

2015-2016 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: MBAD 02-29-2016

Proposal Title: MBA Concentration in Entrepreneurship and Corporate Venturing

Originating Department: MBA Program Committee

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE x _____ UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
2/23/16	2/29/16	3/16/16	Approved	<u>MBA PROGRAM COMMITTEE CHAIR</u> Linda Swayne
3/16/16	3/31/16	3/31/16	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Chandra Subramaniam
4/8/16	4/22/16	4/22/16	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> Rob Roy McGregor
4/8/16	4/22/16	4/22/16	Approved	<u>COLLEGE DEAN</u> Steve Ott
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
4/20/16	5/3/16	7/8/16	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) Rob Roy McGregor
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

To: Dr. Rob Roy McGregor

From: Dr. Justin W. Webb

Date: February 23, 2016

Re: Establishment of an MBA Concentration in Entrepreneurship and Corporate Venturing

I. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

- **SUMMARY.** Establishment of an MBA Concentration in Entrepreneurship and Corporate Venturing requiring approval of six new courses: MBAD 6300 – Entrepreneurial Decisions; MBAD 6302 – Opportunity Recognition and Evaluation; MBAD 6304 – Opportunity Exploitation and Organizing; MBAD 6305 – Managing Conditions of Uncertainty; MBAD 6306 – Corporate Venturing; MBAD 6310 – Business Models and Business Plans. Separately, two existing courses will have name changes to better reflect course content and to provide stronger differentiation with new course offerings: MBAD 6191 – Entrepreneurial Strategy (formerly called Entrepreneurship); and MBAD 6280 – Innovation and Change Strategy (formerly called Market Change and Innovating the Future).

B. JUSTIFICATION.

- I. 1 million new ventures are established per year in the United States alone. Many more new ventures are undertaken within established corporations. These ventures account for 85% of new jobs and significant new product/service introductions and patent issuances. Students have an overwhelming interest in entrepreneurship and innovation starting even before attending university, with 75% of high school students wanting to one day

operate their own venture. Whether occurring within independent new ventures or the walls of established corporations, entrepreneurship serves as the path through which innovations and improvements to the overall quality of life within society come to fruition.

Currently, MBA students lack an option to gain a cohesive understanding of entrepreneurship and corporate venturing. The MBA Concentration in Entrepreneurship and Corporate Venturing would allow students in the MBA program to concentrate their studies on understanding the creation of new value through entrepreneurship. In particular, the Concentration would focus on how individuals, independently and within established firms, recognize and evaluate opportunities and derive solutions to those opportunities via innovation and organizing. Entrepreneurship intertwines both cognitive and behavioral components of learning. The MBA Concentration in Entrepreneurship and Corporate Venturing would seek to provide instruction via an experiential learning methodology, where students not only learn concepts but then apply and engage with those concepts. Graduates of the MBA program may find benefit in the Entrepreneurship and Corporate Venturing concentration as they begin accepting additional managerial responsibilities within their employing firms and are tasked with determining how to rejuvenate their firms and/or maintain a leading market edge ahead of competitors.

- II.** The admission requirement for the MBA concentration in Entrepreneurship and Corporate Venturing is that the student be enrolled in the UNC Charlotte MBA program or other graduate programs at the University. All of the courses that compose the concentration would be open to students outside of the MBA program. For example, much of the student participation at UNC Charlotte in business plan competitions and pitches originates from the School of Engineering, and engineering students would be welcome to pursue their entrepreneurship and venture-related interests by taking courses in this concentration.
- III.** The MBA Concentration in Entrepreneurship and Corporate Venturing would be composed of entirely new courses alongside existing courses. Therefore, new course numbers and titles are being proposed for the wholly new courses. Course numbers for existing courses would not change as a result of this proposal.

The following new courses are proposed:

MBAD 6300 Entrepreneurial Decisions

A course that examines the important decisions that entrepreneurs make in forming new ventures, from founding a venture as an individual versus a team, to growth: how much and how fast, to self-financing versus debt versus equity, to rules: playing by them versus setting them.

The recommended format for this course is interactive lecture, and the recommended forum is an auditorium. Similar courses in other entrepreneurship programs have enrollments of over 100 students.

MBAD 6302 Opportunity Recognition and Evaluation

A course that examines how to assess the environmental conditions that surface opportunities for entrepreneurs, including competitor and industry, product, technological, sociocultural, political/legal, economic, and global trends. Students would also be tasked with formulating innovative solutions to their discovered opportunities and assessing the attractiveness of their solutions via feasibility analysis.

The recommended format for this course is lecture, and the recommended forum is a classroom.

MBAD 6304 Opportunity Exploitation and Organizing

A course that examines how entrepreneurs organize to exploit the opportunities they have recognized. Key topics within this course would include organizing rules, establishing routines, bootstrapping resources, market creation and market testing, and attracting/hiring/selecting employees.

The recommended format for this course is lecture, and the recommended forum is a classroom.

MBAD 6305 Managing Conditions of Uncertainty

A course in which students would have to perform a number of different tasks undefined until assigned during the semester. Potential tasks might include creating a website, putting together a point-of-sale advertisement, selling a thousand candy bars, or organizing an event such as a business plan competition. Students would be rated equally and provided feedback on their behaviors and outcomes. Faculty would otherwise provide limited guidance.

The recommended format for this course is experiential learning, and the recommended forum is a classroom. This course could be taught in a hybrid classroom/offsite model.

MBAD 6306 Corporate Venturing

A course that examines the role of entrepreneurship within existing corporations. In particular, this course would cover topics that consider not only how corporations can more effectively incentivize entrepreneurial activities within their boundaries, but also how individuals can more effectively mobilize support and act entrepreneurially within corporations. In addition, this course examines how and why new ventures are organized within established corporations.

The recommended format for this course is lecture, and the recommended forum is a classroom.

MBAD 6310 Business Models and Business Plans

A course that examines the formulation of business models and plans to detail how to appropriate value from recognized opportunities and innovative solutions. The business model captures a static view of the decisions needed to be made to create value, whereas the business plan provides a dynamic view of the decisions and investments needed to support a business's specific growth objectives.

The recommended format for this course is a mix of lecture and experiential learning, and the recommended forum is a classroom. This course could be taught in a hybrid classroom/online model.

The MBA Concentration in Entrepreneurship and Corporate Venturing would draw on the following existing courses:

MBAD 6191 Entrepreneurial Strategy; MBAD6278 Innovation Analytics; MBAD6279 Design Thinking and Innovation; MBAD6280 Innovation and Change Strategy

IV. The MBA Concentration in Entrepreneurship and Corporate Venturing would provide a more holistic understanding of entrepreneurship and corporate venturing beyond existing courses. Moreover, the Concentration would provide theoretical understanding and practical application of learned concepts in regards to idea generation and opportunity recognition to innovation, opportunity exploitation, and organizing. The courses would provide an understanding of how entrepreneurs make decisions and operate under conditions of uncertainty, break free from constraints, mobilize support for their activities, and develop models for competing and plans for growth. In all, the MBA Concentration in Entrepreneurship and Corporate Venturing should provide students with an entrepreneurial mindset that can facilitate their efforts to promote innovation and change within their firms.

V. Newly proposed courses have not been offered previously under special topic numbers.

VI. Given the scope of the proposed concentration, new courses would be introduced in a phased approach. The initial phase of introduction would include MBAD 6300 Entrepreneurial Decisions, MBAD 6306 Corporate Venturing, and MBAD 6310 Business Models and Business Plans. The next phase of introduction, planned for Fall 2018, would include MBAD 6302 Opportunity Recognition and Evaluation, MBAD 6304 Opportunity Exploitation and Organizing, and MBAD 6305 Managing Conditions of Uncertainty.

