ENTREPRENEURSHIP

IE University
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Degree course: SECOND
Semester: 2º
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Number of credits: 6.0
Language: English

PREREQUISITES

Students will not need to have any prior knowledge related to entrepreneurship or business. The course has been designed to make an appropriate onboarding for those who are new to the subject and serve to boost the experience for those more knowledgeable.

SUBJECT DESCRIPTION

IE IMPACT ENTREPRENEURSHIP is the third pillar in the IE Impact academic learning journey.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the mindsets (how to think), skillsets (how to do things), toolsets (how to apply instruments/methodologies) that we at IE University believe our students need to learn so they can develop into leaders of positive change.

IE IMPACT includes three "pillar courses" in IE's core values: the Humanities, Technology and Entrepreneurship. It culminates in a fourth, hands-on course called the IE Challenge, whose design embodies IE's value of Diversity and its commitment to Sustainability. During the IE Challenge, students from all bachelor programs at IE work together in diverse teams, as Innovation Consultants, to help enterprises – whose businesses are driven by sustainability – scale or amplify their positive impact.

The IE Impact learning journey aims to help IEU students to develop:

- humanistic approaches to interpersonal relations, decision-making and critical thinking;
- familiarity with technologies that have had the greatest impact on society, as well as a hands-on awareness of how to design and how to apply technology to solve a problem; and
- entrepreneurial thinking, skills and know-how to identify and solve problems worth solving and generate validated business models that enable solutions to be enduring and scalable.

OBJECTIVES AND SKILLS

Upon the completion of this course, participants should:

- Develop an awareness of the power of entrepreneurship to create sustainable and social value.
- Understand the entrepreneurial mindset, and how best to align personal goals and motivations with that mindset;
- Learn how to recognize and explore problems and needs as sources of entrepreneurial

opportunities, understanding both the entrepreneur's and customer's perspectives;
- Know how to frame, test, and validate entrepreneurial opportunities, understanding the entrepreneur's perspective as well as the other stakeholders who are part of the ecosystem;
- Recognize the reoccurring challenges faced when starting a new venture, and learn to be comfortable experimenting with the core skills and tools of the new venture creation process;
- Understand the nature and purpose of a business model in the context of new venture creation and be able to generate, validate, and present a compelling new venture opportunity by building the core elements of a business model.

METHODOLOGY
COURSE OVERVIEW

This course will provide a forum for the in-depth examination of the entrepreneurial process. Students will be participating in a team-based new venture creation process that draws from the core tenets of the lean startup methodology while leveraging the years of experiences in startup development at IE. The 30 sessions that comprise the course aim to give you a hands-on learning experience that will enable you to think differently, develop new skills and to experiment with tools and methodologies that are vital in today's world, regardless of whatever domain you choose to explore professionally (law, international relations, data science, technology, business, academia, etc.). As such, this course has relevance whether you aspire to start a business, lead change within an organization or innovate solutions for social challenges. The theories and concepts you will learn will serve as a backbone to a range of hands-on experiences and select case discussions, workshops, coaching sessions, team work, pitching and business model development. By focusing the course experience on the interface between theory, tools and practice, the course requires you to experience the entrepreneurial process firsthand by framing, testing and validating a business model and presenting it in an open forum.

In essence, the course provides students with a tangible understanding of the entrepreneurial process and the various concepts, practices, and tools used in entrepreneurship. Each student is expected to participate actively in class (public speaking is required), keep up with the assigned readings, demonstrate critical thinking and analysis (quantitative and qualitative), work collaboratively in teams to accomplish projects, and interact with members of the community. By the end of the course, you will be more experienced in understanding the challenges entrepreneurs face and how to overcome them (or know when to quit and try again).

