



UNIVERSIDAD
esan

Course Syllabus Entrepreneurship

March - July 2024

VIII Level

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

I. General Information

Course Name:	Entrepreneurship		
Requirement	140 créditos approved	Code:	03356
Previous:	It does not have	Semester	2024-1
Credits:	3	Cycle	VIII
Weekly hours	4	Course modality	Face
Racing	All races	Course coordinator	Javier Del Carpio jdelcarpio@esan.edu.pe

II. Summary

The course is a mix of theoretical and practice. It is aimed at developing knowledge of the entrepreneurial business culture at a national and 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.

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 students 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, identify their critical elements and to gather data for business feasibility assessment for business model conception and initiating the start-up. The course therefore asks the student to apply previously learned skills and knowledge, including communication, business analysis, critical thinking, problem solving, decision making, teamwork and to integrate business fundamentals such as accounting, planning, operations, marketing and finance. Throughout the course, 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 and explain the importance of entrepreneurship, its types, steps and entrepreneurial vision, mindset, creativity and passion.
- Identify legal and ethical issues and challenges for an ethical entrepreneurial culture.

- Identify and discuss problem solving methods and the role of creativity, innovation and invention for solving problems.
- Identify and define entrepreneurial opportunities.
- Devise, propose, evaluate and defend possible solutions for a specific problem.
- Demonstrate written and verbal communication skills to communicate an entrepreneurial opportunity to a range of audiences.
- Describe and apply the opportunity screening process and identify the data and research tools to screen ideas.
- Define key business model types and develop an appropriate business model for a defined opportunity.
- 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 to complete a business model.
- Identify and explain business growth and financing strategies for successful start-ups.

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, with the study and discussion of cases or practical start-up project work to be completed in groups.

Throughout the course the students will complete individually four (4) quizzes based on set article and/or required chapter readings and two (2) graded practical assignments based on a case analysis or practical research. As part of a team, the students will also complete a four-part start-up project, the progress of which will be presented periodically according to the guidelines given in class.

Selected chapters from set textbooks are used as the basis of classroom sessions. The reading of each session's assigned chapters 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,
- In-class short case studies, exercises, and project development work.
- Information and workshop sessions conducted by Esan's FabLab and Innova Incubator.
- Working in teams to complete the Start Up project by applying workshop and reading materials to identify business ideas, assess the idea's viability and to prepare a business model of a selected business idea.
- Presentations of the group's entrepreneurial opportunity, the development of its business model and a final pitch for start-up financing.

VI. Evaluation

The evaluation system is comprehensive, and it is intended to promote student learning. The course grade is an average of the permanent evaluation (PEP) (60%), the midterm exam (EP) (20%), and the final exam (EF) (20%)

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) 60%		
Evaluation Type	Description	%
Reading Quiz (4)	4 Chapter or Theory paper quizzes (5% each)	20%
Graded Practical (2)	Individual Case Reports or Research Assignments (10% each)	20%
Class Attendance & Participation	Regular and punctual attendance. Active participation in group work and class activities	10%
Group Start Up Project	Part 1 - Elevator Pitch & Concept Brief (presentation & report)	15%
	Part 2 – Opportunity Assessment (report)	10%
	Part 3 - Business Model Canvas (report & short presentations)	10%
	Part 4 – Business Pitch to Investors (final presentation)	15%

The final average (FA) is obtained as follows:

$$FA = (0,20 \times ME) + (0,60 \times PEA) + (0,20 \times FE)$$

Where: 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 types, steps and entrepreneurial vision, mindset, creativity and passion.		
1° From 21 to 27 March	1 INTRODUCTION TO ENTREPRENEURSHIP 1.1 What is entrepreneurship 1.2 Who are these entrepreneurs 1.3 The entrepreneurial journey 1.4 Entrepreneurial and business life cycles	Presentation of the Course Methodology Activity N° 1 Class Visit: FabLab and Innova– Peru's Entrepreneurial ecosystem and innovation
	Required reading Lavery & Littel, Chapt 1, pp. 7-36 Lavery & Little, Chapt 2, pp. 41-90	
LEARNING UNIT 2: ENTREPRENEURIAL ETHICS AND CULTURE		
LEARNING OUTCOMES:		
<input type="checkbox"/> Identify legal and ethical issues and challenges for an ethical entrepreneurial culture.		
2° From 01 to 06 April	2 ENTREPRENEURIAL ETHICS AND CULTURE 2.1 Stakeholders 2.2 Ethical Entrepreneurship 2.3 CSR and Social Entrepreneurship 2.4 Developing Ethical Excellence and Leadership	Quiz #1: Quiz on Lavery & Littel Chaps 1 and 2 Graded Practical #1 Set: Case or Research Project

