

Georgia WebMBA

WMBA 6070 Entrepreneurship – Fall Semester 2019

INSTRUCTOR CONTACT INFORMATION

Instructor: Kim Green, Ph.D., CFA

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Office: Miller Hall 2319, Richards College of Business, University of West Georgia

Office phone: 678-839-4831

Office hours: Tuesday and Wednesday 10 am–12 noon or other by appointment or email. Email will be the most efficient and reliable way to reach me (Brightspace/D2L email is preferred, but westga is OK).

COURSE DESCRIPTION AND OBJECTIVES

PREREQUISITES

Admission to WebMBA and assignment to a cohort

CREDIT HOURS: 3

COURSE DESCRIPTION

This course is intended to familiarize graduate business students with the spirit and mechanics of entrepreneurship and entrepreneurial thinking and action. The course takes the perspective of both the would-be entrepreneur as well as the manager of creative and entrepreneurial activity within established organizations. This course is designed to offer insight for students seeking entrepreneurial careers in new ventures, managing innovation in established businesses, or interfacing with new businesses by serving as financiers or suppliers or consultants. It describes the new venture startup process and strategies for increasing the likelihood of successful venture launch. Topics covered include models of new venture formation; strategic resource acquisition and deployment; marketing, operations, and financial strategies for successful ventures; and the leadership skills and behaviors for venture success. Participants will learn how to write a business plan and assess business plans written by others.

COURSE FORMAT

This is a fully online course. Students are required to use Brightspace/D2L throughout the semester to support faculty-to-student and student-to-student interaction, including but not limited to discussion boards, announcements, email, individual/group work, submitting assignments, etc.

The following technology will be needed for completing this class successfully:

- Access to a personal computer (PC or MAC) with speakers
- High-speed internet service (DSL, Cable, etc.) is strongly recommended. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be difficult and cumbersome without high-speed internet service.
- Software requirements: Microsoft Office 2007 or higher, Adobe Reader, and other potentially required downloads listed in Brightspace/D2L.

This course will be delivered entirely at a distance and requires the online equivalent of 2250 minutes of instruction (seat-time). Additionally, it is anticipated that students will need to work independently for twice the number of instruction minutes to complete the coursework (i.e., 4500 minutes of supporting activities).

COURSE OBJECTIVES

The major objective of this course is to give students the opportunity to examine entrepreneurial activities for both new and established businesses. The course helps students to investigate the start-up process that can be applied to new, stand-alone businesses or to new product development or new venture subsidiaries of established businesses. The course examines the concepts and issues associated with entrepreneurship. Students practice the analytical skills an entrepreneur or manager of corporate innovation uses for evaluating, refining, and improving an idea for a new product, service, or business.

While the course is practically oriented, theory is used as the basis for good practice. Specific objectives for the course include:

1. Evaluate an entrepreneurial situation and make recommendations based upon the information presented. (Knowledge & Skill)
2. Evaluate a written business plan. (Knowledge & Skill)
3. Evaluate a resource allocation and a marketing, production or service management decision using appropriate quantitative or qualitative tools. (Knowledge & skill)
4. Assess information adequacy and propose process and technology improvements to enhance a firm's effectiveness. (Skill)

The course will use a combination of textbook content, explanations and exercises posted on-line, case studies of actual corporations, class discussion boards, team project, and examinations to accomplish these objectives.

COURSE MATERIALS

REQUIRED TEXTBOOK

Any one of several editions (the 3rd, 4th, 5th or 6th) is acceptable. All are available through Amazon.com. (You can find some editions in used condition for as little as about \$6 on Amazon.)

Entrepreneurship: Successfully Launching New Ventures. 2010. Third edition. Bruce R. Barringer and R. Duane Ireland. Pearson. ISBN 13: 978-0-13-608353-5. ISBN 10: 0-13-608353-6.

OR

Entrepreneurship: Successfully Launching New Ventures. 2012. Fourth edition. Bruce R. Barringer and R. Duane Ireland. Pearson. ISBN 13: 978-0-13-255552-4. ISBN 10: 0-13-255552-2.

