

**MGMT 319 – CREATION OF NEW BUSINESS ENTERPRISES  
SPRING 2006**

1:40 – 2:55 PM, Tuesdays & Thursdays (Section #001)  
4:00 – 5:15 PM, Tuesdays & Thursdays (Section #090)

COLLEGE OF CHARLESTON  
School of Business and Economics  
Beatty Building  
Charleston, SC 29424-0001

**COURSE SYLLABUS**

<b>Instructor:</b>	Dr. Laquita C. Blockson
<b>Office:</b>	Beatty 328
<b>Office Phone:</b>	(843) 953-6662
<b>Office Fax:</b>	(843) 953-5697
<b>E-mail:</b>	BlocksonL@cofc.edu
<b>Office Hours:</b>	11:00 AM – 12:30 PM TR or by appointment
<b>Course website:</b>	<a href="http://www.cofc.edu/~BlocksonL">www.cofc.edu/~BlocksonL</a>

**COURSE DESCRIPTION**

The *Creation of New Business Enterprises (CNBE)* course offers a framework for understanding the entrepreneurial process and exposes students to challenges, problems, and issues faced by entrepreneurs who start new businesses.

Entrepreneurship is a means of combining different forms of capital with opportunities, innovation, and networks. In this course, I will serve as a facilitator/coach to exploring these aspects of one of the most interesting part of the business world: the engine of national economies. Together, we will explore the following topic areas:

- Foundations of Entrepreneurship
- Business Models and Planning
- Start-up Considerations
- Capital, Networks and Growth
- Launching Ventures

**COURSE OBJECTIVES and METHODOLOGY**

Generally, the main objective of this course is to teach you, the student, to think critically and act strategically. More specifically, the Creation of New Business Enterprises course serves many purposes:

- Students will learn how to identify and develop business opportunities;
- Students will learn how to develop a business concept;
- Students will learn how to assess and obtain the required resources to successfully establish and operate the business; and,
- Students will learn how to manage the growth of new ventures.

The Creation of New Business Enterprises course rests on the foundation that it is an *applications* course, a *skills* course, an *information* course, a *global* course, and a *decision-making* course:

- CNBE an “applications” course, where students are expected to take the concepts you will learn in this course and apply them to a variety of situations, cases, and contexts. You are expected to be able to think strategically about a company, its business position, how it can gain sustainable competitive advantage, and how its strategy can be implemented and executed successfully;

- CNBE is a “*skills*” *course*, where students are expected to learn and enhance the skills that are critical for professional success and enable them to present ideas in a logical and persuasive manner. These skills include critical thinking, critical listening, comprehension, analysis, synthesis, application, documentation, and oral and written communication;
- CNBE is an “*information*” *course*, where students are expected to be able to effectively collect information, assess the information, and determine what to do with the information; and,
- This course is a decision-making course, where students are expected to
- CNBE is a “*global*” *course*, where students are expected to gain insight on current business and non-business practices and events, both domestically and internationally, that will enable them to understand better the competitive challenges of a global market environment; and,
- CNBE is a “*decision-making*” *course*, where students are expected to enhance their ability to weigh alternatives, select appropriate courses of action, implement those courses of action, and evaluate the results (whether positive or negative) of those actions.

### **CLASS SESSION FORMAT**

The case study approach is the principal teaching method used in the CNBE course, supplemented by class discussions, guest speakers, and occasional lectures. All students are expected to proactively and substantially participate in a lively, engaging discussion with the professor and fellow classmates.

I begin each class with a “lead-off” question or statement; and, using knowledge gained from previous class sessions and your own self-study, students are expected to provide a response or share insight. The majority of assignments students complete in this course may be used as pre-work for class discussions. It is my expectation that students will come to class with a working knowledge of the course material (e.g., cases, chapter readings, assignments) and be prepared to discuss and defend their opinions about the subject. I will “cold-call” students; so, please read the cases and complete assignments thoroughly.

### **COURSE RESOURCES**

#### **REQUIRED TEXTS AND CASES**

1. Entrepreneurship in Action by Mary Coulter (2nd edition, 2003). Prentice Hall Publishers (ISBN: 0-13-101101-4)

This textbook provides the theories, concepts, methods, models and cases that serve as the basis for this course.