	Required reading Lavery & Littel, Chapt 3, pp. 97-142	
LEARNING UNIT 3: START UP IDEAS AND PROBLEM SOLVING		
LEARNING OUTCOMES:		
<input type="checkbox"/> Identify and discuss problem solving methods and the role of creativity, innovation and invention for solving problems. Devise, propose, evaluate and defend possible solutions for a specific problem. Identify and define entrepreneurial opportunities.		
3° From 08 to 13 April	3 START UP IDEAS AND PROBLEM SOLVING 3.1 Creativity, Innovation & Invention 3.2 Technology Adoption 3.3 The 5 Stages of Creativity 3.4 Problem solving 3.5 Problem solving tools and techniques 3.6 Business Opportunity identification	<u>Students to form Groups for Start-up project</u> Group Start-Up project Part 1 set: Business idea Pitch and Concept Brief.
	Required reading Lavery & Littel, Chapt 4, pp. 149-179 Lavery & Littel, Chapt 5.1, pp. 184-190 Lavery & Littel, Chapt 6, pp. 217-249	
LEARNING UNIT 4: ENTREPRENEURIAL STORYTELLING AND PITCHING AN IDEA		
LEARNING OUTCOMES:		
Devise, propose, evaluate and defend possible solutions for a specific problem. Demonstrate written and verbal communication skills to communicate an entrepreneurial opportunity to a range of audiences.		
4° From 15 to 20 April	4 ENTREPRENEURIAL STORYTELLING AND PITCHING AN IDEA Problem/Solution Narratives 4.2 Storytelling 4.3 Developing Pitches 4.4 Different Pitch types for different audiences	Activity N° 2 Class Visit: Innova – Generating Ideas Graded Practical #1 Due: Case or Research Project
	Required reading Lavery & Littel, Chapt 7, pp. 253-287	
LEARNING UNIT 5: OPPORTUNITY SCREENING AND VERIFICATION		
LEARNING OUTCOMES:		
<input type="checkbox"/> Describe the opportunity screening process and identify the data and research tools to screen ideas. <input type="checkbox"/> 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 to complete a business model.		
5° From 22 to 27 April	5 OPPORTUNITY SCREENING AND VERIFICATION 5.1 Opportunity Screening 5.2 Start-up failure 5.3 Researching potential business opportunities	Group Start-Up project Part 1 Due: Business idea Pitch and Concept statement. Group Start-up project #2 set: Opportunity Screening Report
	Required reading Lavery & Littel, Chapt 5, pp. 183-213	
	5.4 Competitor analysis 5.5 Financial projections	Quiz #2.

6° From April 29 to May 04	Required reading Lavery & Littel, Chapt 5.3, pp. 204-210 Lavery & Littel, Chapt 9.4, pp. 377-385	Quiz on Lavery & Littel Chapt 4. 5 and 6.
7° From 06 to 11 May	5.6 The start-up team 5.7 Types of resources needed for a venture	
	Required reading Lavery & Littel, Chapt 12, pp. 495-519 Lavery & Littel, Chapt 14.1, pp. 593-615	
8° From 13 to 18 May	MIDTERM EXAM	
LEARNING UNIT 6: BUSINESS MODELS		
LEARNING OUTCOMES:		
<input type="checkbox"/> Define key business model types and design an appropriate business model for a defined opportunity. <input type="checkbox"/> 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 to complete a business model.		
9° Del 20 al 25 de mayo	6 BUSINESS MODELS 6.1 Types of business models 6.2 Jobs-to-be-Done Theory 6.3 Disruptive Models 6.4 The Business Model Canvas 6.5 Canvas Model variants	Group Start-up Project Part 3 set: Business Model CANVAS report
	Required reading Lavery & Littel, Chapt 11.1 & 11.2, pp. 443-460	
10° From May 27 to June 01	6.6 Canvas: Value Proposition & Customer Segments	Quiz #3: Lavery & Little Chapt 11.1 & 11.2 and Osterwalder part 1 Group Start-Up project Part 2 Due Business Opportunity Assessment Report Graded Practical #2 set Case or Research Project
	Required reading Osterwalder, A. & Pigneur, Y. Part 1 - Intro, pp. 1-51	
11° From May 27 to June 01	6.7 Canvas: Channels and Customer Relationships 6.8 Canvas: Revenues	Activity N°4 Session 1 Short 3-4 slide presentation - Value Proposition & Customer Segment components
	Required reading Osterwalder, A. & Pigneur, Y. Part 1 - Intro, pp. 1-51	
12° From 10 to 15 June	6.9 Canvas: Key Resources, Key Activities 6.10 Canvas: Key Partners & Cost Structure	Graded Practical #2 Due Case or Research Project
	Required reading Osterwalder, A. & Pigneur, Y. Part 1 - Intro, pp. 1-51	

LEARNING UNIT 7: START UP FINANCING AND GROWTH
LEARNING OUTCOMES:

- Identify and explain financing and business growth strategies.

13° From 17 to 22 June	7.1 Why start-ups need funding 7.2 Stages of Financing 7.3 Types of financing 7.4 Financing opportunities for Start-ups	Quiz #4 Quiz on Business Model Innovation Group Start Up Project Part 3 due: Business Model CANVAS report
	Required reading Laverty & Littel, Chapt 9.1 & 9.2, pp. 355-373	
14° From 24 to 28 June	7.5 Lean start-ups 7.6 Overcoming failure 7.7 Growth cycles and opportunities	Group Start Up Project Part 4 set: Final Pitch Presentation
	Required reading Laverty & Littel, Chapt 10, pp. 391-438	
15° From 01 to 06 July	FINAL PITCH PRESENTATIONS	Group Start Up Project Part 4 due: Final Pitch Presentation
16° From 08 to 13 July	FINAL EXAM	

VIII. References

Textbook (Selected Chapters)

- Laverty, L & Littel, L (2020). Entrepreneurship. OpenStax, Houston, Texas.
- Osterwalder, A. & Pigneur, Y. (2010). Business Model Generation. John Wiley and Son, New Jersey.

Theory papers for Quizzes

- Trimi, S & Berbegal-Mirabent, J. (2012) Business model innovation in entrepreneurship. International Entrepreneurship Management Journal, 8, pp.449-465

Cases for Graded Practical's

- Tietz, M. & Calderón Urbina, S. (2015). Mi Tiendecita de moda: Selling fashion through facebook in Peru. Ivey Cases, W15311, pp.1-11
- 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.
- ONION S.A.

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

Gonzales Lopez Rolando

rgonzalesl@esan.edu.pe

Olivos Rossini Mariella

molivos@esan.edu.pe

Rees Gareth

grees@esan.edu.pe

Sáenz Acosta Cesar

csaenz@esan.edu.pe