

Entrepreneurial Management
MAN 337 20 Sec 04970
Fall 2015
McCOMBS SCHOOL OF BUSINESS

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Office Hour Mondays 10:30-11:30 pm and Thursdays 1:00-2:30
By Appointment

Class Time: T Th 8:00-9:30
Location: UTC 1.146

Course Web Page via Canvas

TA: Anne Ozaksut Anne.Ozaksut@mba16.mcombs.utexas.edu

COURSE DESCRIPTION

This course is intended for anyone interested in starting a business, working for an entrepreneurial company, or working with entrepreneurial firms as an investor or advisor. The course is designed as a broad overview of technology enterprise design and implementation. The class also invites you to consider how your entrepreneurial initiative can make a difference to society.

This course answers such questions as:

- What are the steps involved in establishing a business enterprise?
- How do you operate and grow a new venture?

Entrepreneurship is an interdisciplinary pursuit. Entrepreneurial opportunities may arise from many fields, including engineering, natural sciences, communications and media, architecture, education, and music. Pursuing these opportunities requires building a team with a diverse knowledge base, including but not limited to management, technology, law, and finance.

COURSE OBJECTIVES

After completing this course you will be able to:

- Articulate the dimensions and characteristics of a successful entrepreneur
- Analyze and critique business plans
- Develop your own business plan
- Outline the steps in new venture creation
- Evaluate various sources of funding
- Detail the inherent risks of a new business

REQUIRED COURSE MATERIALS

The text is available in several formats, each have identical content, but vary in format and price

Text: Entrepreneurship Hisrich,Peters and Shepherd **8th Ed**

Hardcover: ISBN 978-0-07-353032-1(should be able to find used versions as low as \$25)

Loose leaf ISBN 978-1121533950 (should be able to find used versions)

Print Soft Cover 978-1-308-19259-8 Has Courter as Author Price \$114 (available at Co-op)

You can also purchase an E book version 978-1-308-8194028

At <https://create.mcgraw-hill.com/shop/> available after 5 June 2014 Price is \$141.72

COURSE STRUCTURE

The course will be a mixture of lecture, class case discussions and group presentations and 2 one page case write ups.

CANVAS

Please Note: You are expected to check the course website daily and to participate in any assigned activities throughout the semester.

GRADING AND COURSE REQUIREMENTS

File Name Convention

All major assignments are submitted electronically through Canvas unless otherwise instructed.

Font Size and Margins on Assignments

All assignments in this course have page limits. Keeping with that spirit, there are also font size and margin requirements. For all documents, please use 1 inch margins and Times New-Roman 12 point font. Line spacing is to be 1.5

Grading

Grade Assignments

Case Write ups	200
Group Presentation	200
Class Participation-Mid	100
Quizzes/Exercises	100
Final Exam Case	250
Class Participation Final	150
Total Possible	1000

A total numeric grade will translate to a letter grade based upon the overall performance of the class. Therefore 900 may not ensure you of an "A" depending upon the achievement of the group, using a curve.

I will be looking for the following elements when grading:

- a global perspective!!*
- incorporation of other course materials*
- demonstration of outside research*
- use of specifics in analyses*

Honor Code

Each member of the class is expected to conduct him/herself in accordance with the policies of the University of Texas at Austin. All work turned in for a grade should be your work alone, unless specifically instructed otherwise. Penalties for unauthorized collaboration or research are severe.

Individual Class Contribution (25%)

Graduate

Evaluation Criteria

- ✧ Showed evidence of thorough preparation for exercises, cases, discussions
- ✧ Able to respond adequately when “cold-called.” All students should be prepared to answer any assigned study questions for each class session.
- ✧ Comments are constructive and conducive to a positive class environment (e.g., did not interrupt others or repeat points already made)
- ✧ Comments added value to discussions (e.g., integrated material, provided relevant examples, played devil’s advocate, gave constructive feedback).
- ✧ Note that class contribution is **not** evaluated on whether comments are “right,” but whether they reflect preparation. Thoughtful “wrong” answers can raise important issues and are often valuable for class discussions.
- ✧ Completion of assigned homework. Homework assignments are counted as an additional discussion session and assessed in a similar fashion.

