Welcome to EMEN 5825, a hands-on course designed to teach current and future engineering and research leaders and managers the principals of new venture management in high-tech corporate environments.

Whether from inside an existing business as an *intrapreneur*, or outside as a start-up *entrepreneur*, I believe one of the more exciting and satisfying experiences in business is launching a new venture. Welcome to EMEN 5825 – The New Venture Experience, a hands-on, project course designed to teach those of us in engineering and research fields how to lead, launch, and manage new business ventures.

While many of the steps that *entrepreneurs* and *intrapreneurs* take to launch new ventures are similar, the issues that the two encounter are often very different. This course addresses the needs of both, yet, because of where most EMP students are employed, their career paths, and the connected needs of industry, this course focuses more on the *intrapreneur*; one who builds and launches new ventures from within existing companies.

This course includes a great deal of student-instructor interaction. Therefore, I have written this syllabus in the first person singular, where “you” are the student and “I” am your instructor. My contact information is included at the end of this syllabus.

1) Course Information

   a) Course Title: EMEN 5825 – The New Venture Experience
   a) Instructor: Eben Johnson (please address me as Mr. or Professor Johnson)
   b) Session Time and Place: Thursdays, 17:30 – 20:00 MT; ECCR 105
   c) Office Hours: Mondays and Tuesdays, 9:00 – 12:00, or per special appointment
   d) Course administered via D2L <https://learn.colorado.edu/> and Zoom (distance viewing)

2) Course Goals

   a) Learn how identify and assess intrapreneurial opportunities
   b) Learn how to build a business plan to launch and grow a new venture
   c) Learn the mechanics of launching a new intrapreneurial venture
d) Experience the many thrills and spills of new-venture life within one’s parent company

e) And, have fun

f) To a greater degree of detail, I also want us to:
   i) learn what is a business plan, how the elements fit together, and how to write one
   ii) learn why and when you need to write a business plan, for whom you should write it, and how to use it
   iii) learn to interact with the many entities within your parent company, your market, and your industry, to address issues and solve problems
   iv) improve your writing, presentation, and financial skills
   v) and, gain the difficult, frustrating, essential, and rewarding experiences shared by many when launching new ventures

g) You will demonstrate the degree to which we’re achieving our goals by participating in course sessions and completing weekly readings, quizzes, and assignments – culminating in your project’s business plan and related presentation

h) Through this course, I believe you will have a great opportunity to apply your engineering and business education and experience to a very practical, hands on, intrapreneurial, new-venture project; working alone, as opposed to student teams, you will meet with leaders in your company or organization, understand their needs, then identify a new-venture opportunity that you believe would be attractive to you and your leaders, research the market and industry and choose your best solution to carry forward (your venture), select a business and revenue model, and prepare supporting marketing, personnel, engineering, operations, and financial plans to build your business plan and launch your venture; along the way, you will need to meet with leaders in your parent company to present your ideas and solicit their feedback.

   i) Finally, for those of you who know you are on a true, entrepreneurial track, I offer three points to consider: 1) many of the steps you will take as an entrepreneur are similar to those of the intrapreneur, and I will highlight the differences; 2) you should be aware, especially for tech-related ventures, your commercial customers are likely to look at a new venture in a quasi, internal-project, intrapreneurial manner, and you should understand what is going on behind those big corporate doors, and finally; 3) during the spring semester, I teach a similar course to this one that focuses on entrepreneurship

3) Prerequisites

   a) I strongly encourage and recommend that students complete EMEN 5020 Finance & Accounting for Engineers or its equivalent; we want to use the material covered in this course

   b) For students entering EMP as of spring 2014, students must have taken EMEN 5090 Marketing for High-Tech Ventures; for those students who entered the EMP before spring 2014 and who did NOT take EMEN 5090 Marketing for High-Tech Ventures, we should talk as soon as possible as it may be well worth your time to cover some ground before diving into this course; an example of this would be to understand the 3-key-marketing-questions before trying to propose and defend a new business venture

   c) I require that I approve all exceptions to these recommendations/prerequisites
4) **How the typical week is organized**

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity</th>
<th>Typical Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Weekly preparation (readings, videos, etc.)</td>
<td>Before weekly quiz</td>
</tr>
<tr>
<td>2</td>
<td>Weekly quiz</td>
<td>Night before session</td>
</tr>
<tr>
<td>3</td>
<td>Weekly contribution</td>
<td>Night before session</td>
</tr>
<tr>
<td>4</td>
<td>Weekly session</td>
<td>Per schedule</td>
</tr>
</tbody>
</table>

