

# San José State University

**School: College of Business**  
**Department: Organization & Management**  
**Course Number: Bus 283**  
**Title: Entrepreneurship (Off Campus)**  
**Section: 01**  
**Semester: Spring**  
**Year: 2010**

**Instructor:** Professor Anuradha Basu  
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**Office Hours:** Thursday 4:30-5:45 p.m. (at Rose Orchard during March-April)  
**Class Days/Time:** Thursday 6-9:45 p.m.  
**Classroom:** Rose Orchard  
**Prerequisites:** None

## ***Faculty Web Page and MYSJSU Messaging***

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the faculty home page:

[www.cob.sjsu.edu/basu\\_a](http://www.cob.sjsu.edu/basu_a)

You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

## ***Course Description***

There has never been a more significant time to study entrepreneurship than in the current economic environment. Around the world, entrepreneurial ventures are creating and commercializing new products and services that make our lives easier, improve our health and productivity, connect us globally, and entertain us in fascinating ways.

Moreover, new ventures are creating jobs that will contribute towards reviving economies around the world. While many people are motivated to start new ventures, motivation alone is not enough; it must be supported by accurate information, a solid business idea, an effective business plan, and sound execution to maximize the chances of success. This course explores the following aspects:

- the meaning of entrepreneurship, from a historical and research perspective

- the process of identifying and evaluating opportunities for new ventures
- writing and presenting a business plan for such opportunities
- assembling resources, both human and financial, required for the venture
- ethical and legal issues relating to new ventures
- identifying challenges in new ventures, and identifying how to overcome them
- managing and growing the new venture

## **Course Goals and Student Learning Objectives**

This course aims to develop students' entrepreneurial skills and qualities. By the end of the course, students should be able to:

- understand the process of moving from an idea to a new venture
- assess the strengths and weaknesses of a new venture opportunity
- write and present an effective and professional business plan
- integrate functional area material as it applies to new venture creation
- learn what role they should take in the entrepreneurial process

## **Required Text/Readings**

Bruce Barringer and Duane Ireland *Entrepreneurship – Successfully Launching New Ventures* (Prentice-Hall), 3<sup>rd</sup> edition.

Choosing a textbook is always a difficult balance in an introductory course in entrepreneurship. Entrepreneurship texts range from detailed and scholarly to short and inspirational. This year, I have selected a new text, which falls between those extremes. Its pragmatic and market-oriented focus is better than most other texts I've reviewed and it comprehensively addresses issues in ventures ranging from consumer-oriented, small-scale businesses to high-tech, venture-backed start-ups. Texts don't have to be dense to be useful. In addition, below are some more readings, which I would highly recommend to those of you genuinely interested in entrepreneurship.

### **Supplementary reading:**

- Guy Kawasaki *The Art of the Start* Portfolio Books, 2004.

### **Other recommended readings (in alphabetical order):**

Steve Blank *The Four Steps to the Epiphany: Successful strategies for products that win*, Cafepress, 2006.

C.M. Christensen *The Innovator's Dilemma: when new technologies cause great firms to fail* HarperBusiness, 2000 (reprinted 2003)

Jim Collins *Good to Great* HarperBusiness, 2001.

Randy Komisar *The Monk and the Riddle* Harvard Business School Press, 2000, 2001

G.A. Moore *Crossing the Chasm* HarperCollins 1991 (reprinted Capstone 1998)

M.Southon, C. West *The Beermat Entrepreneur* Prentice Hall 2002.

Randall Stross *E-boys* Crown Business Publishers, 2000.

A. Reis and J. Trout *Positioning: The Battle for your Mind*

TiE *The First Mile: essentials of entrepreneurship*, 2003.

Further readings may be provided for specific lectures.