OR

Entrepreneurship: Successfully Launching New Ventures. 2015. Fifth edition. Bruce R. Barringer and R. Duane Ireland. Pearson. ISBN 13: 978-0-13-379719-0. ISBN 10: 0-13-379719-8.

OR

Entrepreneurship: Successfully Launching New Ventures. 2018. Sixth edition. Bruce R. Barringer and R. Duane Ireland. Pearson. ISBN 13: 978-0-13-472953-4. ISBN 10: 0-13-472953-6.

ARTICLES AND CASES

Cases and articles available from your professor are posted on Brightspace/D2L.

BRIGHTSPACE/D2L

Throughout the semester, announcements and assignments may be posted on Brightspace/D2L. Students should check Brightspace/D2L frequently.

TECHNICAL SUPPORT FOR COURSE MATERIALS

Technical support is available for the systems you will use in this course.

For assistance with Brightspace/D2L, you can access the University System of Georgia's help site or receive phone support.

Online: Link to D2L Help through University System of Georgia

Call: To speak with a DHC Help Center agent, 24x7x365, call the University System of Georgia Support Hotline:

TOLL FREE 1-855-772-0423

TOLL FREE FOR HEARING IMPAIRED 1-800-892-4315

Appropriate adaptive technology (hardware) is necessary to use this number.

COURSE STRUCTURE AND GRADING CRITERIA

The content material for the course is organized into five modules or units. The first unit will also get you started with the set-up of the course. The textbook chapters that we will cover are distributed across the

modules as shown in the table below. A few chapters are numbered differently depending on the edition of the textbook you choose. Note the chapters for the edition you are using.

TABLE INDICATING TEXTBOOK CHAPTERS FOR EACH LEARNING MODULE

| Module | Module Title | Chapters in 3 rd and 4 th editions of textbook | Chapters in 5 th and 6 th editions of book |
|--------|---|--|--|
| 1 | Getting Started in the Study of Entrepreneurship | 1 | 1 |
| 2 | Opportunity Recognition and Plan Formulation | 2, 3, 4 | 2, 3, 6 |
| 3 | Market Analysis and Marketing Plans | 5, 6, 11, 15 | 4, 5, 11, 15 |
| 4 | Financing and Staffing | 8, 9, 10 | 8, 9, 10 |
| 5 | Ethical and Legal Issues and Growth of the Business | 7, 12, 13 | 7, 12, 13 |

There is a separate folder on CourseDen for each learning module. Each folder contains a checklist for the module that identifies the work you should complete for that module. The PowerPoint files, cases, articles, and any videos posted for you will be included in the appropriate module folder.

Additionally, there are separate folders posted for the case assignment and for the business plan project (instructions and drop boxes).

TABLE OF COURSE EVALUATION CRITERIA: ASSIGNMENTS AND WEIGHTS

| ASSIGNMENT | WEIGHT |
|---|-------------|
| Discussion Boards (5 boards for 4% each) [Modules 1, 2, 3, 4, and 5] | 20% |
| Learning Module Quizzes (4 quizzes for 3.75% each) [Modules 2, 3, 4, and 5] | 15% |
| Analysis/Review of a Prepared Business Plan (individual assignment) | 20% |
| Case Analysis (individual assignment) | 15% |
| Business Design Project (team project) | 30% |
| COURSE TOTAL | 100% |

ASSIGNMENT GRADES AND FINAL GRADE FOR THE COURSE

Grades for individual assignments are letter grades worth the following points:

A = 4.0 B = 3.0 C = 2.0 D = 1.0
 B+ = 3.4 C+ = 2.4 D+ = 1.4 F = 0.0

The **final grade** for this course is based on the average of grades for each assignment, using the weights specified in the course evaluation criteria above. There is no adjustment for trends over time (either positively or negatively). Final Grades will be assigned based on the following distribution:

A 3.01 to 4.0 average
 B 2.01 to 3.0 average
 C 1.01 to 2.0 average
 D 0.50 to 1.0 average
 F 0.00 to 0.49 average

DETAILS ABOUT ASSIGNMENTS

DISCUSSION BOARD CONTRIBUTIONS (5 sessions, 4% each)

There will be five discussion board sessions during the semester. Each session will be weighted 4% of your semester grade. All boards will be open from the beginning of the semester, and you can post any time before the deadline. Your syllabus schedule indicates recommended due dates for the discussion boards to pace your work through the semester. The deadline for all discussion posts is Monday, November 18 at 11:59 pm. No late posts will be accepted after that deadline.

