

COURSE INFORMATION
ENTR 7336- ENTREPRENEURSHIP OVERVIEW V1
FALL, 2022

Tuesdays 6pm-9pm

INSTRUCTOR

Steve Wilbur

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713-320-1870 (cell)

CLASSROOM : Cemo 105

ONLINE – ZOOM

Join Zoom Meeting

<https://uh-edu-cougarnet.zoom.us/j/99937153422>

Meeting ID: 999 3715 3422

One tap mobile

+13462487799,,99937153422# US (Houston)

Class materials (required)

Articles and Case Studies as assigned: Course pack available at:

<https://hbsp.harvard.edu/import/968813>

Cases/Articles

1. HBR: There's No Such Thing As an Average Business, Just Average Ways to Do Business Aug 11, 2016 : Bill Taylor
2. HBR: We Need To Expand our Definition of Entrepreneurship: John Hagel Sept 28, 2016
3. Why You should Become an "Intrapreneur": Tomas Chamorro-Preuzic PhD. Mar 26, 2020
4. HBR: The Five C's of Opportunity Identification: Scott Anthony Oct 26, 2012
5. HBR Case Study: EcoWash: A Business Opportunity Worth Pursuing? Sept 24, 2015: Atul Teckchandani
6. HBR: How to Design a Winning Business Model: Ramon Casadesus-Masanell and Joan E. Ricart: Jan-Feb Issue 2011
7. HBR: Business Model Analysis for Entrepreneurs, Thomas Eisenmann, Dec 13, 2011 Revision Oct 24, 2014
8. HBR Case Study: Note on Market Research: June 18, 2004
9. HBR: In Market Research, Use Numbers with Caution: Scott Anthony: Sept 2, 2009
10. HBR Case Study: Sugar and Spice Bakery: The Catering Opportunity: May 19, 2017: Elizabeth Grasby and Jessica Bond
11. HBR Case Study: Evaluating Venture Capital Term Sheets: Sept 12, 2013
12. HBR: Research: Writing a Business Plan Makes Your Startup More Likely to Succeed: Francis Greene and Christian Hopp: July 14, 2017
13. HBR Case Study: Peter Jepsen: Howard Stevenson, Michael Roberts, James Sharpe: July 23, 2012
14. *HBR: How to Give a Killer Presentation: Chris Andersen: June 2013*
15. *HBR: How Venture Capitalists Really Assess a Pitch: June 2017*
16. *HBR: How to Pitch a Brilliant Idea: Kimberly Elsbach: Sept 2003*

Provided or Linked Articles:

1. Talking to Humans (On Blackboard)
2. Winning the research revolution - Take Two: John Forsyth and Leah Broucher; Dec 2014: <http://www.mckinsey.com/business-functions/marketing-and-sales/our-insights/winning-the-research-revolution--take-two>
3. How to Forecast Revenue and Growth: Asheesh Advani: Entrepreneur: <https://www.entrepreneur.com/article/76418>

COURSE OBJECTIVES

The broad objective of this course is to provide students understanding of the entrepreneurial process to include recognizing an idea/opportunity, fully developing the idea/opportunity, bringing it to market and providing an understanding of the process for starting and growing a business.

Discussions will center on:

- Understanding the entrepreneurial mindset
- Recognizing ideas and business opportunities around you
- Understanding the Balance Sheet, Profit / Loss and Cash Flow Statements
- Identifying the resources required to develop a business
- Learning the various methods of financing a new venture
- Building and executing a plan

ALIGNMENT WITH BAUER GRADUATE PROGRAM LEARNING OBJECTIVES

Learning Goal	Objective	Whether/How Addressed
Communication	Students will demonstrate effective written and oral communication skills.	Students will have various verbal/AV presentations including: a) elevator pitch b) the presentation of a business plan and model C) numerous opportunities to discuss and present ideas on course materials
Ethical Reasoning	Students will demonstrate ability to identify ethical dilemmas and be able to recognize and evaluate alternative courses of action.	Ethical issues such as what information regarding a company's finances should/can be shared, and how do personal ethics translate to the business world will be discussed.
Functional Competence	Students will demonstrate proficiency in all required courses	Projects, case studies, and business model development will stress a student's ability to a) identify a business idea, b) model the business c) identify how to fund the business and decide on course of action

INSTRUCTIONAL PHILOSOPHY

Entrepreneurs Do! Thus, you will learn by doing. How?

1. Readings are assigned covering a topic
2. We will discuss the topic from the readings (participation from the class makes this easier!)
3. Questions are posed regarding the topic for the class to solve individually or in teams covering the topic discussed
4. Individual/Team presents solutions
5. The class and I provide feedback

I welcome and desire free discussion; thus I will ask lots of questions and will expect to the class to discuss with themselves and myself; challenge each other, learn from each other; if you actively participate you will end up learning as much from each other as you will from me!