PREPARATION FOR CLASS

- **For case and related discussions**: students should carefully read the materials and take personal notes designed to capture the key theme and issues. Pre-class individual preparation and discussion of the material with classmates and your work group is expected.
- **For other readings**: students should identify and note key points associated with each reading. These points can take any of several forms, including: major insights revealed in the reading and how they relate to your project; controversial assertions made in the reading; or your personal thoughts and experiences that build on or otherwise evolve from the reading. This will ensure any insights from the readings get integrated into class discussions, as some readings may not otherwise be explicitly discussed during class sessions.
- **For workshops**: it is paramount that you and your project team are well prepared for all the workshop activities of the course. Advanced instructions will be provided to guide this preparation, as these structured events will serve as the backbone for peer feedback, project development and iterations, as well as the cornerstones for your learning and personal development from the course.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	10.0 %	15 hours
Discussions	26.67 %	40 hours
Exercises	13.33 %	20 hours
Group work	40.0 %	60 hours
Other individual studying	10.0 %	15 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

COURSE INTRODUCTION

Introduction to Entrepreneurial Mindset course: objectives and methodology. This session will be focused on the explanation of the course and the project that students will have to develop, getting to know each other, setting expectations, discussing the syllabus and the reading in the light of the global entrepreneurial scene.

Questions for class preparation:

- What is your definition of entrepreneurship?
- What are the expectations and learning goals for this class?
- What role does entrepreneurship play in your life?
- What are the main opportunities and challenges for entrepreneurs?

Other / Complementary Documentation: Read the course syllabus and IE code of ethics

SESSION 2 (LIVE IN-PERSON)
SOCIAL ENTREPRENEURSHIP: HARNESSING THE POWER OF ENTREPRENEURSHIP FOR A SUSTAINABLE FUTURE

Growth and innovation powered by digital technologies continue to be the key driver of value creation for companies, but many entrepreneurs also look for a broader vision for their businesses that creates impact for society and drives sustainable, long-term growth. A purpose-driven organization can have a stronger, more sustainable business model than a traditional one. Profit with Purpose is becoming the new norm. Starting from presenting current approaches to the purpose economy and definitions of social entrepreneurship, this session aims at creating a common language among students. During this session, participants will also experience how purpose-driven entrepreneurship and digital technologies can reinforce each other and help and build a unique and sustainable vision for their companies.

Come prepared to discuss your definition of social entrepreneurship and/or a purpose-driven organization, and bring an example of these types of organizations you find compelling.

Article: For Social Entrepreneurs What Comes First: Business or Mission? (Oct. 30,

2013) (Entrepreneur Magazine)

Article: What is Theory of Change? (Center for Theory of Change)

Article: How does Theory of Change work? (Center for Theory of Change)

SESSION 3 (LIVE IN-PERSON)

WORKSHOP: HIGH PERFORMING TEAMS WORKING FOR CHANGE

During this workshop, students will work on a dynamic to establish the foundations of a solid team. Additionally, team members will share their passions, interests, and motivations.

Questions for class preparation:

- What makes a great team?
- What are the best practices for collaboration?
- How can you align individual and team goals?

Individual Pre-work:

- Students should have reflected on past experiences working in teams.

SESSION 4 (LIVE IN-PERSON)
INTRO TO HUMAN CENTERED INNOVATION

This session will introduce participants to the fundamental tools for designing solutions based on a deeper understanding of users' needs. Design Thinking, leading methodology of design movement Human Centered Design, allows designing user-centered solutions combining creativity, idea generation and implementation through prototyping. The purpose is to maximize the adaptation of the project to the identified needs, the lifestyle of the users and the identified impact objectives.

Article: Design Thinking (R0806E-PDF-ENG)

SESSIONS 5 - 6 (LIVE IN-PERSON)
WORKSHOP: OPPORTUNITY SELECTION AND DESIGN RESEARCH

At the beginning of the workshop, each team will choose the opportunity they want to develop. During this workshop, students will learn the fundamentals of conducting proper design exploration using qualitative primary research. Students will have to conduct qualitative research in class to gather facts from their potential customers and users. We will finalize the class with a discussion around key learnings.

