



# **Course Syllabus Entrepreneurship**

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**August - December 2018**

**VIII Level**

**Professors**

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## I. General Information

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Course : Entrepreneurship  
Pre-requisite : It depends on the career  
Credits : 3

Code : 03356  
Semester : 2018-2  
Level : VIII

## II. Course Description

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The course involves theory and practice. Its main goal is to promote an entrepreneurial culture.

It involves the identification, motivation, orientation and development of the individuals' potential. Further, the course relate these individual capabilities with entrepreneurial competences and helps students to understand the needs from the environment to generate business ideas, to identify business opportunities and to structure business plans that help students to create sustainable and competitive companies in both the national and international markets.

This course is designed to help you understand the meaning of both entrepreneurship and entrepreneur, to help you decide if and when you want to follow an entrepreneurial path, and to give you some basic tools and experience the process of developing a start-up business to pursue such a path successfully.

In particular, the course aims to help the participants: first, to identify and evaluate business opportunities; second, to evolve from a business idea to a business concept and third, to establish the basis to exploit the "winning concept" that you, as an entrepreneur, have developed.

Over the course we will expand the definition of an entrepreneur beyond what we typically consider an entrepreneur (i.e., a person to starts and/ or runs a business) to include people who are entrepreneurs within other companies. We will do this for two reasons. First, as you will see, many entrepreneurs spend years developing skills and experience as traditional employees working for others before venturing out on their own. Second, I believe that the mind-set and skills that can make you a successful entrepreneur are the same ones that can make you a successful executive. Indeed, high-growth, innovative companies need entrepreneurs to drive growth and innovation within their companies.

Despite that this is a regular course; independent study is an integrated part of the class requirements. In every week, participants not only will have a direct interaction with the instructor through "on campus" classes but also will be required to do independent study during the week (to be prepared for potential quizzes). The teaching style will mix theory and academic concepts with practical applications and team based case discussions.

## III. Learning Objectives

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As a result of taking this course, students will satisfy the following curriculum objectives by being able to:

- Demonstrate written communication skills in both academic and professional assignments.
- Propose, evaluate and defend possible solutions about a specific problem.
- Identify the social responsibility of a particular company about its customers, suppliers and other stakeholders.

- Demonstrate competence in basic concepts and principles in different fields such as: business planning and strategy, accounting, economics, finance and marketing.
- Develop operating plans for each of the functional areas of the company.
- Formulate and evaluate investments.

## IV. Teaching methodology

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The course will accomplish the learning objectives through a diverse mix of methods and activities, including:

- Analysis and discussion of at least one or more actual cases
- Guest speaker presentations and dialogue or visits to Innovation hubs
- In-class short case studies and team-based exercises.
- Work in teams applying the class and reading material to prepare a business model and feasibility assessment
- Presenting the outcome of the model and feasibility

## V. Grading

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The evaluation system is permanent and comprehensive, and is intended to promote student learning. The course grade is an average of the permanent evaluation (55%), the midterm exam (20%) and the final exam (25%)

The weights of the permanent evaluation are described in the following table:

<b>PERMANENT EVALUATION AVERAGE (PEA) 55%</b>		
<b>Evaluation Type</b>	<b>Description</b>	<b>%</b>
Participation / Reading quizzes	3 quizzes / Participation	20%
Assignment 1 - Individual	Entrepreneur Case	10%
Assignment 2 - Individual	CSR Case	10%
Class Attendance	Attendance to class	15%
Start Up Team Project	Part 1 - Elevator Pitch & Concept Brief ✓ Form the startup group ✓ Identify two business ideas ✓ Develop and present pitch and concept briefs	15%
	Part 2 - Business Model Canvas ✓ Segments & Value Proposition ✓ Channels & Customer Relationships ✓ Revenue Streams ✓ Key Resources ✓ Key Activities ✓ Key Partners ✓ Cost Structure ✓ Business pattern	15%
	Part 3 - Feasibility Analysis ✓ Product/Service Feasibility ✓ Industry and Market Feasibility ✓ Organizational Feasibility ✓ Financial Feasibility	15%
	Complete an Entrepreneurial self-assessment survey	

The final average (FA) is obtained as follows:

$$FA = (0,20 \times ME) + (0,55 \times PEA) + (0,25 \times FE)$$

**FA:** Final Average

**ME:** Mid-term Exam

**PEA:** Permanent Evaluation Average

**FE:** Final Exam

## **Exams:**

We will have two exams during the term. The mid-term exam will cover Parts 1, 2 and 3 of the business model book (Osterwalder and Pigneur, 2010) and chapters 1, 2, 6 and 9 of Barringer and Ireland's book. The final exam will focus on the Entrepreneurship book (Barringer and Ireland, 2012). It will cover only the chapters discussed in class after the midterm exam.