GRADING

Assignment	Type	Points	Due
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Class Participation	Individual	150 (10 ea.)	Ea. class
Case Study and Articles (10)	Individual	150 (15 ea.)	Per syllabus
OIP Updates	Group	45 (15 per)	Per syllabus
Futbal For All	Individual	100	Per syllabus
OIP Presentation (Pitch)	Group	155	Per syllabus
End-Term Team Evaluations	Individual	50	Per syllabus
Total Points Available		650	

The following scale is used to calculate your grade. The scale is provided by UH and it is not adjusted in any way. **Please note:** There is no rounding up to the next grade. For example: For an A, you must earn the full 93 points. A 92.9999 is an A-. This example applies to the entire grading scale.

FINAL SEMESTER GRADES:

A	93 – 100	C	73 - 76
A-	90 – 92	C-	70 - 72
B+	87 – 89	D+	67 - 69
B	83 – 86	D	63 – 66
B-	80- 82	D-	60 - 62
C+	77 – 79	F	59 and below

Syllabus Next Page

Class	Date	Discussion Topic	Reading	Assignment(s)
1	23-Aug	Introductions & Course Overview	NA	NA
		-Syllabus Review		
		-Major Assignments Overview (OIP; F4All)		
		Competency Curve		
		Teams Determination		
		-Teams Activity		
2	30-Aug	Discussion: Entrepreneurial Mindset and Overview	Article: We Need To Expand our Definition of Entrepreneurship:	Assignments Per Blackboard
			Article: There's No Such Thing As an Average Business, Just Average Ways to Do Business	
		Discussion: What is "Intrapreneurship"	Article: Why You Should become an "Intrapreneur"	
		Teams Activity		
3	6-Sep	Discussion: Opportunities! Opportunities	Article: The Five C's of Opportunity Identification	Assignments Per Blackboard
		Discussion: What Makes a "Good" Idea	Case Study: EcoWash: A Business Opportunity Worth Pursuing?	
		Opportunity Problem (Class Activity)		
4	13-Sep	Discussion: Customers	Talking to Humans (on Blackboard)	Assignments Per Blackboard
		-Needs Analysis		
		-Customer Interviews		
		-Customer Validation		
5	20-Sep	Discussion: Business Model; What & Why it Matters...	Article: How to Design a Winning Business Model	Assignments Per Blackboard
		Discussion: LEAN and Business Model Canvass	Article: Business Model Analysis for Entrepreneurs	OIP Check in 1
		Discussion: Why Us? Determining Value		
		Business Model (Class Activity)		
		Discussion: Business Plans Pro's and Cons	Article: Writing a Business Plan Makes Your Startup More Likely to Succeed	

6	27-Sep	Discussion: Market Research; What & How	Case Study: Note on Market Research	Assignments Per Blackboard
			Article: In Market Research, Use Numbers with Caution	
		Market Research (Class Activity)	Article: Winning the Research Revolution	
7	4-Oct	Discussion: Revenues & Costs	Article: How to Forecast Revenue and Growth	Assignments Per Blackboard
		-How to Project Revenues & Costs		
		-How Much Funding Needed to Get Started		
		-How Much Funding Needed to Grow?		
		Finance Problem (Class Activity)		
8	11-Oct	Discussion: Pricing		Assignments Per Blackboard
		Discussion: It's All About Sales	Article: How To Improve Your Sales Skills, Even If You're Not a Salesperson	
		Pricing Problem (Class Activity)		
9	18-Oct	Discussion: Numbers Matter; Business Financials Overview	Case Study: Sugar and Spice	Assignments Per Blackboard
		-Income Statements		OIP Check in 2
		-Balance Sheet		
		-Cash Flow Statement		
		Activity: Evaluate the Company (Class Activity)		
10	25-Oct	Discussion: Prior to Raising Funds; What to know!		Assignments Per Blackboard
		-What is Equity		
		-3 Rules of Money		
		-Debt vs. Equity financing		
		-How much to "give" for the funding		
		-Why Fund Milestone to Milestone		
		-Angels to Private Equity		
		-Banks and how / where they "fit"		
		What to Give (Class Activity)		
		Discussion: Sell Your Plan: Presentations That Work!	Article: How to Give a Killer Presentation	
			Article: How Venture Capitalists Really Assess a Pitch	
			Article: How to Pitch a Brilliant Idea	

