5 hours total): <http://goizueta.litmosauthor.com/access/Publish/54865/index.html>
- ❖ Creating the Killer Business Plan – Kyle Murphy (all 29 parts, 2 hours total): <https://www.youtube.com/playlist?list=PL7x45KHuu46kGtrHZiobtpnkhi8YhfJ6w>
- ❖ How to Pitch to a Venture Capitalist – David Rose (15 minutes): https://www.ted.com/talks/david_s_rose_on_pitching_to_vc
- ❖ How to Pitch to Investors with 13 Slides in Under 10 Minutes – Nathan Gold (28 minutes): <https://youtu.be/f-m8G9DMTZQ>
- ❖ The Investor Pitch – Peter Evans (1 hour): <https://youtu.be/NuamrjbStQA?t=11mq9>

OPTIONAL ON-LINE VIEWING

- ❖ Business Plan and Other Communication Tools – Jane Kearns (1 hour): https://youtu.be/NhEo_bWZblo?t=4m
- ❖ How to Raise Money – Marc Andreessen, Ron Conway, & Parker Conrad (1 hour): <https://youtu.be/uFX95HahaUs>
- ❖ How to Write a Business Plan Venture Capitalists Will Fund – Rebecca Lynn & Brett Wilson (1 hour): <https://youtu.be/QwlcIWaR7DI>
- ❖ Overview of Funding Options – Peter Reiss (1 hour): <https://youtu.be/1Cdpl1TSK8o?t=3m>
- ❖ Financing Your Venture: Angel Investment – Ian Sobieski (7 videos, 23 minutes total):

<http://entrepreneurship.org/Founders-School/Financing-Your-Venture-Acquiring-Angel-Investment.aspx>

- ❖ Financing Your Venture: Venture Capital – Jeff Busgang (7 videos, 22 minutes total):
<http://entrepreneurship.org/Founders-School/Financing-Your-Venture-Venture-Capital.aspx>
- ❖ Think Big, Start Small – Jim Goetz on Business Plans (1 hour): <https://youtu.be/gnmYSzegM2g>
- ❖ Top Ten Lies Venture Capitalists Tell Entrepreneurs – Bill Reichert (1.5 hours): <https://youtu.be/ReE44CymfF4>

IN-CLASS ACTIVITIES PLANNED FOR THESE WEEKS

- ❖ Round-table feedback about classmates' business model design statements and customer discovery activities
- ❖ Brainsteering sessions about developing and refining business plans, pitch presentations, and elevator pitches

Launching & operating

Classes #13-15

OCTOBER 4, 6, & 13



In this section of the course, we focus on the initial decisions and activities that an entrepreneur must undertake when actually starting to launch and operate a business, with a special focus on overcoming the biggest initial challenge for most new ventures – making sales.

TOPIC OVERVIEW QUESTIONS

- ❖ What steps must be taken in order to establish a new venture as a legal and financial entity?
- ❖ How can a new venture most economically deploy its limited funding to acquire the resources it needs to succeed?
- ❖ How can a new venture compete effectively with established companies to attract and hire the employees it needs?
- ❖ How can a new venture with no track record get the attention of customers and persuade them to buy?

REQUIRED READING

- ❖ Chapters 7 & 8 in Charles Goetz & Michael Axelrod (2016). *The Great Entrepreneurial Divide, Fourth Edition*, Rathskeller Press, ISBN 978-0979974564.
- ❖ Paul Friga (2013), Powerful PowerPoint Presentations Slide Deck:
<http://www.paulfriga.com/powerful-powerpoint-presentations>

