

Online/Blended Course Syllabus

Course Information

Course Number/Section: ENTP 6370.0W1

Course Title: Entrepreneurship

Term: Fall 2022

Professor Contact Information

Professor: Jackie Kimzey

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Office Location: SOM 4.208

Online Office Hours: Available by appointment

Course Pre-requisites, Co-requisites, and/or Other Restrictions

There are no prerequisites for this course other than acceptance and enrollment into a graduate program at the University of Texas at Dallas. Course participants are not expected to have a formal business or management background.

Course Description

This course provides a broad-based introduction to entrepreneurship. Course activities will include evaluating the commercial potential of business concepts and technological innovation, researching markets and competition, managing patents and copyrights, understanding essentials of licensing and technology transfer, valuing a business opportunity, developing a market entry plan, legal issues relating to launching a new business venture, acquiring resources, avoiding pitfalls, making effective presentations to investors, and financing the new start-up. Participants in the course will explore the mindset, considerations, realities, and real-world methods associated with entrepreneurship and the process of moving an innovation to the commercial world. Whether simply desiring to learn more about entrepreneurship and commercialization or desiring to launch a new enterprise, the course will provide students the know-how and tools to be more effective in the entrepreneurial process.

Students will be exposed to entrepreneurial case studies to gain an understanding of the principles of entrepreneurship.

Both group and individual assignments will be required. A team project focused on the creation of a new business development plan for a new opportunity will comprise a major part of the course.

Student Learning Objectives/Outcomes

This course is intended to help the student achieve the following objectives:

- Through homework assignments in the form of case studies and on-line discussion: Be able to use tools of analysis to effectively assess the viability and attractiveness of a new business opportunity
- Using homework assignments and case discussions, be able to describe the actual steps of starting a new enterprise.
- Through homework assignments and one on-line presentation: Be able to prepare and effectively present persuasive investor presentations that outline the business development plan for a new product or service. Using case studies: Be able to effectively apply course content to analyze emerging enterprises.

Required Textbooks and Materials

Required Texts

Ries, Eric, 2011. **The Lean Startup**. Crown Business. ISBN 978-0-307-88789-4

Readings/Cases: [Available in a course pack online](https://hbsp.harvard.edu/import/955707): <https://hbsp.harvard.edu/import/955707>

- Baker, Sapienza, Deekshit, Hundet, How Venture Capitalists Evaluate Potential Venture Opportunities- November 15, 2018 (KE1097)
- Blank, Why the Lean Start-Up Changes Everything, May 1, 2013-(HBS-R1305C)
- Eisenmann, Ries, Dillar, Experimenting in the Entrepreneurial Venture, September 1, 2014-(HBS-8077)

Case Name	Case Number
Yuser: Pitching a New Social Networking App	W19313
Centra Software	HBS-502009
Lemonade: Juicy Flavor Insurtech	HK1216
Gharpar: The Lean Beauty Start-Up	LCA056
Campushash: Evolving Business Model of an Entrepreneurial Venture	W19462
E-Ink in 2005	HBS-705506
Randy Hetrick and TRX: Protecting Intellectual Property Rights (A)	SCG-549
SprintRay: Kick-Starting Growth	SCG-551
Trucar.IN: Finding a Position in an Emerging Online Market	W18429
CloudFlare Inc Running Hot?	HBS-813145
Founder-CEO Succession at Wily Technology	(HBS 9-805-150)
The Uber Board Deliberates: Is Good Governance Worth the Firing of an Entrepreneurial Founder?	(CU-242)
Rent the Runway	(HBS 9-705-506)
Evaluating Venture Capital Term Sheets	E-460

Textbooks and some other bookstore materials can be ordered online through Off-Campus Books <http://www.offcampusbooks.com> or the UT Dallas Bookstore <http://www.bkstr.com/texasatdallasstore/home>. They are also available in stock at both bookstores.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements <http://www.utdallas.edu/elearning/students/getting-started.html#techreqs> on the Getting Started with eLearning webpage <http://www.utdallas.edu/elearning/students/getting-started.html>.

Course Access and Navigation

The course can be accessed using the UT Dallas NetID account at: <https://elearning.utdallas.edu>. Please see the course access and navigation <http://www.utdallas.edu/elearning/students/getting-started.html#courseaccessandnav> section of the site for more information.

