

ENTRE 579 E

Spring 2023 - Entrepreneurial Influence and the Pitch

Classes are held Monday's from 6 pm to 9:20 pm in room PCAR 295.

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Background:

As an entrepreneur, your success is directly tied to your abilities to communicate effectively. The employees you recruit and retain, the advisors you bring around your team, the investors you seat around your table, the customers you win and the markets you move via external awareness are largely driven by the vision you articulate to them.

This course is about entrepreneurship and the role that verbal communication, influence, and persuasion play in shaping your success starting, growing, managing, leading, and even exiting a venture. Of all the courses you take in the MS in Entrepreneurship Program, this one will most emphasize the power of what you say... and how effectively you say it in the entrepreneurial context. We will delve deep into what goes into building trust, and storytelling, what different parties around your business may be looking for, and how to influence key stakeholders in your own success as an entrepreneur.

The course will follow the progression of different forms of persuasion that you will need to deliver as an entrepreneur (and even as an “intrapreneur”). Each session, you and/or your teammates (in your study or venture group) will receive feedback on the way you communicate your idea in the various storytelling formats. To make this course as practical and applied as possible, we will have plenty of guest speakers coming in to share their perspective directly with you. These will be some of the most influential members of the Seattle startup ecosystem: CEOs, venture capitalists, tech company executives, journalists, angel investors, etc. Side benefit: it’ll be a great chance to get to know some heavy-hitters in Seattle (all of whom happen to be excellent at the skills nurtured in this course). Along the way, you’ll hear from compelling entrepreneurs about their journeys and how this particular skillset has shaped the trajectory of their companies and their ambitions.

Learning Objectives:

The course will help you to:

- Create persuasive pitch for yourself and your venture in a compelling and memorable way
- Differentiate yourself and your business from the competition

- Craft and deliver various persuasive startup materials

Course Calendar

Class 1: Introduction, Your Why, Fundamentals of Storytelling and intro to a pitch.

Assignment Due:

Come prepared ready to individually provide a one-minute pitch about a problem worthy of solving.

Read:

- <https://www.verywellmind.com/what-is-persuasion-2795892>
- Pixar's 22 Rules of Storytelling <https://www.aerogrammestudio.com/2013/03/07/pixars-22-rules-of-storytelling/>
- The 7 types of stories: <https://www.socialmediatoday.com/content/7-story-archetypes-and-how-they-can-dramatically-improve-your-marketing>
- 3 types of stories: Survival, Love & Quest <https://jameshutchison.ca/2020/04/19/three-types-of-story-survival-love-quest/>
- Persuasive Storytelling: <https://www.nngroup.com/articles/persuasive-storytelling/>

Class 2: Persuasion, Respect and Trust - the connection between the three and the 7 forms of respect

Assignment Due:

- 1) In 200 words or less, describe your why.
- 2) your 90 second mad libs pitch filled out.

Read/Skim: "7 Forms of Respect" by Dr. Julie Pham - found online or in the library.

Class 3: Startup Artifacts - from blog posts, intro emails, press releases, investment memos, to data rooms.

Assignment Due:

1. Research your favorite startup, and find a press release, an investment memo or a blog post. Bring that press release, investment memo or blog post to class. Come prepared to discuss what makes that great, what they could have improved and what elements would you want to incorporate into your own business.
2. Write a reflection on the 7 forms of respect workshop. 200 words.

Read:

<https://openvc.app/blog/how-to-cold-email-vc>

Class 4: Public Relations & Pitching Customers - Sales Deep Dives

Assignment Due: 1) an intro email to a potential investor or customer, 2) a 300+word blog or 2 min vlog/tiktok video.

