



Course Syllabus Entrepreneurship

March - July 2025

VIII Level

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I. General Information

Course Name:	Entrepreneurship		
Requirement	140 créditos approved	Code:	03356
Previous:	It does not have	Semester	2025-1
Credits P.E 2016:	3	Cycle	VIII
Credits P.E 2024:	4		
Weekly hours	4	Course modality	Face to Face in campus
Programs	All programs	Course coordinator	Julio Quispe jquspe@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 Startup 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) (70%) and the final exam (EF) (30%)

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.

- No active participation 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) 70%		
Evaluation Type	Description	%
Reading Quiz (2)	Chapter or Theory paper quizzes (5% each)	10%
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%
Oral evaluation	This evaluation will be taken in week 9	10%
Group Start Up Project	Part 1 - Elevator Pitch & Concept Brief (individual presentation & report, each student presents his/her own business idea)	20%
	Part 2 – Opportunity Assessment (team report)	10%
	Part 3 - Business Model Canvas (team report & short presentations)	10%
	Part 4 – Business Pitch to Investors (team final presentation)	10%

The final average (FA) is obtained as follows:

$$\mathbf{FA} = + (0,70 \times \mathbf{PEA}) + (0,30 \times \mathbf{FE})$$

Where: FA: Final Average, **PEA:** Permanent Evaluation Average, **FE:** Final Exam writing

VII. Program content

WEEK	CONTENT	ACTIVITIES / EVALUATION
LEARNING UNIT 1: INTRODUCTION TO ENTREPRENEURSHIP LEARNING OUTCOMES: <ul style="list-style-type: none"> Identify the importance of entrepreneurship, its types, steps and entrepreneurial vision, mindset, creativity and passion. 		
1° From 17 to 22 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 Required reading Lavery & Littel, Chapt 1, pp. 7-36 Lavery & Little, Chapt 2, pp. 41-90	Presentation of the Course Methodology Activity N° 1 Class Visit: FabLab and Innova– Peru’s Entrepreneurial ecosystem and innovation
LEARNING UNIT 2: ENTREPRENEURIAL ETHICS AND CULTURE LEARNING OUTCOMES <ul style="list-style-type: none"> Identify legal and ethical issues and challenges for an ethical entrepreneurial culture. 		
2° From 24 to 29 March	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: <ul style="list-style-type: none"> Identify and discuss problem-solving methods and the role of creativity, innovation, and invention in solving problems. Devise, propose, evaluate, and defend possible solutions for a specific problem. Identify and define entrepreneurial opportunities. 		
3° From 31 March to 5 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 Required reading Lavery & Littel, Chapt 4, pp. 149-179 Lavery & Littel, Chapt 5.1, pp. 184-190 Lavery & Littel, Chapt 6, pp. 217-249	<u>Students to form Groups for Start-up project</u> Group Start-Up project Part 1 set: INDIVIDUALLY Business idea Pitch and Concept Brief.

