

Sustainable Entrepreneurship

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Audience for the class



Different levels of experience

- **As is natural with any course, people have different levels of exposure to the topic. May differ on:**
 - Business background
 - Entrepreneurship-specific background
 - Sustainability background

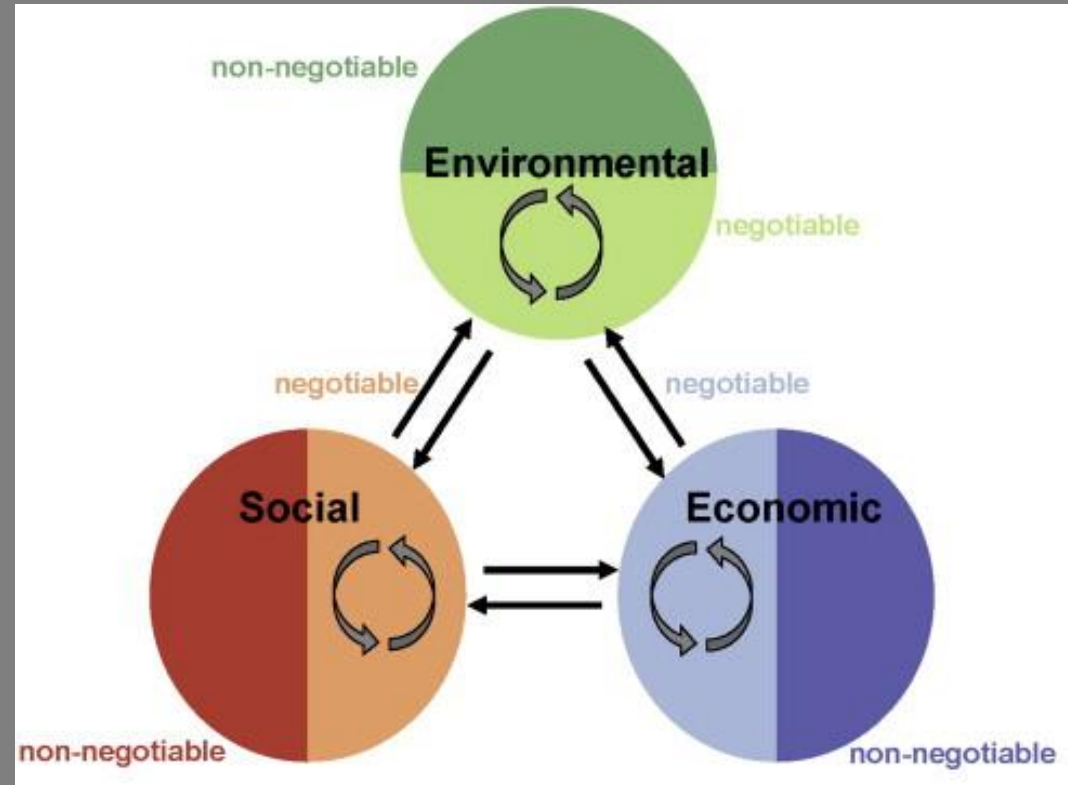
- **My basic approach in this course:**
 - Assume basic understanding of business and entrepreneurship
 - Assume some exposure to sustainability (e.g., understand basics of SDGs)

Course overview (including learning objectives)

Focus of the course

- **What this course does NOT focus on:**
 - Developing your own entrepreneurial idea or venture!
 - If you want to do this, I highly recommend you take Startup Experience
- **What this course DOES focus on:**
 - Stepping back and learning about what sustainable entrepreneurship is, and what the general challenges are
 - For instance,
 - How does entrepreneurship help accomplish the SDGs, compared to corporations
 - What are the fundamental tensions that all sustainable entrepreneurs need to manage?
 - How does the nature of these tensions change across a venture's lifecycle?

A. Understand and evaluate the fundamental tensions between social, financial, and environmental goals, within the context of entrepreneurship



B. Analyze how these tensions change across the entrepreneurial process

C. Analyze the role of entrepreneurship in creating systemic change towards sustainability



D. Evaluate and
create your own
entrepreneurial
ideas



Recurrent themes in this course

- **Systems change**
 - Entrepreneurship plays a different role than, let's say, policy
 - Different types of entrepreneurship play different roles
- **Trade-offs and tensions**
 - Have to make money (I will say this SO many more times)
 - Can't try to be 'perfect' in sustainability
 - Need to be 'good enough' to change the system
- **Entrepreneurship as a process**
 - Ideas will evolve; expect them to change
 - Always press on *why* something may not work
 - Nature of trade-offs changes over the entrepreneurial process