**IMPORTANT:** Make sure that the Entrepreneurship in Action textbook includes the Business Plan Pro 2006 (Premier Edition/Academic Edition) software package. Each student is required to purchase his/her own copy of the software. If you purchase the textbook without the software, you are required to purchase the Business Plan Pro 2006 (Premier Edition/Academic Edition) software separately.

2. Harvard Business School Publishing:  
*Dream Deferred: The Story of a High Tech Entrepreneur in a Low-Tech World*

This case, along with cases found within the Entrepreneurship in Action textbook, will serve as the basis of in-depth discussions we will have in class. The Harvard Business School case must be purchased from the University Bookstore.

#### **HIGHLY RECOMMENDED TEXTS**

1. The Elements of Style by William Strunk, Jr. and E. B. White (4th edition, 2000). MacMillan Publishing - ISBN 0-205-30902X
2. The Little, Brown Essential Handbook for Writers by James E. Aaron (3rd edition, 1999). Addison-Wesley Educational Publishers - ISBN 0-321-049705

3. Loud and Clear: How to Prepare and Deliver Effective Business and Technical Presentations by George L. Morrisey, Thomas L. Sechrest, and Wendy S. Warman (4<sup>th</sup> Edition, 1997). Perseus Publishing – ISBN 0-201-127938

Students do not need to purchase these texts if they already have texts that provide guidance on oral and written communication skills. Students are expected to present assignments and materials in proper oral and written form, regardless of whether they have these (or other) reference texts.

### ***CURRENT BUSINESS ARTICLES***

You are expected to keep abreast of current events, and be able to introduce current issues in class discussions. I may use a particular current event as my “lead-off” question; and, I expect that you will be able to speak knowingly about the event and how it relates to the theories and concepts you studied for class. Thus, you are highly encouraged to read current articles from quality business and non-business media sources, including the following periodicals:

Wall Street Journal Inc.	Business Week Fast Company
Black Enterprise Washington Post	New York Times The Economist
Forbes	Fortune (and Fortune Small Business)

Most of these periodicals have websites, some of which provide free access to articles.

### **GENERAL INSTRUCTIONS FOR ALL WRITTEN ASSIGNMENTS**

The ability to persuasively communicate one’s ideas is a critical element of a successful career. Accordingly, minimal standards of composition will be enforced. Unless otherwise specified, all written assignments are required to be in a narrative form (as opposed to an outline form), be typewritten and double-spaced, and use one-inch margins and either 10 or 12 point font. Assignments that, in my opinion, employ disproportionately poor grammar, have numerous errors that could easily be corrected with a spell-check program, or fail to adhere to the specified format will be assessed a penalty. Please refer to the Elements of Style and/or the Little, Brown Handbook for guidance.

All assignments are due as of the start of the class period specified. All assignments are expected to be completed before arriving to class. **Any assignment that is submitted *ten* minutes after class begins (i.e., 1:50 PM for a 1:40 class) will be considered late. Late assignments will not be accepted.** If you desire to submit an assignment outside of class, it must be date/time stamped and initialed by the management department administrative staff before placing it underneath my office door. **Any assignment slid under my door without a date/time stamp and initial will not be accepted.** Additionally, all assignments must be submitted in hard-copy form; **no faxes or e-mail submissions will be accepted.**

### **TEAMWORK**

Students will be placed into teams of four persons each by the professor. While you will have opportunities to demonstrate your business knowledge and acumen on an individual level, many of the assignments and tasks students will complete in this course will be within a team setting. The semester project will be conducted in a group format.

### **ASSIGNMENTS**

#### ***EXERCISES FROM TEXTBOOK AND SOFTWARE***

Some of the class activities and discussions will be derived from exercises from the textbook and software package. Some exercises will be completed in class, while others will need to be completed before class. For those exercise

that must be completed before class, these assignments must be completed individually (unless otherwise instructed). In-class exercises may be completed individually or within your group -- I will provide directions with each exercise.