- VII.** Students must complete twelve hours of restricted elective courses specified for a concentration. The concentration would eventually include two areas of potential focus for students: Corporate Venturing and Entrepreneurship as Practice.

Corporate Venturing *(to be offered in Fall 2016, contingent upon approval of the concentration proposal) 12 hours required*

- I. MBAD 6300 Entrepreneurial Decisions *(required)*
- II. MBAD 6279 Design Thinking and Innovation or MBAD 6280 Innovation and Change Strategy
- III. MBAD 6306 Corporate Venturing
- IV. MBAD 6310 Business Models and Business Plans or MBAD 6191 Entrepreneurial Strategy

Entrepreneurship as Practice *(to be offered in Fall 2018, contingent upon approval of the concentration proposal); 12 hours required*

- I. MBAD 6300 Entrepreneurial Decisions *(required)*
- II. MBAD 6302 Opportunity Recognition and Evaluation or MBAD 6280 Innovation and Change Strategy
- III. MBAD 6305 Managing Conditions of Uncertainty
- IV. MBAD 6304 Opportunity Exploitation and Organizing or MBAD 6310 Business Models and Business Plans or MBAD 6191 Entrepreneurial Strategy

C. IMPACT.

- I.** To pursue the MBA Concentration in Entrepreneurship and Corporate Venturing, a student must be enrolled in the MBA program. Any student in enrolled in the MBA program could choose to pursue a Concentration in Entrepreneurship and Corporate Venturing. Students outside the MBA program are also welcome to enroll in the concentration's courses but cannot receive formal recognition of completing the MBA concentration without being a student in good standing in the MBA program.
 - a.** Courses will generally be offered once per year during normal Fall, Spring, and Summer semesters.
 - b.** No change to the content of existing course offerings should be required.
 - c.** Students will be required to complete a minimum of 12 credit hours in the concentration's courses.
 - d.** Expected enrollment is 15-25 students per class per year.
 - e.** Enrollment in the MBA Concentration in Entrepreneurship and Corporate Venturing will create a marginal impact on existing MBA Concentrations. Currently, there are 12 existing concentrations in the MBA program. However, given the complementary nature of the Management and Marketing concentrations, students choosing to fulfill the Entrepreneurship and Corporate Venturing concentration will most likely be drawn from these two specific concentrations. The Entrepreneurship and Corporate Venturing concentration draws upon faculty from the management and marketing

departments, and so the overall impact to the respective departments should be minimal.

f. The concentration will be added to the Belk College section of the graduate catalog. The proposed catalog copy is presented in Appendix C.

II. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

A. **PERSONNEL**. Courses will need to be staffed by appropriately qualified Belk College of Business faculty.

NAME	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS
Joyce Beggs	Ph.D. (Business, Strategic Management Major), University of Tennessee at Knoxville	Nearly 25 years of management and entrepreneurship teaching experience. Author or co-author of nearly 20 peer reviewed journal articles.
Peter Davis	Ph.D. (Business Administration, Strategic Management), University of South Carolina	25+ years of management and entrepreneurship teaching and research experience. Author or co-author of 30 peer reviewed journal articles and 3 books.
Sunil Erevelles	Ph.D. (Business Administration/Marketing), The Ohio State University	20+ years of marketing and innovation teaching and research experience. Author or co-author of more than 20 peer-reviewed journal articles.
Jared Hansen	Ph.D. (Business Administration, Marketing), Texas Tech University	6 years of marketing and innovation teaching and research experience. Author or co-author of more than 10 peer reviewed journal articles.
Franz Kellermanns	Ph.D. (Strategic Management), University of Connecticut	10 years of management and entrepreneurship teaching experience. Author or co-author of more than 75 peer reviewed journal articles and 2 books.
Gary Kohut	Ph.D. (Management), Southern Illinois University at Carbondale	30+ years of management teaching experience. Author or co-author of more than 10 peer-reviewed journal articles.
Justin Webb	Ph.D. (Strategic Management), Texas A&M University	6 years of entrepreneurship and innovation teaching and research experience. Author or co-author of more than 30 peer reviewed journal articles.

B. **PHYSICAL FACILITY**. None. With hybrid courses and creative class times, capacity exists to offer these classes in the Center City Building.

- C. **EQUIPMENT AND SUPPLIES:** None. No special equipment beyond existing resources is required.
- D. **COMPUTER.** None. No additional computer resources are needed.
- E. **AUDIO-VISUAL.** None. No additional audio-visual needs exist.
- F. **OTHER RESOURCES.** A small amount of printing may be required to print promotional materials.
- G. **SOURCE OF FUNDING.** Printing will be paid for by the Belk College Graduate Programs budget.

III. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** A copy of the MBA Concentration in Entrepreneurship and Corporate Venturing proposal was shared with Pamela Mason, Business Librarian, for consultation. Her report is included in Appendix A. All new courses proposed were considered to have adequate library holdings.
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** The proposed MBA Concentration in Entrepreneurship and Corporate Venturing will operate out of the Belk College of Business. Initial discussions among faculty from the College's Department of Management provided favorable interest in the proposed concentration.

The proposed concentration draws upon MBA-level courses taught by the marketing department. Discussions with the head of the Department of Marketing, Dr. Sunil Erevelles, indicated support for the proposed concentration. His formal letter of support is provided on the next page.



Department of Marketing

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.7663 f/ 704.687.6463 www.belkcollege.uncc.edu

February 9, 2016

To: David Woehr, Chair, Department of Management

From: Sunil Erevelles, Chair, Department of Marketing

RE: MBA "Entrepreneurship and Corporate Venturing" Concentration

I support and endorse your proposal to establish the new MBA concentration in "Entrepreneurship and Corporate Venturing." We are pleased to have the opportunity to collaborate with the Department of Management to offer courses in this concentration.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sunil Erevelles".

Sunil Erevelles, PhD
Chair, Department of Marketing

IV. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

The MBA Programs Committee unanimously approved this proposal.

- B. **CREDIT HOUR.** (Mandatory if new and/or revised course in proposal)

The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

- C. **ATTACHMENTS.**

1. **CONSULTATION:**

Consultations with the Atkins Library are attached in Appendix A. Consultation with Department of Marketing Chair Dr. Sunil Erevelles is provided previously in Section III.B.

2. **COURSE OUTLINE/SYLLABUS:**

Sample syllabi are attached in Appendix B.

PROPOSED CATALOG COPY:

The proposed catalog copy is attached in Appendix C.

3. **ACADEMIC PLAN OF STUDY** (UNDERGRADUATE ONLY): N/A

4. **STUDENT LEARNING OUTCOMES:** N/A

5. **TEXTBOOK COSTS:**

Electronic textbooks and textbook rentals have been considered as means to reduce textbook costs.

APPENDIX A

Letters of Consultation



J. Murrey Atkins Library

Consultation on Library Holdings

To: Justin Webb
From: Pamela Mason
Date: 10/27/15
Subject: MBAD 6300 Entrepreneurial Decisions

Summary of Librarian's Evaluation of Holdings:

Evaluator: Pamela Mason Date: 10/27/15

Check One:

1. Holdings are superior
2. Holdings are adequate
3. Holdings are adequate only if Dept. purchases additional items.
4. Holdings are inadequate

X

Comments:

After an evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the new course, Entrepreneurial Decisions, it is found that the library's resources are sufficient to support this course.

The following table shows some of the print source holdings that are relevant to this course. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Search Performed	Total Results	Results Less Than 3 Years
Entrepreneurship	2591	554
New business enterprises	3100	547
Entrepreneurship AND Growth	537	128
New business enterprises AND Decision making	170	63
Entrepreneurship AND Financing	152	32
Team entrepreneurship	236	37

The library also provides access to many databases that are relevant to this course, including ABI/Inform, Business Source Premier, Lexis Nexis, and Science Direct.

