



Disciplined Entrepreneurship

SYLLABUS FOR: 2018-2019

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Course Objectives

This course is intended for anyone interested in starting a business, working for an entrepreneurial company or working with entrepreneurial firms as an investor or advisor. The course is designed as a broad overview of entrepreneurship, including identifying a winning business opportunity, gathering funding for and launching a business, growing the organization and harvesting the rewards.

Entrepreneurial Management involves a variety of teaching and learning methods. Course elements include:

- Case examples
- Lectures
- Assignments
- Team projects

Learning Outcomes

Entrepreneurship is an interdisciplinary pursuit. Entrepreneurial opportunities may arise from many fields, including engineering, natural sciences, communications and media, architecture, education, and music. Pursuing these opportunities and later growth requires building a team with a diverse knowledge base, including but not limited to management, technology, law, and finance. Accordingly, while Disciplined Entrepreneurship is primarily designed as a course for graduate students in business, graduate students from other fields who have taken appropriate background coursework. All students should have pre-existing familiarity with basic financial concepts such as discounted cash flow analysis.

The major learning aims of this module is:

1. To develop a students' knowledge and awareness about entrepreneurship spirit, challenges and rewards.
2. To help students in determining whether they want to be an entrepreneur with their own business , a corporate entrepreneur (entrepreneur in someone else's business) or just a simple future employee.
3. To understand whenever necessary, how to go with this venture and how to identify opportunities (problems), develop creative solutions and build a viable business model around these, understand the ethical and legitimacy challenges that face entrepreneurs with new ventures.

Leadership and this Course

In this course, you will enhance four fundamental and broad pillars of leadership: knowledge and understanding, communication and collaboration, responsibility and integrity, and a worldview of business and society. In addition to that, your knowledge and understanding of issues related to founding, growing, and harvesting a firm, preparing you to take a leadership role in an entrepreneurial venture.

Course activities such as class discussions and team projects will sharpen communication and collaboration skills.

Finally, discussions national context and international expansion will contribute to the development of a worldview of business and society.

Materials

CP: Course packet, distributed via emails or website.

Course Grading

Your grade in the course will be determined as follows:

Attendance,Assignment,Class contribution (individual)	25%
Booklet Project (individual)	50%
Team Project (team)	<u>25%</u>
	100%

Description of Requirements from students

Attendance, Assignment, Class contribution

Class participation includes your interactions in lectures, case discussions and participation in class exercises. You are expected to prepare your assignment prior to class. You should also be ready to answer all assigned preparation questions.

Purpose

- Reveal lessons from case examples through active discussion and debate.
- Develop skills in effectively persuading others.
- Leverage backgrounds and insights of all students to enrich class experience.

Evaluation Criteria

- Shows evidence of thorough preparation for exercises, cases, and discussions.
- Is able to respond adequately when “cold-called.” *All students should be prepared to answer assigned preparation questions for each class session.*
- Demonstrates respect and courtesy to others
- Offers comments that are constructive and conducive to a positive class environment (e.g., does not interrupt others or repeat points already made).
- Adds value to discussions (e.g., integrates material, shares quantitative analysis, provides relevant examples, presents devil’s advocate arguments, gives constructive feedback).
- Adheres to IUL Classroom Professionalism Policy.

Additional Information

- Class participation will be tracked on a **session** basis.
- Students who find it difficult to speak in class should see the instructor early in the semester to develop strategies for successful participation.
- *Attendance is a key component of class participation.* In order to accommodate interview schedules and other personal circumstances, students are allowed **ONE** absences throughout the semester for any reason. However, you are responsible for the material covered in all sessions. If you must miss a class session, it is your responsibility to obtain materials, notes, and announcements from your classmates. ***Missing more than one class sessions is strongly discouraged and is likely to result in a lowering of your course grade.*** Students who experience health-related or family emergencies may discuss alternate arrangements with the instructor.
- The template used for grading participation is: absence = 0; missing part of a session (e.g. late arrival) plus minor contribution = 1; attending whole session with no contribution = 2; attending whole session with useful contribution = 3.
- Disruptive actions such as comments that distract the class rather than contribute to the conversation, or web surfing or e-mailing during class, take away from the class discussion and will negatively affect your class participation grade.