To become familiar with the eLearning tool, please see the Student eLearning Tutorials <http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html>.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The eLearning Support Center <http://www.utdallas.edu/elearninghelp> services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the eLearning Tutorials webpage <http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html> for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the eLearning Current Students page <http://www.utdallas.edu/elearning/students/cstudents.htm> for details.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk <http://www.utdallas.edu/elearninghelp>. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Assignments & Academic Calendar

<u>Week</u>	Readings/Preparation	Assignments
1 Aug 22-28	<p><u>The Case for Innovation</u> Whether your organization is large or small, business or non-profit, competitive advantage will fade and surrender to the innovative disruptor. Vision, awareness and a culture that is open to change can alter the possibilities for us all.</p> <p>Lecture: The “Shelf Life” of Sustainable Competitive Advantage: Disrupt or be Disrupted</p> <p><u>The Entrepreneurial Perspective</u> Foundations of Entrepreneurship, The Nature and importance of Entrepreneurs; Can entrepreneurship be learned?; Myths, Self-Assessment, the entrepreneurial mindset</p> <p>Readings: Ries, Chapter 1, <i>Start</i></p> <p>Article:</p> <p>Unit 1 Lecture: Introduction and Overview-Nature and Importance of Entrepreneurship</p> <p>Unit 2 Lecture: Entrepreneurial Characteristics</p>	Self-intro posted August 28, 2022

2 Aug 29- Sept 4	<u>Developing Successful Business Ideas</u> Creativity and the business idea Readings: Ries, Chapter 2: <i>Define</i> Unit 3 Lecture: Creativity and the Business Idea	<u>Due:</u> 1 page summary of individual business ideas posted on-line Sept 4, 2022 Case/On-line Discussion: <i>Lemonade: Juicy Flavor Insurtech</i> Case/On-line (All case discussions will take place Thurs 6pm – Sunday 6pm in the schedule week)
Sept 5	<u>Labor Day Holiday</u>	
3 Sept 6-11	<u>Evaluating the Opportunity:</u> Evaluating opportunities, Conducting Feasibility Analysis and Innovation and Market Acceptance Readings: Ries, Chapter 3; <i>Learn</i> Article: Blank, <u>Why the Lean Startup Changes Everything</u> Unit 4 Lecture: Innovation and Market Acceptance Unit 5 Lecture: Evaluating the Opportunity	<u>Due:</u> Students complete the on-line survey (1 st and 2 nd choices) for best ideas. Sept. 7, 2022 Case/On-line Discussion: <i>Gharpar: The Lean Beauty Start-Up</i>
4 Sept 12-18	<u>Competitive Analysis: Implementing Entrepreneurial Product Strategies:</u> Competitive forces, collecting competitive intelligence, new entry strategy, growth strategies, creating a resource bundle Readings: Ries, Chapter 4, <i>Experiment</i> Unit 6 Lecture: Competitive Analysis – Implementing Entrepreneurial Product Strategies	Team Sign-Up Deadline: Sept 11, 2022 Teams Formed: Sept 11, 2022 Case/On-line Discussion: <i>Trucar.IN</i>
5 Sept 19-25	<u>Developing a Business Model:</u> Strategies, business models Readings: Ries, Chapters 5 and 8: <i>Leap and Pivot or Preserve</i> Unit 7 Lecture: Developing an Effective Business Model Download: Business Model Canvas from eLearning Article: Experimenting in the Entrepreneurial Venture Review Business Model Canvas Video: https://www.youtube.com/watch?v=IP0cUBWTgpY	Case Analysis (group): <i>Campushash: Evolving Business Model of an Entrepreneurial Venture</i> Presentation submitted Sept 25, 2022, 11:59 pm No On-line Case Discussion This Week

