

ENTREPRENEURSHIP

ENTP 6370.501

Spring 2013

Class Meeting Tuesday 7:00 - 9:45 PM, Classroom: SOM 2.112 Office Hours: Mondays 1:00 pm- 5:00 pm or By appointment	Jackie Kimzey SOM 4.208 Email: jackie.kimzey@utdallas.edu Phone: (972) 883-5931
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About the Instructor

Kimzey began his business career at a little known start-up in the semiconductor industry, Mostek, in 1978. Prior to this, Kimzey had been enrolled in a PhD program (Data Processing and Quantitative Analysis) when he became interested in entrepreneurship. He left the program and began working in the areas of planning, marketing and sales for the young semiconductor company. The company grew rapidly offering many new opportunities, the most important of which was his association and friendship with L. J. Sevin, Chairman and Founder of Mostek.

In 1982, he left Mostek and became one of the founders of ProNet, originally funded by the new venture firm of Sevin Rosen. The company's earliest mandate was to provide high reliability paging services to healthcare institutions and professionals in the major U. S. markets. Over time, the company pioneered new licensing initiatives with the FCC and developed proprietary products that offered high value, differentiated services to over 600 hospitals.

In 1987, the company sold shares to the public in a successful IPO. With the new capital, the company acquired a niche technology from Texas Instruments and developed another specialized business for tracking stolen currency and goods. Working with major law enforcement on the local and national level, the company installed tracking equipment in 3000 bank locations, operated by local police authorities.

With the continued growth of wireless communications, the company acquired a nationwide FCC license from Motorola and began an initiative to market and sell to the broader commercial paging market. Over a period of two short years, the company acquired 22 smaller competitors in key markets as a part of a consolidation strategy to build scale and presence in the commercial market. In 1997, the company merged with Metrocall creating a company generating more than \$750M in annual revenue.

After the merger in 1997, Kimzey worked on several "start-up" projects of interest and then joined the venture firm of Sevin Rosen Funds as a General Partner in 1999. There he has focused on wireless and software investments, especially software ideas that focus on "software as a service". His most successful projects, Neoworld, Wayport, Tangoe (TNGO) and LiveVault, have all had a common thread; good management and quality advisors and investors.

Since 2007 Kimzey has served on the faculties of Southern Methodist University and The University of Texas at Dallas where he shares his "scar tissue" and lessons about innovation and new ventures with enthusiastic young entrepreneurs. He serves as the Associate Director for the Institute for Innovation and Entrepreneurship within the School of Management at UTD and is a frequent speaker and lecturer on the topics of innovation, investment and management.

Kimzey continues his work with new ventures and is currently on the boards of Tangoe (TNGO), Invodo and Verified Person.

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 business 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 market entry plan for a new business 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 a group prepared analysis and presentation of a case study assignment and class discussion: Be able to use tools of analysis to effectively assess the viability and attractiveness of a new business opportunity
- Using homework assignments in the form of a mid-term project: Be able to describe the actual steps and feasibility of starting a new enterprise
- Through two major homework assignments: be able to develop a comprehensive market entry plan based on a new product or service
- Through two presentations, be able to prepare and effectively present persuasive investor presentations that outline the market entry plan for a new product or service. and using case studies, be able to effectively apply course content to analyze emerging enterprises

Required Textbooks and Materials

Required Texts

Text: Barringer, Bruce R. and R. Duane Ireland, 2007. **“Entrepreneurship, Successfully Launching New Ventures”, 4th edition.** Pearson Prentice Hall. ISBN 13-978013255524

Required Materials

After The Term Sheet: How Venture Boards Influence the Success or Failure of Technology Companies (Free Download at <http://www.levp.com/news/whitepapers.shtml>.)

Rites of Passage: Managing CEO Transition in Venture-Backed Technology Companies (Free Download at <http://www.levp.com/news/whitepapers.shtml>.)

The Basic Responsibilities of VC-Backed Company Directors (Free Download at <http://www.levp.com/news/whitepapers.shtml>.)