Book Chapters: Talking to Humans (Success starts with understanding your customers, 2014) (Recommended)

Other / Complementary Documentation: Empathy FieldGuide (Institute of Design at Stanford)

Video: The Mom Test (Youtube)

Video: Interviewing Customers Remotely: Finding Customers to Interview During a Quarantine (TE. Youtube)

SESSION 7 (LIVE IN-PERSON)
SIMULATION: THE FOOD TRUCK CHALLENGE, DEVELOPING VALUE PROPOSITIONS IN DYNAMIC ENVIRONMENTS

Students learn about the challenging choices, decisions, and tradeoffs entrepreneurs face as they launch entrepreneurial initiatives. Working as the owner of a mobile frozen treat startup, students must determine the ideal strategy to maximize revenue.

Practical Case: New Venture Simulation: The Food Truck Challenge (7201-HTM-ENG)

SESSION 8 (LIVE IN-PERSON)
CASE: GAMETIME, LOOKING FOR PRODUCT-MARKET FIT

Questions for class preparation:

- What is your view of Griffith's methodology for testing whether Gametime is a viable business concept and then later for refining de product in order to achieve product/market fit? What do you like or dislike about it? What would you have done differently?
- What is your analysis of Gametime as a business opportunity?
- Do you think Griffith made the right decision to go it alone vs. build a founding team?
- What were Griffith's personal traits, behaviors, skills, and assets that enabled him to get Gametime to the point it is at the time of the case?

Practical Case: Gametime (HBS E496-PDF-ENG)
Article: Why the Lean Start-Up Changes Everything (R1305C-PDF-ENG)
Technical note: Assembling the Startup Team (HBS 812122-PDF-ENG)

SESSIONS 9 - 10 (LIVE IN-PERSON)
WORKSHOP: PROBLEM DEFINITION AND IDEATION

During this workshop, each team will analyze their research in order to identify key insights from their users and generate innovative ideas using different techniques. Teams will have to define a Minimum Viable Product (MVP).

SESSIONS 11 - 12 (LIVE IN-PERSON)
COACHING: FROM RESEARCH TO MVP

During this coaching session, students will share their Minimum Viable Product features to the professor to get feedback and consolidate their solution. All teams should present the process followed from research to MVP.

IMMERSIVE LEARNING – Virtual Reality Experience

When student teams are not being coached, students will be scheduled to watch, via VR glasses, a 7-minute video called "Eye in the Storm". Students watch this video in preparation for the next session (13). Student teams will be assigned a role, and receive access to the information necessary to prepare the role. More information will be provided in class or via Blackboard.

SESSION 13 (LIVE IN-PERSON)
IMMERSIVE LEARNING: EYE IN THE STORM, GENERATING POSITIVE IMPACT TO ECOSYSTEM ACTORS

During this session, students will understand the importance of understanding key stakeholders in specific contexts to build value propositions, generate value and create positive impact on society. The students will have to live an immersive experience before the session. More details will be announced in the previous session.

SESSION 14 (LIVE IN-PERSON)
MARKET, INDUSTRY ANALYSIS AND GO-TO-MARKET STRATEGY

During this session, students will understand how to calculate their potential market and how to analyze their competitors. They will also understand how to reach your target audience through acquisition channels.

Article: The Go-to-Market Approach Startups Need to Adopt (H02XJT-PDF-ENG)

SESSIONS 15 - 16 (LIVE IN-PERSON)

WORKSHOP: PROTOTYPING AND TESTING YOUR MVP

Students will understand the value of prototyping and testing riskiest assumptions with real customers. During this workshop, students will use their MVPs to build and conduct experiments.

Technical note: Hypothesis-Driven Entrepreneurship: The Lean Startup (812095-PDF-ENG)

Technical note: Customer Discovery and Validation for Entrepreneurs (812097-PDF-ENG)

SESSION 17 (LIVE IN-PERSON)

CASE: SOLOME TIBEBU, EVALUATING POSSIBLE BUSINESS MODELS

This session covers basic concepts about the business model. We will discuss different types of business models and how to analyze them.