REQUIRED ON-LINE VIEWING

- ❖ Launching Your Business – Charles Goetz (all 7 parts, 1 hour):
<http://goizueta.litmosauthor.com/access/Publish/49615/index.html>
- ❖ Entrepreneurial Power Selling – Charles Goetz (all 22 parts, 3.5 hours):
<http://goizueta.litmosauthor.com/access/Publish/49460/index.html>
- ❖ Founder's Dilemmas – Noam Wasserman (5 videos, 23 minutes total):
<http://entrepreneurship.org/Founders-School/Founders-Dilemmas.aspx>
- ❖ Team and Execution – Sam Altman (46 minutes): <https://youtu.be/CVfnkM44Urs>
- ❖ Recruiting and Building a Founding Team – Margo Crawford (1 hour): <https://youtu.be/5ZOpjGBCaxo>
- ❖ How to Operate – Keith Rabois (47 minutes): <https://youtu.be/6fOHLK1aIBs>
- ❖ Entrepreneurial Leadership – Keri Damen (1 hour): <https://youtu.be/gnvDJjLtwo>
- ❖ Scaling Your Company – Rory O'Driscoll and Kate Mitchell (13 videos, 53 minutes total):
<http://entrepreneurship.org/Founders-School/Scaling-Your-Company.aspx>
- ❖ Surviving the Entrepreneurial Life – Meg Cadoux Hirshberg (6 videos, 28 minutes total):
<http://entrepreneurship.org/Founders-School/Surviving-the-Entrepreneurial-Life.aspx>
- ❖ Powerful Presentations – Nathan Gold (7 videos, 53 minutes total):
<http://entrepreneurship.org/Founders-School/Powerful-Presentations.aspx>

OPTIONAL ON-LINE VIEWING

- ❖ Entrepreneurial Marketing – Anita Newton (7 videos, 33 minutes total):
<http://entrepreneurship.org/Founders-School/Entrepreneurial-Marketing.aspx>

- ❖ Marketing Insights from Neil Patel (6 videos, 20 minutes total):
<http://entrepreneurship.org/Founders-School/Entrepreneurial-Marketing/Insights-from-Neil-Patel.aspx>
- ❖ Entrepreneurial Selling – Craig Wortman (6 videos, 27 minutes total):
<http://entrepreneurship.org/Founders-School/Entrepreneurial-Selling.aspx>
- ❖ The Art of Startup Finance – Bill Reichert (10 videos, 45 minutes total):
- ❖ <http://entrepreneurship.org/Founders-School/The-Art-of-Startup-Finance.aspx>
- ❖ Startup Boards – Brad Feld (9 videos, 37 minutes total):
- ❖ <http://entrepreneurship.org/Founders-School/Startup-Boards.aspx>

IN-CLASS ACTIVITIES PLANNED FOR THESE WEEKS

- ❖ Round-table feedback about classmates' business plans
- ❖ Pitch presentations by potential Foundry clients

Team consultation for Foundry client

Classes #16-30

OCTOBER 18, 20, 25, & 27, NOVEMBER 1, 3, 8, 10, 15, 17, 22, 29, DECEMBER 1, 6, & 8

In this section of the course, we conduct our team consultations for aspiring prospective entrepreneurs who have completed the LaunchBox program at the Purdue Foundry, with the goal of producing a preliminary draft of a formal business plan.

TOPIC OVERVIEW QUESTIONS

- ❖ What is a consulting project?
- ❖ How can I most effectively help my client?
- ❖ What are the best practices for conducting and managing a consulting project?

REQUIRED READING

- ❖ Richard Lowe Jr. (2015), How to Manage a Consulting Project, ASIN B013MLRIXU, Amazon Kindle e-Book:
<https://www.amazon.com/How-Manage-Consulting-Project-Professional-ebook/dp/B013MLRIXU/>
- ❖ Paul Friga (2014), T.E.A.M. F.O.C.U.S. Slide Deck:
<http://www.paulfriga.com/team-focus> (access requires registration, which is free)

REQUIRED ON-LINE VIEWING

- ❖ T.E.A.M. F.O.C.U.S. consulting process – Paul Friga (10 video modules, 2.5 hours total):
<http://www.paulfriga.com/videos> (access requires registration, which is free)
- ❖ Interview on Consulting – Kevin P. Coyne (37 minutes): <https://youtu.be/NFiqnlNocD8>
- ❖ Seven Keys to Successful Consulting – Steven Horvath (6 minutes): <https://youtu.be/gzU2O654vtQ>

IN-CLASS ACTIVITIES PLANNED FOR THESE WEEKS

- ❖ Pitch presentations for completed individual venture projects from the first half of the semester
- ❖ Teams introduce themselves to potential Foundry clients
- ❖ Match teams to Foundry clients
- ❖ Discussions and/or exercises to learn and practice consulting skills
- ❖ Teams give each other feedback on their opportunity identification, business models, and financial forecasts
- ❖ Team meetings (sometimes with clients joining us in class) to work on Foundry consultation projects





Miscellaneous policies

This syllabus is intended to be consistent with all rules, policies, and procedures of the Krannert School of Management and Purdue University. In the event of any inconsistency, the latter will prevail.