✧

Assessment of class contribution	Contribution Evaluation
Outstanding contributor. In-class contributions reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that this person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not a member of the class, the quality of our discussions would be greatly diminished. Typically 5% of the class earns this evaluation.	10
Good contributor. In-class contributions reflect thorough preparation. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are generally well supported and often persuasive, and reveal that this person is a good listener. Comments usually help others to improve their thinking. If this person were not a member of the class, the quality of our discussions would be diminished considerably.	9
Adequate contributor. Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others, and indicate that this person is a passable listener. If this person were not a member of the class, the quality of our discussions would be diminished somewhat.	8
Unsatisfactory contributor. Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. This person does very little to further the thinking and potential contributions of others.	7
Non-participant. The person has said little or nothing in this class to date and	6

so has not contributed anything. Such persons are free-riders because they have benefited from the thinking and courage of their peers but have offered little in return. If this person were not a member of the class, the quality of the discussion would be unchanged or possibly improved.	
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POLICIES

1. **Changes to course syllabus.** The course schedule is subject to change at the discretion of the instructor.
2. **Standards of professionalism.** All students are expected to fulfill basic standards of professional behavior. Failure to adhere to these standards may be reflected in your course grade. Professionalism includes:
 - a. On-time arrival to class.
 - b. Appropriate preparation for class. “Cold calling” may occur.
 - c. Not having side conversations during class.
 - d. Turning cell phones off.
 - e. Showing courtesy to guest speakers.
3. **Name cards.** Students are expected to display name cards in every class.
4. **No laptops...Tablets allowed...texting in class will result in a one letter grade reduction**
5. **Late policy:** There is a **10%** per day penalty for late assignments. **Anything delivered after the start of class is considered late.** If some probable event may delay the timely submission of your assignments, plan now to turn them in early.

Academic Dishonesty

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on <http://mba.mcombs.utexas.edu/students/academics/honor/index.asp> and on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. During Orientation, you signed the Honor Code Pledge. In doing so, you agreed to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

As specific guidance for this course, you should consider the *writing* of all examinations to be an individual effort. Group *preparation* for examinations is acceptable and encouraged. Homework assignments are to be turned in individually but I encourage you to work together in answering the questions. You should, however, develop your own answer (point of view) and not cut and paste the work of others.

Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the [Student Services Building](#). [Information on how to register](#), [downloadable forms](#), including [guidelines for documentation](#), accommodation request letters, and releases of information are available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via [e-mail](#) if you have any questions.

Class Outline

Date	Read for Class	In Class Work (read ahead)	
	Topic Text Chapter	Assignments	Deliverables
1-3 Sept	Course Overview	Read Chapter 1-2 Case #2 Jim Boothe	See Prep Questions
8-10 Sep	Entrepreneurial Mindset Ch 1	Boom Productions	Group Formation
15-17 Sep	Entrepreneurial Intentions Ch 2	Case #3 A.Monroe Locke	See Prep Questions
22- 24Sep	Generating and Exploiting New Entries Chapter 3	Case #6 Beach Carrier	One Page Write up due.. see Prep Questions
29 Sep 1 Oct	Creatively and the Business Idea Chapter 4	Case #17 Dual Pane	See Prep Questions
6-8 Oct	Identifying and Analyzing Domestic Opportunities Chapter 5		
13-15 Oct	Identifying and Analyzing International Opportunities Chapter 5	Read this article: http://www.mindtools.com/pages/article/seven-dimensions.htm	
20-	Protecting the Idea		

22Oct	Chapter 6	Case #9 Gril-Kleen	See Prep Questions
27-29 Oct	The Business Plan Chapter 7	See handout	
3-5 Nov	Marketing and Org Plan Chapter 8-9	Case #7 Gourmet to GO	One Page Write up due.. see Prep Questions
10-12 Nov	Financial Plan Chapter 10	Case #10 Winslow Clock	See Prep Questions
17-19 Nov	Sources of Capital Chapter 11	\ Case LoDrag (to be supplied)	
24 Nov	Strategies for Growth Chapter 13-14		Critique Business Plan
1Dec	Strategies for Growth Chapter 13-14 (cont)	Final Group Presentations	
3Dec		Final Group Presentations	Bring hardcopy to class

