



Entrepreneurship: *Mindset & Action*

NOTE - THIS SYLLABUS IS A LIVE DOCUMENT AND WILL CHANGE

Course Number: MGMT UB85 (3cu)
Course Title: Entrepreneurship: Mindset + Action
Term and Year: Fall 2025
Class Meeting Time, Day: M/W 9:30-10:45pm (KMC 5-75)

Contact Information

Professor
Dr. Ashish Bhatia
Abhatia@stern.nyu.edu
Office hours:
Message me

Teaching Fellow
XXXX

Course Description

In this course you will develop an entrepreneurial mindset that will help you create and find solutions for the increasingly complex and uncertain problems of the 21st century. Whether you are interested in founding a company, working in the fast-paced startup world, or taking action in existing organizations--this course will help you learn methods to identify opportunities and take action.

A key aspect of this course is learning through an experiential design thinking project, whereby you will work with a team to identify a compelling problem and develop innovative solutions. After learning this powerful tool of design thinking, you'll have the opportunity to test your mastery through a Design Sprint with one of several NYC based startups.

Throughout the course, the goal is for you to enhance your conceptual knowledge while also experiencing personal growth.. Through cycles of action and reflection throughout the course, you will gain a stronger sense of how and when entrepreneurship can fit in your career journey.

COURSE MATERIALS

- *Entrepreneurship: The Practice and Mindset*, Neck, Neck, & Murray (2024)
- [Coursepack](#) available from Harvard Business Publishing
- Additional readings to be provided on Brightspace

Learning Objectives

After completing this course you should have internalized various entrepreneurial methods. By gaining in-class and real-world experience in design thinking, you should be able to apply the design thinking method to problems and opportunities. Finally, you should gain self-awareness about your interests and direction with entrepreneurship.

Entrepreneurial Mindset

- **Describe** the various definitions and perspectives of entrepreneurship
- **Describe** the difference between uncertainty and risk and how an entrepreneurial mindset is different than a managerial approach
- **Apply** appropriate Discovery or Creation strategies in order to identify a new opportunity
- **Analyze** the various dilemmas entrepreneurs face with forming teams, selecting a customer segment, and procuring resources
- **Summarize** the various steps in the venture development process and the various components of a business model
- **Reflect** on where entrepreneurship plays a role for you? Reflect on your own motivations (rich vs king as well as career motivators), resources (effectuation), and potential (do you see yourself as one?)

Experiential - Design Thinking Project

- **Define** the key phases of the design-thinking process.
- **Practice** iterative learning by demonstrating an ability to breakdown key components of an ambiguous problem
- **Describe** the role of empathy in the design-thinking process.
- **Articulate** how to interview customers and observe users to understand their needs.
- **Distinguish** between Observations and Insights.
- **Apply** divergent and convergent thinking in their ideation process.

Grading & Assignments

In this class you will be evaluated based on the following items and your course grade will be calculated using the following weights:

1. <u>Class Participation</u> Attendance & Engagement	18%
2. <u>Entrepreneurial Mindset</u> Class Memos + Journals	5%
3. <u>Regular Assessments (Quizzes)</u> 6 Quizzes throughout the course	30%
4. <u>Design Thinking Project</u> Team Homework (10) Process Deck (15) Peer Score (10)	36%
5. <u>Individual Venture Project</u>	11%
Total	100%

Final Grading

- A's - 90-100%
- B's - 80-89%
- C's - 70-79%
- D's - 60-69%
- Fail -Less than 60%

Class Participation (18%)

During your time at NYU, learning will take place in and out of the classroom. In order to make the most of our short time together it's critical that you are prepared and engaged in our classroom activities, lectures, cases, group work, and discussions. It is my expectation for each of you that you will be:

- Punctual - arriving a few minutes early to ensure not to disrupt the short time we have for class
- Prepared - coming to class having completed the readings, engaged with the material and ready to be cold-called on
- Respectful - respectful of your fellow students, professors, and speakers, giving the benefit of the doubt so that we can have a productive classroom environment

Absences

Missing class will have a significant impact on your grade. Absences will be excused only in the case of documented serious illness, family emergency, religious observance, or civic obligation. **If you will miss class for religious observance or civic obligation, you must inform your instructor no later than the first week of class.** I expect that you can make good decisions if and when deciding between time conflicts and setting expectations among your team members and your professors.

