

ENTREPRENEURIAL MINDSET AND PRACTICE

IE-IMPACT null SEP-2025 EMP-IE-IMPACT.2.S.G

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Driving Startup Success | Strategic Leader | Mentor & Advisor

Agustín is a dynamic entrepreneur and business leader, with a passion for startups and innovation. With a proven track record in co-founding and scaling ventures, securing funding, and mentoring emerging companies, Agustín is dedicated to driving entrepreneurship and fostering growth.

After working for 5 years in the banking industry in Latin America & the Caribbean, Agustín decided to focus fully on his entrepreneurial path. He founded and led 7 startups in diverse sectors, from blockchain to foodtech, and successfully sold his last company to a Spanish cybersecurity firm.

As a dedicated professor and mentor, Agustín has the privilege of guiding preseed startups and sharing expertise in strategy, financial modeling, and growth hacking. Agustín is committed to paying it forward and contributing to the success of the next generation of entrepreneurs.

Agustín is bilingual in English and Spanish and holds an MBA from IE Business School.

Corporate Experience

- Founding Partner, flow partners, Spain, 2022 – Present
- CEO & Co-Founder, fridom, Spain, 2022 – 2023
- CEO & Co-Founder, Wanna, Spain, 2020 – 2022
- CFO & Co-Founder, BL Housing, Argentina, 2019
- Investment Analyst, IFC (World Bank Group), Argentina, 2014 – 2019

Academic Experience

- Adjunct Professor Entrepreneurship, IMBA, IE Business School, Spain, 2025 - Present
- Adjunct Professor Business Case Modeling & Setting Metrics, MIM Tech Impact Lab, IE Business School, Spain, 2025 - Present
- Adjunct Professor IE Impact Entrepreneurial Mindset and Practice, IE University, Spain, 2025 - Present
- Adjunct Professor Startup Bootcamp, IE University, Spain, 2024 - Present
- Mentor Final Entrepreneurship Project, IMBA, IE Business School, Spain, 2024 - Present
- Mentor Mentalidad Emprendedora, Executive MBA, IE Business School, Spain, 2024 - Present
- Mentor Startup Lab, IMBA, IE Business School, Spain, 2022 - Present
- Startup Mentor & Professor of Entrepreneurship, SABAH.HUB, Azerbaijan, 2022 – Present

Academic Background

- International MBA, IE Business School, Spain, 2020
- Bachelor in Business Administration, Universidad Austral, Argentina, 2015

Office Hours

Office hours will be on request. Please contact at:

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SUBJECT DESCRIPTION

Course Description

In a world marked by accelerating change, uncertainty, and interconnected global challenges, the capacity to navigate complexity and take initiative is no longer optional - it is essential. *Entrepreneurial Mindset and Practice* is a required undergraduate course for all IE University students across every discipline within all of IEU's six schools - because the learning outcomes of this course are universally applicable in terms of fulfilling our university's mission to empower all IEU students to drive change through innovation and entrepreneurial action.

Entrepreneurial Mindset & Practice (EMP) is not a traditional business course. It is not about writing a business plan - or even about launching a startup (although many students have chosen this path and have even done so in previous editions of this course!).

The EMP course is fundamentally about **mindset, method, and action**. It is designed for future founders and non-founders alike: for those who will start new ventures, and for those who will drive innovation without founding any kind of enterprise.

In the EMP course, students will learn to identify and understand what it means to think entrepreneurially; they will reflect on their own thinking and why they think as they do; and they will be challenged to think differently. Thinking differently leads to behavioral changes. Through a learning-by-doing methodology, with a bit of a reverse-engineering format, students will be asked to take action in what is likely a different way from their natural instincts; i.e. students will be asked to take entrepreneurial action with the aim of helping them to both experience and develop a different way of thinking so that eventually they will take action differently.

