

## MGT 325: Entrepreneurial Management

Course Syllabus, Fall 2017  
Martin V. Smith School of Business and Economics  
California State University Channel Islands

### THIS SYLLABUS AND SCHEDULE IS SUBJECT TO CHANGE DURING THE SEMESTER

<b>Course</b>	Class No. MGT 325-01 #1148 TuTh 12:00pm - 1:15pm, Smith Center  Class No. MGT 325-02 #1149 TuTh 3:00pm - 4:15pm, Smith Center
<b>Professor</b>	Jeffrey Stone, Ph.D.
<b>Office</b>	Sage Hall 2152
<b>Office Hours</b>	TuTh, 1:30 to 2:30 and by arrangement
<b>Phone</b>	805-437-8980
<b>Email</b>	<a href="mailto:Jeffrey.stone@csuci.edu">Jeffrey.stone@csuci.edu</a>
<b>Required Textbook</b>	Neck, Heidi, Christopher P. Neck, Emma L. Murray. <i>Entrepreneurship: The Practice and Mindset</i> . Los Angeles: Sage Publications, 2018. ISBN 978-148338353-1 <a href="https://edge.sagepub.com/neckentrepreneurship">https://edge.sagepub.com/neckentrepreneurship</a>
<b>Recommended Readings</b>	(1) <i>Business Model Generation</i> , Osterwalder and Pigneur, ISBN 978-047087641-1  (2) <i>The Startup Owners Manual</i> . Blank and Dorf, ISBN 978-0-984999309. Also see Steve Blank's website at <a href="https://steveblank.com/">https://steveblank.com/</a> and his Udacity course at <a href="https://www.udacity.com/course/how-to-build-a-startup--ep245">https://www.udacity.com/course/how-to-build-a-startup--ep245</a>

### COURSE DESCRIPTION AND STUDENT LEARNING OUTCOMES

The course explores the creation and management of start-up businesses. It concentrates on initial strategy, location, financing, staffing, daily activities, controls and taxes. Students develop a business plan for a start-up business. This course evaluates the necessary qualities and characteristics of the successful entrepreneurial profile. It helps students recognize and determine the steps necessary to design and develop a startup for-profit business and to open and operate a small business enterprise. It describes the basic forms of small business ownership and identifies the necessary financial competencies needed by the entrepreneur. It further utilizes information, financial estimates and projections, logic and critical thinking needed to recognize opportunities

and to address small business problems in a multicultural, ethical and legal and competitive environment.

We will follow the Business Model Canvas template created by Alexander Osterwalder and Yves Pigneur and discussed in their book titled *Business Model Generation*. During the semester, your startup team will compile the information for each of the nine cells in the business model canvas.

In addition to the business model canvas, we will use the business development process created by Steve Blank and documented in his book titled *The Startup Owner's Manual*.

### **Student Learning Outcomes**

Students who successfully complete this course will be able to:

- Identify entrepreneurial activity and its application. (1,6)\*
- Communicate orally and in writing the overall topic of entrepreneurship (2,3)\*
- Define the strategic, tactical, and operational roles and functions of management of the entrepreneurial venture. (1)\*
- Prepare a successful business plan and a feasibility analysis (1)\*
- Prepare the proper ethical and legal foundation as applied to entrepreneurship and new business ventures. (5)\*
- Use critical thinking to formulate and execute managerial entrepreneurial strategies, plans, and procedures. (1)\*
- Provide a detailed analysis of competitors and the industry. (1)\*
- Individually and in teams identify, conceptualize, and develop solutions for successful entrepreneurial management. (1,4)\*
- Entrepreneurial financing and assessing the financial strengths of the new venture (1,6)\*
- Present individually and as a group the group project (2,3,4,5,6)\*

\* Aligns with Program Learning Goals (1) Critical Thinking, (2) Oral Communication (3) Written Communication, (4) Collaboration, (5) Conduct (Ethics), (6) Competency in Discipline

## COURSE COMPONENTS

<b>Course Component</b>	<b>Individual/Team Assignment</b>	<b>Percent of Course Grade</b>
Chapter Quizzes	Individual	15
Business Model Canvas	Team	10
Business Brief	Team	5
Feasibility Study Report	Team	5
Business Pitch	Team	10
Business Plan	Team	15
Business Plan Presentation	Team	10
Attendance and Participation	Individual	10
Final Exam	Individual	20

### CHAPTER QUIZZES

#### **Individual grade, 15% of your class grade**

There will be twelve weekly quizzes for you to evaluate your understanding of the material from the textbook reading and lecture from the previous class. Quizzes will be held during the first fifteen minutes of class. Topics for each quiz are listed in the class schedule. You may not make up any quizzes. I will drop your lowest quiz score.

### FINAL EXAM

#### **Individual grade; 20% of your course grade**

The final exam will be comprehensive of the entire course. The final exam will be in the essay format. Please bring a blank blue book to the final exam. You will have 120 minutes to complete the final exam.

No make-up exam or early exam will be given unless you provide written documentation for a compelling reason for missing the exam (e.g., a doctor's note, accident report, etc.). Planned vacations are not considered a valid reason for taking the final exam early.

