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# INNOVATION AND ENTREPRENEURSHIP

AREA: OTHERS

SMALL NETWORK ONLINE  
COURSE

Nº OF SESSIONS: 15

Professor: **SONDOS GAMALELDIN SOBHY ABDELGAWD**

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## CV

Sondos is an Egyptian, born and raised in Cairo. Having witnessed the entrepreneurial endeavor of her father's business since her early childhood, she developed a sense of curiosity about what makes individuals choose the uncertain and unpredictable path of an entrepreneurial career. This curiosity has led her to an ongoing quest to explore the power of entrepreneurship in her career and life. She believes that entrepreneurship is an unstoppable force that empowers individuals, communities, and societies through seeing possibilities, believing in themselves, having courage to ask tough questions, embracing uncertainty, and developing resilience amidst setback and failure.

### Academic Background

- Professor in the Entrepreneurship department at IE Business School.
- PhD in Management Science with distinction "Cum Laude" from ESADE Business School, Barcelona, Spain.
- Visiting researcher at the strategic management and entrepreneurship department at Carlson School of Management, University of Minnesota, US.
- Master of Research degree from ESADE.
- Bachelor's degree in business administration with high honors from the American University in Cairo.

### Practical experience

- Started her career at a very young age, working for her family business in the real estate and construction sector and gaining experience across different functional areas.
- As the VP for new business development, she got to launch and manage several projects across Africa and the Middle east. Running these projects got her to contexts where she was the only woman leading engineers and workers.
- Currently as part of her family's business investment activities, she is regularly involved in angel investing activities: conducting deal sourcing, assessing startups, and coaching founders.
- Serves on the panel of investment platforms focused on women founders.

### Teaching

- Sondos has extensive experience teaching and designing entrepreneurship courses and workshops at the executive, graduate, and ungraduated level.
- She regularly receives recognition and awards for her excellence in teaching.
- She closely coaches and mentors participants across different programs as they go through the ideation and execution of their venture concepts to arrive at viable business models. Several of

these venture concepts were launched by their founders, won awards, and are currently up and running.

### **Research**

- Sondos' research focuses on entrepreneurial capabilities and their role in inducing and exploiting variety and novelty in startups and established companies. In the context of sustainability, she looks at how these capabilities along with other institutional and contextual factors could give rise to the recognition and realization of opportunities that create value through addressing SDG (Sustainable Development Goals).
- Her research has appeared in several leading academic journals such as Journal of Business Ethics, Journal of Management Inquiry, and Journal of Leadership and Organizational studies. Also, her research is published in practitioner outlets and in edited book series.
- Sondos regularly presents her papers in several leading academic conferences such as the Academy of Management conference, Strategic Management Society, Babson conference, European Group of Organizational Studies (EGOS) and Sustainability, Ethics and Entrepreneurship conference.

Sondos is a member of the Academy of Management, Strategic Management Society. She serves as a reviewer for the Journal of Business Ethics, Academy of Management Conference and Strategic Management Society.

### **Hobbies and Interest**

Sondos finds joy and inspiration in

- Philanthropic activities
- Horse riding & Arabian horses
- Fashion & sculpture.

## **LEARNING OBJECTIVES**

Upon the completion of this course, participants should:

- Learn how to recognize and evaluate new venture opportunities, understanding both the entrepreneur's as well as the investor's perspective;
- Understand the issues faced by entrepreneurs when starting a venture, as well as acquire some of the fundamental skills and tools required for embarking on a new project in an independent and in a corporate context;
- Analyze the nature of opportunities in the context of new and/or growing ventures and be able to apply this to writing a good opportunity report

The cases, exercises, and projects will expose you to multiple viewpoints – that of the entrepreneur, corporate manager, investor, etc. Moreover, the settings in our case studies cover a range of industries and markets, from ventures backed by sophisticated investors to those funded by friends. The exposure to a broad range of settings in which entrepreneurs operate, intends to dispel the myth that entrepreneurship is limited to a few heroic figures covered in popular press. Indeed, if only we so desire, it becomes accessible to all of us.

## **METHODOLOGY**

## **COURSE OVERVIEW**

Our course is taking place at a very special moment in the world's history where unimaginable opportunities for new thinking is ripe and the status quo is rendered obsolete by a vicious pandemic. Together we meet this moment to pose questions about what it means to be bring about innovation and entrepreneurship in any setting, what is the mindset required, and what are the entrepreneurial actions involved in pursuing opportunities.

