

Syllabus, Fall 2012
MGT 308 - Entrepreneurial Strategy

Course Title

MGT 308 - Entrepreneurial Strategy

Instructor

Kevin Wortley
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College of Business and Technology

Contact Information

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Course Meeting Time/Room

Tuesday 6:15 pm – 8:55 pm UCD Room 321

Course Description

This course introduces students to the challenges of starting, owning/operating, and marketing a successful small business. The course spans the process from the initial idea to the final exit strategy, and culminates in the development and presentation of a winning business plan. Prerequisites: Junior Standing, MGT 305 or 395, and MKT 306 or 363

Course Objectives

The student will gain an understanding of the:

1. Elements of a Business Plan. Emphasis is given to understanding, creating and presenting a business plan. The student is exposed to all elements of the plan including company structures, market analysis and plans, management plans, operations plans, and financial plans.
2. Practical challenges of starting/acquiring operating, financing, and marketing a successful small business including underlying ethical principles.
3. Skills required in practical business writing, analysis, and decision making.
4. Skills required for professional presentation skills before critical reviewers.
5. Skills required for working as teams to develop a business plan which represents a realistic business situation that could be implemented if a student, student team, or other entrepreneur chose to do so.
6. Basic team disciplines for managing and completing projects over extended time periods.

Syllabus, Fall 2012
MGT 308 - Entrepreneurial Strategy

Required Course Text

“Small Business Management: Launching & Growing Entrepreneurial Ventures (16th Edition)”,
Prepared for Texas A&M University-Commerce, Justin Longenecker, J. William Petty, Leslie E. Palich, and Frank Hoy, Cengage Learning, Mason, Ohio 2012

ISBN-13: 978-1-111-53287-1

Course Requirements

1. Regular access to e-mail and the internet is a requirement of this course.

Note: Announcements and schedule changes will be communicated via e-mail. I will be creating an e-mail group for announcements. It is important that you provide an e-mail address that you will check regularly.

2. Business Plan Project. (40% of total Grade) Student teams will develop and present a business plan for the creation, acquisition or expansion of a business. The particular business idea to be developed must be approved by the instructor. This project will be guided and supplemented by classroom lectures, the textbook, and class discussion of actual business situations. The business plan will represent a **realistic business situation** that could be implemented if a student, student team, or other entrepreneur chose to do so. Please consider avoiding “student businesses” and strive for larger opportunities.

One-half of the business plan grade (50%) will be based on a completed written plan as produced by the team; one-fourth (25%) will be based on peer review of the team presentation; and one-fourth (25%) will be based on instructor evaluation of the team presentation.

A brief note on the **contents of a business plan** and the requirements for **business plan draft contents** are included at the end of the syllabus.

3. Assignments: (10% of Total Grade) Format announced in class. There will be 5-8 during the course.
4. Mid-term Examination: (15% of Total Grade) Multiple choice and/or true/false.
5. Final Examination: (15% of Total Grade) Format TBA.
6. Case Study Reports: (10% of Total Grade) There will be 2-3 case studies assigned during the semester. Each case study will provide a general background and description of a particular business situation along with a list of

Syllabus, Fall 2012 MGT 308 - Entrepreneurial Strategy

questions. Each student will be required to submit a written report describing analyses and conclusions reached in addressing the case study questions. In most **case studies** there is no “right” or “wrong” answer. The important thing is to be able to identify the key issues, form reasoned conclusions as to those issues, and be able to express those conclusions clearly.

7. Classroom Participation: (10%) Each student is expected to be present and prepared for class. This grade will derive from the student’s participation in case discussions, project status reports, project rough drafts, team presentations, and attendance.

9. Student Teams: Student teams will be formed in the first few weeks of class. There will be 3-4 members per team. Students may form their own teams, within constraints, but these may be altered as needed by the instructor. The primary constraint is that each team should include representation from more than one major when possible. If significant “personnel” problems occur within a team, the instructor will act as mediator. This will only occur after the team has made every effort to resolve the issues within the team. In the event team problems cannot be worked out, changes may be made. This situation could have dire results for the team’s performance in the course. **Individual contribution to team performance will be evaluated as part of the overall grade in the course.**

Statement of Academic Integrity

Academic honesty is the foundation of the university community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and community and are subject to disciplinary action. For this class, academic dishonesty will not be tolerated.

Plagiarism

Plagiarism represents disregard for academic standards and is strictly against University policy. Plagiarized work may result in an “F” for the course and further administrative sanctions permitted under University policy. Guidelines for properly quoting someone else’s writings and the proper citing of sources can be found in the APA Publication Manual. If you do not understand the term “plagiarism”, or if you have difficulty summarizing or documenting sources, contact your professor for assistance.

