University of California at Santa Barbara

Donald Bren School of Environmental Science and Management

Introduction to Eco-Entrepreneurship
ESM 256A, Fall 2015

Class: Tuesday, 4:00-5:15 pm (Bren 1414)

Instructor: Emily Cotter
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Office Hours: Tuesday and Thursday at 3:00-4:00 pm
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Course Description
ESM 256A is an introductory course on entrepreneurship for students interested in launching a new product or service that offers an environmental and/or social benefit. This course is about developing an entrepreneurial perspective, understanding the venture creation process and generating/evaluating ideas. Working on a team, students will generate ideas, analyze potential opportunities and perform customer discovery research. Topics covered include: idea generation, opportunity recognition and initial concept development.

Required Reading
The Entrepreneur's Guide to Customer Development
Brant Cooper and Patrick Vlaskovits
http://www.custdev.com
The cost of this book is $25. To receive a 25% discount, use the Discount Code: GOGAUCHOS.

All other required reading will be made available via download on GauchoSpace.

Optional Reading
Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers
Alexander Osterwalder and Yves Pigneur
http://www.businessmodelgeneration.com/order.html

Attendance and Participation
Students are expected to attend every class. The participation portion of the grade is 400 points. Participation is evaluated in a number of ways. Obviously, participation is correlated with attendance. It is impossible to earn participation points if a student is not in class. Students remain responsible for submitting work due even if absent. Students should e-mail the instructor prior to any missed class. Students remain responsible for the material covered and assignments given during an absence and are to discern this information from their peers.

Attendance at all class sessions is critical to the learning process and the participation component of the course. Entrepreneurship is a collaborative and interactive process. Entrepreneurs find opportunities, adapt, and improve themselves by listening and learning from others. Please come to class prepared to participate in the day’s activities.
**Confidentiality Policy**
Throughout the Eco-Entrepreneurship focus, students will be exposed to proprietary information from other students, guest lecturers and faculty. All such information is to be treated as confidential. By enrolling in and taking part in Eco-Entrepreneurship classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers or faculty, as applicable. Students further agree not to utilize any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant, in each case without affiliation to the Eco-Entrepreneurship focus.

Receipt of this policy and registration in this class is evidence that you understand this policy and will abide by it.

**Assignments and Grading**

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<thead>
<tr>
<th>Participation</th>
<th>Individual Contribution</th>
<th>Team Contribution</th>
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<tbody>
<tr>
<td>• Attendance</td>
<td>400 points (20%)</td>
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<td>• In-Class Discussions</td>
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<td>• Panels/Workshops</td>
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<td>• Pitches &amp; Presentations</td>
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<tr>
<td>Student Profile Survey</td>
<td>100 points (5%)</td>
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<td>Idea Generation Team:</td>
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<tr>
<td>Interim Presentation</td>
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<td>400 points (20%)</td>
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<td>Final Presentation</td>
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<td>600 points (30%)</td>
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<tr>
<td>Individual Contribution to Idea Generation Team, Based on Peer Evaluation</td>
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<td>100 points (5%)</td>
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<tr>
<td>Reflection Paper</td>
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<td>400 points (20%)</td>
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<td>1,000 points (50%)</td>
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<td><strong>TOTAL</strong></td>
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All assignments must be turned in on time. Assignments will be submitted in soft copy format on GauchoSpace, unless otherwise instructed.

All assignments submitted on GauchoSpace should use the following file format:

**Team Assignment**

(Assignment Name)_(Team Name)

Example: Team Mission Outline_Green Gauchos

**Individual Assignment**

(Assignment Name)_(Last Name)

Example: Reflection Paper_Cotter

The deadline is at the beginning of class (i.e., 4:00 pm) on the due date listed for each assignment, unless otherwise instructed. Assignments submitted after the deadline but within 24 hours will lose 5% of the total points; after that, an additional 5% for each day that the assignment is late.

**Description of Course Assignments**

**Student Profile Survey**
The purpose of this survey is to provide the instructor and your classmates with some insights about your background and help in the formation of compatible idea generation teams. Note: Your responses will be shared with the entire class. A survey link will be posted on GauchoSpace. The online survey must be completed by 4:00 PM on Friday 10/2/15.

