



UNIVERSIDAD
esan

Course Syllabus Entrepreneurship

August - December 2021

VIII Level

**Del Carpio Gallegos, Javier
Gonzales Lopez, Rolando
Olivos Rossini, Mariella
Rees, Gareth
Sáenz Acosta, Cesar**

I. General Information

| | | | |
|--------------------------|------------------------|-------------------------------|---|
| Nombre del curso: | Entrepreneurship | | |
| Requisito: | 140 créditos aprobados | Código: | 03356 |
| Precedente: | No tiene | Semestre: | 2021-2 |
| Créditos: | 3 | Ciclo: | VIII |
| Horas semanales: | 4 | Modalidad del curso: | Remote - Synchronous |
| Carreras | Todas las carreras | Coordinador del curso: | Gareth Rees grees@esan.edu.pe |

II. Summary

The course is a mix of theory and practice. The course aims to develop student knowledge of the entrepreneurial business culture and stages that start-ups go through at a national or international level. In particular, the course aims to help students: to firstly, identify and evaluate business opportunities; to secondly, develop the business idea into a business concept; and to thirdly, exploit a "winning concept" through understanding the business opportunity's feasibility and growth potential.

In addition, the course links individual skills with business competencies and helps the student to understand customer needs, to generate business ideas, to identify opportunities and to gather information to help assess an idea's viability. Together these aim to enable students to be able to create sustainable and competitive businesses for national and international markets.

The course is also designed to help students to understand the meaning of entrepreneurship and the essential qualities of the entrepreneurial spirit.

III. Course objectives

The objective of the course is to provide the student's with a managed experience of the business start-up process. The experience provides students with an understanding of concepts, theories and tools and offers students the opportunity to apply these in a practical way. The course seeks to promote the development of skills necessary for successful opportunity identification, business model conception and identify their critical elements and to gather data for business feasibility assessment. The course therefore asks the student to apply previously learned skills and knowledge, including communication, business analysis, critical thinking, problem solving, decision making, team work and integrate business fundamentals such as accounting, planning, operations, marketing and finance. Students are required to manage their own performance within a team environment.

IV. Learning Objectives

At the end of the course the student will be able to:

- Identify the importance of entrepreneurship, its different types and the characteristics and qualities of entrepreneurs

- Devise, propose, evaluate and defend possible solutions about a specific problem.
- Demonstrate written and verbal communication skills in both academic and professional assignments.
- Identify a business' stakeholders and customers and their roles and responsibilities.
- Demonstrate competence to apply basic concepts and principles in different fields such as business planning and strategy, accounting, economics and finance, marketing and human resources.
- Identify and describe the relationships between business functions
- Recognize potential investment sources and business growth strategies.

V. Methodology

The methodology of the course emphasizes the active participation of the student, with the teacher assuming the role of facilitator of learning and as a project coach. Classes will be generally composed of theory presentation, analysis and discussion of readings, the study and discussion of cases and exercises to be completed in groups.

Throughout the course the students will complete individually two (2) theory quizzes based on set readings and two (2) graded practical's based on case analysis or practical research, and, as part of a team, a three-part start-up project, the progress of which will be presented periodically according to the guidelines given in class.

Selected chapters from the textbooks are used as the basis of classroom sessions, the reading of which is compulsory and must be completed by the students prior to the teaching session, according to the course schedule.

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

- Analysis and evaluation of at least one or more actual cases,
- Information and workshop sessions conducted by Esan's FabLab and Innovation hub, Innova
- In-class short case studies and team-based exercises,
- Working in teams to complete the Start Up project by applying the class and reading materials to identify business ideas, prepare a business model and conduct a feasibility assessment of a selected business idea, and
- Presentations of the group's ideas, business model and project feasibility.

VI. Evaluation

The evaluation system is permanent and comprehensive, and it is intended to promote student learning. The course grade is an average of the permanent evaluation (PEP) (50%), the midterm exam (EP) (25%) and the final exam (EF) (25%)

Group and team-based work is important in this course so do not expect to get full credit for participation if:

- You arrive late, leave the class early or simply do not follow the class.
- Never say a thing in class or when working in your group
- Do not actively participate in class activities, group work, ask questions, provide feedback or miss your group's presentations.

