

Course Syllabus
ENTP 6370.0W1
School of Management
The University of Texas at Dallas

| [Course Info](#) | [Tech Requirements](#) | [Access & Navigation](#) | [Communications](#) | [Resources](#) |
[Assessments](#) | [Academic Calendar](#) | [Scholastic Honesty](#) | [Course Evaluation](#) | [UTD Policies](#) |

Course Information

Course

Course Number Section	ENTP 6370.0W1
Course Title	Entrepreneurship
Term and Dates	Fall 2015 (August 24 – December 17)

Professor Contact Information

Professor	Jackie Kimzey
Office Phone	972-883-5931
Email Address	Jackie.kimzey@utdallas.edu
Office Location	SOM 4.208
Online 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 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 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/32549636>

- 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:
 - Leveraging Wal-Mart, EBay and USPS (Ivey 904M27)
 - ZipCar: Refining the Business Model (HBS 9-803-096)
 - Palm Computing (HBS 9-396-245)
 - Magdalena Yesil (HBS 9-800-350)
 - Walnut Venture Associates (A & D) (HBS 9-899-097)
 - (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)

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 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. In order to receive full participation points you must post 1-2 value-added comments during at least 8 different discussion sessions during the course. 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	<ul style="list-style-type: none"> ✓ Frequent & even distribution of entries throughout module ✓ Consistently initiates discussion ✓ Responds to discussion in timely fashion 	<ul style="list-style-type: none"> ✓ Uneven distribution of entries ✓ Occasionally initiates discussion ✓ Responds to most discussion 	<ul style="list-style-type: none"> ✓ Uneven & infrequent entries ✓ Little or no initiation of discussion ✓ Seldom responds
Degree of Engagement	<ul style="list-style-type: none"> ✓ Interacts freely and encourages others ✓ Frequently generates further discussion ✓ Provides leadership to group 	<ul style="list-style-type: none"> ✓ Participates in ongoing discussion ✓ Occasionally evokes further discussion ✓ Active group member 	<ul style="list-style-type: none"> ✓ Not actively involved in discussion ✓ Not engaged ✓ No contribution to group
Evidence of Understanding	<ul style="list-style-type: none"> ✓ Uses resources beyond those required by course (No texts from other courses) ✓ Knowledge gained well incorporated into responses ✓ Consistent reflection of course content 	<ul style="list-style-type: none"> ✓ Uses required readings & course materials ✓ Ideas stated clearly with some connection to readings. ✓ Some reflection of content 	<ul style="list-style-type: none"> ✓ Readings & course materials not reflected ✓ Opinions not informed by readings ✓ Remarks unrelated to topic
Depth of Commentary	<ul style="list-style-type: none"> ✓ Provides examples that enhance topic understanding ✓ Analyzes issues and implications arising from topic ✓ Reflects insight into own learning 	<ul style="list-style-type: none"> ✓ Restates ideas from resources that clarify topic ✓ Identifies issues and implications arising from topic ✓ Little insight into own learning 	<ul style="list-style-type: none"> ✓ Comments limited to agree or disagree ✓ No issue identification ✓ No evidence of insight into own learning

GUIDELINES FOR WRITTEN ASSIGNMENTS

- **Evaluation:** Fifty percent (50%) 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.
- **Essay Form Response.** Some assignments specify an essay form response. I will expect a well organized paper that addresses the case questions and uses section headings, bulleted lists, charts and exhibits as appropriate to clearly communicate your message.
- **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.

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.

- (a) A 1 page idea summary from each individual submitted to the instructor and class members by September 04, 2015 (on-line Discussion Board),
- (b) Students will vote, on-line, for the top ideas submitted for the group projects by September 8, 2015. Teams will be formed by September 14, 2015.
- (c) A feasibility analysis and class presentation on October 21, 2015, and; (d) a final business development proposal submitted and presented on December 9, 2015.

FOR Clarity:

Individual Business Idea. Each individual will submit one business idea by September 04, 2015. 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 [October 21, 2015](#))

- 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 [December 9, 2015](#))

- **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 instructor) on December 9, 2015.

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.

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.

Virtual 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.

Policy on Server Unavailability or Other Technical Difficulties

The university is committed to providing a reliable online course 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 extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk: <http://www.utdallas.edu/elearninghelp>, 1-866-588-3192. The instructor and the UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

[Top](#)

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 and the web browser configuration information](#).

[Top](#)

Course Access and Navigation

This course was developed using a web course tool called eLearning. It is to be delivered entirely online. Students will use their UTD NetID account to login at: <http://elearning.utdallas.edu>. Please see more details on [course access and navigation information](#).

To get started with an eLearning course, please see the [Student eLearning Tutorials](#).

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. The UTD user community can also access the support resources such as self-help resources and a Knowledge Base. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearninghelp>.

[Top](#)

Communications

This eLearning course has built-in communication tools which will be used 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 see [eLearning Tutorials webpage](#).

Interaction with Instructor

The instructor will communicate with students mainly using the Announcements and Discussions tools. Students may send personal concerns or questions to the instructor using the course email tool. The instructor will reply to student emails or Discussion board messages within 3 working days under normal circumstances.

The other form of regular interaction will be through the discussion boards for each class session. The professor may post one or more questions, comments, notes, etc. during a session week pertaining to the readings for that week. You will need to participate in the discussion function in order to get credit for participation.

