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Overview:

The Los Perros project is a real world simulation in *Entrepreneurship.*

* This course explores key entrepreneurial concepts relevant to grass roots start up business and product development.
* Topics include:

*Entrepreneur:*

A person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk

* The entrepreneurial perspective
* Start-up strategies
* Business idea evaluation
* Business strategic study
* Business plan writing
* Entrepreneurial finance
* Delivering innovative products to the market place
* Venture capital/private equity finance
* Managing growth
* Building and sustaining a successful enterprise
* Entrepreneurial marketing
* Development of proprietary products and services
* Protection of proprietary concepts
* International entrepreneurial perspective
* Legal aspects of entrepreneurship

# Prerequisites: Skills:

* This simulation is designed to be used to reinforce and supplement skills in:
* Microsoft Word
* Microsoft Excel
* Adobe Photoshop
* Dreamweaver
* IMovie
* \* Students must have basic knowledge in these applications.

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| **Table of Projects** | | | |
| Project Number | Project Title | Learning Objective | Time |
| Personal Development | | | |
| 1.0 | People Skills | Students will understand how strong interpersonal skills for the workplace are necessary because they enable one to understand the people with whom they are working, communicate effectively, and ultimately create professional relationships that are crucial to their future occupation. | 5 |
| 1.1 | Professional Etiquette | Students will describe and demonstrate:   * Appropriate professional etiquette for the work place. * An appreciation of global/international cultural influence on etiquette. | 2 |
| 1.2 | Time Management | Students will explore strategies for effective time management:   * Understand what types of time wasters exist in your environment and identify ways to eliminate them * Distinguish between time wasters and legitimate job-related tasks. * Explain the difference between tasks, which need to be done, and tasks, which are unnecessary. * Set priorities and understand techniques for sticking to them. * Decide which type of time management tool is best suited for specific needs. * Explore the advantages of having control over both work and home life. | 3 |
| 1.3 | Personal Finances | Students will prepare a personal budget using an excel spreadsheet to organize finances. | 5 |
| 1.4 | Goal Planning | Students will learn how to set SMART goals (Specific, Measurable, Attainable, Relevant and Targeted). Students will then apply Smart goal planning skills outlining business, personal and educational goals. | 5 |
| 1.5 | Ethics | Students will master the competency of:   * Understanding the link between business ethics and social responsibility. * Examine the foundations and evolution of business ethics. * Gain insight into the extent of ethical misconduct in the workplace and the pressures for unethical behavior. * Understand why business ethics initiatives are needed in both small and large organizations * Gain an appreciation of culture as a factor in global/international business ethics. | 5 |
| 1.6 | Community Involvement | Students will explore a myriad of channels for volunteerism and community involvement for the purpose of:   * Enhanced reputation. * Improved stakeholder relations. * Building credibility and trust. * Demonstrating core competencies and innovation potential. * Exercising leadership. * Enhanced brand image and preference, strengthened brand value. * Increased customer purchase intentions, retention, and loyalty. * Improved employee attraction/retention. * Expansion to new growth markets. * Creating a distinct niche for your company. * Contributing to long-term value creation for the company. * Development of networking infrastructure * Personal development. | 5 |
| Entrepreneurial Research | | | |
| 2.0 | The Entrepreneurial Perspective | Students will explore the history of entrepreneurship and modern business. Developing answers to:   * How can I beat powerful competitors? * How can I create products that better connect with customers? * How integrated should our company be? | 2 |
| 2.3 | Start Up Strategies | Students will learn:   * How experimentation, learning, and prototyping are fundamental to innovation and fuel the development and improvement of products and services, processes, and systems. * How to design and manage development systems that maximize learning. * How to integrate customers and new technologies into product development processes. * How to design, build, and manage development networks and communities of innovators. * How to set strategy? | 2 |
| 2.4 | Business Idea Evaluation | Students will evaluate business concept by conducting an analysis with focus on:   * Market feasibility * Technical feasibility * Financial feasibility * Human Resource feasibility | 2 |
| 2.5 | Market Strategic Study | Students will conduct a market survey of a sample cross section of the target market. The survey questions will:   * Be developed in a closed ended format as to show a definable conclusion. * Justify a demand for product or service. * Show consumer attitude and buying patterns. | 2 |
| 2.6 | Market Report | Students will give evidence of | 2 |
| Business Plan | | | |
| 3.0 | Business Strategic Study | Students will learn how to conduct a study of markets and how they apply to the business and industry. | 3 |
| 3.1 | Business Concept | Students will evaluate and examine potential business concepts. | 2 |
| 3.2 | Current Situation | Students will research and identify the | 2 |
| 3.3 | Key Success Factors | Students will identify the key factors that will prove vital to the success of their business venture. | 2 |