Assignment –Project Document

Many successful entrepreneurs fail to benefit fully from the value that they create because they give away too much ownership to other parties during the early stages of a firm's development. Some founders sign financing agreements that they do not fully understand and which lead to a decrease in ownership and a loss of board control in the event that the company experiences setbacks.

One of the goals of this course is to introduce a wide array of forms of entrepreneurship and to provide a sense of the advantages, disadvantages, required skills, and risks involved with each. At the end you will be asked to review the material and to consider whether or not entrepreneurship is an attractive path for you, and if so, in what form (e.g., in what type of business, in what role, at what point in your career).

Purpose

- Develop familiarity with typical provisions of financing term sheets
- Establish competence in calculating pre-money valuation, post-money valuation and rate of return.
- Apply knowledge to key career decisions

Evaluation Criteria

- Reflects accurate and comprehensive knowledge of course material
- Meets professional writing standards

Team Project

The team project will both allow you to apply concepts from this course to a real entrepreneurial venture and give you an opportunity to experience the hands-on, nuts-and-bolts tactics that are an essential part of being an entrepreneur. You will assist the entrepreneurial team with addressing one of the venture's most pressing tactical issues.

Each team is responsible for locating its own project. You may work with a classmate who is an aspiring entrepreneur or not, the important is the spirit of the venture.

Purpose

- Deepen understanding of course concepts through application to a specific entrepreneurial venture.
- Provide direct experience with the tactical, hands-on challenges of entrepreneurship.

Evaluation Criteria

- By preparing and presenting a professional presentation, team demonstrates ability to synthesize and utilizes entrepreneurial management skills, e.g. effectual thinking, to make substantial progress in solving a tactical challenge for an entrepreneur.
- This includes clear organization, and adherence to time and idea context.

Notes: 1. Your individual grade on the team project will be adjusted based on your teammates' evaluation of your contributions in presentations.

University Classroom Professionalism Policy

The highest professional standards are expected of all members of the IUL students. The collective class reputation and the value of the IUL experience hinges on this.

You should treat the IUL classroom as you would a corporate boardroom.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

The IUL classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.
- **Students display their name cards.** This permits fellow students and professor to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.
- **Students are fully prepared for each class.** Much of the learning in this module takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.
- **Students attend the class section to which they are registered.** Learning is enhanced when class sizes are optimized. Limits are set to ensure a quality experience. When students hopping takes place some classes become too large and it becomes difficult to contribute. When they are too small, the breadth of experience and opinion suffers.
- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.
- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.
- **Phones and wireless devices are turned off.**

Additional Policies for Disciplined Entrepreneurship

- **Changes to course syllabus.** The course schedule for Disciplined Entrepreneurship is subject to change at the discretion of the instructor. Among other reasons, schedule adjustments may occasionally be required to accommodate changes in the availability of guest speakers (in case of occur). Schedule changes will be announced in class as well as on e-mail list. Every effort will be made to communicate changes as early as possible and to minimize inconvenience to students.
- **Class e-mail communications.** Class announcements may be distributed via e-mail. In order to receive these announcements, **make sure the e-mail address listed for at University is correct.** This e-mail list is created by the registrar's office based on an e-mail address that you provided to them. You are the only one who can change it.
- **Grievance procedure:** If you feel you have been graded unfairly in this course, you may use the following procedure to voice your complaint:

Within **SEVEN (7) DAYS** of receiving the grade, give me a **written** appeal. After seven days, I will assume that you agree with my assessment and consider the grade final. To file an appeal, prepare a **written statement** detailing why you think the grade is unfair. Be sure to document your reasons by referring to inconsistency in grading standards, incorrect point calculations, etc. Submit the written statement together with the graded material (if appropriate). I will consider your complaint and make a decision. If you are not satisfied with my decision, you may use University grievance procedures as your "appeal." Please note that I will apply a fully rational evaluation for all grades.