## **Participation and Quizzes:**

It is your responsibility to **READ ALL ASSIGNED READINGS PRIOR TO COMING TO CLASS**. Hence, unannounced quizzes can be taken during the semester at any time during each session. Attendance is mandatory and as such is part of the PEP grade.

Do not expect to get full credit for participation or attendance if:

- You arrive late or leave early.
- Have your laptop open, use your blackberry or I-phone during class or simply do not follow the class.
- Never say a thing in class.
- You fail in the unannounced quizzes.

## **Detail of Set Quiz schedule**

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	Readings topics	Week
Quiz 1	<ul style="list-style-type: none"><li>• Barringer Chapters 1 , 2 &amp; 9</li><li>• Osterwalder Part 3</li></ul>	4 2 <sup>nd</sup> session
Quiz 2	<ul style="list-style-type: none"><li>• CISCO Plataform (Online Quiz)</li></ul>	7 2 <sup>nd</sup> session in lab
Quiz 3	<ul style="list-style-type: none"><li>• Barringer, Chapters 3, 5, 8 &amp; 10</li></ul>	13 2 <sup>nd</sup> session

## **Team Start Up Project:**

There are three main group assignments in this class: (a) The formation of entrepreneurial teams and idea generation, (b) the development of the Canvas Model and (c) the Feasibility Analysis. The 3 assignments are related to each other. In fact, you can't develop the feasibility analysis if previously you didn't have a business model, which you can't develop if you don't identify a new business idea.

### **(a) Generating the Idea (Elevator Pitch and Concept Brief)**

In the first 2 weeks students will be required to form groups of 4-6 members. This will occur following sessions on entrepreneurial team characteristics and dynamics. Some of these team development sessions will be held in the FabLab and Innova to assist with the processes of idea generation and for the teams to learn how to identify, select and present entrepreneurial ideas. Following theory and these sessions, teams are expected to pick two of their business ideas to be readied and pitched a to the rest of the class.

Following the pitches, each group is to select one of these ideas to take to the next part of the start-up project, the CANVAS business model.

### **(b) CANVAS Model:**

During the first part of the class, each group will build a nine block business model. Firstly, the groups should develop the first two components of the canvas model (**Customer Segments** and **Value Proposition**). Next, the groups must develop the **Channels** and **Customer Relationships** components of the canvas model. Thirdly the groups must identify and develop key infrastructure components, the model's **Key Activities, Key Partners & Key Resources** and finally the groups will identify and develop the financial components of the CANVAS model, the **Revenue Streams & Cost Structure**. Two short presentations will be made during this process. The first will be of the Product – Customer components, while the second will be on the Infrastructure components.

In week 10 each group must present the complete CANVAS Model. It is expected that from one assignment to the next, every component of the canvas model will be updated and keep coherent with the newly included information.

Each team will also develop a written report on their business model CANVAS detailing each building block, description of the business model's strategies and innovation and its logic to be submitted in week 7. Following completing the CANVAS each group will begin to examine the ideas feasibility as a business.

### **(c) Feasibility Analysis: In two parts: A written assignment and a business pitch presentation.**

Written assignment: Hand in a no more than 20-page feasibility analysis report. This report should contain more information than the slides of your presentation. In the report, you can dig deeper into the business using the feasibility analysis tools that will be given in class. But you should address at least the following issues:

- Clearly identify and describe the problem your idea is solving. Determine the product or service's market desirability and demand.
- Assess the market – its customers, competition, industry trends and position-for your new business idea.
- Describe your basic revenue model by providing the information about income and financial projections. Part of the feasibility will to estimate the market. Sales and costs to develop cashflow projections and analysis of the venture's financial viability. This data will help you estimate estimate of how much start-up funding you would need.
- Evaluate whether you and your management team possess the characteristics required for entrepreneurial success. How would you complete the competences and skills your team needs to ensure that your start-up can succeed?