Science Literature:

Read/Skim:

- The 6 Principles to Make Your Ideas Stick: <https://medium.com/constraint-drives-creativity/the-6-principles-to-make-your-ideas-stick-91a17229c949>
- Why Most Startups Don't 'Get' Press: <https://review.firstround.com/why-most-startups-dont-get-press>
- "The Silent Benefits of PR" (Mark Suster, Both Sides of the Table) <http://www.bothsidesofthetable.com/2014/10/25/the-silent-benefits-of-pr/>
- Justin Kan, The Founder's Guide to Selling Your Company: <https://justinkan.com/feed/the-founders-guide-to-selling-your-company>
- The Top 27 Sales Blogs Every Sales Professional Should Read: <https://blog.hubspot.com/sales/best-sales-blogs>
- How To Build the Right Sales Playbook for Your Team <https://openviewpartners.com/blog/sales-playbook/#.YkEC9jfMKLr>
- The Top 27 Sales Blogs Every Sales Professional Should Read <https://blog.hubspot.com/sales/best-sales-blogs>
- Always Be Closing Is Dead: How to Always Be Helping in 2019
- <https://bit.ly/2D24H9b>

- How To Build the Right Sales Playbook for Your Team <https://bit.ly/2CJX194>

Class 5: Managing Stakeholders, and Pitching your business

Assignments Due: 1) a press release 2) an intro email to a reporter and 3) create your own sales funnel with 10 leads filled out. 4) Your final pitch deck.

Read:

Business Ecosystem Mapping:

<https://partneringresources.com/wp-content/uploads/Tool-Ecosystem-Mapping-Short-Format.pdf>

How to Identify Key Stakeholders

<https://hbr.org/2014/03/five-questions-to-identify-key-stakeholders>

Investor Update Emails:

<https://www.youtube.com/watch?v=pZIAwlekEK4>

Extra Scientific Reading List:

<https://docs.google.com/document/d/1UYSkxDtlktR9iLhSDUpQnzXIU4eTUwQFYjD2tgTdSCK/edit>

Faculty Bio:

Award winning leader in the Pacific Northwest startup ecosystem. Elizabeth is a scientist, mentor, and 15 year leader in scientific and technological innovation. Known for a keen ability to locate disruptive and innovative technology, Elizabeth's day job is the Director of Incubation Enablement at HP, helping internal founders at HP build and unleash innovative businesses. Elizabeth recently cofounded Find Ventures, a non-profit organization providing transformational non-dilutive grants and support to under-resourced entrepreneurs in Washington State.

Before Find Ventures and HP, Elizabeth led the Go To Market & Operations for the Amazon Alexa Fund and Startups team, as well as lead innovation business development for Amazon's innovation team, Grand Challenge. Before Amazon, she led the launch of WeWork's startup and incubation arm, WeWork Labs in US West and LATAM, and previous to WeWork Elizabeth led the team at CoMotion Labs at the University of Washington coaching and growing the robust bench of NW tech and biotech startups.

Obsessed with growth and knowledge, Elizabeth went from a degree in Biochemistry, to Georgetown's Global Executive MBA in Innovation, Entrepreneurship, Emerging Markets. She was invited to join the 2019 cohort of Harvard Business School's YALP program which aims to develop leaders who understand cross-sector collaborations for shared prosperity.

Office Hours: Before / after class by appointment.

Communications Guidelines:

Please do not hesitate to contact me with any questions or concerns you may have regarding your learning experience in this course. Email is the most efficient method of communication.

Email and Internet:

UW Email and the Canvas Discussion Forums in this course are the official means of communication for this class. Students are expected to read and act upon email in a timely fashion. Students should check their email regularly along with the Announcements section of this course. All instructor correspondence will be sent to your @uw.edu email account.

Grading Policies:

The course will be taught via lectures, homework assignments, “pitch” delivery and feedback, and guest speaker instruction. Grading for the class will be as follows:

Activity:	Contribution Points	
Class Participation	50%	100
Homework Assignments	50%	100
Total:		200 points

Graded Material Overview

Class Participation (50%): My goal is to ensure you are getting a ton of practical learnings out of our time together that will be highly relevant to your careers. I expect you to be prepared to be “cold called” during the case discussions and for exercises. The expectation within this class is that everyone makes a substantive contribution to both the class discussion and is prepared to present in class. For the class contribution, notes will

be made after each session about each class member's engagement in class discussion and preparedness of the case, readings, and exercises. To be clear for class participation, the emphasis is on the caliber of insights or questions, and not on the frequency of participation. You should be able to demonstrate your understanding of the relevant issues and problems in the assigned readings and cases. Share your knowledge and help others understand your point of view. Some of the criteria we will use to judge the effectiveness of your participation includes:

- Are you willing to participate?
- Do your comments show evidence of appropriate, insightful analysis of the case?
- Are your comments relevant to the class discussion?
- Are you a good listener as well as a speaker? Can you play off of the comments of others?
- Are you willing to test new ideas? Or are all of your comments "safe"?
- Do you work well with others during group projects?

