

What I've Learned from Four Years of Teaching a Three-Credit Entrepreneurship Research Class

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Slides posted at <https://liaisonlife.wordpress.com/ALSE>

Origins

- Have been co-teaching ENT 300: *Feasibility Analysis: From Idea to Opportunity* with Professor Dianne Welsh
- Recruited by Dr. Welsh in summer 2013 to serve as a Coleman Fellow and create a cross-listed entrepreneurship class
- Class proposal:
 - Focus on research skills
 - 500-level (graduate, juniors, seniors)
 - Cross-list with Geography and Library Science [Marketing asked to be added later]
 - Offer each spring semester

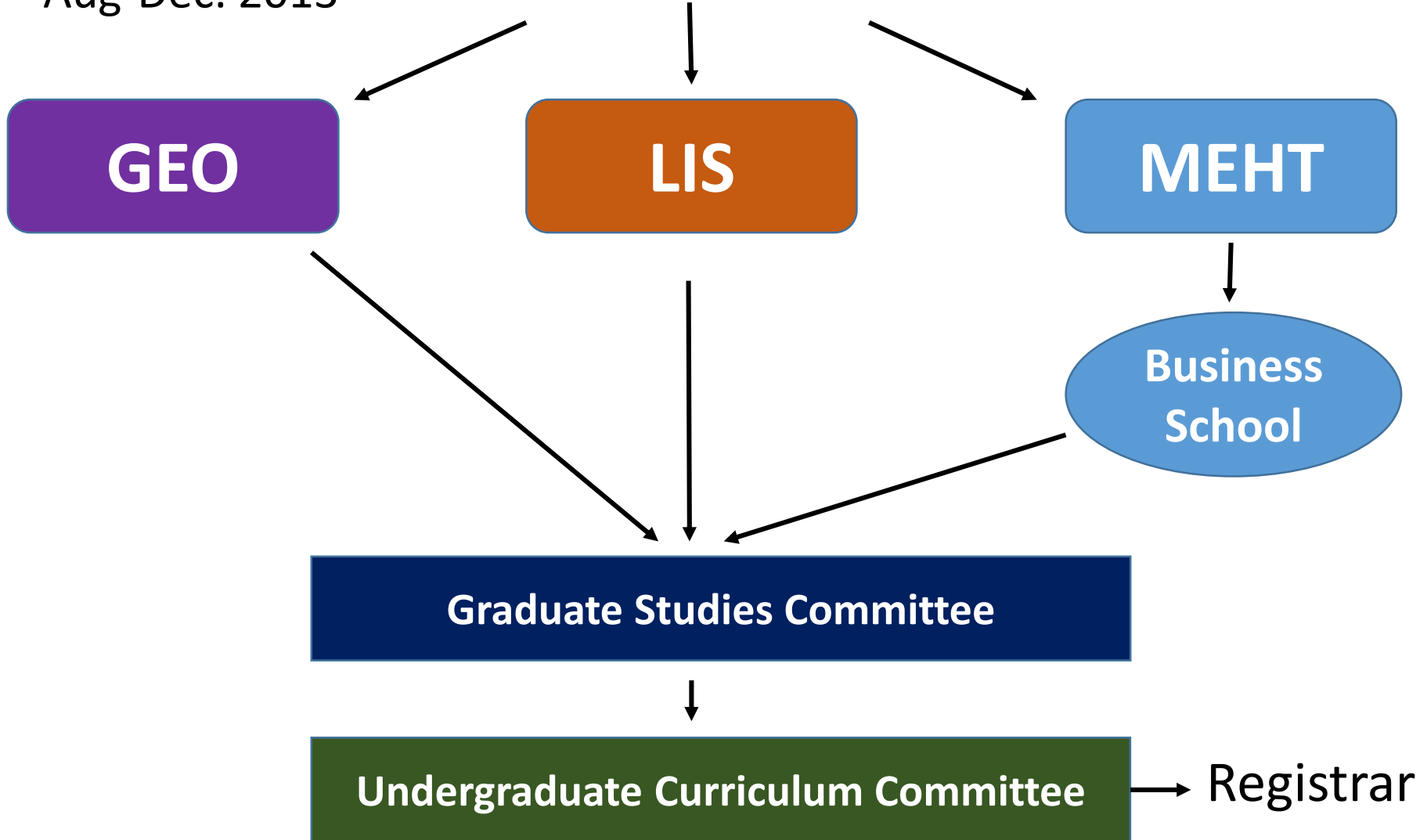


<http://bryan.uncg.edu/ecdp/about-us/director/>

<http://www.colemanfoundation.org/>

<http://bryan.uncg.edu/ecdp/about-us/coleman-entrepreneurship-fellows/>

Curriculum
Committees:
Aug-Dec. 2013



ENT/GEO/LIS/MKT 530

- “Researching Opportunities in Entrepreneurship & Economic Development”
- T/TH 2-3:15, in a computer classroom
- Learning outcomes:
 - Evaluate self-employment opportunities.
 - Analyze research needs in order to effectively and efficiently conduct business research.
 - Employ a wide variety of business information sources and strategies.
 - Demonstrate intermediate-level concepts of statistical literacy through efficient searching of data sets and meaningful application of data toward making entrepreneurial and economic development decisions.

Sources studied (emphasis on **local data**)

Government:

- Business Patterns
- Nonemployer Statistics
- Economic Census
- American Community Survey
- Consumer Expenditure Survey
- Occupational Employment Statistics
- IRS 990 forms
- Trade Stats Express

NCLIVE:

- ReferenceUSA
- SimplyMap
- ABI-INFORM

Others:

- BizMiner
- RMA
- IBIS
- Mintel
- DemographicsNow
- PrivCo



ENT/GEO/LIS/MKT 530: Researching Opportunities in Entrepreneurship & Economic Development: About the class

- [About the class](#)
- [About Steve](#)
- [Weeks 1-3: Industries](#)
- [Weeks 2-4: Competitors](#)
- [Weeks 4-6: Market Data](#)
- [Weeks 7-8: Financials](#)
- [Week 10: Trade Literature](#)
- [Week 11: Nonprofits](#)
- [Weeks 12-13: Trade Data](#)
- [Week 13: Social Media](#)
- [Tutorials](#)
- [APA](#)

Syllabus, date & time

Spring 2017

Tues & Thurs 2-3:15
location: Bryan 211 (computer classroom)