Conclusion: The holdings of Atkins Library with regards to print resources, databases, and journals are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature:

A handwritten signature in black ink, appearing to read "P. Mason".

Date: October 27, 2015



J. Murrey Atkins Library

Consultation on Library Holdings

To: Justin Webb
From: Pamela Mason
Date: 10/27/15
Subject: MBAD 6302 Opportunity Recognition and Evaluation

Summary of Librarian's Evaluation of Holdings:

Evaluator: Pamela Mason **Date:** 10/27/15

Check One:

1. Holdings are superior
2. Holdings are adequate
3. Holdings are adequate only if Dept. purchases additional items.
4. Holdings are inadequate

X

Comments:

After an evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the new course, Opportunity Recognition and Evaluation, it is found that the library's resources are sufficient to support this course.

The following table shows some of the print source holdings that are relevant to this course. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Search Performed	Total Results	Results Less Than 3 Years
Entrepreneurship	2591	554
New business enterprises AND Planning	645	180
New business enterprises AND Marketing research	263	102
Creativity AND Business	606	150

The library also provides access to many databases that are relevant to this course, including ABI/Inform, Business Source Premier, Lexis Nexis, and Science Direct.

Conclusion: The holdings of Atkins Library with regards to print resources, databases, and journals are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature:

Date: October 27, 2015



J. Murrey Atkins Library

Consultation on Library Holdings

To: Justin Webb
From: Pamela Mason
Date: 10/27/15
Subject: MBAD 6304 Opportunity Exploitation and Organizing

Summary of Librarian's Evaluation of Holdings:

Evaluator: Pamela Mason **Date:** 10/27/15

Check One:

1. Holdings are superior
2. Holdings are adequate
3. Holdings are adequate only if Dept. purchases additional items.
4. Holdings are inadequate

X

Comments:

After an evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the new course, Opportunity Exploitation and Organizing, it is found that the library's resources are sufficient to support this course.

The following table shows some of the print source holdings that are relevant to this course. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Search Performed	Total Results	Results Less Than 3 Years
Entrepreneurship	2591	554
New business enterprises	3100	547
Small business	7325	1013
New business enterprises AND Marketing research	263	102
Strategic planning	4714	654

The library also provides access to many databases that are relevant to this course, including ABI/Inform, Business Source Premier, Lexis Nexis, and Science Direct.

Conclusion: The holdings of Atkins Library with regards to print resources, databases, and journals are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature:

Date: October 27, 2015



J. Murrey Atkins Library

Consultation on Library Holdings

To: Justin Webb
From: Pamela Mason
Date: 3/7/16
Subject: MBAD 6305 Managing Conditions of Uncertainty

Summary of Librarian's Evaluation of Holdings:

Evaluator: Pamela Mason **Date:** 3/7/16

Check One:

1. Holdings are superior _____
2. Holdings are adequate x
3. Holdings are adequate only if Dept. purchases additional items. _____
4. Holdings are inadequate _____

Comments:

After an evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the new course, Managing Conditions of Uncertainty, it is found that the library's resources are sufficient to support this course.

The following table shows some of the print source holdings that are relevant to this course. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Search Performed	Total Results	Results Less Than 3 Years
Entrepreneurship	2591	554
New product development	5654	1582
Product differentiation	696	148
Entrepreneurship AND case studies	415	127

The library also provides access to many databases that are relevant to this course, including ABI/Inform, Business Source Premier, Lexis Nexis, and Science Direct.

Conclusion: The holdings of Atkins Library with regards to print resources, databases, and journals are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature:

Date: March 7, 2016



J. Murrey Atkins Library

Consultation on Library Holdings

To: Justin Webb
From: Pamela Mason
Date: 3/7/16
Subject: MBAD 6306 Corporate Venturing

Summary of Librarian's Evaluation of Holdings:

Evaluator: Pamela Mason **Date:** 3/7/16

Check One:

1. Holdings are superior
2. Holdings are adequate
3. Holdings are adequate only if Dept. purchases additional items.
4. Holdings are inadequate

 x

Comments:

After an evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the new course, Corporate Venturing, it is found that the library's resources are sufficient to support this course.

The following table shows some of the print source holdings that are relevant to this course. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Search Performed	Total Results	Results Less Than 3 Years
Entrepreneurship	2591	554
Organizational Change	3669	509
Corporate entrepreneurship	379	97

The library also provides access to many databases that are relevant to this course, including ABI/Inform, Business Source Premier, Lexis Nexis, and Science Direct.

Conclusion: The holdings of Atkins Library with regards to print resources, databases, and journals are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature:

Date: March 7, 2016



J. Murrey Atkins Library

Consultation on Library Holdings

To: Justin Webb
From: Pamela Mason
Date: 10/27/15
Subject: MBAD 6310 Business Models and Business Plans

Summary of Librarian's Evaluation of Holdings:

Evaluator: Pamela Mason **Date:** 10/27/15

Check One:

1. Holdings are superior
2. Holdings are adequate ☒
3. Holdings are adequate only if Dept. purchases additional items.
4. Holdings are inadequate

Comments:

After an evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the new course, Business Models and Business Plans, it is found that the library's resources are sufficient to support this course.

The following table shows some of the print source holdings that are relevant to this course. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Search Performed	Total Results	Results Less Than 3 Years
Entrepreneurship	2591	554
Small business	7325	1013
Small business planning	927	189
Small business models	632	230

The library also provides access to many databases that are relevant to this course, including ABI/Inform, Business Source Premier, Lexis Nexis, and Science Direct.

Conclusion: The holdings of Atkins Library with regards to print resources, databases, and journals are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature:

Date: October 27, 2015

APPENDIX B

Syllabi for New Courses Proposed in the MBA Concentration in Entrepreneurship and Corporate Venturing

University of North Carolina at Charlotte
Belk College of Business
MBAD 6300
Entrepreneurial Decisions

Professor: Dr. Justin Webb
Office: Friday 209A
Phone: 704-687-6182
Email: Justin.w.webb@uncc.edu
Class time/location: 5:30-8:15p, UNC Charlotte Center City Building
Office hours: By appointment

Course Description:

We are in the midst of a global entrepreneurial revolution. The rate of new venture startups, patents, new product and service introductions, technology licenses, and other indicators of entrepreneurial activity is at an all time high globally. It is a democratic revolution, in that it involves men and women from all walks of life and backgrounds. In fact, in the U.S. today, women and minorities are creating ventures at a faster rate than anyone.

Entrepreneurship is defined as “the process of creating value by bringing together unique resource combinations to exploit opportunity.” At the heart of any entrepreneurial venture is an entrepreneur and his/her team. These are the individuals with the vision, the tenacity and perseverance, the adaptability, and the passion to successfully implement a novel concept. Entrepreneurs are agents of change. They are the “dreamers and doers” who see a better way and do whatever it takes to make that better way happen. Much of what can be learned from them involves not so much their idea, but how they made it happen, how they overcame the obstacles and the negatives, how they found resources when there were none, how they brought along the team, how they dealt with personal and ethical conflicts, and more regarding implementation and growth.

This is a course about entrepreneurial decisions – the key dilemmas and debates faced by entrepreneurs. The course seeks to provide key understandings to students about the key decisions that real entrepreneurs have faced in operating their ventures, presented by 32 entrepreneurs. A dilemma is “an argument presenting two or more equally conclusive alternatives; a choice or a situation involving choice between equally unsatisfactory alternatives; a problem seemingly incapable of a satisfactory solution”. The process of entrepreneurship involves the recognition of challenges and dilemmas, vigorous debate, and ultimately, solutions. No solution lasts long in an entrepreneurial milieu whose underpinning is “creative destruction”.