Case Preparation Questions:

- Evaluate Tibebu's performance as an entrepreneur, what has she done well? What could she have done better?
- What is Tibebu's vision for her startup?
- Which business model represents the most attractive opportunity for Tibebu?

Practical Case: Solome Tibebu: Evaluating Possible Business Models (HBS NA0552-PDF-ENG)

Video: Business Model Canvas Explained in 2 minutes

Video: Alex Osterwalder explaining the Business Model Canvas in 6 minutes (Youtube)

SESSION 18 (LIVE IN-PERSON)

SIMULATION: CROSSING THE CHASM

Recommended reading will be available in the previous session.

During class, students will perform a simulation based on Geoffrey Moore's concept of "crossing the chasm". The results will be displayed and discussed in class.

Multimedia Documentation: Innovation Marketing Simulation: Crossing the Chasm (HBS 8695-HTM-ENG)

SESSIONS 19 - 20 (LIVE IN-PERSON)

WORKSHOP: BUSINESS MODEL DEFINITION

During this workshop, students will understand the importance of building solid business models and how it could impact in their growth strategy. Students will use specific tools and frameworks to develop their own business models.

SESSION 21 (LIVE IN-PERSON)

CASE: TERRACYCLE, FOUNDER GOALS, MOTIVATIONS AND RELATIONSHIPS

- Role-Play supplement (will be distributed a week before class).

Questions for class preparation

- How do goals and motivation influence decision-making, especially for entrepreneurs?
- What are the dilemmas in choosing partners and building teams in entrepreneurial contexts?
- What should founder´s think carefully about before trying to raise funds?

Practical Case: TerraCycle (A) Getting the Cycle Going? (ENT010033-A-ENG-WOD)

Technical note: The Founder's Dilemma (HBR R0802G-PDF-ENG)

SESSION 22 (LIVE IN-PERSON)

FINANCING ENTREPRENEURIAL VENTURES

Financing entrepreneurial ventures: different types of financing and their implications; how Venture Capitalists decide to back new ventures.

Technical note: Entrepreneurship Reading: Financing Entrepreneurial Ventures (The Individual Instructor will inform you of the required pages) (HBS 8072-PDF-ENG)

SESSIONS 23 - 24 (LIVE IN-PERSON)

COACHING: FROM MVP TO BUSINESS MODEL

During this coaching session, teams will present their Business Model to receive feedback and continue with the process.

SESSION 25 (LIVE IN-PERSON)

CASE: BLOOMBERG SPORTS, THE ROLE OF THE INTRAPRENEUR

In this session, we use the Bloomberg Sports case to profile the internal entrepreneur and the importance of having a sponsor or champion to help support the entrepreneur. Additionally, we discuss how organizational structure can support internal entrepreneurship.

Questions for preparation:

- Was this opportunity truly a strong fit with Bloomberg LP? Why or why not?
- Should Bloomberg Sports discontinue its efforts to build a successful business targeting consumer-oriented fantasy sports analytics?
- Do you believe Bloomberg Sports should target market segments with closer ties to the legal gambling business?
- Should Bloomberg Sports change its name?

Technical note: A Note on Corporate Entrepreneurship: Challenge or Opportunity? (HBS 810145-PDF-ENG)
Article: Building Breakthrough Businesses Within Established Organizations (OnPoint Enhanced Edition HBR 9955-PDF-ENG) (Recommended)
Article: The Ambidextrous CEO (HBR R1106D-PDF-ENG) (Recommended)
Practical Case: Bloomberg Sports (HBS SCG508-PDF-ENG)

SESSION 26 (LIVE IN-PERSON)

THE EXECUTIVE SUMMARY AND THE PITCH

During this session, students will discuss the different approaches when presenting a venture to investors and stakeholders.

SESSIONS 27 - 28 (LIVE IN-PERSON)

SIMULATION: STARTUP GAME

The content of the case and its preparation will be announced a few days before the class exercise.

