

Course Last Updated 3/27/2024



Finance for Entrepreneurs & Start-ups

Section I: Course Overview

Course Code: FIN387

Subject Area(s): Finance, Business

Prerequisites: One 200 level course or two 100 level finance courses

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: N/A

Course Description

The Finance for Entrepreneurs & Start-ups course provides an understanding of finance and funding for entrepreneurs and start-ups. In a globally integrated world, entrepreneurs created start-ups that trade, invest and conduct business operations internationally. The course exposes the students to the opportunities and risks associated with entrepreneurial and start-up finance. The study of entrepreneurial and start-up finance has therefore become essential in the modern world of billion-dollar start-ups and builds upon the understanding of theoretical concepts of finance and their adaptation to the entrepreneurial and start-up context. The course coverage includes historical perspectives and foundations of entrepreneurial and start-up finance, the sources of entrepreneurial and start-up financing, as well as the financial language and jargon used by venture capitalists. The course also helps students examine the current entrepreneurial landscape through topical discussions of current financial and economic development and their impact on entrepreneurial and start-up finance.

Learning Objectives

- Explain the key issues and context in entrepreneurial and start-up finance.
- Apply the full 'venture capital cycle' and the market for entrepreneurial finance: its players, their motivations and its impact.
- Produce a business plan that overviews the funding process (assess project valuations, determine financial projections, decide on an exit strategy).

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Oral Presentation - 20%

Mid-term exam - 20%

Individual Start-up Venture Research Presentation - 20%

Final Exam - 20%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Oral Presentation (20%): For the Group Presentation, each group (up to 4-5 students) will choose a recent leading UK start-up venture as a short case study and discuss the 2-3 key funding events and strategic changes. Provide an outline of your case study, the theoretical background, data and findings of your case study and the conclusions. Please note that this presentation is a group effort and should be limited to 15 slides and 20 minutes (max). There will be a Q&A session following the presentation. The students will be given oral feedback on their presentations.

Mid-term exam (20%): The mid-term exam consists of either short questions with open answers on topics covered in class to date (60 minutes) and/or short essay writing on thematic clusters (90 minutes). More elaboration and instructions will be provided by the Instructor after the first week of classes.

Individual Start-up Venture Research Presentation (20%): Each student will develop research on a potential new start-up venture which will be presented at the end of the course. The presentation will be based on the components of the Business Model Canvas. The student will use both primary research as well as secondary research in testing the feasibility of this new venture.

The presentation will involve, among other things, the 9 components of the Business Model Canvas, including:

1. Customer Segments
2. Customer relationships
3. Channels
4. Revenue streams
5. Key activities
6. Key resources
7. Key Partners
8. Cost structure
9. Value proposition

Each presentation will be limited to 10 minutes with 5 minutes for a Q&A session following the presentation. The students will be given oral feedback on their presentations.

To obtain an A grade, the submission will have to meet ALL three requirements: (1) theoretical discussion; (2) good presentation of case study; and (3) thorough analysis. Any submissions that do not meet all the criteria will be downgraded.

All presentations may be written in a style with which you are comfortable, and, if this helps your expression and organization of ideas, you may use headings to aid the structure. However, whatever style you adopt, remember that this is an academic assignment and you should cite references where appropriate to all sources. In the body of the text, references should state in parenthesis, the author's family name followed by the year of publication – (e.g., Smith, 2013). At the end of the paper you must insert a bibliography containing only those works cited in the essay.

You will provide 2 status updates through the term on the progress you have made to date on your projects. These updates can either be an oral or a written brief report which will enable the Instructor to provide you with the necessary guidance and feedback. It is important that you come well prepared for these status updates.

Final Exam (20%): The final exam consists of either short questions with open answers on topics covered in class to date (60 minutes) and/or short essay writing on thematic clusters (90 minutes). More elaboration and instructions will be provided by the instructor after the first week of classes.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- the Bank of England,
- the City of London
- Canary Wharf (the hubs of entrepreneurial and start-up finance in London)

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required Readings

Leach, J. and Melicher, R. (2020) Entrepreneurial Finance (7th edition). Cengage Learning.