Entrepreneurship is not limited to flashy unicorns and new startups. Innovation is not limited to technological breakthrough, technology is any better way of doing something. Thus, both could unfold in any setting: new to the world ventures, established organizations, public ones, family firms, sustainable and non-profit companies.

In Innovation and Entrepreneurship students will have a deep exposure to the entrepreneurial process to learn how to identify opportunities and transform them into viable businesses. Specifically, we will look at how to generate ideas that give rise to relevant problems, how to link these problems to customers, and how to design business models that deliver value and impact amidst extreme uncertainty and limited resources. These are vital questions to any enterprise regardless its form or size. Theory from readings serves as a backbone to a range of hands-on experiences through case discussions, coaching sessions, teamwork, and so forth. By keeping the class experience on the interface between theory and practice, the course structure will lead you through the entrepreneurial process, both through others' (e.g. case studies) and your own experience (contribution, coaching sessions, opportunity report).

So even if being a founder or becoming an investor or advisor in the start-up world is not your desired pursuit, you will often be tapping into the fundamentals of the entrepreneurial process as you encounter the necessity to change, do new things, and navigate uncertainty in personal and professional endeavors

## **PROGRAM OVERVIEW**

Session	Date & Time (Madrid's Central European)	Topic	Format	Upcoming Deliverable
1	Saturday 21st of Jan 16:30-18:00	1. Introduction: Course overview & setting mutual expectations 2. Innovation, Entrepreneurship & the Entrepreneur	Live online	
2	Monday 23rd of Jan- Thursday 26th of Jan	The Entrepreneurial process	Forum	<b>Individual Problem statement work teams via the forum due on Friday the 27th of Jan at 17:00 Madrid's time</b>
3	Saturday 28th of Jan 16:30-18:00	Opportunity Workshop	Live online	
4	Monday 30th of Jan- Thursday 2nd of Feb	Evaluating Opportunities and their Feasibility	Forum	
5	Saturday 4th of Feb 16:30-18:00	Lean startup	Live online	
6&7	Monday 6th of Feb- Thursday 9th of Feb	Coaching #1	Asynchronous	<b>Opportunity description Turnitin on Sunday the 13th of Feb at 17:00 Madrid's time</b>
8	Saturday 11th of Feb 16:30-18:00	Business Models	Live online	<b>One-page individual Case analysis report due via Turnitin on Saturday 11th of Feb at 17:00 Madrid's time.</b>
9	Monday 13th of Feb- Thursday 16th of Feb	Opportunity development: Customer interviews	Forum	
10	Saturday 18th of Feb 16:30-18:00	Value creation and the opportunity context	Live online	
11	Monday 20th of Feb- Thursday 23rd of Feb	Opportunity development: Peer feedback	Forum	
12&13	Monday 27th of Feb- Thursday 2nd of March	Coaching #2	Asynchronous	

14	Saturday 4th of March 16:30-18:00	Corporate Entrepreneurship	Live online	
15	Monday 6th of March-Thursday 9th of March	Opportunity report wrap up	Forum	<b>Final teams' opportunities are due via Turnit in on 10th of March at 23:00 M</b>

## PROGRAM

### SESSION 1 (LIVE ONLINE)

**Topic: Class Introduction: Syllabus & Scope, Goals, and Elements of Entrepreneurship**

Required readings

- Syllabus
- IE Ethics Code
- Bhide, A. The questions every entrepreneur must answer (HBR 9663)

Reflection questions

1. What is your definition of an entrepreneur?
2. How does entrepreneurial management fit into your personal/career aspirations?
3. What are your expectations and learning goals for this class?

*Article: The Questions Every Entrepreneur Must Answer (HBS 96603-PDF-ENG)*

### SESSION 2 (DISCUSSION FORUM)

**Topic: The Entrepreneurial process**

Required readings

- Is Starting A Business Right For You? (Chapter 1 (P.11-P.20) from The Harvard Business Review Entrepreneur's Handbook: Everything You Need to Launch and Grow Your New Business10156-PDF-ENG)
- R&R Case (HBS 9-386-019)

Case preparation questions

1. What factors created an opportunity for Bob Reiss and the "TV Guide Game"?
2. What risks and obstacles had to be overcome in order to pursue the opportunity successfully? How did Bob Reiss accomplish this?
3. Would this approach have worked for Parker Bros., or Milton Bradley?

#### - UPCOMING DELIVERABLE

- Problem statement via the forum due on Friday September 3rd @ 5Pm Madrid's time
- Your individual problem Statement (140 characters max) is due via the forum. This statement is a brief description of an idea, a problem, or a need that you think represent a potential opportunity for a new venture. Use the readings of session 3 for inspiration for your ideation.

