

MANA 5339

Entrepreneurship

Fall 2017

Instructor: Dr. Jeffrey E. McGee

Office: CBA 229

Office Hours: 5:00-6:450 (Tuesday)

Phone: 817-272-3866 (office)

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Class: COBA 514

Required Text: **No** required text. Relevant material is posted on Blackboard.

Optional Text: The Startup Owner's Manual: The Step-by-step Guide for Building a Great Company, Volume 1, by Steve Blank, Steven Gary Blank, and Bob Dorf, K&S Ranch, ISBN # 0984999302, 9780984999309

Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, by Alexander Osterwalder and Yves Pigneur, Wiley, ISBN# 978-1-118-65640-2

Course Description

Entrepreneurship (än-tr-pr-nûr-ship) *n.* the process of organizing, managing, and assuming the risks of a business or enterprise (Webster's Dictionary, 2017). *Entrepreneurship (MANA 5339)* is designed to help you understand how to identify and assess new venture opportunities in either a start-up or a corporate environment. You will consider the attributes of entrepreneurs and the role of entrepreneurship in the economy. At the end of this course, you will understand: how to assess the market and financial feasibility of the new venture; how to select between ownership choices; how to use debt and equity financing; how to drive market adoption, and how to lead a growing company. The cornerstone of the course will be a feasibility report that may lead to a business plan for a new venture of your choice. You may explore either an original new venture idea, an interest in understanding how to make an already existing venture succeed, or a new business opportunity in need of assessment for your current employer.

Student Learning Outcomes

Successful completion of MANA 5339 will enable students to:

1. Describe the nature, costs, and benefits of the lifestyle of an independent entrepreneur.
2. Demonstrate an analytical framework for identifying opportunities and analyzing prospective new venture situations.
3. Describe the nature and characteristics of the new venture formation process.
4. Demonstrate the skills required to plan for a successful new entrepreneurial endeavor or a similar endeavor within the context of an established organization.

Class Format and Teaching Methodology

Course information and material will be presented by lecture and class discussion. Numerous outside speakers including local entrepreneurs, lending officers, and other experts will address the class and provide additional insight into the entrepreneurial process. Students are also strongly encouraged to relate actual work experiences and observations on topics under discussion.

Grading Scheme

Grades will be calculated as follows:

Class Participation	20%	
Case Study Write Ups	10%	
Live Case Study	10%	90 - 100 = A
Examination	25%	80 - 89 = B
Entrepreneurial Disruptions	10%	70 - 79 = C
Final Project/Presentation	25%	etc.

Examination

There will be one examination containing multiple choice and short answer questions. Under normal circumstances, there are *no* make-up exams. (If you have problems, contact me before the exam.)

Case Write Ups

You are required to write up answers (350 words) for the cases that are covering. The case write-ups must be uploaded to Blackboard by 6pm on the day we discuss the case.

Live Case Study

What's your story? Most of you know someone who has either started or owns a business now or has in the past. Even if you do not, there are business owners all around you. All you have to do is look and ask.

As part of this assignment, you are to identify and secure an interview with a business owner and write up their story and your impressions in a 3 page paper (Times Roman 12 pnt, 1 inch margins, double spaced).

Here is what your case write up should cover:

1. What is the nature of the business? How long has it been around? Who founded it? Who runs it? How successful is it?
2. Who is the person that you are interviewing? What is their education and experience? Where are they from? What brought them into business ownership?
3. Why did they start this business? Is this the first business they have started? How long did it take them to get started? How long did it take them to begin to make profits?
4. What do they do on a day to day basis? What decisions do they make? How many hours do they work? How much time do they have to spend with their families in leisure?
5. What are the most challenging parts of running the business? What keeps them up at night?
6. What are the most rewarding parts of running the business?
7. What are their plans for the future? Do they plan to run the business for a long time? How big do they want to grow it? How soon?
8. What advice would they give to students about starting, owning, and running a business?
9. You must conclude the report with a one page assessment of what you learned in the interview. What was surprising? What was challenging? What did you take away?

Entrepreneurial Disruptions Paper

We are living in a time of major technological, demographic, market, and social disruptions. Some people find this exciting, others do not. Irrespective, such disruptions provide opportunities for entrepreneurs.

Your task in this paper is to identify THREE significant disruptions and present to us answers to the following questions.

1. What is the source of the disruption? Where did it originate from?
2. Why is it potentially important? What could be the consequences from it and when?
3. What are THREE entrepreneurial opportunities that have come or could come as a result?

Final Project

Final project is a feasibility assessment. You have two choices. Either you can evaluate the feasibility of one of the three entrepreneurial opportunities you identified as a result of doing the Entrepreneurial Disruptions Paper (above) or you can decide that you have a business opportunity of your own that you have been meaning to assess. Irrespective of which option you select, you will need to use one of the frameworks for opportunity assessment that we cover in class and you will have to collect primary data (i.e. this is not a desk research project). In the end, you will have to take a definitive position: yes or no and back it up with evidence.