The following table provides the weights of the permanent evaluation:

| PERMANENT EVALUATION PONDERATE (PEP) 50% | | |
|---|---|----------|
| Evaluation Type | Description | % |
| Theory Quiz (2) | 2 Theory paper quizzes (7.5% each) | 15% |
| Graded Practical (2) | Individual Case Reports or Research Assignment (15% each) | 30% |
| Class Attendance & Participation | Regular and punctual attendance. Active participation in group work and in class activities | 10% |
| Start Up Team Project | Part 1 - Elevator Pitch & Concept Brief | 15% |
| | Part 2 - Business Model Canvas | 15% |
| | Part 3 - Feasibility Analysis | 15% |

The final average (FA) is obtained as follows:

$$FA = (0,25 \times ME) + (0,50 \times PEA) + (0,25 \times FE)$$

FA: Final Average

ME: Mid-term Exam

PEA: Permanent Evaluation Average

FE: Final Exam

VII. Program content

| WEEK | CONTENT | ACTIVITIES / EVALUATION |
|---|---|---|
| LEARNING UNIT I: INTRODUCTION TO ENTREPRENEURSHIP | | |
| LEARNING OUTCOMES: | | |
| <input type="checkbox"/> Identify the importance of entrepreneurship, its different types and the characteristics and qualities of entrepreneurs. | | |
| 1° 23rd to 28th August | 1 INTRODUCTION TO ENTREPRENEURSHIP 2.1 What is entrepreneurship 2.2 Entrepreneurial Characteristics and Qualities 2.3 Types of business ventures Mandatory reading Barringer, B. & Ireland R.D. Chap.1, Introduction to Entrepreneurship, pp. 3-36. | Presentation of the Course Methodology Activity N° 1 Class Visit: FabLab – Innovation & prototyping space |
| LEARNING UNIT 2: START UP IDEAS AND BUSINESS OPPORTUNITIES | | |
| LEARNING OUTCOMES: | | |
| <input type="checkbox"/> Devise, propose, evaluate and defend possible solutions about a specific problem. <input type="checkbox"/> Demonstrate written and verbal communication skills in both academic and professional assignments. | | |
| 2° 30th August to 4th September | 2 START UP IDEAS AND BUSINESS OPPORTUNITIES 2.1 Forming a new venture team 2.2 Generating Ideas and recognizing business opportunities Mandatory reading Barringer, B. & Ireland R.D. Chap. 9, Building a New-Venture Team, pp. 285-312 Barringer, B. & Ireland R.D. Chap. 2, Recognizing Opportunities and Generating Ideas, pp. 40-72. | Start-Up project Part 1 set: Business idea Pitch and Concept statement. |

| | | |
|---|--|---|
| 3° 6th to 11 September | 2.3 Generating Ideas 2.4 Pitching Ideas | Theory Quiz #1: Quiz on Mi Tiendicita de Moda reading and Barringer Chpts 1 & 2 and Osterwalder Chapt 3 Activity N° 2&3 Class Visit: Innova – Generating Ideas Class Visit: Innova – Developing Pitches |
| | Mandatory reading Osterwalder, A. & Pigneur, Y. Part 3 - Design, pp. 122-195 | |
| LEARNING UNIT 3: BUSINESS MODELS LEARNING OUTCOMES: <ul style="list-style-type: none"> <input type="checkbox"/> Propose, evaluate and defend possible solutions about a specific problem. <input type="checkbox"/> Identify business stakeholders and customers and their roles and responsibilities. <input type="checkbox"/> Identify and describe the relationships between business functions. <input type="checkbox"/> Demonstrate written and verbal communication skills in both academic and professional assignments. | | |
| 4° 13th to 18th September | 3 BUSINESS MODELS 3.1 Introduction to business models 3.2 Developing effective business models Student Presentation Idea Pitches 2nd session of week | Start-Up project Part 1 Due Business idea Pitch and Concept statement. |
| | Mandatory reading Barringer, B. & Ireland R.D. Chap. 6, Developing an Effective Business Model, pp. 177-205. Osterwalder & Pigneur, Y., Part 2 - Patterns, pp. 51-121 | |
| 5° 20th to 25th September | 3.3 The Business Model CANVAS 3.4 Value Proposition & Customer Segments | Start-up Project Part 2 set: - Business Model CANVAS |
| | Mandatory reading Osterwalder, A. & Pigneur, Y. Part 1 - Intro, pp. 1-51 | |
| 6° 27th September to 2nd October | 3.5 <u>Channels and Customer Relationships</u> 3.6 <u>Revenues</u> | Activity N°4 Session 1 Short 3-4 slide presentation - Value Proposition & Customer Segment components Theory Quiz #2: Quiz on Business Model Innovation reading, Barringer Chapt 6 and Osterwalder parts 1&2 |
| | 3.7 <u>Key Resources, Key Activities</u> 3.8 <u>Key Partners & Cost Structure</u> | |
| 7° 4th to 9th October | Mandatory reading Oste Osterwalder, A. & Pigneur, Y. Part 1 - Intro, pp. 1-51 | Activity N°5 Session 1 Short 3-4 slide presentation - Channels, Relationships &/or Revenue |
| | | |
| 8° 11th to 16th October | MIDTERM EXAM | |