Multimedia Documentation: Entrepreneurship Simulation: The Startup Game (HBS WH0001-HTM-ENG)

SESSIONS 29 - 30 (LIVE IN-PERSON)

FINAL PRESENTATION AND EXECUTIVE SUMMARY SUBMISSION

Students will pitch their projects in front of the class. Each team will submit its Executive Summary before the class starts.

EVALUATION CRITERIA

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. Just as some deals get funded and others not, there are variations in the quality of each students'/team's work.

- This course is competitive, follows IE's guidelines, and is based on individual and teamwork.

The components of the course are weighted as follows:

Criteria	Percentage	Comments
Participation in class (Cases, workshops, coaching and discussions)	25 %	Responsibility: Individual. Evaluated by: Professor
The Chase report	15 %	Responsibility: Individual. Evaluated by: Professor
Project report and deliverables	30 %	Responsibility: Team. Evaluated by: Professor
Project presentation	20 %	Responsibility: Team. Evaluated by: Professor
Individual contribution to the project	10 %	Responsibility: Individual. Evaluated by: Peers in your team

It is important to stress that no late assignments will be accepted. Grades are not negotiable. I devote a lot of time and thought to evaluating students, and it will be hard to convince me to change a grade. Still, IEU has instituted formal procedures to align any disagreements regarding grades, and you may inquire with the program management regarding the details of this procedure.

1. Individual participation: In-Class Participation (25% of your grade).

This course uses discussion as the key pillar for learning. The discussion provides an opportunity to argue your position and to learn from others by listening to their comments and criticisms. Experience shows that the better you prepare your readings, the more confident you will feel in class, and the better the mark you will get. The opposite is also true. A student should not expect to pass the course without active participation in class. Without being present in class you cannot contribute or receive a positive mark for that day. I expect you to be alert and involved in-class discussions. Hence, I do not encourage you to come to class if you are not prepared (i.e. If you have not read the case/readings). Doing so will not only slow the class if you are called upon but it will also negatively reflect on your overall grade. Related to that, if someone talks just for the sake of it without providing value, the grade will be affected negatively.

I will keep track of in-class participation and contribution during each class, and will evaluate your participation according to the following criteria:

- Absence naturally cannot yield a positive score in participation.

- Absence from class cannot be compensated by any other extra assignments.

- For others to learn from your experience, you must participate by offering your insights in

    all sessions. While the quantity of participation helps, I place emphasis on quality.

- As I value quality over quantity, it is entirely possible to offer many comments and still receive

    a fairly low grade for participation.

To help you prepare for class and maximize your participation grade, these are what I value:

- be an active participant, but do NOT compete for "air time" or try to dominate the discussion,
- demonstrate that you have carefully read the case/readings and give them careful thought,
- apply concepts from the readings/lectures that are pertinent to the discussion,
- integrate comments from classmates into your arguments,
- identify key discussion points and draw parallels from previous cases or your experience,
- be CONSTRUCTIVE and POSITIVE at all times; challenge the ideas but never the person!

When determining the class participation grade at the end of the class, I will consider: Are the points made relevant to the class discussion? Did the comments add to our understanding of the situation? Does the participant go beyond simple repetition of case facts without analysis and conclusions? Do comments show an understanding of theories and concepts presented in lectures or readings? Were the concepts presented in a concise and convincing fashion? Can the participant back up a point with her/his own analyses or other projections?

Please note: A student will earn negative points when being discourteous, violating any of the class policies, when making irrelevant comments of insignificant importance, or when using an impolite manner. A zero grade will be given to students who are either absent from class and/or present in class but silent and/or did nothing to move the class ahead Note: I will request volunteer students without any warning ("cold call") to ensure that everyone has a chance to demonstrate his/her accomplishments. I will also approach some students before the class and ask them to prepare to speak on specific topics ("warm call"). Overall, I believe in giving everyone a chance to speak and will approach people who have not yet spoken before I give someone air-time twice.

2. Individual work: The Chase Report (15% of your grade)

A key takeaway from this class is to think entrepreneurially and to develop a mindset that helps you identify and discover new customer needs and wants as sources of entrepreneurial opportunity.

