IDS4930 Industry Insights: Entrepreneurship in Gainesville

IDS4930 Spring 2023 Syllabus – 3 credits

Instructors: Adam Grossman and Brittany Grubbs-Hodges

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CLASS DATES/TIMES: Tuesdays, Period 7 (1:55pm - 2:45pm) in Turlington Hall 005
Thursdays, Periods 7-8 (1:55pm – 3:50pm) in CSE A101 (next door to Turlington)

OFFICE HOURS: **By Appointment Only – See Beyond120 website for calendar link**

All course assignments will be through Canvas

OPTIONAL TEXTS:

- Blue Ocean Strategy *by Renee Mauborgne and W. Chan Kim*
- Thinking Fast and Slow *by Daniel Kahnman*
- Small Inventions that Made a Big Difference *by Helen Pilcher*
- To Sell Is Human *by Daniel Pink*
- Rise and Grind *by Daymond John*
- The Innovator's Dilemma *by Clayton M. Christensen*
- Creativity, Inc. *by Amy Wallace and Ed Catmull*

Instructor Bios:

Adam Grossman is the CoFounder and Chief Development Officer at The Selling Factory, which trains top college students to replicate sales functions for B2B companies. He currently oversees the marketing department and student recruitment. Adam holds a BA in Communications from The Ohio State University, a MA in Education from Xavier University, and is ordained rabbi.

Brittany Grubbs-Hodges is the Assistant Director of Experiential Learning for the UF College of Liberal Arts and Sciences. She oversees the excursion, alumni coursework, and mentoring efforts for the *Beyond120* program. Brittany holds a BA in Telecommunications from the University of Central Florida and an MA in Mass Communications from the University of Florida. She anticipates graduating in the summer of 2023 with her PhD from UF as well.

Course Description:

Gainesville is the key to the Southeast and the heart of Florida. With the University of Florida, one of the preeminent universities in the county, and recognized college, Santa Fe College, top notch talent have launched and advanced companies at the forefront of multiple fields. With many students locked in the university bubble (13th to 34th and Archer to University), this class will take you outside into the rich Gainesville innovation ecosystem. Each week, we will focus on a field of interest, ask what are the biggest issues and opportunities within this field, highlight how the Gainesville entrepreneurial community has played a role, then visit with the companies and people that advanced this space.

Course Objectives:

1. To develop a basic understanding of how innovation ecosystems provide value to a community, university, and company.
2. To understand the challenges, successes and issues with disrupting a market.
3. To reflect on the concept of "good enough", understanding when is "good enough" is enough.
4. To understand what risks are worth taking? When is a risk too risky?
5. To understand, apply, and reinforce the eight career readiness competencies as defined by NACE. See the description of the NACE competencies below.

Course Expectations:

1. Show up on time
2. Do what you say you are going to do
3. Bring your best self

Course Materials:

Readings will be provided by the instructor and housed on Canvas.

Course Assignments:

- Attendance: 35%
- Participation: 10%
- Discussion Based Reflections/Assignments: 20% - You will be responsible for providing a weekly reflection on the material delivered each week. This summary should be between 150-200 words.
- Final Project: 25%
- Certifications: 10%
    - Complete Hubspot Academy Inbound Marketing: https://academy.hubspot.com/courses/inbound-marketing

- Complete Hubspot Academy Inbound Sales Certification
  https://academy.hubspot.com/courses/inbound-sales

Additional Resources:

Podcasts:

- Innovation and Leadership
- How I Build This with Guy Raz
- The Innovation Show
- The Social Entrepreneurship and Innovation Podcast
- WHOA GNV Podcast

Blogs:

- The Hustle
  Harvard Business Review Innovation
- The Selling Factory
- Entrepreneur - Innovation
- New Atlas Science and Technology News

Course Schedule:

