

AD432 ENTREPRENURSHIP

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COURSE DESCRIPTION

Welcome to AD432 ENTREPRENEURSHIP! This course is an application of entrepreneurial skills through the development of team-based start-ups ideas. Course will include core modules of identifying problems and opportunities; analyzing industries, competitors, and markets; designing products/services; and/or developing and launching a new small business.

COURSE OBJECTIVES

An integrative entrepreneurship experience in which students learn to conduct a market research and strategic analysis to identify startup opportunities and present an initial business plan. The objective of this course is to introduce you to the role of the “startup founder,” who is concerned with ideation, early traction, growth and scaling up strategies and market exit alternatives by learning strategic lean canvas methodology.

- Provide you with the critical thinking skills necessary to function as a founder of the firm
- Integrate knowledge from critical areas such as marketing, supply-chain and finance to decide entrepreneurship strategy
- Expose you to strategic decision issues facing startup founders primarily using lean canvas methodology.
- Prepare clear and concise business opportunity pitch decks with appropriate content, substance and documentation;
- Deliver polished multi-media business presentations to potential investors in a professional manner
- Articulate, discuss and defend your ideas and proposals in a professional manner;
- Develop teamwork, leadership and diversity skills through group projects and class discussions.

REQUIRED COURSE MATERIALS

- Lecture-notes
- Readings
- Simulation
- Online videos

Required Reading:

Startup Owner’s Manual by Steve Blank

https://smeportal.unescwa.org/sites/default/files/2019-12/The_Startup_Owner%20s_Manual-

[A%20step%20by%20step%20guide%20for%20building%20a%20great%20company.pdf](https://smeportal.unescwa.org/sites/default/files/2019-12/The_Startup_Owner%20s_Manual-A%20step%20by%20step%20guide%20for%20building%20a%20great%20company.pdf)

Suggested Readings:

- Y Combinator Stanford Course – How to Start a Startup - <http://startupclass.samaltman.com/>

It is strongly recommended, that you read and subscribe to at least one business publication. The following business publications are available at the library or via short-term

Techcrunch
CBinsights
The Wall Street Journal
Business Week
Fortune
Forbes
The New York Times
The Economist

GRADING

A student's grade in the course will be based on performance in several activities and efforts. The weight for each is given in below:

Grading Scale:

Primary Assessment Methods

- Pitch-Deck Milestone -1 – Startup Idea - 5 pts
- Pitch-Deck Milestone -2 - Problem + Opportunity+ Solution (MVP) + Problem Validation Survey results - 15 pts
- Pitch-Deck Milestone -3 Problem, opportunity, solution, unfair advantage/unique value proposition, competitor table& map, Business model + Solution Validation Survey – 15 points
- Pitch-Deck Final Deliverables = Complete Pitch Deck with Extra notes/slides/financial projections + Website or Instagram page +MVP mockup screens + Completed Lean Canvas Darendeli version + Problem and Solution Validation Survey data & analysis – 35 pts
- Participation, Team Peer Evaluation, Small Quizzes 20 – points
- PARTICIPATION TO STARTUP EVENT/VCIC – 10 points

Grading Scale

A	94 – 100%
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 – 73
D+	67 - 69
D	64 – 66
D-	60 - 63
F	<60%

CLASS CONTENT

WORK ON YOUR OWN BUSINESS IDEA & PARTICIPATE IN THE PITCH COMPETITION -

Independent Start-up Non-Small Business Project

Form your team and develop the business model for your next business (it can also be a social startup) idea using the frameworks / tools we will cover in the class. Most critical element of this project is the progress you demonstrate. So, you need to perform real world work.

Peer-Evaluation of Team Members

Good teamwork is essential if your team is to perform effectively. Since it is inevitable that sooner or later you will have to participate in a team project while on the job, this is a great opportunity to practice your interpersonal skills before the consequences of your actions can affect you

The instructor will play no role in the team evaluation. The peer evaluation process is just that! It's the estimation of your contribution by your teammates and you. It should be a team decision. You will find that this team self-evaluation protocol is very similar to that employed in many businesses and other types of organization. Do not try to involve your instructor in this task. More often than not, the team evaluation process proceeds easily and uneventfully. If the team reaches a total impasse in its deliberations, it may approach the instructor for assistance in mediating the problem. However, any approach to the instructor should be made by the team as a whole. The instructor will not discuss an individual student's complaint against a teammate without all members present.