Course Content

Stage 1: Generate idea

Lectures points	<ul style="list-style-type: none"> • Famous stories and case examples about success startups • Difference between terms: Entrepreneurs, Entrepreneurial, Entrepreneurship? • The Two types of Entrepreneurship: Small Medium Enterprise and Innovation Driven Entrepreneurship • Pull and Push strategy in startup Vs Pull and Push strategy in marketing • How MIT define Innovation ? • The three ways of starting a company • Seven myths of Entrepreneurs
Assignment(s)	Sheet 1 - Generate Idea
Stage Outcomes	<p>Upon successful completion of this stage, the students must have demonstrated the ability to:</p> <ul style="list-style-type: none"> • Discuss examples of current entrepreneurs, their companies, and their importance to both the local and global economies. • Evaluate the personal attributes and skills that characterize the “successful” entrepreneur and the strengths points of their startups. • Identify the different sources of generating a new startup idea. • Generate and prepare a proper idea to work on it.

Stage 2: Refine idea and sanity check

Lectures points	<ul style="list-style-type: none"> • Review from previous session : Q&A , Sheet 1 - Generate Idea • Idea Filtering/Sanity Check: Case Study • How do you go from an “idea” to a “viable” idea? • How to build an elevator pitch? •
Assignment(s)	<p>Sheet 2 - Idea description</p> <p>Sheet 3 - Idea filtering</p> <p>Sheet 4 - Idea elevator pitch</p>
Stage Outcomes	<p>Upon successful completion of this stage, the student must have demonstrated the ability to:</p> <ul style="list-style-type: none"> • Refine their ideas prepared above. • Filtering their ideas and applying a sanitary check to go from an idea to a viable idea. (Sheet 2 is used in place). • Prepare and execute an elevator pitch of their ideas .

Stage 3: Self-Confidence and internal factors analysis

Lectures	<ul style="list-style-type: none"> • Review from previous session : Q&A , Sheet 2 - Idea description , Sheet 3 - Idea filtering, Sheet 4 - Idea elevator pitch • A small truth to make life 100% • Indulge yourself with a positive attitude .How can I be even more positive • The carrot, egg and coffee bean lessons • The MSN tasks classification • The 20 / 80 Effectiveness? • Self-Analysis :Internal factors analysis(SWOT analysis) • The four candles you need to keeping on succeeding
Assignment(s)	<p>Sheet 5 -Be more positive</p> <p>Sheet 6 -What to handle</p> <p>Sheet 7 -Self analysis</p>
Stage Outcomes	<p>Upon successful completion of this stage, the student must have demonstrated the ability to:</p> <ul style="list-style-type: none"> • Compare their personal characteristics and interests to that of the “successful” entrepreneur. • Uncover opportunities that you would not otherwise have spotted. and understanding their weaknesses for they could manage and eliminate threats that might otherwise hurt their ability to move forward.

Stage 4: Market research and external factors analysis

Lectures	<ul style="list-style-type: none"> • Review from previous session: Q&A, Sheet 5 -Be more positive • , Sheet 6 -What to handle , Sheet 7 -Self analysis • PESTEL analysis Tool :Case Study • Porter's five forces analysis Tool: Case Study • key success factors in the field • Market research design: Quantitative and Qualitative research
Assignment(s)	<p>Sheet 8 –Pestel analysis</p> <p>Sheet 9 –Five forces analysis</p>
Stage Outcomes	<p>Upon successful completion of this stage, the student must have demonstrated the ability to:</p> <ul style="list-style-type: none"> • Use multiple tools (Pestel, Porter Forces) to achieve better awareness and understand of the external market changes that may occur and the impact that these changes may have on their business. • Apply market research to better: <ul style="list-style-type: none"> ✓ Analysis the market potential for the new products/services. ✓ Analysis of competitor behavior and performance. ✓ Likely customer acceptance (or rejection) of new products/services.