We will attempt to discuss a variety of contemporary dilemmas in entrepreneurship by interacting with prominent entrepreneurs and also through your own research and out of class activities. Entrepreneurship is more than something one does at a point in time. It is a philosophy of life. The challenge to each student is to discover their own entrepreneurial potential and find ways to capitalize on that potential. The challenge is to build an entrepreneurial career that might include starting ventures, working for high growth ventures, taking over a family business,

entrepreneurship in a large company, and/or pursuing social and non-profit entrepreneurship. The amazing entrepreneurs you will meet in the coming weeks can help you in defining your path.

Course Objectives

Upon completion of this course, students will:

- Have a better understanding of the entrepreneurial process as it is pursued by successful entrepreneurs;
- Have a richer appreciation for their own entrepreneurial potential and how that potential can be capitalized upon;
- Be able to relate their own life experiences and accomplishments to the life experiences of successful entrepreneurs;
- Recognize the many dilemmas and choices that entrepreneurial individuals confront as they pursue and implement their concepts, and the fact that the 'right' course of action is rarely apparent;
- Appreciate how entrepreneurs can serve as role models and sources of learning for students in terms of their professional development, regardless of the career directions that students pursue;
- Distinguish entrepreneurial approaches to implementation and management of a venture from conventional management approaches;
- Develop a better sense of some of the underlying characteristics, skills and behaviors of successful entrepreneurs;
- Understand that successful entrepreneurship is both an individual and a team activity;

Required Text and Materials:

Matthews, J., Dennis, J. and Economy, P. (2003), *Lessons from the Edge: Survival Skills for Starting and Growing a Company*, London: Oxford University Press.

Required Readings:

Students are encouraged to read applied publications such as *INC.* magazine, *Fast Company*, and *Entrepreneur* magazine and to look for insights in those publications that relate to the various entrepreneurs and topics involved in the course. Subscriptions to any of these publications can be gotten at a student rate. Other useful sources are www.entrepreneur.com, www.entrepreneurmag.com, <http://startup.wsj.com>, www.entreworld.com, and <http://www.businessweek.com/smallbiz/index.html>. Students are strongly encouraged to regularly access these sites for ideas to bring into class.

Attendance and Tardiness Policy:

Class attendance is a critical component of learning, therefore, you are expected to attend and participate fully in all scheduled class meetings. It is considered so essential that your grade will be affected by your absences. ***This class has a mandatory attendance policy.*** If you are required to participate in official university-sponsored or work-related activity you should receive an excused absence if you provide PRIOR NOTIFICATION of the planned absence to

the instructor with written documentation signed by the official in charge of the activity. You will be required to submit assignments due during that class period before the planned absence. **You will be allowed only one unexcused absence.** Two unexcused absences will drop your final grade by 10 percentage points. Three unexcused absences drop the final grade by 20 percentage points, etc. Excuses must be official – letter from doctor, job interview confirmation letter, employer's note etc. and must be presented no later than one week following the class period in which you were absent. Please don't ask us for exceptions. While we are reasonable, if it wasn't critical for your health or life, you should be in class. Learning in this course is heavily based on the classes themselves.

Tardiness is not welcomed. If your tardiness causes a disruption, you will be docked points for it. Pay attention in class. Texting or surfing your computer is forbidden. Inattention and indiscreet eating are also not appropriate. The guests coming to our class deserve your respect and interest. They are doing UNC Charlotte a big favor in modifying their busy schedules to share time with you. Cell phones must be turned off before entering the classroom.

Student Assignments and Grade Allocation:

There are no examinations in this course. The assessment will center around the student's involvement, interaction and learning from the guest entrepreneurs.

I. Class Participation 25%

-Asking questions in class

-Turning in 3 questions

II. Profile of a Notable Entrepreneur 25%

III. Ownership of One Night's Class 20%

IV. Research Paper: Your Own Dilemma 30%

Total 100%

The final grade distribution will be determined as follows:

A:	100-89.5%
B:	<89.5-79.5%
C:	<79.5-69.5%
U:	<69.5

I. Quality Class Participation & Advance Question Preparation (Individual Effort)

The unique nature of this course places heavy responsibility on the student to get involved. It is a course where you learn from leading edge entrepreneurs. But the entrepreneurs do not lecture in a traditional sense. They are here to share. As a result, students must thoroughly immerse themselves in each class, including asking substantive and provocative questions with follow up queries. If you do not participate in a significant manner your grade will suffer. In addition, students are expected to prepare and submit at least **three** questions for each night's guest or panel. The questions should be based on the dilemma focused upon that week and advance information provided. Students are expected to participate in class each night based on the advance information and on the presentation of our guest or panel. **Questions must be submitted to the Moodle Digital Drop Box before the start of class or they will not be**

counted. Students will receive points for the quality of their questions, and points each week based on the quality of their inputs into the discussion.

II. Profile of a Notable Entrepreneur (Individual Effort)

Students must do background research and write a 5 page (maximum length) paper on any notable entrepreneur of their choosing. Examples include Michael Dell, Oprah Winfrey, Richard Branson, Anita Roddick, Muhammad Yunus, Maxine Clark, and Sam Walton; but there are thousands of others. The paper must delve into the person, not just their accomplishments. The paper should look at the individual in terms of their character, their values, their traits, their goals and objectives, their management styles, their skills and limitations or weaknesses, their need for control, their risk tolerance, the family situation, their community focus, and so forth. In particular, the paper should seek to understand how these individual-level attributes shaped the decisions that the entrepreneurs made in their ventures. Papers must be properly referenced. The entrepreneur chosen must have achieved a level of notoriety or recognition (e.g., past winners of the Ernst and Young Entrepreneur of the Year Award, or individuals recognized by their communities or nations, or individuals cited in the media). The individual can be a successful start-up entrepreneur, corporate entrepreneur or social entrepreneur. This is not a story about their company, but a story about the person as entrepreneur, leader, decision-maker, etc.

III. “Ownership” of One Nights’ Class (Team Effort)

Students will be placed into teams and each team will establish a relationship with an assigned guest speaker or panel members and lead the class discussion for a night. The goal is for the team to “own” the evening. Responsibilities for each team include at least the following:

1. The team will need to do a PROMPT confirmation to the guest or guests, using a professional letter with a copy to the instructors (no e-mail for this letter). Please put yourself in their position as you consider what to tell them; i.e. parking arrangements, room number, time, attire, what to expect from the evening. Try to put them at ease. This should be an “administrative” letter, and will be evaluated as part of the grade. This letter should be sent ***as soon as possible regardless of which night your guest is coming.***

- The team will also have a separate discussion or correspondence or site visit with the guest(s). For individual guests, this discussion would include the dilemma that the guest will focus upon in class. For panels, it would include a discussion of the dilemma or debate for that evening. Before you make contact, you should meet with Dr. Webb to get more background on why each particular guest was selected. (See also 3 below for what you need to get from this interaction).

- You should obtain background information from the instructor(s) plus other information (discussions, correspondence, meetings, internet searches or other meaningful research) about the entrepreneurs, their companies, and/or their topic, dilemma, or debate, so that the team provides background information to the class (see below)

2. Appropriate advance information to classmates **at least one week before** your guest(s) appear. **This should be sent by e-mail to the classlist on Moodle including the professor.** Please remember that your classmates must form meaningful questions based on what you provide them. This information should include a brief discussion of the topics, dilemmas, or debates

appropriate to the session. We suggest you also send your guest(s) a copy of what you send the class so they know what has been provided.