### BUSINESS MODEL CANVAS

#### **Team grade; 10% of your course grade**

The Business Model Canvas is a planning tool to ensure that you cover all of the important aspects of starting a new business venture. During the semester, you will use this tool to evaluate the overall feasibility of your business model. Use Figure 9.1 and class handouts as a template for your Business Model Canvas.

## **BUSINESS BRIEF**

**Team grade; 5% of your course grade**

The Business Brief is a written document that summarizes the nine elements of the Business Model Canvas. It is used to present to interested individuals in lieu of the graphic Business Model Canvas. Turn your Business Model Canvas into this document. Use Table 9.3 as a template for your Business Brief.

## **FEASIBILITY STUDY REPORT**

**Team grade; 5% of your course grade**

An important milestone in creating a new venture is to determine how well your proposed value-proposition meets the needs and wants of your target customer. This is termed product-market fit. The feasibility study report is created after you have tested (and most likely modified) your business hypotheses. Use Table 9.5 as a template for your feasibility study report

## **PRESENTATION OF BUSINESS PITCH**

**Team Grade, 10% of your class grade**

After you complete your preliminary Business Model, Business Brief and Feasibility Study, you will have a good idea of your product or service and how well it meets the needs of your potential customers. You will present your basic model in the form of a pitch and obtain feedback from your classmates and the professor. Your pitch is intended to provide enough information for the audience to be interested in hearing more details about your proposed business with the intent of investing in your business. Use Appendix B as a template for your pitch deck. Your pitch deck is due prior to the start of class.

## **BUSINESS PLAN**

**Team grade, 15% of your class grade**

The components of your business plan will be identified and validated as the course progresses. When you complete the process of developing your business model, you will have most of the information necessary for a business plan to give to investors or other interested parties. Use Table 9.6 as a template for your business plan. The completed business plan is due in hard-copy and through Turnitin. No extensions are possible.

## **PRESENTATION OF BUSINESS PLAN**

**Team grade, 10% of your class grade**

You will use the information that you collected during development of your business model and business plan, you will provide a comprehensive presentation of your business plan to a potential investor/investors. This presentation should be approximately fifteen minutes in length. Your presentation slide deck are due prior to the start of class. Plan on presenting approximately ten to fifteen slides, plan on 15 minutes to present, and use 30-point font in your slides.

## **ATTENDANCE AND PARTICIPATION**

### **Individual grade, 10% of your class grade**

I will take attendance periodically and randomly at the beginning of class. No credit will be given for missing class, regardless of any reasons or excuses. Often, you will work with your teams during class to complete your entrepreneurial project, so it is important that you attend class. In addition to classroom attendance and classroom participation, you will evaluate yourself and your teammates on your contribution to the semester project along two dimensions: contribution to getting the work done (task focus) and contribution to team cohesiveness (relationship focus). A template will be provided to guide your peer evaluations.

## **GRADING**

93 and above, A; 90-92, A-;  
87-89, B+; 83-86, B; 80-82, B-;  
77-79, C+; 73-76, C; 70-72, C-;  
67-69, D+; 63-66, D; 60-62, D;  
<60 F

**There are no grade changes except for grade calculation errors.**

## **CLASSROOM PROTOCOL AND ACADEMIC HONESTY**

**NOTE:** You **must use your CSUCI email account** to communicate in this class. To protect your confidentiality, I will not respond to email from a personal email account or communicate with your family or friends. You may set up forwarding from your CSUCI email account to your personal account to receive email from the professor.

- **PowerPoint slides** and case assignments will be available in Blackboard before class. You should print the slides before class using the “black and white” option in PowerPoint.
- **Internet use:** During class, you can take notes on the printed slides. Alternately, you may use a laptop computer or tablet to take notes. If you chose to use a laptop or tablet, you must use it only to take notes. Browsing the internet without consent of the professor, is prohibited.
- **Texting:** texting during class is prohibited. Texting or web surfing during class is unprofessional, disrespectful to the course material, the professor and your fellow students.
- **Disruptive Behavior:** Disciplinary action will be undertaken if your behavior is disruptive to the class. Disruptive behavior includes but is not limited to obscene language, side conversations, argumentative or non-professional behavior. Following reprimand by the instructor, subsequent incidents will result in your removal from the classroom and record of non-attendance. Continued disruption will be reported to the Vice Presidents for Academic Affairs and Student Affairs or their designees.

- **Exam or Quizzes:** All exams or quizzes are individual activities. If I suspect that you are sharing or copying information from another student, I will immediately take your text/quiz answers and you will receive a grade of 0 on that quiz or exam. Repeat violation will result in a grade of “F” in the course.
- **Academic Integrity:** The corporate world of today places significant emphasis on ethics, as does CSUCI and the Smith School of Business and Economics. Details of the current policy are as follows:

1. Misrepresentation of academic work

All submitted classwork and assignments will be checked carefully, and plagiarism will be disciplined appropriately.

- a. Plagiarism. To plagiarize is to use the words, ideas, or original research of another entity (person or organization, individual or web source), without proper citation or acknowledgement.
- b. Submission of the same paper/work for credit/grading for two or more courses.
- c. Submission of a purchased paper for credit.
- d. Submission of an assignment prepared or completed by another person (or persons).