- ✓ Comparison of existing products in the market (e.g. price, features, costs, distribution).
- ✓ Customer perceptions of “just or fair” pricing.

Stage 5: Deepen idea conception

Lectures	Review from previous session: Q&A, Sheet 8 –Pestel analysis <ul style="list-style-type: none"> • , Sheet 9 –Five forces analysis • Business model canvas :Case Study • Value proposition canvas • Economic model apply (“Service:Freemium,Premium,Subscription”,”Product: Yield management,.....”)
Assignment(s)	Sheet 10 –Business model canvas Sheet 11 –Value proposition canvas
Stage Outcomes	Upon successful completion of this stage, the student must have demonstrated the ability to: <ul style="list-style-type: none"> • Use the Business model canvas tool in his front and back stages. The front stage shows what drives value and how you reach and make money from customers. The back stage shows what is required to make the front stage possible. • Use the Customer value proposition tool to think deeply about what the venture delivers to the customer, which problems it helps solve, and which customer needs are satisfied.

Stage 6: Conception and execution of the management system

Lectures	Review from previous session: Q&A, Sheet 10 –Business model canvas , Sheet 11 –Value proposition canvas <ul style="list-style-type: none"> • Process mapping • Performance evaluation • Risk evaluation and prevention
Assignment(s)	Sheet 12 –Process mapping Sheet 13 –Performance evaluation Sheet 14 –Risk Assessments
Stage Outcomes	Upon successful completion of this stage, the student must have demonstrated the ability to: <ul style="list-style-type: none"> • Identifying the necessary steps to deliver a result. • Identifying the problems areas or weaknesses within a process. • Define, measure and improve objectives related to customer satisfaction, performance, effectiveness, efficiency within a process.

Stage 7: Marketing study

Lectures	<ul style="list-style-type: none"> • Review from previous session : Q&A , Sheet 12 –Process mapping, Sheet 13 –Performance evaluation, Sheet 14 –Risk evaluation • Marketing Segmentation ,Targeting ,Positioning :Case Study • Operational Marketing : The 4(“10”) P's of marketing
Assignment(s)	Sheet 15 –Marketing segmentation
Stage Outcomes	<p>Upon successful completion of this stage, the student must have demonstrated the ability to:</p> <ul style="list-style-type: none"> • Divide markets into identifiable groups and create a custom marketing mix for the specific selected group. • Use their corporate resources more effectively and make better strategic marketing decisions.

Stage 8: Financial study

Lectures	<p>Review from previous session : Q&A , Sheet 15 –Market segmentation</p> <ul style="list-style-type: none"> • Basic needed hypothesis :Case Study • Cost Structure • Income Structure • Financial Analysis
Assignment(s) Due	Sheet 16 – Financial Study Template
Stage Outcomes	<p>Upon successful completion of this stage, the student must have demonstrated the ability to:</p> <ul style="list-style-type: none"> • Prepare Cost structure, Profit structure analysis. • Define and execute concepts and terminology related to entrepreneurial financing (Internal rate of return, Profitability index, Net present value). • Have awareness about various financial sources available to different types of entrepreneurial businesses (Angel funding, Crowdfunding, Venture capital,...)

Stage 9: Business Plan & Idea Pitch

Lectures	<ul style="list-style-type: none"> • Review from previous session : Q&A , Sheet 16 – Financial Study • Write an Executive Summary :Case Study • How to prepare an effective presentation
Assignment(s) Due	Professional Project English Template

Startup Presentation Example

- Stage Outcomes
- Upon successful completion of this stage, the student must have demonstrated the ability to:
- Write an Executive summary in one page for his startup.
 - Prepare an effective presentation.

Stage 10: Team project presentation

- Assignment(s) Due
- Presentation Evaluation Criteria
- Booklet Evaluation Criteria