3. A formal presentation and introduction to the class on the evening of class of your guest(s). (Appropriately dignified for the Speaker(s), approximately 1 minute for each speaker)
4. Summary. You need to pull out the ten most provocative or useful learning points that came out of the class session and summarize them in a two-page document.
5. An appropriate “Thank You” letter to your guest(s), within one week of your evening, with a copy to us. The letter should not be e-mail and will be evaluated as part of the grade. **You will need to keep a copy of the components of the team effort. When all pieces are accumulated, submit a hard copy for grading no later than one week following the class period for which you are responsible. A complete package includes: 1. Confirmation letter, 2. advance information provided to class, 3. notes from class session, 4. thank you letter**

IV. Research Paper on an Entrepreneurial Dilemma or Debate: (Individual Effort)

A ten page paper is due prior to the beginning of the last class period. The paper should focus on a particular dilemma or debate entrepreneurs commonly encounter. Examples might include “the dilemma of dealing with partners versus going it alone”, “the dilemma of staying married while growing a venture”, “the dilemma of maintaining control while achieving growth”, or “the dilemma of getting resources when you don't have any track record, money or collateral”. Other sample dilemmas are offered below. It should be a topic of your choosing and should not be one of the dilemmas covered in the class sessions. **THIS PAPER IS NOT A SUMMARY OF THE SEMESTER'S GUEST PRESENTATIONS.** You are expected to do research to support your topic. You must present both sides (or all sides) of the dilemma in an objective light. A good beginning point is to go to the on-line indexes in the UNC Charlotte library and access ABI-Inform, where you can do a keyword search on your topic.

Two Models for Class Sessions

In general, the class sessions will alternate between a single entrepreneur and a panel of several entrepreneurs. The single entrepreneurs will usually provide a broad perspective on their entrepreneurial careers, their successes, and their failures. The panels will tend to focus on a dilemma or debate that directly affects entrepreneurial success.

This Semester's Dilemmas

- 1. Dilemma of Tenacity and Perseverance: Why Successful Ventures Don't Just Happen and How Values Make a Difference*
- 2. The Dilemma of the Individual vs. the Team; Why Individuals Matter in Entrepreneurship, and Why Teams Matter More*
- 3. The Dilemma of Finding a Niche: Finding Your Market Sweet Spot Amidst Intense Competition and Low Entry Barriers*

4. *Dilemma of Failure, Survival and Success: How do Entrepreneurs Deal with Failure, Major Setbacks and Unforeseen Circumstances*
5. *Dilemma of Family Business: Challenges of Roles, Motives, and Succession*
6. *Dilemma of Entrepreneurship in Large Companies: Is it Possible?*
7. *Dilemma of Gender: Do Women Face Unique Challenges and Opportunities?*
8. *Dilemma of the Manager versus the Entrepreneur: Making the Transformation to Manager without Losing the Entrepreneur*
9. *Dilemma of Growth: How Much and How Fast?*
10. *Dilemma of Starting with Nothing: How to do Big Things When Your Bank Account is Small (or Empty)*
11. *Dilemma of the Guerrilla: Playing by a Different Set of Rules*
12. *Dilemma of Sustainable Advantage: How to Maintain an Entrepreneurial Edge*
13. *Dilemma of Starting Right Out of School versus Learning on Someone Else's Dime: Is there a Right Time?*
14. *Dilemma of Exit and Harvesting: Planning for How You Get Out of the Venture and Extract Returns*
15. *Dilemma of Continuous Entrepreneurship: Entrepreneurship as a Life Time Philosophy*

Academic Integrity:

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Diversity:

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

University of North Carolina at Charlotte
Belk College of Business
MBAD 6302
Opportunity Recognition and Evaluation

Professor: Dr. Franz Kellermanns
Office: Friday 206A
Phone: 704-687-1421
Email: Kellermanns@uncc.edu
Class time/location: 5:30-8:15p, UNC Charlotte Center City Building
Office hours: By appointment

Course Description:

Opportunity Recognition and Evaluation seeks to provide students with an in-depth overview of the challenges involved in identifying and exploiting entrepreneurial opportunities. The major focus of the course is on developing opportunities for creating new ventures across a wide range of contexts, including startups, social enterprises, and large, established corporations. Throughout the course an effort is also made to instill students with techniques that can be applied broadly to create an entrepreneurial mindset and to live an entrepreneurial life, regardless of the career path taken. The first half of the course focuses on the creative process and the identification of personal strengths that can be leveraged to come up with ideas for new products and services that can be exploited to create value, in terms of both financial profit and societal benefit. The second half of the course is focused on systematically evaluating the feasibility of turning specific entrepreneurial opportunities into sustainable ventures. Thus, the course aims to review important steps that should be taken before writing a business plan and creating a new venture; and more broadly, determining if any type of opportunity (e.g., business, personal, etc.) is worth pursuing.

Course Objectives:

In sum, the course is designed to accomplish two key goals:

- Provide an understanding of the creative process and how it can be leveraged to identify/create entrepreneurial opportunities
- Provide practice systematically evaluating entrepreneurial opportunities

The course goals will be achieved through a combination of assigned readings, in-class exercises, and individual and team projects as discussed in the following pages.

Required texts:

The following books are available in the school bookstore and are also available through most online retail book vendors:

1. Gergen, C., & Vanourek, G. (2008). Life Entrepreneurs: Ordinary People Creating Extraordinary Lives. San Francisco, CA: Jossey-Bass. ISBN: 978-0787988623
2. Goldman, S., & NaleBuff, B. (2013). Mission in a Bottle: The Honest Tea Guide to Doing Business Differently – and Succeeding. New York: Crown Publishing Group. ISBN: 978-0770437497
3. Kleon, A. (2012). Steal Like an Artist: 10 Things Nobody Told You About Being Creative. Cambridge, MA: Workman Publishing Company. ISBN: 978-0761169253
4. Kelley, T., & Kelley, D. (2013). Creative Confidence: Unleashing the Creative Potential within Us All. New York: Crown Publishing Group. ISBN: 978-0385349369
5. Mullins, J. (2013). The New Business Road Test: What Entrepreneurs and Executives Should do Before Launching a Lean Start-up (4th Edition). New York: Prentice Hall. ISBN: 978-1292003740

Attendance and Tardiness Policy:

Class attendance is a critical component of learning, therefore, you are expected to attend and participate fully in all scheduled class meetings. It is considered so essential that your grade will be affected by your absences. ***This class has a mandatory attendance policy.*** If you are required to participate in official university-sponsored or work-related activity you should receive an excused absence if you provide PRIOR NOTIFICATION of the planned absence to the instructor with written documentation signed by the official in charge of the activity. You will be required to submit assignments due during that class period before the planned absence.

You will be allowed only one unexcused absence. Two unexcused absences will drop your final grade by 10 percentage points. Three unexcused absences drop the final grade by 20 percentage points, etc. Excuses must be official – letter from doctor, job interview confirmation letter, employer's note etc. and must be presented no later than one week following the class period in which you were absent. Please don't ask us for exceptions. While we are reasonable, if it wasn't critical for your health or life, you should be in class. Learning in this course is heavily based on the classes themselves.

Tardiness is not welcomed. If your tardiness causes a disruption, you will be docked points for it. Pay attention in class. Texting or surfing your computer is forbidden. Inattention and indiscreet eating are also not appropriate. Cell phones must be turned off before entering the classroom.

Student Assignments and Grade Allocation:

The following are the required deliverables expected from students along with their weighting in regard to overall course grades:

Entrepreneurial Life Plan Report – Individual Project (10% of Grade)

The exercises include seven parts: Assessing Core Identity; Awakening to Opportunity; Envisioning the Future; Developing Goals and Strategies; Building Healthy Support Systems; Taking Action and Making a Difference; and Embracing Renewal and Reinvention. Once the

exercises have been completed, a two-page (single-space) reflection paper should be written that summarizes what you have found to be the most important takeaway points from completing the exercises and what steps you will take moving forward to design and live an entrepreneurial life. The final version of your Entrepreneurial Life Plan Report should include the two-page reflection paper, along with the completed Life Entrepreneurs Exercises attached as an appendix. A printed copy of the report should be handed in at the beginning of class on the due date (see the course schedule).