All completed assignments must be submitted (at the end of each respective class session) for class participation credit. I will assess the quality of the work performed on the worksheet and assign a grade based on the following scale:

**Check +=** Assignment completed thoroughly, with additional insight demonstrated above and beyond requirements

**Check** = Assignment completed satisfactorily

**Check -** = Assignment not completed satisfactorily (e.g., significant number of questions not answered)

**0** = Assignment not completed at all

### ***CASE PAPER***

On an individual basis, students will write a paper of the Dream Deferred case. I will provide guidelines for how to analyze and evaluate a case on the course website. Your analysis must not exceed three (3) pages. Guidelines for the assignment will be available on the course website.

Case papers are analyses that put the student in the role of the decision maker. In general, a case analysis identifies the challenges and opportunities in the case, presents alternatives for dealing with these challenges, and proposes an approach to addressing the challenge or opportunity.

The Dream Deferred case will be discussed in class. Students should prepare to use the completed analysis (and any notes) to assist them with the discussion.

### ***VENTURE CONCEPT ASSIGNMENT***

Each student will develop a two page description of a venture idea that answers the following questions:

- What is the name of your venture?
- What is the product or service you are providing?
- Who are the potential customers?
- Why did you pick this business?

There is also an in-class portion of this assignment. Detailed information for the assignment and in-class presentation will be provided on the course website.

### ***SEMESTER PROJECT***

Each student will complete a semester-long project with a team of colleagues. The project will be presented at the end of the term. Details regarding the project will be provided separately.

Each team of students will take a business idea and develop it into a formal business plan, which will be presented to the class. I will provide students with an opportunity to “pitch” their business idea to the class and garner support from fellow classmates.

#### Team Guidelines

- I (the professor) will form the teams. Teams will be comprised of four students each, which may be modified depending on the number enrolled in the course.
- Teams will submit entrepreneurial opportunities for approval.
- Teams will submit a draft of their plan for review.

To ensure the diversity among industries, products and services represented, no more than two proposals representing similar products/services will be permitted. Additionally, teams are encouraged highly to create a

product or service offering that is not already mentioned as case examples within the Entrepreneurship in Action textbook or as a business plan example in Business Plan Pro.

While teams are encouraged to foster creativity when developing the business plan, your team must be able to collect data (e.g., industry reports; market analyses; cost/budget items) to support your rationale.

In the company analysis, your team will apply various concepts and frameworks from the textbook chapters to information about your specific company. The written analysis should be no more than 20 pages in length. These are formal documents that should be written thoroughly and prepared professionally. All team members will share the same grade for each project. Guidelines for preparing the document will be provided on the course website.

In order to encourage you to read the popular business press and apply the concepts from this course, your team is expected to cite current articles to support your analysis. Your team should include a **minimum** of five (5) articles with the project, in addition to appropriate industry reports and market analyses. You may look to such high-quality publications as the Wall Street Journal, New York Times, Washington Post, The Economist, Business Week, Fortune, Forbes, Inc., Barron's, Black Enterprise, or Fast Company as *potential* sources for articles (you are not limited to these periodicals).

**Your team must include a copy of the complete articles (photocopies are acceptable) with the analysis. Each team must also submit a CD-ROM copy of the project.**

All documents and disks ultimately become the property of the professor.

#### ***TEAM MEETING WITH DR. BLOCKSON***

Somewhere near the middle of the CNBE course, I will meet with each team. During this 30-minute meeting, I will serve as an external consultant who can answer specific questions and give advice. There is no grade administered for this meeting; however, this is a great opportunity to clarify expectations and receive feedback from me. Holding this meeting with me is an important milestone in the semester project; so, do not take the meeting lightly.

#### ***ORAL PRESENTATIONS***

Each team will make a formal presentation of the entire company analysis to the class. The presentation should be no more than 20 minutes long, not including five (5) minutes for questions.

All team participants will receive the same grade for the second presentation. Copies of the evaluation worksheet used to grade the oral presentation will be made available by the professor.

In making the oral presentations, your group will be evaluated on content, style, and delivery. Thus, students are expected to display excellent oratorical skills while presenting relevant information. If your ability to speak and present effectively, clearly, and with confidence is lacking, I recommend highly that you refresh yourself with guidelines you learned in previous courses and seminars. Please refer to Loud and Clear for additional guidance.

