THE CAMERON SCHOOL OF BUSINESS
UNIVERSITY OF ST. THOMAS
MGMT 4330: Entrepreneurship
Spring 2015

Tuesdays and Thursdays, 3:35 – 4:50 PM, in Strake 207 (3 credits)

Instructor: Dr. David D. Schein  Office: 205 Welder  Phone: 713-942-5936*
Skype: ProfDSchein1
Email: scheind@stthom.edu  Emergency: 713-880-9563
*Please send me an email if you reach my office voicemail. I do not check it remotely.

Spring 2015 Office Hours:
Monday 5:00-7:00 PM and immediately after class
Tuesday: 2:30 - 3:30 PM, 5:00 – 5:30 PM, and immediately after class.
Thursday: 2:30 - 3:30 PM, 5:00 – 7:00 PM, and immediately after class.
Other times by appointment. Please email faculty member to confirm your time and day.

Skype is now an option for students, as well. Contact me through my Skype address to initiating contact and I will accept your invite and then we can Skype.

Text:
- Title: Small Business Management in the 21st Century
  Author(s): David T. Cadden, Sandra L. Lueder
  e-ISBN: 978-1-4533-4556-6
  Access for this e-book is at the following link: https://students.flatworldknowledge.com/course/1785053
  This book is required for the course and you must either have an e-copy of this text or you may purchase a hard copy of the book from Flatworld or the UST Bookstore. You may also print out some of, or the entire, book. You are not required to have a hard copy, but you must have access to the book. This is a very affordable way to obtain a textbook. Other learning aids are available at the Flatworld site.
- Additional resources will be posted to the course site. Please check it often and check your UST email daily during the semester for updates emailed to you.

Course Description
This course introduces students to the process of starting and growing a new business. In this course, students learn how to recognize business opportunities, develop feasibility analyses and business plans, seek financing and funding for the new business, and develop the main functions of the new business including: marketing, sales, finance, cash flow management, human resources and operations. The course also covers business growth strategies. The course content is augmented with real-world case studies and interactions with successful entrepreneurs.
Program Goals and Objectives

When students complete the BBA degree at the University of St. Thomas:

1. They will communicate clearly, effectively and logically in a business situation:
   - Objective 1: Graduates can demonstrate mastery of appropriate communication technology.
   - Objective 2: Graduates can produce written materials that flow logically and are grammatically correct.
   - Objective 3: Graduates can deliver a compelling oral presentation grounded in relevant information and facts.

2. They will be adept at critical thinking and be able to demonstrate creative decision making skills.
   - Objective 1: Graduates can identify the main problem and key surrounding assumptions.
   - Objective 2: Graduates can evaluate the logic, validity and relevance of data.
   - Objective 3: Graduates can solve challenging problems and discuss conclusions, implications.

3. They will be able to work effectively in teams towards achievement of goals.
   - Objective 1: When working in a group, graduates can demonstrate collaborative behaviors in the achievement of group goals.
   - Objective 2: When working in a group, graduates can evidence accountability for the achievement of group goals.
   - Objective 3: When working in a group, graduates can demonstrate a positive attitude towards the group and the other members of the group.

4. They will be able to state moral standards/principles, recognize possible moral issues and bring their moral knowledge to bear in resolving these moral issues.
   - Objective 1: Graduates can state professional codes for ethical conduct as they apply to business situations.
   - Objective 2: Graduates can discern moral issues in a business case.
   - Objective 3: Graduates can bring moral principles to bear in resolving business issues.

5. They will demonstrate an understanding of fundamental business issues and processes.
   - Objective 1: When students complete the BBA, they can demonstrate their management specific skills and competencies in Accounting, Economics, Management, Quantitative Methods, Finance, Marketing, Legal and Social Environments, Information Systems and Global Issues.

Course Learning Objectives

Upon successful completion of this course, you will be able to:

(1) Understand and appreciate the necessity and complexity of small business and entrepreneurship. Discover how this segment of the economy is essential to America’s success;
(2) Identify and analyze the key components of starting a new business, with particular emphasis on their interconnectivity;

(3) Construct a comprehensive business plan, cognizant of its need to be adaptive and flexible;

(4) Identify potential personal interest in following an entrepreneurial career path.

Class Design / Instructional Methods

Class Design:
Class format uses an adult learning model. It is highly interactive and participatory with its success, depth and breadth contingent upon student willingness to contribute. In each class, we will discuss the readings. The focus of this class is on conversation and discussion at a level that promotes critical thinking and ethical analysis of business management issues.

It is critical that all written work be your own work or properly cited to your sources. This is a growing problem in academia, and UST is not immune from this problem. If you are not certain how to cite your sources, get help from the Tutoring Center, referenced below. There will be substantial penalties for plagiarism and there are no “redos” on assignments.