Quizzes (20% of Grade)

There will be a brief quiz at the beginning of each class based on the reading that is due for that day. The purpose of these quizzes is simply to make sure that everyone is keeping up with the readings. You are allowed to miss one quiz during the semester without penalty.

Exams (30% of Grade)

There will be two exams, covering material from the course texts and handouts. The first exam will be based on the assigned readings related to creativity and living an entrepreneurial life (i.e., Life Entrepreneurs, Mission in a Bottle, Steal Like an Artist, Creative Confidence, and the handout on patents). The second exam will be based on the assigned reading on feasibility analysis (i.e., The New Business Road Test). The exams will be comprised of a combination of multiple-choice, true/false, and short-answer questions. A study guide will be handed out in class for review prior to each exam. Each exam will be worth 15% of your overall course grade.

New Venture Idea – Individual Project(s) (10% of Grade)

Based on the firm for whom you currently work, this project will involve generating an idea for a new venture, preparing a description of the idea (a one-page first draft and a two-page second draft, both single-spaced), and presenting it to the class (2-minute maximum). The written description and presentation should describe: (1) the product/service – what is it and why is it useful?; (2) the target market – who are the first customers going to be?; (3) the competition – what alternative products/services are already on the market?; (4) your competitive advantage – how will you develop and maintain one?; and (5) fit with your strengths – how does the opportunity align with your strengths. You will be required to come up with two new venture ideas (writing a report and giving a presentation for each). Each new venture idea will be worth 5% of your overall course grade. A printed copy of each new venture idea report should be handed in at the beginning of class on the due date (see the course schedule).

New Venture Feasibility Analysis – Team Project (30% of Grade)

This will involve working together in teams to formulate an original idea for a new venture and evaluating the feasibility of that idea using the Mullins (2013) seven-domain framework. Each team will be required to base their idea on issues broadly relating to sustainability (i.e., the well-being of people and/or the planet). The outcomes of this project will include a written report (approximately 10 pages, see outline below) and oral presentation.

Team grades will be assigned by the instructor, and individual grades will be based on a percentage of the team grade. Individual grades will be calculated as a function of your overall contribution to the project, as rated by your teammates (e.g., if your team grade is 100% and your 4-person team agreed that you contributed a full 25% share to the final outcome, then you

would receive an individual grade of 100%. Similarly a 20% share would equal an individual grade of 80%, and a 30% share would result in an individual grade of 120%). This grading scheme is meant to mirror how equity might be distributed in a new venture. You will experience some of the same tensions and issues of fairness that real entrepreneurs go through every day!

Feasibility Analysis

- 1 *Executive summary:*
 - Concisely (1-2 pages) state the most important points from each of the following sections.
- 2 *Micro-level market assessment:*
 - Target market's pain identified; compelling benefits of your solution identified, with evidence that those in this segment are willing to pay.
 - Target market segment, size and growth rates.
 - Options to grow into other segments.
- 3 *Macro-level market assessment:*
 - Overall market size and growth rate.
 - Macro-trends analysis to assess future market growth and attractiveness.
- 4 *Macro-level industry assessment:*
 - Five forces analysis: is this industry attractive?
 - Likely changes therein going forward.
- 5 *Micro-level industry assessment:*
 - Proprietary elements.
 - Superior organizational processes, capabilities or resources identified that are not easily duplicated or imitated.
 - Economic viability of the business model.
- 6 *Team assessment:*
 - Team's mission, aspirations and propensity for risk.
 - Team's ability to execute on critical success factors in this industry.
 - Team's connectedness up, down, and across the value chain.
- 7 *Summary and conclusions:*
 - Recap the key point of your analysis.
 - Why is, or isn't, this opportunity attractive? On what one or two domains (at most) do you rest your case?

Missed Quizzes or Assignments

Students will not be given the opportunity to makeup missed quizzes or assignments.

The final grade distribution will be determined as follows:

A:	100-89.5%
B:	<89.5-79.5%
C:	<79.5-69.5%
U:	<69.5

COURSE SCHEDULE

Week 1

Course Introduction; Surveying the landscape: Understanding life entrepreneurship, life entrepreneurs in action, discovering core identity: Gergen & Vanourek, Ch. 1-3; p. 3-61

Week 2

Preparing for the Journey: Awakening to Opportunity, Envisioning the Future, Developing Goals and Strategies; Blazing the Trail: Building Healthy Support Systems, Taking Action and Making a Difference, Embracing Renewal and Reinvention, Creating a New Future; Gergen & Vanourek, Ch. 4-Conclusions; p. 65-180

Week 3

Start-up 1997-1999; Growing pains 1999-2004; A brand emerges 2004-2007; Goldman & Nalebluff, p. 12-276; Hand in Entrepreneurial Life Plan Report

Week 4

Steal like an artist; Patents; Introduction: The Heart of Innovation; Flip: From Design Thinking to Creative Confidence; Kleon (p. 1-140); Read hand out on patents; Kelley and Kelley (p. 1-35)

Week 5

Dare: From fear to courage; Spark: From blank page to insight; Kelley and Kelley (p. 36-107)

Week 6

Leap: From planning to action; Seek: From duty to passion; Kelley & Kelley (p. 108-173); Hand in first draft of new venture idea # 1 (individual assignment)

Week 7

Team: Creatively confident groups; Move: Creative confidence to go; Next: Embrace creative confidence; Kelley & Kelley, Ch. 6-8 (p. 174-256)

Week 8

Exam 1 – Creativity, living and entrepreneurial life, and patents

Week 9

New venture idea #1; In-class presentations and hand in report (individual assignment); My opportunity: Why it will or won't work: Mullins Ch. 1 (p. 1-26)

Week 10

Will the fish bite? Is this a good market? Mullins Ch. 2-3 (p. 27-77); Hand in first draft of new venture idea #2 (individual assignment)

Week 11

Is this a good industry? How long will your advantage last? Mullins Ch. 4-5 (p. 79-136)

Week 12

What drive your entrepreneurial dream? Can you and your team execute? Mullins Ch. 6-7 (p. 137-180) Team meeting day

Week 13

Your connections matter: Which matter most? Putting the seven domains to work Mullins Ch. 8-9 (p. 181-214)

Week 14

What to do before writing your business plan; Mullins Ch. 10 (p. 215-226)

Week 15

In-class presentations of new venture feasibility analysis

Week 16

Exam 2 – Feasibility Analysis (The New Business Road Test)

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University of North Carolina at Charlotte
Belk College of Business
MBAD 6304
Opportunity Exploitation and Organizing

Professor: Dr. Franz Kellermanns
Office: Friday 206A
Phone: 704-687-1421
Email: Kellermanns@uncc.edu
Class time/location: 5:30-8:15p, UNC Charlotte Center City Building
Office hours: By appointment

Course Description:

Entrepreneurship is action. Without action, great ideas and opportunities are merely a figment of one's imagination. Only through action do entrepreneurs actually create value and address societal needs. At the same time, the greatest risks that entrepreneurs face surface as entrepreneurs being to exploit their recognized opportunities and organize around their innovations. This course will seek to provide an understanding of the risks and challenges that unfold with entrepreneurial action as well as an understanding of how entrepreneurs can leverage resources beyond their control to effectively exploit their opportunities.

Course Objectives:

This course will seek to enable students to:

- Understand how to manage resources efficiently and effectively
- Develop effective routines within their new ventures
- Understand how to form and protect sources of competitive advantage in new ventures
- Organize tasks and employees to promote efficiency and flexibility

Required Texts:

Kuratko, D.F. 2013. Entrepreneurship: Theory, process, and practice.

Spender, J.C. 2014. Business strategy: Managing uncertainty, opportunity, and enterprise.