Homework assignments (50%). Throughout the class and with each section, there will be specific, graded homework assignments. They will include a targeted customer outreach, press plans, investor target lists, investor presentations and associated materials. You will be assessed on the structure and clarity of the presentation, as well as your use of influence tactics covered in class. For the video assignment, you will record a 2-3-minute video where you pitch your or a classmate's venture or a topic of your interest. You will be assessed on the structure and clarity of the presentation, as well as your use of influence tactics covered in class.

AI Policy

In our class, you are allowed to use AI such as ChatGPT for any assignment/work. The only ask is to 1) tell me that you used it, 2) tell me the prompt you used for generating the work 3) if/how you edited the AI response to make it work for your context, 4) what you thought of the experience. AI and other such tools are useful for founders to speed up content creation, brainstorming, etc. I am looking forward to hearing about your experience with the tools and what you think the limitations are for business-founders. Again, there are no extra points for using ChatGPT/other tools, and you do not have to use them if you don't want to, but you will be graded on the quality of the work. Make sure the work you turn in is worthy of your name.

Reminder, never share confidential information (or information you wouldn't want publicly shared) with ChatGPT or other open source AI tools.

Submitting Assignments

Instructions for submitting assignments are included with the assignment descriptions within the Canvas course site. Due dates for all graded work are included in the Course Calendar below and within the Canvas course.

Late or Missed Assignments

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment can't be submitted by the due date. Published assignment due dates (Pacific Standard Time - PST) are firm. Please follow the appropriate University policies to request an accommodation for religious observances.

Communication Guidelines related to Speakers

A big portion of the learning in this class is the opportunity to interact and learn from speakers. Given the unique amount of energy/time we ask of guest speakers and guest contributors in this class I'd like to share a few important guidelines:

- No laptops or phones should be in sight. No exceptions.
- Please do not leave the classroom when a guest speaker is speaking unless it's an emergency.
- All discussions are strictly off the record – please no posting or tweeting about speaker content unless permission is explicitly given by the speaker.
- Be thoughtful and apply your best judgment when asking questions: prepare your questions in advance, keep them succinct and be mindful of airtime so each of your classmates has an opportunity to ask their question.

How does the Honor Code apply to my work in this course?

In order to maximize the student learning experience, the work you submit should be your own. Other than working with fellow team members in accord within the boundaries outlined below, please do not seek or consider outside sources of information in preparing deliverables for the course. This includes students currently or formerly enrolled in the course as well as others outside Foster.

Class Attendance

Student participation in the classroom plays a key role in the learning experience. Consequently, punctuality and regular attendance are important responsibilities. Undocumented absences are not acceptable.

Course Policies

Academic Integrity and Student Conduct

This program employs the principles and procedures espoused by the [University of Washington Community Standards and Student Conduct guidelines](#) to maintain academic integrity in the course. The Code establishes the expectation that students will practice high standards of professional honesty and integrity.

In particular, implementation of the Code at the Foster School of Business prohibits cheating, attempted cheating, and plagiarism—including improper citations of source material—as it pertains to academic work. Suspected violations will be handled in compliance with the [University of Washington Student Conduct Code](#)

as outlined in [Washington Administrative Code 478-121](#)

Copyright

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Access and Accommodations

Your experience in this class is important. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at:

Website: <http://depts.washington.edu/uwdrs/>

Guide: [Getting Started / Accessing Resources](#)

Email: uwdrs@uw.edu

Phone: 206-543-8924; Fax: 206-616-8379

Course Evaluation

Course evaluations are done toward the end of the quarter during a predetermined time period. Students will have 24-48 hours to complete their course evaluation, which is delivered digitally from the UW Office of Educational Assessment.

All evaluations are anonymous and are used to make improvements to the course, and are included in a faculty member's annual review. It is important to complete the evaluations and provide your honest assessment both in the quantitative and qualitative measures.