Idea Generation Team
Working on a team, students will demonstrate their ability to perform customer discovery research, generate ideas and analyze potential Eco-E opportunities. Idea Generation Teams will be comprised of four to six people.

Teams are encouraged to select a Team Leader who will be responsible for helping the team perform at its highest level. This involves removing any impediments to progress, facilitating meetings and making sure the team is organized and ready for the next sprint.

During the quarter, teams will conduct customer discovery research and perform analysis in three “sprints,” as follows:

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<tr>
<th>Sprint #</th>
<th>Period</th>
<th>Presentation Date</th>
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<tr>
<td>1</td>
<td>10/20/15 to 11/2/15</td>
<td>11/3/15</td>
</tr>
<tr>
<td>2</td>
<td>11/3/15 to 11/16/15</td>
<td>11/10/15 or 11/17/15</td>
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<tr>
<td>3</td>
<td>11/17/15 to 11/30/15</td>
<td>12/1/15</td>
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Teams should set milestones for each sprint (e.g., interview 5 industry experts during Sprint #1).

The goal of these sprints is to “get out of the building” and talk to customers and/or industry experts face-to-face, in hopes of discovering customer problems to solve. By the end of all three sprints, each team should have interviewed at least 10-15 industry experts or 20-30 potential customers. Interviews are defined as qualitative, in-depth interviews (not online surveys using closed-ended questions).

Each team will give one in-class interim presentation, either on 11/3/15, 11/10/15 or 11/17/15. For the interim presentation, each team will report what they learned through customer discovery research during the last sprint(s), any customer problems discovered, any new ideas generated or any resulting pivots, and the team’s assessment of opportunities.

Teams will be evaluated based on the quality of the ideas generated and the research/analysis performed, not the volume of ideas generated through this course. However, each team should attempt to generate and analyze a minimum of three (3) ideas during the quarter.

Specific guidelines for the presentations will be posted on GauchoSpace and discussed in class. A soft copy of each presentation must be uploaded onto GauchoSpace by 12:00 PM on the presentation day.

The Idea Generation Team Presentations will account for 50% of your grade (max. 1,000 points). These points will be the same for each team member. In addition to this, 5% of your grade (max. 100 points) will depend on your individual contribution to the team, as evaluated by your teammates. An evaluation form will be completed during the last week of class to provide these peer evaluations. A soft copy must be uploaded onto GauchoSpace by 4:00 PM on Friday 12/4/15.

Reflection Paper
According to one of the fathers of management/organization theory, Henry Mintzberg, the primary purpose of the university is to encourage reflection on what you have learned and how that learning might apply to your life and career. In this spirit, one of the assignments in this course is a reflection paper, to be completed at the end of the course. The Reflection Paper will have two sections: (1) Course Reflection and (2) Personal Reflection.

In writing the Course Reflection, think back to the in-class lectures/discussions, assigned readings, Eco-E Idea Generation Panels/Workshops and team presentations, and discuss what you learned. Highlight the individual panelists/speakers or the specific lecture/discussion or reading material that impressed or influenced you most. What key insights resulted? The reflection paper should NOT just summarize the information you heard or read.
Rather, your reflection should explore the insights drawn from the ideas presented by panelists/speakers, in class sessions or in readings. Additional research is not needed to develop reflection papers.

In writing the Personal Reflection, think back to the activities and experiences in the course, and provide self-reflection on questions such as: How has the course influenced your personal or career goals? Have your thinking, attitudes, motivations changed? What has surprised you? What have been the most important insights for you? Can you see yourself becoming an eco-entrepreneur? Why/why not? When and how will you pursue your eco-entrepreneurial goals? Feel free to address any other self-reflective questions as well.

There is no page limit. As a rough guideline, 2,000-3,000 words is an appropriate length (3-4 pages, single-spaced). Reflection papers will be graded as: “Exceptional; clearly above average; includes deep, personal reflection” – 400 points; “Thoughtfully completed; average” – 340 points; “Not thoughtfully completed” – 200 points.

A soft copy must be uploaded onto GauchoSpace by 4:00 PM on Tuesday 12/8/15.