Students will also do this with The Chase: an exercise to find interesting entrepreneurial initiatives around the world. You are expected to:

1. Identify a new and interesting entrepreneurial initiative that comes from the domain or field of expertise of your bachelor degree (international relations, law, design, behavioral sciences, economics, computer science, business...)
2. This entrepreneurial initiative could be a new venture, an internal project in an existing company, a new project in the public sector, an NGO, a foundation, etc... but it must be less than 4 years old.
3. Write and submit (before session 27) a report (maximum 2 pages).

The main objective of the report is that you relate some aspect of the story of that initiative with relevant concepts from the course. These concepts could have appeared in a workshop, case, reading, simulation, something discussed in class, coaching, deliverables...). This assignment aims to encourage reflection and creativity, therefore the structure is completely open and you can comment on what you consider most relevant. However, orientations and guidelines about a potential structure will be provided to facilitate its preparation.

Any type of initiative, including both successful and unsuccessful ones, can be a source of interesting insights and can be the subject of this "Chase".

Students are encouraged (not required) to use the first 10 minutes of each session to comment on "The Chase". In this way, the individual discoveries will be shared in the class and can serve to improve the participation grade. The sooner you start thinking about and working on your Chase, the more likely you are to share your findings with the class. You can do so from Session 3 onward.

This exercise is a brief report: focus on quality, not quantity; demonstrate knowledge as well as critical and original thinking about the course topics. If applicable, students are welcome to use personal experience for this exercise.

3. Team Work: Entrepreneurial team project: Report (30%) and presentation (20%)

The work will be developed by the teams assigned in class. Each team will deliver a final deliverable that will consist of an Executive Summary (2 pages) + annexes (3 pages). The Executive Summary will contain your explanation and analysis of the business opportunity, proposed solution, business model, financial forecasts, funding strategy... More details will be provided for the preparation of the deliverable during the course.

Each team will pitch their project in sessions 29 and 30. You will have a maximum of 10 minutes to present and explain the key features of your project. Detailed guidelines for preparing the presentation will be provided during the course.

The final grade of the team project will be made as follows:

Evaluation criteria of the Executive Summary (30% of final grade): I will evaluate giving equal weight to the following criteria (1) novelty and importance of the need, problem, or desire of the client, (2) analysis of the client/user profile to what you are addressing, (3) proposed solution, (4) market and industry analysis, (5) business model, (6) implementation plan, (7) go-to-market strategy, (8) financial forecasts and funding strategy, (9) project validation, (10) graphs and tables (and all the material that supports and gives relevance to your arguments), (11) credibility of the arguments, (12) written expression, (13) interest generated by the project. Projects will be especially highly valued if they have followed an exploration and validation strategy following the process explained during the course.

Project presentation evaluation criteria (20% final grade): In grading the presentation, I will focus on the quality of the proposal and its own discovery and validation process, creativity and presentation skills, as well as professionalism in the presentation and Q&A. Please note that visual aids (such as videos, posters, sample discoveries) will be considered when evaluating the exhibit.

TEAM ORGANIZATION

The final grade of the report and the pitch is a team grade, but since I will evaluate the entire process and work undertaken, as well as the final result, it is possible that members of the same team may have different evaluations if so I consider it fair.

I will value the effort and preparation of the workshop and coaching sessions, and I will take into account the qualifications of your teammates. The coaching sessions will be carefully prepared in advance, following guidelines that I will post in advance. These sessions must be prepared like any other, they will start on time and their absence cannot be compensated with any extra work.

At the end of the course, each student will compulsorily fill out an online evaluation form from their teammates, assessing the individual contribution to the development of the project. The objective of this form is to discourage non-collaborative behavior with the team.

Important:

You are responsible for managing your team, which will be a valuable managerial experience. Therefore, team problems should be solved within the team, preferably without my intervention.
Depending on the result of the evaluation form of the team members, important downward corrections may be made in the final grade of the course. Final grades will not be delivered until all students have taken the assessment.

