

Course Syllabus
ENTP 6370.501
School of Management
The University of Texas at Dallas

Course Information

Course

Course Number Section	ENTP 6370.501
Course Title	Entrepreneurship
Classroom	JSOM 2.803
Term and Dates	Spring 2014 (January 13-May 12)

Professor Contact Information

Professor	Jackie Kimzey
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Office Hours	Mondays 1:00-5:00 pm CST
Other Information	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 a group, prepare an 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 of starting a new enterprise
- Through homework assignments and two on-line presentations: 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

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

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:

<https://cb.hbsp.harvard.edu/cbmp/access/23270018>

- 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)
 - Palm Computing (HBS 9-396-245)
 - Walnut Venture Associates A (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 (HBS 9-807-112)

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

Formation of Groups

Much of the work in this course will be performed in groups. Students will form a small group (3 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.

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.

GUIDELINES FOR WRITTEN ASSIGNMENTS

- **Evaluation:** Sixty percent (60%) of your grade will be based on group assignments. Particular 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.

Effective written and oral communications are critically important in the business world. Poor organization, convoluted sentence structures, mangled grammar and misspelled words have no place in effective communications, and will be considered in the evaluation of your work and ideas.

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?

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-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 (Written Assignment #4). The case analysis is to be in bulleted essay format and 4 to 6 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.

- (a) A 1 page idea summary from each individual presented to the instructor and class members by [January 21, 2014](#),
- (b) Students will vote for the top ideas submitted for the group projects. Teams will be formed around the top ideas.
- (c) A feasibility analysis and class presentation on [March 4, 2014](#), and; (d) a final business development proposal submitted and presented on [April 4, 2014](#).

FOR Clarity:

Individual Business Idea. Each individual will submit and present one business idea by [January 21, 2014](#). 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 class members and a determination will be made by majority vote regarding which business ideas will be selected for Group Projects. Students will be assigned to teams and projects 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.

Part 1, The Initial Report: Business Opportunity Feasibility Analysis (Written Assignment #2 due March 4, 2014)

- 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 (10 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 22, 2014)

- **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 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
- 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 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.**

Present your final Feasibility Analysis and Market Entry Plan in a PowerPoint presentation (a 12 minute oral presentation to the class) on April 22, 2014.

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.

***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.

Late Work

Work submitted after the deadline will not be accepted.

Student Assessments: Grading Information

Assignment	Due Date	Group or Individual	Format	Length	Weight
WA#1 Individual Business Ideas Summary submitted presented for student voting (1st and 2nd choices)	1/21/14	Individual	Summary Description	1	n/a
WA#2–Presentation: Business Opportunity Analysis Presentation submitted Group presentation	3/04/14	Group	Power-Point Word Appendix	10 min 10-12 slides	20%
WA#3 Presentation – Business Opportunity Plan Presentation submitted Group presentation	4/22/14	Group Project	Power-point Word Appendix	12 min 15-20 slides	20%
Wild Card Presentation	Varies	Group	Power-point	6-8 slides	20%
WA#4 -Written Case Analysis for Tale of the Lynx	5/06/14 8:00 pm	Individual	Bulleted Essay	3-5	20%
Peer Evaluations	4/22/14	Individual	Form		
Class Participation		Individual	Present-engaged-read cases		20%
Overall Course Grade					100%

	Points	Weight
Item 1 WA#2	100	20%
Item 2 WA#3	100	20%
Item 3 Wild Card	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
Less than 365	F

Accessing Grades

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

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.

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ASSIGNMENTS AND ACADEMIC CALENDAR

Week	Readings/Preparation	Assignments
1 Jan 14	The Entrepreneurial Perspective Foundations of Entrepreneurship, The Nature and importance of Entrepreneurs; Can entrepreneurship be learned?; Myths, Self Assessment, the entrepreneurial mindset Readings: Ries, Chapter 1, <i>Start</i> Article: <i>The Questions Every Entrepreneur Must Answer</i> —Bhide Unit 1 Lecture: Introduction and Overview-Nature and Importance of Entrepreneurship Unit 2 Lecture: Entrepreneurial Characteristics	