Name/Date	Description

(Week 1) **January 9-15:**	Introductions and Overview of Course
	- Gainesville Innovation Ecosystem
	   - https://www2.deloitte.com/us/en/insights/industry/technology/ethical-dilemmas-in-technology.html
	   - https://www.forbes.com/sites/forbestechcouncil/2021/07/30/10-current-and-potential-ethical-crises-in-the-tech-industry/amp/
	   - https://guidetogreatergainesville.com/greater-gainesville-entrepreneurs/

(Week 2) **January 16 - 22**	The Gatorade Battle - https://thehustle.co/why-the-university-of-florida-gets-20m-year-in-gatorade-profits/ *Excursion: Cade Museum* *Look at: https://www.cademuseum.org/*

(Week 3) **January 23 - 29**	<u>Office of Technology and Licensing</u>
	• https://innovate.research.ufl.edu/accelerate-2/
	   ▪ Reflection pick a company in the Innovation
	      • Name of Company, Website (if available)
	      • What problem are they trying to solve?
	      • What do they do?
	      • Who is their target audience?
	      • What is most interesting about this company to you?
	• https://otl.stanford.edu/history-otl
	• https://innovate.research.ufl.edu/tech-licensing/
	• https://www.forbes.com/sites/dereknewton/2022/07/17/new-college-ranking-of-technology-transfer-has-a-surprise-number-two/amp/
	Excursion: Innovation Hub with Jennifer Harrell

(Week 4) **January 30 - February 5**	<u>Energy: Regulation vs. Deregulation</u> • Electric-Industry-Deregulation-Case-Studies.pdf • sustainability-13-03429-v2.pdf • Deregulation, Market Power, and Prices: Evidence from the Electricity Sector.pdf • Gas South (formally Infinite Energy) - Rich Blazer or Darin Cook • Look at: https://www.wcjb.com/2020/10/20/gainesvilles-infinite-energy-sold-to-georgia-based-company/

(Week 5) **February 6 - 12**	<u>Biomedical Innovation</u>
	• https://innovate.research.ufl.edu/accelerate-2/#sid-martin-biotech
	   o Reflection pick a company in Sid Martin Biotech
	     ▪ Name of Company, Website (if available)
	     ▪ What problem are they trying to solve?

	- What do they do? - Who is their target audience? - What is most interesting about this company to you? - Tech Tuesday Sid Martin: https://www.youtube.com/watch?v=1rPspMqipxQ - https://news.ufl.edu/2020/06/sid-martin-biotech/ Excursion: Sid Martin
(Week 6) **February 13 - 19**	<u>Healthcare Innovation</u> - Who is responsible for ethical decision making in healthcare - Listen to Medtech Talk,, Episode 171: Viz.ai CEO Chris Mansi on Artificial Intelligence and Increasing Patient Access to Life-Saving Treatments - https://medtechmvp.com/media/medtech-talk-podcast/viz-ai-ceo-chris-mansi-on-artificial-intelligence-and-increasing-patient-access-to-life-saving-treatments - https://open.spotify.com/episode/6oL7NpmSQtuejcqEaG6l3n - Read top innovations - https://www.proclinical.com/blogs/2022-4/top-10-new-medical-technologies-2022 - Pick 1 of the 2 - Read ethical dilemmas - https://www.thehastingscenter.org/why-health-care-organizations-need-technology-ethics-committees/ - Read ethical issues - https://www.reuters.com/legal/litigation/ethical-issues-surrounding-research-ai-health-care-2022-05-31/ Excursion: Gainesville Prosthetics and Opie - Look at: https://gainesvilleprosthetics.com/ and https://opiesoftware.com/

(Week 7) **February 20 - 26**	Sharing, Streaming and Social Media
	   ○ Jumping the Grooveshark: A Case Study in DMCA Safe Harbor Abuse, December 2011 DOI:10.2139/ssrn.1975579
	   ○ Social Media, Ethics, and the Privacy Paradox: https://www.intechopen.com/chapters/70973
	   ○ Why Grooveshark Failed - https://www.theverge.com/2015/7/28/9054093/why-grooveshark-failed
	   ○ Consumers Think It's Ethical to Steal Streaming Video Services - https://www.forbes.com/sites/jonathanberr/2019/03/15/consumers-think-its-ethical-to-steal-streaming-video-services/amp/
	Excursion: TBD