#### ***PEER EVALUATION***

Each team member will provide a confidential peer evaluation, which will be determined by averaging the evaluations made by each of the other team members. The peer evaluation form is posted on the course website. The peer evaluation grade is an individual grade, not a team grade. As such, it is your responsibility to make yourself available as needed for team meetings and to make an equitable contribution to the team. Thus, each group member should make every reasonable effort to minimize potential conflicts and free-riding.

#### **EXAMS**

Each student will take three exams: two during the semester and one final exam. All exams will be closed-book, closed notes. All exams will be comprised of multiple-choice questions and true/false statements, using scoring sheets. Please bring at least two #2 pencils to use for the exam.

The final exam will be a comprehensive exam, where some material covered in previous exams will appear on the final exam.

No make-up exams will be administered; and, you must take the exams during your scheduled class time. If you miss an exam (either the first or second exam), the grade you receive on the other exam will be applied to the missed exam. For example, if you miss the first exam and earn an 85% on the second exam, you will subsequently earn an 85% on the first exam. If you miss both the first and second exams, you will earn 0% for both exams.

As required by College of Charleston policy, all students are required to take the final exam. Only under extenuating circumstances will students be permitted to take a make-up final exam. Please refer to page 22 of the 2005-2006 Undergraduate Catalog regarding the Final Examinations policy.

Graded exams and scoring sheets ultimately become the property of the professor.

### **CLASS PARTICIPATION**

I will do my best to call upon each student who raises his/her hand; however, to provide students with a fair opportunity to contribute, I reserve the right to call upon students using a cold-call method. Therefore, you should expect to be called upon at any time. Evaluation of class participation will be based significantly upon your ability to raise and answer questions, to provide ideas or insight, and to build upon the ideas of others -- NOT on the simple frequency of speaking.

If you have concerns about your ability to participate in class discussions, please let me know immediately. I will do my best to help students who, despite a sincere and solid effort, are experiencing difficulty. I should not hear about such problems at the end of the semester.

In order to assess accurately the quality of student participation, it is essential that I get to know each student as soon as possible. To facilitate this, I ask you to do the following:

1. Once your team is assigned, please sit with your team members for the course duration (semester);
2. Bring the tent card (provided by the professor) to each class;
3. Bring a photo to class (to include with your Student Information Card); and,
4. Complete a two-minute paper at the end of class sessions.

At the end of each class, you will be asked to provide a brief synopsis (i.e., two-minute paper) of what you learned. If you made a comment during the class, you should write that comment on the form. Your Two-Minute Paper also serves as your attendance record. If you are not available to complete the sheet at the end of the class, you will not receive class participation credit for that day. Typically, students should expect to submit either an assignment and/or a two-minute paper during each class session.

### **CLASS ATTENDANCE**

Each student is expected to attend every class. Many of the benefits of the class will be obtained in the classroom discussions that take place. A student's absence not only deprives them of the benefits of class discussion; but, it also deprives the rest of the class of their participation.

You are expected to arrive to class on time, so that the session may start promptly. Inform me in advance (when possible) when it is necessary to leave class early, to arrive late to a future class, or if you intend to attend another class section. I encourage you to provide me advanced notification of any absences due to university-sanctioned activities and events (e.g., participation in university athletics). Please understand that you are ultimately responsible for any missed material from class and/or for submitting assignments on time.

**EVALUATION CRITERIA AND GRADING**

Exam 1, Exam 2, and Final Exam (15% each)	45% of total grade
Case study analysis	7.5% of total grade
Venture Concept Assignment	7.5% of total grade
Venture Plan (semester project)	20% of total grade
Oral Presentation	5% of total grade
Team/Peer Evaluation	5% of total grade
Class Participation	<u>10% of total grade</u>
	<b>TOTAL = 100%</b>

***GRADING SCALE***

Letter grades will be assigned according to the following scale, in conjunction with the current College of Charleston standard:

<b>Superior/Excellent range:</b>	A (4.0) = 93-100%	
<b>Very Good/Good range:</b>	B+ (3.5) = 87-92%	B (3.0) = 80-86%
<b>Average range:</b>	C+ (2.5) = 76-79%	C = (2.0) = 70-75%
<b>Below Average range:</b>	D+ (1.5) = 66-69%	D (1.0) = 60-65%
<b>Failing range:</b>	F (0.0) = <60%	