6 Sept 26- Oct 2	<p><u>Creating and Starting the Business: The Planning Process-Running the Experiments</u> The entrepreneurial process, why start-ups fail, The three phases of growth, the customer development model, understanding the “pivot”, the minimum viable product and measuring your progress</p> <p><u>Giving Presentations, Essentials of Selling:</u> Format and content of presentations, psychology of the presentation, essential elements</p> <p>Readings: Ries, Chapters 6 and 7, <i>Test, Measure</i></p> <p>Article: Baker, Sapienza, Deekshit, Hundet, <u>How Venture Capitalists Evaluate Potential Ventures</u></p> <p>Unit 8 Lecture: Creating and Starting the Business</p> <p>Unit 9 Lecture: The Psychology of Presentations</p> <p>Unit 10 Lecture: The “Pitch” – Telling Your Story</p>	<p>Case/On-line Discussion: <i>Yuser: Pitching a New Social Networking App</i></p>
7 Oct 3-9	<p><u>Intellectual Property and Other Legal Issues:</u> Patents, Trademarks, Copyrights, Trade Secrets, Legal Organization</p> <p>Readings: Ries, Chapter 8, <i>Pivot (or Persevere)</i></p> <p>Unit 11 Lecture: Intellectual Property</p>	<p>Case/On-line Discussion: <i>Randy Hetrick and TRX (A)</i></p>
8 Oct 10-16	<p><u>Leadership and Culture of the Entrepreneurial Organization:</u> The Role of the CEO, building a board of Directors, building the team, core values, culture, the “5 Dysfunctions of a Team.”</p> <p>Unit 12 Lecture: The Entrepreneurial Organization</p> <p>Unit 13A Lecture: Entrepreneurial Leadership – The Role of the CEO</p>	<p>Case/On-line Discussion: <i>Founder-CEO succession at Wily Technology</i></p>
9 Oct 17-23	<p>Unit 13B Lecture: Entrepreneurial Leadership – The Board – Essential Team Member</p>	<p>Case/On-line Discussion: <i>The Uber Board Deliberates</i></p>
10 Oct 24-30	<p><u>Marketing and Selling in the Entrepreneurial Venture:</u> Segmenting the market, product positioning, Closed Loop Marketing and Sales Process, Sales Learning Curve in the new Enterprise.</p> <p>Readings: Ries, Chapter 9, <i>Batch</i>.</p> <p>Unit 14 Lecture: Sales and Marketing in the New Venture</p> <p>Unit 15 Lecture: The Sales Learning Curve for New Ventures</p>	<p>Case/On-line Discussion: <i>Centra Software</i></p>
11 Oct 31- Nov 6	<p><u>The Financial Plan: Elements of an Operational and Financial Plan:</u> Defining the business model, forecasting, integrating the plan into the organization, relationship between strategic and operating plans, tying performance to plan</p> <p>Readings: Ries, Chapter 10, <i>Grow</i></p> <p>Unit 16A Lecture: Building a Successful Company – Execution Planning</p> <p>Unit 16B Lecture: The Financial Plan</p>	<p>Case Discussion: <i>E-Ink in 2005</i></p>
12 Nov 7-13	<p><u>Making the Plan Work:</u> Understanding your strengths and weaknesses, understanding the company’s readiness to execute, keys to execution, barriers to execution, key metrics that focus on execution, performance measurement.</p> <p>Readings: Ries, Chapter 11, <i>Adapt</i></p> <p>Unit 17 Lecture: Making the Plan Work – Driving Better Execution</p>	<p>Case/On-line Discussion: <i>CloudFare, Inc.: Running Hot?</i></p>

13 Nov 14- 20	<p><u>Attracting Stakeholders: Financing and valuing the New Venture;</u> Friends, Family, Fools, Friends, Angels VC's. Financing the Venture, Sources of Finance, time, types of financing vs. Stage of Venture, What to expect from a Venture investor, Networking, the Do's and Don'ts of fundraising</p> <p>Readings: Ries, Chapter 12, <i>Innovate</i></p> <p>Unit 18 Lecture: Sources of Capital</p> <p>Unit 19 Lecture: Introduction to Venture Capital</p> <p><u>Deal Structure, Deal Terms;</u> concepts & terminology, Valuing the company, Understanding Term sheets</p> <p>Unit 20 Lecture: Mechanics of the Term Sheet</p>	Case/On-line Discussion: <i>Rent the Runway</i>
14 Nov 21- 27	<p><u>Winter Break/Thanksgiving Holiday</u></p>	
15 Nov 28- Dec 4	<p><u>Exit Strategies, Ending the Venture:</u> IPO, M&A, Shutdown, considerations for exit and ending the venture</p> <p>Unit 21 Lecture: Exiting the Venture</p> <p>Business Plan Presentations</p> <p>Recorded 12-minute video presentation</p>	<p>Due: Group Bus. Plan Written Assignment, WA# 3, New Venture Business Plan (Group) Presentations WA# 3a(Group)</p> <p>Presentation submitted Nov 29, 2022, 8 am</p> <p>Case/On-line Discussion: <i>Evaluating Venture Capital Term Sheets</i></p>
16 Dec 5	<p><u>Written Case Analysis:</u> <i>SpinRay: Kick-starting Growth</i></p>	<p>WA#4, Case Analysis and Write-Up for the <u>SpinRay</u></p> <p>Due Dec 5, 2022, 8 am</p> <p>Due: Peer Evaluations Dec 5, 2022, 8:00 am</p>