Course Calendar

Session 1	
Topics	ORGANISING FOR NEW VENTURES
Activity	Introductions, student interests, relevant prior coursework & experience Course map, format, required work and assessments Review of research presentation guidelines – detailed guidelines posted in this syllabus
Readings and Assignments	Readings: Chapter 1,3

Session 2	
Topics	MEASURING AND EVALUATING FINANCIAL PERFORMANCE
Activity	Describe the process for obtaining and recording resources for an early stage venture Describe and prepare an income statement and basic balance sheet Prepare a cash flow statement, monitor a venture's cash position Describe operating break even analysis Describe how financial ratios are used by creditors and investors to monitor a venture's performance
Readings and Assignments	Readings: Chapter 4,5

Session 3	
Topics	FIELD STUDY – VISIT TO THE JAWDROP ENTREPRENEURSHIP CONFERENCE (TO BE CONFIRMED)
Activity	
Readings and Assignments	

Session 4	
Topics	NEW VENTURE FINANCING
Activity	Describe the various stages of a venture's life cycle and the relevant types of financing and investors throughout the cycle. Understand the value of tying financing to performance milestones Describe the venture capital (VC) screening process Understand the major elements of the VC cycle from design, structure, investment and management of a venture capital fund Enumerate several terms or conditions to be negotiated when structuring VC funding

Readings and Assignments	Readings: Chapter 12,13
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Session 5	
Topics	BUSINESS PLAN AND FINANCIAL PLANNING
Activity	Understand the components of a sound business model for a new venture Understand the importance of timing in venture success Understand the types of questions that a reasonable feasibility assessment addresses Identify quantitative criteria that assist in helping assess a new venture's feasibility and its ability to attract external financing Describe the primary components of a typical business plan
Readings and Assignments	Readings: Chapter 2,6,9

Session 6	
Topics	MID-TERM TEST
Activity	
Readings and Assignments	

Session 7	
Topics	Guest Lecture

Session 8	
Topics	NEW VENTURE VALUATION
Activity	Explain why it is important to look to the future when determining a venture's value and how the time pattern of cash flows relates to venture value Understand the need to consider both forecast period and terminal value cash flows when determining a venture's value Understand difference between 'hurdle rate', cost of capital and realised rate of return How to use Venture Capital method of valuation Understand the impact of subsequent financing rounds on structure of current round
Readings and Assignments	Readings: Chapter 7,10,11

Session 9	
Topics	FINANCIAL STRUCTURE AND CONTRACTS
Activity	Describe the types of securities involved in venture financing Discuss the structural considerations involved in venture securities Know how to examine a term sheet and what provisions to expect Understand the key elements and clauses of investment agreements
Readings and Assignments	Readings: Chapter 14

Session 10	
Topics	DUE DILIGENCE
Activity	Be able to define what 'due diligence' is

	Know the main due diligence issues Understand the due diligence process Review typical due diligence questions
Readings and Assignments	Readings: various Assignments: Preparation of Group Research Project

Session 11	
Topics	EXIT AND TURNAROUND
Activity	Plan an exit strategy and know possible exit outcomes of VC investments Describe the outright sales of the venture to various potential buyers Understand the process of going public and the role of the investment banker Explain financial distress faced by troubled ventures Define and describe insolvency
Readings and Assignments	Readings: Chapter 15,16

Session 12	
Topics	INDIVIDUAL START-UP VENTURE RESEARCH PRESENTATION
Activity	
Readings and Assignments	Assignments: Preparation of Group Research Project

Session 13	
Topics	GROUP PRESENTATION (UP TO 5 STUDENTS) LEADING START-UP OR LEADING ENTREPRENEUR
Activity	Group presentation limited to 15 slides & 20 minutes (max). All students to present
Readings and Assignments	

Session 14	
Topics	FINAL EXAM Review
Activity	
Readings and Assignments	

Session 15	
Topics	FINAL EXAM
Activity	
Readings and Assignments	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change,

update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.