

Draft Syllabus – Subject to Change

Venture Building for Entrepreneurs and Intrapreneurs

NYU, Stern School of Business

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Instructor: Geoffrey Schwartz

Contact Info: grschwartz@gmail.com

Class Number: MGMT-GB 2308

Course Description

The future is fast, complex and in flux. Markets are being reshaped at an unprecedented pace, creating a world where disruption is common-place and innovation is not only expected but increasingly necessary. Every player is entering the race to win with the next big bet - entrepreneurs working at start-ups and venture studios, and intrapreneurs, working within corporations, all vying for a piece of the rapidly changing market. Building new ventures, as an entrepreneur or intrapreneur, has become a coveted skill. This course focuses on teaching that skill, de-mystifying the process and the complexity of creating new ventures and delving into the core steps, techniques and tools that transcend industry and objective.

The goal of the course is to prepare students with navigating the uncertainty inherent in building new products, services and lines of business, regardless of their path as venture builders. In groups, students will immerse in the venture building process through the hands-on creation of an idea, learning how to identify and size a market opportunity, segment customers and define a unique value proposition and business model. They will also be introduced to ways of using AI strategically—not as a shortcut, but as a companion—reflecting how venture builders increasingly operate in practice.

They will learn, from in-class lecture and detailed case studies, how to move from initial hypothesis to proof of concept, and then apply those learnings to their group's idea. Students will be asked to share and evolve their work, in response to feedback and external forces, as occurs in the real world. As the course progresses, so will their ideas, following the arc of venture building and allowing students to absorb the core tools necessary to determine and stress-test their path forward as entrepreneurs and intrapreneurs.

Note: this class is not designed to be an incubator for students' existing ideas.

Course Grade

Grades will be based on the following:

In-Class	
Participation	20%
Studio Activities	20%
Project Work	
Venture Opportunity Presentation	30%
Venture Concept Presentation	30%

In-Class (40%)

Discussion and engagement during in-class sessions will be a critical part of this course. The richer the discussion, questions and collaboration, the more each student and idea will benefit. Attendance is mandatory.

- *Participation (20%)*: students will be expected to contribute to class discussion in a meaningful way. Grades will be based on thoughtful and constructive contributions as well as the individual assigned *fit assessment*.
- *Studio Activities (20%)*: classes will have dedicated “studio time” for students to apply learnings from that day’s lecture to their ideas through exercises and activities. Students will be expected to participate in and complete all studio activities.

Project Work (60%)

Students will be asked to present their ideas at two stages of the venture building process: opportunity and conceptual definition. Students will be graded not on presentation skills but on the quality and content in their work and the way that they respond to and incorporate feedback. Both grades on presentations will incorporate peer evaluations and feedback (see Course Schedule for more details on timeline). Presentations are to be submitted via e-mail at the end of the class in which they’re given.

- *Venture Opportunity Presentation (30%)*: this presentation, occurring early in the course, should be a synthesized report covering insights and themes from research and potential opportunities for innovation.
- *Venture Concept Pitch Presentation (30%)*: this presentation, occurring at the end of the course, should be a finalized summary of the conceptually defined venture that makes the opportunity tangible.

Students will be asked to participate in reflections at certain points during the course to acknowledge what’s working well and provide an opportunity to initiate change.

No extra credit assignments nor exams will be given in this course.

Course Schedule

Class	In-Class Lecture & Activities	Out-of-Class Activities
<p>01 <i>Introduction to the Venture Building Process</i></p>	<p>In-Class</p> <ul style="list-style-type: none"> ○ Course overview and objectives ○ Venture builder paths ○ Group icebreaker to foster productive and collaborative group work 	<p>Out-of-Class Activities</p> <ul style="list-style-type: none"> ○ Team Huddle
<p>02 <i>Understanding & Evaluating Fit</i></p>	<p>In-Class</p> <ul style="list-style-type: none"> ○ Detailed class review ○ What is 'fit' and why it's important 	<p>Out-of-Class Activities</p> <ul style="list-style-type: none"> ○ Prepare for Group Fit Presentations
<p>03 <i>Defining Success & Early Hypotheses</i></p>	<p>In-Class</p> <ul style="list-style-type: none"> ○ Hypothesizing user needs ○ Identify customer targets for research 	<p>Out-of-Class Activities</p> <ul style="list-style-type: none"> ○ Product Profile ○ User Need Statements
<p>04 <i>Preparing for Research</i></p>	<p>In-Class</p> <ul style="list-style-type: none"> ○ Fireside Chat (TBD) ○ Group Fit Evaluation ○ Research activities and when and why to use them ○ Planning for primary research (i.e., research objectives, plans and discussion guides) ○ Journey map hypotheses to inspire questions for research 	<p>Out-of-Class Activities</p> <ul style="list-style-type: none"> ○ Finalize discussion guide and activities ○ Research screener and recruit