## ***Classroom Protocol***

The most effective way of teaching a course in entrepreneurship is to combine theory with practice. Students will present the material in a seminar style with the instructor adding value during the discussion, correcting errors through questioning and coaching students but not lecturing more than a 10-15 minute summation from time to time. Students enjoy the voice they gain through this method. They also gain presentation and facilitation skills and do not sit passively. Teams or individuals students can present depending on the size of the class. Guest speakers will be invited to present on specific aspects. Class participation on all cases and discussions is essential. Everyone is expected to have read the assigned material and thoroughly prepared each case. Students will be called upon to discuss assignments and comment on assigned readings. Teams of students will plan a new business and present their plan to the class. Videos relevant to the course material will be shown. Industry practitioners will be invited to give guest lectures. Students will need to spend about 4-8 hours per week outside of class to keep up with the course material and the project. I hope to make the learning process both interesting and useful so that students will be motivated to work on the assignments.

Please come to class on time and do not leave without the instructor's permission. Only one person has the floor at a time. Please do not speak to your neighbor while the professor or another student is addressing the class. Side conversations will be penalized. Please turn off all cell phones, don't surf the Internet during class. Computers may not be used in the classroom for any reason other than looking at the course Powerpoint slides. If you have a question or want to make a contribution to the class discussion, please raise your hand.

## ***Dropping and Adding***

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html>

Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

## ***Assignments and Grading Policy***

### **Team Project – Business Plan:**

- Teams of students will create a workable business idea and develop it into a formal business plan, which will be presented to the class.
- Teams will be composed of 3 or 4 students, depending on the number enrolled in the course.
- Teams will be stronger if they have diversity in interests and experience.
- The project will consist of the following steps:

- Initial Business Concept report (1-2 pages long), which describes the idea, explains the business need/opportunity and how the business concept will create or add value to the buyer or end user, how the new venture will gain market entry and penetration, and why the team members are capable of executing this new venture. Each team will briefly present their report in class on the day it is due.
- Industry & Market Analysis (4-5 pages long). Describe the industry you are entering, in terms of its size, growth rate, structure, key success factors, and long-term prospects. Explain market segmentation for your product/service and define the target market selected for your product/service concept. Estimate its size and growth potential. Describe buyer behavior and explain why the target market customers are likely to pay for your product/service. Identify the existing or expected competitors and their market share. What are the competitive advantage (strengths) of your new venture and product offering vis-à-vis competitors? What entry barriers do you face? What barriers can you erect against new (subsequent) entrants? What is your expected market share and how long will it take to achieve it?
- Business model, Marketing & Operations plan (4-5 pages long). Outline your business model and explain why you chose it and why you think it is effective. E.g., will revenues be derived from product sales, subscriptions, transaction fees, usage fees, advertising, or licensing? Will you try to develop partnerships, if so, with whom and why? Explain your overall marketing strategy and what actions you will take to achieve it. Define your product offering and strategy regarding pricing, distribution, and promotion and advertising. Describe how you are going to operationalize your strategy and reach your target customers. Briefly outline the role to be played by individual team members, the background of the founding team, and identify any additional expertise you may require in your team.
- Financial Plan & Risk Assessment analysis (4-5 pages). Based on your business model, how much initial start-up capital will the venture require? What you're your revenue and cost streams look like over time? What are your likely sources of finance? How many months will it take to break even and obtain positive cash flows? What are the key assumptions made in your plan and what are the main risks?
- Final Executive Summary (1 page) and Business Plan. Students will develop the Business Plan in stages, and may need to rewrite it one or more times as necessary, before submitting the final Business Plan (max. 20 pages) by the deadline. The Final Executive Summary will be generated on the basis of the Business Plan and will briefly explain the teams' business concepts and plans for potential investors (the class).
- Session 9: Presentations. These will be short Power Point presentations through which students will summarize their business concept to the class (investors) and make their case for obtaining funding.
- The class will participate in reading and rating the Final Executive Summary and presentations.
- Team evaluation by peers. Your team project is not complete until you evaluate the performance of each team member. Use the Team Evaluation Form on the

web to assess both the quality and quantity of your own and your team members' performance on the project. This process determines the percentage of the final grade each member deserves. Students receiving a low grade on their peer evaluation will not benefit from the work of their team mates. For example, if a team receives a 95 on the project, a team member receiving a low peer evaluation grade will have his/her project grade lowered accordingly. In such a case, team members receiving good peer evaluation grades would earn a 95, but a team member receiving a low peer evaluation, for example, might receive a 65 or even a zero. Thus, there is an incentive to work together as a team. We will discuss in class the criteria used to evaluate each member to lessen the likelihood of low grades based on personal dislike, revenge, etc.