All writing is to be in compliance with APA 6th Edition. For a head start, see this quick reference guide: http://campusguides.stthom.edu/content.php?pid=91540

Grading Scale:
The grading scale below indicates the ranges for specific letter grades. The numeric scores you receive from the tests and assignments will be weighted based on the weights indicated below. The final score will be automatically rounded to a whole number. The rounded score will then be used to assign a course grade, based on the scale in the table below.

A: 100 points – 94 points
A-: 93 points – 90 points
B+: 89 points – 87 points
B: 86 points – 84 points
B-: 83 points – 80 points
C+: 79 points – 77 points
C: 76 points – 74 points
C-: 73 points – 70 points
D+: 69 points – 67 points
D: 66 points – 64 points
D-: 63 points – 60 points
F: Below 60 points

Grading:
The following assignments comprise the student’s grade:
Participation and Attendance    10%
Quiz #1       7%
**Workshop Requirement**     3%
Team Assignment 1 (written component) 10%
Team Assignment 1 (class presentation) 5%
Team Assignment 2 (written component) 10%
Team Assignment 2 (class presentation) 5%
Midterm Examination     25%
Final Examination     25%

**Class Assignments Format:**
All assignments are to be submitted electronically to Dr. Schein’s email address. Timely submission will be based on the time and date of the email submission. Standard format will be Times New Roman in 12 point with double-spaced paragraphs. Format for citations will be APA 6th Edition. Detailed guidelines for each assignment are posted on Blackboard.

a. **Participation and Attendance**
   i. This grade is based on appropriate preparation, participation, and timely attendance of classes in accordance with the UST Attendance Policy.
   ii. Attendance and participation during classes is mandatory. In the event of an absence or tardiness, contact your professor by email. Absences or tardiness will affect your grade.

b. **Quizzes and Exams**
   i. Quizzes help to keep you on track and prepare you for the mid-term and final exams. Quizzes will be spaced throughout the semester. Most quizzes will have multiple-choice and fill-in the blank questions.
   ii. Exams are comprehensive and cover the course material up to that point in the course.
   iii. Blackboard’s Test Module will be used to administer the tests. Keep in mind that the tests are timed and are closed book. If you try to look up the answers while taking the quizzes or exams, you will not be able to complete the work in the assigned time. There will be no extensions. If you have a technical issue while testing, contact Dr. Schein via email immediately, providing as much information as possible.

c. **Team Assignments**
   i. **Member Contributions:** Team Projects are intended to be tackled as a team. Each assignment should list the team members who actually contributed to the assignment. Covering for some members who do not work on an assignment is considered cheating and is not tolerated.
   ii. Failure to contribute one’s fair share of work will result in a deduction in individual grades.
   iii. Team Projects are due prior to class on the designated assignment due date.
iv. Conveying the correct information is insufficient for an A. Presentation, grammar, spelling, and level of depth are strong indicators of commitment towards the assignments and will affect project grades.

v. Teams should consider using other visuals, handouts, charts. Extra research is highly recommended for a successful presentation/assignment.

vi. The use of collaborative software to facilitate teamwork is strongly encouraged. Teams may use ANY software insofar as it suits the purpose of the assignment. The purpose is to facilitate team communication and have a record of contribution.

vii. Information about specific team assignments are available in the “Assignments” folder on Blackboard

Please Note: All assignments are due on the dates/times listed in the Detailed Course Schedule. There is a penalty of one letter grade per day for any work that is submitted later. **There are no make-up assignments.** All assignments are graded in absolute terms and in relationship to your colleague’s work. The professor reserves the right to tailor class activities based on student involvement and interest. The class schedule may be amended due to weather circumstances or other scheduling needs beyond the instructor’s control.