Readings/Cases: Available in a course pack on-line at study.net:

- Bhide, A. 1996. The Questions Every Entrepreneur Must Answer. Harvard Business Review Nov-Dec 1996 (HBR 96603)
- Roberts, Michael and Lauren Bartley, How Venture Capitalists Evaluate Potential Venture Opportunities- July 20, 2004 (Teaching Note 805019 HBS)
- Roberts, Michael J., and Howard Stevenson, Deal Structure and Deal Terms Nov 7, 2005 (Teaching Note 806085 HBS)
- Hamermesh, Richard G., Paul W. Marshall, Taz Pirmohamed. Note on Business Model Analysis for the Entrepreneur (802048 Note from Harvard Business School) January 22, 2002
- Cases (course pack available on-line at study.net):
 - ZipCar: Refining the Business Model (HBS 9-803-096)
 - Walnut Venture Associates (A & D) (HBS 9-897-097)
 - (HBS 9-899-062)
 - FHPWireless (HBS E-222)
 - Centra Software (HBS 9-502-009)
 - Founder-CEO Succession at Wily Technology (HBS 9-805-150)
 - Ockham Technologies: Living on the Razor's Edge (HBS 9-804-129)
 - E Ink in 2005 (HBS 9-705-506)
 - The Tale of the Lynx (A & B) (HBS 9-807-112)
 - Palm Computing (A) (HBS 9-396-245)

Textbooks and some other bookstore materials can be ordered online through [Off-Campus Books](#) or the [UTD Bookstore](#). They are also available in stock at both bookstores.

Course and Instructor Policies

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 should form small groups (3-4 members) during the first week of the course. It is important that you select your groups to include a diverse set of skills and make sure that at least one member is proficient in accounting and spreadsheet analysis. With the self-introduction information referenced above, which is accessible via eLearning system, each student should join a group or communicate with others to self-form a group. Please use Group Sign-up Sheet to join/form a group.

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 in class using the Peer Evaluation assignment by the end of the semester due date.

GUIDELINES FOR WRITTEN ASSIGNMENTS

- **Evaluation:** Sixty percent (60%) of your grade will be based on group assignments.
- **Identification of Assignments.** All submitted assignments should be identified as follows: (a) a header on each page of the paper or spreadsheet should include your Group ID and individual name or name of team members.
- **Format.** Written assignments should be submitted in MS Word, MS Excel or MS PowerPoint format, as appropriate. **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.

Case Analysis Guidelines:

Each group will be assigned one or two “Wild Card” cases to prepare and present to the class. Case studies are usually about problems within a company. The questions are designed to help identify them, but it is not always obvious. In fact, case studies are replete with symptoms of larger issues that go undetected by the student and student teams. Think! Analyze! Ask the simple question, “Why is this an issue”? Do not just recite the problem symptoms, but draw conclusions based upon the facts that are given. The questions are simple. The answers are not.

Case analysis assignments are designed to evaluate and develop your skills in:

- identifying key organizational issues (decisions or actions required in a given situation).
- analyzing the situation (identifying problems; understanding the underlying causal factors; and identifying and evaluating options)
- recommending specific actions (what should be done, by whom, when and in what sequence) to address the key issues.

I have provided specific questions for each case to focus your analysis. In general, there are no “right” or “wrong” answers for a specific case – different approaches and insights are possible, depending on your individual perspective and approach. Regardless of your approach and conclusions, I expect you to make recommendations that: (1) address the identified issues; (2) follow logically from your analysis and conclusions; and (3) make sense (are feasible) in the context of the case situation.

Walnut Venture Associates (A) RBS Group Investment-HBS-9-899-062

1. As a potential investor, what issues would you dig into? Using Roberts and Barley's HBS article, "How Venture Capitalists Evaluate Potential Venture Opportunities" as a reference, what due diligence needs to be done? Be Specific.
2. Evaluate the potential investment in RBS from Walnut's point of view.
3. As a Walnut investor, what critical issues do you see as requiring more investigation/due diligence on your part prior to investing, and how would you accomplish that? What level of comfort/certainty would you need to have prior to investing?
4. As Bob O'Connor, what issues/concerns do you have relative to Walnut's investing in your business, and how would you resolve those issues?

Walnut Venture Associates (D): RBS Deal Terms-HBS 9-899-062

1. What do you think the investors are trying to accomplish? What are the vesting provisions? What is happening to O'Conner's stock?
2. What share of the Company's value do the investors have a claim on?
3. What proposed terms do you find most troubling and why? What would you try to renegotiate, and what might you be willing to give up to get what you want?