ATTENDANCE POLICY

Attendance to IE Impact Entrepreneurship sessions is essential and just like any other IEU academic course all students must follow IEU's Attendance Policy.

Students are advised to take into account that all IE Impact Entrepreneurship sessions are double sessions; therefore, if a student is absent on a day there are 2 sessions scheduled, the student will be marked absent for the 2 corresponding sessions.

As per IE University policy, every student must attend at least 70% of sessions. The IEU attendance policy applies to any type of session: live in-person sessions on campus, asynchronous sessions, or live-online as stipulated in the syllabus. Students attending less than 70% of sessions will be graded with a FAIL for the course. This FAIL will apply to the ordinary and the extraordinary calls of the current academic year.

In the case of the IE Impact Entrepreneurship, a 30 session course, IEU's attendance policy means that if a student has more than 9 absences, s/he will FAIL and will have to re-enroll (paying all required fees) and retake the IE Impact Entrepreneurship again in the next academic year. (See the Resit/Retake policy in the syllabus).

For live in-person sessions, students will be marked absent if:

- they arrive after the professor finished taking attendance;
- they attend an in-person session via Zoom, or any remote format;
- they do not attend the session in-person or in any mode;
- they attend virtually a live in-person session, for which they received an authorized attendance waiver to attend the session online, but they do not have their camera turned on,
- they are not engaged, and they are not seated without distraction during the entire class session.
- PLEASE NOTE: in the IE Impact Entrepreneurship, there are 2 double sessions scheduled for team coaching with the team's professor. If a student is absent for one of these coaching sessions (including the criteria for absence listed above), the student will be marked absent for 2 full sessions, regardless of the duration of the time the student/team is scheduled to meet with the professor for coaching.

Attendance waivers

Under exceptional circumstances (serious health problems, visa delays, and travel restrictions), a student can ask for a temporary attendance waiver and may be allowed to attend online (or not in any format) and not have his/her 70% attendance affected. For this to be possible, a written and documented request must be made in advance to the IE Impact Program Management Team. Students must email ieimpact@ie.edu with the request and any related documentation. Last minute changes in attendance or verbal request will not be considered. If the request is approved, an attendance waiver will be granted over one or more sessions and the allowed 30% will only be applied to other absences (without an authorized waiver).

Rules for online attendance (when authorized or when stipulated in syllabus)

Any student who receives (or expects to receive) authorization for an attendance waiver to attend a live in-person session online (via Zoom) or any student who attends a previously scheduled live-online session online (zoom) must meet the following criteria to be marked present: must have his/her camera on at ALL times, must be actively engaged during the entire class session and with any and all team-work, and must be located in an appropriate learning environment (e.g. student must be seated and free of distractions for the entire session).

Use of the 30% absences

No sessions or activities may be "skipped". If a student is under the impression that s/he can skip up to 30% of the IE Impact Entrepreneurship sessions, this is a mistake. The 30% "rule" is reserved for those circumstances that are out of a student's control. Personal trips, interviews, appointments, mild illnesses, family celebrations or ceremonies, or other personal matters will not be treated as exceptional cases and should be considered part of the 30% of allowed absences.

Attending online but still absent

Students, who do not have an authorized attendance waiver, are allowed to attend a class session online, however they must understand that they will be marked absent, and their participation grade may be influenced negatively by a high percentage of absences during the semester.

Role of Professors in Attendance

Professors are responsible for recording attendance; however, they have no authority to grant any student permission to have an excused absence of any kind (or to change the format of how a student will attend a session).
Any inquiries or requests must be made by the student to the IE Impact Program Team via email ieimpact@ie.edu.

Professors are instructed to mark as ABSENT:

- students who do not attend a session
- students who arrive after the professor finished taking attendance
- students who attend a session in a different format than what was previously scheduled (i.e. they attend online instead of in-person).
- students who attend a session they were previously authorized to attend online but do not have their cameras on, engage actively or stay seated in an environment free of distractions for the entire session.