Research Studies/Human Research

Procedure A15.02

Texas A&M University-Commerce recognizes the need for investigation in which human beings may serve as research subjects. The University acknowledges and accepts its responsibilities for ensuring that the privacy, safety, health, and welfare of such subjects are adequately protected. All research, which involves

Syllabus, Fall 2012
MGT 308 - Entrepreneurial Strategy

any form of participation of human subjects, qualifies as human subject research. This includes certain survey research, research by students as well as by faculty and staff and both internally and externally funded research.

In order to comply with federal regulations as well as to conform to guidelines of the University's Institutional Review Board (IRB), the principal investigator should obtain approval of their research protocol from the IRB prior to any contact with human subjects.

If you are using humans in any of your research, contact your professor before proceeding with the research project. A determination will be made as to the need for IRB review and approval.

Student Considerations

- Students with Disabilities - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Telephone: (903) 886-5150 or (903) 886-5835
FAX: (903) 468-8148

- "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment."
- Refer to Student's Guide Book located at:

www.tamu-commerce.edu/studentlife/guidebook.htm

Contents of a Business Plan

For purposes of this project, there are 3 "types" of plans:

1. A plan for the creation of a new business or acquiring a franchise.
2. A plan for the (full or partial) acquisition of an existing business.
3. A plan for the expansion or change of an existing business.

Syllabus, Fall 2012
MGT 308 - Entrepreneurial Strategy

Required: Title or Cover Page
Table of Contents
Executive Summary
Mission Statement
Company Overview
The Product(s) and Service(s) Plan
Market Analysis and Plan
Marketing and Sales Plan
Operating Plan
Management Plan
Financial Plan
Funds Required and Uses Plan
Appendices (As Required)

As Needed: Company History
Legal Structure and Form of Acquisition
Involvement of Other Investors
Exit Strategy for Investors
Potential for Public Offering
Other information important to analyzing the Plan

Rough Drafts

As noted in the class schedule, each team is required to submit two “rough drafts”. Each draft is to cover only certain portions of the business plan as shown below. The purpose of the rough drafts is to provide some measure of progress being made and to ensure that each team is on course for successful completion. The drafts may be thought of as a status report. If additional information is needed to complete a draft of a section, merely describe the actions that are being taken to gather the information and/or finalize any decisions. **Note: Drafts will receive a grade. In addition, failure to turn in a draft will result in 5 points being taken off the grade given to the final written report (Along with a zero in this component of the classroom participation grade).**

Minimum Contents of Drafts:

Draft A: Company Overview
Product Description / Services Plan
Market description, Plan for any further analysis
Forecast of capital type and amounts required

Draft B: Marketing plan, Update on Market analysis
Summary of key financial assumptions

Syllabus, Fall 2012
MGT 308 - Entrepreneurial Strategy

Status of Financial Projections
Preliminary list of appendices

Sample Rubric for Case Study Assignments and Adapted for Final Business Plan Assignment

Criterion	4 A-level qualities (90–100)	3 B-level qualities (80–89)	2 C-level qualities (70–79)	1 or 0 D- or F-level qualities (60–69 or below 60)	Score
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements	
Understanding	Demonstrates a sophisticated understanding of the topic(s) and issue(s)	Demonstrates an accomplished understanding of the topic(s) and issue(s)	Demonstrates an acceptable understanding of the topic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s) and issue(s)	
Analysis, evaluation, and recommendations	Presents an insightful and thorough analysis of all issues identified; includes all necessary financial calculations	Presents a thorough analysis of most issues identified; includes most necessary financial calculations	Presents a superficial analysis of some of the issues identified; omits necessary financial calculations	Presents an incomplete analysis of the issues identified	
	Makes appropriate and powerful connections between the issues identified and the strategic concepts studied in the reading; demonstrates complete command of the strategic concepts and analytical tools studied	Makes appropriate connections between the issues identified and the strategic concepts studied in the reading; demonstrates good command of the strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the strategic concepts studied in the reading	
	Supports diagnosis and opinions with	Supports diagnosis and opinions with	Supports diagnosis and opinions with	Supports diagnosis and opinions with	

Syllabus, Fall 2012
MGT 308 - Entrepreneurial Strategy

	strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	limited reasons and evidence; presents a somewhat one-sided argument	few reasons and little evidence; argument is one-sided and not objective	
	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the reading	
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation	
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized	
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines	
Total:					

Syllabus, Fall 2012
MGT 308 - Entrepreneurial Strategy

Note: Criteria are evaluated on a 4-3-2-1-0 basis. Total rubric points are converted first to a letter grade and then to a numerical equivalent based on a 0–100 scale: 33–36 = A (93–100); 32 = A– (90–92); 30–31 = B+ (88–89); 24–29 = B (83–87); 23 = B– (80–82); 21–22 = C+ (78–79); 15–20 = C (73–77); 14 = C– (70–72); 7–13 = D (60–69); 0–6 = F (below 60).