E Ink in 2005-HBS 9-705-506

1. E Ink had developed a novel technology and seemed to have endless opportunities. Why do they continue to struggle?
2. It seemed as though investors were "charmed" by the technology that was in search of a viable market. What should the company have done in the early part of its existence?
3. What is your assessment of the company's performance to date?
4. What mistakes did investors make given the company had raised \$130M?
5. The company seemed to have options: move downstream into devices, upstream or licensing. What do you recommend?

FHP Wireless-HBSE-222

1. Evaluate the usefulness of Bill Gurley's market model on page seven of the case in determining the ideal niche to pursue.
2. To what do you attribute FHP's slow revenue ramp? What should the company do to make its products more compelling?
3. How would you assess the choice of VARs as the company's channel of distribution?
4. What role should minimizing capital intensity play in creating a business plan?
5. Did the VCs who turned down the company make an informed decision, or did the company do a poor job of explaining its advantages?
6. Which strategic path would you pursue? How would you communicate your decision to the responsible partner at the Seattle VC that planned to invest?

Centra Software-HBS 9-502-009

1. We know what Centra is selling, but what exactly have its customers been buying? What benefits have they derived from its three products? How should Centra segment its market?
2. Does Centra need a strategy to tell it which customers to select, or should it fish where the fish are biting?
3. Should all three channels sell all three products to all customers, or should Centra target some products and channels to some segments?

4. How would you resolve the dispute between Reed and Lesser on how to deploy the telephone-based sales team? Would you expand telesales?

Ockham Technologies: Living on the Razor's Edge- HBS 9-805-150

1. What is your assessment of the job Jim Triandiflou has done getting started and assembling key human resources?
2. How will the current fund-raising efforts affect the formation of Ockham's board of directors? What board-related factors should Triandiflou consider when deciding which financing offer to accept?
3. If you were Jim Triandiflou, how would you handle the increasing tension between you and Mike Meisenheimer?
4. Should Ockham outsource its system-development efforts? If yes, to which company? If no, how should it complete the development of the system for IBM?
5. Referencing the article by Jaffe and Levensohn, "How Venture Boards Influence the Success or Failure of Technology Companies", how could a board have helped Triandiflou avoid the problems he encountered before raising institutional capital?

Founder-CEO Succession at Wily Technology-HBS 9-805-150

1. Has Lew Cirne been a good CEO so far? Should he fight to remain CEO? Are there any clues from Levensohn's article, "Managing CEO Transition in Venture-Backed Technology Companies"?
2. What are the pros and cons of Wily's approach to finding a new CEO?
3. As Lew Cirne, why would Dick Williams want to replace you as Chairman?
4. As David Strohm, if Lew rejects Dick Williams' demand and threatens to leave Wily, what would you do?

Zipcar: Refining the Business Model-HBS 9-803-096

1. Evaluate this potential venture and the progress Chase has made.
2. What is the business model, and how has it changed between December 1999 and May 2000? What do the data from actual operations in September say about how the business model is playing out in practice? Does this data give you comfort or concern?
3. What actions should Chase take as a result of the September operating results?
4. What is the strongest argument Chase could make to a potential investor about the attractiveness of the venture? What, specifically, should her elevator pitch be at the Springboard forum?

The Tale of the Lynx (A&B)-HBS 9-807-112

1. What were the most critical choices faced by James Milmo early in the founding of Lynx? Do you agree with his decisions?
2. Has the founding team done a good job of structuring itself and building the Lynx organization?
3. If you are James Milmo, are you going to fight back against changing your strategy, or are you going to agree to the change demanded by your board member? What factors motivated his demand? Should James have known this was coming? How could he have avoided the problem?
4. If you are James Milmo at the end of the case, what is your biggest worry? What can you do to manage that issue?

Individual Written Case Analysis

Each student will submit a case analysis on “The Tale of the Lynx A & B (Written Assignment #4. The case analysis is to be in bulleted essay format and 4 to 5 pages long.

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. This project will have a summary for approval and three major deliverables:

- (a) a 1 page idea summary from each individual submitted to the instructor and team members by [January 22, 2013](#),
- (b) a preliminary 1 page summary of Team’s proposed first and second choices for a business idea to be submitted to instructor for approval by [January 29, 2013](#),
- (c) a feasibility analysis and class presentation on [March 5, 2013](#), and; (d) a final market entry plan submitted and presented on [April 23, 2013](#).

FOR Clarity:

Individual Business Idea. Each individual will submit one business idea by [January 22, 2013](#). This idea will be a candidate for selecting a new business concept to take forward as a team project.