Today, the value of entrepreneurship - understood in this course as entrepreneurial mindsets and methods - is not confined to Silicon Valley garages or venture-backed startups. It is found in government ministries, humanitarian and civic organizations, hospitals, schools and universities, as well as multinational companies - anywhere people or teams are tasked with or committed to solving meaningful problems. The entrepreneurial mindset is a transferable, transformative skillset for every student, whether one's ambition is to lead a social movement, become the CEO of an industry leader, make partner at a law or investment firm, or found the next startup unicorn. Entrepreneurial thinking and methods are also characteristics that enable society and collectives to reform legal systems, develop AI for climate resilience, and revitalize family businesses.

Within the context of the **IE Impact Learning Journey** - whose mission it is to equip students as innovative problem-solvers who lead positive change - the EMP course invites students to explore the value of entrepreneurship as a force for positive change.

Students will learn different innovation frameworks they can apply to identify problems that are worth solving; they will be challenged to free their minds of naïve thoughts, which may constrain them from thinking differently and maximizing the potential and opportunity for innovation; and they will lean on the skills they already began building in Impact Humanities and in Technology with Impact to consider the implications of their ideated solutions, anticipating the potential pros and cons of their actions before executing their ideas; they will learn to build a sustainable motor (e.g. a series of systems or a business model) that enables the possibility to deliver value on a recurring or sustainable basis.

Moreover, students will learn and experience through team work that a diversity of perspectives often brings challenges; however, they will also learn and experience how - when managed well - a diversity of perspectives serves to make better decisions and generate more innovative solutions. In this regard, students will learn to build and manage diverse teams.

Ultimately, this course, *Entrepreneurial Mindset and Practice*, equips students to think differently, collaborate effectively, and take meaningful action in the face of uncertainty and complexity to drive positive change and resolve problems that contribute to the world's greatest challenges.

About IE IMPACT:

Entrepreneurial Mindset & Practice is the third pillar in the IE Impact academic learning journey.

IE IMPACT is a multi-bachelor, multi-school academic core studies set of courses for all IEU students, which seeks to mindsets (how to think), skill sets (how to do things), toolsets (how to apply instruments/methodologies) that IE University believes all IEU graduates need to develop into innovative problem solvers who will lead positive change.

IE IMPACT includes three "pillar courses" focused on IE's core values: Humanities, Technology & Innovation 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.

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, while applying critical thinking to contemplate the implications of those technologies; and
Entrepreneurial thinking, skills and know-how to identify and solve problems worth solving, create value and design and validate systems that enable the value's positive impact to be enduring and scalable.

LEARNING OBJECTIVES

Through a combination of hands-on practice and analytical frameworks, the learning objectives of the EMP course for all students include:

L.O. 1: **Demonstrate** an understanding of the entrepreneurial process, its impact and its importance in the macro and micro context of individuals, economies and societies.

L.O. 2: **Identify** key characteristics of what it means to think entrepreneurially and how to develop, practice and build an entrepreneurial mindset.

L.O. 3: **Identify** and **explain** the key components of the entrepreneurial process, including: problem and opportunity discovery, defining value propositions, testing and experimentation, devising business models or systems (desirability, feasibility, viability), acquiring or accessing resources, and team formation.

L.O. 4: **Demonstrate** an understanding of the value of the experimentation process when validating an entrepreneurial idea.

L.O. 5: **Demonstrate** an understanding of how to conduct a process of Customer Discovery and Validation to identify an opportunity with potential to launch in a market.

L.O. 6: **Recognize** the financing phases of an entrepreneurial project and **understand** which might be most appropriate at a given moment or based on the nature of the entrepreneurial project.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	8.0 %	12.0 hours
Discussions	8.0 %	12.0 hours
Exercises in class, Asynchronous sessions, Field Work	14.0 %	21.0 hours
Group work	30.0 %	45.0 hours
Individual studying	40.0 %	60.0 hours
TOTAL	100.0 %	150.0 hours

AI POLICY

The course professor expects you to use Artificial Intelligence extensively in a reasonable, responsible, and ethical manner to enhance your reasoning, skills, processes, and results.