*Practical Case: R&R Case (HBS 386019-PDF-ENG)*

*Book Chapters: Is Starting A Business Right For You? (Chapter 1 (P.11-P.20) from The Harvard Business Review Entrepreneur's Handbook: Everything You Need to Launch and Grow Your New Business (HBR (CED)*

### **SESSION 3 (LIVE ONLINE)**

#### **Topic: Opportunity Workshop**

Required readings

- Where to Look for Insight (HBR R1411H)

Reflection questions

1. Which insight channel was most helpful for you as you generate ideas for your problem tweet and why?
2. What is the difference between an opportunity and an idea?

***Each student will contribute a problem tweet (see Deliverable above) prior to the session. Further Guidelines will be provided during the session. Please note that we will be using break out rooms several times for group work during this session, so please make sure to come online a few minutes early to check and follow our IT team recommendations (browser, etc.) for smooth online operations.***

*Article: Where to Look for Insight (HBR R1411H-PDF-ENG)*

### **SESSION 4 (DISCUSSION FORUM)**

#### **Topic: Evaluating Opportunities and their Feasibility**

Required readings

- Identifying Venture Opportunities (HBS E323-PDF-ENG)
- Venturing @ IE (ENT010048-U-ENG-HTML) ***Please not that this is a multimedia case that you will read and access on your campus online, a detailed orientation will be provided prior to the forum.***
- *Opportunity Report Guide (appendix at the end of this syllabus document)*

Reflection questions

1. What are the key features of the lean start up approach to the entrepreneurial process? And what is the difference between this approach and other approaches?
2. What are the key factors that could influence the choice of one approach versus another?
3. Which approach would make a startup more attractive to investors?

Case preparation questions

1. Evaluate one of the presented opportunities using the Opportunity Report Guide
2. How could you improve the identified weaknesses or further leverage identified strengths?
3. What additional suggestions would you have for the venture of your choice?

*Practical Case: Venturing @ IE (ENT010048-U-ENG-HTML)*

*Technical note: Identifying Venture Opportunities (HBS E323-PDF-ENG)*

### **SESSION 5 (LIVE ONLINE)**

#### **Topic: Lean startup**

Questions for preparation:

1. What are the key principles driving the lean start up approach to the entrepreneurial process?
2. Why do you think this approach was useful to launching hourly nerd?
3. How would hourly nerd team use the lean start up approach to help them figure out what to do next?

Article : Why the Lean Start-Up Changes Everything (R1305C-PDF-ENG)

Practical Case : HourlyNerd (316134-PDF-ENG)

#### **UPCOMING DELIVERABLE**

One page opportunity description of the venture opportunity your team decided to pursue for the final opportunity report via Turnitin

*Practical Case: HourlyNerd (HBS 316134-PDF-ENG)*

*Article: Why the Lean Start-Up Changes Everything (HBS R1305C-PDF-ENG)*

## **SESSIONS 6 - 7 (ASYNCHRONOUS)**

### **Topic: Coaching**

Teams will select a time slot during this week to meet with me online. The schedule for available time slots will be available prior to the forum.

The purpose of the coaching session is to provide each of the teams with the opportunity to get feedback on their opportunity description. In addition, teams are expected to use the forum as a vehicle to brainstorm on how to develop their opportunities further.

#### **UPCOMING DELIVERABLE**

Via Turn it in on campus online the following is due on the specified date

One-page individual Case (Zip Car) analysis report. Check instructions below in evaluation method

## **SESSION 8 (LIVE ONLINE)**

### **Topic: Adapting the Business Model**

Required readings

- Business model analysis for entrepreneurs
- Zipcar Case

Reflection questions

1. What is the purpose of the business model?
2. What makes a good business model?
3. What are the key factors you need to consider when changing a business model?

Case preparation questions

1. Would you like to pitch Zipcar?
2. What is the Zipcar business model, and how has it changed from December 1999 and May 2000?
3. What do the data from September say about how the business model is playing out in practice? Does the data give you comfort or concern? Why?