<p>05 <i>Conducting Research & Finding Opportunities</i></p>	<p>In-Class</p> <ul style="list-style-type: none"> ○ Fireside Chat (TBD) ○ Group Fit Evaluation ○ Organizing observations and quotes from research ○ Crafting insights and opportunities 	<p>Out-of-Class Activities</p> <ul style="list-style-type: none"> ○ Conduct in-field research
<p>06 <i>Opportunity Framing</i></p>	<p>In-Class</p> <ul style="list-style-type: none"> ○ Sample Venture Opportunity Presentation ○ Group Prep Meetings 	<p>Out-of-Class Activities</p> <ul style="list-style-type: none"> ○ Prepare Venture Opportunity Presentation
<p>07 <i>Venture Opportunity Presentations</i></p>	<p>Venture Opportunity Presentations</p>	
<p>08 <i>Venture Concepting</i></p>	<p>In-Class</p> <ul style="list-style-type: none"> ○ Group Fit Evaluation ○ What makes a good concept? ○ Concept Generation ○ Defining motivators and key features 	<p>Out-of-Class Activities</p> <ul style="list-style-type: none"> ○ Finish Concept Generation
<p>09 <i>Venture Concept Refinement</i></p>	<p>In-Class</p> <ul style="list-style-type: none"> ○ Fireside Chat (TBD) ○ Group Fit Evaluation ○ Lateral thinking ○ Down-select venture solutions 	<p>Out-of-Class Activities</p> <ul style="list-style-type: none"> ○ Identify 2-3 venture concepts to pursue
<p>10 <i>Evaluating Market Attractiveness</i></p>	<p>In-Class</p> <ul style="list-style-type: none"> ○ Group Fit Evaluation 	<p>Out-of-Class Activities</p> <ul style="list-style-type: none"> ○ Finalize canvas for venture solution

	<ul style="list-style-type: none"> ○ Market sizing (TAM, SAM, SOM), Market Growth and Entry Barriers 	
<p>11 <i>Business Modeling & Assumption Mapping</i></p>	<p>In-Class Lecture</p> <ul style="list-style-type: none"> ○ Business Models & Canvas ○ Capture assumptions and identify riskiest ○ Sample Venture Concept Presentation 	<p>Out-of-Class Activities</p> <ul style="list-style-type: none"> ○ Plan for assumption testing ○ Prepare Venture Concept Presentations
<p>12 <i>Venture Concept Presentations</i></p>	<p>Venture Concept Presentations</p>	

Academic Integrity

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 Academic Integrity Policies](#) as well as 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 NYU 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:

- <https://www.stern.nyu.edu/portal-partners/registrar/policies-procedures/general-policies/code-conduct>
- <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/universitystudent-conduct-policy.html>

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, mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend.

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. 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>

Graduate students can also reach out to the Academic Advising team at academicaffairs@stern.nyu.edu if you would like to receive more information or further support.

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 pronouns this way.

Please utilize this link for additional information: [Pronouns & Name Pronunciation](#)

Religious Observances and Other Absences

NYU's [Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives.

Students may also contact religiousaccommodations@nyu.edu for assistance.

Except for religious observances or other absences that may be required in compliance with nondiscrimination law, this class otherwise requires attendance and participation and cannot accommodate conflicts. 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. If you are aware of a potential conflict, it is strongly recommended that you do not take this class.

Inclusion Statement

This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all.