Deliverables



Three main components

- **Group project** **45%**
 - Final Report 45%
 - Multiple check-ins:
 - Interim Report I
 - Interim Report II

- **Individual Work** **55%**
 - Reflections (3*8%) 24%
 - Commenting on others' reflections (5*3*) 15%
 - Pre-session work (8*2%) 16%

- Notes:
 - For reflections, I take your top 3 grades. You can write more than 3 though.
 - For comments, I take your top 5 grades. You can write more than 5 though.
 - For the pre-session work, I take your top 8 grades out of the 9 sessions. Most people should always get full marks on the sessions

- **See MyCourses for more in-depth details**

Structure of learning in this course

Synchronous and asynchronous components

Online learning approach

- **We will use a mix of asynchronous (e.g. you do it on your own), and synchronous (e.g. we are all together) activities**
- **Both get at different aspects of learning**

Asynchronous components

- **Pre-session preparation, done through MyCourses**
 - Varies from about 0.5 hours – 3.5 hours
 - Average across our 11 sessions is about 2 hours
- **I've pushed as much of the content to the beginning of the course as possible, to free up time when things get busy at the end of the period**
- **Post-session reflection and commenting**
 - Integrated as part of your deliverables
 - Needn't be done for all sessions
 - Have to write three reflections, and do five comments

Synchronous components

- **1.5-2 hours of Zoom session**
- **Goal of these is to be participative, and to deepen learning through discussion**

Cases as a bridge between asynchronous and synchronous

- We will use 5 cases and 1 simulation in this course
- You will prepare the cases/simulation on your own before the session, often involving additional materials
 - This will give you a basic understanding
 - I will give you specific questions to answer
- We will then discuss them in class, working to get towards deeper learning points

Workload



Background

- **This is a 6ECTS course, NOT a 5ECTS course**
- **1 ECTS = 27 hours of work**
- **Thus, a 6ECTS course is 162 hours of work; this is a lot**
 - **Averages 23 hours per week for a 7 week course**
- **My expectation is not that you spend 23 hours per week**
- **Aiming for 16-18 hours per week**
 - **This is 112 hours overall (7*16)**

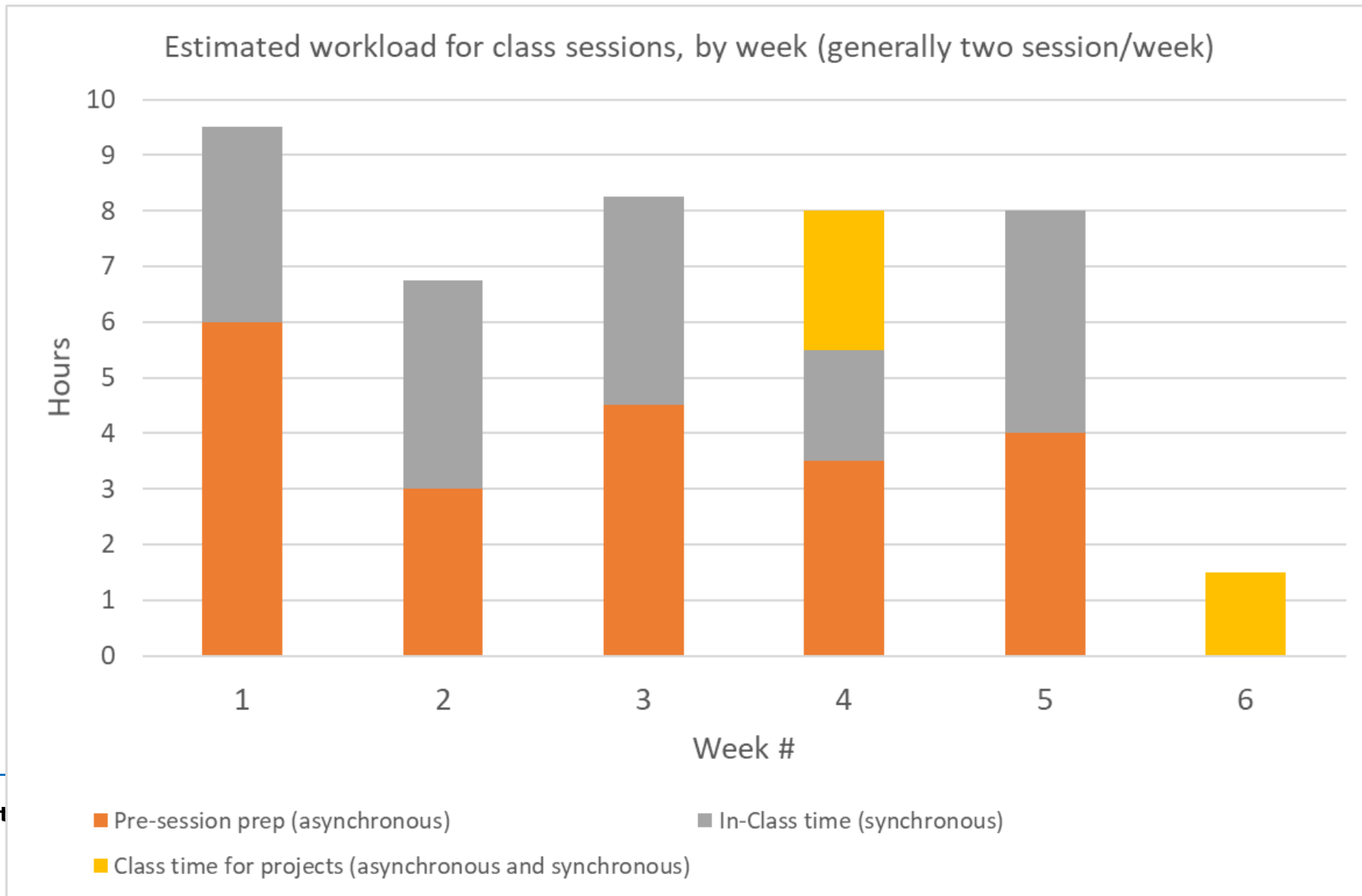
- **To emphasize: these are averages**
- **You may take slightly longer or less time on some things than people**