Creating an Inclusive and Productive Environment for Learning

In general these are norms by which I lead my classroom:

- This is OUR classroom, we work together to ensure an inclusive and productive space
- Respect each other and give the benefit of the doubt
- Actively listen to each other
- Perspectives will vary --criticize the argument not the people
- If you are uncomfortable speak up in class or see me after class

Homework

Other than the main assignments listed in the syllabus there can be additional ad-hoc assignments.

Entrepreneurial Mindset (5%)

This is not a course about giving you information to store in your head. If you engage fully in this course, in this experience, you have the opportunity for personal transformation.

“bringing feeling into the education process allows head and heart to be connected and thus reduces the separation that currently occurs through the externalization of knowledge as something that happens outside of oneself”

- Pavlovich, K., Collins, E., & Jones, G. (2009)

A big aspect of this course is immersing yourself in the activity of entrepreneurship. This means taking action and also understanding what entrepreneurship means for you beyond--analytical knowledge. Through various exercises and our design thinking project, you will engage in experiential learning.

To fully benefit from these experiences it is critical for you to regularly reflect on them to develop more conceptual knowledge that can be applied in new and other situations (Kolb, 2014).

One way to develop your intuitive thinking around entrepreneurship is through reflective journaling (Sadler-Smith & Burke, 2009).

Post Class Memos - At the end of many class sessions, you will write down your own brief take-home message from that day. The research on adult learning is clear that this kind of reflection, connection, and integration can double your retention and knowledge of the material. The memos also allow me to see where your interests and experiences align with the course topics so that I can better meet your needs. I read every memo.

Longer Journal Entries - Some of the memos will be completed as longer written reflections on specific ideas/topics

Most entrepreneurship accelerators spend an equal amount of time helping founders work through their startup as they do helping them work through building and refining their self-awareness. Make this Journal a useful tool for you.

Assessing your journals/class memos: In a world of generative AI, assessing journals has become even more challenging. The goal for each entry is for you to meet the criterion listed on the left of the table below and described at the bottom of this [article](#). The area that most people struggle with is being personal by directly connecting your current experience/the prompt with your past experiences, feelings, or emotions. Last year, I asked ChatGPT to help me identify some tips that my

students would benefit to meet the criteria. Have a read of this short description [below](#).

** These interim journals will receive less feedback but should ultimately play into your transformation in the class*

Rubric for reflection using different criteria

This rubric from Jones (n.d) gives another approach to marking reflection. Using five criteria it manages to capture a lot of what is relevant when marking reflection as well as giving clear qualities highlighted for each level of reflection.

Criterion\Level	Unacceptable	Reflective novice	Aware practitioner	Reflective practitioner
Clarity	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	There are frequent lapses in clarity and accuracy	Minor, infrequent lapses in clarity and accuracy.	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.
Relevance	Most of the reflection is irrelevant to student and/or course learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals.
Analysis	Reflection does not move beyond description of the learning experience(s).	Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.	The reflection demonstrates student attempts to analyse the experience but analysis lacks depth.	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.
Interconnections	No attempt to demonstrate connections to previous learning or experience.	There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.	The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.	The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.
Self-criticism	Not attempt at self-criticism.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.

Article on Confident Humility could be helpful too.

<https://www.techello.com/confident-humility-in-leadership/>

Assessments (Quizzes) (30%)

To assess your preparedness, understanding, and application of course material we will have regular quizzes (~6) throughout the semester. Many of them will be announced but several of them with “pop quizzes” that will be administered at the start of class. These quizzes will focus on details from the assigned readings and/or

content covered in the previous lecture. This approach ensures that your readiness to engage with the course content and your active participation are recognized and rewarded in your overall grade.

Design Thinking Project (36%)

Regular Homework Assignments (11 points)

Over the course of the semester you will work as part of a team to identify and solve a compelling human centered problem using design thinking. Each week you will have at least one major homework assignment that will be critical to your team's ability to participate actively in the class session. You will be required to upload these assignments to your google slide deck in advance of the class. The assignments in total are worth 10 percentage points of your grade and will be marked as Completed - 100%, Partially Completed - 85%, and Incomplete - 0%. These are critical assignments and easy points to support your final grade!