In developing a 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 following the *Opportunity Analysis and Business Plan Outline* found in the course materials on eLearning.
- **Summarize your idea in the context of the market and competitive environment in a 1 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 respective team members and a determination will be made by majority vote regarding which individual business idea will be selected as a Group Project. The top two ideas will be submitted to the instructor (WA#1).

Selection of a Business opportunity for Group Project and Preliminary Outline (Written Assignment #1). Each Team will select a first and second choice from the individual business ideas submitted by each team member for business plan development. A one page outline of the **team’s** proposed first and second choices for a business idea to take forward as a project

should be submitted to the instructor for approval by [January 29, 2013](#). Selection of an appropriate opportunity to pursue for the project is critical. The idea must meet several basic criteria. It must meet standards of good taste and usefulness—a good rule of thumb: Pick an opportunity in which you would consider investing money. Franchises are not allowed. As a general guideline, it should be a large enough opportunity that it will require at least \$500,000 in investment capital and it must have the potential to generate at least \$2,000,000 in revenue in the 5th year unless it is a high value technology that may require a longer development time-line. That means that bars, restaurants, sports facilities, most retail establishments only qualify if they are scalable by franchising or expansion to multiple locations. This expansion must be part of the business plan created by the group. 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.

Part 1, The Initial Report: Business Opportunity Feasibility Analysis (Written Assignment #2 due [March 5, 2013](#))

- Select an industry and identify a specific business idea or opportunity to research.
- Conduct a preliminary evaluation of the business opportunity following the *Opportunity Analysis and Business Plan Outline* (download from elearning).
- **Summarize your business opportunity in the context of the market and competitive environment in a 10-12 page PowerPoint presentation (12 minutes) to the class described below. (Note: You should include information from your research and analysis as a part of an appendix to the presentation. These items are in addition to the recommended page count for the presentation.)** This feasibility analysis represents the initial installment of the business plan that is being developed. As a guide for this powerpoint presentation, the Team should use sections I, II, III and IV of the business plan outline teaching note, *Opportunity Analysis and Business Plan Outline* (download outline from elearning). **In assessing feasibility of the opportunity, pay careful attention to the Key Questions associated with the business plan outline.** The presentation should include a description of the business concept and its products or services and why they are unique or special. Particular 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. 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 future 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. Evaluate the feasibility and attractiveness of the business idea or concept using the checklist in the teaching note and the KEY Questions contained in sections I through IV as well as concepts provided in the textbook.

Part 2, The New Venture Market Entry Plan combines Part 1 and 2 as a final document. (Written Assignment #3 due before class on [April 23, 2013](#))

- **Prepare the final Launch Plan** for your venture following the suggestions provided in the *Opportunity Analysis and Business Plan Outline* in the Course Materials section of eLearning. The final PowerPoint (which includes Part 1 and 2) should not

exceed 25 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
- This presentation **expands** on WA#2 and represents the entire launch plan. In addition to a refinement of the original presentation submitted previously in WA#2, the team will add the following sections to the presentation (refer to sections V, VII, IX, X, XI and XII of the business plan outline—you need not include the development plan sections):

1) 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.

2) 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 spreadsheet 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.**

- **Present your final Feasibility Analysis and Market Entry Plan in a PowerPoint presentation (a 15 minute oral presentation to the class) on April 23, 2013.**

***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.

Student Assessments: Grading Information

Assignment	Due Date	Group or Individual	Format	Length	Weight
Self-Introduction submitted into discussion board	1/15/13	Individual	Form	1	class part
Individual Business Ideas Summary submitted and Group member Roster with team leader submitted	1/22/13	Individual Group	Summary Description	1	class part
WA#1-Preliminary business idea submitted to instructor by each group for approval to proceed (1 st and 2 nd choices)	1/29/13	Group	Essay Outline	1-2	class part
WA#2-Presentation: Business Opportunity Analysis Presentation submitted Group presentation	3/5/13	Group	Power-Point	12 min 10-12 slides	20%
WA3-Business Opportunity Presentation	4/23/13	Group Project	Power-point	12 min 15-20 slides	20%
Wild Card Case Presentations	Varies	Group	Power Point	6-8 slides	20%
WA#4 – Take home final exam-Case analysis of Tale of the Lynx (A & B)	4/30/13 10:00 pm	Individual	Bulleted Essay	4-5 pages	20%
Peer Evaluations	4/23/13	Individual	Form		
Class Participation		Individual	Attend discussion		20%
Overall Course Grade					100 %