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor

Grading Policy

Assignment	Due Date	Group or Individual	Format	Length	Weight
Self-Introduction submitted into discussion board	08/28/22	Individual	Form	1	Class Participation
WA#1 Individual Business Ideas Summary submitted on-line for student polling	09/04/22	Individual	Summary Description	1	Class Participation
Students complete the on-line survey (1 st and 2 nd choices) for best ideas Teams Formed	09/07/22 09/11/22	Individual	On-line	n/a	Class Participation
WA#2 Group Case Analysis: Campushash: Evolving Business Model of an Entrepreneurial Venture	09/25/22	Group	Power-Point	6-10 slides	25%
WA#3 Presentation – Business Opportunity Plan Presentation submitted and group recorded video of presentation	11/29/22, 8 am	Group	Power-Point Word Appendix	12 min 15-20 PowerPoint slides Appendix-Word/Excel Documents-Various page counts	25%
WA#4-Written Case Analysis: SprintRay	12/05/22 8 am	Group	Word Doc Outline Form	4-6 Pages	25%
Peer Evaluations	12/05/22 8 am	Individual	Form		Class Participation
Class Participation		Individual	Discussion Board Postings, ungraded assignments		25%
Overall Course Grade					100%

	Points	Weight
Class Participation <ul style="list-style-type: none"> WA#1 Discussion Board Engagement (self intro, Survey, etc) Peer Evaluation 	100	25%
WA#2 Group Case-Campushash	100	25%
WA#3 Business Opportunity Plan	100	25%
WA#4 Final Group Case-SprintRay	100	25%
Total	400	100%

Grading Scale

Scaled Score	Letter Equivalent
400 - 372	A
371 - 360	A-
359 - 352	B+
351 - 332	B
331 - 320	B-
319 - 312	C+
311 - 292	C
Less than 292	F

Accessing Grades

Students can check their grades by clicking “My Grades” under Course Tools after the grade for each assessment task is released.

Course Policies

Late Work

Work submitted after the deadline will not be accepted.

Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in eLearning to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Self-Introduction

Each student should post a Self-Introduction in the Discussion area of eLearning prior to the first class session, and no later than the end of the first session week as noted in the Assignments and Academic Calendar. Guidelines are provided in the course. This information will assist in the formation of groups for the course.

Formation of Groups

Much of the work in this course will be performed in groups. Students will form a small group (5 members) around one of the project ideas submitted and voted on by the students (more on this later). It is important that you select your group to include a diverse set of skills. With the self-introduction information referenced above and the selected projects of interest, which are accessible via the eLearning system, each student should join a group/project. The Group/Project Sign-up Sheet will be used for students to identify the projects they want to be a part of.

Web Teleconferences for Groups

A web conferencing tool, Blackboard Collaborate, will be used in this course for real-time communications and interaction for group meetings related to the Group Project. This powerful tool combines Voice over Internet Protocol (VoIP) application and desktop sharing, instant messaging and whiteboard functionality to create a powerful, easy-to-use, collaborative learning environment. There will be two class web conference sessions for the group project presentations. See Assignments and Academic Calendar section for more details, and see the following link for web conference resources: <http://www.utdallas.edu/elearning/resources/web-conference.html>

Peer Evaluation

A peer evaluation process will be utilized to adjust individual grades on all group assignments. The peer evaluation form (attached under submission link) should be completed individually and submitted through eLearning online using the Peer Evaluation assignment by the end of the semester due date.

Class Session Discussions

You will be expected to participate regularly in online discussions. A great deal of learning takes place when you share your experiences with others. The professor will post questions and comments to each session discussion board related to the lectures, assigned cases or assigned videos which you can respond to. It is absolutely necessary that you participate regularly. To receive participation points you must post 1-2 value-added comments in the weekly discussions. You will not get full credit for doing comment posting many times in the last few sessions.

