

# MANAGEMENT 160

## Entrepreneurship and Venture Initiation

Winter 2023

Mondays 1 PM –3:50 PM, Cornell D-310

**(version 3.0 01/03/2023)**

**Instructor:** Coach Weinhaus <[eaweinhaus@gmail.com](mailto:eaweinhaus@gmail.com)>  
**Office Hours:** By appointment, schedule with TA (Raffi Terteryan)

### Teaching (Reading) Assistants:

Grading: Raffi Terteryan, [terteryan2023@lawnet.ucla.edu](mailto:terteryan2023@lawnet.ucla.edu)

Classroom: Scott Davidson Jr, [scdavidson@g.ucla.edu](mailto:scdavidson@g.ucla.edu)

### Course Description

This course serves as a rigorous introduction to entrepreneurship and small business development from the perspective of the entrepreneur. It is intended to be a self-contained course that introduces the concepts of idea generation, market analysis, fundraising, legal corporate structures, and basic financial accounting for entrepreneurial endeavors. Mastery of any individual subject area is beyond the scope of this class, but the student will be expected to understand the basic concepts introduced and demonstrate the attained knowledge through thoughtful comments and insightful questions in class, open-book examination, and a graded team presentation on a topic relating to entrepreneurship. By understanding the basic building blocks of new venture initiation, students will be able to seek out additional resources (e.g. online materials, guest lectures, etc.) that can supplement the material learned in the course. The class will also emphasize the inherent experiential nature of entrepreneurship. Successful entrepreneurial students must always be learning from the collective small business and entrepreneurial experience available. Students will be available to voluntarily present Entrepreneurship-based ideas in class as a means of exploring ideas, practicing presentation skills, and enhancing peer interaction. Harvard (or other) Business School cases will be utilized to expose students to the real decisions faced by entrepreneurs and introduce case-based learning. Case-based education is the dominant learning mechanism utilized in top business schools around the world today to prepare the next generation of business leaders. Cases are designed to present a snapshot in time when a business leader or leadership team needed to make a critical decision.

### Learning Objectives

This [course has five primary learning objectives](#):

- To provide a survey of the topic of entrepreneurship.
- To introduce students to the case-based learning method through entrepreneurship-focused cases
- To enable students to identify the recurring themes of entrepreneurship that present themselves
- To incorporate analytic tools and frameworks to apply to new opportunities
- To leverage classroom learning to employ in real-world entrepreneurial decision-making

## **MGMT 160: Entrepreneurship and Venture Initiation**

### **Course Schedule at a Glance**

- *Additional videos may be referenced for use in class discussions however, you need not worry about being cold-called during class sessions on the material.*