LEARNING UNIT 4: 4.1 ENTREPRENEURIAL STORYTELLING, PITCHING AN IDEA LEARNING OUTCOMES: <ul style="list-style-type: none"> Devise, propose, evaluate, and defend possible solutions for a specific problem Demonstrate written and verbal communication skills to communicate an entrepreneurial opportunity to various audiences. 4.2 BUSINESS MODELS LEARNING OUTCOMES: <ul style="list-style-type: none"> Define key business model types and design an appropriate business model for a defined opportunity. Demonstrate competence in applying 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. 		
4° From 7 to 12 April	4.1 ENTREPRENEURIAL STORYTELLING AND PITCHING AN IDEA 4.1.1 Problem/Solution 4.1.2 Narratives, Storytelling, Developing Pitches 4.1.3 Different Pitch types for different audiences Required reading Lavery & Littel, Chapt 11.1 & 11.2, pp. 443-460	
5° From 14 to 19 April	4.2 BUSINESS MODELS 4.2.1 Types of business models 4.2.2 Jobs-to-be-Done Theory 4.2.3 Disruptive Models 4.2.4 The Business Model Canvas Canvas Model variants 4.2.5 Canvas: Value Proposition & Customer Segments Required reading Osterwalder, A. & Pigneur, Y. Part 1 - Intro, pp. 1-51 Barringer, B. & Ireland R.D. Chap. 6, Developing an Effective Business Model, pp. 177-205.	<u>Group Start-Up project</u> <u>Part 1 Due:</u> INDIVIDUAL Business idea Pitch and Concept statement. <u>Group Start-up Project</u> <u>Part 2 set:</u> <u>Select one Business Idea</u>
6° From 21 to 26 April	4.2.6 Canvas: Channels and Customer Relationships 4.2.7 Canvas: Revenues Required reading Osterwalder, A. & Pigneur, Y. Part 1 - Intro, pp. 1-51	<u>Group Start-up Project</u> <u>Part 2 DUE:</u> <u>CANVAS</u>
7° From 28 April to 3 May	4.2.8 Canvas: Key Resources, Key Activities 4.2.9 Canvas: Key Partners & Cost Structure Required reading Osterwalder, A. & Pigneur, Y. Part 1 - Intro, pp. 1-51	<u>Quiz #2:</u> Trimi, S & Berbegal-Mirabent, J. (2012)

8° From 5 to 10 May	Oral Evaluation (Format: oral. An open ended questionnaire with targeted questions will be provided)	
LEARNING UNIT 5: OPPORTUNITY SCREENING AND VERIFICATION LEARNING OUTCOMES: <ul style="list-style-type: none">Describe the opportunity screening process and identify the data and research tools to screen ideas.Demonstrate competence in applying 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° From 12 to 17 May	5. OPPORTUNITY SCREENING AND VERIFICATION 5.1. Opportunity Screening 5.2 Start-up failure 5.3 Researching potential business opportunities	<u>Graded Practical #1 Due:</u> Case or Research Project
	Required reading Lavery & Littel, Chapt 5, pp. 183-213 Lavery & Littel, Chapt 7, pp. 253-287	
10° From 19 to 24 May	5.4 Competitor analysis Financial projections	<u>Group Start-up project #3 set:</u> Opportunity Screening Report
11° From 26 to 31 May	5.5 Competitor analysis 5.6 Financial projections	<u>Group Start-up project #3 due:</u> Opportunity Screening Report
	Required reading Lavery & Littel, Chapt 5.3, pp. 204-210 Lavery & Littel, Chapt 9.4, pp. 377-385 Barringer, B. & Ireland R.D. Chap. 5, Industry and Competitor Analysis, pp. 145-175.	
12° From 2 to 7 June	5.7 The start-up team 5.8 Types of resources needed for a venture	<u>Group Start Up Project Part 4 set:</u> Final Pitch Presentation
	Required reading Lavery & Littel, Chapt 12, pp. 495-519 Lavery & Littel, Chapt 14.1, pp. 593-615	
LEARNING UNIT 7: START UP FINANCING AND GROWTH LEARNING OUTCOMES: <ul style="list-style-type: none">Identify and explain financing and business growth strategies.		
13°	7.1 Why start-ups need funding 7.2 Stages of Financing 7.3 Types of financing 7.4 Financing opportunities for Start-ups	<u>Group Start Up Project Part 4 due:</u> Final Pitch Presentation

From 9 to 14 June	Required reading Lavery & Littel, Chapt 9.1 & 9.2, pp. 355-373	
14° From 16 to 21 June	7.5 Lean start-ups 7.6 Overcoming failure 7.7 Growth cycles and opportunities Required reading Lavery & Littel, Chapt 10, pp. 391-438	
15° From 23 to 28 June	FINAL PITCH PRESENTATIONS	
16° From 30 June to 5 July	FINAL EXAM	

VIII. References

Textbook (Selected Chapters)

- Lavery, 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

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