Attendance and Tardiness Policy:

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final grade by 10 percentage points. Three unexcused absences drop the final grade by 20 percentage points, etc. Excuses must be official – letter from doctor, job interview confirmation letter, employer's note etc. and must be presented no later than one week following the class period in which you were absent. Please don't ask us for exceptions. While we are reasonable, if it wasn't critical for your health or life, you should be in class. Learning in this course is heavily based on the classes themselves.

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Student Assignments and Grade Allocation:

Grades will be calculated based on four different criteria: a mid-term and final exam, entrepreneurship interviews, and participation. Each criterion accounts for 25% of your overall grade. The mid-term and final exams will be essay exams. In terms of the entrepreneurship interviews, you will be required to conduct 3 interviews, no less than an hour each, of 3 separate entrepreneurs focused on their resource management and organization of their ventures. The entrepreneurs should be founders of new ventures – firms that are no more than 7 years old. Your deliverable should be a 10-12 page assessment (not simply a transcript of the interviews) in which you integrate the interviews, specifically discussing similarities and differences across entrepreneurs in terms of their resource management and organizational activities. Participation will be assessed based on both quality and quantity of student input in class discussions. Students will not be given the opportunity to makeup missed exams or assignments.

The final grade distribution will be determined as follows:

A:	100-89.5%
B:	<89.5-79.5%
C:	<79.5-69.5%
U:	<69.5

Course Schedule:

Week 1

Course introduction

Liabilities of newness

Creating an organization versus working with an existing organization

Week 2

Resource management

Bootstrapping

Bricolage

Week 3

Routines

Capabilities
Competitive advantage

Week 4

Strategy versus tactics
Managing change and adjustment

Week 5

Organizing rules
Structure

Week 6

Financing
Debt versus equity
Family versus non-family options

Week 7

Mid-term Exam

Week 8

Intellectual property rights
Patents
Trademarks
Copyrights
Trade secrets

Week 9

Tax considerations
Establishing accounting statements

Week 10

Marketing in new ventures
Establishing a brand name/reputation
Warranties and guarantees

Week 11

Registration
Regulatory requirements
Legal structures

Week 12

Hiring, attracting, selecting
Incentives and controls
Entrepreneurship Interviews Due

Week 13

Transacting with suppliers and buyers
Letters of intent; memorandums of understanding
Selecting a vendor
Minimizing transaction costs

Week 14

Final Exam

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University of North Carolina at Charlotte
Belk College of Business
MBAD 6305
Managing Conditions of Uncertainty

Professor: Dr. Joyce Beggs
Office: Friday 210A
Phone: 704-687-7709
Email: Jbeggs@uncc.edu
Class time/location: 5:30-8:15p, UNC Charlotte Center City Building
Office hours: By appointment

Course Description:

Entrepreneurs work in contexts where they cannot control what ultimately occurs. Competition, environmental dynamism, random events, and other unforeseen circumstances create conditions of uncertainty. Uncertainty can be a scary thing! What is generally taught in university settings is how to figure out problems and determine a specific outcome when relevant parameters are known and/or can be controlled. When conditions are unknown and entrepreneurs face significant difficulties figuring out how to address customer problems, entrepreneurs cannot simply walk away. They need to work and figure out an optimal solution for the customer.

As means to increase student self-confidence and mental fortitude for uncertain contexts, this course seeks to present conditions of uncertainty for students. This course will take different approaches, from projects to entrepreneur engagement to actual entrepreneurial experiences. Students will be required to undertake these tasks without guidance, and feedback will be based on effort, outcome, and mentality during the tasks. Tasks will not be specified until one week prior to their due date.

Course Objectives:

Based on the entrepreneurial experiences in dealing with uncertainty, students should:

- Understand the process through which to diagnose uncertain contexts
- Understand how to present a plan for deriving a solution to their uncertainty
- Develop a mentality for the inherent risks associated with uncertain contexts
- Learn how to persist and remain tenacious in tough situations

Required Texts:

There are no required texts in this course.

Attendance and Tardiness Policy:

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Student Assignments and Grade Allocation:

Students have to perform different exercises and assess their performance and understanding of the exercise upon concluding the exercise. The student's assessment should discuss their initial plans, how and why changes occurred to their plans as the students enacted them, the challenges faced by students in performing the exercises and how and why the students sought to deal with the challenges, and how the students ultimately arrived at a solution. There are 15 exercises. The written assessment of each exercise accounts for 4% of the student's overall grade. Observation of student behaviors during each exercise accounts for 1% of the student's overall grade. Together, the 15 exercises will account for 75% of the student's overall grade. The final 25% of each student's overall grade derives from her/his final interview, which is an assessment of the student's self-awareness, confidence, and mental fortitude for dealing with uncertainty.

The final grade distribution will be determined as follows:

A:	100-89.5%
B:	<89.5-79.5%
C:	<79.5-69.5%
U:	<69.5

SCHEDULE (A typical example; this is not shared with students)

Week 1

Course introduction; Pencil and egg exercise; Deliverable: A 3-page summary of your approach to the exercise and what you would do differently.

Week 2

Deliverable: Build a fully functional website for a Kickstarter page; A 3-page summary of your approach and what you would do differently.

Week 3

Entrepreneurial Engagement #1: An entrepreneur is invited to class to discuss a particularly difficult and uncertain decision s/he had to make recently and students engage with the entrepreneur to learn of her/his context. Deliverable: A 3-page summary of the entrepreneur's context and your recommendation for the entrepreneur.

Week 4

Trade show day: Deliverable: Students create the displays and sales pitches for a live trade show; anonymous entrepreneurs evaluate; A 3-page summary of your approach to the exercise and what you would do differently.

Week 5

Entrepreneurial Engagement #2: An entrepreneur is invited to class to discuss a particularly difficult and uncertain decision s/he had to make recently and students engage with the entrepreneur to learn of her/his context. Deliverable: A 3-page summary of the entrepreneur's context and your recommendation for the entrepreneur.

Week 6

The Candy Store: Deliverable: Each student needs to sell 1,000 candy bars; A 3-page summary of your approach to the exercise and what you would do differently.

Week 7

Entrepreneurial Engagement #3: An entrepreneur is invited to class to discuss a particularly difficult and uncertain decision s/he had to make recently and students engage with the entrepreneur to learn of her/his context. Deliverable: A 3-page summary of the entrepreneur's context and your recommendation for the entrepreneur.

Week 8

Passion: Deliverable: Each student pitches his/her passion for a venture in a 20-minute presentation; A 3-page summary of your passion and why you believe it to be the basis of a venture.

Week 9

Customer Engagement: Deliverable: Students are required to interview, survey, or otherwise learn about customer needs related to tablet devices. Students are required to engage meaningfully with at least 50 individuals; A 5-page summary of your approach, what you learned about the customers and the process of engaging customers, and what you would do differently.

Week 10

Entrepreneurial Engagement #4: An entrepreneur is invited to class to discuss a particularly difficult and uncertain decision s/he had to make recently and students engage with the entrepreneur to learn of her/his context. Deliverable: A 3-page summary of the entrepreneur's context and your recommendation for the entrepreneur.

Week 11

New Product Development: Deliverable: A working prototype to address a need related to the student's passion as presented in Week 8; A 3-page summary of your approach to developing and refining this prototype, and a discussion of the specific need that is being addressed.

Week 12

Lindt Chocolate: Deliverable: As many new product ideas as possible for Lindt Chocolate that is NOT a bar of chocolate (e.g., Advent calendar). A 3-page summary discussing how you thought about new uses for Lindt Chocolate.

Week 13

Kickstarter page: Deliverable: A Kickstarter page for the product that you developed for Week 11; A 3-page summary of your approach to creating this page and your rationalization for your various choices (i.e., what you emphasized in the product description, rewards breakdown, etc.)