During the discussion board posting period, students are required to (a) post comments, analysis, thoughts, and reactions to questions specific to the unit and (b) post a response, reaction to, or comment about at least one post made by another student. You may need to return to the discussion board more than once during the open window in order to post your comment about another student's ideas. The questions that begin each discussion are included in the checklists that accompany each module.

These posts will be graded for (a) participation, accuracy and detail in your answers, and (b) the thoroughness, depth of insight, courtesy, and professionalism of your response to posts made by other students. The highest scores will be earned by students who identify important themes in the discussion, tie together several comments, and connect the discussion directly to the content material either covered in the current unit or building on previous units.

QUIZZES (4 quizzes, 3.75% each)

There are quizzes associated with four of the learning modules (2, 3, 4, and 5). These quizzes are taken online and students may use their textbook and notes in completing the quizzes. Each quiz will consist of approximately 30 questions, primarily multiple choice format.

Students will be permitted to take each quiz up to three times. The highest score for each module's quiz will be counted as the graded score for that module's quiz. The questions are not designed to be particularly difficult but to give structure to the chapter readings and call attention to key concepts.

The quizzes can be completed any time before the deadline, Monday, November 18 at 11:59 pm. No quizzes will be accepted after that deadline.

ANALYSIS OF A PREPARED BUSINESS PLAN (20% of semester grade)

Each student will review and analyze one existing, full business plan chosen from a set of plans provided by the instructor. Each student will submit an original analysis (i.e., evaluation, review, critique) of that plan. This paper will comment on both positive and negative aspects of the plan. You will consider: the level of professionalism with which the plan is written; whether all necessary/expected sections of a business plan are adequately presented; whether the business described in the plan is viable and sustainable (i.e., the merit of the idea as an on-going business); and what changes you would recommend that would help to improve and strengthen the business plan.

The analysis should be approximately two-three single-spaced pages in length (or five-six double-spaced pages if you prefer to double space the document). More instructions, a grading rubric, and the plans available for review are posted on Brightspace/D2L.

CASE ASSIGNMENT (15% of semester grade)

Each student will analyze one case chosen from a set of cases provided by the instructor and will submit an original analysis of the case. The analysis should be approximately two single-spaced pages in length (or four double-spaced pages if you prefer to double space the document). Any summary tables, illustrations, or financial analysis can be attached as additional pages.

The analysis requires that you identify key issues facing the main character company in the case – these questions and issues may be specified in the case or may be inferred by the student as important from the content of the case. Then, evaluate alternative courses of action. Finally, choose a course of action to recommend and support that recommendation.

More instructions, a grading rubric, and the cases available for analysis are posted in the Case Assignment folder in Brightspace/D2L.

BUSINESS DESIGN GROUP PROJECT (30% of semester grade)

Working in their cohort-defined groups, students will prepare a project to analyze and explain a new business or product idea of their choice. Detailed guidelines and suggestions for approaching the assignment are presented in the Business Design Project folder in Brightspace/D2L.

The group can submit sections of the project in draft form at specified times throughout the semester (see Course Schedule for due dates for section drafts). The instructor will provide feedback on the drafts to aid in revising the project for final submission, but the drafts will not be graded. Only the final submission will be graded.

With this project, you have the chance to test drive part of the entrepreneurial process. You will articulate an unmet need, envision a solution, and analyze and explain the idea. That unmet need can be quite simple, and the solution does not need to be high-tech. What matters is not the sophistication of the idea but the practice with the process.