Lesson	Assignment	Where to submit	Points
DT Phase 1: Idea to Solution	As a group decide on a software app that meets the requirements of a DT project. Use Ai tools like Loveable.dev and quickly generate a working app. Be ready to share your solution in class	In class Presentation Include link in slide deck	1
DT Phase 2: Topic	Within your topic area or a new topic area, expand your perspective on the topic by finding articles about the problem space. Use Ai to expand your perspective to get a sense of what are the key aspects of this problem space and draft one slide with back-up research visualizing the problem space.	Google Slide (link to be shared in class)	2
DT Phase 3a: Research	Work in pairs & conduct research: <ul style="list-style-type: none"> - at least 2 interviews (shoot for 4 interviews per group) - capture at least 5 photos of your problem area from your observations (not just photo of interviewee) - look for virtual "observations" too. How can you witness your problem online (twitter, reddit, yelp, etc) Post slides here <ul style="list-style-type: none"> - a picture of each research session (include name & 1 sentence bio/description of person where possible) - at least 3 memorable quotes or observations across all of the sessions 	Slide deck	2
DT Phase 3b: Research	Repeat DT Phase 2 (at least 20 interviews across your team, at least 10	Miro	2

	<p>observations)</p> <p>-Transfer your observations to post-it notes. One observation per note. Yellow sticky notes for all observations.</p> <p>(<u>Part 1</u>: 10 interviews, 5 observations; <u>Part 2</u>: 10 interviews, 5 observations)</p> <p>Post to Miro:</p> <p>- all of your sticky notes with observations (one observation per note, yellow sticky notes only)</p>		
DT Phase 4: Insights	As a team, upload your top 3 Insight statements and identify the one that is most compelling to you	Miro (post in the insights section clearly with your prioritization)	2
DT Phase 5: Prototype	<p>As a team, identify what you want to learn from the prototype/s and what it/they needs to communicate.</p> <p>Brainstorm various ways to construct the prototype.</p> <p>Make the prototype and bring to class (make one good one, but consider two).</p>	Miro	2

Final Process Deck + Presentation (25 points)

Over the course of the semester you will work as part of a team to identify and solve a compelling human centered problem using design thinking. For the final assignment you must submit a google slide presentation outlining your process, what you learned, and the ultimate solution. In the last two class sessions you will be asked to present on your final project and you are able to present your solution in any format that makes sense (providing a real prototype, using video, powerpoint presentation, etc). You will be assessed as a team and be provided a team grade for this project with an adjustment based on your peer score.

This project will be assessed with the following points by category:

- 15 points - (5pt per category: (1) Research, (2) Insights + Synthesis, (3) Ideation, Prototyping, and Iteration)
- 10 Peer Score - Each team member will rate their peer on their participation in the group project

Research Methods - (5 points) Team demonstrates that their project is grounded in ample research based on the number and appropriate set of people interviewed and/or observations
Insights & Synthesis - (5 points) Insights are grounded in the data collected from multiple sources (people/observations). Insights reflect an effort by the group to move beyond surface level analysis.
Ideation, Prototyping, & Iteration - (5 points) Demonstrates evidence of divergent thinking to move ideas beyond initial ideas. Created a prototype that supported quick learning. Evidence of iteration in their process.
Below are important aspects that should be covered in the above dimensions:
User Centered Approach - There are various strong connections between the final solution and the user research. The project overall should illustrate an emphasis on trying to solve a specific problem for a specific set of people that is well defined.
Presentation Score - -Think of it as a "Retrospective" or Process Review Presentation -The presentation captivates the audience while providing a clear understanding of the design research process -The team explains how their solution meets the needs of a set of target users -Team shares lessons learned and where they may have more work to do

Venture Project (11%)

Entrepreneurship is not a spectator sport. This fall each of you are tasked to take on a completely independent side project of developing your own business idea. In the first part of the course you'll learn methods (Discovery + Creation) to generate ideas. In part 2 of the class you'll understand how to identify a key problem worth solving. And in the final part of the course you'll get the building blocks to develop this opportunity further.