AI is usually a good starting point for breaking the blank page syndrome, but you should know its limitations. It profoundly depends on the quality of the design and implementation of the algorithms, the training they go through, the prompt you use, and a certain amount of apparently random events that could cause poor or incorrect results or even hallucinations.

You should work hard to provide a good context and a reasonable prompt to kick off the process and then go through a few refine-and-check loops for better outcomes. You should not consider its outcome error-free. You should check and confirm it with your judgment and other sources.

You can use Generative Artificial Intelligence (GenAI) for overall market research, idea generation, proofreading, grammar checking, coding, creating images, and developing an informed, critical perspective on potential uses and generated outputs.

You should not use AI to simulate customer research and interviews. Doing so could be considered academic misconduct, resulting in failing the course and an ethics case. Any other activities where AI is not permitted will be clearly specified.

You will be responsible for any of the outcomes of the AI tools you use.

You should comply with the following:

- Identify when and how you use them.

- Identify what part of the materials directly results from the AI tools.

- Cite the tools and references you have used.

- Share the prompts.

- Add value on top of it: Your criteria, reflection, test, and learning.

- You should be able to explain and defend any outcome of the AI tools you use.

Below is a suggested format to acknowledge the use of generative AI tools. Please note that acknowledging AI will not impact your grade:

I acknowledge using [AI systems link] to [specify how you used AI]. The prompts used include [list of prompts]. The output of these prompts was used to [explain how you used the outputs in your work].

If AI was permitted to be used in your assignment, but you have chosen not to include any AI-generated content, the following disclosure is recommended:

No content generated by AI technologies has been used in this assignment

PROGRAM

SESSION 1 (LIVE IN-PERSON)

COURSE INTRODUCTION AND SURFACING PRECONCEIVED NOTIONS

Article: Everyone Should Learn the Entrepreneurial Method (H008IA-PDF-ENG)

Technical note: WHAT MAKES ENTREPRENEURS ENTREPRENEURIAL? (UV1356-PDF-ENG)

Introduction to the Course: This session is focused on the explanation of the course, getting to know each other, setting expectations and discussing the relevance of entrepreneurship and the entrepreneurial mindset for you and for society, overall.

Questions for class preparation:

- What is your definition of entrepreneurship?
- What do you want to become or do after you finish your undergraduate studies?
- Does entrepreneurship play a role in your life or what you want for your future?
- Do you consider yourself “entrepreneurial”? Why or why not?
- Do you consider yourself innovative? Why or why not?
- Why might this course be required?
- What are your expectations for this course (including what you want to learn)?
- What questions do you have about the Course Syllabus?

Other / Complementary Documentation:

Read the Course Syllabus and IE Code of Ethics (REQUIRED)

SESSION 2 (LIVE IN-PERSON)

ENTREPRENEURIAL ECOSYSTEM, ROLES AND RESPONSIBILITIES. INTRODUCTION TO THE ENTREPRENEURIAL MINDSET

Article: How to Start an Entrepreneurial Revolution (R1006A-PDF-ENG)

Article: Bringing an Entrepreneurial Mindset to the World's Failing Systems (H01USV-PDF-ENG)

Multimedia Material: Entrepreneurial Intelligence (68f45217-33cd-4549-809a-440e85b5e63a)

Multimedia Material: The Power of Believing That You Can Improve (e05e9f9c-3870-4aa4-a13f-df1279e554c0)

Introduction to the components, actors, and systems in entrepreneurial “ecosystems” within society and within organizations, as well as the roles and responsibilities – in societies and organizations, alike.

Introduction to entrepreneurship as an opportunity to drive positive change, to tackle the world's greatest challenges by identifying key problems to solve and therein alleviate the challenges. Students will be challenged to consider their current mindsets and why they think as they do.