<b>Week</b>	<b>Week Description</b>
1	<p><b>Class Introduction &amp; Introductions</b> Introduction to Entrepreneurship; Entrepreneurial Paths; Opportunity Recognition</p> <ul style="list-style-type: none"> <li>• <a href="#">Course Reader: A Perspective on Entrepreneurship</a></li> <li>• <i>Additional Video: <a href="#">Coach Forged: Iron Laws of Entrepreneurship (Intro)</a></i></li> </ul>
2 (likely Asynchronous – MLK Day)	<p><b>The Business Model Canvas, Value Proposition Canvas &amp; The Environment Map</b></p> <ul style="list-style-type: none"> <li>• <a href="#">VPD: Intro (pp. xiv-xvii), Chapter 1 (pp. 6-49)</a></li> <li>• <a href="#">BMG: pp. 1-49</a></li> <li>• <i>Additional Video: Coach Forged - <a href="#">Iron Law 1: Man Was Born to Create</a></i></li> </ul> <p><a href="#">Individual Case 1: IceDelights</a></p>
3	<p><b>Understanding Customers; Hypothesis-Driven Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• <a href="#">VPD: Chapter 1 (pp. 50-63), Section 2.3 (pp. 104-119), Chapter 3 (pp. 178-253)</a></li> <li>• <a href="#">Course Reader: Introduction to Strategy</a></li> <li>• <a href="#">Course Reader: Blue Ocean Strategy: From Theory to Practice</a></li> <li>• <i>Additional Video: Coach Forged- <a href="#">Iron Law 2: Passion is Payoff</a></i></li> </ul>
4	<p><b>LTV, CAC, TAM &amp; Beachhead Market</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Fortune Article - A Broken Place: The Spectacular Failure of the Startup That Was Going to Change the World</a></li> <li>• <i>Additional Video: Coach Forged - <a href="#">Iron Law 3: History is Strategy</a></i></li> </ul> <p><a href="#">Individual Case 2: Tesla, Inc.</a></p>
5	<p><b>Entrepreneurial Accounting</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Course Reader: Basic Accounting Concepts and Assumptions</a></li> <li>• <a href="#">Course Reader: Overview of Financial Accounting</a></li> <li>• <i>Additional Video: Coach Forged - <a href="#">Iron Law 4: Focus == Power</a></i></li> </ul> <p><a href="#">In-Class Accounting Exercise</a></p>
6	<p><b>Midterm Exam/Analysis Exercise–<a href="#">At-home (open book/internet)</a></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Outside Impacts Analytic Tool</a></li> <li>• <i>Additional Video: Coach Forged: <a href="#">“Iron Law 5: My customers won’t pay me for a desk”</a></i></li> </ul>

7 (likely Asynchronous. President's Day)	<p><b>Raising Capital: Introduction &amp; Crowdfunding</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Course Reader: Financing Entrepreneurial Ventures</a></li> <li>• <a href="#">Course Reader: Choose Wisely: Crowdfunding Through the Stages of the Startup Life Cycle</a></li> <li>• <a href="#">Additional Video: Coach Forged - Iron Law 6: Dog Food</a></li> </ul> <p><i>Group Case 1: Crowdfunding: A Tale of Two Campaigns</i></p>
8	<p><b>Business Plans &amp; Elevator Pitches</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Course Reader: Developing Business Plans &amp; Pitching Opportunities</a></li> <li>• <a href="#">Team Business Idea Proposal for Final Presentation</a></li> <li>• <a href="#">Additional Video: Coach Forged - Iron Law 7: Strategic Partners</a></li> <li>• <a href="#">Additional Video: Coach's Business Plan Pitching Framework Videos:</a> <ul style="list-style-type: none"> <li>○ <a href="#">Introduction to Business Plan Elements</a></li> <li>○ <a href="#">Three Prongs of the Opening Pitch</a></li> <li>○ <a href="#">PSP (a)</a></li> <li>○ <a href="#">QCOAT-ing Basics</a></li> <li>○ <a href="#">Business Plan Framework and the Iron Laws (Optional)</a></li> </ul> </li> </ul>
9	<p><b>Legal Topics and Exercise— ASYNCHRONOUS- VIDEO INSTRUCTION TBD</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Course Reader: Legal Forms of Organization</a></li> <li>• <a href="#">Coach's Intellectual Property Slide from MGMT 180</a></li> <li>• <a href="#">Additional Video: Coach Forged - Iron Law 8: All Growth Must End</a></li> </ul> <p><i>Group Presentation Work Session</i></p>
10	<p><b>Group Presentations</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Additional Video: Coach Forged - Forging New Iron Laws</a></li> </ul>
11	<p><b>Final Exam (At home)</b>  Open book, open internet – TAKE HOME. LIMITED TO THREE HOURS (MAY BE ENFORCED BY HONOR CODE). MAY BE SCHEDULED OR UNSCHEDULED.</p>

## **Classroom Matters**

Class attendance and participation are critical to providing a rich learning environment for your colleagues and critical for understanding the material presented. Students are expected to read assigned material BEFORE each class, and come to class prepared to have an intellectual conversation about the assigned material. The instructor may rely on cold-calling and other techniques to foster a vibrant class discussion. Please note that the quality of participation matters much more than the quantity of participation. That is, high-quality participation means much more than merely talking a lot, it involves being articulate and focused in your comments or questions. However, the idea of a classroom environment is to be a “protected space” where students feel comfortable asking questions or expressing reasoned opinions. Any student disrespecting or belittling their fellow classmate’s genuine learning efforts in class will have their class participation grade significantly adversely impacted.