Over the semester, take small steps to put these skills to use for your own project. The final pitch deck should be completed and submitted as a pdf document of no more than 10 pages. The slides should balance text and visuals in a way that an Angel Investor can quickly understand your venture idea and then call you up to ask you to learn more. Unlike a presentation that you complete in front of an audience, this deck should be self evident, not requiring you to narrate the idea.

The last few classes will be devoted to you pitching your idea using this deck. You'll have 5 minutes and the idea is you happen to run into the investor in the hallway and you give them the brief using the slides that are in their inbox. (I'll explain more in class).

Nov 19	1	Venture Proposal	Share 1-3 slides that describe the opportunity and explain which methods you used to generate the opportunity
Dec 11	10pt	Final	Submit a max of 10 slides , cover page, and final slide with a personal summary of what you plan to do with this . Be ready to share on the final days of class.

See additional [info](#), which includes example projects

Class Schedule - September

I - Methods

Day	Date	Class Session	Read/Do Before Class	Due / Memo
Before Class		Building Community and getting in the right mindset	-4,000 Weeks Read/Listen -Introduce yourself so you'll know each other for orientation	Aug 24
Wed	Sept 3	About the Class	Chapter 1 Can we teach it?	Pre-class Journal Sept 1
Monday	Sept 8	Why Pursue it? Alumni Speakers TBD & TBD	Chapter 2+4	Memo
Wednesday	Sept 10	Discovery Strategies Workshop	Discovery Strategies reading Bhatia_Entrepreneursh...	
Monday	Sept 15	Discovery Strategies + Uncertainty	Team Presentations - see <i>Brightspace</i>	Memo
Wednesday	Sept 17	Quiz 1 Creation Strategies (Effectuation)	Effectuation Readings Bhatia_Entrepreneursh...	Memo
Monday	Sept 22	<i>AirBnB Case + Lean Startup</i>	Read AirBnB Case (CoursePack) Lean Startup Readings Bhatia_Entrepreneursh...	Memo
Wednesday	Sept 24	Cut twice, Measure Later	Readings Bhatia_Entrepreneursh...	

II - Design Thinking

Day	Date	Class Session	Read	Due
Monday	Sept 29	Group Presentations DT Intro/Artifacts + Quiz 3	Chapter 5 Read Kolko	DT Phase 1 - w Group
Wednesday	Oct 1	What did we learn, observe, and hear?		DT Phase 2 Memo
Monday	Oct 6	What did we observe and hear? (Workshop)		DT Phase 3a
Wednesday	Oct 8	Examining our artifacts Quiz 4		DT Phase 3b
Tuesday (Monday Schedule)	Oct 14	Examining our artifacts		
Monday	Oct 13 No Class	No Class		
Wednesday	Oct 15	Insights (Speaker)		At end of class DT Phase 4 Memo
Monday	Oct 20	Insights + Opportunities		Insights + Opportunities
Wednesday	Oct 22	Ideation - Generating Ideas		
Monday	Oct 27	Prototyping to Learn	Read Chapter 8	
Wednesday	Oct 29	Receiving Feedback & Iterating (Workshop)		DT Phase 5
Monday	Nov 3	Final Presentations		Process deck due Nov 3
Wednesday	Nov 5	Final Presentations		

III- Developing Opportunities & Purpose

Day	Date	Class Session	Read	Due
Monday	Nov 10	Building Teams Apple's Core Case	Read the case before class	Memo
Wednesday	Nov 12	Product Market Fit + Customer Segmentation	Read: Clocky Case <i>Chapter 7 - Market Segmentation</i> & watch Video	
Monday	Nov 17	Quiz 5 Founder's Dilemma	Founder Dilemma (HBR) Career Motivator Inventory	
Wednesday	Nov 19	Fundraising + VC (Justin Silver)	Chapter 12 + 13	Memo
Monday	Nov 24	Designing Your Business Bruce Buchanan & Hans Taparria		Memo
Wed (Virtual)	Nov 26	Method Switching + Communications /	Class Memo for video based class	Memo
	Nov 27-28	Thanksgiving Holiday		
Monday	Dec 1	Business Models: Search + Execution + Business Model Canvas	Steve Blank (read the link) (and the Chapter 6 in Neck book)	
Wednesday	Dec 3	Quiz 6 & Reflections/Review		Memo
Monday	Dec 8	Venture Presentations		
Wednesday	Dec 10	Venture Presentations		Journal 5

Undergraduate College Information

ACADEMIC INTEGRITY

Our undergraduate [Academics Pillar](#) states that ***we take pride in our well-rounded education and approach our academics with honesty and integrity***. Indeed, integrity is critical to all that we do here at NYU Stern. As members of our community, all students agree to abide by the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.
- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to adversely affect the NYU Stern community.