<p>2 Jan 21</p>	<p><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 Pitch Ideas, Project Selection, Teams Organized</p>	<p>Due: 1 page summary of individual business ideas Elevator pitch for each idea</p>
<p>3 Jan 28</p>	<p><u>Evaluating the Opportunity:</u> Evaluating opportunities, Conducting Feasibility Analysis and Innovation and Market Acceptance Readings: Ries, Chapter 3; <i>Learn</i> Download <i>Opportunity Analysis and Business Plan Outline</i> from eLearning Unit 4 Lecture: Innovation and Market Acceptance Unit 5 Lecture: Evaluating the Opportunity</p>	<p>Video Discussion: The Deep Dive-- IDEO & creativity</p>
<p>4 Feb 4</p>	<p><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 <u>Developing a Business Model:</u> Strategies, business models Readings: Ries, Chapter 5: <i>Leap</i> Article: “<i>Note on Business Model Analysis for the Entrepreneur</i>” – Hamermesh, Marchall and Pirmohamed Unit 7 Lecture: Developing an Effective Business Model</p>	<p>Wild Card Case Presentation /Discussion: FHP Wireless</p>
<p>5 Feb 11</p>	<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 <u>Giving Presentations, Essentials of Selling:</u> Format and content of presentations, psychology of the presentation, essential elements Readings: Ries, Chapters 6 and 7, <i>Test, Measure</i> Unit 8 Lecture: Creating and Starting the Business Unit 9 Lecture: The Psychology of Presentations Unit 10 Lecture: The “Pitch” – Telling Your Story</p>	<p>Wild Card Case Presentation/ Discussion: Zipcar: Refining the Business Model</p>
<p>6 Feb 18</p>	<p><u>Intellectual Property and Other Legal Issues:</u> Patents, Trademarks, Copyrights, Trade Secrets, Legal Organization Readings: Barringer Chapter 8, <i>Pivot (or Preserve)</i> Unit 11 Lecture: Intellectual Property</p>	<p>Wild Card Case Presentation/ Discussion: <i>Walnut Venture Associates (A): RBS Investment Memorandum</i></p>
<p>7 Feb 25</p>	<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” Unit 12 Lecture: The Entrepreneurial Organization Unit 13A Lecture: Entrepreneurial Leadership – The Role of the CEO Unit 13B Lecture: Entrepreneurial Leadership – The Board – Essential Team Member</p>	<p>Case Discussion: <i>Palm Computing, Inc. (A)</i></p>

8 Mar 4	Group Presentations: Business Opportunities-- First Presentation	Assignment WA#2, and presentation <i>Business Opportunity</i> (Group) Presentation
Mar 10-14	Spring Break-No Class	
9 Mar 18	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 Readings: Ries, Chapter 9, <i>Batch</i> . Unit 14 Lecture: Sales and Marketing in the New Venture Unit 15 Lecture: The Sales Learning Curve for New Ventures	Wild Card Case Presentation/ Discussion: <i>Ockham Technologies: Living on the Razor's Edge</i>
10 Mar 25	The Financial Plan: Elements of an Operational and Financial Plan: Defining the business model, forecasting, integrating the plan into the organization, relationship between strategic and operating plans, tying performance to plan Readings: Ries, Chapter 10, <i>Grow</i> Unit 16A Lecture: Building a Successful Company – Execution Planning Unit 16B Lecture: The Financial Plan	Wild Card Case Presentation/ Discussion: <i>Centra Software</i>
11 Apr 1	Making the Plan Work: 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: Ries, Chapter 11, <i>Adapt</i> Unit 17 Lecture: Making the Plan Work – Driving Better Execution	Wild Card Case Presentation/ Discussion: <i>E Ink in 2005</i>
12 Apr 8	Attracting Stakeholders: Financing and valuing the New Venture; 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: Ries, Chapter 12, <i>Innovate</i> --Roberts & Bartley, "How Venture Capitalists Evaluate Potential Venture Opportunities" Unit 18 Lecture: Sources of Capital	Wild Card Case Presentation/ Discussion: <i>Founder-CEO succession at Wily Technology</i>

<p>13 Apr 15</p>	<p>Introduction to Venture Capital: where venture capital “fits”, criteria to get venture financing, economic impact of venture capital, concept of milestone funding</p> <p>Deal Structure, Deal Terms; concepts & terminology, Valuing the company, Understanding Term sheets</p> <p>Readings: Roberts, Michael J., and Howard Stevenson, “Deal Structure and Deal Terms” Nov 7, 2005 (Teaching Note 806085 HBS)</p> <p>Unit 19 Lecture: Introduction to Venture Capital</p> <p>Unit 20 Lecture: Mechanics of the Term Sheet</p> <p>Unit 21 Lecture: Exit Strategies, Ending the Venture: IPO, M&A, Shutdown, considerations for exit and ending the venture</p>	
<p>14 Apr 22</p>	<p>Business Plan Presentations</p>	<p>Due: Peer Evaluations Written Assignment, WA# 3, New Venture Business Plan (Group) Presentations WA# 3(Group)</p>
<p>15 Apr 29</p>	<p>Business Plan Presentations</p>	<p>Presentations WA# 3(Group)</p>
<p>16 May 6</p>	<p>Written Case Analysis: Tale of the Lynx Take Home Final</p>	<p>WA#4, Case Analysis and Write-Up for the Tale of the Lynx</p>

These descriptions and timelines are subject to change

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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

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.

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