Individual sessions with the instructor pertaining to the project may be scheduled throughout the semester. *The completed business prospectus will be presented to the class.*

Class Participation

You will be required to complete seven activities in order to achieve the identified objectives:

1. CONTRIBUTE TO IN-CLASS DISCUSSIONS of chapters, readings, lecture material and cases by exhibiting (a) an understanding and articulate analysis of the information presented and (b) skills in the prerequisite course areas required for registration.

Students are expected to attend each class session. Moreover, each student is expected to actively participate in class discussions. Class participation will be evaluated using the following criteria.

100% - Truly outstanding participation. Contributed to each session's discussion with well thought out ideas and comments.

95% - Excellent participation. Contributed regularly to discussions with reasonably well developed ideas and comments.

85% - Good participation. Contributed to most discussions with relevant comments.

75% - Average Participation. Attended class sessions and listened actively to discussion. Actual contributions to the discussion were infrequent.

Class Attendance

The focus of this course is on the development of the skills necessary to be a successful entrepreneur. Three of the most important of these are effective time management, the ability to gather information critical to a venture's success, and the ability to set effective priorities. In general, this means that students should attend all classes whose subject matter is relevant to his/her current or future project. In addition, it means that students should have read and thought about how the reading assignments apply to his/her project before the class for which they are assigned. And, that students should be prepared to raise questions they have about them during that class session. It is also true, however,

that successful entrepreneurs must be self-starters! Consequently, there are *no* attendance requirements.

About the Instructor

Jeffrey E. McGee is an Associate Professor of Management at the University of Texas at Arlington. He teaches courses in strategic management and entrepreneurship. His research interests include new business development and strategic management of small businesses. Dr. McGee holds a Ph.D. in entrepreneurship from the University of Georgia. His work has been published in *Management Science*, *Journal of Business Venturing*, *Strategic Management Journal*, *Journal of Business and Entrepreneurship*, *Journal of Small Business Strategy*, and *Entrepreneurship: Theory and Practice*. Dr. McGee has also been cited in the *New York Times*, *Fort Worth Star Telegram*, *Dallas Morning News*, and other news publications.

Course Schedule		
<i>Date</i>	<i>Topics Covered</i>	<i>Assignment</i>
8/29	Orientation	In Class
9/5	Entrepreneurship and the Entrepreneurial Mind-Set	Module 1
9/12	Opportunity Knocking	Module 2
9/19	When the Rubber Meets the Road	Module 3
9/26	Plan A or Plan B or Plan Z	Module 3
10/3	Marketing Your Idea	Module 4
10/10	Marketing Your Idea (continued)	Module 4
10/17	Organizing for Success	Module 5
10/24	Franchising and Growth	Module 6
10/31	<i>Video Case: The Founder</i>	In Class
11/7	Show Me the Money	Module 7
11/14	Strategies for Growth <i>Video Case: Startup.com</i>	In Class
11/21	Examination	In Class
11/28	Research Session	In Class
12/5	Presentations	In Class
12/12	Final Exam – 8:15 - 10:45 Business Prospectus Due	In Class

The course schedule is tentative and subjective to change.

PURSUE THE FUTURE OF BUSINESS.



Course Policies

Classroom Participation Policy: College level behavior, courteousness, and attentiveness are expected from each student. **Please turn off all cell phones, pagers, and other electronic equipment.** Students that neglect to turn off their phones will be asked to leave class for the remainder of the class period and will be assessed absence deductions accordingly. Put away newspapers, magazines and assignments from other classes before the beginning of class. Each student is expected to keep up with course assignments, readings, and to attend class. An attitude of cooperation, a willingness to contribute ideas and experiences, and openness to new concepts and theories will enhance your collegiate experience.

Disruptions and/or distractions to the learning environment are not acceptable. Students who interfere with learning will be asked to leave class immediately and to schedule an instructor conference to discuss re-admission to class. Students with behavior or attitudes deemed inappropriate to the university setting will be referred to the Office of Student Conduct.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability. Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual

misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](#) sessions, [Start Strong](#) Freshman tutoring program, and [Supplemental Instruction](#). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): [Optional.] The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/ow/ for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Academic Integrity : Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this

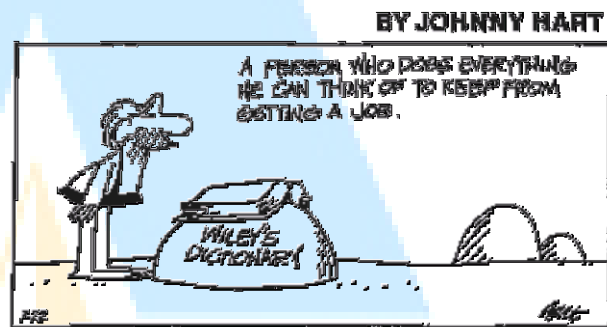
account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

for semester-long courses, a period of five class days prior to the first day of final examinations in the long



sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.