SESSIONS 3 - 4 (LIVE IN-PERSON)

FOUNDATIONS OF AN ENTREPRENEURIAL MINDSET

Article: WHY CURIOSITY MATTERS (R1805B-PDF-ENG)

Article: THE INNOVATOR'S DNA (R0912E-PDF-ENG)

Multimedia Material: What I learned from 100 days of rejection (2c744397-c665-4e8c-949b-44974e86ba92)

Multimedia Material: Don't fail fast - fail mindfully (51cef27c-103b-4e17-8c91-32eb6c3427cf)

Multimedia Material: The unexpected benefit of celebrating failure (a792aa26-4b93-4b4d-852f-0e83bd48eb70)

Explore the characteristics of an entrepreneurial mindset; the cognitive (thinking), affective (emotions), and behavioral (actions) traits that are considered core and key to an entrepreneurial profile. Consider your profile and your cognitive, affective and behavioral traits.

Consider these questions:

In what ways does an entrepreneur think?

In what ways does an entrepreneur feel?

In what ways does an entrepreneur act?

In what cognitive, affective and behavioral ways do you resemble an entrepreneur?

SESSIONS 5 - 6 (LIVE IN-PERSON)

CULTIVATING AN ENTREPRENEURIAL MINDSET

Technical note: Art of the Effectual Ask (UV8139-PDF-ENG)

Workshops and/or activities to identify key entrepreneurial traits and build them. Professor will provide further information in class.

SESSION 7 (LIVE IN-PERSON)

PROJECT WORKSHOP I: ESTABLISHING THE FOUNDATIONS FOR A HIGH PERFORMING TEAM

Article: How-High Performing Teams Build Trust (H07YWJ-PDF-ENG)

Technical note: ASSEMBLING THE STARTUP TEAM (812122-PDF-ENG)

During this workshop, newly formed teams will work to establish the foundations of a solid team. Additionally, team members will engage with one another, as facilitated by the professor.

Questions to think about:

What makes a great team?

What are the best practices for collaboration?

How can you align individual and team goals?

Students should have reflected on past experiences working in teams

SESSION 8 (LIVE IN-PERSON)

INTRODUCTION TO HUMAN-CENTERED INNOVATION

Article: DESIGN THINKING (R0806E-PDF-ENG)

Article: WHY DESIGN THINKING WORKS (R1805D-PDF-ENG)

This session will introduce Design Thinking, the human-centered framework that is helpful for problem-solving teams to identify clear and addressable user problems and then to ideate solutions that serve to resolve those same user problems.

SESSIONS 9 - 10 (LIVE IN-PERSON)

PROJECT WORKSHOP II: UNDERSTANDING PROBLEMS THROUGH QUALITATIVE RESEARCH

Article: ARE YOU SOLVING THE RIGHT PROBLEMS? (R1701D-PDF-ENG)

Article: WHERE TO LOOK FOR INSIGHT (R1411H-PDF-ENG)

Article: FRAMING AND RE-FRAMING: CORE SKILLS FOR A PROBLEM-FILLED WORLD (ROT256-PDF-ENG)

During this workshop, each team will choose the opportunity on which to conduct its class-long project. Students will learn the fundamentals of conducting proper design exploration using qualitative primary research. At the end of this workshop, each team should aim to select the opportunity they want to pursue and build their Discovery Plan.

Individual Pre-Work:

Before the workshop, each student should identify a customer need, want, or problem that sparks interest and requires exploration. You do not need to submit anything, but it is recommended to write down your idea. Be ready to discuss it with your team. Focus on articulating the problem you want to address rather than jumping to a solution or product. If you have a potential solution in mind, that's fine, but the priority is understanding the customer's need, want, or problem.

For guidance or inspiration, refer to the readings listed below. Further instructions will be provided in class before and during this session.

SESSION 11 (LIVE IN-PERSON)

SIMULATION: THE FOOD TRUCK CHALLENGE: MAKING DECISIONS AND LEARNING UNDER UNCERTAINTY

Multimedia Material: NEW VENTURE SIMULATION: THE FOOD TRUCK CHALLENGE (7201-HTM-ENG)

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.