*Practical Case: Zipcar: Refining the Business Model (HBS 803096-PDF-ENG)*

*Technical note: Business Model Analysis for Entrepreneurs (HBS 812096-PDF-ENG)*

## **SESSION 9 (DISCUSSION FORUM)**

Topic: Opportunity development: customer interviews

After having read the “story, the assigned excerpt from the book talking to humans. Teams develop interview questions ( 7-9 questions) upload them to the forum on the first day to receive feedback from my side. Then reach out to their identified customers (that was crystalized during coaching #1) to conduct the interviews

*Book Chapters: The story from talking to humans (sc)*

## **SESSION 10 (LIVE ONLINE)**

**Topic: Value creation and the opportunity context**

Required readings

Creating new market space (HBR 99105-PDF-ENG)

How we built a strong company in a weak industry (HBR R0102B-PDF-ENG)

The evolution of the circus industry (A) case (BOS007-PDF-ENG)

Even a clown can do it: Cirque du Soleil recreates live entertainment (B) (BOS008-PDF-ENG)

Reflection questions

What is the difference between industries and markets?

Can you think of other examples of creating new market space?

Case preparation questions

1. How would you rate the attractiveness of the circus industry in the early 1980s?

2. What would you conclude from your industry analysis? What were the factors the traditional circus companies compete on? What do you like or dislike about the traditional circus?

*Article: Creating New Market Space (HBS 99105-PDF-ENG)*

*Article: How We Built a Strong Company in a Weak Industry (HBS R0102B-PDF-ENG)*

*Practical Case: The Evolution of the Circus Industry (A) (HBS BOS007-PDF-ENG)*

*Practical Case: Even a Clown Can Do It: Cirque du Soleil Recreates Live Entertainment (B). (HBS BOS008-PDF-ENG)*

## **SESSION 11 (DISCUSSION FORUM)**

**Topic: Opportunity development: Peer feedback**

Each team is invited to upload the updated summary of their opportunity description to the forum. The updated one page description should be based on 1) insights gleaned from the customer interviews 2) thinking about key business model assumptions. Each team will then study the submission of the following team, i.e. Team A will study Team B's coaching agenda. If we have five teams, Team E should study Team A's submission. Each member of a team will then develop and post one (1) suggestion of constructive feedback with clear call for actionable improvement for the following team's opportunity report.

## **SESSIONS 12 - 13 (ASYNCHRONOUS)**

**Topic: Coaching #2**

Teams will select a time slot during this week to meet with me online. The schedule for available time slots will be available prior to the forum.

The purpose of the second coaching session is to provide each of the teams with feedback on their updated opportunity description they submitted for peer feedback.

In preparation for the second coaching session, I will work with the same document as you submit for the peer feedback above and of course the same specified deadline applies.



## SESSION 14 (LIVE ONLINE)

### Topic: Corporate Entrepreneurship

Required readings

What every CEO should know about creating new business (HBR F0407A)

Farmstar Goes Global: Corporate Entrepreneurship Bringing Sustainable Value Innovation to Agribusiness (INS135-PDF-ENG)

Reflection questions

1. How is corporate entrepreneurship different from independent entrepreneurship?
2. What are the pros and cons in the process of developing a project within a corporate environment as contrasted with pursuing an independent venture?
3. Recall a corporate entrepreneurship endeavor in your organization. What was the outcome? What factors led to this outcome and what challenges were encountered?

Case preparation questions

1. What is the genesis of the Farmstar opportunity?
2. If you were a member of the EADS-Astrium team would you support Jean Michel Aubertin to move forward with Farmstar despite unsuccessful partnership with US based GERC?
3. EADS-Astrium succeeded in experimentation and integration of Framstar, what are the prospects for expansion?

*Article: What every CEO should know about creating new business (HBS F0407A-PDF-ENG)*

*Practical Case: Farmstar Goes Global: Corporate Entrepreneurship Bringing Sustainable Value Innovation to Agribusiness (HBS INS135-PDF-ENG)*

## SESSION 15 (DISCUSSION FORUM)

Opportunity Report

In groups, participants finalize their an opportunity report based on the progress they made during Coaching 1 and Coaching 2. Please follow the opportunity report guideline in the appendix.

DELIVERABLE

Teams' opportunity reports via email & Turnitin due on the specified date

Teams' opportunity reports are due via Turn it in on campus online and also please send your report to my email [sondos.gamaleldin@ie.edu](mailto:sondos.gamaleldin@ie.edu) with all team members in copy.

## EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	35 %	Individual
•Case Analysis Report	15 %	Individual
•Opportunity Report	50 %	Team

Please, I would appreciate you keeping in mind that: NO LATE ASSIGNMENTS WILL BE ACCEPTED! GRADES ARE NOT NEGOTIABLE! Further, this course is competitive, follows IE's guidelines, and is based on individual and team efforts. The nature of this course does not lend itself to objective questions seeking "right" and "wrong" answers per se. However, there are different levels of quality in fulfilling the course requirements. Just as an investor ranks the attractiveness of different proposals, I will rank your work against that of your peers and assign an appropriate grade. The components of the course are weighted as follows.