- Students will have the opportunity to participate in the Silicon Valley Business Plan Competition during Spring 2010 (see [www.cob.sjsu.edu/svbpc](http://www.cob.sjsu.edu/svbpc) for updates).

### **Individual assignments:**

#### Case analysis

Please prepare each case study based on the assigned questions. The questions will be discussed in class and you will then be asked to write a short memo in class based on the case study discussion. The memo, which can be in the form of bullet points, will be evaluated on the basis of the following criteria:

- clarity (in stating the diagnosis and recommendations)
- analytical rigor (logic, evidence, assumptions)
- conciseness (two-pages maximum length)
- synthesis (tying together different viewpoints, if applicable).

#### Investor analysis

From the perspective of an investor, write a short paper (two pages maximum) evaluating the presentations made by each of the other teams (EXCEPT for your own team) and choose the one (excluding your own team!) in which you would invest. The paper should clearly and concisely justify your decision.

Class Participation, Presentation of chapters/readings: Becoming actively engaged in the subject matter is an essential part of learning. Good participation is based on good preparation. You are expected to read and understand all assignments before coming to class. In order to participate, you have to be present in class. Class participation on all cases and discussions is essential. As part of class participation, over the course of the semester, students are encouraged to bring in recent journal articles with respect to entrepreneurship. The student should give a summary of the article, as well as listing 3 important points from the article. Students will also present highlights of the assigned chapters/readings or introduce provocative or interesting points. They are encouraged to do so creatively, using quizzes, videos or other techniques. Power point presentations are also allowed, as long as they don't simply summarize the material. Students will be called upon to discuss assignments and comment on assigned readings.

### **Course Evaluation:**

Your grade will be determined by the following:

|  |     |
|--|-----|
| Team Project:  |     |
| Written Business Plan (including draft deliverables) | 35% |
| Oral Presentation of Business Plan                   | 10% |
| Individual assignments:                              |     |
| Case Analysis Memos                                  | 30% |
| Investor analysis                                    | 10% |
| Class Participation                                  | 15% |

**a. Grading information:**

Grading Percentage Breakdown

|                  |          |
|------------------|----------|
| 94% and above    | A        |
| 93% - 90%        | A-       |
| 89% - 87%        | B+       |
| 86% - 84%        | B        |
| 83% - 80%        | B-       |
| 79% - 77%        | C+       |
| 76% - 74%        | C        |
| 73% - 70%        | C-       |
| 69% - 67%        | D+       |
| 66% - 64%        | D        |
| 63% - 60%        | D-       |
| <b>below 60%</b> | <b>F</b> |

**b. Extra credit options, if available:**

Up to 5 bonus points may be awarded at the instructor's discretion for attending and participating in special entrepreneurship-related events that are open to all students in the class. Special events include the Eminent Speaker series organized by the Silicon Valley Center for Entrepreneurship and events arranged by affiliate organizations. Students attending these talks by eminent entrepreneurs and industry leaders must sign the registration sheet and send me a short memo afterwards (by email or by hand) on three main learning points from the talk.

## **University Policies**

### **Academic integrity**

Students should know the University's Academic Integrity Policy that is available at

[http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf)

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The

website for Student Conduct and Ethical Development is available at

[http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html)

*Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.*

## **Campus Policy in Compliance with the American Disabilities Act**

*If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.*

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in the College of Business (BBC building). Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center**

*The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at*

<http://www.sjsu.edu/larc/>

## **SJSU Writing Center**

*The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at*

<http://www.sjsu.edu/writingcenter/>

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at

<http://www.sjsu.edu/muse/peermentor/> .

## **College of Business Policies:**

To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

### **Eating:**

Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

### **Cell Phones:**

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

### **Computer Use:**

In the classroom, faculty allows students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

### **Academic Honesty:**

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-1.