Please register for the Simulation and familiarize yourself with the platform beforehand.

SESSION 12 (LIVE IN-PERSON)

WHAT IS LEAN STARTUP? CASE GAMETIME. APPLIED LEAN STARTUP PRINCIPLES

Practical Case: GAMETIME (E496-PDF-ENG)

Article: WHY THE LEAN START-UP CHANGES EVERYTHING (R1305C-PDF-ENG)

In this session, you will learn about the lean startup methodology and how it is applied to the launch and growth of a mobile application. The "Gametime" case highlights this process of testing and validating assumptions about a tech startup.

Questions to consider while reading the Gametime Case:

What is your view of Griffith's methodology for testing whether Gametime is a viable business

concept and then later for refining the product in order to achieve product/market fit? What do you like or dislike about it? What would you have done differently?

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?

Do you think Gametime, as per the case's data, has potential to succeed as a business?

Through the Gametime case and the Food Truck Challenge simulation, students will explore how to validate business ideas through rapid experimentation and iterative learning and be introduced to the customer discovery process.

SESSIONS 13 - 14 (LIVE IN-PERSON)

PROJECT WORKSHOP III: FROM PROBLEM TO SOLUTION - ARTICULATING PROBLEMS AND GENERATING IDEAS

Multimedia Material: The Dumb Idea Paradox: Why great ideas often start out by sounding dumb (7f113ec9-b0c4-4be7-bb0c-8db1063094ed)

Multimedia Material: Why Your RAT (Riskiest Assumption Test) Is The Real MVP (4c6aff53-05d3-4056-bf57-5131de30fdb2)

In this workshop, your team will analyze the qualitative research data gathered from interviews and ethnographies to uncover key user insights. Using initial ideation techniques, you will begin developing innovative solutions that address users' needs.

SESSION 15 (LIVE IN-PERSON)

MID-TERM EXAM

Brief quiz on concepts discussed up until this date in class and in class readings (or videos or podcast) as indicated by professor.

SESSION 16 (LIVE IN-PERSON)

GUEST SPEAKER

More information will be shared during the semester.

SESSIONS 17 - 18 (LIVE IN-PERSON)

PROJECT COACHING

In this coaching session, each team will deliver a presentation outlining their team's process to date and receive feedback from the professor for refinement. The focus is on showcasing the process, detailing how the team moved from research insights to their proposed solution.

Class preparation: Each team must prepare a concise presentation. The Team presentation should explain your proposed solution and the research insights that informed it. Each team member must be ready to answer questions and discuss their approach in detail.

SESSION 19 (LIVE IN-PERSON)

UNDERSTANDING YOUR MARKET, INDUSTRY AND COMPETITORS, AND REACHING YOUR FIRST CUSTOMERS

Multimedia Material: What is a Beachhead Market (356d0eef-47ca-4768-b06f-7f029c4e7eb6)

Multimedia Material: How to Select a Beachhead Market (f7c13726-e523-4712-a552-48c86e1ebce6)

Multimedia Material: Niche to Win, Baby (9c3d7257-9964-4fe0-a3de-f9cd428264ef)

Multimedia Material: How to Identify Follow-on Markets (With a Great Bowling Analogy) (c0633332-a5d6-40eb-b1fd-4531c3eb0333)

Multimedia Material: How to Get Your First Customers (dca24ba2-7213-485f-b3ba-09b217cc9cba)

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

Questions for class preparation:

How does a market differ from an industry?

What solutions currently exist that address the same problem you aim to solve, and how do they compare to your approach?

What is your beachhead market based on what you know right now?

How will you reach your first 5-10 customers?

SESSION 20 (LIVE IN-PERSON)

PROJECT WORKSHOP IV: CRAFTING A COMPELLING VALUE PROPOSITION

Multimedia Material: Strategyzer's Value Proposition Canvas Explained (dd8f2068-25de-4b6c-865b-5c603c00520a)

This workshop focuses on defining a clear and compelling value proposition, a critical component of entrepreneurial success. Students will learn how to:

Identify the specific customer needs their product or service addresses.

Articulate the unique value their solution provides compared to competitors

Use frameworks such as the Value Proposition Canvas to ensure alignment with customer pain points and gains

Communicate their value proposition in a way that resonates with target audiences

The session will include hands-on activities, team discussions, and examples of successful value propositions to inspire creativity and clarity.

SESSIONS 21 - 22 (LIVE IN-PERSON)

PROJECT WORKSHOP V: PROTOTYPING AN MVP FOR TESTING

Technical note: HYPOTHESIS-DRIVEN ENTREPRENEURSHIP: THE LEAN STARTUP (812095-PDF-ENG)

Technical note: CUSTOMER DISCOVERY AND VALIDATION FOR ENTREPRENEURS (812097-PDF-ENG)

Multimedia Material: How to Build An MVP (a1b357ba-27c3-4108-b8d0-1d28f38a8e01)

This workshop will introduce you to the world of prototyping, a crucial step in the product development process. You will learn the purpose of prototyping, how to transform your ideas into tangible prototypes, test your assumptions, and gather valuable user feedback.

SESSION 23 (LIVE IN-PERSON)

A SYSTEMS APPROACH TO BUILDING ENDURING ENTREPRENEURIAL INITIATIVES

Technical note: SYSTEMS THINKING (322030-PDF-ENG)

Practical Case: SOLOME TIBEBU: EVALUATING POSSIBLE BUSINESS MODELS (NA0552-PDF-ENG)

Multimedia Material: Business Model Canvas Explained in 2 minutes (9d3d1d4b-1928-46fc-bb13-5873438a609e)

*Multimedia Material: Alex Osterwalder explaining the Business Model Canvas in 6 minutes
(be6b3527-a37c-4d73-9f78-01cca5d58fbb)*

During this session, students will fill in Business Model Canvases for their projects, as a dynamic tool to keep track of the hypotheses they generate for their entrepreneurial endeavor. Students will understand the importance of building solid and coherent systems (business models) and how every component of the overall system (for example, every block within an instrument like the Business Model Canvas) impacts every other component in terms of interconnectedness and alignment, which affects the desirability, feasibility and viability of the proposed entrepreneurial initiative.

Systems Thinking and Stakeholder Management will be introduced and discussed, respectively, with a focus on both the implications of the venture and the opportunities and necessities of forming partnerships within a broader ecosystem.

SESSION 24 (LIVE IN-PERSON)

PEER TO PEER FEEDBACK ON MINDSET CHALLENGE

Peer-to-peer feedback on Mindset Challenge projects (videos or posters)

SESSION 25 (LIVE IN-PERSON)

FINANCIAL CONSIDERATIONS FOR ENTREPRENEURIAL VENTURES

*Practical Case: ENTREPRENEURSHIP READING: FINANCING ENTREPRENEURIAL VENTURES
(8072-PDF-ENG)*

Financing entrepreneurial ventures: different types of financing for different types of entrepreneurial ventures, and their implications.

SESSION 26 (LIVE IN-PERSON)

CASE TERRACYCLE. FOUNDER GOALS, MOTIVATIONS AND RELATIONSHIPS

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

Article: THE FOUNDER'S DILEMMA (R0802G-PDF-ENG)

Students will perform a role-play, interpreting the different stakeholders of the case. A role-play supplement will be distributed a few days 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?

SESSIONS 27 - 28 (LIVE IN-PERSON)

PROCESS-STORY PRESENTATIONS

Project Teams will present their Process Story Presentations. Professor will provide more details in class.

SESSION 29 (LIVE IN-PERSON)

FINAL EXAM

In-class Exam. More information will be shared prior to class.

SESSION 30 (LIVE IN-PERSON)

ENTREPRENEURIAL MINDSET ASSESSMENT AND DEBRIEF OF COURSE LEARNING

More information to be shared by professor prior to class.