Class attendance will be taken by the TA during every class. Students are expected to attend the entire lecture and arriving late or leaving early may impact your class participation score (with the below accommodations).

**IN PERSON INSTRUCTION UNLESS OTHERWISE NOTIFIED BY THE UNIVERSITY**

**Instruction will be in-person all weeks unless otherwise ordered by the University or by good cause exception.**

Any exceptions to this policy relate only to affect positive learning outcomes congruent with the class:

- Week 6 Midterm
- Week 9 Asynchronous and Group Work Time
- One Week to be named later by Lecturer which may be by Zoom (for Guest Speaker or other good cause)

**Required Reading**

- Required Course Reading Pack: <https://hbsp.harvard.edu/import/999526> (11/14/2022)
- Alex Osterwalder, Yves Pigneur, Greg Bernarda, Alan Smith (2014). Value Proposition Design. Hoboken, New Jersey: John Wiley & Sons. This text is referred to as “VPD” below. Purchase wherever books are sold, e.g. on Amazon (~ \$18 electronic, ~ \$23 paperback):
  - <https://www.amazon.com/Value-Proposition-Design-Customers-Strategyzer/dp/1118968050>
- Alexander Osterwalder and Yves Pigneur (2010). Business Model Generation. ISBN-10: 8126533676, ISBN-13: 978-0470876411. This text is referred to as “BMG” below.
  - Note: you can download a FREE preview of the book from the author’s website which contains ALL of the assigned reading material:
    - [http://www.businessmodelgeneration.com/downloads/businessmodelgeneration\\_preview.pdf](http://www.businessmodelgeneration.com/downloads/businessmodelgeneration_preview.pdf)
- Additional required readings may come from free online resources.

**Course Requirements**

Note Coach exclusively reserves the right to make case-by-case exceptions to the grading policies below, but has never done so.

**Grading Criteria**

You will receive an individual grade in this course based on your performance throughout the course. The grade will be determined as follows:

<b>Components of Final Course Grade</b>	<b>Contribution to Grade (%)</b>
Attendance & Class Discussion (individual)	25%
Final Exam (individual)	25%
Individual Case Write-Up	10%
Midterm (Individual)	10%
Group Case Write-Up (team)	10%

Group Presentations (team)	20%
<b>TOTAL</b>	<b>100.0%</b>

Coach awards the highest grades allowable by the department on a relative distribution.

*Note: It is anticipated that all team members will receive the same grade for the group assignments.*

**Attendance and Class Participation**

**GROUP PRESENTATION WEEK 10 IS A MANDATORY SESSION.** Since a significant part of learning takes place during class sessions, attendance, active case preparation and class participation are all expected. Everyone may miss one class without any need for an excuse or notice. Additionally, you may present at the beginning of any class (see “WEEKLY STUDENT PRESENTATIONS” below) and earn the highest participation rate for that day, even if you are not in attendance thereafter.

Due to the overwhelming disruption to required weekly class attendance that has become part of our daily lives and the entirely full waitlist of this course, it is possible we have more people who want to take the class than there are seats in the room. Therefore, to increase flexibility and to allow more PTEs to be issued, the classroom TA will create a weekly "attend by Zoom" option. Each student may sign up for one Zoom class attendance during the quarter, no questions asked. There will be a limited number of slots available determined solely by the instructor based on classroom capacity and other health and safety concerns. The Classroom TA will manage the list and all questions related to it. Do not email the instructor about it. The sign-up sheet will be made available after Week 1 and before Week 3 when the roster is finalized."