5) **How the typical class session is organized**

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Admin items and Q&amp;A</td>
</tr>
<tr>
<td>2</td>
<td>Guest speaker – when scheduled</td>
</tr>
<tr>
<td>3</td>
<td>Session topics &amp; project discussions</td>
</tr>
<tr>
<td>4</td>
<td>Next steps and takeaways</td>
</tr>
<tr>
<td>5</td>
<td>A break is included</td>
</tr>
</tbody>
</table>

5) **Required Text**


   b) CU provides all enrolled students with PC and Apple licensed copies of
      the MS Office suite of software (e.g. Word, Excel, PowerPoint); please
      have these available for your use as soon as possible as you are certain
      to need each of these software programs

6) **General Course Policies**

   a) Assignments, including the final project, should be submitted as un-
      protected PDF docs; please do not submit other file types as it causes
      compatibility issues with me and your classmates

   b) Guest speakers: meeting and hearing from guest speakers is an important part of our learning
      experience; I am working to schedule several speakers; you should take time to research all
      guest speakers prior to their sessions; I may ask students to introduce our guests

   c) Name cards: we will use name cards to help identify you; this helps me, each of you (especially
      distance students), and our guest speakers

   d) Having a deep and accurate understanding of your industry, market, and customers is critical to
      successful product development, and to help gain an appreciation of this, your classmates and I
      might ask you, from time to time, to participate in surveys and similar exercises; your
      participation is required

   e) On occasion, and in an effort to help teach, I might use submitted or presented work as
      examples of things to do or not do; in doing so, and for this course, this semester, I might use an
      individual’s name; I might also carry such examples from semester to semester and course to
      course
f) I have created a common Google Community page for this and other courses, a link to this private community is provided through this course’s D2L page; feel free to use it as you wish; think of it as your own course-based-social-media outlet

g) In addition to the Addendum section regarding recording EMP sessions, please note that I might, from time-to-time take pictures of students, speakers, or other interesting subjects; these pictures, video recordings, etc. may appear later in class, our D2L page, our Google Community page, or emails to our class list

h) Access: I have or will post my schedule in D2L under Admin Items; the schedule shows my office hours and times when I am available; I welcome emails and phone calls, and I do what I can within reasonable professional norms to respond to you as quickly as possible; if you wish to reach me for a question, please do a reasonable amount of research first, and include all pertinent information in your email (e.g. including your name, course, and assignment title, and checking or posting to our community page FAQs section); one way to gauge the quality or worth of your emails is to consider if you would come to my office during hours to ask your question and what information you would provide if and when we met – you may find that a few minutes of your own time would answer your question

i) Course management website and communication

  i) The course website is managed through D2L ([https://learn.colorado.edu/](https://learn.colorado.edu/)); recorded sessions through Be Boulder Anywhere (BBA), formerly CAETE, are still managed separately; however, our D2L page includes a button on the navigation bar that lets you access the BBA course recordings

  ii) For distance students attending sessions live, BBA is moving to Zoom; training for this new platform will be available

  iii) Communication outside of scheduled sessions will use combinations of D2L, email, in-person meetings, conference and video calls, Hangouts, and our Google Community page; you are responsible for managing your D2L page and email account on a frequent basis; D2L is the official source of information for the course; you should not request separate forms of correspondence as I cannot commit to managing everyone’s personal preferences

  iv) If you do not know your CU addresses, or need to update them, or have any D2L related technical questions, then please contact OIT (+1 303 495-4357 and help@colorado.edu); my experience with OIT has been very good

j) Confidentiality and Intellectual property

  i) US intellectual property law generally recognizes that material presented during class or in a course is confidential; this is not a guarantee, and I cannot commit that work developed or presented through this course will be kept confidential

  ii) My request and expectation is that you treat your classmates’ work as confidential and only used in the context of this class

  iii) No company confidential or similarly proprietary material, information, or projects should be presented or used in this course; work submitted containing confidentiality statements or similar clauses will be returned and considered not-submitted for the purpose of grading (see Late Submissions)
iv) Unless previously agreed to treat material presented as confidential, guests will be asked to leave before material that would reasonably considered confidential is presented.

v) If in doubt about any of this confidential material, please contact the CU Tech Transfer Office at https://www.cu.edu/techtransfer/

k) Expenses and paid support

i) The EMP provides no budget for your course project

ii) Expenses incurred are your expenses and not reimbursed by the EMP, CU, or other entities

iii) Additionally, the EMP does not provide you with paid tele- nor video-conferencing support; however, experience suggests that Google Hangouts, Skype, and Zoom work well; if meeting with me and you give me time to prepare, I can schedule a session via Zoom on my account.

l) Feedback

i) From me to you: I try to provide as much feedback to students as reasonably possible; my feedback often includes a weekly summary of my findings and observations across the whole class, and I sometimes provide feedback to individual students; please take advantage of my office hours to request additional help (but, come prepared! 😊)

ii) From you to me: I welcome helpful, well-intended feedback as to how the course can be improved; please don’t hesitate to let me know what ideas you have to make this a better course, improve your education, and help build the great CU brand.

