

MGMT 3306 CRN 22021

Entrepreneurship

General Information

Class Time: Tuesdays & Thursdays 12:00 p.m. to 1:20 p.m.

Class Room: BUSN 318

Instructor: Professor Matthew A. Barlow, Ph.D.

Office: Room 232, College of Business Administration

Office Hours: Tuesdays: 10:00 a.m. – 11:30 a.m. & 1:30 p.m. – 2:00 p.m.

Wednesdays: 12:30 p.m. – 1:30 p.m.

Thursdays: 10:00 a.m. – 11:30 a.m. & 1:30 p.m. – 2:00 p.m.

Or by appointment

Email: mabarlow@utep.edu

(Note: Please do not use the Blackboard email system).

Phone: 915-747-7728

Required Books: *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*

Author: Eric Reis

ISBN-10: 0307887898, ISBN-13: 978-0307887894

The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company

Authors: Steve Blank & Bob Dorf

ISBN-10: 0984999302, ISBN-13: 978-0984999309

Additional Readings will be posted on Blackboard

Course Description and Learning Goals

Catalog Description: “Entrepreneurship is designed to provide an understanding of the entrepreneur and the entrepreneurial process. Emphasis is on new venture planning and establishment of new firms as opposed to dealing with problems of an established business. The distinctive focus is enterprise creation.”

This course introduces the theory and practice of business creation and development. Students will learn basic tools of business discovery—both as a tool for new venture formation and as a core capability for going concerns in competitive landscapes—and the theoretical underpinnings of those tools. More importantly, however, the course makes a case for business planning as an **active** and ongoing endeavor of inquiry. Students will develop practical experience by applying these theoretical principles to student-generated business ideas.

Most books, web-based instructional videos, and business school courses start with two undisclosed assumptions. The first is that there is such a thing as a generic business plan. This is a useful assumption if you want to sell someone a book, attend a seminar, or provide appointment-based, transmission-style “education”. The second assumption is that the outcome of the business planning process—the *document*—is the learning objective, and represents the most important thing to be able to reproduce in the future.

In contrast, this class starts with the assumption that there is something crucial to learn about and be able to produce beyond the rote production of a (largely template-based) business plan. Specifically, I hope to reproduce the harrowing ambiguity, confusion, and fun that iteratively validating your business can create. Learning how to define a venture, set up a series of hypotheses about it (your initial plan) and then refine that plan as it collides with reality is what is worth learning in this course. The business plan is an artifact of that process (essentially documenting the path that you have taken), and will be at a level of quality reflecting your level of commitment to the process.

Entrepreneurs are concerned with the relentless pursuit of opportunities in the marketplace. Ultimately, this course explores the key characteristics of entrepreneurs and the entrepreneurial process. The course provides students with the concepts, techniques, and skills needed to manage the entrepreneurial process and face the challenges of entrepreneurial companies. By the conclusion of this class, students should understand their potential roles as entrepreneurs and have gained a "real-world" orientation to the entrepreneurial process of conceiving and implementing an idea for a new venture.

Course Goals

This course is designed to teach students the theoretical and practical concepts inherent to entrepreneurship. Students will develop their knowledge about the role of entrepreneurship in the world economy and the particular challenges that come with new venture creation. This includes:

- Conducting relevant customer and market hypothesis testing in a variety of business contexts.
- Generating and synthesizing the relevant inputs to search and planning, and producing relevant outputs (for example, in process documents, documentation of hypothesis testing, and venture concept plans).
- Experiencing the particular processes, knowledge, capabilities and planning required to launch new businesses.

Student Learning Objectives

As a result of this course, students should be able to articulate the most important challenges inherent to entrepreneurship. Students should be able to formulate appropriate strategies for new ventures within these contexts and defend their choices using appropriate theory and evidence. In addition, students should be able to:

- Define the term ‘entrepreneurship’ and understand its varying uses
- Articulate the role of entrepreneurship in the global economy and its implicit challenges
- Understand the extent to which we can identify the qualities of successful entrepreneurs
- Compare and contrast different sources of entrepreneurial opportunity
- Understand thorough and well-grounded market research for new products and services
- Appraise the role of business planning in entrepreneurial activity
- Identify the various leadership challenges facing entrepreneurs
- Distinguish between and appraise various sources of funds in venture growth

GRADING BREAKDOWN

	<u>Points</u>	<u>Percentage</u>
1. Reading Quizzes	100	10%
2. Individual Venture Concept	100	10%
2. Group Venture Concept	100	10%
4. Group Final Written Project	250	25%
5. Presentations	200	20%
6. Peer Evaluations	50	5%
5. Attendance/Class Participation	<u>200</u>	<u>20%</u>
	1000	100%

Grading Scale and Policy

Letter Grade	Total Points	Percentage
A	900-1000	90% - 100%
B	800-899	80% - 89%
C	700-799	70% - 79%
D	600-699	60% - 69%
F	0 - 599	Below 60%

Assignments & Exams

1. **Reading Quizzes.** There will be periodic reading quizzes. The quizzes are designed to both give you an incentive to prepare for class and allow the class to have better discussions on the course topics. The quizzes can be online (including on Blackboard) or in class, and will not always be announced beforehand.

