


## International Summer University<sup>WU</sup> 2022

WU (Vienna University of Economics and Business)

### Course outline

| Course title            | New Venture Creation   |   |
|-------------------------|--|---|
| Instructor              | Paul Chipperton<br>pchipperton@hotmail.com<br>Smith School of Business, Queen's University,<br>Kingston, Canada<br><a href="https://www.linkedin.com/in/paul-chipperton-b06b852">https://www.linkedin.com/in/paul-chipperton-b06b852</a> |  |
| Language of instruction | English  |   |
| Course level            | Graduate   |   |
| Contact hours           | 25 teaching hours (45 min. each)   |   |

### Aim of the course

**New Venture Creation** is a course designed for anyone who has ever dreamt of starting a creative entrepreneurial venture. In today's ever-changing world, we should choose to behave more like an entrepreneur and take risks - or risk being left behind.

Part one of this course identifies and invokes mechanisms for the stimulation of creative thinking in the business setting. It also enables students to carry out and act upon self-appraisal and reflective thinking in a variety of areas such as individual and team creativity, creative methods and creative techniques.

Part two of this course provides students with an understanding of the entrepreneurial process, the establishment as well as the management of a venture. Both conceptual (understanding entrepreneurship, the entrepreneur, and entrepreneurial environment) and technical issues (growing, managing and financing a venture) will be covered.

Each day will also provide an introduction and brief overview of some of the areas of emerging innovation set to become norms for the modern business manager and entrepreneur, including: BlockChain/CryptoCurrencies, Pharma/Biotech, Artificial Intelligence (AI), and FinTech.

### Learning objectives

Upon completion of the course, students will be able to:

- identify the attributes and attitudes of the entrepreneur;
- develop an understanding of entrepreneurship and the entrepreneurial process;

- c. understand and apply contemporary frameworks for evaluating new business opportunities;
- d. comprehend the key aspects of an investor Term Sheet;
- e. build a basic bottom-up 24-month operational finance model.

### Application requirements

Application requirements for the Graduate Program are current enrollment in a master's or MBA program (or equivalent), with a focus on business administration/economics, and / or a bachelor degree in a business major by the time of participation in the ISU<sup>WU</sup> program.

Applicants interested in participating in the International Summer University<sup>WU</sup> need an excellent command of the English language. The English language requirements can be found at [ISU<sup>WU</sup> Language Requirements](#).

Application requirements for WU students can be found on our [application website](#).

### Teaching methods

To equip students with adequate knowledge of entrepreneurial and creativity concepts, this subject will adopt an experiential learning approach, including lectures, video clips, case learning activities, group discussion, games, and oral presentations.

### Pre-course assignment

#### **Pre-course assignment 1 - Entrepreneurial Self-Assessment (ESA). Part 1 is worth 10% of the final grade.**

The first formal assignment is to complete the Entrepreneurial Capabilities Assessment prior to the start of the course. An electronic version will be provided. This assessment will provide you with feedback on your own entrepreneurial attributes, and provide you with insight into the attributes that successful entrepreneurs typically share.

For those of you who are, or intend to be, more entrepreneurial, the assessment will help you understand where you might be vulnerable in terms of entrepreneurial characteristics. For those of you who do not intend to be stand-alone entrepreneurs, the assessment will help you understand the characteristics of successful entrepreneurs that you will undoubtedly have to work with at some point in your career. As such there are two options for the assignment.

#### **Option A**

For those of you who are, or want to be, entrepreneurs, the assignment is to reflect on the results of the assessment as well as on your reasons for wanting to be an entrepreneur in the first place.

#### **Option B**

For those of you who do not intend to be stand-alone entrepreneurs, the one-page memo should reflect on why this is the case, and identify how you might deal differently with entrepreneurs in the future. Depending on your job, and whether or not you work in the private sector or public sector, the latter requirement could take many forms. For example, you might reflect on entrepreneurs who are customers or suppliers. If in the public sector, you might consider how your work in policy or program delivery affects entrepreneurs or even how to make it easier for and contribute to the success of those in your organization who are more entrepreneurial.

#### **What to submit**

We would like you to submit a one-page memo, single-spaced, based on either Option A or B. In addition, please submit the completed assessment(s) as an appendix.