ACADEMIC INTEGRITY & PURDUE UNIVERSITY CODE OF HONOR

The purpose of the Purdue University academic community is to search for truth and to endeavor to communicate with each other. Self-discipline and a sense of social obligation within each individual are necessary for the fulfillment of these goals. It is the responsibility of all Purdue students to live by this code, not out of fear of the consequences of its violation, but out of personal self-respect. As human beings we are obliged to conduct ourselves with high integrity. As members of the civil community we have to conduct ourselves as responsible citizens in accordance with the rules and regulations governing all residents of the state of Indiana and of the local community. As members of the Purdue University community, we have the responsibility to observe all University regulations. To foster a climate of trust and high standards of academic achievement, Purdue University is committed to cultivating academic integrity and expects students to exhibit the highest standards of honor in their scholastic endeavors. Academic integrity is essential to the success of Purdue University's mission. As members of the academic community, our foremost interest is toward achieving noble educational goals and our foremost responsibility is to ensure that academic honesty prevails.

Students are expected to understand and comply with Purdue University's Student Code of Conduct (http://www.purdue.edu/usp/acad_policies/student_code.shtml) and the University's stated expectations regarding Academic Integrity (<http://www.purdue.edu/ODOS/osrr/integrity.htm>). Any signs of academic dishonesty and misconduct will be investigated. If academic dishonesty/misconduct is found to occur, the student may be penalized severely, up to and including a failing course grade.

ADVERSE WEATHER CONDITIONS

The University takes into consideration local and regional weather conditions, travel conditions and decisions by local school districts when deciding whether to delay, dismiss or cancel classes and/or routine operations for an entire campus due to Adverse Weather Conditions. When conditions warrant, a decision to delay, dismiss, or cancel classes and/or routine operations is coordinated with appropriate local city, county or state officials and communicated to faculty, staff and students of the affected campus. The decision to delay, dismiss or cancel classes and/or routine operations for the West Lafayette campus is made by the President and for each of the Regional Campuses it is made by the Chancellor. The President and the Chancellors will each assign a designee for such purposes to act in his or her absence.

DISABILITY ACCOMODATION

Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. Any student who is eligible for academic accommodations due to a documented disability should please schedule an appointment with the instructor to discuss the needs as soon as possible.

ATTENDANCE

Purdue University policy states that all students are expected to be present for every meeting of classes in which they are enrolled. All matters relative to attendance, including the make-up of missed work, are to be arranged between the student and the instructor. Only the instructor can excuse a student from classes or course responsibilities. In the case of an illness, accident, or an emergency, the student should make direct contact with the instructor as soon as possible, preferably before the class. If a student will be absent for more than five days, the student or his/her representative should notify the Office of the Dean of Students as soon as possible. The student may be asked to provide documentation from an authorized professional or agency which supports an explanation for the absence.

ADAPTING TO CONTINGENCIES

The information in this syllabus is subject to change at the instructor's sole discretion. In the event of a campus emergency or other disruption to the course, the course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised calendar or other circumstances beyond the instructor's control. Any changes will be announced via Blackboard.



EMERGENCY PREPAREDNESS SYLLABUS ATTACHMENT

EMERGENCY NOTIFICATION PROCEDURES are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- **Indoor Fire Alarms** mean to stop class or research and immediately evacuate the building.
 - Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- **All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.
 - “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency*. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

**In both cases, you should seek additional clarifying information by all means possible...Purdue Emergency Status page, text message, Twitter, Desktop Alert, Albertus Beacon, digital signs, email alert, TV, radio, etc. ...review the Purdue Emergency Warning Notification System multi-communication layers at http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html*

EMERGENCY RESPONSE PROCEDURES:

- Review the **Emergency Procedures Guidelines**
https://www.purdue.edu/emergency_preparedness/flipchart/index.html
- Review the **Building Emergency Plan** (available on the Emergency Preparedness website or from the building deputy) for:
 - evacuation routes, exit points, and emergency assembly area
 - when and how to evacuate the building.
 - shelter in place procedures and locations
 - additional building specific procedures and requirements.

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

- "Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: <http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm> (Link is also located on the EP website)

MORE INFORMATION

Reference the Emergency Preparedness web site for additional information:

https://www.purdue.edu/ehps/emergency_preparedness/