Beginning Fall 2006, the following grading scale will be used. The College of Charleston has requested that each professor provide the new grading scale for information purposes:

<b>Superior/Excellent range:</b>	<b>A (4.0)</b> = 94-100%	<b>A- (3.7)</b> = 90-93%	
<b>Very Good/Good range:</b>	<b>B+ (3.3)</b> = 87-89%	<b>B = (3.0)</b> = 84-86%	<b>B- (2.7)</b>
= 80-83%			
<b>Average range:</b>	<b>C+ (2.3)</b> = 77-79%	<b>C (2.0)</b> = 74-76%	
<b>Below Average range:</b>	<b>C- (1.7)</b> = 70-73%		
	<b>D+ (1.3)</b> = 67-69%	<b>D (1.0)</b> = 64-66%	<b>D- (0.7)</b>
=	60-63%		
<b>Failing range:</b>	<b>F (0.0)</b> = <60%		

Each student will receive two grades: one grade using the current grading scale and one grade using the pending grading scale. Only the grade using the current grading scale will be the official grade for the course. For the Spring 2006 semester, the grade you receive using the new scale will not compute toward your GPA. The second grade merely serves as an indicator for students to understand better the grade they earned.

In computing grades for this course, I do not round up to the nearest whole number. For example, a student who earns a course grade of 89.45 will earn a B+, not an A-. I reserve the right to round up grades in extenuating circumstances where the student’s performance is exemplary. Class participation (e.g., coming to each class period; arriving to each class period on time; making consistent and relevant contributions during class) is a significant basis for determining whether a student’s performance is exemplary.

While part of your final course grade is a mechanistic determination, your final course grade is also a result of my (the professor’s) professional judgment regarding what you have learned and the degree to which you contributed to meeting the objectives of this course.

***GRADE APPEALS***

Students should immediately bring to my attention any obvious errors (e.g., mathematical errors) in the grading or scoring of exams. A grade on any subjectively-graded assignment may be appealed the professor. Any appeal must...

1. be in writing;
2. filed with the professor within seven (7) days of the return of the graded item to the student;
3. be based upon how the original answer satisfied the question or assignment;
4. state the grade the student believes should have been assigned; and,
5. be accompanied by the original assignment.

### ***INCOMPLETE GRADES***

I do not assign incomplete grades, except under extenuating circumstances and at my discretion (e.g., a student who suffers a severe physical ailment that renders him/her unable to attend class for an extended period of time). Students may not request an incomplete grade as a means to extend the time period to complete the course requirements. If, for whatever reason, a student has a personal concern about your performance in this class, s/he may consider officially withdrawing from the course.

### ***GRADE INFLATION***

Generally, I do not practice grade inflation nor do I grade based on a normal distribution curve, for such methods give the student an inaccurate depiction of his/her performance. Please do not request for me to curve the grade for an assignment or exam, or request opportunities for extra credit. If I decide to provide an opportunity for earning extra points toward an assignment or exam, it will be at my discretion.

### **ACADEMIC HONESTY**

Students will automatically fail the course for any of the reasons listed below. Consequences may also include a formal note on the student's academic record and College sanctions (including academic probation or dismissal).

- Falsifying attendance records;
- Contracting others to write assignments and projects;
- Plagiarism, collusion, or other forms of misrepresentation; or,
- Falsifying documentation of ANY type.

Plagiarism and cheating of any kind are absolutely prohibited. Plagiarism means to steal, purchase, or convey the ideas or works of another as one's own. For example, including lengthy quotations in a written work without citing the author and source is plagiarism. One's lack of understanding how to properly cite references is not an excuse. Please refer to the [Little, Brown Handbook](#) or the [Chicago Manual of Style](#) for guidance.

### **ADA POLICY**

The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities need to arrange for such accommodation through the Center for Disability Services. The CDS is located at Lightsey Center 104 (phone: 843-953-1431).

### **OVERALL CLASS GUIDELINES AND EXPECTATIONS**

You can expect me to be prepared and ready to work each class. I will expect you to be prepared and ready to work each class, including being prepared to be called upon to discuss assignments and commenting on assigned readings. You are responsible for all assignments and class discussions, even if you are absent.