7) Grades

a) There are four components used to determine your grades

i) Introductions: posting or updating both your profile information in D2L and your introductory bio on our Google Community Page

ii) Weekly Quizzes: a series of quick, 45 minute, open book, weekly quizzes drawing from pre-session materials such as chapters from our texts, slide decks, articles, videos, and from previous guest speakers and session recordings; these quizzes are due before the session in question, not after

iii) Weekly Contributions: beginning soon after the beginning of our course, and every week thereafter, you will submit the next “chapter” in your business plan; these contributions will be in the form of MS PowerPoint slide decks; come the end of the course, you should have accumulated the necessary material for your final presentation

iv) Final business plan presentations: due during the last session of the semester, each student will present their final business plan to the class; this is the one time class attendance is required; please plan now to attend

b) There is no final exam and no opportunity for additional or make-up work for course credit

c) At my discretion, I may upload papers, reports, presentations, etc. to TurnItIn.com

d) There is a total of 100 points possible in the course:

<table>
<thead>
<tr>
<th>Grade Categories</th>
<th># Graded</th>
<th>% Each</th>
<th>Sub-Total (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly quizzes</td>
<td>10</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>
### Grade Categories

<table>
<thead>
<tr>
<th></th>
<th># Graded</th>
<th>% Each</th>
<th>Sub-Total (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course project</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Weekly contributions(^2)</td>
<td>10</td>
<td>4</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Final presentation</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Class participation</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>D2L profile &amp; community bio</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Student participation(^3)</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
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</tbody>
</table>

#### Notes

i) 1 Best 10 of 12 quizzes; your two worst quiz-scores will be dropped; quizzes are open book, open notes, individual efforts, timed events that are to be completed on your own time, outside of class.

ii) 2 Best 10 of 12 contributions; your two worst contribution-scores will be dropped; weekly contributions are graded using the rubric provided in D2L.

iii) 3 Good professional behavior is expected at all times; because such behavior is expected, students begin the course with full points in this graded item; being late, not properly prepared, or other lack of professional behaviors is likely to result in a student loosing grade points; additional examples of improper behavior include the use of electronic devices (e.g. laptops and cellphones) during sessions, conversing with your classmates during sessions, being detached and rarely participating, eating during sessions, and vulgar posts or language; additionally, and for on-campus students, should I sense that your attendance is waning and/or sporadic, I may also deduct points; finally, I might also subtract points should you request exceptions to graded items as covered below under “Due dates and late submissions.”

#### Due dates and late submissions:

i) All due dates are posted in D2L.

ii) Late assignments, including delivering the wrong assignment, will receive a score of zero.

iii) The submitted date and time of record is defined by the D2L-time-stamp; the assignment must be readable and posted in the correct D2L Dropbox for it to be considered properly submitted.

iv) All due dates and associated times are US Mountain Time (Boulder, Colorado); be sure to understand how D2L is presenting times and due dates relative to your time zone.

v) Absences, sickness, and related topics: as noted in the Grades section of this syllabus, D2L will drop one or more of your lowest-scored contributions and quizzes; this feature of the grading scheme is to help you manage this course within the context of “life”; therefore, please do not write to me asking for additional time, exceptions to grading schemes, permission to miss class, trying to explain missing submissions or postings in the wrong place, etc.; if something happens such that you will likely miss an assignment or not do well (e.g. forgot, sickness, or business travel), then simply take the “drop” and move on.
g) Percent to letter-grade conversion

<table>
<thead>
<tr>
<th>Percent Grade</th>
<th>Letter Grade</th>
<th>Percent Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥94%</td>
<td>A</td>
<td>≥74% to &lt;77%</td>
<td>C</td>
</tr>
<tr>
<td>≥90% to &lt;94%</td>
<td>A-</td>
<td>≥70% to &lt;74%</td>
<td>C-</td>
</tr>
<tr>
<td>≥87% to &lt;90%</td>
<td>B+</td>
<td>≥67% to &lt;70%</td>
<td>D+</td>
</tr>
<tr>
<td>≥84% to &lt;87%</td>
<td>B</td>
<td>≥64% to &lt;67%</td>
<td>D</td>
</tr>
<tr>
<td>≥80% to &lt;84%</td>
<td>B-</td>
<td>≥60% to &lt;64%</td>
<td>D-</td>
</tr>
<tr>
<td>≥77% to &lt;80%</td>
<td>C+</td>
<td>&lt;60%</td>
<td>F</td>
</tr>
</tbody>
</table>

8) Contact Information

Eben Johnson  
Lockheed Martin Engineering Management Program  
College of Engineering and Applied Science  
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University of Colorado Boulder  
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Mobile: +1 303 775-4932  
Email: eben.johnson@colorado.edu
1. Positive Learning Environment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at [http://hr.colorado.edu/dh/](http://hr.colorado.edu/dh/).