The components of this project will include the following items, which are explained in greater detail in the instructions file posted in Brightspace/D2L:

- Completed Business Model Canvas diagram
- Pitch deck (12 to 15 slides)
- A written document with supporting explanations including three parts:
 - Written explanation of the content of the business model canvas (approx. 1 to 2 single-spaced pages)
 - Script for the pitch presentation (approx. 4 to 6 sentences per slide, or more if necessary, to provide a summary of what you would say in the pitch presentation when presenting each slide)
 - A set of six questions, chosen by the team (suggestions are provided by the instructor), that would be of key concern or challenging to answer and (b) ideas about how to answer the questions. The required categories of questions are specified in the instructions posted in the project folder in Brightspace/D2L.

COURSE POLICIES

STUDENT RIGHTS AND RESPONSIBILITIES

Carefully review the information at this link:

[Link to UWG Syllabus Policies at westga.edu](#)

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review this information each semester. Information available through this link includes policies regarding the Americans with Disabilities Act, UWG e-mail, credit hours, and the honor code.

ATTENDANCE VERIFICATION

Student attendance for this course will be verified by students logging in and accessing the course (as reported in the classlist function of Brightspace/D2L). It is expected that each student will have at least logged in to begin the course by Monday, August 19 at 11.59pm Eastern time.

DEADLINES

No late assignment will be accepted unless the student notifies the professor in advance or, in the event of an unforeseen emergency, immediately after the assignment was due and provides a legitimate reason (as determined by the instructor). The instructor follows university policy regarding approved absences and late submissions with university-accepted reasons including, but not limited to, illness and travel for university-sponsored teams or events.

ACADEMIC INTEGRITY

The basic principle of academic integrity is that students take credit only for ideas and efforts that are their own. Behavior outside that guideline is prohibited. Without truthfulness, honor, and responsibility we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of the college degree. Therefore, we shall not tolerate academic dishonesty.

Penalties for Breach of Academic Integrity

Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of penalties including but not limited to failing the assignment, failing the course, and referral to Office of the Vice President for Academic Affairs.

NOTE: Violations of the academic honesty policy may result in expulsion from the University.

DISPUTES

If you feel your grade on an assignment is inaccurate, you are encouraged to return the assignment or exam for re-grading. Please employ the following process: Type all comments on another sheet and turn it in to me within three days of the assignment's return to you. Your request for re-grading must clearly indicate why you believe you deserve a higher grade. I will not discuss the problem with you until it is put into a written request. Reviews can lead to either an increase or decrease in total points.

PROPRIETARY MATERIAL AGREEMENT

The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

ONLINE PRIVACY

This course may require you to work with other sites and entities beyond WebMBA and Brightspace/D2L where some personal information (e.g. your name, affiliation with WebMBA, or current employment) may be displayed. You have the right to regulate the displaying of information pertaining to yourself on the Internet. If you are uncomfortable displaying information that you deem overly personal, you may take steps to post more anonymous manner (such as posting online your first name and last initial only or other pseudonym). You also agree to respect other people's wishes to remain anonymous.

LINKS TO AND FROM THIRD-PARTY SITES

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor or UWG, and UWG has no obligation to monitor such sites, and the user agrees that neither your professor nor UWG is responsible for the content of such sites or for any technical or other problems associated with any such third-party site, links, or usage.

COURSE COMMUNICATION & GRADING

Instructor response time to email is 24 – 48 hours M – F. There may be a delay on weekends. Grades for activities and assignments will be posted within 7 – 10 days in D2L. However, some grading may take longer than 7 – 10 days depending upon the assignment. Students will be notified in D2L if an assignment's grade will not be posted within the 7 – 10 day window.

SYLLABUS CHANGES

This syllabus provides a general plan for the course. The instructor reserves the right to make changes to the syllabus plan as necessary. Changes will be announced through D2L.

**CLASS SCHEDULE:
WMBA 6070 ENTREPRENEURSHIP, Fall 2019**

All times Eastern. [Schedule is subject to change at discretion of instructor.]