The Stern Code of Conduct and Judiciary Process applies to all students enrolled in Stern courses and can be found here: <https://www.stern.nyu.edu/uc/codeofconduct>.

To help ensure the integrity of our learning community, prose assignments you submit to Brightspace will be submitted to Turnitin. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

GENERAL CONDUCT & BEHAVIOR

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with Stern's Policy in Regard to In-Class Behavior & Expectations (<http://www.stern.nyu.edu/portal-partners/current-students/undergraduate/resources-policies/academic-policies/index.htm>) and the NYU Student Conduct Policy (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-student-conduct-policy.html>).

GRADING GUIDELINES

Grading Information for Stern **Core Courses**

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an “A” or “A-” grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards.

Grading Information for Stern **Elective Courses**

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have agreed that for elective courses the individual instructor or department is responsible for determining reasonable grading guidelines.

STUDENT ACCESSIBILITY

If you will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Student Accessibility ([212-998-4980](tel:212-998-4980), mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the Moses Center for Student Accessibility, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation. For more information, visit the CSA website:

<https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

STUDENT WELLNESS

Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. Bookmark the NYU Stern Well-being Resource Hub (<https://www.stern.nyu.edu/wellbeing>) for existing services at NYU and Stern covering a wide variety of topics including financial well-being, relationship well-being, mental well-being, and more. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also the Student Accessibility section of this syllabus) at 212 998 4980 to discuss academic accommodations. If mental health assistance is needed, call the NYU's 24/7 Wellness Exchange hotline 212 443-9999. Furthermore, please approach me if you feel comfortable doing so. This will enable me to provide relevant resources or referrals. There are also drop in hours and appointments. Find out more at

<http://www.nyu.edu/students/health-and-wellness/counseling-services.html>

NAME PRONUNCIATION AND PRONOUNS

NYU Stern students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and preferred pronouns this way. Please utilize this link for additional information:

[Pronouns & Name Pronunciation](#)

RELIGIOUS OBSERVANCES AND OTHER UNIQUE SITUATIONS

Religious Observances and other unique situations

NYU Stern is committed to ensuring an equitable educational experience for all students regardless of identity or religious/cultural background. The observance of religious and cultural holidays/traditions and the recognition of unique circumstances - such as serving as a caregiver - are important aspects of this commitment. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. Please contact me within the first two weeks of the class semester to discuss any potential conflicts.

****Or if full attendance is required in your class as long as the university is holding classes:***

Religious Observances and other unique situations while the University remains open for classes

While NYU Stern is committed to ensuring an equitable educational experience for all students regardless of identity or religious/cultural background, New York University determines when the institution is open for classes. If the observance of religious and cultural holidays/traditions and/or the recognition of unique circumstances - such as serving as a caregiver will prevent you from attending class, please be aware that this particular course requires 100% attendance. Please review all class dates to ensure you can attend all of them. If you identify any foreseeable conflicts with class attendance, exams, or other items required for participation and attendance, it is strongly recommended that you do not take this class.

Digital TextBook

Congratulations, your course is participating in the Follett Access program. To promote affordability, NYU has partnered with the NYU Bookstore to offer you this program to give you substantial savings on your course materials.

The required book for this course, Entrepreneurship by Neck, will be delivered to you digitally. You will receive an email from "Kortext" with the instructions for accessing the material. The cost of the book is \$72.50, which will be added as a "book charge" to your bursar bill.

If you don't receive an email go to <https://app.kortext.com/login> to create an account using your NYU net ID email address.

If you choose to find your course materials elsewhere, you must login [here to the student portal](#) and opt out of the program by September 17th. If you do not opt out by this date, you will be charged.

Sick Policy

If you're sick please don't come to class. Notify me and the teaching fellow for your section. As make-up, watch the recording of class. Afterward, contribute your participation by writing a 2 paragraph reflection in the Class Memo link. If there is no class memo link, send me an email with your reflection.