| LEARNING UNIT 4: BUSINESS IDEA FEASIBILITY LEARNING OUTCOMES: <ul style="list-style-type: none"> <input type="checkbox"/> Identify business' stakeholders and customers and their roles and responsibilities. <input type="checkbox"/> Demonstrate competence of basic concepts and principles in different fields such as business planning and strategy, accounting, economics and finance, marketing and human resources. <input type="checkbox"/> Identify and describe the relationships between business functions. <input type="checkbox"/> Demonstrate written and verbal communication skills. | | |
|--|--|---|
| 9° 18th to 23rd October | 4.1 Business feasibility 4.2 Start-up Ethics and Managing Stakeholders | Start Up Project Part 2 due: Hand-in / upload your group's written Canvas Report Start Up Project Part 3 set: - Feasibility Study Graded Practical #1 Set: Research project or Case analysis |
| | Mandatory reading Barringer, B. & Ireland R.D. Chap 3, Feasibility Analysis, pp. 77-109 Barringer, B. & Ireland R.D. Chap 7, Preparing the proper ethical and legal foundation, (only these pages) pp. 211-218 | |
| 10° 25th to 30th October | BUSINESS MODEL CANVAS PRESENTATIONS | Start Up Project Part 2 due: Group Presentations of your CANVAS MODEL |
| 11° 1st to 6th November | 4.3 Product / Service Feasibility 4.4 Industry and Competitor Analysis | Ind Assign #1 due: Hand in / upload your Research or Case report Graded Practical #2 Set: Research project or Case analysis |
| | Mandatory reading Barringer, B. & Ireland R.D. Chap. 5, Industry and Competitor Analysis, pp. 145-175. | |
| 12° 8th to 13th November | 4.5 Assessing a new venture's financial strength and viability | |
| | Mandatory reading Barringer, B. & Ireland R.D. Chap. 8, Assessing a New Venture's Financial Strength and Viability pp. 249-283 | |
| 13° 15th to 20th November | 4.6 Organizational feasibility 4.7 Non-Financial resources | Ind Assign #2 due: Hand in / upload your Research or Case report |
| | Mandatory reading Barringer, B. & Ireland R.D. Chap. 9, Building a New-Venture Team, pp. 285-312 | |
| LEARNING UNIT 5: START UP FINANCING AND GROWTH LEARNING OUTCOMES: <ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe business function interrelationships. <input type="checkbox"/> Formulate and evaluate investments. | | |
| 14° 22nd to 27th November | 5.1 Getting Financing and Funding 5.2 Preparing and evaluating the challenges of growth 5.3 Strategies of firm growth | Start Up Project Part 3 due: Hand in / Upload your group's written feasibility report |
| | Mandatory reading Barringer, B. & Ireland R.D. Chap. 10, Getting Financing or Funding, pp. 316-350 Barringer, B. & Ireland R.D. Chapter 13 Preparing and evaluating the challenges of growth pp. 425-453 Barringer, B. & Ireland R.D. Chapter 14 Strategies for Firm Growth, pp. 454-485 | |
| 15° 29th November | FINAL PITCH PRESENTATIONS | Start Up Project Part 3 due: Final Pitch Presentations |

| | | |
|--|-------------------|--|
| to 4th December | | |
| 16° 6th to 11th December | FINAL EXAM | |

VIII. References

Textbook (Selected Chapters)

- Barringer, B. & Ireland D., (2012). *Entrepreneurship: Successfully Launching New Ventures*, 4th Edition. Pearson, New York
- Osterwalder, A. & Pigneur, Y. (2010). *Business Model Generation*. John Wiley and Son, New Jersey.

Theory papers

- Tietz, M. & Calderón Urbina, S. (2015). Mi Tiendecita de moda: Selling fashion through facebook in Peru. *Ivey Cases*, W15311, pp.1-11
- Trimi, S & Berbegal-Mirabent, J. (2012) Business model innovation in entrepreneurship. *International Entrepreneurship Management Journal*, 8, pp.449-465

Cases for Graded Practical's

- Wesley, D & Puffer, S. (2012). Mining and Corporate Social Responsibility: BHP Billiton and the Tinaya dialogue. *Ivey Cases*, W12764, pp. 1-9
- Grossman, E., & Grossman, D., (2017). John Q. Inventor and the cardboard snowplow. *USC Marshall Cases*, SCG-531, pp. 1-4.
- Integrated Case – Parler

Additional Readings or Graded Practical cases may be assigned from time to time.

IX Lab Support

Not necessary

X. Professors

Del Carpio Gallegos Javier
jdelcarpio@esan.edu.pe
Rees Gareth
grees@esan.edu.pe
Gonzales Lopez Rolando
rgonzales@esan.edu.pe

Olivos Rossini Mariella
molivos@esan.edu.pe
Sáenz Acosta Cesar
csaenz@esan.edu.pe