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

2. Academic Integrity, Plagiarism, and the EMP Honor Code Quiz

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Information on the CU Honor Code can be found at [http://www.colorado.edu/policies/honor.html](http://www.colorado.edu/policies/honor.html) and at [http://honorcode.colorado.edu](http://honorcode.colorado.edu).

The faculty of the Engineering Management Program (EMP) believe that a culture of integrity is essential to both the long-term, personal success of our students and to the economies and countries in which they live and work. Therefore, EMP has created an Honor Code Violation Policy that specifies a program-specific, academic consequence for a second violation of the CU Honor Code:
EMP HONOR CODE VIOLATION POLICY

Any and all violations of the CU Honor Code in EMP classes will be reported to the Honor Code Council. As per CU’s policy, the faculty member will determine the academic sanction for an offense. The CU Honor Code Council will determine any additional, non-academic sanctions. This portion of EMP’s policy is a restatement of the Honor Code policy approved by the CU Board of Regents.

A second violation of the CU Honor Code by any Engineering Management graduate student will result in the academic sanction of dismissal from the Engineering Management graduate program.

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals’ existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest. If the student is confused as to what constitutes plagiarism, s/he should review the CU Honor Code on this topic, and refer to the following excellent resources: http://www.northwestern.edu/uacc/plagiar.html and http://owl.english.purdue.edu/owl/printer/589/

Students agree that by taking this course all required papers may, at the discretion of the instructor, be subject to submission for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future.

Finally, the Engineering Management Program faculty have established a policy whereby all students enrolled in an EMP course must, at the beginning of each semester, take and pass a basic quiz about the CU Honor Code. Each student must take the quiz once each semester, regardless of how many courses they are taking in the department. You must receive 100% on the quiz in order to pass the exam. The instructions and quiz will be made available on D2L when the student enrolls for any EMEN course or any course cross-listed, co-listed or co-located with an EMEN course.

3. Disability Services

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website and discuss your needs with your professor.
4. Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or class attendance. Students for whom religious observances conflict with class schedules should contact the instructor no later than two weeks before the potential conflict to request special accommodations. See full details at http://www.colorado.edu/policies/fac_relig.html.

5. Class Attendance for On-Campus Students

Unfortunately, some on-campus students have used the availability of the lecture videos to stop attending classes, and rely instead on the videos to learn the material. In the opinion of the faculty, this choice often results in a significant reduction in the quality of the educational experience for both on-campus and distance students; therefore, EMP has established the following policy for all on-campus students registering for an EMEN course:

Class attendance for all on-campus students is expected and required. Unexcused absences may incur a penalty against the student’s final grade.

6. Access to Recorded Course Lectures

The lecture videos are available for streaming and downloading via Desire2Learn (D2L) by all students registered for their respective EMEN course; whether they are on-campus or distance students. This improves the quality of the educational experience for all students, enabling any student to review each lecture as many times as needed to master the material. If you have difficulties accessing the video, FIRST check Technical Help / FAQ at: https://cuengineeringonline.colorado.edu/distance-delivery/technical-help-faq. If you are still experiencing difficulties, please contact: caete@colorado.edu.

7. E-mail Account

You are expected to use your CU student e-mail account. All of your e-mail from professors and the university will be sent to your CU e-mail account. You can choose to redirect your CU email to an alternate (work/personal) email account. For assistance in activating your email account and forwarding email, contact the Help Desk at 303-735-HELP or Help@colorado.edu.

8. Recording of EMP classes

Please note that students attending EMP classes live, whether on-campus or via teleconferencing, may be recorded.

9. Proper Use of Copyrighted Materials

The Engineering Management Program (EMP) has a large distance learning population and, as such, many copyrighted materials are offered electronically to students. EMP has the responsibility to comply with the copyright law regulating distance education for a non-profit, state institution, i.e., the Technology, Education and Copyright Harmonization (TEACH) Act of 2002. It’s the student’s responsibility to comply with U.S. copyright law with respect to the use and sharing of the electronic materials (this includes the videos of class lectures) provided within the program.
10. Appropriate Classroom Use of Laptops

Although having a laptop in class opens up new learning possibilities for students, sometimes students utilize it in ways that are inappropriate. It is easy for your laptop to become a distraction to you and to those around you. Therefore, please refrain from instant messaging, e-mailing, surfing the Internet, playing games, writing papers, doing homework, etc. during class time. Acceptable uses include taking notes, following along with the instructor on PowerPoint, and other directed class activities, as well as working on assigned in-class activities, projects, and discussions that require laptop use.

Change Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Aug 2015</td>
<td>Initial release, no changes</td>
</tr>
</tbody>
</table>