Quality class participations is a significant part of the class's learning process. Asking good and thought-provoking questions is one way of quality participation. You should never hesitate to comment because you are concerned that you may be wrong or if you are unsure of your opinion – we all are wrong sometimes. Many of the questions that will be posed in class will be based upon the readings, cases, and assignments. Be prepared to comment on your writings.

Please agree to listen to each other with respect, for occasions will arise when you will hear comments with which you do not agree. When listening to a comment, try not to interrupt one another. As professor, my role is somewhat different from yours. I will listen; nevertheless, I take responsibility for making sure students' thoughts

have been conveyed and that the day's objectives are covered. Therefore, I might interrupt a discussion in order to continue to the next topic.

It goes without saying that we expect all students to behave with professionalism toward all constituents of the College of Charleston community:

- Treat professors and fellow students with civility and respect;
- Arrive on time to class and notify the professor in advance of anticipated absences, late arrivals, or early departures;
- Be careful to take notes silently, and use laptops or other technology in the classroom only as relevant to the material being discussed;
- Do not eat or drink in the classroom; and,
- Turn off cell phones (or, at least, silence the audible ringer).

### **COURSE SCHEDULE**

Although the course will generally follow the flow of the outlined schedule, I reserve the right to make adjustments. Students will be notified of any significant adjustments; however, students are responsible for checking the course website often for additions and adjustments.

<b>Session</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment Due Today</b>
1	T 1/10	Introductions and Syllabus Review	
2	R 1/12	Know Thyself and Life Plan discussion, Critical Thinking, Team assignments	<i>Know Thyself</i> worksheet; <i>Your Life Plan</i> worksheet
3	T 1/17	Chapter 1	
4	R 1/19	Chapter 1	<i>Business Plan Pro</i> #1-1 (pg. 35) <ul style="list-style-type: none"> <li>• replace "The Athlete's Foot" with "Tennis Master Pro Shops"</li> </ul>
5	T 1/24	<i>Chapter 2:</i>	<i>Sweat Equity</i> exercise #1 (pg. 71)
6	R 1/26	<i>Chapter 2:</i>	<i>Sweat Equity</i> exercise #2 (pg. 71)
7	T 1/31	<i>Chapter 3</i>	
8	R 2/2	<i>Chapter 3:</i>	Venture Concept Assignment
9	T 2/7	Presentation of Venture Concept Assignments	
10	R 2/9	<i>Exam 1 (Chapters 1-3)</i>	
11	T 2/14	Chapter 4	Selection of Venture Concept for Team Project
12	R 2/16	Chapter 4	<i>Burt's Bees</i> case (pgs. 154-155)
13	T 2/21	<i>Chapter 5:</i>	
14	R 2/23	<i>Chapter 5 (continued)</i>	<i>Sweat Equity</i> exercise #10 (pg. 188)
15	T 2/28	Chapter 6	
16	R 3/2	<u>Chapter 6</u>	<i>Ace Wire and SuperClip</i> case (pgs. 231-232)

17	T 3/14	Exam 2 (Chapters 4-6)	
18	R 3/16	Chapter 7	
19	T 3/21	Chapter 7	<i>California Pizza Kitchen</i> case (pgs. 276-277)
	R 3/23	NO CLASS: TEAM WORK DAY	
20	T 3/28	Chapter 8:	<i>Business Plan Pro</i> #8-2 (pg. 323) <ul style="list-style-type: none"> <li>replace “The Athlete’s Foot” with “Tennis Master Pro Shops”</li> </ul>
21	R 3/30	Chapter 8:	
22	T 4/4	Chapter 9	<i>Thermagon</i> case (pg. 358)
23	R 4/6	Chapter 9	
24	T 4/11	Dream Deferred Case Discussion	<i>Dream Deferred</i> case memo
25	R 4/13	Class structure/assignment to be determined	
26	T 4/18	Presentations	Team Project (all teams submit final document)
27	R 4/20	Presentations	
28	T 4/25	Final Class (course evaluations, Life Plan #2)	Peer evaluations
	Finals Week	Final Exam (Chapters 7-9, with review from Chapters 1-6)	