NOTE: Deadlines (EXCEPT for final business plan, module discussions/quizzes final deadline, and final exam period) are 11:59 pm on Monday following the end of the week/weekend indicated

| Week [Mon to Sun] | Modules (approximate, suggested dates) | Discussions and Quizzes [final deadline for all discussions and quizzes Mon, Nov 18, 11:59 pm] | Individual Projects [Business Plan analysis; Case analysis] | Business Design Project Components |
|--|---|--|---|--|
| Week 1 Aug 11 (classes visible – 18) | 1 | | | |
| Week 2 Aug 19 – 25 | 1 | Module 1 Discussion | | |
| Week 3 Aug 26 – Sep 1 | 2 | | | |
| Week 4 Sep 2 – Sep 8 | 2 | | | |
| Week 5 Sep 9 – 15 | 2 | Module 2 Discussion; Module 2 Quiz | | Draft of Business Model Canvas and written summary (1 – 2 single- spaced page summary) Mon, Sep 16, 11:59 pm |
| Week 6 Sep 16 – 22 | 3 | | | |
| Week 7 Sep 23 – 29 | 3 | | Analysis of a Business Plan deadline Mon, Sep 30, 11:59p | |
| Week 8 Sep 30 – Oct 6 | 3 | Module 3 Discussion; Module 3 Quiz | | |
| Week 9 Oct 7 – 13 | 4 | | | |
| Week 10 Oct 14 – 20 | 4 | | | Draft of Pitch Deck, script, and Q&A Mon, Oct 21, 11:59 pm |
| Week 11 Oct 21 – 27 | 4 | Module 4 Discussion; Module 4 Quiz | | |
| Week 12 Oct 28 – Nov 3 | 5 | | Case Analysis deadline Mon, Nov 4, 11:59p | |
| Week 13 Nov 4 – Nov 10 | 5 | Module 5 Discussion; Module 5 quiz | | |
| Week 14 Nov 11 – 15 (Fri) | Concluding all | | | |
| Finals Period Nov 16 (Sat) – 19 (Tues) | | Deadline for all discussion boards and quizzes, Mon, Nov 18, 11:59 pm | | FINAL Business Design Project (Canvas, Pitch Deck, and all written supporting materials) |

| | | | | |
|----------------------|---|--|---|--|
| Week [Mon to Sun] | Modules (approximate, suggested dates) | Discussions and Quizzes [final deadline for all discussions and quizzes Mon, Nov 18, 11:59 pm] | Individual Projects [Business Plan analysis; Case analysis] | Business Design Project Components |
| | | | | [deadline Monday, Nov 18, 11:59 pm] |

WMBA PROGRAM GOALS

Program-level assessment has become an important component of assuring program quality and in maintaining professional accreditations with organizations such as the Association to Advance Collegiate Schools of Business International (AACSB) and the Southern Association of Colleges and Schools (SACS). Some of the assignments in this course may be used to assess student learning at the program level. When a course assignment is used in this manner, we will follow Federal guidelines to protect the confidentiality of student information.

This table indicates how major components of this course support the WMBA program-level goals and, thus, contribute to your opportunities to realize these objectives through your participation in the WMBA program.

| Learning Goal for WebMBA Program | WMBA 6070 Assignment associated with learning goal |
|---|--|
| <ul style="list-style-type: none"> Analyze and evaluate alternative courses of action using appropriate qualitative and quantitative tools in order to create value. | Business Plan Review; Business Design Project; Case Analysis |
| <ul style="list-style-type: none"> Recognize and evaluate the impact on business decisions of the ethical and social dimensions of business activities. | Business Plan Review; Business Design Project |
| <ul style="list-style-type: none"> Formulate and assess integrated technology solutions to influence structures, processes, and techniques of management. | (Not directly assessed in this course) |
| <ul style="list-style-type: none"> Analyze global economic environments, integrate multiple business components, and assess impact using a risk analysis. | Business Plan Review; Business Design Project |
| <ul style="list-style-type: none"> Integrate multiple business functions across a broad range of situations by solving problems and making strategic decisions. | Business Plan Review; Business Design Project; Case Analysis |
| <ul style="list-style-type: none"> Apply team-development and leadership skills in group settings to produce, evaluate and present business decisions. | Group Participation |