	Points	Weight
Item 1 WA#2	100	20%
Item 2 WA#3	100	20%
Item 3 Wild Cards	100	20%
Item 4 Final Exam	100	20%
Item 5 Class Participation	100	20%
Total	500	100%

Grading Scale

Scaled Score	Letter Equivalent
500 - 465	A
464 - 450	A-
449 - 440	B+
439 - 415	B
414 - 400	B-
399 - 390	C+
380 - 365	C
364 - 350	C-
Less than 350	F

Late Work

Work submitted after the deadline will not be accepted.

Class Participation

Fifteen percent (20%) 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.

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.

ASSIGNMENTS AND ACADEMIC CALENDAR

Week	Readings/Preparation	Assignments
1 Jan 15	<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: Barringer, Chapter 1: <i>Introduction to Entrepreneurship</i></p> <p>Article: <i>The Questions Every Entrepreneur Must Answer</i>—Bhide</p> <p>Unit 1 Lecture: Introduction and Overview-Nature and Importance of Entrepreneurship</p> <p>Unit 2 Lecture: Entrepreneurial Characteristics</p> <p><u>Developing Successful Business Ideas</u> Creativity and the business idea</p> <p>Readings: Chapter 2: <i>Recognizing Opportunities and Generating Ideas</i></p> <p>Unit 3 Lecture: Creativity and the Business Idea</p>	Self-intro posted
2 Jan 22	<p><u>Evaluating the Opportunity:</u> Evaluating opportunities, Conducting Feasibility Analysis and Innovation and Market Acceptance</p> <p>Readings: Barringer Chapter 3; <i>Feasibility Analysis</i>. Download <i>Opportunity Analysis and Business Plan Outline</i> from eLearning</p> <p>Unit 4 Lecture: Innovation and Market Acceptance</p> <p>Unit 5 Lecture: Evaluating the Opportunity</p> <p>Final Team Organization Wild Card Assignments</p>	<p>Due: 1 Page summary of individual business idea---submitted by each student for approval</p> <p><u>Due:</u> Groups formed team leader designated and group rosters submitted to instructor</p> <p>Video Discussion: The Deep Dive-- IDEO & creativity</p>
3 Jan 29	<p><u>Competitive Analysis: Implementing Entrepreneurial Product Strategies:</u> Competitive forces, collecting competitive intelligence, new entry strategy, growth strategies, creating a resource bundle</p> <p>Readings: Barringer, Chapters 5 (<i>Industry and Competitor Analysis</i>) & 14 (<i>Strategies for Firm Growth</i>).</p> <p>Unit 6 Lecture: Competitive Analysis – Implementing Entrepreneurial Product Strategies</p> <p><u>Developing a Business Model:</u> Strategies, business models</p> <p>Readings: Barringer, Chapter 6: <i>Developing an effective business model</i>,</p> <p>Article: “<i>Note on Business Model Analysis for the Entrepreneur</i>” – Hamermesh, Marchall and Pirmohamed</p> <p>Unit 7 Lecture: Developing an Effective Business Model</p>	<p>Due: 1 Page summary of group business ideas (2) --- submitted by each group for approval</p> <p>Wild Card Case: <i>FHP Wireless</i></p>