Component	Time	Total	
Class sessions			
Preparation and in session (across 11 session dates)	42.0		
Total for class sessions		42	
Reflections and Comments			
Reflections (1.5 hour * 3)	4.5		
Comments (30 minutes * 5)	2.5		
Reading others' work	5.0		
Total for Reflections and Comments		12	
Group Work			
Group selection & formation	2.0		
Project scoping	4.0		
General work on deliverables	42.0		
Total for Group work		48	
Buffer time (allocated wherever you want)		10	
			112.0
6ECTS x 27 hours/ ECTS			162.0
Difference from 162 hours of 6 ECTS:			50.0

How to reduce your workload

- **Work smart!**
 - Don't try to do the pre-session preparation in one sitting
 - Space it out into 2-3 different time periods
 - The learning research says this should help with absorption and lessen the actual 'computer' time
- **Don't worry about memorizing every little detail**
 - I'm more worried about your overall knowledge, as reflected by the type of assignments we'll do
 - E.g. I'm not going to ask you multiple choice exam questions about obscure details (we have no exam)
 - Details are great, but especially with articles, focus on the main points

At the level of sessions



What does this mean?

- **Moved content delivery as early in the course as possible**
- **Have last two weeks completely free for final project**
- **My biggest suggestion: do your reflections and comments early in the course!**
 - We all know that life gets busier towards the end of the period, so do these earlier

Course Schedule - Workload

Session #	Date	Title	Pre-session length	Class length	Project time	Total
1	01-Nov	What is sustainable entrepreneurship?	3	1.75		4.75
2	03-Nov	Systems change: Where does sustainable entrepreneurship fit in?	3	1.75		4.75
3	08-Nov	Iteration in Sustainable Entrepreneurship	2.5	1.75		4.25
4	10-Nov	Where do sustainable entrepreneurship ideas come from?: Ideation	0.5	2		2.5
5	15-Nov	What makes sustainable entrepreneurship so hard? (I): Tensions and trade-offs.	1.5	1.75		3.25
6	17-Nov	What makes sustainable entrepreneurship so hard? (II): Complexity	3	2		5
7	22-Nov	Group Work time (based on Interim report 1 FB)			2.5	2.5
8	24-Nov	Tensions and complexity in action (I): Early-stage decisions, TenTree	3.5	2		5.5
9	29-Nov	Tensions and complexity in action (II): Growth, Tony's Chocolonely	3	2		5
10	01-Dec	Tensions and complexity in action (III): Simulation	1	2		3
11	08-Dec	Group Work time (based on Interim report 2 FB)			1.5	1.5

Expectations

*What I expect of you, and what you can expect of me
A learning contract of sorts*



**My baseline assumption:
You are here to learn, not
just get credits**

Expectations, General

Of you

- You are prepared to spend ~16hrs/week on the course

Of me, as your professor

- I respect this limit and do not 'over-ask'

Expectations, pre-session preparation

Of you

- You come to class prepared, and attend 80% of sessions
- You are prepared to learn from a mix of articles, videos, and short exercises

Of me, as your professor

- I make the pre-session work engaging and give clear learning goals
- I make sure that the content is relevant, using videos to supplement other approaches