Class participation will be scored as follows:

Assessment	Participation Score
Absence/Negative Participation	0
Attendance	1
Scored Participation	2-3

SCORED PARTICIPATION IS GENERALLY:

- a) 2.0
- b) 2.25
- c) 2.5
- d) 2.75
- e) 3.0

Students who wish to keep track of their own participation (eg. Documenting answering or asking substantive questions during class or via the platforms), and submit their contributions via email to the TA **MUST** do so by the end of the day of a given class for their own record to be considered beyond the given assessment.

Each student will be evaluated individually. The lowest class participation score will be dropped. Class participation will be graded on a relative distribution.

Put simply, you should take MGMT 160 if you can *attend the required course sessions (and not otherwise)*. Classes start promptly at the starting time.

Videos of lectures are not published or posted for students who miss class other than for asynchronous sessions if class is rescheduled.

*Note: signing an attendance sheet for another student or having someone else sign in for you on an attendance sheet is blatant academic dishonesty (e.g. see below for Academic Integrity). There are no warnings and students caught either having someone sign in for them or signing in for another student will lose between 50% - 100% of their final participation grade in the course. Students may also be referred to the Dean of Students for further disciplinary action for academic dishonesty.*

### **WEEKLY STUDENT PRESENTATIONS**

In week 1, the TA will create a **weekly signup sheet in Bruin Learn** to speak at the beginning of class for students who wish to speak on a topic relevant to the class. These are not graded. Students will be given the full participation credit for that class day and may only do so once during the quarter. The student should speak for two minutes and there will be a brief time for questions thereafter. Typical topics include: a) Application of course content or subject in student's life (or the news) such as readings, the Iron Laws, etc. b) the student's entrepreneurial journey; c) career choices related to entrepreneurship. These are inherently intended to be personal, and allow the students to help teach the class.

### **Mid-term and Final Exam**

A 60-minute midterm exam (in Week 6), and a **180-minute final exam [TA will figure out how to get this scheduled or will be given during a longer window with honor code rule for the 180-minute limit]** will be given. Each can be taken at-home, open book, open note, and open computer. The midterm exam will cover through Week 5. The final exam will be comprehensive, covering all the material covered in the class. Each exam may consist of multiple-choice, short answer, and short-essay questions. No make-up examinations will be allowed.

### **CASE DEADLINES AND HAVING YOUR CASE REVIEWED DURING CLASS DISCUSSION**

Cases are due before the start of class for their week of assignment. However, Coach will go through snippets during class from case assignments handed in 24-hours before class.

### **Individual Case Write-Ups**

Students may choose to do one or more individual cases. Only the highest grade will be selected. If a student skips the first case, the second case is mandatory. *Students who sign up late to the class who do not do the first case and do not hand in the second case on time will be auto-dropped.*

Each individual case write-up will consist of a paper that is at least one but no more than two pages in length that applies the material learned in class and applies critical reasoning skills to a business situation. Quantitative as well as qualitative analysis is expected. The individual case write-ups will be graded on a relative distribution.

### **EACH INDIVIDUAL WRITE-UP MUST HAVE THE FOLLOWING FORMATTING:**

**FILE TYPE: PDF.**

**LINE SPACING: 1.5**

**LENGTH: 1-2 PAGES**

**FONT: 12pt**

### **Team / Group Creation**

Groups for the group case are created by the Mid-Term in groups of 5 people. These are the same teams as the teams for the final presentation.

### **Group Case Write-Up**

Each group case write-up will typically consist of a paper that is at least two but no more than three pages in length that applies the material learned in class and applies critical reasoning skills to a business situation. Quantitative as well as qualitative analysis is expected. The group case write-ups will be graded on a relative distribution.

### **EACH GROUP WRITE-UP MUST HAVE THE FOLLOWING FORMATTING:**

**FILE TYPE: PDF.**

**LINE SPACING: 1.5**

**LENGTH: 2-3 PAGES**

**FONT: 12pt**

### **Team Presentation**

Each team will work together during the quarter to prepare a concise, PowerPoint presentation for the class representing a mini-feasibility study for an approved business idea. Detailed instructions for the format and style of the presentation and paper will be given during the quarter. In general, the presentation will be graded for clarity, reasoning, and the intelligent use of supporting evidence. Most of the research will be conducted online, and students will be expected to properly cite all resources used in preparing the presentation. All students must present during the presentation.