4 Feb 5	<p>Business Plans for Entrepreneurial Ventures Types, Structure, and Content, Developing Business strategies, Evaluating a Business Plan, How to create a business plan with its essential elements, Common Mistakes in a Business Plan</p> <p>Giving Presentations, Essentials of Selling: Format and content of presentations, psychology of the presentation, essential elements</p> <p>Readings: Barringer, Chapter 4 <i>Writing a Business Plan</i>. For additional business plan information review www.bplans.com and www.startupbiz.com.</p> <p>Unit 8 Lecture: The Business Plan – Creating and Starting the Venture</p> <p>Unit 9 Lecture: The Psychology of Presentations</p> <p>Unit 10 Lecture: The “Pitch” – Telling Your Story</p>	<p>Wild Card Case: <i>ZipCar: Refining the Business Model</i></p>
5 Feb 12	<p>Leadership and Culture of the Entrepreneurial Organization: The Role of the CEO, building a board of Directors, building the team, core values, culture, the “5 Dysfunctions of a Team”</p> <p>Readings: Barringer, Chapter 9, <i>Building the Venture Team</i>.</p> <p>Unit 12 Lecture: The Entrepreneurial Organization</p>	<p>Wild Card Case: <i>Walnut Venture Associates (A): RBS Investment Memorandum</i></p>
6 Feb 19	<p>Unit 13A Lecture: Entrepreneurial Leadership – The Role of the CEO</p> <p>Unit 13B Lecture: Entrepreneurial Leadership – The Board – Essential Team Member</p>	
7 Feb 26	<p>Intellectual Property: Patents, Trademarks, Copyrights, Trade Secrets</p> <p>Readings: Barringer Chapter 7, <i>Preparing the proper ethical and legal foundation</i>. Chapter 12, <i>The Importance of Intellectual Property</i></p> <p>Unit 11 Lecture: Intellectual Property</p> <p>Team Time</p>	<p>Wild Card Case, Group : <i>Ockham Technologies: Living on the Razor’s Edge</i></p>
8 Mar 5	<p>Group Presentations: Business Opportunities—Part 1</p>	<p>Assignment: WA#2 presentation <i>Business Opportunity (Group)</i> Class Presentation . Due March 5, 2013, at 8:00 am</p>
Mar 12	<p>Spring Break-No Class</p>	
9 Mar 19	<p>Marketing and Selling in the Entrepreneurial Venture: Segmenting the market, product positioning, Closed Loop Marketing and Sales Process, Sales Learning Curve in the new Enterprise</p> <p>Readings: Barringer, Chapter 11, <i>Unique Marketing Issues</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>Positioning Exercise</p>	<p>Wild Card Case: <i>Palm Computing Case</i></p>

<p>10 Mar 26</p>	<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 Readings: Barringer, Chapter 8, <i>Assessing Financial Strength and viability</i> Unit 16A Lecture: Building a Successful Company – Planning Unit 16B Lecture: The Financial Plan</p> <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 Readings: Barringer, Chapter 13, <i>Preparing For and Evaluating the Challenges of Growth</i> Unit 17 Lecture: Making the Plan Work – Driving Better Execution</p>	<p>Wild Card Case: <i>Centra Software</i></p>
<p>11 April 2</p>	<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 Readings: Barringer, Chapter 10, <i>Getting Financing or Funding</i> --Roberts & Bartley, “<i>How Venture Capitalists Evaluate Potential Venture Opportunities</i>” Unit 18 Lecture: Sources of Capital <u>Introduction to Venture Capital:</u> where venture capital “fits”, criteria to get venture financing, economic impact of venture capital, concept of milestone funding <u>Deal Structure, Deal Terms;</u> concepts & terminology, Valuing the company, Understanding Term sheets Readings: Roberts, Michael J., and Howard Stevenson, “Deal Structure and Deal Terms” Nov 7, 2005 (Teaching Note 806085 HBS) Unit 19 Lecture: Introduction to Venture Capital Unit 20 Lecture: Mechanics of the Term Sheet</p>	<p>Wild Card Case: <i>Founder-CEO succession at Wily Technology</i></p>
<p>12 April 9</p>	<p><u>Exit Strategies, Ending the Venture:</u> IPO, M&A, Shutdown, considerations for exit and ending the venture Unit 21 Lecture: Exiting the Venture</p>	<p>Wild Card Case: <i>Walnut Venture Associates D</i></p>
<p>14 April 16</p>	<p><u>Team Time-No scheduled Class-Professor available in classroom</u></p>	
<p>15 April 23</p>	<p><u>New Business Market Entry Plan Presentations (Part 1 and 2)</u></p>	<p>Due: Peer Evaluations Written Assignment Presentation, WA#3, <i>New Venture Business Plan (Group)</i> Presentation submitted April 23, 2013, at 8:00 am</p>

16 April 30	Written Case Analysis: Tale of the Lynx (A,& B) Take Home final due via e-learning by 10:00 pm April 30, 2013	WA#4, Case Analysis and Write-Up for the Tale of the Lynx (Due August 30, 2013)
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These descriptions and timelines are subject to change

Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the [UTD Judicial Affairs](#) web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

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Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. An online instructional assessment form will be made available for your confidential use. Please look for the course evaluation link on the course Home Page towards the end of the course.

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University Policies

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 course work 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, 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.

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 given below. Additional information is available from the office of the school dean.
(http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.

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