Discussion Board Participation Rubric

The participation rubric serves as a guide for grading your participation.

Expectations/ Components	Exceeds Expectations	Meets Expectations	Performs below Expectations
Consistency of Response	✓ Frequent & even distribution of entries throughout module ✓ Consistently initiates discussion ✓ Responds to discussion in timely fashion	✓ Uneven distribution of entries ✓ Occasionally initiates discussion ✓ Responds to most discussion	✓ Uneven & infrequent entries ✓ Little or no initiation of discussion ✓ Seldom responds
Degree of Engagement	✓ Interacts freely and encourages others ✓ Frequently generates further discussion ✓ Provides leadership to group	✓ Participates in ongoing discussion ✓ Occasionally evokes further discussion ✓ Active group member	✓ Not actively involved in discussion ✓ Not engaged ✓ No contribution to group
Evidence of Understanding	✓ Uses resources beyond those required by course (No texts from other courses) ✓ Knowledge gained well incorporated into responses ✓ Consistent reflection of course content	✓ Uses required readings & course materials ✓ Ideas stated clearly with some connection to readings. ✓ Some reflection of content	✓ Readings & course materials not reflected ✓ Opinions not informed by readings ✓ Remarks unrelated to topic
Depth of Commentary	✓ Provides examples that enhance topic understanding ✓ Analyzes issues and implications arising from topic ✓ Reflects insight into own learning	✓ Restates ideas from resources that clarify topic ✓ Identifies issues and implications arising from topic ✓ Little insight into own learning	✓ Comments limited to agree or disagree ✓ No issue identification ✓ No evidence of insight into own learning

GUIDELINES FOR WRITTEN ASSIGNMENTS

- **Evaluation:** Seventy-five percent (75%) of your grade will be based on group assignments. Care should be taken to fully address the requirements for each paper detailed in the assignment.
- **Outline Form Response.** Some assignments specify an outline form response. I will expect a short summary or statement followed by a bulleted or numbered list of the key items in your response.
- **Assignment Submission Instructions:** Written assignments and presentations are to be submitted in [electronic form using the assignment dropbox links within the eLearning](#)

[course site](#). Group assignments are to be submitted only by one member of the group. The team will receive the results and feedback on the assignment from the instructor.

- **Due Dates and Late Paper Policy:** [Written assignments are due on the date assigned. Late papers will not be accepted.](#)

Group Case Analysis

Each group will submit an analysis of “Campushash: Evolving Business Model of an Entrepreneurial Venture” by answering the following questions and submitting via PowerPoint to Blackboard by [September 25, 2022](#).

Campushash: Evolving Business Model of an Entrepreneurial Venture-W19462

1. Overview
2. Using the Osterwalder and Pigneur “ <i>Business Model Canvas</i> ” framework (template), define the company’s current business model
3. What are the pivot options for the company? Using the concepts in our reading, Experimenting in the Entrepreneurial Venture , which practices have they applied successfully and which ones need to be followed in order to have a chance at a successful pivot? Be sure to elaborate.
4. Is the company justified in considering a pivot at this stage? Please explain.
5. Which pivoting option, if any, should the company choose? Why?
6. Conclusion/Recommendations

Final Group Case Analysis

Each group will submit a case analysis (final exam) on “SprintRay: Kick-starting Growth (Written Assignment #4) by [December 05, 2022](#). The case analysis is to be in bulleted essay format and 4 to 6 pages long.

SprintRay: Kick-starting Growth-SCG-551

1. Overview
2. The company’s early path included a number of challenges. What were the miscalculations and challenges they encountered and what were the key learnings along the way?
3. In your opinion, what are the key challenges SprintRay experienced in operations. What would you have done differently?
4. In your opinion, why did the company experience challenges with funding? What should have been done to increase their chances of success?
5. Was the company’s choice of target market correct? Was their process to determine the correct market appropriate? Product pricing?
6. Faced with an expanding market and rapidly growing sales coupled with severe challenges in funding the growth, what are the paths available to the company? What is your recommendation to the founders and the Board of Directors?
7. Conclusion/Recommendations

GROUP PROJECT: BUSINESS OPPORTUNITY IDENTIFICATION AND ANALYSIS

A group project focused on the identification and analysis of a new business opportunity will comprise a major part of the course.