#### **Marking scheme**

The assignment is worth 10 % of your grade. We are looking for evidence of reflection on what the assessment tells you about yourself, why you do or do not want to be a stand-alone entrepreneur, what you might do differently in the future as a result of the exercise, and more generally the quality of insight you provide in your answers. Note that you are free also to, in addition to the assessment provided, utilize any other assessments or information as you see fit.

Students are highly recommended to request from at least one other party (colleagues/bosses/employees/mentors) a separate assessment using the same framework. External validation and verification usually provides context, and thus more information, and usually generates a better score on the assignment.

**Deadline: 11:59 p.m. July 22, 2022 (Vienna time, CEST)**

**Pre-course assignment 2 - Incremental Improvement to Business Creativity. Part 2 is worth 15% of the final grade.**

As an entrepreneur, it is always important to be aware of, learn and master some creative thinking techniques.

The "improvement to" technique is probably the most practical and certainly one of the most powerful techniques.

Business ideas can come from virtually anywhere. They might come from your own personal consumption experience, or it might be from something you've read, heard, or observed.

To start with, an exploration and articulation of needs (or addressing a problem) are usually the first steps. What is there about a product that is deficient or that could be made better? What about a day-to-day service that you (and most people) dislike? How can you improve something that is considered "satisfactory"?

When we look for ways to improve, it does not mean that we reject or condemn something. It is not a dichotomy of "either it's fine or it's bad". The natural resistance to improving attitude often forms a mental block for improvements in life. The "improvement to" technique focuses on adding value to an item that is "satisfactory" already.

### **What To Do**

Find two examples (items) of creativity in business that you believe are good. How can you improve them further?

One example has to be from your neighborhood and the other from a place/city/country you have visited recently. Not limited to objects, the two examples (items) in question can be:

- ☐ Goods
- ☐ Services
- ☐ Events
- ☐ Experiences
- ☐ Persons
- ☐ Places
- ☐ Properties
- ☐ Organizations
- ☐ Information
- ☐ Ideas

### **An Idea List of Ways to Improve Something**

- ☐ Simplify--remove complexity
- ☐ Apply to new use
- ☐ Automate
- ☐ Reduce cost
- ☐ Make easier to use, understand
- ☐ Reduce fear to own, use
- ☐ Make safer
- ☐ Give more performance, capacity
- ☐ Make faster, less waiting
- ☐ Provide more durability, reliability
- ☐ Give better appearance
- ☐ Create more acceptance by others
- ☐ Add features, functions
- ☐ Integrate functions
- ☐ Make more flexible, versatile
- ☐ Make lighter weight--or heavier
- ☐ Make smaller--or larger
- ☐ Make more powerful
- ☐ Reduce or eliminate drawbacks, bad side effects
- ☐ Make more elegant
- ☐ Give better shape, design, style

- ☐ Provide better sensory appeal (taste, feel, look, smell, sound)
- ☐ Provide better psychological appeal (understandable, acceptable)
- ☐ Provide better emotional appeal (happy, warm, satisfying, enjoyable, fun, likable, "neat")
- ☐ Aim toward ideal rather than immediate goals
- ☐ Give larger capacity
- ☐ Make portable
- ☐ Make self-cleaning, easy to clean
- ☐ Make more accurate
- ☐ Make quieter

(Source: <https://www.scribd.com/document/4592659/Techniques-for-Creative-Thinking-Robert-Harris>. Last access: November 24 2020)

#### **Deliverables:**

- ☐ Send the assignment file(s) to the lecturer [pchipperton@hotmail.com](mailto:pchipperton@hotmail.com) via email (maximum two A4 pages for each example).
- ☐ You can use drawings, pictures, graphs, mind-maps or videos in place of words if you wish and should emphasize the creative problem-solving ideas for the two cases concerned.