| 3.4 | Financial Situation | Students will identify the current financial situation of their business and plan strategies for financial solutions. | 2 |
| 3.5 | Vision Statement | Students will develop a vision statement for their business. | 2 |
| 3.6 | Overall Market | Students will research and identify critical factors of the overall market place in which their business venture will be strategically placed. | 2 |
| 3.7 | Changes In The Market | Students will identify and predict changes in the market. | 2 |
| 3.8 | Market Segments | Students will identify strategic segments with in the market place. | 2 |
| 3.9 | Target Market | Students will Identify target market and how they will market to their target market. | 2 |
| 3.10 | Customer Needs | Students will research and identify the needs of their customer base. | 2 |
| 3.11 | Industry Overview | Students will research and report on the industry overview for strategic placement of their business venture. | 2 |
| 3.12 | Changes In The Industry | Students will prepare a projection of the charges taking place with in the industry. | 2 |
| 3.13 | Opportunities | Students will identify opportunities within the industry to strategically place their business venture. | 2 |
| 3.14 | Threats and Risks | Students will identify the threats and risks that might in danger the success of their business venture. | 2 |
| 3.15 | Strategy | Students will identify their strategy for business venture. | 2 |
| 3.16 | Products/services | Students will identify their products and services unique to their business venture. | 2 |
| 3.17 | Marketing Strategy | Students will identify their marketing strategy and marketing mix for their business venture. | 2 |
| 3.18 | Sales Tactics | Students will develop sale tactics to strategically position their product with in the product market. | 2 |
| 3.19 | Advertising | Students will identify their strategy for advertising and promoting their business venture. | 2 |
| 3.20 | Publicity | Students will identify the modes and advantages of publicity. | 2 |
| 3.21 | Trade Shows | Students will research and identify trade shows that will help market their business venture. | 2 |
| 3.22 | Key Personnel | Students will name key personnel and identify what attributes they bring to the business venture. | 2 |
| 3.23 | Organizational Structure | Students will develop an organizational structure that best meets the needs of their business organization. | 2 |
| 3.24 | Product/Service Delivery | Students will develop a plan for product/ service delivery to consumer. | 2 |
| 3.25 | Customer Support | Students will outline their plan for customer service to support their product and services. | 2 |
| 3.26 | Facilities | Students will develop plans for facilities for business venture. | 3 |
| Marketing | | | |
| 4.0 | Branding Name/Motto/slogan | Students will learn how to build and exploit a valuable brand? | 2 |
| 4.1 | Logo | Students will explore:   * What are the foremost purposes of the logo? * What are the long-term goals you are hoping to achieve with this design? * What media do you see your design being used in? | 3 |
| 4.2 | Letterhead | Students will develop a letterhead for business using company logo and other important company information. | 1 |
| 4.3 | Business Card | Students will create an original business card for all partners in business venture. | 3 |
| 4.4 | Company Forms/Documents | Students will create common forms needed for business venture. | 2 |
| 4.6 | Business Brochure | Students will design and create a business-marketing brochure. | 5 |
| 4.7 | Flyer/Sample Ad | Students will design and generate sample flyers and a sample ad that students could use to market their business venture. | 3 |
| 4.8 | Trade Fair Display | Students will design and produce a Trade fair display that will be used to market business venture at a business trade fair. | 7 |
| 4.9 | Video Ad/Infomercial | Students will create a sample video ad or an infomercial about their products and or services. | 15 |
| Management | | | |
| 5.0 | Employee Handbook | Students will create an employee handbook that will be use to communicate rules and policies to employees. | 3 |
| 5.1 | Job Description | Students will create job descriptions for potential employees. | 2 |
| 5.2 | Employee Evaluations | Students will create Employee evaluations forms. | 1 |
| 5.3 | Employee Incentive Program/Benefits | Students will design and implement a sustainable plan that a motivated group of employees? | 2 |
| Legal Aspects | | | |
| 6.0 | Contracts | Students will create business contracts with all elements of legal and enforceable contract. | 3 |
| 6.1 | Partnership Agreements | Students will forge a partnership agreement that covers the appropriate elements of a legally binding contract. | 3 |
| 6.2 | Licenses |  | 1 |
| 6.3 | Protection of Proprietary Concepts | Students will study the different modes of proprietary concepts and their application to student’s business venture. | 1 |
| 6.4 | Taxation | Students will learn the roles of taxation and it’s impact on business. | 1 |
| International Entrepreneurial Perspective | | | |
| 7.0 | Production | Students will research, compare and contrast the advantages and disadvantages of overseas production vs. domestic production. | 1 |
| 7.1 | Exportation/Importation | Students will examine and identify the options involved with exportation and importation of products. | 2 |
| 7.2 | International Etiquette | Students will be exposed to international etiquette and how it influences business ventures. | 2 |
| Venture Capital | | | |
| 8.0 | Entrepreneurial Finance | Students will explore funding for new growth initiatives. | 2 |
| 8.1 | Private Equity Finance | Students will identify private equity financing opportunities. | 7 |