(Week 8) **February 27 - March 5**	Infrastructure Construction
	   ○ Pick 1 to read
	      ■ Dynamic Capabilities for ecosystem orchestration - https://www.sciencedirect.com/science/article/pii/S0040162521000469
	      ■ Smart City Reference Model - https://scholar.google.com/scholar_url?url=https://www.researchgate.net/profile/Sotiris-Zygiaris/publication/257796303_Smart_City_Reference_Model_Assisting_Planners_to_Conceptualize_the_Building_of_Smart_City_Innovation_Ecosystems/links/556c943f08aec226830543e7/Smart-City-Reference-Model-Assisting-Planners-to-Conceptualize-the-Building-of-Smart-City-Innovation-Ecosystems.pdf&hl=en&sa=X&ei=eISTY57YJY_mmgHJ8LmQCg&scisig=AAGBfm3RZmzDAL6l9gVYEV8zwFQIhb834g&oi=scholarr
	   ○ Top 10 Smart City Trends and Innovations in 2022 - https://www.startus-

	insights.com/innovators-guide/smart-city-trends/ Excursion: Infotech ○ Look at: https://www.infotechinc.com/
(Week 9) **March 6 - 12**	Smart Community ○ Smart cities: reviewing the debate about their ethical implications - https://link.springer.com/article/10.1007/s00146-022-01558-0 ○ An ethical framework for big data and smart cities https://scholar.google.com/scholar_url?url=https://publications.aston.ac.uk/id/eprint/43893/1/VC_smartcity_transport_ethics_ver05F_accepted.pdf&hl=en&sa=X&ei=6lWTY_u6Mo-EmgGqm6_wAg&scisig=AAGBfm37iwUntAqAPWCTayRU5Ztum5tqjQ&oi=scholarr ○ https://www.scu.edu/ethics/focus-areas/internet-ethics/resources/smart-lampposts-illuminating-smart-cities/ Excursion: San Felsco Park and Fracture ○ Look at: https://sanfelascotechcity.com/ and https://fractureme.com
	MARCH 13 - 19: SPRING BREAK
(Week 10) **March 20 - 26**	Education: Remote, Hybrid, In-Person? ○ THE CONSEQUENCES OF REMOTE AND HYBRID INSTRUCTION DURING THE PANDEMIC - https://cepr.harvard.edu/road-to-covid-recovery ○ These 3 trends are shaping the future of ed tech - https://www.highereddive.com/news/trends-shaping-future-edtech-microcredentials-online-learning-equity-gaps/635405/

	○ The Benefits of In-Person School vs Remote Learning - https://www.psychologytoday.com/us/blog/parenting-translator/202108/the-benefits-in-person-school-vs-remote-learning **Excursion: Study Edge** ○ Look at: https://studyedge.com/landing/

(Week 11) **March 27 - April 2**	<u>Asynchronous Learning for Workplace</u>
	    ○ https://www.forbes.com/sites/bernardmarr/2022/02/18/the-five-biggest-education-and-training-technology-trends-in-2022/?sh=3a4ad93f2f4d
	    ○ No, Remote Employees Aren't Becoming Less Engaged - https://hbr.org/2022/12/no-remote-employees-arent-becoming-less-engaged
	    ○ 29 Astonishing E-learning Statistics for 2022 - https://techjury.net/blog/elearning-statistics/
	Excursion: ItProTV
	    ○ Look at: https://www.itpro.tv/

