Course Title

MGT 308 - Entrepreneurial Strategy

Instructor

Kevin Wortley
Adjunct Instructor
Department of Marketing and Management
College of Business and Technology

Contact Information

Office Hours: Tuesdays before and after class by appointment
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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.
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


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

<table>
<thead>
<tr>
<th>Criterion</th>
<th>4 A-level qualities (90–100)</th>
<th>3 B-level qualities (80–89)</th>
<th>2 C-level qualities (70–79)</th>
<th>1 or 0 D- or F-level qualities (60–69 or below 60)</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Completeness</td>
<td>Complete in all respects; reflects all requirements</td>
<td>Complete in most respects; reflects most requirements</td>
<td>Incomplete in many respects; reflects few requirements</td>
<td>Incomplete in most respects; does not reflect requirements</td>
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<tr>
<td>Understanding</td>
<td>Demonstrates a sophisticated understanding of the topic(s) and issue(s)</td>
<td>Demonstrates an accomplished understanding of the topic(s) and issue(s)</td>
<td>Demonstrates an acceptable understanding of the topic(s) and issue(s)</td>
<td>Demonstrates an inadequate understanding of the topic(s) and issue(s)</td>
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<tr>
<td>Analysis, evaluation, and recommendations</td>
<td>Presents an insightful and thorough analysis of all issues identified; includes all necessary financial calculations</td>
<td>Presents a thorough analysis of most issues identified; includes most necessary financial calculations</td>
<td>Presents a superficial analysis of some of the issues identified; omits necessary financial calculations</td>
<td>Presents an incomplete analysis of the issues identified</td>
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<tr>
<td></td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>Makes little or no connection between the issues identified and the strategic concepts studied in the reading</td>
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<td></td>
<td>Supports diagnosis and opinions with</td>
<td>Supports diagnosis and opinions with</td>
<td>Supports diagnosis and opinions with</td>
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<td>strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective</td>
<td>reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective</td>
<td>limited reasons and evidence; presents a somewhat one-sided argument</td>
<td>few reasons and little evidence; argument is one-sided and not objective</td>
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<tr>
<td>Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading</td>
<td>Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading</td>
<td>Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading</td>
<td>Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the reading</td>
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<tr>
<td>Research</td>
<td>Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information</td>
<td>Supplements case study with relevant research into the present situation of the company; documents all sources of information</td>
<td>Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted</td>
<td>Supplements case study, if at all, with incomplete research and documentation</td>
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<tr>
<td>Writing mechanics</td>
<td>Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized</td>
<td>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</td>
<td>Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization</td>
<td>Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized</td>
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<td>APA guidelines</td>
<td>Uses APA guidelines accurately and consistently to cite sources</td>
<td>Uses APA guidelines with minor violations to cite sources</td>
<td>Reflects incomplete knowledge of APA guidelines</td>
<td>Does not use APA guidelines</td>
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</table>

**Total:**
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).