1. Contribution (Individual) 35%
2. Case Analysis Report (Individual) 15%

### 3. Opportunity Report (Team) 50%

#### 1. Contribution assessment criteria (Individual) 35%

This course is premised on discussion as the key pillar for learning. The online sessions and forum sessions all provide opportunities to argue your position, share your view, and learn from others by appreciating their comments and criticisms. You noticed that I look for contribution rather than participation. As demonstrated below, your contribution grade will depend on the quality rather than the quantity of your points raised.

Point Value	Category	Description
4	Honors	<ul style="list-style-type: none"><li>- The comment adds outstanding value to the discussion</li><li>- Demonstrates ability to draw links beyond obvious ones in attempting to analyze difficult or unpopular questions.</li><li>- Opens new avenues for the discussion that offer novel insights</li><li>- The comment adds substantial value to the discussion.</li></ul>
3	Excellent	<ul style="list-style-type: none"><li>- Demonstrates willingness to take risks in attempting to answer difficult or unpopular questions.</li><li>- Breaks new grounds and raises the flow of discussion.</li><li>- The comment adds value to the discussion, beyond case facts.</li></ul>
2	Proficient	<ul style="list-style-type: none"><li>- There is evidence of analysis.</li><li>- Comments are linked to those of others, facilitating the flow of the discussion.</li><li>- Incorporates relevant insights from other courses or current affairs.</li><li>- Demonstrates grasp of case or reading materials.</li></ul>
1	Normal	<ul style="list-style-type: none"><li>- Information presented is relevant to the discussion.</li></ul>

#### Forum specific notes:

- Each forum session will consist of 3-4 threads, which will be graded individually.
- Your total participation score for each forum session will be the total score you earned for all the threads in the session.
- Each post should LOGICALLY develop one and ONLY one idea (point, opinion, argument, etc.).
- You are expected to contribute an average of 5 posts per forum.
- Long post beyond 150 words should be avoided

#### 2. Case Analysis Report (Individual) 15%

During the course, you will be requested to submit via Turnitin ( the is a tool for submitting assignments in your campus) a one-page case analysis report for Zipcar case, which we will be discussing during our VC (session 5). In this report your are expected to go beyond mere restating of case facts to provide an **1) in-depth quantitative and qualitative assessment of Zipcar venture and business model viability 2) offer recommendation based on this analysis**. In this analysis and recommendation, you should draw on the reading and the case assigned to session 5, as well as your practical expertise. Submission should be one page (A4, Times New Roman 12, Single-spaced, One-inch Margin). **Please note:** 1) the way you **STRUCTURE** the display of your report is absolutely up to you as long as you communicate clearly your in-depth analysis and recommendation 2) the analysis should be based on the case assigned to you in the syllabus and the data included in it **NOT** on the present day information about Zipcar 3) the assignment is **NOT** answering the case preparation questions available in the syllabus. This is a report so a Q&A format is not acceptable. Though, these questions could offer you some guidance as you develop your report

### **3. Opportunity Report (Team) 50%**

Your team will be collectively responsible for delivering the opportunity report, in compliance with the suggested format and incorporating the analytical and planning tools (Appendix at the end of this syllabus: Opportunity Report Guideline). Your opportunity report will be graded based on its comprehensiveness, coherence, and substantiation of arguments (supported by research, analysis and references).

#### Team Management

Class Participants should proactively form their teams based on the instructions provided during the first session.

Every member is responsible to manage his or her own team. At the same time, if your team should (unfortunately) include a member who does not contribute, **we will conduct a peer-review within the team to determine each member's grade for the opportunity report:**

Everyone has the right to request peer-review after the team has submitted its final opportunity report, within a one-week period. Please send me your request to my email (sondos.gamaleldin@ie.edu).

Peer-review will only be conducted if at least 50% of the team members request it. In such a situation, each member will assess all other members' contribution to their opportunity report, based on a scale. I will then use your evaluations to calculate a contribution index for each member, which will determine his or her grade for the project.

Please know that I highly encourage teamwork during the course, and that this peer-review is my last choice to discourage free-riding behavior.