**Detailed Course Schedule**

Note – Class meets twice a week. The schedule below shows dates for each week. The material will generally be covered in order over the two classes each week. It is the instructor’s intention to stay on this schedule as much as possible, but it is not guaranteed. It is your responsibility to read this schedule and check Blackboard on a regular basis to stay up on your school work and prepare for class and other assignments.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic(s)</th>
<th>Reading(s)</th>
<th>Due Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13 &amp; 1/15</td>
<td><strong>Course Introduction</strong></td>
<td>Syllabus</td>
<td>None</td>
<td>Review of syllabus, answer questions, discuss course objectives</td>
</tr>
<tr>
<td></td>
<td><strong>Foundations for Small Business</strong></td>
<td>Cadden and Luedner, Chapter 01</td>
<td></td>
<td>Discuss teamwork and Team Assignments, including guidelines and expectations.</td>
</tr>
<tr>
<td></td>
<td><strong>Your Business Idea</strong></td>
<td>Cadden and Luedner, Chapter 02</td>
<td></td>
<td>Lecture on Chapter 02: Your Business Idea</td>
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<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Textbook</th>
<th>Assignment/Notes</th>
<th>Lecture on Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20 &amp; 1/22</td>
<td>Family Businesses</td>
<td>Cadden and Luedner, Chapter 03</td>
<td>None</td>
<td>03: Family Businesses</td>
</tr>
<tr>
<td></td>
<td>E-Business and E-Commerce</td>
<td>Cadden and Luedner, Chapter 04</td>
<td>Quiz #1, covering Chapters 1-4, due BEFORE CLASS on January 29th via Blackboard</td>
<td>04: E-Business and E-Commerce</td>
</tr>
<tr>
<td>1/27 &amp; 1/29</td>
<td>The Business Plan</td>
<td>Cadden and Luedner, Chapter 05</td>
<td>None</td>
<td>05: The Business Plan</td>
</tr>
<tr>
<td></td>
<td>Appendices to Text 1-3</td>
<td></td>
<td>Lecture on Chapter 05: The Business Plan</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Discuss Appendices to Text</td>
<td></td>
</tr>
<tr>
<td>2/3 &amp; 2/5</td>
<td>Marketing Basics</td>
<td>Cadden and Luedner, Chapter 06</td>
<td>None</td>
<td>06: Marketing Basics</td>
</tr>
<tr>
<td>2/10 &amp; 2/12</td>
<td>Marketing Strategy</td>
<td>Cadden and Luedner, Chapter 07</td>
<td>None</td>
<td>07: Marketing Strategy</td>
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<tr>
<td>2/17 &amp; 2/19</td>
<td>The Marketing Plan</td>
<td>Cadden and Luedner, Chapter 08</td>
<td>None</td>
<td>08: The Marketing Plan</td>
</tr>
<tr>
<td>2/24 &amp; 2/26</td>
<td>Midterm Review</td>
<td>Cadden and Luedner, Chapters 01 - 08</td>
<td>Midterm Examination due 2/26 before 11:59 PM via Blackboard</td>
<td>Review for Midterm Examination</td>
</tr>
<tr>
<td>3/3 &amp; 3/5</td>
<td>Accounting and Cash Flow</td>
<td>Cadden and Luedner, Chapter 09</td>
<td>None</td>
<td>09: Accounting and Cash Flow</td>
</tr>
<tr>
<td>3/10 &amp; 3/12</td>
<td>No Class</td>
<td>ALL WEEK</td>
<td></td>
<td>SPRING BREAK</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Team Presentations for Team Assignment 1 in Class. Paper and PPT due on 3/17.</td>
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<tr>
<td>Date Range</td>
<td>Topic</td>
<td>Textbook</td>
<td>Assignment/Note</td>
<td>Lecture</td>
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<td>3/24 &amp; 3/26</td>
<td>Supply Chain Management</td>
<td>Cadden and Luedner, Chapter 11</td>
<td>None</td>
<td>Lecture on Chapter 11: Supply Chain Management</td>
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<tr>
<td>3/31 &amp; No Class Thur 4/2</td>
<td>People and Organization</td>
<td>Cadden and Luedner, Chapter 12</td>
<td>None</td>
<td>Lecture on Chapter 12: People and Organization</td>
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<td>4/2 &amp; 4/4</td>
<td>Efficiency and Effectiveness</td>
<td>Cadden and Luedner, Chapter 13</td>
<td>No Class Thursday before Easter</td>
<td>Lecture on Chapter 13: Efficiency and Effectiveness</td>
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<tr>
<td>4/7 &amp; 4/9</td>
<td>Efficiency and Effectiveness</td>
<td>Cadden and Luedner, Chapter 13 and 14</td>
<td>None</td>
<td>Lecture on Chapter 13: Efficiency and Effectiveness. Begin Chapter 14: Icebergs and Escapes -</td>
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<tr>
<td>4/14 &amp; 4/16</td>
<td>Icebergs and Escapes</td>
<td>Cadden and Luedner, Chapter 14</td>
<td>None</td>
<td>Lecture on Chapter 14: Icebergs and Escapes</td>
</tr>
<tr>
<td>4/21 &amp; Assignment for 4/23</td>
<td>Going Global</td>
<td>Cadden and Luedner, Chapter 15</td>
<td>Team Assignment 2 (Business Plan) - papers due BEFORE CLASS via email to Dr. Schein on 4/23</td>
<td>Lecture on Chapter 15: Going Global On 4/23, class members are to visit the City of Houston One Stop Business Center, 611 Walker St, Houston, TX 77002, 832-393-0954</td>
</tr>
<tr>
<td>4/28 and 4/30</td>
<td>Course Close-Out</td>
<td>Cadden and Luedner, Chapters 01 - 15</td>
<td>Team Assignment 2 (Business Plan) - PowerPoint’s due BEFORE CLASS via email to Dr. Schein</td>
<td>Team Presentations for Team Assignment 2 on 4/28</td>
</tr>
<tr>
<td>Official Final Exam period is 3:00-5:30 PM on May 5.</td>
<td>The Exam will be available on Blackboard starting 4/30.</td>
<td>The Final Exam is due via Blackboard prior to end of UST Final Exam Period at 5:30 PM.</td>
<td></td>
<td>Final Exam Review</td>
</tr>
</tbody>
</table>
The Cameron School of Business at University of St. Thomas