2. **Individual Venture Concept.** This is an individual assignment. You are to come up with 1 potential business idea. The write-up is at least one page (*500 words minimum*) and no more than 1.5 pages (single-spaced, *750 words maximum*), that clearly specifies (1) hypotheses about a problem or opportunity; (2) a proposed product or service to address the problem or opportunity; (3) a detailed description of the customer for that product or service; (4) mechanism(s) to reach that customer, and (5) how you would approach testing these hypotheses.

3. **Group Venture Concept.** A fully-specified venture concept (*1000-1500 words minimum + artifacts*) of one idea you're your group would like to pursue that addresses the major issues associated with customer and product discovery (~2 to 3 single-spaced pages detailing your customer, problem, product, channel hypotheses, revenue streams, and major cost drivers) and a list of the first set of cheap, iterative experiments that you plan to execute in order to test your conjectures.

Note: This cannot be a simple rehash of an individual venture concept. You must show additional work on hypotheses and tests.

4. **Group Final Written Project.** The final written assignment in this course is not a formal business plan, but a 7 [single-spaced] page (*3500 word minimum*) write-up of the 9 elements from the business model canvas. This should not be a simple re-hash of your group venture concept, but should show additional work and full details of all insights gained from testing. These elements are:

1. **Customer Segments:** Who are the customers? What do they think? See? Feel? Do?
2. **Value Propositions:** What's compelling about the proposition? Why do customers buy, use?
3. **Channels:** How are these propositions promoted, sold and delivered? Why? Is it working?
4. **Customer Relationships:** How do you interact with the customer through their 'journey'?
5. **Revenue Streams:** How does the business earn revenue from the value propositions?
6. **Key Activities:** What *uniquely* strategic things does the business do to deliver its proposition?
7. **Key Resources:** What unique strategic assets must the business have to compete?
8. **Key Partnerships:** What can the company *not* do so it can focus on its Key Activities?
9. **Cost Structure:** What are the business' major cost drivers? How are they linked to revenue?

More information will be provided about the final written project in class.

5. Group Presentation. There will be 2 graded presentations during the semester. The first will be a 5-minute presentation detailing the group's business idea, the business model, reports on discovery hypotheses testing, metrics (if appropriate) and plan for next set of hypotheses. The goal of the presentation is not to impress, but to gather insight about potential issues, risks, cheaper ways to test hypotheses, et cetera. This presentation is worth a total of 50 points, graded by the instructor. All group members must be in attendance to receive credit, but not all members must speak this time. Group members who speak during presentation 1 will not be allowed to speak during presentation 2, and all members must speak for at least 1 presentation,

The final presentation will consist of a pitch competition to help you understand and prepare you to obtain funding for your venture. Each team will have 5 minutes to pitch their idea to the class in an attempt to 'gain funding' from the class. Each member of the group must be present to receive credit, although not every member must speak this time. Group members who spoke during presentation 1 are not allowed to speak during presentation 2, and all members must speak for at least 1 presentation. This presentation is worth a total of 150 points. The instructor will evaluate each pitch and assign up to 100 points (a rubric for obtaining these points will be discussed later in the semester in class). The other 50 points will come from evaluation by your peers. After the presentations, each student in the class will then select 3 to 5 ventures that they would choose to invest in. No one is allowed to vote for their own team. Details on how the points will be distributed will be discussed in class.

6. Peer Evaluations. Each individual will be required to *confidentially* evaluate their teammates on each teammate's contribution to the group's final project. You will be required not only to give a ranking of each member of your team, but you will be required to justify your evaluations. The first 40 points of the peer evaluation grade come from your teammates' evaluation of your contributions, the second 10 points will come from the thoughtfulness you put into your evaluations of your group members.

7. Attendance and participation. Class attendance is *mandatory*. The success of this class is heavily dependent on EVERY student being FULLY prepared and present EACH day. Your success as a student (both in learning and in grade) and mine as an instructor are dependent on this preparation. Students must attend all sessions of the class and actively participate in class activities. Participation in class discussion, activities and group exercises constitute an essential component of learning. Attendance will aid participation, learning and exchange of ideas and therefore points will be awarded for it. ***In order to get full credit for participation, students need to come to the class on time and prepared, contribute to the class discussion by sharing/highlighting ideas/issues pertinent to the course matter, and bring to class material (newspaper or magazine articles) that add to the topic of class discussion.*** Furthermore,

students will be required to participate in several individual and group activities that are relevant to the topics of discussion. Group activities would entail working in small groups for class exercises and debates.