- Examples of what my students learn to find
- Syllabus 2017
- Capstone description 2017

Who should take this class:

A student comment from 2015: "I had no idea you could get information like this!"

- Students who want to be at a competitive advantage in the classroom and the business world over those whose research skills are limited to simple Google searches.
- Students who want to make decisions about business opportunities based on

Learn how to...

This is an active-learning, hands-on class in which you'll learn how to get data like this:

Map Legend

Map Center
29401, Charleston, SC

Wine (Household Average), 2012
by Block Groups

0.00 - 30.87
30.88 - 44.89
44.90 - 63.49
63.50 - 79.66
79.67 - 200.00

View data by: Block Groups

Year of Data: 2012

Auto-select Geo Unit

Edit Legend

[Overview of what students learn to do in this class](#)

Business Librarian:

Steve Cramer

[Email Me](#)

[Chat with Steve](#)

Guest teachers

- Steven Swartz, SimplyMap
- David Turner, ReferenceUSA
- Lynda Kellam, UNCG Data Services Librarian
- Noah Reynolds, UNCG Entrepreneur in Residence
(and another Coleman Fellow)

The students

- 6-15 each year
- Juniors through PhD students (and a sophomore)
- Majors represented so far:
 - Entrepreneurship
 - Marketing
 - Library Science
 - Geography
 - Political Science
 - Public Policy
 - Accounting

What I have learned
from teaching this class

About teaching:

1. You don't need to know **everything** about business research to teach it. (You know much more than your students!)
2. It's easier to teach data sources than it is to teach how to **apply** the data to make better decisions.

About research:

1. Increasing importance of **proxy data** to measure innovative ideas (industries or markets)
2. **App** “industry” remains a challenge:
 - Combining data from NAICS 511210 with the industry of the app’s purpose
 - Local v. national v. international market

About students:

1. Benefit of teaching a 3-credit elective:
the students are **eager** to learn this stuff

*"I had no idea you could
get information like this!"*

2. Not usually scared off by data sources (which surprised me)
3. Their lives can be difficult

About my role as librarian:

1. Increased recognition from faculty and campus leaders
2. Workload issues
 - Prioritize
 - Don't be afraid to say "no"
 - But always easier said than done