If a student receives authorization for an attendance waiver and the student was already marked absent, the professor will be informed and the attendance record will be modified from absent to whatever is authorized (present, excused, etc).

Authorization for Attendance Waiver from a Student's Bachelor Program

If a student has received authorization for an attendance waiver from his/her bachelor degree's program to be absent (from any format of class) or to attend a live in-person session online (via Zoom), then the student must forward the email authorization to the IE Impact Team (ieimpact@ie.edu) and it will be verified. Upon verification, the professor will be informed to either not record a student as absent or to change a previous attendance record from absent to present, excused, etc.

PARTICIPATION

Active participation in the sessions is essential for students to achieve the learning objectives established for the IE Impact Entrepreneurship.

Moreover, active participation of each and every student in the IE Impact Entrepreneurship is essential when it comes to teamwork. Teams are required to work together to manage, execute and monitor the tasks and deliverables expected. Part of the learning journey of the IE Impact Entrepreneurship is working in diverse teams.

"Free-riding" (any student who does not take an active role in contributing to the progress and completion of the work expected of each team and who allows the work to be done by others) will be monitored and evaluated accordingly. Any student who is having difficulty in developing the skills, mindsets and know-how necessary to contribute actively to his/her team, should email ieimpact@ie.edu to request additional support so that the IE Impact team can help those students who want to do better but may be unclear about how to do better on their own.

Likewise, any student who thinks that his/her team may need extra support in terms of team management should also reach out to ieimpact@ie.edu to discuss options and redirect team dynamics, if necessary.

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.) The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on your performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects, and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., "notable" in the extraordinary call.

Re-takers: Students who failed the subject in a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually or the IE Impact team (ieimpact@ie.edu), regarding attendance and any specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

PROFESSOR BIO

Professor: **DANIEL SORIANO HERNÁNDEZ**

E-mail: dsoriano@faculty.ie.edu

Director of the Entrepreneurship & Innovation Center and Adjunct Professor of Entrepreneurship, IE University

Director of the Entrepreneurship & Innovation Center and Adjunct Professor of Entrepreneurship, IE University. Trainer and Coach of Corporate Innovation Projects in Corporations at Headspring Executive Development (Joint Venture between IE and Financial Times). He is a member of a Tech and Digital investment committee for 3 different venture capital instruments at Caixa Capital Risc. The venture capital instruments invest in startups in different stages, from early-stage to Series A (50.000€ - 3.000.000€). Additionally, Daniel is a member of the Academic Council at MOTI (Madrid Internet of Things Institute), he is a trainer in Design Thinking and Lean Startup methodologies as well as Pitch Coach for start-ups for international investor forums.

As Director of several leader competitions for innovative technology start-ups, he has been in touch with experience-based entrepreneurial opportunity identification, feasibility analysis, and fundraising. He has also been responsible for managing professional advisory services to new technology-based companies where he was able to identify the needs of newly-established firms with a high technological component. He mentors intrapreneurship innovation projects in large firms from different countries and sectors, such as banking, energy, distribution, insurance, construction, IT, pharma, media, telco, and retail.

On the academic level, he is a professor of Entrepreneurial Management at IE Business School MBA Programs, and also specific programs for technology-based entrepreneurs, aimed at both start-ups and SMEs with growth projects. He is Academic Director of (1) Venture Capital Program at Executive Education; (2) Global Executive MBA at IE Business School and (3) IE Entrepreneurship Module and IE Challenge at IE Impact - IE University.

Professor Soriano obtained the IE Business School MBA degree, he studied Economics and Innovation Management at UPM, UCM y UAM and he is a Computer Science engineer at UPM. He participated in the European Entrepreneurship Colloquium organized by European Forum for Entrepreneurship Research (EFER).

His interests are focused on start-ups, corporate innovation, venture capital, and design thinking.

OTHER INFORMATION
OFFICE HOURS AND CONTACT INFORMATION

If you wish to schedule a chat or meeting email me in advance, please.

Email: dsoriano@faculty.ie.edu.