

ENTREPRENEURIAL STRATEGY & BUSINESS MODELS**ENTP 4311.001****SPRING 2013**

Class Meeting Tuesdays 4:00 - 6:45 PM, JSOM 2.102 Office Hours: Tue/Thurs 1:30 – 3:30 PM Or by appointment	Dr. Rajiv R. Shah SOM 4.204 Email: rajiv.shah@utdallas.edu Phone (UTD office): (972) 883-5904
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COURSE OBJECTIVES

Students will learn to assess and conduct in-depth analyses of potential business opportunities, with an emphasis on entrepreneurial business strategies, innovative business models and the determinants of new venture success in high tech and other business environments. Alternative strategies and approaches for market entry and the growth of a new venture will be explored in both domestic and international environments. The application of these frameworks, tools and techniques will be illustrated with case studies and project focused on evaluating an existing or new venture and making recommendations to its management.

LEARNING OBJECTIVES

Upon successful completion of this course, students will:

- Understand what is entrepreneurship, what entrepreneurial success stories look like and what lessons can be learned from these success stories.
- Develop a basic knowledge of what is business strategy and what are business models and what they entail in different business situations – for new ventures or new industries, as well as in more mature companies and industries
- Understand how to evaluate new business ventures using a structured methodology and assess competitive and customer issues and the dynamics of the industry.
- Gain an appreciation for how to manage and mitigate risk and uncertainty that by its very nature accompanies entrepreneurship and business strategy.

REQUIRED COURSE MATERIALS:

- **Course Packs:** Case Pack and Reading Pack (available at UTD Bookstore and Off-Campus Books).
- **Readings:** Peter Drucker, 1985. Innovation and Entrepreneurship. Section III. ISBN 0-06-091360-6 (pbk.) Harper Perennial. (Available at UTD Bookstore and Off-Campus Books).

SELF INTRODUCTION

Each student should post a Self-Introduction in the Discussion area of eLearning prior to the first class. Guidelines are provided on the eLearning Discussion page. This information will be used to set up my grade book and assist in the formation of groups for the course.

FORMATION OF TEAMS

Some of the work in this course will be performed in teams. The class will be divided into small teams of 2-4 members during the first two weeks of the course. Students will have the chance to select their teams up to 5 members, and those without teams will be assigned to teams by the instructor. The projects require a wide range of knowledge including some knowledge of finance and accounting. Therefore, it is important that you select your teams to include a diverse set of skills. The team members will be collectively responsible for completing each of the Team Project assignments, to be submitted by only one team member on behalf of the entire team. The grades earned on Team Projects will be assigned equally to each group member, subject to individual adjustment based on Peer Evaluation (each team member must contribute equally based on their peer evaluation to qualify for the full team grade—as described in the peer evaluation note). A list of the members of each team (with name, email and telephone contact information) should be emailed to the instructor on or before January 22nd, 2013. Each student will submit his/her team member peer evaluation form to the instructor on or before the last day of classes on April 23rd, 2013.

LECTURE NOTES

The MS PowerPoint slides used in lectures and case discussions and other course-related materials will be posted on eLearning (<http://eLearning.utdallas.edu>) under course ID ENTP4311.501. You should be able to access eLearning with your UTD UNIX ID and password. Call computer services at (972) 883-2911 if you need assistance.

COURSE REQUIREMENTS & GRADING

Grades will be based on team and individual work assignments (WA's), case notes, quizzes, exams, team projects, peer evaluation and your contributions to class discussions. Advance preparation and enthusiastic participation in class discussions is an important part of the learning experience in this course and will be evaluated.

These assignments, their due dates, page limits, and their relative weight in determining your final grade are summarized in the table below:

<i>Component:</i>	<i>Due Date</i>	<i>% Total Grade</i>
1. Case Note 1 – 3 page maximum	02/12/13	10 %
2. Case Note 2 – 3 page maximum	04/16/13	15 %
3. In-Class Quizzes, assignments & projects (Best 5 of 8)	Various	15 %
4. Mid-Term Exam	03/05/13	15 %
5. Team Project – 15 page written report & 30 minute presentation	04/23/13	30% *
6. Participation (Includes Attendance)	Throughout the Course	15 %
* Peer evaluations will impact grades on all group assignments	Total	100%

GRADE SCALE: A = 90% OR GREATER; B = 80% TO 89%; C = 70% TO 79%; D = 60% TO 69%

Team Projects - Team members will be collectively responsible for completing each of the team projects listed in this Syllabus. The grades earned on team projects will be assigned equally to each team member, subject to adjustment based on the Peer Evaluation. More information on Team Projects is provided on the eLearning Discussion page.

Peer Evaluation - A peer evaluation process will be utilized to adjust individual grades on all team assignments. The peer evaluation form (Guidelines are provided on the eLearning Discussion page) should be completed individually, sealed in an envelope and turned in with the final written assignment on or before **April 23rd, 2013**.

Written Assignments/Team Projects – **For instructions refer to separate attachment with that title**

Sample Questions/Issues to be addressed in Case Notes, CN#1, CN#2, and WA#2 will be provided

Class Participation

- Fifteen percent (15%) of your grade will be based on attendance and active participation in class discussions and exercises. Attendance and class participation will be tracked. From time to time, it may be necessary to miss a class due to illness or personal matters. Please inform instructor of these absences.
- Each student is expected to have read all assigned materials prior to the start of class and be prepared to discuss the ideas, concepts and issues they raise. If it is determined that students are not prepared for class, pop quizzes may be instituted and factored into the individual's grade as part of class participation.