Presentation: Prepare a **15-minute**-Powerpoint business "pitch" on your group's business concept. After each presentation, we will have a few minutes for questions and answers about your business idea.

Think of your business concept as if you were presenting it to the board of directors or to prospective investors. You can use all the knowledge you have gained over the course of this class **to put together a good & convincing presentation of your business concept**. Why should an investor buy your idea? Remember to be fair to yourself and to your audience – as important as identifying the strengths of your idea is

to identify and address its weaknesses!. You can be creative with your presentation, but remember that even though pictures are nice, investors are interested in facts!

**Each student is also to self-assess how prepared they are to be an entrepreneur** by answering a simple survey that rates their knowledge, skills and attitude towards operating their own business and helps them to reflect on their own entrepreneurial potential and characteristics.

## VI. Course calendar

WEEK	TOPICS	ASSIGNMENTS
1 <sup>st</sup> Aug 20 <sup>th</sup> – 25 <sup>th</sup>	Introduction to the course.  Introduction to Entrepreneurship  Class Visit FabLab / Innova - Introduction Barringer, B. & Ireland R.D. Chap.1, Introduction to Entrepreneurship, pp. 3-36. Barringer, B. & Ireland R.D. Chap. 9, Building a New-Venture Team, pp. 285-312	<b>Start-Up project Part 1 set:</b> Business idea and concept statement. After forming the start up group each team is to develop and present two elevator pitches and a concept briefs (overview of an idea for a product, service)
2 <sup>o</sup> Aug 27 <sup>nd</sup> – Sep 1 <sup>st</sup>	Forming a new venture team Class Visit FabLab / Innova – Generating Ideas Barringer, B. & Ireland R.D. Chap. 2, Recognizing Opportunities and Generating Ideas, pp. 40-72. Osterwalder, A. & Pigneur, Y. Designs, pp. 122-195	
3 <sup>rd</sup> Sep 3 <sup>rd</sup> – 8 <sup>th</sup>	Recognizing business opportunities. Class Visit FabLab / Innova - Selecting Opportunities	<b>Individual Case Assignment 1 set:</b> Mi Tiendecita de Moda – selling fashion through facebook in Peru
4 <sup>th</sup> Sep 10 <sup>th</sup> – 15 <sup>th</sup>	<b>ELEVATOR PITCH PRESENTATIONS</b> (1 <sup>st</sup> class of the week).  Introduction to Business Models Barringer, B. & Ireland R.D. Chap. 6, Developing an Effective Business Model, pp. 177-205. Osterwalder, A. & Pigneur, Y. Intro, pp. 1-51	<b>Start-up Project part 1 due:</b> 1 <sup>st</sup> session week 4 Team elevator pitch presentations and a 1 page concept briefs <b>Start-up Project Part 2 set:</b> - Business Model CANVAS <b>Quiz 1</b> 2 <sup>nd</sup> session week 4, on Barringer, chapters 1, 2 & 9 and Osterwalder part 3 Designs
5 <sup>th</sup> Sep 17 <sup>th</sup> – 22 <sup>nd</sup>	The Business Model CANVAS: Product Component: - <u>Value Proposition</u> & <u>Customer Segments</u> Osterwalder& Pigneur, Y., Patterns, pp. 51-121	
6 <sup>th</sup> Sep 24 <sup>th</sup> – 29 <sup>th</sup>	Customer Components - <u>Channels</u> and <u>Customer Relationships</u> Infrastructure Components - <u>Key Resources</u> , <u>Key Activities</u> & <u>Key Partners</u> Osterwalder, Strategy, pp.196-241	<b>Short 3-4 slide presentation by students –</b> Start of 1 <sup>st</sup> session on Value Proposition & Customer Segment components <b>Individual Case 1 due:</b>