[Top](#)

Student Resources

The following university resources are available to students:

UTD Distance Learning: <http://www.utdallas.edu/elearning/students/cstudents.htm>

McDermott Library: Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to <http://www.utdallas.edu/library/distance.html>.

[Top](#)

Student Assessments: Grading Information

Assignment	Due Date	Group or Individual	Format	Length	Weight
Self-Introduction submitted into discussion board	8/28/15	Individual	Form	1	n/a
WA#1 Individual Business Ideas Summary submitted on-line for student polling	9/04/15	Individual	Summary Description	1	n/a
Students complete the on-line survey (1 st and 2 nd choices) for best ideas	09/08/15	Individual	On-line	n/a	n/a
Teams Formed	9/14/15				
WA#2–Presentation: Business Opportunity Analysis Presentation submitted Group presentation at class web conference	10/21/15, 8:00 am 10/21/15, 5:00 pm	Group	Power-Point Word Appendix	10 min 10-12 slides	25%
WA#3 Presentation – Business Opportunity Plan Presentation submitted Group presentation at class web conference	12/09/15, 8:00 am 12/09/15, 5:00pm	Group Project	Power-point Word Appendix	12 min 15-20 slides	25%
WA#4-Written Case Analysis for Tale of the Lynx	12/14/15 8:00 am	Individual	Bulleted Essay	3-5	25%
Peer Evaluations	12/09/15 8:00 am	Individual	Form		
Class Participation		Individual	postings		25%
Overall Course Grade					100%

	Points	Weight
Item 1 WA#2	100	25%
Item 2 WA#3	100	25%
Item 3 Final Exam	100	25%
Item 4 Class Participation	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
291- 280	C-

Less than 280	D
---------------	---

Accessing Grades

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

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 team work. 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.

[Top](#)

ASSIGNMENTS AND ACADEMIC CALENDAR

Week	Readings/Preparation	Assignments
1 Aug 24-28	<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 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>	<p>Self-intro posted</p> <p>Case/On-line Discussion: <i>Magdalena Yesil</i> (All case discussions will take place Thurs 6pm – Sunday 6pm in the schedule week)</p>

2 Aug 31- 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	Due: 1 page summary of individual business ideas posted on-line Sept. 04, 2015 Case/On-line Discussion: <i>Leveraging Wal-Mart, EBay and USPS</i>
3 Sept 7- 11	<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	Due Students complete the on-line survey (1st and 2nd choices) for best ideas. Sept. 08, 2015 Video/On-line Discussion: The Deep Dive-- IDEO & creativity
4 Sept 14- 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	Teams formed Sept. 14, 2015 Case/On-line Discussion: FHP Wireless
5 Sept 21- 25	<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	Case/On-line Discussion: Zipcar: Refining the Business Model
6 Sept 28- Oct 2	<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	Case/Online Discussion: <i>Walnut Venture Associates (A): RBS Investment Memorandum</i>
7 Oct 5-9	<u>Intellectual Property and Other Legal Issues:</u> Patents, Trademarks, Copyrights, Trade Secrets, Legal Organization Readings: Ries, Chapter 8, <i>Pivot (or Preserve)</i> Unit 11 Lecture: Intellectual Property	Case/On-line Discussion: <i>Palm Computing, Inc. (A)</i>

8 Oct 12-16	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” 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	Case/On-line Discussion: <i>Ockham Technologies: Living on the Razor’s Edge</i>
9 Oct 19-23	Group Presentations: Business Opportunities-- First Presentation Class Web Conference	Assignment WA#2a, and presentation WA#2b <i>Business Opportunity</i> (Group) Presentation submitted October 21, 2015, 8 am Class Presentation and final paper October 21, 2015, 5-7 pm
10 Oct 26-30	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	Case/On-line Discussion: <i>Centra Software</i>
11 Nov 2-6	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	Case Discussion: <i>E Ink in 2005</i>
12 Nov 9-13	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	Case/On-line Discussion: <i>Founder-CEO succession at Wily Technology</i>
13 Nov 16-20	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	No Case Discussion This Week
14 Nov 24-28	Thanksgiving Holiday	

15 Nov 30- Dec 4	Introduction to Venture Capital: where venture capital “fits”, criteria to get venture financing, economic impact of venture capital, concept of milestone funding Deal Structure, Deal Terms; 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	Case/On-line Discussion: <i>Walnut Venture Associates (D): RBS Deal Terms</i>
16 Dec 7-9	Exit Strategies, Ending the Venture: IPO, M&A, Shutdown, considerations for exit and ending the venture Unit 21 Lecture: Exiting the Venture Business Plan Presentations Class Web Conference	Due: Peer Evaluations Dec 9, 2015, 11:59pm Due: Group Bus. Plan Written Assignment, WA# 3, New Venture Business Plan (Group) Presentations WA# 3a(Group) Presentation submitted Dec 9, 2015, 8 am Class presentation and final paper Dec 9, 2015, 5 pm
17 Dec 14- 18	Written Case Analysis: Tale of the Lynx (A, B & C)	WA#4, Case Analysis and Write-Up for the Tale of the Lynx Due Dec 14, 2015

These descriptions and timelines are subject to change

[Top](#)

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.

[Top](#)

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.

[Top](#)

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.

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

[Top](#)