- To gain full credit for participation, you must:
 - Provide constructive, detailed feedback to classmates
 - Arrive on time; be courteous and respectful to peers and instructors
 - Contribute consistently and meaningfully to group learning

The participation/attendance grade (200 points total) will be broken down into 2 components. The attendance portion of the grade will consist of up to 150 points. These points will be awarded for attending every class session on time. There are a total of 29 class sessions, with each counting as 5 points. Attending class but arriving late will lead to at most 2.5 points for the given day. The other 50 points will be awarded at my discretion based on how well you participate during the semester. This includes asking questions during class, answering questions posed by the instructor or peers, participating in group activities, remaining in class the entire session, interacting with guest speakers, etc.

Important Notes:

- Be responsible and proactive on managing your academic career. Seek help as early as possible when you experience any academic or personal difficulties.
- Students are expected to comply with acceptable behaviors in accordance with the standards of the College of Business Administration and UTEP. Any deviation from the norm will be dealt with the provisions and policies of the School and the University.

Accommodations for Disabilities

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Academic Honesty

"The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards. Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person,

and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at: <http://www.utep.edu/dos> may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others." (UTEP's Handbook of Operating Procedures)

IMPORTANT NOTICE: THE CONTENT IN THIS SYLLABUS MAY BE SUBJECT TO CHANGE.

CLASS SCHEDULE

Date	Topic	Reading(s)
1/18	Introduction	<ul style="list-style-type: none"> Review the Syllabus
1/23	What is entrepreneurship? Entrepreneurial Opportunities	<ul style="list-style-type: none"> Reis pgs. 1-36 Blank & Dorf pgs. vii-xix & 1-18 9 Tips for Starting Your business in College Graham (2004): How to Make Wealth Graham (2009): Ramen Profitable
1/25	Where do ideas come from?	<ul style="list-style-type: none"> How Entrepreneurs Come Up with Great Ideas 5 Ways to Improve Your Creative Thinking
1/30	Where do ideas come from?	
2/1	Business Models & Business Model Canvas	<ul style="list-style-type: none"> Blank & Dorf pgs. 19-50 Why the Lean Start-Up Changes Everything https://www.cleverism.com/business-model-canvascomplete-guide/ https://www.alexandercowan.com/business-model-canvas templates/
2/6	Customer Development Phase 1 Value Proposition & Customer Segments	<ul style="list-style-type: none"> Blank & Dorf pgs. 52-97 https://www.alexandercowan.com/tutorial-personas-problem-scenarios-user-stories/ Andreessen Guide to Startups Pt 4. 5 Tips for Getting to Product-Market Fit
2/8	Scientific Method & Hypothesis Testing	<ul style="list-style-type: none"> Reis pgs. 37-148 The Scientific Method of Entrepreneurship What Entrepreneurs can learn from the Scientific Method
2/13	Channels, Market Types, & Customer Relationships	<ul style="list-style-type: none"> Blank & Dorf pgs. 98-168
2/15	Revenues, Costs, Resources, Activities & Partners	<ul style="list-style-type: none"> Individual Venture Concept Due on Blackboard by 11:59 pm Final Group Choices Due in Class Blank & Dorf pgs. 169-188
2/20	Full Business Model Canvas	<ul style="list-style-type: none"> Finish Reis
2/22	Customer Development Phase 2	<ul style="list-style-type: none"> Blank & Dorf pgs. 189-226
2/27	Group Presentations	
3/1	Group Presentations	
3/6	Discussion of Presentations	

3/8	NO CLASS—ONLINE ACTIVITY	
3/13 & 3/15	NO CLASS--SPRING BREAK	
3/20	Customer Development Phase 3	<ul style="list-style-type: none"> Blank & Dorf pgs. 227-256
3/22	Customer Development Phase 3	<ul style="list-style-type: none"> Group Venture Concept Due on Blackboard by 11:59 pm. Blank & Dorf pgs. 257-273
3/27	Business Planning	<ul style="list-style-type: none"> https://www.sba.gov/business-guide/plan/write-your-business-plan-template https://www.sba.gov/tools/business-plan/1
3/29	Business Planning	
4/3	Entrepreneurial Finance Part 1	<ul style="list-style-type: none"> Angels vs. VCs A student's guide to start-ups How to fund a start-up
4/5	Entrepreneurial Finance Part 2	
4/10	Entrepreneurial Finance Part 3	
4/12	Governance	<ul style="list-style-type: none"> https://www.sba.gov/businessguide/launch/choose-business-structure-typeschart http://www.sos.state.tx.us/corp/index.shtml
4/17	Pitching your Ideas	<ul style="list-style-type: none"> 6 Steps to the Perfect Pitch - Pitching your business 13 Tips on How to Deliver a Pitch Investors Simply Can't Turn Down 5 Mistakes Entrepreneurs Make When Pitching Their Ideas to Investors
4/19	Group Activities & Meetings	
4/24	Final Group Presentations	
4/26	Final Group Presentations	
5/1	Intellectual Property	<ul style="list-style-type: none"> TBD
5/3	Course Wrap Up	<ul style="list-style-type: none"> Final Written Project Due on Blackboard by 11:59 pm
5/7		<ul style="list-style-type: none"> Peer Evaluations Due on Blackboard by 11:59 pm