## **APPENDIX - OPPORTUNITY REPORT GUIDELINE**

This guideline may help you develop your opportunity report. However, there is no single best way to do so. Every opportunity is different, depending on the nature of the business. It is thus important to use your judgment to prioritize different sections, according to your business idea.

Please consider that while the analysis of your business opportunity is truly useful and valuable, the emphasis in writing should be on the implication of your analysis.

#### Opportunity Report Outline

Your opportunity report should be no longer than 5 pages in text (excluding cover sheet and appendices) and 10 pages in total (A4, Times and New Roman 12, Single-spaced, 1-inch Margin). On the cover page, please list your project title and names of all team members.

Generally speaking, your opportunity report should contain the following sections:

1. Executive Summary
2. Opportunity Description
3. Business Model & Key Assumptions
4. Risk Factors & Mitigation Strategies

## 5. Appendices (e.g., Tables, Figures, Exhibits)

### 1. Executive Summary

Executive summary articulates what your business is, and why it is attractive. The summary should be short, concise, appealing, and compelling.

### 2. Opportunity Description

This section is used to describe the customer pain/need you identified, your product/service, and your value proposition. The key question is why and how your product/service can solve the customer pain. The following questions may give you some thoughts.

- What is the customer pain? How painful is the pain?
- Who are your customers? What are their preferences and consuming behaviors? Are end users and decision makers (buyers) different people?
- What is your product/service? How innovative is your product/service (e.g., new technology, new production, new features)?
- What is your value proposition? How unique is your value proposition? Although value to customers is key, you may also need to think about values for other stakeholders. Please also think about different aspects of value (e.g., functional vs. emotional).

### 3. Business Model & Key Assumptions

Essentially, your business model is about how you make money or more technically, your revenue streams and cost structures. The development of a business model requires some “design” work. Thus, being open-minded is often critical.

- What are your major revenue streams? How do these revenue streams interact (i.e., positively, negatively, no relationship)?
- What are your cost structures (fixed vs. variable, setup vs. operational)? A business model that has a low level of fixed costs generally has a low level of risks. However, competitive advantage can be built through proprietary investments, which often incur fixed costs.
- What are the key assumptions of your business model? Your assumptions should be well grounded, for example, based on archival data and your own market research.
- When will you expect positive cash flow and break-even? Is this business opportunity scalable?
- Scalability and profitability may contradict. Under such a situation, you need to understand your priority.

### 4. Risk Factors & Mitigation Strategies

Experienced entrepreneurs understand how to manage and avoid risks, rather than simply take risks. To manage risks, the first step is to identify potential risks. Questions below may give you some hints.

- What can go wrong with your idea, how likely, and when?
- Are these risks internal to your business (e.g., your technology just does not work) or external to the environment (e.g., a competitor has developed a better technology)? To what extent can you manage these risks?
- By revising your assumptions, you can also conduct sensitivity analyses, which will lead to insightful implications for your business under different situations

## FINAL NOTE

Minor changes in this course outline might be introduced at some point if the development of the course makes it necessary to do so.

Please, Familiarize yourself with IE blackboard system interface as this would be our main channel for communication. So make sure you activate your IE email to receive notifications and also you could get these notification delivered to your favorite email

The highest standards of academic honor and integrity will be expected from all participants.

According to the IE Code of Ethical Conduct, any form of dishonorable, disrespectful, dishonest, disruptive, vulgar, or unprofessional behavior such as plagiarism is strictly prohibited.

I hope that this class will provide us with a highly enjoyable learning process. While this syllabus represents our “contract,” I believe we can learn from each other in rich discussions. I will do my best to facilitate an interesting and conducive learning environment. At the same time, I expect from you proactive preparation and active participation, with a healthy dose of humor and good spirit. I also appreciate your opinion and constructive feedback. I will do my best to leverage it to continuously improve our joint learning experience.

Finally, entrepreneurship for me is an exciting and fascinating field of activity and study, and I am delighted to meet and share ideas with a group of diverse and interesting individuals whose ideas shape the enterprises of the future. I hope you find that fun and exciting as I do.

## **FAILING GRADE AND REASSESSMENT**

When students receive a Fail in a course, they have the opportunity to present themselves for reassessment in order to earn the necessary credits toward graduation.

The reassessment of students should be scheduled between 5 and 10 working days after the review session takes place.

Grades for the reassessment are limited to a Low Pass and Fail.

Both, the initial Fail as well as the grade of the reassessment remain on the transcript. For the purpose of calculating the GPA however, only the grade of the reassessment is to be considered. Students receiving a failing grade in the reassessment of a course will not be able to continue in the program.