Expectations, in-class

Of you

- Be engaged in class by answering polls and putting comments in the chat
- Be engaged in breakout room discussions, and contribute to outcomes
- Stay engaged in class

Of me, as your professor

- I will curate the sessions so that they add something to your learning
- I will give clear, directed learning goals for any breakout room sessions, and will use those rooms sparingly
- I will actually give a break at some point 😊

Expectations, post-class

Of you

- Engage in mutual learning with classmates through reflections and comments
- Put thought into your reflections and comments

Of me, as your professor

- I will leave give you 3-5 key questions that can form the basis for reflections and comments
- I will periodically comment on reflections, as will course assistant

Expectations, Group Work

Of you

- You produce a high quality output, putting in effort
- You work together as a group, leveraging everyone's strengths and weaknesses

Of me, as your professor

- I give systematic and consistent feedback to guide the project
- I give resources to aid in group functionality, and am available to discuss any challenges

Overall Approach to Learning



Purpose of this video

- Understand *why* I have set up classes and assignments the way I have
- Three main things we will talk about
 - Use of synchronous and asynchronous components
 - Different 'levels' of learning
 - Alignment

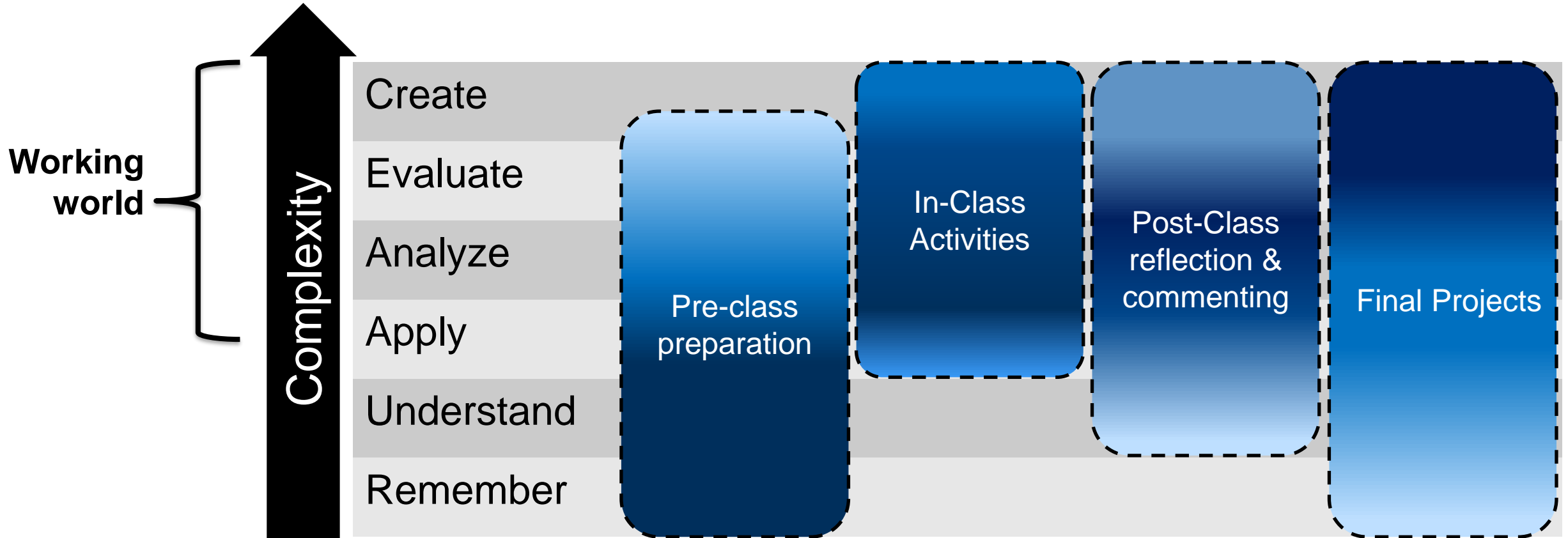


Use of synchronous and asynchronous components

- **I use asynchronous delivery (e.g. pre-session prep done on your own) to:**
 - Deliver the foundational information, such as a framework
 - Do background reading, such as on a case
 - Do preliminary analysis, such as making the most sense you can out of a topic

- **We then use the synchronous time (e.g. us being together in class) to:**
 - See the diversity of opinions in the class
 - Build understanding through discussion
 - Add nuance
 - Address challenges from the pre-session work

Different 'levels' of learning



Alignment

- **Align course learning objectives with the reality of the working world**
- **I then translate these different overall learning points into each session**