(a) A one-page Business Idea Summary from each [individual](#) submitted to the instructor and class members by [September 04, 2022 \(on-line Bulletin Board\)](#) for your classmates to review.

- (b) Students will vote, on-line, for the top ideas submitted for the group projects by [September 07, 2021 \(assignments\)](#). Teams will be formed by [September 11, 2022](#).
- (c) A final business development proposal submitted and presented on [November 29, 2022](#).

Individual Business Idea. Everyone will submit one business idea by [September 04, 2022](#). This idea will be a candidate for selecting a new business concept to take forward as a team project.

In developing the Business Idea, the student will:

- Select an industry and identify a specific business concept or opportunity for research.
- Conduct a preliminary evaluation of the business opportunity.
- **Summarize your idea in the context of the market and competitive environment in a one-page summary. Submit the summary to the instructor and team members. Include the following information for each idea summarized:**
 1. **Project description (What significant need does it fill? How big is the problem? How grand is your solution?)**
 2. **Who is the customer?**
 3. **Is there significant potential for value creation?**
 4. **What is its “Value Proposition” --How will your idea benefit customers (why they will buy?) benefits to the customer (e.g., faster, less expensive, higher quality, more reliable, more accurate, more convenient, better performance, more fun, less work, etc.)**
 5. **How is Product or Service unique/different/superior to other offerings**

Each individual business idea will be considered by the class members and a determination will be made by majority vote regarding which business ideas will be selected for Group Projects. Students will have the opportunity to select one of the projects or be assigned by the instructor.

A great entrepreneurial opportunity is one that brings something new, valuable, innovative and difficult to imitate to the market and occupies a position of sustainable competitive advantage in the market. New ventures that go head to head with established firms in crowded markets are not recommended. Once a business Idea is selected, it is then developed by the Group during the semester.

The New Venture Market Entry Plan (Written Assignment #3 due [November 29, 2022](#))

- **Prepare the feasibility analysis and final Launch Plan** for your venture. The final PowerPoint should not exceed 20 pages, not including exhibits or appendices. Thoroughly document your assumptions and analyses in exhibits or appendices and provide a list of the references and information sources utilized in your research.
- Use course principles and information to create a comprehensive Plan.
 1. The feasibility analysis is the first half of the Plan which includes a description of the business concept and its products or services and why they are unique or special. Emphasis should be placed on the competitive advantages of your new venture. You should include information regarding the unmet needs of the market that the products or services are providing, and the customers being targeted. Primary research such as interviews, surveys, focus groups, etc. should offer validation and support to the secondary research for the problem being solved. The foregoing should be followed by an overview and analysis of the industry in which the venture will operate. The comprehensive Industry analysis section will include the outlook and trends, analysis of overall industry, market needs, comparison among and between competitors and the company (competitive matrix), the opportunity and associated unmet needs, and an estimation of company's future revenue. The presentation also should provide a

description of the objectives (short term and long term) of the company. The first half of the PowerPoint will consist of:

- 1. Introduction, Business Concept, Mission and Strategy**
- 2. The Problem, Market Opportunity and Unmet Need**
- 3. The Solution, Unique Value Proposition**
- 4. Industry Overview and Market Analysis**
- 5. Competitive Analysis**

2. The second half of the plan is the Launch Plan and will include the following sections to the presentation. A Comprehensive Marketing Plan: This section of the plan should include a summary analysis of the target market(s), the reason for selecting a specific market segment, the general market strategy and positioning among competitors, imaging of the firm, advertising and promotional activities, pricing strategy, sales and distribution strategy, service and support plan, sales forecasts and detailed marketing budget.
3. Resources needed, Financial and Funding Plan, Risk Factors, Timeline. This section should include a) non-financial resource requirements of the firm, b) a start-up budget forecast (capital expenditures and expenses through break-even), c) sources and uses of funds (with use of proceeds chart), d) the investment offering including projected returns d) pro forma Income Statement for 3 years (monthly for the first 12 months and quarterly for years 2 and 3) and a break-even analysis, e) critical risk factors and how they will be mitigated, and f) a timeline table or chart of events and milestones to be achieved over the next year. **NOTE: In the presentation, provide a very simple, brief and legible summary of key financial information (e.g., a summary table of the budget (use of proceeds, including capital expenditures), a summary table of the income statement (with revenue projections, costs, profit and Income for next 3 years), and a break-even chart. The spread sheets are to be located in the appendix. Include a short description of the design and development plan. You should also include the key management and talent requirements that are essential for this plan.**

- 6. Business Model**
- 7. Marketing Plan**
- 8. Financial Projections, Funding Plan**
- 9. Milestone Timeline**
- 10. Presentation Quality/Delivery**
- 11. Supporting Appendix**

Present your final Feasibility Analysis and Market Entry Plan in a PowerPoint presentation (a 12-minute recorded oral presentation) on [November 29, 2022](#).