<p><b>7<sup>th</sup></b> Oct 1<sup>st</sup> – 6<sup>th</sup></p>	<p>Financial Components: - <u>Revenue Streams</u> and <u>Cost Structure</u></p> <p>Feasibility Lab: <b>Cisco Networking Academy</b> <b>Module #5</b> – Including Online Quiz #2</p> <p>Osterwalder, Process, pp. 242-281</p>	<p><b>Short 4-5 slide presentation by students –</b> Start of 1<sup>st</sup> session on Channels, Relationships &amp; Infrastructure components</p> <p><b><u>Start Up Project Part 2</u></b> <b>due:</b> - 2<sup>nd</sup> Session week 7 Hand-in your group's Business Model Canvas Report</p>
<p><b>8<sup>th</sup></b> Oct 8<sup>th</sup> – 13<sup>th</sup></p>	<p><b>MID-TERM EXAM</b></p>	
<p><b>9<sup>o</sup></b> Oct 15<sup>th</sup> – 20<sup>th</sup></p>	<p>CSR and the entrepreneurial business Feasibility Analysis</p> <p>Barringer, B. &amp; Ireland R.D. Chap 3, Feasibility Analysis, pp. 77-109</p> <p>Barringer, B. &amp; Ireland R.D. Chap. 7, Preparing the proper ethical and legal foundation, pp. 210-247</p>	<p><b>Individual Case Assignment 2 set:</b> Apple and Its suppliers Corporate Social Responsibility</p> <p><b><u>Start Up Project Part 3 set:</u></b> - The Feasibility Study</p>
<p><b>10<sup>th</sup></b> Oct 22<sup>nd</sup> – 27<sup>th</sup></p>	<p><b>Business Model CANVAS PRESENTATIONS</b></p>	<p><b><u>Start Up Project Part 1</u></b> <b>due:</b> Present your Business Model CANVAS</p>
<p><b>11<sup>th</sup></b> Oct 29<sup>th</sup> – Nov 3<sup>rd</sup></p>	<p>Product / Service Feasibility Industry and Competitor Analysis</p> <p>Barringer, B. &amp; Ireland R.D. Chap. 5, Industry and Competitor Analysis, pp. 145-175.</p>	
<p><b>12<sup>th</sup></b> Nov 5<sup>th</sup> – 10<sup>th</sup></p>	<p>Assessing a new venture's financial strength and viability</p> <p>Barringer, B. &amp; Ireland R.D. Chap. 8, Assessing a New Venture's Financial Strength and Viability pp. 249-283</p>	
<p><b>13<sup>o</sup></b> Nov 12<sup>th</sup> – 17<sup>th</sup></p>	<p>New-Venture Team skills and roles Getting Financing and Funding</p> <p>Barringer, B. &amp; Ireland R.D. Chap. 9, Building a New-Venture Team, pp. 285-312</p> <p>Barringer, B. &amp; Ireland R.D. Chap. 10, Getting Financing or Funding, pp. 316-350</p>	<p><b>Quiz #3</b> <b>1<sup>st</sup> session week 13</b> Short Quiz on Barringer, chapters 3, 5, 8 &amp; 10</p> <p><b>Individual Case 2 due:</b> Hand-in and upload to UEVirtual your case report</p>
<p><b>14<sup>th</sup></b> Nov 19<sup>th</sup> – 24<sup>th</sup></p>	<p>Preparing and evaluating the challenges of growth Strategies of firm growth</p> <p>Barringer, B. &amp; Ireland R.D. Chapter 13 Preparing and evaluating the challenges of growth pp. 425-453</p> <p>Barringer, B. &amp; Ireland R.D. Chapter 14 Strategies for Firm Growth, pp. 454-485</p>	<p><b><u>Team Assignment Part 3</u></b> <b>due:</b> - Hand in your group's written feasibility report</p> <p>Complete the entrepreneurship self-assessment survey.</p>
<p><b>15<sup>th</sup></b> Nov 26<sup>th</sup> – Dec 1<sup>st</sup></p>	<p><b>PROJECT FINAL PRESENTATIONS</b></p>	<p><b><u>Team Assignment Part 3</u></b> <b>due:-</b> Present your final business venture pitch,</p>
<p><b>16<sup>th</sup></b> Dec 3<sup>rd</sup> – 8<sup>th</sup></p>	<p><b>FINAL EXAM</b></p>	

## **VII. Textbook**

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Osterwalder, A. & Pigneur, Y. (2010) *Business Model Generation. John Wiley and Son, New Jersey.*

Barringer, B. & Ireland D., (2012) Pearson, 4th Edition. *Entrepreneurship: Successfully Launching New Ventures. Pearson.*

## **VIII. Professors**

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