### **Academic Integrity**

All students, without exception, must familiarize themselves with the academic integrity policies of UCLA as detailed in the Student Conduct Code on the Office of the Dean of Students website:

[http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct\\_Rev030416.pdf](http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct_Rev030416.pdf)

In particular, we would like to emphasize the following excerpt from the "UCLA Student Conduct Code" PDF found on the Dean's website which includes, but is not limited to, the following forbidden behavior:

#### *102.01a: Cheating*

*Cheating includes, but is not limited to, the use of unauthorized materials, information, or study aids in any academic exercise; the alteration of any answers on a graded document before submitting it for re-grading; or the failure to observe the expressed procedures or instructions of an academic exercise (e.g., examination instructions regarding alternate seating or conversation during an examination).*

#### *102.01b: Fabrication*

*Fabrication includes, but is not limited to, falsification or invention of any information or citation in an academic exercise, including Fabrication or Falsification of Research. Fabrication of Research is making up data or results and recording or reporting them. Falsification of Research is manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.*

*102.01c: Plagiarism*

*Plagiarism includes, but is not limited to, the use of another person’s work (including words, ideas, designs, or data) without giving appropriate attribution or citation. This includes, but is not limited to, representing, with or without the intent to deceive, part or all of an entire work obtained by purchase or otherwise, as the Student’s original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the Student’s own previous work as if it were the Student’s original or new work. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam, computer program, oral presentation, or other work) must either be the Student’s own work, or must clearly acknowledge the source.*

*102.01d: Multiple Submissions*

*Multiple submissions includes, but is not limited to, the resubmission in identical or similar form by a student of any work which has been previously submitted for credit, whether at UCLA or any other school, college, or university in one course to fulfill the requirements of a second course, without the informed permission/consent of the instructor of the second course; or the submission for credit of work submitted for credit, in identical or similar form, in concurrent courses, without the permission/consent of the instructors of both courses.*

*102.01e: Facilitating Academic Dishonesty*

*Facilitating academic dishonesty includes, but is not limited to, knowingly helping another student commit an act of academic dishonesty.*

Regarding plagiarism, students must fully cite all materials (text, figures, etc.) utilized in creating deliverables for this course. All violations of the university's policies will be referred to the Dean of Students. Ignorance of the rules is no excuse! By way of enrolling and attending this class, you are explicitly attesting to your explicit knowledge and understanding of all of the policies included in the guide of Student Conduct Code cited above.

**Guest Speakers**

*Note: The specifics of the class sessions are subject to change based on the availability of speakers.*

Session	Guest Speaker
TBD	TBD

**Laptop/ Cell-Phone/ Electronic Devices Policy**

Coach entrusts students to use these for the benefit of the student’s learning the class material in class. Any disruption based on irresponsible handling of electronic devices may affect the student’s grade or ability to remain in the course at Coach’s sole discretion.

**Video Recording**



The class may be video recorded. Students agree to be video recorded. The video recordings are not for students who miss class and will not be distributed as such unless required by a disability order from the university.

**No Legal Advice**

Coach is a licensed attorney and is not giving legal advice to students, nor do they nor can they have any expectation of a privileged or confidential or client relationship with Coach or any other attorney who speaks to the class.

## Course Reader

The course pack can be purchased from the Harvard Business Publishing website using the link in the “Required Reading” section above.