- 1. Introduction, Business Concept, Mission and Strategy**
- 2. The Problem, Market Opportunity and Unmet Need**
- 3. The Solution, Unique Value Proposition**
- 4. Industry Overview and Market Analysis**
- 5. Competitive Analysis**
- 6. Business Model**
- 7. Marketing Plan**
- 8. Financial Projections, Funding Plan**

9. Milestone Timeline
10. Presentation Quality/Delivery
11. Supporting Appendix

Team Member Participation in Group Projects. Each team member will create portions of each group project as agreed by team members and the team will integrate the respective pieces. Please remember to save sufficient time to properly edit the work into one integrated paper that will be agreed upon by the team and Team Leader.

Students in each course will sign an agreement indicating that at the end of the semester, if a student does not want to pursue starting the company, they agree to surrender any rights in the concept to other students on the team and agree to not block or impede the other students from launching the company

***INDIVIDUAL PEER EVALUATION BY TEAM MEMBERS.** A peer evaluation of the respective individual team members will be utilized to adjust individual grades on ALL group assignments (maximum range of +/- 20% of the group grade). The peer evaluation form attached to this syllabus will be completed individually and turned in by each group member as part of each group project assignment.

At times teams have been formed for class projects wherein someone did not contribute significantly but expected the same grade as strong contributors. Fairness will prevail. I will compute individual grades for each group project and presentation based on the team score for each project and the group peer evaluations that each team member receives. Therefore, strong contribution to projects and regular attendance at team meetings are essential for optimal grading. See the attached student peer evaluation form. Students will not directly grade (A, B, etc.) one another but will provide the instructor with feedback (with peer evaluation forms) as to the percentage of contribution of each member on a base of 100%. Individual grades may be lowered by the instructor given poor peer evaluations. Typically, the grade received by a team will be multiplied by the percentage of contribution by the team member, thus if all team members contribute equally, each will score 100% for their participation which will be the multiplier of the team score. Additional instruction regarding peer evaluation will be provided on the peer evaluation form.

Failure to complete a peer evaluation can result in reduction in grade. Evaluations will be kept confidential. The team is accountable for warning any student who is in danger of receiving a failing peer evaluation. Failure of a team to warn a team member in a timely manner as described may invalidate negative ratings. Interim evaluations may be completed at any time during the semester and submitted to the instructor as a means of identifying a problem with a team member. At that time, the instructor will talk with all parties involved to determine what course of action may need to be taken. Please do not be afraid to discuss these problems with me individually and early on. Warnings as to failure on peer evaluations most often reverses a negative course of action on the part of a team member, but removal of a team member from a team is possible. Please handle individual team member issues with proper care, courtesy and diplomacy.

Students dropped from teams by the instructor may be required to complete group projects on their own and such removal from a team may result in a lower grade for that team member. Other options include dropping or failing the course.

Group Projects

Students will use a group sign-up sheet to form groups for group assignments or projects. A private discussion area will be set up on the discussion board for internal group communications. A group chat room can also be created for each group to use. A web conference system is available for use. Teams can schedule a live web conference for teamwork. Please see [Web Conferencing page](#) for instructions on making a reservation and other web conference information.

Assignment submission instructions

You will submit your assignments (in the required file format with a simple file name and a file extension) by using the Assignments tool on the course site. Please see the Assignments link on the course menu or see the icon on the designated page. You can click each assignment name link and follow the on-screen instructions to upload and submit your file(s). Please refer to the Help menu for more information on using this tool. **Please note:** each assignment link will be deactivated after the assignment due time. After your submission is graded, you may click each assignment's "Graded" tab to check the results and feedback.

For the team project assignment, one group member will submit the assignment for the group and all group members will be able to view the results and feedback once it's been graded.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.