Week 14

Entrepreneurial Engagement #5: An entrepreneur is invited to class to discuss a particularly difficult and uncertain decision s/he had to make recently and students engage with the entrepreneur to learn of her/his context. Deliverable: A 3-page summary of the entrepreneur's context and your recommendation for the entrepreneur.

Week 15

Entrepreneurship Club: Deliverable: The formation of an entrepreneurship club for UNC Charlotte, with at least 30 members who have paid dues of at least \$10, a revenue-generating strategy, and a speaker series. Deliverable: A 3-page summary of your approach for mobilizing support, logic behind your revenue-generating strategy, and a plan for institutionalizing routines and sustainability of the club.

Week 16

Final interview

Academic Integrity

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Diversity

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University of North Carolina at Charlotte
Belk College of Business
MBAD 6306
Corporate Venturing

Professor: Dr. Joyce Beggs
Office: Friday 210A
Phone: 704-687-7709
Email: Jbeggs@uncc.edu
Class time/location: 5:30-8:15p, UNC Charlotte Center City Building
Office hours: By appointment

Course Description:

This is an overview course on corporate venturing. It is not designed to cover all of the aspects of the corporation that affect the firm's organization, strategy and performance, but rather is designed to introduce students to some of the core concepts and analytical tools used in corporate venturing as part of the overall corporate strategy to renew a company's product lines or services, or offer totally new products and services, which can include new technologies, major new markets entered, and importantly, new ventures created within or spun off by the company.

Course Objectives:

Specifically, the course will focus its learning objectives on four broad areas:

- understanding a firm's need for entrepreneurial behavior
- understanding differences between bottom-up and top-down entrepreneurship
- understanding the types of people required to support a firm's entrepreneurial behaviors
- understanding how entrepreneurs work within corporate constraints
- understanding how firms capitalize on entrepreneurial behaviors
- how firms develop and sustain competitive advantage through corporate venturing

To help you achieve the above objectives, and to help hone your understanding, we will use a combination of pedagogical approaches: (1) class lecture on key theoretical concepts, tools, and management approaches to strategy and their application in organizations; (2) class discussion of aforementioned topics via threaded discussion on the online form; and (3) and individual case analyses.

Required Text and Supplemental Case Materials

Morris, M.H, Kuratko, D.F, and Covin, J.G., 2008 Corporate Entrepreneurship & Innovation, 2nd Edition, Thompson/Southwestern Publishing

Class Case Material:

Harvard Business School Publishing online cases:

<http://cb.hbsp.harvard.edu/cb/access/6179586>

- 1) Corporate Entrepreneurship for Dummies, HBS 2005 BAB114
- 2) Apple Computer 2005, Harvard Case Set 705469
- 3) Howard Head and Prince Manufacturing, HBS 9-388-079 May 1992
- 4) Innovation at HP: The Role of the Innovation Program Office, Stanford Graduate School of Business 2008 SM-172
- 5) Innovation at 3M Corporation, HBS 9-699-012 July 2002
- 6) IDEO Product Development, HBS 2007 9-600-143

Attendance and Tardiness Policy:

Class attendance is a critical component of learning, therefore, you are expected to attend and participate fully in all scheduled class meetings. It is considered so essential that your grade will be affected by your absences. ***This class has a mandatory attendance policy.*** If you are required to participate in official university-sponsored or work-related activity you should receive an excused absence if you provide PRIOR NOTIFICATION of the planned absence to the instructor with written documentation signed by the official in charge of the activity. You will be required to submit assignments due during that class period before the planned absence. **You will be allowed only one unexcused absence.** Two unexcused absences will drop your final grade by 10 percentage points. Three unexcused absences drop the final grade by 20 percentage points, etc. Excuses must be official – letter from doctor, job interview confirmation letter, employer's note etc. and must be presented no later than one week following the class period in which you were absent. Please don't ask us for exceptions. While we are reasonable, if it wasn't critical for your health or life, you should be in class. Learning in this course is heavily based on the classes themselves.

Tardiness is not welcomed. If your tardiness causes a disruption, you will be docked points for it. Pay attention in class. Texting or surfing your computer is forbidden. Inattention and indiscreet eating are also not appropriate. Cell phones must be turned off before entering the classroom.

Student Assignments and Grade Allocation:

Threaded Discussions – 10%

Individual Project Entrepreneurial Audit – 30%

Midterm Exam – 30%

Final Exam – 30%

The final grade distribution will be determined as follows:

A:	100-89.5%
B:	<89.5-79.5%
C:	<79.5-69.5%
U:	<69.5

The class policy is no makeup exams or class assignments. If for an excused reason you miss assignment due dates, consideration will be given toward your final grade. I reserve the right to adjust borderline grades in the student's favor in exceptional circumstances.

Class Participation (Threaded Discussions)

Because much of this course is based on readings and case analyses, your active participation in threaded discussions on Moodle is considered very important in this class.

Preparation of the assigned readings and cases are essential. Participation will be assessed both objectively (i.e. count of postings) and subjectively (quality of postings) via your postings to threaded discussions on Moodle. Be aware that quantity cannot make up for quality. I will post threaded discussion questions for the cases, but it is your responsibility to raise questions and discuss the readings and lecture material. Threaded discussions are expected to last up to a week and start on the day specified in the syllabus. Some of the specific things that have an impact on effective participation and on which you will be graded include:

- Are the points you make relevant to the discussion? Are they linked to the comments of others and to the themes that the class is exploring together?
- Do the comments add to our understanding of the situation? Are they incisive? Do they cut to the core of the problem?
- Is there a willingness to challenge the ideas that are being expressed?
- Is there a willingness to test new ideas, or are all comments "safe" (such as repetition of case facts without analysis or conclusions, or of a comment already made by someone).
- Does the participant integrate material from past classes or the readings where appropriate? Do the comments reflect cumulative learning over the course, or does the participant merely consider each case in isolation.

NOTE: Threaded Discussions will start on the date listed and will be good for one week. After which, the responses will be evaluated. Further comments will not be included in your grade for that discussion.

A good starting point is look at the case discussion questions and analysis requirements provided on Moodle. These are general questions and analyses that should help you begin to organize your thoughts for the case, and will form the basis of the case discussion in class.

Individual Project: Entrepreneurial Audit

Part of your grade is conducting an Entrepreneurial Audit of an existing business. Students must find a business that has been operating for at least five, and preferably more, years, with at least fifty employees. They must conduct what we will call an "entrepreneurial audit" of the enterprise. The audit will take the form of a written assessment of the firm's current "entrepreneurial intensity", a critique of company strategy and structure, an entrepreneurial assessment of the company's operating departments, an evaluation of the key senior managers in

the firm from an entrepreneurial perspective, and recommendations for ways to optimally grow the venture in the coming years.

Midterm Exam

The midterm exam will cover the material discussed in class up until the exam date. The exam will most likely be essay, although I reserve the right to change the exam format.

Final Exam

The final exam will cover all material throughout the semester and will concentrate on the decision making skills that you have developed while taking this course. The exam will most likely be an essay, although I reserve the right to change the exam format.

Schedule and Assignments

This schedule should not be viewed as absolute. I reserve the right to add or delete from this schedule. Changes may be necessary to accommodate time and other constraints. Discussion questions for each case can be found on the class.

The Moodle reading assignments should be viewed as supplemental to the class lecture materials and online discussions. Time constraints also make it impossible to cover each topic in every chapter in great detail. You are, nonetheless, responsible for the material. If you have questions about material not covered, please email me.

Week 1

- ☐ Introduction to Course
- ☐ Nature of Entrepreneurship
- ☐ Human Behavior and Organizational Needs (PAEI Model)

Reading Material:

- ☐ Text Chapter 1
- ