



# introduction *to* DRIEHAUS

## BUSINESS FUNDAMENTALS AND THE ENTREPRENEURIAL MINDSET

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**OFFICE HOURS:** M/W 2:30-3:00pm

**CLASSROOM:** DePaul Center, Rm. 8207 or online via Zoom

**MEETING DATES:** Mon. / Wed.

**CLASS TIME:** 3:10-4:40pm

### COURSE INTRODUCTION

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Welcome to the Driehaus College of Business, a school known for its exceptional teaching, nationally ranked entrepreneurship program, and well-connected professional alumni network in Chicago, the U.S., and around the globe. You are at the beginning of your business education journey at Driehaus. Some of you may already have a clear vision of the career you hope to pursue; some of you may have only recently decided to study business and are not yet aware of the career and educational opportunities available to you. Some of you may be joining us from other programs, like film, game design, or theatre—because you know that complementing your major with a business education will help you achieve your career goals more easily, and that is great! The goal of *BUS 101: Introduction to Driehaus* is to bring the entire business cohort together to teach the fundamentals of modern business education, the specific skills and tools necessary for success in an international, competitive business landscape, and the “entrepreneurial mindset” that prepares *every* Driehaus student for future success. An additional feature of the course is *The Driehaus Difference*, a series of short videos that introduces students to the academic advising, career planning, and co-curricular opportunities awaiting them. To achieve these goals, the *Introduction to Driehaus* course is built on three pillars:

- **Leadership in Thought:**

Students will learn the *concept* of business, who the key players are (e.g., supplier, buyer), how needs are identified, how value is delivered, and the motivations that drive actions and behaviors within the market. By introducing the entrepreneurial mindset and design thinking elements, students will also learn how to identify, solve, and commercialize business solutions to social problems in a variety of consumer contexts.

- **Leadership in Word:**

Students will learn the *language* of business, improving their *business fluency* and understanding of how the various business disciplines—Accounting/MIS, Economics, Finance/Real Estate, Hospitality, Management & Entrepreneurship, and Marketing—provide tools for the successful creation, implementation, and maintenance of a business. Students will also master the art of compelling business communication and oral presentation of ideas.

- **Leadership in Action:**

Students will learn how to put business concepts into *practice* via engaging, active-learning class activities (e.g., BizCafé simulation; group project), as well as via the many co-curricular student groups, professional organizations, and business school-sponsored activities that complement and reinforce in-class education.

## ACTIVE LEARNING APPROACH

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In addition to the many real-world business examples and essential readings that will introduce and illustrate key course concepts, several active learning elements are integrated into the course. These active learning elements are included to give you a “hands-on,” engaging experience when it comes to running a business and understanding the many facets of doing so. For example, you will work as part of a team to complete a BizCafe™ simulation that requires you to discuss, debate, and make decisions regarding a variety of business objectives (e.g., ideal staffing, product selection, pricing decisions, etc.) as if running and operating a real café. In addition, you and your group will work together to use the entrepreneurial mindset to develop an innovative business solution to a social problem. Your group will address the problem using the mindset and present your solution in both a written executive summary and an oral presentation. Finally, by including the series of short video modules known as *The Driehaus Difference*, you will be introduced to the many ways you can get involved *beyond the classroom* to enhance your educational and professional training by *doing* and *applying* your new knowledge.



## THE DRIEHAUS DIFFERENCE

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The Driehaus College of Business prides itself on its connected, caring community of students, faculty, and staff. Over the next four years, you will have more resources, experts, and opportunities available to you than you will ever have in your lifetime. So, how do you even begin to know what those valuable resources are? How can you access them and when should you? Enter The Driehaus Difference. Each week, in a series of online video modules, our class will introduce the many wonderful resources available to you at Driehaus—from Academic Advising to Study Abroad, Career Advising to extracurricular groups—resources and people who truly make Driehaus an amazing place by making *your life* better. The students who tap into these resources are the ones who land dream jobs, have amazing college experiences, creative valuable lifelong networks, and even travel the world. So, pay attention and take advantage of these resources as they will *literally* change your life.

## QUIZZES + EXAMINATION

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There will be a series of quizzes (D2L) and one, in-person examination—a midterm—designed to assess your individual learning and understanding of the concepts presented in class. It is your responsibility to keep up with the assigned readings, attend class lectures, and seek clarification for any concepts that are unclear. The quizzes and exam are a chance to assess your comprehension of business concepts.

## GROUP PROJECT DETAILS

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The purpose of *Intro to Driehaus* is to introduce you to fundamental business concepts and a problem-solving mindset that will help you frame your time at Driehaus, see the world through a new lens, and adopt a data-driven, solutions-focused perspective that will serve you well in your career. Understanding *how* business works, as well as knowing the various components and tools helpful for operating a well-oiled business machine, makes you more likely to see opportunities to create value and/or increase efficiency. The entrepreneurial mindset provides a step-by-step problem-solving framework that helps you answer the question, “What must be done?”—with an eye on improving life and creating value for employees, customers, business partners, or society, in general.

In this group project, you and your team will use the entrepreneurial mindset we learn in class to identify a problem you would like to solve using business (and business tools) as a solution. The problem may be a product or service that solves an unmet need of a target market. It could also be a social issue—e.g., homelessness, access to clean water, inequity in educational opportunities—or the problem could be one specific to a company’s day-to-day operations—e.g., missed opportunities to engage technology, toxic corporate culture, concerns regarding consumer privacy. The central “problem” that forms the focus of your group project is up to you and your group, but you should use the entrepreneurial mindset to define the problem and to create a business-inspired solution to that problem. Importantly, while your problem may be one currently addressed by existing companies and business solutions, you and your team must provide an *original*, unique solution and then present a clear, compelling case for why your solution is better. Stated differently, if you present a product or service that already exists without clearly justifying why your new product/service is better than what is already out there, your pitch probably will not be well received.

For your group project, you will work with the same randomly selected team with which you completed your BizCafé simulation. Using the business fundamentals from Weeks 1-6 of class, as well as the entrepreneurial mindset from Weeks 7-10 of class, you will propose a business solution to a clearly defined problem and prepare an Executive Summary integrating and applying relevant class concepts. The specific details for the Executive Summary appear in the section titled “The Group Project + Scoring Rubric” later in this syllabus.

Your group will also deliver a 5-minute “pitch” presentation to the class. Five minutes is *not* a long time, so the presentation should be carefully constructed to highlight **only those key points** the group wishes to convey. This is an important lesson: your Executive Summary can cover all the details, but your presentation should focus only on the key ideas that will really excite your audience and sell your idea. The group should also treat the presentation like a **professional** presentation: dress up and be prepared, engaging, and convincing. Use compelling visuals, storytelling techniques, and tangible prototypes/examples to inform, educate, and persuade your audience. Your “pitch” is part of your group project grade, so pay attention to your style. It is essential to plan ahead and to create a schedule for the project. Late projects will **not** be accepted. The winning project from each section will be presented at the end-of-quarter Driehaus Cup competition, and winners of each section and the Driehaus Cup win scholarships, so take it seriously!

## **A NOTE ON GROUP WORK AND COLLABORATION**

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Most of the work you will do as young professionals will require teamwork and collaboration, online and offline. Sometimes you will be able to select colleagues with whom you can work on a project, but often you will be required to work with colleagues, clients, partners, agencies, and customers you do *not* get to choose. As such, a considerable amount of your time at Driehaus will be spent working on projects with teams you select and teams you do not. Get used to it. ☺ This requires you to learn how to listen and work well with others, present and lobby for your ideas, acknowledge when someone else’s idea may be better than your own, communicate and coordinate well with multiple people, and hold yourself and others accountable for fulfilling your part of the group’s work. It may not always be a smooth ride, but that is life, and we are preparing you for a lifetime of group work. It is in your best interest to learn the best practices of group collaboration as early as possible and to adhere to your workload and scheduling commitments. Also, be aware of resources (e.g., Slack, Discord, Google Drive, Dropbox, etc.) that may help your team communicate and set deadlines effectively. These are the kinds of tools you will be using in the business world, so it is helpful to practice using them now. **NOTE:** Group members can evaluate one another at the end of the quarter. So, if someone does not deliver his/her part or do his/her work, the rest of the group will get credit, but that individual member will not. And remember: if an individual does not do his/her assigned part, the group is **still expected** to complete that part of the project. Translation: don’t shirk; do your work.

## BIZCAFÉ SIMULATION DETAILS

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You will have plenty of time to get to know your Group Project group because it is the same group with whom you will be completing a real-world business simulation throughout our class! Each week, you and your team will make decisions as the owners and managers of a fictitious café. By addressing a variety of business decisions, your team will compete with other teams in class also running and operating their own café. The simulation is intended to expose students to the variety of decisions and challenges facing a company while also providing an immediate outlet to try out new tools and concepts being taught in class. The dynamic nature of a market and the effects competition and firm decision-making can have on a business' success are explored in this fun, engaging context. Each week, your team will meet, discuss the decisions you intend to make, and then upload your choices. Note: only one member of the team needs to upload the group's choices each week, so typically groups will meet and do this together or will discuss their strategy and appoint one person to enter the decisions before the deadline. BizCafé will also ask you and your team to summarize its thought process behind each week's decisions, so the group should elaborate on what information it used from the simulation, the concepts we discussed in class, and other strategies/logic that went into the group's decision. Be thoughtful and thorough and remember: this is safe way to practice business ideas!

## MIDTERM EXAMINATION DETAILS

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My goal for class is to teach you business fundamentals that will provide a solid foundation upon which your remaining core and discipline-specific classes will build. To ensure that you are making steady progress in acquiring, retaining, and understanding the information presented in class, we will have one examination—the midterm exam—that allows you to demonstrate the extent to which you understand and can apply our class concepts. The goal of the examination is *not* to trick you or to require you simply to memorize definitions. Instead, the examination is crafted to measure your mastery of the course content, identify where weak spots might exist, and to let you demonstrate adept application of the concepts for example business problems inspired by the real-world. The examination will take place **in class** (see the course schedule at the end of the document) and will be an open book, open note examination. The exam **cannot** be rescheduled, and missing the examination will result in a score of zero for the exam. The questions will be multiple choice and may cover topics from our in-person class lectures, assigned readings, class slides, or any other assigned resources (e.g., podcasts, videos), so it is essential to attend class, take notes, and complete assigned readings and media references so you are aware of all class content.

## GRADES + EVALUATIONS

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It would be wonderful if everyone could get an A+ in class, but sadly, that is not how the real world is structured. Indeed, even bonus structures at companies often have designated “bins” or “buckets” in which employees are separated as a function of their performance. Our class is *not* curved. Thus, in theory, *everyone* could get an A (DePaul does not have A+, unfortunately), but the quality of your work will be compared to the work of your peers, which should produce some friendly competition and raise the tide for *all* ships. Here is how your grade will be broken down in this class:

Weekly Quizzes (D2L)	20%
Midterm Examination	25%
Group Project: Presentation	15%
Group Project: Executive Summary	15%
Participation and Attendance	10%
Driehaus Difference Modules	5%
<u>The Driehaus Difference Self-Reflection</u>	<u>10%</u>

**TOTAL:** 100%

**BONUS:** BizCafé Final Performance.....+1-2% points (calculated)  
(Note: all students are **required** to complete BizCafé)

## PROFESSIONALISM + PREPARATION

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As an up-and-coming business professional, your ability to present yourself as a well-prepared, professional businessperson is as important as your ability to convey business literacy. Thus, in addition to mastering the content of our course, you are also expected to come to every class fully prepared, having completed all the required readings and ready to participate in class discussion. In class, you should present yourself in a professional, respectful manner and engage with your fellow classmates and professor with consideration and kindness. Missing class, arriving late, leaving early, and/or being disruptive or distracting will affect your grade. Importantly, bosses and companies have expectations their employees will get their work done well and on time. Every assignment in this class has a clear due date (and time), and it is expected that you will complete your work by the deadlines. I have built flexibility into our course—e.g., you have a full week to complete your quizzes—and you will have some class time to work on your group project. If a life emergency or personal situation arises, notify me right away so we can discuss; this is what you would do for a boss/manager, so it is good preparation. There is no promise any extension will be granted as, just like the real world, some deadlines (e.g., midterm, group project) simply cannot be moved. Plan your quarter accordingly.

## TECHNOLOGY ETIQUETTE IN THE CLASSROOM

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Research suggests that the use of laptops and mobile phones in the classroom are harmful to an individual's educational development and can be equally (if not more) distracting to others ([Fried, 2007](#)). Technology certainly has an important role to play in modern business practice, but using technology in class for non-class purposes is bad, just as checking your email or watching a basketball game on your laptop during a business meeting would get you fired. Translation: do not do it. Technological devices that assist with any physical or learning needs are permitted, but if you are using your laptop in our class for anything other than *our* class, it will negatively impact your grade.

## OUR VINCENTIAN VALUES

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Driehaus prides itself in providing its students with a world-class business education, but our college holds itself to an *even higher standard*. The Vincentian mission of DePaul University and the Driehaus College of Business means that we are to ask the question, “What *must* be done?” When we look out toward the world, when we observe society, and when we reflect on the experiences of others—including those like us and others unlike us—where is there room to make the world a better, more just place? Where is there an opportunity to create *value* for others? Where is there room for innovation and entrepreneurship that can improve the world? Our Driehaus community views business through this lens of lifting others up and doing what must be done. Companies who create value create profit, and the ability to bring value to others and to society while also generating returns for our company and/or organization is truly a win-win approach. Keep this in mind in our class, during your time studying at Driehaus, and in the professional roles you pursue during and after business school.

## DEPAUL ACADEMIC INTEGRITY

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As a student at DePaul University, you are expected to adhere to the university's academic integrity policies and student code of conduct. Cheating, plagiarism, improperly citing sources, reusing work created for other courses (without permission), and collaborating on individual work with fellow students all violate these university determined policies and will result in disciplinary action. Be sure to review this [website](#) to familiarize yourself with these important policies. In addition, posting class assignments, solutions, quizzes, examinations, PowerPoint slides, or any other resource online is a violation of intellectual property and will result in a grade of F for the course, even retroactively.

## CENTER FOR STUDENTS WITH DISABILITIES (CSD)

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Our classroom is a safe, inclusive space where we can share ideas, grow, and learn *together*. If you have accommodations set up through the Center for Students with Disabilities (CSD), please know that I will do everything possible to facilitate your needs to ensure a rich, educational experience. Your privacy will be respected, and do not hesitate to reach out should you have any questions pertaining to creating the best possible learning environment for you.



## A NOTE ON BUSINESS WRITING AND COMMUNICATION

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As part of your formal business education at Driehaus you will have the opportunity to take courses on writing and presenting in professional contexts. Even more important, you will have the opportunity to hone your writing, speaking, and presenting skills throughout your courses here at Driehaus beginning with this class. You should take these assignments and projects seriously, using them as practice before entering “real world” business communication contexts in your internships and, eventually, your full-time job. Similarly, when provided feedback from professors regarding your writing, speaking, and presenting style, take it seriously: part of being persuasive and effective as a communicator is the style, professionalism, and charisma with which you present your ideas. To help you get a “head start” on being a better business communicator, here is a list of tips and tricks:

1. Know your audience and write/present for *them* (i.e., using the appropriate language, style, content).
2. Treat *every* class assignment/presentation like it is a *job* assignment/presentation (and dress accordingly).
3. Efficiency is your friend. Cover *exactly* what is asked for. No less. No more (or, if more, use an appendix).
4. Make use of headings, subheadings, and bold words to organize your logic and draw attention to key ideas.
5. Use bullet points, instead of sentences, to list key points that do not need much elaboration.
6. Minimize text on slides and *never* read text verbatim from a slide (unless directly quoting a source).
7. If using visual aids (e.g., slides), make them look polished, sleek, and professional. Design matters.
8. If using images, only use hi-res images without pixilation and label any necessary graphs, axes, etc.
9. Familiarize yourself with [APA Style](#) for citing sources, as well as punctuation and grammar rules. Use it.
10. Be creative. Tell a compelling story. Address any and all requirements by telling a *cohesive story*.
11. Justify all of your ideas with *evidence*, whether primary data or secondary data, and logic.
12. Do not use “texting language” or informal language in business writing unless a deliberate style choice.
13. Do not use notecards or word-for-word scripts. Know your material well enough to speak confidently.
14. Cover key ideas in an oral presentation; leave small, supplementary details for the accompanying report.
15. Use whatever grading/evaluation rubric is provided to structure your work and to deliver what is expected.
16. Save and send work in file formats (e.g., PDF) you *know* will open for your audience. Test to make sure.
17. Familiarize yourself with the “Curse of Knowledge,” and adjust your writing/presentation accordingly.
18. Do not just *talk* about ideas, *show* your ideas (e.g., mock-ups, appendix visual aids, etc.)
19. Consider clever “souvenirs,” memorable activities, visuals, or tangible items to leave a *lasting impression*.
20. Practice makes perfect. Practice to perfect timing, handoffs, presentation choreography, and group work.

Remember that part of our job, in addition to teaching you the ins and outs of business, is to teach you how to perform as successful businesspeople. The ability to write, present, and communicate effectively and efficiently is critical to your success as a businessperson, so soak up this knowledge.

## CHATGPT AND THE USE OF AI FOR BUS101 ASSIGNMENTS

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Unless otherwise instructed, the expectation in this class is that you and your team are generating the ideas and deliverables assigned. To be clear, it is okay to use generative AI (e.g., ChatGPT) for ideation purposes and/or to use DALL-E or other graphics platforms to generate imagery for a prototype, but this should be cited and made apparent in both your Executive Summary and pitch presentation materials. However, using ChatGPT for your Driehaus Difference personal reflection will result in a **score of zero, automatic failure of the course**, and an **academic integrity violation**—trust that we know the language generative AI returns when students enter prompts for assignments in this class, and we will not hesitate to oust any student who decides to cheat instead of doing the assigned work.

Here's another way to think about it: we are preparing you to be a successful businessperson, which includes responsible use of technology. Whenever possible, we will allow and even encourage the use of emerging technology to help you get your work done. But when we ask that you deliver work using your own brain, your own ideas, and your own ability, we are doing this because it is training you to be a better businessperson. Trust us. We also love technology, but there's a right way and a wrong way to leverage technology in the business world. Start practicing ethical uses of technology now, as this will serve you well into the future.

## FLEX CLASSROOM

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This is a Flex course. You may attend class each week on campus or remotely via Zoom. Attendance is expected – please email me if you are unable to attend a class. Classes are not recorded. There is no option to attend this course entirely asynchronously - the course is designed for you to actively contribute in class.

- Remote students are expected to have their webcams switched on and microphones muted (unless talking). Remote students may periodically switch off their webcams to take a break.
- Remote students are expected to upload a Zoom profile photograph or acceptable avatar image.
- Remote students are expected to contribute in class. You must be in an environment where you are not distracted and can talk. You may be asked to share your computer screen and present.
- Students connecting to Zoom must use their DePaul Zoom accounts. Students using non-DePaul Zoom accounts may be blocked from connecting to class.
- Your name in Zoom must match the preferred name on your university record.

Office hours and individual meetings will also be available via Zoom. You will use the same Zoom link on D2L to connect. Office hours and individual meetings will not be recorded unless otherwise noted prior to or during the meeting at the discretion of those involved.

Please download the Zoom client before your first class and read the Zoom instructions.

- Download Zoom Client (<https://depaul.zoom.us/download>)

*Zoom is an enterprise video/web conferencing and collaboration solution for DePaul's faculty, staff, and student employees.*

Zoom Video Tutorials (<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>)

Zoom Support FAQ ([https://support.zoom.us/hc/en-us/articles/206175806-Top-Questions?flash\\_digest=0d96b1924dbc68c124d363d5d255d51fda1a78e2](https://support.zoom.us/hc/en-us/articles/206175806-Top-Questions?flash_digest=0d96b1924dbc68c124d363d5d255d51fda1a78e2))

*Frequently Asked Zoom Questions*

***Can I connect from a room system?***

*Yes. Zoom will allow you to connect from a room system.*

***Are there instructions on how to connect to Zoom?***

*Yes. You can find them [here](#).*

***Can I increase the size of the video window, so I can see the professor and classroom in more detail?***

*Yes. Complete instructions on how to do this are found [here](#). The quick process is:*

1. Click the **swap icon** at the upper right corner of the Zoom window to switch the video feed.
2. Click the icon at the upper right to swap it back or click Switch to Sharing Content.
3. Click **View Options**, then **Side-by-Side Mode** to switch into Side-by-Side Mode.
4. Drag the vertical bar that separates the windows left and right to resize to your preferences.

***Help! My computer is not working, how can I connect to the videoconference?***

*Zoom supports the PC and macOS operating systems on personal computers, along with room systems. If none of these are available to you, then you can use your smartphone (Android or iOS) to connect as a backup. In dire circumstances, or if your microphone and speakers are not working, you can connect via a regular telephone connection.*

***Do I use the same Zoom meeting ID for all courses at DePaul?***

*No - Each DePaul course will have a dedicated meeting ID, but the same meeting ID will be used each week of the course.*

***Do I have to use my DePaul Zoom account only?***

*Yes – Only authenticated DePaul Zoom accounts can join our class sessions. You cannot join with your personal or work Zoom login credentials. Please create a DePaul Zoom account before our first class.*



## BizCafé Team Simulation Instructions

**Introduction:** To give you a taste of the many different decisions one must make when engaging in business, you will be participating in a business simulation called BizCafé in which you and your group manage the operations of a café. You will select your menu, choose prices, engage in market research, purchase assets to enhance your café, and keep track of your financials using the easy-to-use BizCafé interface. Your group will enter its decisions weekly throughout the first six weeks of the quarter, applying the new tools and skills acquired in class to make better, smarter decisions each week. To understand your group's logic behind its decisions, BizCafé will also ask you to write a bit about how your group arrived at its decisions, what information went into the decisions, and more.

**Accessing BizCafé is easy:** To log in to BizCafé, visit the [BizCafé website](#).

Follow the instructions to upload your group's decisions for each week.

**Note:** Each team member will have to purchase access to BizCafé, but remember there's no textbook for our class. So, instead of spending \$300, you'll just spend about \$30. Not too shabby!

**Deadline:** Your BizCafé decisions must be uploaded to the BizCafé site by a certain time each week so that the simulation can factor your group's decisions into the mix. Remember, each team's decisions influence the performance of the other teams. To give you and your team the maximum amount of time to meet each week, your decisions will be due by midnight at the start of the following academic week. To clarify with an example, let's say your class meets Wednesdays and Mondays; your BizCafé decisions must be entered by 11:59pm on the Wednesday following your Monday class. If your class has back-to-back sessions on, say, a Tuesday night, then your decisions must be entered by the following Tuesday (also at midnight). When in doubt, be sure to have your BizCafé decisions submitted before the next week of class begins (note: this is different from a traditional calendar week).

### Frequently Asked Questions (FAQs):

Q: "Does every member of our group have to enter our decisions?"

A: No, only one person in your group needs to enter your group's decisions. The BizCafé system will automatically apply it to your entire group.

Q: "What decisions do we have to enter? How do we know?"

A: The BizCafé user interface is pretty clear. Not only will it provide you with a tutorial upon your initial introduction, but it will also tell you which decisions you need to make before you can "submit" for the week. Be sure to review all the information BizCafé provides before making your decision; some content can be found under the various tabs of the user interface that can help you make better decisions. Also, the performance dashboard is a great resource for helping you understand how your business is doing.

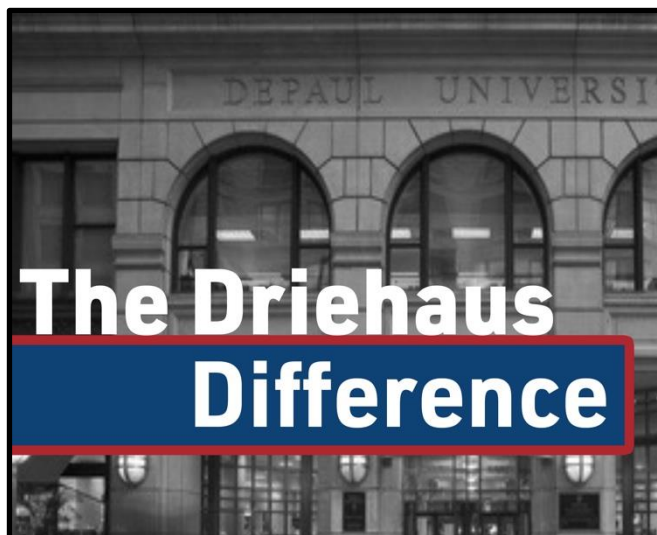
Q: "When we are asked to write about how we arrived at our decisions, what do we say?"

A: That's up to you and your group, but be sure to incorporate the concepts we are discussing in class, as well as any information you used from the BizCafé system (e.g., market research).

Q: "Our group is nervous to submit! We're brand new to business – how can we be certain?"

A: Don't worry! Although all groups are required to complete BizCafé, your performance only counts for extra credit. We know you are new to business. BizCafé allows you to test the water without facing huge consequences. The only way it can affect your grade is by improving it! So, do your best, make informed decisions, and try to incorporate the concepts we are discussing in class. This is how you will learn!





## The Driehaus Difference: Self-Reflection Instructions + Scoring Rubric

**Introduction:** Throughout the quarter you will be provided with information regarding the many wonderful resources exclusively available to you as a Driehaus College of Business student. The most successful students tend to be the ones who take advantage of the co-curricular opportunities available to them, and we want you to be among that group! Thus, we want you to reflect on how ‘The Driehaus Difference’ has shaped your personal experience at the business school, your professional plans, and your goals for the time you will spend at Driehaus.

**The Assignment:** You will write a 2-page (single-spaced, 12-pt. font, 1” margins) self-reflection summarizing how **some of the information** presented in The Driehaus Difference modules completed as part of our class in class have influenced your plans, thoughts, and engagement as a student. To be clear, you **do not** have to address every topic from every week. Instead, **choose 2-4 topics that resonated with you and actually led you to do something**. Maybe you joined a club? Maybe you’re applying for a study abroad trip? Maybe you sought tutoring support? Tell us **exactly** what you did and **why** you chose to do it, incorporating the relevant Driehaus Difference modules.

Topics may include:

- Co-Curricular Activities + Student Involvement
- The Driehaus Career Action Plan
- Academic Advising
- Student Resources (CSD, writing center, tutoring, etc.)
- Career Toolkit: Résumés, LinkedIn, Handshake, Internships
- Mental and Physical Health/Well-Being
- Study Abroad Opportunities
- Driehaus Ambassadors / Alumni Engagement
- Registering for Classes
- Research + Entrepreneurship Opportunities (BETA Lab, Coleman)

**Be specific.** Tell us how information from the Driehaus Difference videos have influenced your college/career plans. Which offices have you visited/been in touch with, and what, specifically, did you learn from that engagement? Which student group did you join and why? Which classes are you hoping to take and why? Be detailed and describe your personal plan. Statements like “Study abroad seems cool; I’ll look into it” are **not** acceptable. Which *specific* study abroad programs interest you, personally? Why? Why would you do them or why not (e.g., what might prevent you from doing it)? This assignment is as much about helping you reflect on your opportunities as it is to help connect you to the resources necessary to make those plans happen. The more specific and personal you are, the more this assignment will truly help you make a path for success during your time at Driehaus.

**Scoring:** In addition to getting credit for completing The Driehaus Difference modules (videos + self-assessment quiz), you will receive credit for writing a personal self-reflection. Your self-assessment will be scored based on the extent to which you describe how selected Driehaus Difference content helped you (80%) and the professionalism and quality of the writing (20%). **The Driehaus Difference self-reflection is due (D2L) on the last day of our class in Week 10.**



## The Group Project + Scoring Rubric (Presentation + Executive Summary)

**Introduction:** To make connections between our class content and real-world examples/applications of our class concepts, you will work with your group to use the entrepreneurial mindset and the business fundamentals taught in class to develop an innovative business solution that addresses an identified problem. Your job is to apply the mindset, identify an opportunity to create value for a company, customer, and/or partner, and then create a business-inspired solution. Your proposed business solution (which could be a *new* business, a new business *tool*, a new business *procedure*, etc.) will compete with those presented in our class and across all sections of the current quarter's BUS 101 classes, so be sure to bring your best ideas!

**The Assignment:** The Group Project consists of two parts:

1) **The Executive Summary:** You will write a 5-10 page (single-spaced, 12-pt. font, 1" margins) Executive Summary that succinctly summarizes the following topics:

- Motivation, inspiration/spark for your idea—what is the value you are creating via an original product/service?
- Empathize: primary and secondary research (required), needs identification, address “What must be done?”
- Define: clear articulation of the core problem to be addressed; defined audience for solution
- Ideate: discussion of the ideas proposed, the brainstorming process; why final idea selected
- Prototype: visual, tangible representation of idea; link features w/ problem components
- Test: discussion of testing plan prior to full scale launch incl. type of testing, KPIs, & attributes to test/refine
- Elements from the six core business disciplines:
  - Economics: supply, demand, underlying need, value
  - Marketing: the 4Ps, STP, branding/identity
  - Finance/RE: capital sources, financially viable business model
  - Management & Entrepreneurship: company organization, leadership, incentives, alignment
  - Accounting/MIS: information management, sources of information, data storage
  - Hospitality: customer service, human experience, creative personal touch
- A brief, “key ideas” conclusion

The Executive Summary should be well-written, free of typos/grammatical mistakes, and clearly organized using headings, subheadings, bullets, and bold text to highlight key concepts. Any cited sources should be listed in a “References” section following the paper, and citation should adhere to APA guidelines. Remember: the goal of an Executive Summary is to provide a busy executive with a concise, informative summary of critical information/data, key problems, important ideas, and suggested solutions with the associated risks/benefits detailed for each solution. Be thorough but be brief. Edit accordingly. Please refer to the “Note on Business Writing and Communication” in the syllabus for guidance.

2) **The Presentation:** You will present a 5-minute (maximum) presentation to pitch your business solution to the class. Five minutes for a presentation is not a long time, but it is enough time. The presentation should be carefully constructed to highlight only those key points the group wishes to convey. The group should also treat the presentation like a professional presentation: dress up and be prepared, engaging, and convincing. Use compelling visuals, storytelling techniques, and tangible props/examples to inform, educate, and persuade.

**Scoring:** Your executive summary will be graded on its clear organization (10%), content covered (30%), accurate application of course concepts (30%), professionalism (15%), and grammar/style (15%). Your presentation will be graded on presentation clarity (10%), content clarity (10%), content integration (20%), accurate application of class concepts (30%), professionalism/aesthetics (15%), and engagement/effective storytelling (15%)—the “pitch.” You can see a scoring rubric for both the presentation and the executive summary at the end of the syllabus. Be aware that this rubric is what your professor will use to grade your presentation and executive summary.

**Deadline:** Your presentation and Executive Summary should be uploaded to D2L (submission folder: Group Project) by the day/time the group is scheduled to present. D2L randomly determines group membership and order: Groups 1-4 will present Week 10A; Groups 5-8 will present Week 10B. Although your group has ten weeks to identify a problem, develop a solution, and create the accompanying presentation and executive summary, it is essential to **plan ahead!**



## Group Member Evaluation (Optional)

**Introduction:** At the end of the quarter, you will have the (optional) opportunity to rate your group members on their contributions to your group's work across the quarter. From your BizCafé group work and decision making to your group project presentation and executive summary, it is *essential* that each member of your group does his/her/their part. Shirking is unacceptable, and students who do not do their "fair share" will not receive the same grades as group members who do. Get used to pulling your weight as a member of a team. ☺

**The Opportunity:** At the end of the quarter, one of two things will be true: 1) everyone in your group did what they were assigned to do all quarter long and you are happy, or 2) someone (or several people) in your group shirked and did *not* do what they were supposed to do. If the first scenario describes your group, then great! There's no need to do anything, and points will be evenly distributed among your group members. If the second scenario describes your group, then you have the option to rate your group members according to their respective contributions. If one member of your group did about 50% of the work they agreed to do, you can let me know. If a member of your group did 0% of the work they agreed to do, also let me know. If enough members of your group communicate the same message about a particular team member's (or team members') performance, that person's grade for group project elements will be adjusted to reflect the amount of work he/she/they did NOT do. So, if four members of a group say that the fifth member did 0% of the work on a project, then that fifth member gets zero points for that project. It's that simple.

**The Process:** To let your professor know, 1) send an email with each group member listed and the % of work (out of 100%) each member did by the end of Week 10 of class, and 2) include any evidence or details describing communication/outreach, the agreed upon work, and the failure to deliver quality work on time, as this will provide your professor with some context in the event a student tries to complain. This is usually very simple because students who didn't do their work usually have no evidence to defend their lack of contribution. Still, don't just email and say "so and so" did not do his/her work; send some evidence supporting your claim.

**Let's Be Real:** Listen, group work is tough, but it is a required part of business (and life). You need to learn how to have tough conversations with your peers and to be willing to listen when your peers hold *you* accountable. The group member evaluation is a gift from me, your professor, to ensure any slackers in your group are not rewarded for your hard work. Still, students need to learn the ups and downs of group work because this is an *essential* life skill. You will be doing group work in college and beyond, so figure out how to do it well and how to be self-sufficient when it comes to managing groups effectively. Don't complain about group work; manage it. There will (and should be) disagreements—that's how business works—but find a way to come together to get your work done. Help each other, grow together, and be kind.

## COURSE CALENDAR

The following schedule has been developed to help you keep organized. Be sure to come to class prepared, submit assignments and quizzes by the deadline (all times CST), and work ahead whenever possible to stay on track. We have a lot of ground to cover, so figuring out a system that works for you and your group will serve you well in our class and in your career! Find your groove and lock it in!

Week 1: Course Introduction + Economics	
Definition/Function:	Economics is the study of how humans satisfy needs and wants via the allocation of scarce, limited resources that could be used for other purposes. Stated more simply, economics is the efficient allocation of resources to satisfy the needs of consumers and producers and, in doing so, creating value.
Week 1A – Monday, January 6, 2025	
Topic	<b>Economics: Humans, Scarcity, and the Market</b> <i>This class introduces students to the way individual human needs, and the pursuit of products/services to fulfill those needs, affects supply, demand, and—ultimately—profit.</i>
Real World Example and/or Class Activity	Supply & Demand: From a Lemonade Stand to Your Business Degree
Driehaus Paths, Career & Salary Info	We'll discuss different pathways for a successful, rewarding career in Economics.
Readings/Assignments To Prepare for Class	1. Read <i>The Undercover Economist</i> , Chapter 1, p. 5-13, Chapter 2, p. 31-38
Week 1B – Wednesday, January 8, 2025	
Topic	<b>Business Cycles &amp; Macroeconomics</b> <i>This class introduces students to the idea that individual business decisions must be made in the context of an overall economy that is constantly changing. The class motivates why understanding the overall macro economy is necessary to make good business decisions.</i>
Real World Example and/or Class Activity	Case Study Class Discussion: Beanie Babies + Sneakerheads Activity: Super Economics!
BizCafé Simulation	Be sure your group enters its BizCafé decisions for this week by the deadline!
The Driehaus Difference	Co-Curricular & Student Groups: Activities + College Engagement
Readings/Assignments To Prepare for Class	1. Read "After the Beanie Baby Bubble Burst," Vox 2. Read "Sneakerheads are Flipping..." Bloomberg 3. Read "What is a Business Cycle?" Business Insider
Assignments, Quizzes, and Other Items to Submit	
Items Due This Week	1. Submit Week 1 BizCafé simulation decisions by 11:59pm, January 13, 2025 2. Submit Week 1 (Economics) Quiz on D2L by 11:59pm, January 13, 2025 3. Submit Week 1 Driehaus Difference Module by 11:59pm, January 13, 2025

## Week 2: Marketing

Definition/Function:

Marketing is the study of “markets,” where those who produce/supply meet those who consume to exchange products, services, experiences, and ideas. Understanding customers’ attitudes, perceptions, satisfaction, and needs (market research) helps businesses develop valuable products and/or services they can then sell to customers to generate value (and profit).

### Week 2A – Monday, January 13, 2025

5Topic

#### Segmentation, Targeting, and Positioning (STP)

*This class introduces students to market segmentation, targeting, and positioning (STP), an exercise in efficiency and data-driven decision-making based on market research and return on marketing investment. The “marketing continuum” is discussed.*

Real World Example  
and/or Class Activity

Activity: Mars, M&Ms, and Sweet STP

Driehaus Paths,  
Career & Salary Info

We’ll discuss different pathways for a successful, rewarding career in Marketing.

Readings/Assignments  
To Prepare for Class

1. Read “Richard Branson...Virgin Voyages”
2. Read “Facebook in Fight for Teen Attention Against Social Media Rivals”

### Week 2B – Wednesday, January 15, 2025

Topic

#### The Marketing Mix (4Ps)

*This class introduces students to the four foundational pillars of marketing: product, price, placement, and promotion. Together, these four factors provide business students with a fundamental understanding of the role and power of marketing within business.*

Real World Example  
and/or Class Activity

Case Study Class Discussion: Barbie’s Got a New Body  
Activity: M&M’s Innovation

BizCafé Simulation

Be sure your group enters its BizCafé decisions for this week by the deadline!

The Driehaus Difference

Academic Advising + Writing, Tutoring, and Academic Resources

Readings/Assignments  
To Prepare for Class

1. Read “Barbie’s Got a New Body”
2. Read “Apple Inc.’s Marketing Mix of 4Ps (An Analysis)”
3. Read “The Marketing Mix: The Art of Using the 4Ps of Marketing”

### Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit Week 2 BizCafé simulation decisions by 11:59pm, January 20, 2025
2. Submit Week 2 (Marketing) Quiz on D2L by 11:59pm, January 20, 2025
3. Submit Week 2 Driehaus Difference Module by 11:59pm, January 20, 2025



## Week 3: Finance & Real Estate

Definition/Function:

Finance involves the creation, planning, and management of a company's or individual's money and investments. From generating start-up capital from bank lenders or investors to making wise financial decision that can grow resources exponentially, finance oversees how money is acquired, spent, and invested.

### Week 3A – Monday, January 20, 2025 – No Class (MLK Day)

Topic	<b>Sources of Capital: Debt and Equity</b>  <i>This class introduces students to the concept of debt financing and equity financing. Whether borrowing from financial institutions or exchanging shares of ownership for money, businesses rely on debt and equity to get started and to grow into profitable organizations. This class discusses these approaches and the tradeoffs inherent in each.</i>
Real World Example and/or Class Activity	Case Study Class Discussion: Portillo's
Driehaus Paths, Career & Salary Info	We'll discuss different pathways for a successful, rewarding career in Finance.
Readings/Assignments To Prepare for Class	1. Read Portillo's Case Study 2. Read "Exploding Kittens Raises \$30 Million..." Variety 3. Read "What is the Stock Market?"

### Week 3A – Wednesday, January 22, 2025

Topic	<b>Interest Rates and the Time Value of Money</b>  <i>This class introduces students to the concepts of interest and the time value of money. Businesses and people can have "more money today" than they currently have on hand, but this borrowing comes at a cost: interest. Leveraging this concept as a lender can lead to financial growth opportunities. This class discusses this critical concept of finance.</i>
Real World Example and/or Class Activity	Activity: Financing College Activity: Capital Budgeting
BizCafé Simulation	Be sure your group enters its BizCafé decisions for this week by the deadline!
The Driehaus Difference	The Driehaus Career Action Plan (DCAP) Pt. 1: Your Career Journey Begins Now!
Readings/Assignments To Prepare for Class	1. Read "Compound Interest: Explained with Calculations & Examples" 2. Watch "The Rice and the Chess Board"   <a href="https://www.youtube.com/watch?v=eJmWu18pWtI">https://www.youtube.com/watch?v=eJmWu18pWtI</a>

### Assignments, Quizzes, and Other Items to Submit

Items Due This Week	1. Submit Week 3 BizCafé simulation decisions by 11:59pm, January 27, 2025 2. Submit Week 3 (Finance) Quiz on D2L by 11:59pm, January 27, 2025 3. Submit Week 3 Driehaus Difference Module by 11:59pm, January 27, 2025
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# Week 4: Management & Entrepreneurship

Definition/Function:

Management is the study of organizations and the behavior of individuals within an organization, from the CEO to the newest, entry-level employee. Management encompasses organizational structure, motivation and incentives, human resources, corporate strategy, and more.

## Week 4A – Monday, January 27, 2025

Topic

### Strategy and Design

*This class introduces students to the ways a company plans and prepares for the future, including its short-term and long-term goals, as well as how it designs a corporate structure that will help it achieve its goals.*

Real World Example and/or Class Activity

Discussions: Peloton – Lacking Strategic Vision? + Nintendo’s Organizing Strategy

Driehaus Paths, Career & Salary Info

We’ll discuss different pathways for a successful, rewarding career in Management.

Readings/Assignments To Prepare for Class

1. Read “Nintendo’s Key to Creativity: More Women”
2. Read “Peloton: The Fallen Fitness Unicorn”
3. Read “Takeaways from the Uber Files Investigation”

## Week 4B – Wednesday, January 29, 2025

Topic

### Leadership and Operations

*This class introduces students to the concept of incentives, motivation, and the importance of aligning individual goals with organizational goals. Best practices for evaluating the effectiveness and efficiency of employees, process, and operations are also discussed.*

Real World Example and/or Class Activity

Activity: Share and Discuss Career Explorer Diagnostic Results

BizCafé Simulation

Be sure your group enters its BizCafé decisions for this week by the deadline!

The Driehaus Difference

Registering for Classes + The Course Cart (Academic Advising II)

Readings/Assignments To Prepare for Class

1. Read “The New CEO is Out...”
2. Read “The Ideal CEO-to-Employee Pay Ratio”
3. Read “The Rise of the Worker Productivity Score”  
(or listen to *The Daily Workplace Surveillance Productivity Tracking*)
4. Complete the Career Explorer Diagnostic and bring your results to class

## Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit Week 4 BizCafé simulation decisions by 11:59pm, February 3, 2025
2. Submit Week 4 (Management) Quiz on D2L by 11:59pm, February 3, 2025
3. Submit Week 4 Driehaus Difference Module by 11:59pm, February 3, 2025

# Week 5: Accounting & MIS

Definition/Function:

Accounting involves the tracking, record keeping, and reporting of a company's assets, liabilities, and performance over time. External parties (e.g., investors) use prepared financial reports from companies to make informed investment decisions, while others (e.g., governments, auditors) use the information to make sure a company is operating in an ethical way. Managers can also use the numbers to make better decisions for the firm.

## Week 5A – Monday, February 3, 2025

Topic

### The Accounting Equation + Financial Statements

*This class introduces students to the Accounting Equation: assets, liabilities, and shareholder/owner's equity. Using double-entry bookkeeping and other established accounting rules, students will understand how accounting keeps track of a company's transactions to ensure honest, balanced reporting for prospective investors and stockholders.*

Real World Example and/or Class Activity

Activity: Annual Report Scavenger Hunt

Driehaus Paths, Career & Salary Info

We'll discuss different pathways for a successful, rewarding career in Accounting/MIS.

Readings/Assignments To Prepare for Class

1. Read "History of Accounting"
2. Read "Blockchain and Cryptocurrency CPAs"

## Week 5B – Wednesday, February 5, 2025

Topic

### Managerial Accounting, Internal Control, and Fraud

*Accounting is not just about providing outside investors with a snapshot of a company's health. Accounting also provides information to governments for taxation, to regulators for ethics and transparency, and even to the company, itself, to ensure that its many employees are keeping things on the "up and up." Accurate information is essential for external and internal decision makers, so how can companies ensure that accuracy?*

Real World Example and/or Class Activity

Case: Kraft Heinz + Dixon  
Activity: Coffee Talk

BizCafé Simulation

Be sure your group enters its BizCafé decisions for this week by the deadline!

The Driehaus Difference

Study Abroad: Business Experiences Around the World

Readings/Assignments To Prepare for Class

1. Read "Food for Thought from Kraft Heinz"
2. Read "Dixon's Quiet Hero"

## Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit Week 5 BizCafé simulation decisions by 11:59pm, February 10, 2025
2. Submit Week 5 (Accounting) Quiz on D2L by 11:59pm, February 10, 2025
3. Submit Week 5 Driehaus Difference Module by 11:59pm, February 10, 2025

# Week 6: Hospitality & Sports Business + Midterm Examination

Definition/Function:	Hospitality Management spans travel, tourism, events, dining, and other contexts in which impeccable service, planning, and attention to detail are essential for creating positive customer experiences. Beyond products and services, hospitality emphasizes the <i>people</i> in market transactions and the engagement among salespeople, customers, partners, staff, and others.
<b>Week 6A – Monday, February 10, 2025</b>	
Topic	<b>Tourism, Hotel, Leisure, Restaurant, and Event Management</b>  <i>This class introduces students to Hospitality Management &amp; Sports Business Management, from hotels to event spaces, travel and tourism to dining/restaurants. Students will learn theories, approaches, and tools to boost hospitality.</i>
Real World Example and/or Class Activity	Case: Disney and the Quintessential Hospitality Experience
Driehaus Paths, Career & Salary Info	We'll discuss different pathways for a successful, rewarding career in Hospitality.
Readings/Assignments To Prepare for Class	1. Read "How Disney Cast a Spell on France's Hospitality Industry" 2. Read "Disney's Four Keys to a Great Guest Experience"
<b>Week 6B – Wednesday, February 12, 2025</b>	
Topic	<b>Midterm Examination</b>  <i>The midterm examination provides students the opportunity to demonstrate their mastery and understanding of the class content up to this point. The exam is a mix of multiple choice and some computational questions. Students will have the entire class session (90 minutes) to complete the exam. The exam will be completed online via D2L <b>in class</b>. Students may refer to their notes and other resources, but the entire exam must be completed in the 90 minutes allotted. Best of luck – you can do it! ☺</i>  <b>NOTE:</b> The exam is open book, <b>BUT you should still study!!!</b> If you do not understand the concepts, you will not be able to perform well on the exam even if you have access to your notes. Be sure you understand all the concepts and how to apply them in business.
Real World Example and/or Class Activity	Midterm Examination
BizCafé Simulation	Be sure your group enters its BizCafé decisions for this week by the deadline!
The Driehaus Difference	Achieving Personal Balance: Mental/Physical Health Resources + CSD
Readings/Assignments To Prepare for Class	1. Study for the Midterm Examination 2. Do something nice for yourself
<b>Assignments, Quizzes, and Other Items to Submit</b>	
Items Due This Week	1. Submit Week 6 BizCafé simulation decisions by 11:59pm, February 17, 2025 2. Submit Week 6 (Hospitality) Quiz on D2L by 11:59pm, February 17, 2025 3. Submit Week 6 Driehaus Difference Module by 11:59pm, February 17, 2025

# Week 7: Entrepreneurial Mindset (E/M) Part I

## Definition/Function:

In Intro to Driehaus, students learn the *entrepreneurial mindset*, which is a useful problem-solving tool that can be used to generate innovative, effective solutions to class assignments, real world business problems, and even social issues. Whether your plan is to start your own business someday or to be a valuable, contributing employee at an existing company, the entrepreneurial mindset will serve you well in your career.

## Week 7A – Monday, February 17, 2025

### Topic

### Empathize

*If the Entrepreneurial Mindset is all about seeing opportunities to create value, then Design Thinking is the tool that helps us achieve that value. The first step, Empathy, involves connecting with and understanding customers on a deep, insightful, and psychological level including asking the Vincentian question, “What must be done?”*

### Real World Example and/or Activity

Activity: Worst. Better. Best.  
Activity: In-Class Group Project Workshop

### Readings/Assignments To Prepare for Class

1. Read “Why Design Thinking Works,” *Harvard Business Review*
2. Use Empathy exercises from class to help you make progress on your group project

## Week 7B – Wednesday, February 19, 2025

### Topic

### Define

*Framing a problem or an opportunity correctly can drastically alter the potential success or failure of an entrepreneurial solution. The Define step involves choosing a focal problem or issue, clearly defining and framing that problem/issue, and setting that sharply defined problem as the foundation for the remaining steps in the process.*

### Real World Example and/or Activity

Activity: Mind Meld  
Activity: In-Class Group Project Workshop

### The Driehaus Difference

Personal Finance: Student Financial Wellness & DePaul Central

### Readings/Assignments To Prepare for Class

1. Read “How to Pitch”
2. Read “13 Tips on How to Deliver a Pitch Investors Simply Can’t Turn Down”
3. Use Define exercises from class to help you make progress on your group project

## Assignments, Quizzes, and Other Items to Submit

### Items Due This Week

1. Submit Week 7 (Empathize & Define) Quiz on D2L by 11:59pm, February 24, 2025
2. Submit Week 7 Driehaus Difference Module by 11:59pm, February 24, 2025
3. Work on your Final Group Project



## Week 8: Entrepreneurial Mindset (E/M) Part II

Definition/Function:

As we continue the journey of the Entrepreneurial Mindset and our Design Thinking tool, we proceed past problem identification and definition to the solution ideation and creation phase. We discuss brainstorming, groupthink risk, and idea prototyping among other topics.

### Week 8A – Monday, February 24, 2025

Topic

#### Ideate

*This class provides tools, tips, and tricks for generating original, creative ideas that could potentially serve as solutions to the problem articulated in the previous Define step. Initially, the goal is to develop as many potential solutions as possible without judgment or evaluation. Eventually, the best ideas will proceed to the next stage (as a function of time, resources).*

Real World Example  
and/or Activity

Activity: Five Things  
Activity: In-Class Group Project Workshop

Readings/Assignments  
To Prepare for Class

1. Read “Design Thinking’s Exciting Third Phase: Ideating”
2. Use Ideate exercises from class to help you make progress on your group project

### Week 8B – Wednesday, February 26, 2025

Topic

#### Prototype

*This class introduces the idea of Prototyping, or the process by which intangible ideas/solutions are built out (at least in part) into tangible products, services, experiences, and/or processes. By making a solution more “real,” the solution can proceed to the next step in the process, which will involve testing it out on prospective customers/users, as well as highlight potential problems or issues that need fixed.*

Real World Example  
and/or Activity

Activity: Object Work  
Activity: In-Class Group Project Workshop

The Driehaus Difference

Business Creators: The Coleman Entrepreneurship Center & The BETA Hub

Readings/Assignments  
To Prepare for Class

1. Read “Design Thinking: Get Started with Prototyping”
2. Refer to Example Executive Summary for ideas on how to structure your summary.
3. Use Prototype exercises from class to help you make progress on your group project

### Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit Week 8 (Ideate & Prototype) Quiz on D2L by 11:59pm, March 3, 2025
2. Submit Week 8 Driehaus Difference Module by 11:59pm, March 3, 2025
3. Work on your Final Group Project

# Week 9: Entrepreneurial Mindset (E/M) Part III

Definition/Function:

As we end our Entrepreneurial Mindset and Design Thinking journey, we conclude the process by testing our selected idea(s), learning about and improvement upon that idea, and—ultimately—making our valuable idea a reality (...or, depending on test market info, scrapping the idea altogether).

## Week 9A – Monday, March 3, 2025

Topic

### Test

*This class teaches students about the importance of testing ideas before spending more time, energy, and money bringing full ideas to fruition. Testing allows us to learn what works well, what doesn't, and potential features or attributes to tweak before launching a "final" product/idea.*

Real World Example  
and/or Activity

Activity: A Few of Our Favorite Things  
Activity: In-Class Group Project Workshop

Readings/Assignments  
Due Today

1. Read "Top 7 Product Design Testing Methods"
2. Use Test exercises from class to help you make progress on your group project

## Week 9B – Wednesday, March 5, 2025

Topic

### Feedback Loop

*Now that we have completed a cycle of the Design Thinking process, we pause to appreciate the cyclical, dynamic nature of this process. In doing so, we recognize that having an Entrepreneurial Mindset involves identifying potential value in any context, whether we are starting our own business or working for company. The E/M mindset is useful everywhere. It is also a great time to edit your group project, trim the excess, and fill any missing gaps: you want to present the very best pitch possible!*

Real World Example  
and/or Activity

Activity: What I Learned  
Activity: In-Class Group Project Workshop

The Driehaus Difference

The Driehaus Career Action Plan (DCAP) Pt. 2: Résumé, LinkedIn, and Handshake

Readings/Assignments  
To Prepare for Class

1. Read "Fostering an Entrepreneurial Spirit in the Workplace..." *Forbes*
2. Use Feedback Loop exercises from class to help you wrap up your group project

## Assignments, Quizzes, and Other Items to Submit

Items Due This Week

1. Submit Week 9 (Test & Feedback Loop) Quiz on D2L by 11:59pm, March 10, 2025
2. Submit Week 9 Driehaus Difference Module by 11:59pm, March 10, 2025
3. Work on your Final Group Project

## Week 10: Final Presentations

### Definition/Function:

The time has come for you and your team to present your group project solutions! Leveraging the discipline-specific principles from the first six weeks of class, as well as the Entrepreneurial Mindset and Design Thinking tools from Weeks 7-9, your group will pitch an original innovative solution that addresses a clearly defined business or social problem. Dream big, have fun, and be sure that you address all the elements of the group project as defined in the syllabus for class.

### Week 10A – Monday, March 10, 2025

### Topic

#### Group Presentations | Day 1

*Half of the groups (Groups 1-4) will be presenting in class today.  
The other half will be an attentive audience and provide feedback, thoughtful questions, and praise for particularly good ideas.*

### Readings/Assignments To Prepare for Class

1. Practice your group project presentation
2. Complete the Group Member Evaluation (optional – see syllabus)

### Week 10B – Wednesday, March 12, 2025

### Topic

#### Group Presentations | Day 2

*The remaining groups (Groups 5-8) will present in class today.  
Groups that have already presented will serve as the supportive audience.*

### The Driehaus Difference

Pay It Forward: Driehaus Ambassadors + Alumni Success Stories  
+ Next Steps in your Driehaus and Professional Career

### Readings/Assignments To Prepare for Class

1. Practice your group project presentation
2. Complete the Group Member Evaluation (optional – see syllabus)

### Assignments, Quizzes, and Other Items to Submit

### Items Due This Week

1. Submit group's presentation on D2L (only 1 needed per group) by 11:59pm, Mar 12, 2025
2. Submit group's Exec. Summary on D2L (only 1 needed per group) by 11:59pm, Mar 12, 2025
3. Submit your individual Driehaus Difference Self-Reflection paper by 11:59pm, Mar 12, 2025
4. Submit Week 10 Driehaus Difference Module by 11:59pm, March 12, 2025

## SOCIAL EVENT + DRIEHAUS CUP COMPETITION

**Date: Monday, March 17, 2025 + Time: 4:30-6:30pm**  
**@ DePaul Student Center Room 120A/B (Lincoln Park Campus)**

### Purpose

Instead of a final exam, students in BUS 101 are required to attend the Driehaus Cup as participants and/or supporters. The winning group from each section of the current quarter's BUS101 classes will compete to become the Driehaus Cup Champions & win scholarship money! ☺

Note: Driehaus Cup teams have only 5 minutes to present their pitch, so be sure to edit your pitch down to include only *essential* ideas, concepts and information!

### Readings/Assignments To Prepare for Class

Attend the event, enjoy some snacks, and celebrate the end of our class!

**Congratulations on successfully completing BUS101: Introduction to Driehaus!**

# APPENDIX. Group Project Presentation and Executive Summary Scoring Rubric

## GROUP PROJECT SCORING RUBRIC

Presentation (Oral)									
	1-2 points	3-4 points	5-6 points	7-8 points	9-10 points		Weight	Team Score	Weighted Score
Presentation Clarity	The presentation was incoherent, disorganized, and hard to follow. No thought was put into its organization.	The presentation was shaky and confusing. Some thought was given to its structure but not much.	The presentation was okay but inconsistent. Some parts made sense while other parts were very unclear.	The presentation made sense and had structure. There were a few bumps, but it was mostly good.	The presentation was extremely clear, organized, and logical. The content flowed very smoothly.		10%		
Concept Clarity	Description of the product/service and its remedy to pain/problem was incoherent, disorganized, and hard to understand. Prototype was not present or difficult to understand.	Description of the product/service and its remedy to pain/problem was shaky and confusing. Some thought was given to the product/service and prototype but not much.	Description of the product/service and its remedy to pain/problem was inconsistent. Some parts made sense while other parts were very unclear. Some parts of the prototype were unclear.	Described the product/service and its remedy to pain/problem with a few gaps in clarity and understanding. Prototype was included	Thoroughly described the product/service and its remedy to pain/problem. Prototype was very well developed and easy to understand.		10%		
Content Integration	Almost no concepts from the course / Lean Canvas model were integrated into the pitch.	Very few concepts from the course / Lean Canvas model were discussed, but many concepts were missing.	The group covered some concepts from the course / Lean Canvas model, but the presentation flowed more like a lecture than a business pitch.	The group covered several concepts from the course / Lean Canvas model and did an okay job justifying them.	The group seamlessly integrated an appropriate amount of relevant concepts from the course / Lean Canvas model into a well-constructed, tight business pitch.		20%		
Accurate Application of Concepts	The group incorrectly applied most, if not all, class concepts during the presentation.	The group incorrectly applied several class concepts during the presentation but applied one or two concepts correctly.	The group correctly applied many class concepts but also incorrectly applied several concepts.	The group correctly applied most class concepts with just one or two exceptions.	The group flawlessly applied class concepts during the presentation. Primary and secondary research, as well as market, organizational, and financial feasibility were applied most impressively.		30%		
Professionalism/Aesthetics	The presentation was sloppy, lacking a design theme and style consistency. The presenters carried themselves unprofessionally in presentation and appearance.	The presentation had some design elements but lacked sophistication. The presenters were slightly unprofessional in presentation and appearance.	The presentation had an okay design with some consistency. The presenters came across as mostly professional but were unprofessional at times.	The presentation was well designed with a theme and consistency. The presenters were mostly professional in both presentation and appearance.	The presentation was sophisticated, having a clear design theme and style consistency. The presenters carried themselves with exceptional professionalism in both presentation and appearance.		15%		
Engagement/Storytelling (The Pitch)	The presentation lacked engagement, was not compelling, and was forgettable.	The presentation had only one or two engaging parts, did not persuade, and might be remembered for the wrong reasons.	The presentation had some engaging parts, was somewhat persuasive, and might be recalled.	The presentation had many engaging parts, was persuasive, and could likely be recalled.	The presentation was extremely interactive, compelling, and memorable.		15%		
Presentation Total:									
Executive Summary (Written)									
	1-2 points	3-4 points	5-6 points	7-8 points	9-10 points		Weight	Team Score	Weighted Score
Clear Organization	The executive summary was incoherent, disorganized, and hard to follow. No thought was put into its organization.	The executive summary was confusing and unclear. Some thought was given to its structure but not much.	The executive summary was okay but inconsistent. The use of headings, subheadings, and bold text was missing or confusing.	The executive summary made sense and had structure. The use of headings, subheadings, and bold text was adequate.	The executive summary was extremely clear, organized, and logical. The use of headings, subheadings, and bold text was perfect.		10%		
Content Covered	Almost no concepts from class were discussed. The summary was either too long, too short, or extremely inefficient in the way it covered the class content.	Some concepts from class were discussed, but many concepts were missing. The summary lacked efficiency and/or polished conciseness.	The group covered a fair amount of class concepts. A few key concepts were missing. The summary was just okay with respect to conciseness and efficiency.	The group covered many concepts from class with just a few exceptions. The summary could have been more concise and/or more efficient.	The group covered concepts from nearly every content area discussed in class. The summary was concise and very efficient. A busy executive would benefit from this document.		30%		
Accurate Application of Concepts	The group incorrectly applied most, if not all, class concepts in its executive summary.	The group incorrectly applied many class concepts in the summary but applied one or two concepts correctly.	The group correctly applied many class concepts but also incorrectly applied several concepts.	The group correctly applied most class concepts with just one or two exceptions.	The group flawlessly applied every class concept in its executive summary. The integration of skills/tools was most impressive.		30%		
Professionalism	The executive summary was extremely unprofessional. The language, content, and directives were not something one hopes to find in an executive summary for a top business organization.	The executive summary was somewhat unprofessional. The lack of sophisticated language content, and directives suggests a great deal editing and rewriting would be necessary.	The presentation executive summary was okay. The language, content, and directives would need to go through a few rounds of revision and editing, but they weren't terrible.	The executive summary was mostly professional. The language, content, and directives were mostly clear and, with some edits, would make for a very strong executive summary.	The executive summary was extremely professional. The language, content, and directives (supported by evidence/logic) were exactly what one hopes to find in a top business organization.		15%		
Grammar/Style	The executive summary had several major spelling, grammar, or typographical errors.	The executive summary had a few major spelling, grammar, or typographical errors.	The executive summary had several minor spelling, grammar, or typographical errors.	The executive summary had some minor spelling, grammar, or typographical errors.	The executive summary had no major or minor spelling, grammar, or typographical errors.		15%		
Executive Summary Total:									
NOTE: To calculate how many % points your project and/or executive summary performance will contribute to your final grade for class, simply divide the weighted total by 10 and then multiply that result by 15. For example, a Presentation Total of 8 and an Executive Summary Score of 9 would contribute 12% and 13.5% to your grade, respectively (out of a maximum of 50% for each).									