• Sample questions will be provided in each class session for the case to be discussed in the subsequent class session, for students to be prepared for in-class discussion!!

Exams and Quizzes - Questions on exams and quizzes will be multiple choice or short answer

Academic Integrity and Honor Code: Please refer to the Syllabi Addendum, posted separately

COURSE OUTLINE

Date	Topic	Readings/Assignments/Deliverables
Session 01 01/15	Class Introduction <ul style="list-style-type: none"> – Overview of course – Discussion of assignments – Assignment of teams – Introduction to topic – Strategy of Incumbents vs. Insurgents 	N/A
Session 02 01/22	What is Entrepreneurship? Readings: <ul style="list-style-type: none"> ▪ Stevenson & Gumpert “The Heart of Entrepreneurship” ▪ Case- R&R Case * 	<u>Teams formed; Rosters to Instructor due before class</u> Readings
Session 03 01/29	Lessons from Entrepreneurial Success Stories Readings: <ul style="list-style-type: none"> ▪ Case- “Henry Heinz” ▪ Case- “Howard Schultz and Starbucks” 	<u>Written Assignments- WA#1 due:</u> 1 page description of your group project
Session 04 02/05	The Basics of Strategy I Readings: <ul style="list-style-type: none"> ▪ Porter “How Competitive Forces Shape Strategy” ▪ Porter “What is Strategy” 	Readings
Session 05 02/12	The Basics of Strategy II Readings: <ul style="list-style-type: none"> ▪ Barney “Looking Inside for Advantage” ▪ Case- “Cocoa Pete’s” 	<u>Case Note #1 Due Before Class</u>
Session 06 02/19	The Basics of Strategy III Readings: <ul style="list-style-type: none"> ▪ Drucker, Innovation and Entrepreneurship, Section III ▪ Review of Financial Analysis of Companies ▪ Video – Deep Dive – IDEO 	Readings
Session 07 02/26	Blue Oceans and Business Models I Readings: <ul style="list-style-type: none"> ▪ Kim & Mauborgne “Blue Ocean Strategy ▪ Magretta “Why Business Models Matter” ▪ Case- “Marshall Field and the Rise of the Department Store” 	Readings
Session 08 03/05	Mid-term Exam Video – Open Business Models – Henry Chesbrough	
Spring Break		
Session 09 03/19	Business Models II: Defining the Business Model <ul style="list-style-type: none"> ▪ Mullins & Komisar. 2009. <i>Getting to Plan B</i>. (Preface, 1-12) ▪ Johnson, M. 2010. <i>Seizing the White Space</i> (Foreword, 1-46) ▪ Osterwalder & Pigneur. 2010. <i>Business Model Generation</i> (1-41) 	
Session 10 03/26	Business Models III – Tools and Techniques <ul style="list-style-type: none"> ▪ Osterwalder & Pigneur. 2010. <i>Business Model Generation</i> (42-51) ▪ Kim & Mauborgne. <i>Knowing a Winning Business Idea When You See One</i>. HBR Sep-Oct 2002 (eJournal) ▪ Stevenson “Pre-Start Analysis” 	<u>Written Assignments- WA#2 due:</u> Use K&M’s Buyer Utility Map to analyze the Case - Facebook <u>Case: VendQuest (A)</u> HBS 9-203-065 (Exercise: Using the Business Model Canvas)

Session 11 04/02	Change and Advantage Readings: <ul style="list-style-type: none"> ▪ Christensen “Skate to Where the Money Will Be” ▪ Case- “On-line music in a post-Napster world” 	Readings
Session 12 04/09	Product Differentiation in Mature Industries Readings: <ul style="list-style-type: none"> ▪ MacMillan & McGrath “Discovering New Points of Differentiation” ▪ Chakravorti “The New Rules for Bringing Innovations to Market” ▪ Case- “TiVo2002” 	Readings
Session 13 04/16	Entry Strategy, Standards Battles Readings: <ul style="list-style-type: none"> ▪ Boulding & Christen “First- Mover Disadvantage” ▪ Case- “TiVo in 2005” Shapiro & Varian “The Art of Standards Wars” <ul style="list-style-type: none"> ▪ David “The Economics of Qwerty” Case- “The Battle of Blue Lasers” – The Economist	1. <u>Case Note #2 Due Before Class</u> 2. <u>1 Page Project Summary Due Before Class</u>
Session 14 04/23	<ul style="list-style-type: none"> ▪ Project Presentations 	Groups: Groups present this day – determined by a draw
Session 15 04/30	<ul style="list-style-type: none"> ▪ Project Presentations 	Groups: Groups present this day – determined by a draw

This course schedule is not absolute. While every effort will be made to follow the schedule as listed, changes may be made as needed. It is the student’s responsibility to track changes that are announced.

UNIVERSITY POLICIES

Off-campus Instruction and Course Activities-Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline- The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, the University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university’s *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents’ Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity- The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work or material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university’s policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use- The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student’s U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class- The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures- Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy- As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the coursework has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services- The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22, PO Box 830688, Richardson, Texas 75083-0688, (972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days- The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, and Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.