11	1-Nov	Class Off	Work on Financial Modeling Case	NA
12	8-Nov	Discussion: Funding Term Sheets	<i>Case Study: Evaluating Venture Capital Term Sheets</i>	Assignments Per Blackboard
		- Term Sheets		OIP Check in 3
		- Term Sheet Negotiation		
		- Valuations / methods to determine		
		- Exit Scenarios		
		- Investor Offers What to do?		
13	15-Nov	Discussion: Entrepreneurial Leadership		Assignments Per Blackboard
		- Styles		Futbal for All Presentations Due
		Business Ethics:" Who Cares"	<i>Case Study: Peter Jepsen</i>	
		Presentations: Futbal For All		
		Discussion: Funded: What's next	- Video: Three Pitfalls Startup Founders Must Avoid	
		Discussion: Other Stuff to Know!	<i>Article: How to Hire</i>	
		-Hire People		
		-Legal		
		-Accounting		
14	22-Nov	Off-Thanksgiving week	Work on Final Paper and Presentations	NA
15	29-Nov	Pitch your Plans (All Groups)		OIP Presentations Due
				Final Peer Evaluations

ADDITIONAL INFORMATION:**Required Language for Courses with a Face-to Face Component**

If you are experiencing any COVID-19 symptoms that are not clearly related to a pre-existing medical condition, do not come to class. Please see [Student Protocols](#) for what to do if you experience symptoms and [Potential Exposure to Coronavirus](#) for what to do if you have potentially been exposed to COVID-19. Consult the (select: [Undergraduate Excused Absence Policy](#) or [Graduate Excused Absence Policy](#)) for information regarding excused absences due to medical reasons.

Required Language for All CoursesCOVID-19 Information

Students are encouraged to visit the University's [COVID-19](#) website for important information including diagnosis and symptom protocols, on-campus testing, and vaccine information. Please check the website throughout the semester for updates.

Vaccinations

Data suggests that vaccination remains the best intervention for reliable protection against COVID-19. Students are asked to familiarize themselves with pertinent [vaccine information](#) and to consult with their health care provider. The University strongly encourages all students, faculty and staff to be vaccinated.

Reasonable Academic Adjustments/Auxiliary Aids

The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for disabled students. In accordance with Section 504 and ADA guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact [the Justin Dart Jr. Student Accessibility Center](#) (formerly the Justin Dart, Jr. Center for Students with DisABILITIES).

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston [Undergraduate Excused Absence Policy](#) and [Graduate Excused Absence Policy](#) for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Under these policies, students with excused absences will be provided with an opportunity to make up any quiz, exam or other work that contributes to the course grade or a satisfactory alternative. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences. Additional policies address absences related to [military service](#), religious holy days, [pregnancy and related conditions](#), and [disability](#).

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the [Justin Dart, Jr. Student Accessibility Center](#). If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with *anyone* without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes

Due to the changing nature of the COVID-19 pandemic, please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through Blackboard.

Resources for Online Learning

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our [Power-On](#) website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact UHOnline@uh.edu.

UH Email

Please check and use your Cougarnet email for communications related to this course. To access this email, [login](#) to your Microsoft 365 account with your Cougarnet credentials.

Webcams

Access to a webcam is required for students participating remotely in this course. **Webcams must be turned on during the class presentation and discussions;** this facilitates class interaction and allows the instructor to ask questions from students.

Academic Honesty Policy

High ethical standards are critical to the integrity of any institution, and bear directly on the ultimate value of conferred degrees. All UH community members are expected to contribute to an atmosphere of the highest possible ethical standards. Maintaining such an atmosphere requires that any instances of academic dishonesty be recognized and addressed. The [UH Academic Honesty Policy](#) is designed to handle those instances with fairness to all parties involved: the students, the instructors, and the University itself. All students and faculty of the University of Houston are responsible for being familiar with this policy.

Title IX/Sexual Misconduct

Per the UHS Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

Security Escorts and Cougar Ride

UHPD continually works with the University community to make the campus a safe place to learn, work, and live. Our Security escort service is designed for the community members who have safety concerns and would like to have a Security Officer walk with them, for their safety, as they make their way across campus. Based on availability either a UHPD Security Officer or Police Officer will escort students, faculty, and staff to locations beginning and ending on campus. If you feel that you need a Security Officer to walk with you for your safety please call [713-743-3333](tel:713-743-3333). Arrangements may be made for special needs.

Parking and Transportation Services also offers a late-night, on-demand shuttle service called Cougar Ride that provides rides to and from all on-campus shuttle stops, as well as the MD Anderson Library, Cougar Village/Moody Towers and the UH Technology Bridge. Rides can be requested through the UH Go app. Days and hours of operation can be found at <https://uh.edu/af-university-services/parking/cougar-ride/>.

Helpful Information:

Cooks Care: <https://uh.edu/dsa/coogscare/>

Student Health Center: <https://www.uh.edu/healthcenter/>