EVALUATION CRITERIA

A course such as this on entrepreneurial mindset and action does not always lend itself to objective questions seeking “right” and “wrong” answers per se; however, learner in this course will be challenged to read, watch and/or engage with concepts and methods that will be assessed in the form of exams as well as visual and oral demonstrations that each learner has successfully achieved the established learning objectives. You will also be evaluated on your active and continuous engagement and activity in the classroom, which involves arriving to class prepared (having completed the week’s assignments), participating in class discussions and activities, and adhering to the proper classroom conduct.

All students should note that even though there are “team assignments” to be submitted as a team, a team (or group) assignment **does not necessarily mean each person in that team (or group) will receive the same grade**. There are mechanisms established in this course to identify who is working and who is not pulling their weight. Keep this in mind and **expect grades to differ for team or group assignments**.

This course is based on individual and teamwork. The components of the course are weighted as follows:

Individual participation: In-Class Participation (15%)

This course uses discussion and learning-by-doing 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 by completing whatever the professor assigns for the sessions (readings, digital media, activity, etc.), the more confident you will feel in class, and the better your contributions. In this class, in addition to discussions, you will participate in a series of interactive exercises including simulations, workshops and innovative dynamics. Your active engagement and participation is essential for both your individual learning and for the class’ collaborative learning all together.

Moreover, in this class, professional conduct is expected and an open, growth mindset is fostered and expected.

You are encouraged to ask questions and to offer insightful perspectives (providing cited resources where required to back up your assertions) that contribute to the class’s collective learning experience.

To help you prepare for class and maximize your participation grade, the following qualities are valued:

- 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 or watched or listened actively to any digital media assigned, and review and prepare any and all preparatory questions or assignments before class;
- Apply concepts from the readings/digital media/lectures that are pertinent to the discussion;
- Integrate comments from classmates into your arguments (build upon them by using the “yes, and…” approach;
- Be respectful of the comments made or questions asked by others in the class;
- Identify key discussion points and draw parallels from previous cases or your experience; and
- Be constructive and positive, always; challenge ideas but never the person.

When determining the class participation grade at the end of the session, the professor may 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 manner? Can the student back up a point with her/his own analyses, data or other projections?

NOTE: A student will earn negative points when being impolite, violating any of the class learning agreement or IEU policies, when making irrelevant comments of insignificant importance, or when being disrespectful to anyone in the classroom.

Note: The professor may call on any student to ensure that everyone has a chance to demonstrate his/her accomplishments or share their thoughts. The professor may also approach a student or students before the class and ask them to prepare to speak on specific topics ("warm call"). Overall, the culture of participation in the classroom aims to give everyone a chance to speak and therefore the professor may approach students who have not yet spoken before they call on someone a second time in a single session.

Individual Work: 50% total - There are three different components of your individual grade

Entrepreneurial Mindset Challenge (20%)

This assignment will be submitted in the form of a video or poster. You are challenged to identify some entrepreneurial mindset characteristics that you identify as traits that you either seek to develop or build further. You will identify a plan about how you can go about developing or growing those characteristics in yourself. Then you will execute the plan by conducting the actions that push you out of your comfort zone to learn how to think or act differently. You will collect evidence of you executing the plan, your efforts, and your outcomes (failure included). Then you will create a brief video (or poster) that details your pre-identified mindset challenges to yourself, what you did and what happened. You will conclude by reflecting on the process. You will include photos, videos, documentation. You will receive more detailed information from your professor and/or via Blackboard.

Midterm Exam (10%)

You will have a midterm exam that assesses your knowledge of concepts discussed in the course assignments (readings, digital media, etc.) and in-class lectures and workshops.

Final Exam (20%)

You will have a final exam at the end of the semester that assesses your achievement of the course's learning objectives.

