

UNIVERSITY OF THE INCARNATE WORD
HEB School of Business and Administration
HON BINT 4360: Startup Models Beyond Borders
Syllabus

Catalog Description

What are the steps and processes involved in creating, funding and operating a startup in emerging markets? The course will use institutional framework, variations of the lean startup framework, and real-world case studies to explain startup creation and institutional challenges in emerging markets. Students will work in a team to create mentor-supported startups. Students will participate in short term study abroad (1 week) excursion to Mexico to visit entrepreneurial clusters and network with successful startup entrepreneurs. Students will develop entrepreneurship skills, design-thinking skills and intercultural competence skills. **The course is offered during the spring semester and is open to business and non-business majors**

Context

Prerequisites: None

This course is an elective in the marketing major & International Business majors and minors

This course may not be repeated for credit.

This course may be offered in a face-to-face format

Grade Mode: Normal

Course Overview

The goal of this course is to develop an in-depth understanding of the innovation process with specific reference to creating, funding and operating startups in an emerging market context. Students will work individually and in a team to create mentor-supported startups in emerging markets such as Mexico. The knowledge component of the course and weekly classes in the spring semester will involve lectures and workshops on innovation types, the process of innovation (e.g., design thinking), business model approaches, global business models, market innovation, strategic and ethical issues in managing cross-border startups. The course will use institutional framework, variations of the lean startup framework, global business model innovation framework and real-world case studies to explain startup creation and institutional challenges in emerging markets. During the Spring break period, students will participate in short term study abroad (1 week) excursion to Mexico to visit entrepreneurial clusters and network with successful startup entrepreneurs. Students will develop entrepreneurship skills, design-thinking skills and intercultural competence skills. Students are required to participate in the annual pitch and startup challenge competition organized by HEB school of Business. Students will have the opportunity to pitch their cross-border startup ideas to a group of business leaders. Honors and graduate students taking the course are required to develop a research paper to be determined by the instructor.

This course will address the following topics:

Topic list

- Entrepreneurship & innovation evaluation
 - Frameworks of institutional complexities in emerging markets
 - Concepts of innovation and innovation types
 - Business model approaches – structural versus dynamic model, Global business models
 - The process of innovation, creativity & design thinking techniques
 - Market innovation – market scripting, configuration and framing; Strategic issues in managing innovation
 - Managing organizational knowledge associated with innovation & ethical practice for cross-border startups
 - Startup profitability analysis & risk assessment
- Supply chain innovation beyond borders
 - US-MX cross-border trade & supply chain impact of USMCA- issues & opportunities
 - Types of supply chain design – efficiency vs. responsiveness models
 - Supply chain- Integration into GSC, supply chain business models, supply chain innovation – digitization and sustainability opportunities

Course Outcomes and Assessments

Course Outcomes Upon completion of the course, students will be able to:	Assessments The objectives will be assessed by:	HEBSBA Program Learning Outcomes	HEBSBA Student Learning Outcomes
Explain the ethical problems of creating startups and business models that incorporates social and shared value initiatives.	Case Analysis, Case Presentations, In Class Discussion & Presentation, Submission a written global business model innovation report or startup feasibility report	Social Justice (SJ) Our students will consider the ethical implications of business actions and processes, and propose socially just solutions.	SJ1: Incorporate Social Justice Principles when seeking resolution to business-related issues and offer potential alternatives and solutions. SJ2: Identify ethical implications of making business decisions. SJ3: learn at least one ethical issue (e.g., social justice) relevant to this course.
Explain the influence of emerging market characteristics and competition on startups	Case Analysis, Case Presentations, In Class Discussion & Presentation, Submission a written global business model innovation report or startup feasibility report	Perspectives (P). Our students will consider diverse points of view and apply them toward issue resolution.	P1: Identify diverse points of view when seeking resolution to business-related issues. P2: Assess the potential global, environmental, and socio-economic impact when seeking resolution to business-related issues. P3: Assess competitors using 4-5 competitive factors
Explain and give examples of common sources of innovation and apply OLI, design thinking and the lean models Apply marketing strategy analysis tools and create relevant tactics that align with the strategy analysis Apply financial reporting & risk analysis models to evaluate the viability of the startup	Case Analysis, Case Presentations, In Class Discussion & Presentation, Submission a written global business model innovation report or startup feasibility report	Foundation (F). Our students will have a broad-based knowledge in the functional areas of business.	(F1): Describe examples of common sources of innovation; understand application of OLI, design thinking and the lean models (F2): Understand application of marketing strategy diagnostic tools for the creation of market oriented strategies and tactics (F3): Assess startup profitability and risk using financial decision tool such as IRR
Analyze trends to uncover unsolved problems and gaps in the marketplace Evaluate, map, discuss, design, invent and validate market acceptance of new business models Apply intercultural competence framework for documentation of study abroad activities	Case Analysis, Case Presentations, In Class Discussion & Presentation, Submission a written global business model innovation report or startup feasibility report	Reasoning (R). Our students will be critical thinkers and decision makers able to use qualitative and quantitative methods.	Reasoning (R1): Apply relevant information to arrive at a well-reasoned conclusion R2): Develop critical thinking and dialogue skills related to the content of the course; (R3): Gain intercultural competence by engaging in cultural and cross-border networking activities
Create a mentor-supported startup feasibility report Explain and describe techniques of pitching ideas (e.g., knowing the audience, connecting with audience, time Understand the goal of completing a peer evaluation and writing a reflection paper about the course	Submission of: written startup feasibility, peer evaluation and reflection paper Pitch startup idea; Present intercultural competence skill report	Interaction (I). Our students will demonstrate effective oral, writing, and teamwork skills.	(I1): Create well-written business documents. (I2): Produce well-prepared oral dialogue and presentations. (I3): Utilize teamwork skills to collaborate in diverse business settings (I3): Utilize peer evaluation, pitch presentation and reflection paper to reflect on the course and student growth during the duration of the course.

Academic Honesty Statement

The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, collusion. See the (UIW) student handbook for definitions and procedures for investigation of claims of academic dishonesty.

Disability Accommodations:

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act – Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments

Act of 2008 (ADAAA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations:

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 295
Administration Building – Suite 51
San Antonio, TX 78209
(210) 829-3997
(210) 283-6329
www.uiw.edu/sds

Title IX Information

Unlawful discrimination has no place at the University of the Incarnate Word. It violates the University's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University of the Incarnate Word prohibits sexual misconduct, that can include: (1) sex and gender based discrimination; (2) sexual and sex and gender based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence). For more information, or to report an incident, please visit www.uiw.edu/titleix.

Class Absences for Religious Observances

The University of the Incarnate Word welcomes persons of diverse backgrounds and is therefore committed to providing reasonable accommodations for students wanting to attend religious observances and who will miss class. Students must inform instructors at least two weeks prior to attending a religious observance. Students use the form found in the UIW Student Handbook & Student Code of Conduct to request accommodations from the instructor.