**Deadline: 11:59 p.m. July 22, 2022 (Vienna time, CEST)**

#### **Course contents**

|              |  |
|--------------|--|
| <b>Day 1</b> | <ul style="list-style-type: none"> <li>• Introduction to course &amp; content</li> <li>• Expectations of students</li> <li>• Review &amp; Discussion of pre-course assignment submissions</li> <li>• Discussion of in-course assignments &amp; timings</li> <li>• Introduction to Block Chain &amp; Crypto-currencies</li> <li>• A brief history of Innovation</li> </ul> <p>Creativity</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An 'A-ha' or an "Uh-oh" moment</li> <li><input type="checkbox"/> Bottom-up creativity and IDEA four-step program</li> <li><input type="checkbox"/> Difference between critical and creative thinking</li> <li><input type="checkbox"/> Creativity and innovation</li> <li><input type="checkbox"/> Creative methods</li> <li><input type="checkbox"/> Creative techniques</li> <li><input type="checkbox"/> Conceptual frameworks and stimulation of creative thinking</li> <li><input type="checkbox"/> In-class group games, case exercises and presentations</li> </ul> |
| <b>Day 2</b> | <ul style="list-style-type: none"> <li>• Introduction to Biotech &amp; Pharmaceuticals</li> <li>• Entrepreneurial Currency &amp; Personal Branding</li> <li>• Contemporary Innovation &amp; Business Models</li> <li>• Disruption vs Incremental Innovation</li> <li>• Barriers to innovation</li> <li>• The eternal question: Product-Market Fit</li> <li>• Business Model Canvas (BMC) vs the Business Plan (BP)</li> <li>• In-class group activities</li> </ul>   |
| <b>Day 3</b> | <ul style="list-style-type: none"> <li>• Introduction to Artificial Intelligence (AI) &amp; Machine Learning</li> <li>• Lean Start-up Principles</li> <li>• Crossing the Marketing Chasm</li> <li>• Chasm pre-/post- Scenario Analysis</li> <li>• In-class group activities</li> </ul>   |
| <b>Day 4</b> | <ul style="list-style-type: none"> <li>• Introduction to FinTech</li> <li>• Roadmap of Investment Capital: F&amp;F → VC</li> <li>• Analysing &amp; deconstructing an investor Term Sheet</li> <li>• Bottom-up Operational Accounting &amp; Finances</li> <li>• In-class group activities</li> </ul>  |
| <b>Day 5</b> | <ul style="list-style-type: none"> <li>• Presentation of Incremental Improvement to Business Creativity</li> <li>• Presentation of BMCs</li> <li>• Presentation of Chasm Scenario Analysis</li> <li>• Presentation of 18-month Operational Budget/Finances</li> <li>• Concluding remarks and reflections</li> </ul>  |

#### **Comments**

Punctuality and attendance are mandatory in all sessions.

### Criteria for successful completion of the course

To pass this subject, students are required to complete all the assignments before and during the course.

The following grading scale applies:

100-90% excellent (1)

89-80% good (2)

79-70% satisfactory (3)

69-60% sufficient (4)

59-0% fail (5)

### Assessment

Pre-course assessment 1 - Entrepreneurial Self-Assessment (ESA) 10%

Pre-course assessment 2 - Incremental Improvement to Business Creativity 15%

Course assessment 1 - Business Model Canvas (BMC) 25%

Course assessment 2 - Bottom-up 24-month Operational Budget/Finances 20%

Course assessment 3 - In-class group participation and presentations 30%

### Course literature (cases, papers, online material...)

<https://www.alexandercowan.com/business-model-canvas-templates/>

<https://www.youtube.com/watch?v=EhqZ0RU95d4>

<https://www.youtube.com/watch?v=UWr8aIirc5A#action=share>

<https://documentaryheaven.com/the-fog-of-war/>

### Further readings suggested by the lecturer(s)

1. Non-fiction: "The Innovator's Dilemma: The Revolutionary Book That Will Change the Way You do Business"
2. Non-fiction: "The Lean Start-up: How today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses"
3. Non-fiction: "Crossing the Chasm: Marketing & Selling Disruptive Products to Mainstream Customers"
4. Non-fiction: "New Venture Creation: Entrepreneurship for the 21st Century (Canadian Edition)"

*Please note the following information on the total workload of the respective course:*

| Course level | ECTS credits | Pre-course workload | In-class activity              | Outside of class workload during the program |
|--------------|--------------|---------------------|--------------------------------|--|
| Graduate     | 3            | approx. 20 hours    | 19 hours (= 25 teaching hours) | approx. 20 hours                             |