Mission Statement Inspired by the Basilian Fathers’ motto of Goodness, Discipline and Knowledge, the Cameron School of Business provides a comprehensive, high quality, ethically-oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

Academic Honesty Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual's honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable. This includes cheating and plagiarism on any assignments, which results in a grade of “F” for the assignment or for the class at the discretion of the professor.

It is critical that all written work be your own work or properly cited to your sources. This is a growing problem in academia and UST is not immune from this problem. If you are not certain how to cite your sources, get help from the Tutoring Center, referenced below. There will be substantial penalties for plagiarism and there are no “redos” on assignments.

Accommodations The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crooker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

Tutorial Services The University offers comprehensive peer tutoring for students currently enrolled at the University of St. Thomas. Tutorial Services is primarily a tutorial center for writing but provides tutors in other subjects as well. Students receive personalized instruction in writing from trained student tutors and staff professionals. Contact: Dr. Connie Michalos at 713-525-3175. To make Appointments / Afterhours tutoring / Tutoring Chat Rooms: ust.askonline.net or for specific requests: tutoring@stthom.edu

Note that if you have serious difficulty in writing, the assistance of the Tutorial Center may not be sufficient given the limited time available during the semester. Inability to meet with the Center is not an acceptable excuse for either late papers or papers with deficiencies. You may want to consider outside tutoring assistance if you need extensive help or are unable to meet with the Tutoring Center.
Appendix #1: Dr. Schein’s Suggestions for Written Work

After grading many student papers, I have developed a list of suggestions for students striving to write better papers and to receive higher grades for their efforts:

1. Understand the difference between first person, (“I”), second person, (“You”), and third person, (“He”). Formal writing is generally in the third person. For your written assignments, however, when you are making reference to your own involvement or views, that should be written in the first person.

2. Avoid contractions in all formal writing, unless the contraction is actually included in the material you are citing.

3. Avoid colloquialisms. Again, this is formal writing. Your paper should make sense regardless of who is grading or reading your paper.

4. Write short, concise sentences, wherever possible. “Run-on sentences” are very common in student papers and it makes them difficult to read.

5. Follow generally accepted writing techniques. Make an outline before you begin writing. Have an introductory section. Then, in the body of the paper, you should present evidence and argument relying on your evidence. End your paper with a conclusion that logically flows from the body of the paper. You will find a great deal of helpful information in the American Psychological Association (“APA”) Publication Manual, 6th Edition.

6. Student papers often misuse citations. Every statement of another, whether a direct quote or not, should have a citation in APA form identifying the source of the information. Your opinion should be differentiated from your statement of information from others. The current APA citation form does not use the traditional footnote/endnote format for citations. Endnotes/footnotes are now used only for information that is not appropriate for inclusion in the text, and should be avoided in your papers.

7. The quality of your research is illustrated by the quality of the sources you cite. Try to find original research on your subject, “primary sources,” not just an interpretation in a general magazine or newspaper, “secondary sources.”

8. Vary your sources of information. Different types of publications should be cited. Even if there is a journal that contains a number of helpful articles, do not rely on that one publication for most or all of your citations.
Appendix #2: Seven Steps for Moral Decision Making

1. Determine the relevant facts.

2. Identify the ethical issues.

3. Develop alternatives for resolving the issues.

4. Define the stakeholders for each alternative.

5. Evaluate the ethics of each alternative.

6. Take stock of the practical constraints.

7. Decide on and plan implementation of an alternative.

Based on: Velasquez, Manuel, “Conducting an Ethics Case Discussion,” Copyright 1992 Arthur Anderson & Co. SC.

Appendix #3: Tips for Better Classroom Presentations

1. Your presentation should be well organized so that the content fits in the time allowed. Leave time for questions, if that is indicated in the assignment.

2. A key aspect of an oral presentation is the selection of the material you present.

3. When presenting slides, keep in mind that the audience can only absorb so much. A few more slides, with each having a little less material, is more effective.

4. Do not let technology overwhelm your message. Content is most important.

5. Speak with a clear voice and look at your audience. Avoid reading your presentation.