Main Case

### Icedelights

Michael J. Roberts

**Pub Date:** Feb 27, 1998 (Revised: Jul 31, 2003)

**Product #:** 898196-PDF-ENG

**Discipline:** Entrepreneurship

**Academic Price:** \$4.25

*Supplementary Materials* ▾



Article

### Blue Ocean Strategy: From Theory to Practice

W. Chan Kim, Renee A. Mauborgne

**Pub Date:** Apr 1, 2005

**Product #:** CMR312-PDF-ENG

**Discipline:** Strategy

**Academic Price:** \$4.25



Main Case

### Crowdfunding: A Tale of Two Campaigns

Andrew Zacharakis, Gabriel Quintana, Tommy Ripke

**Pub Date:** Sep 30, 2016

**Product #:** BAB282-PDF-ENG

**Discipline:** Entrepreneurship

**Academic Price:** \$4.25



Main Case

### Tesla, Inc.

Frank T. Rothaermel

**Pub Date:** Oct 6, 2017 (Revised: Oct 6, 2017)

**Product #:** MH0049-PDF-ENG

**Discipline:** Strategy

**Academic Price:** \$4.25



Industry And Background Note

### Perspective on Entrepreneurship

Howard H. Stevenson

**Pub Date:** Oct 28, 1983 (Revised: Apr 13, 2006)

**Product #:** 384131-PDF-ENG

**Discipline:** Entrepreneurship

**Academic Price:** \$4.25



Core Curriculum

### Financial Accounting Reading: Basic Accounting Concepts and Assumptions

David F. Hawkins

**Pub Date:** Jun 8, 2017

**Product #:** 5060-PDF-ENG

**Discipline:** Accounting

**Academic Price:** \$7.95

*Supplementary Materials* ▾



Core Curriculum

### Strategy Reading: Introduction to Strategy

Ramon Casadesus-Masanell

**Pub Date:** Jan 31, 2014 (Revised: Sep 4, 2014)

**Product #:** 8097-PDF-ENG

**Discipline:** Strategy

**Academic Price:** \$7.95

*Supplementary Materials* ▾



Chapter

### Overview of Financial Accounting

David T. Doran

**Pub Date:** Jul 20, 2012

**Product #:** BEP166-PDF-ENG

**Discipline:** Accounting

**Academic Price:** \$4.25



Core Curriculum

### **Entrepreneurship Reading: Financing Entrepreneurial Ventures**

William R. Kerr, Ramana Nanda, James McQuade

**Pub Date:** Sep 1, 2014

**Product #:** 8072-PDF-ENG

**Discipline:** Entrepreneurship

**Academic Price:** \$7.95

*Supplementary Materials*▼

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Article

### **Choose Wisely: Crowdfunding through the Stages of the Startup Life Cycle**

Jeannette Paschen

**Pub Date:** Mar 1, 2017

**Product #:** BH795-PDF-ENG

**Discipline:** Strategy

**Academic Price:** \$4.25

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Core Curriculum

### **Entrepreneurship Reading: Developing Business Plans and Pitching Opportunities**

Lynda M. Applegate, Carole Carlson

**Pub Date:** Sep 1, 2014

**Product #:** 8062-PDF-ENG

**Discipline:** Entrepreneurship

**Academic Price:** \$7.95

*Supplementary Materials*▼

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Industry And Background Note

### **Legal Forms of Organization**

Michael J. Roberts

**Pub Date:** Apr 30, 1998 (Revised: Feb 19, 2004)

**Product #:** 898245-PDF-ENG

**Discipline:** Entrepreneurship

**Academic Price:** \$4.25

## **Recommended Supplemental Materials**

Many excellent resources on entrepreneurship exist, including the following manuscripts, websites, and blogs:

### **Books**

- Giff Constable and Frank Rimalovski (2018). *Testing with Humans: How to use experiments to drive faster, more informed decision making*. ISBN-10: 0990800938, ISBN-13: 978-0990800934.
  - Free PDF e-book: <http://bit.ly/2Dc7YSB>
- Giff Constable, Frank Rimalovski, Tom Fishburne (2014). *Talking to Humans: Success starts with understanding your customers*. ISBN-10: 099080092X, ISBN-13: 978-0990800927.
  - Free PDF e-book: <http://bit.ly/2zeh4db>
- Peter Thiel (2014). *Zero to one: notes on startups, or how to build the future*. New York, Random House.
- Brian S. Cohen and John Kador (2013). *What Every Angel Investor Wants You To Know: an insider reveals how to get smart funding for your billion-dollar idea*. NY: McGraw-Hill.
- Brad Feld and Jason Mendelson (2013). *Venture Deals: Be Smarter Than Your Lawyer and Venture Capitalist*. 2<sup>nd</sup> edition. Hoboken, New Jersey: John Wiley & Sons.
- Steve Blank and Bob Dorf (2012). *The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company, First Edition*. ISBN-10: 0984999302, ISBN-13: 978-0984999309.
- Ash Maurya (2012). *Running Lean: Iterate from Plan A to a Plan That Works, 2<sup>nd</sup> Edition*. O'Reilly Media, Inc., Sebastopol, CA.
- Eric Ries (2011). *The Lean Startup*. NY: Crown Business.
- "The Ernst & Young Business Plan Guide" (2007), Brian R. Ford, Jay M. Bornstein, Patrick T. Pruitt, Third Edition, 2007, ISBN-10: 0470112697, ISBN-13: 978-0470112694, Edition: 3.
- John W. Mullins (2006). *The New Business Road Test*. 3rd Edition. London: Pearson Education Limited.
- W. Chan Kim & Renee Mauborgne (2005). *Blue Ocean Strategy*. Harvard Business Press.
- Guy Kawasaki (2004). *The Art of the Start*. NY: Penguin Group.
- Geoffrey Moore (2003). *Crossing the Chasm* revised edition. NY: HarperCollins.
- James Swanson, Michael Bair (2003). *Engineering Your Startup*. 2<sup>nd</sup> edition. Belmont: Professional Publications.
- Clayton Christiansen (1997). *The Innovator's Dilemma*. HBS Press.

### **Web Sites**

<http://www.startupucla.com> (Startup UCLA)  
<https://www.anderson.ucla.edu/centers/price-center-for-entrepreneurship-and-innovation/anderson-venture-accelerator> (Anderson Accelerator)  
<https://tdg.ucla.edu> (UCLA Technology Development Group)  
<http://steveblank.com/books-for-startups/> (Steve Blank's collection of entrepreneurial resources)  
<http://www.lava.org> (Los Angeles Venture Association)  
<http://entforum.caltech.edu/> (Caltech Entrepreneur's Forum)  
<http://www.sba.gov> (Small Business Administration)  
<http://stvp.stanford.edu> (Stanford Technology Venture Partners)  
<https://www.kauffman.org/what-we-do/entrepreneurship> (Kauffman foundation)

### **Blogs**

<http://steveblank.com> (Steve Blank, entrepreneurial thought leader)  
<http://www.bothsidesofthetable.com/> (Mark Suster, Upfront Ventures)  
<http://blog.asmartbear.com/> (Jason Cohen, entrepreneur)  
<https://guykawasaki.com/blog/> (Guy Kawasaki's, entrepreneurial writer)

<http://avc.com/> (Fred Wilson, Union Square Ventures)  
<https://blog.leanstack.com> (Ash Maurya, author and entrepreneur) Private Peer Evaluation Form

### **Private Peer Evaluation Form**

Each student is required to submit a confidential peer evaluation form before the last day of class. Sample form is given below:

**Private Peer Evaluation Form**

YOUR NAME: \_\_\_\_\_

TEAM NUMBER: \_\_\_\_\_

TOPIC: \_\_\_\_\_

**Please complete and submit an electronic copy to CCLE before the final exam. Failure to submit this form may result in a 5% penalty to your final participation grade.**

Please provide scores using the following scale from 1-5 for each team member (including yourself):

5: Outstanding, 4: Good, 3: Acceptable, 2: Unacceptable, 1: Terrible

NOTE: Overall should also be on a scale from 1-5.

Optional Comments (please justify any low scores):