(Week 12) **April 3 - 9**	<u>Ever-Evolving Marketing</u>
	    ○ Read: https://cmosurvey.org/return-to-normalcy-leading-marketing-in-a-post-covid-era/
	    ○ 2023 Digital Marketing Trends To Take Advantage Of Now - https://www.forbes.com/sites/forbescoachescouncil/2022/11/15/2023-digital-marketing-trends-to-take-advantage-of-now
	Excursion: Frankel and Celebration Point
	    ○ Look at: https://frankelagency.com/

(Week 13) ***April 10 - 16***	<u>AI and Marketing</u> ○ The Top Marketing Trends of 2023 & How They've Changed Since 2022 [Data from 1000+ Global Marketers] - https://blog.hubspot.com/marketing/marketing-trends

	○ AI Won't Replace Marketers—It Will Make Them More Valuable - https://www.forbes.com/sites/forbesbusinesscouncil/2022/06/23/ai-wont-replace-marketers-it-will-make-them-more-valuable ○ https://chat.openai.com/ Excursion: SharpSpring by Constant Contact ○ Look at: https://sharpspring.com
(Week 14) **April 17 - 23**	<u>Sales in a New World</u> ○ Listen to the Podcast: The Nudge: The secrets salespeople won't tell you https://www.nudgepodcast.com/podcast/episode/225fc907/the-secrets-salespeople-wont-tell-you ○ https://www.wsj.com/articles/the-pay-is-high-and-jobs-are-plentiful-but-few-want-to-go-into-sales-11626255001 ○ https://thehustle.co/11092022-millennials-are-changing-sales/. Excursion: The Selling Factory ○ Look at: https://thesellingfactory.com/
(Week 15) **April 24 - 30**	*Wrap-Up, Reflections and Last Questions:* This will be the final class to ask questions and review topics.

Disclaimer: Active Research taking Place

This *Industry Insights* course is the first in a series of *Beyond120* courses aimed at educating and exposing undergraduate students to various professional industries. Please be advised that by enrolling in this course, your weekly reflections and any focus group participation will be used for research purposes. All information gathered will only be used to improve coursework for the future. To ensure as much confidentiality as possible, all focus group data will remain anonymous and the instructors for this course will not have any access to responses until after the conclusion of the course. Students will never be penalized for any feedback or comments. All data gathered through weekly reflections will remain anonymous following the conclusion of the semester.

Extra Credit:

There will be a few extra credit opportunities offered. Extra credit opportunities will be posted/mentioned in class closer to each opportunity.

Late Assignments:

The goal of this course is for you to develop skills, and that development is more important than deadlines or grades. However, submitting work by the posted deadline is crucial. Late work will be accepted up to ONE WEEK after the deadline but will automatically be assessed one full letter grade deduction. As always, please speak to me if extenuating circumstances impact your ability to submit your work in a timely fashion.

Video/Audio Recording:

Our class sessions will NOT be audio visually recorded for students in the class to refer back By enrolling in this course, you are agreeing to attend class and participate as the syllabus requires. If you are ill, please consult the instructors prior to class.

NACE Career Readiness (as written on the NACE website)

The National Association of Colleges and Employers, through a task force of college career services and HR/staffing professionals, has developed a definition, based on extensive research among employers, and identified eight competencies associated with career readiness. (Details about the research are available here .)

These competencies are:

- *Critical Thinking/Problem Solving*: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- *Oral/Written Communications*: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.
- *Teamwork/Collaboration*: Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles,

and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- *Digital Technology*: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- *Leadership*: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- *Professionalism/Work Ethic*: Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.
- *Career Management*: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- *Global/Intercultural Fluency*: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Honor Policy:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Notes for Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Grading Policies and Grade Points:

Please refer to the UF Catalog for information on grading and GPA: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/ (Links to an external site.)

Grading Scale:

A   94-100%

A-   90-93%

B+   87-89%

B   84-86%

B-   80-83%

C+   77-79%

C   74-76%

C-   70-73%

D+   67-69%

D   64-66%

D-   60-63%

E   0-59%

Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at http://evaluations.ufl.edu

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.