2. Interference with independent intellectual pursuits

- a. Giving, receiving, or using unauthorized aid for exams, quizzes, or assignments.
- b. Colluding with others when independent work is specified.

Do not share your work with other students unless authorized by the professor.

3. Solicitation of dishonorable behavior

- a. Offering to buy or sell unauthorized aid for exams, quizzes, or assignments.
- b. Offering or accepting bribes related to academic work.

The following items comprise the current CSUCI policy for processing cases of suspected academic dishonesty. Please read this section carefully.

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if

circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.

5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."

6. The Academic Appeals Board shall consist of faculty and at least one student.

7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.

8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose

Wk	Date	Day	Topic	Assignment Due Before Class
1	8/29	Tu	<ul style="list-style-type: none"> <li>• Orientation, Course Overview</li> </ul>	
	8/31	Th	<ul style="list-style-type: none"> <li>• Ch. 1 and Ch.2: Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 1 and Ch. 2</li> </ul>
2	9/5	Tu	<ul style="list-style-type: none"> <li>• Quiz on Ch. 2</li> <li>• Ch. 3: The Entrepreneurial Mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 3</li> </ul>
	9/7	Th	<ul style="list-style-type: none"> <li>• Ch. 4: Social Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 4</li> </ul>
3	9/12	Tu	<ul style="list-style-type: none"> <li>• Quiz on Ch. 3 and 4</li> <li>• Ch. 5: Generating New Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 5</li> </ul>
	9/14	Th	<ul style="list-style-type: none"> <li>• Generating New Ideas, continued</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
4	9/19	Tu	<ul style="list-style-type: none"> <li>• Quiz on Ch. 5</li> <li>• Ch. 6: Design Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 6</li> </ul>
	9/21	Th	<ul style="list-style-type: none"> <li>• Design Thinking, continued</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
5	9/26	Tu	<ul style="list-style-type: none"> <li>• Quiz on Ch. 6</li> <li>• Ch. 7: Testing and Experimenting</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 7</li> </ul>
	9/28	Th	<ul style="list-style-type: none"> <li>• Testing and Experimenting, continued</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
6	10/3	Tu	<ul style="list-style-type: none"> <li>• Quiz on Ch. 7</li> <li>• Ch. 8: Building Business Models</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 8</li> </ul>
	10/5	Th	<ul style="list-style-type: none"> <li>• Business Models, continued</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
7	10/10	Tu	<ul style="list-style-type: none"> <li>• Quiz on Ch. 8</li> <li>• Ch. 9: Planning for Entrepreneurs</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 9</li> </ul>
	10/12	Th	<ul style="list-style-type: none"> <li>• Planning for Entrepreneurs, continued</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



8	10/17	Tu	<ul style="list-style-type: none"> <li>• Quiz on Ch. 9</li> <li>• Ch. 10: Creating Revenue Models</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 10</li> </ul>
	10/19	Th	<ul style="list-style-type: none"> <li>• Creating Revenue Models, continued</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

9	10/24	Tu	<ul style="list-style-type: none"> <li>• Quiz on Ch. 10</li> <li>• Financial Statements for Business Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Read Appendix A</li> </ul>
	10/26	Th	<ul style="list-style-type: none"> <li>• Prepare Financial Statements</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

10	10/31	Tu	<ul style="list-style-type: none"> <li>• Ch. 16: Marketing and Pitching Your Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch. 16</li> </ul>
	11/2	Th	<ul style="list-style-type: none"> <li>• Prepare Team Pitch</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

11	11/7	Tu	<ul style="list-style-type: none"> <li>• Team Pitches</li> </ul>	<ul style="list-style-type: none"> <li>• Turn in Pitch Deck</li> </ul>
	11/9	Th	<ul style="list-style-type: none"> <li>• Team Pitches</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

12	11/14	Tu	<ul style="list-style-type: none"> <li>• Ch. 12: Bootstrapping for Resources</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	11/16	Th	<ul style="list-style-type: none"> <li>• Ch. 13: Financing for Startups</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

13	11/21	Tu	<ul style="list-style-type: none"> <li>• Quiz on Ch. 12 and 13</li> <li>• Ch. 14: Developing Networks</li> </ul>	
	11/23	Th	<b>THANKSGIVING</b>	

14	11/28	Tu	<ul style="list-style-type: none"> <li>• Ch. 15: Navigating Legal and IP Issues</li> </ul>	
	11/30	Th	<ul style="list-style-type: none"> <li>• Work on Business Plan and Presentation</li> </ul>	

15	11/5	Tu	<ul style="list-style-type: none"> <li>• Business Plan Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Turn in Business Plan</li> </ul>
	12/7	Th	<ul style="list-style-type: none"> <li>• Business Plan Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Turn in Business Plan</li> </ul>

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16	12/12/20 16	Tu	<b>325-01 FINAL EXAM: 10:30am to 12:30pm</b>
	12/14/20 16	Th	<b>325-02 FINAL EXAM 1:00pm to 3:00pm</b>