Team Work: Entrepreneurial Process Portfolio: 35%

The Portfolio is a single, cumulative digital workspace (e.g. Miro board, etc.) where the team stores their work as they go through the entrepreneurial process, as explained to them by the professor. The portfolio is an archive of the team's process, including key "milestone activities and/or deliverables" the team conducted or completed while developing their entrepreneurial project. At the end of the course, the full portfolio is submitted - but the professor will have monitored the team's process as it was built over the course of the semester. The professor may require key deliverables be submitted over the course of the semester to be able to provide guidance and re-direct the team, if necessary.

Part of the Entrepreneurial Process Portfolio is the "Process Story", which will take the form of a presentation in which the team tells the story of their project's process, synthesizing the evolution of their project since the beginning of the semester up until the presentation.

The final component of the Entrepreneurial Process Portfolio is a Team Review and Reflection, in which each team member shares feedback both about themselves and about their team members.

You will receive more detailed information from your professor and/or via Blackboard about the Portfolio (including the Process Story Presentation and the Team Review).

Note: It is very important to note that while the portfolio consists of components that are team-based, the grades assigned to each student individually for this evaluation instrument may be different. The professor will assign the grade that s/he determines is appropriate for each student on the team.

Note: During the semester, there may also be opportunities for activities where data is collected for research purposes to improve understanding of entrepreneurship education pedagogy. Participation in these activities is voluntary. Should you wish to be involved, this type of participation would be counted towards class participation marks. Should you wish to opt out of these activities, there will be another activity that requires the same effort and has similar learning objectives that you can complete to earn equal participation marks.

criteria	percentage	Learning Objectives	Comments
Final Exam	20 %		Final exam that assesses achievement of course's learning objectives. (LO 1-6)
Entrepreneurial Mindset Challenge	20 %		Identify entrepreneurial mindset characteristics to develop or build and set self-challenges that serve to build those characteristics. Document and reflect on outcomes. (LO1-2)
Entrepreneurial Process Portfolio and Final Process Story Presentation and Team Review	35 %		A single, cumulative digital workspace (e.g., Miro board) where the team stores their work as they go along with a final narrated Process Story and Team Review. (LO 1,3,4,5)
Class Participation	15 %		Active participation and listening during class sessions. Adherence to Code of Conduct and Class' Learning Agreement. Asking or contributing insightful questions or comments. Arriving to class prepared and having completed the assignments. (LO 1-6)

Mid-Term Exam	10 %		Brief exam to test knowledge of concepts and processes discussed in readings or in class. (LO 1,2,3,4,6)
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RE-SIT / RE-TAKE POLICY

RETAKE POLICY

Each student has **four** chances to pass any given course distributed over two consecutive academic years: ordinary call exams and extraordinary call exams (re-sits) in June/July.

Resits: Students failing the course in the ordinary call (during the semester) will have to re-sit the exam in June/July.

Those students who have not complied with the **attendance rule** during the semester will fail both calls for the current Academic Year (ordinary and extraordinary) and will have to re-take the course (i.e., re-enroll) the following Academic Year, and pay the corresponding enrollment cost.

The June/July re-sit exam will consist of a comprehensive examination as determined by the professor. Your final grade for the course will depend on the performance in this examination only; continuous evaluation over the semester will not be taken into consideration. Students will have to achieve the minimum passing grade of 5 and can obtain a maximum grade of **8.0 (out of 10.0)** in the re-sit examination.

Retakers: Students who failed the subject in a previous Academic Year and are now re-enrolled as re-takers must review the syllabus of the assigned professor and contact that professor or IE Impact Program Management (ieimpact@ie.edu) individually to confirm the specific evaluation criteria that apply to retakers for that semester (ordinary call of the current Academic Year). The maximum grade that may be obtained in the retake exam (3rd call) is 10.0

This course, due to the nature of its methodology, requires attendance of all Retaker students unless IE Impact Program Management informs the student otherwise. It is always the student's responsibility to **check the syllabus for the specific conditions for retake students** and to **contact the professor – or IE Impact Program Management – at the start of the semester** to find out what is required of him/her to best prepare for the retake and to pass the course.

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

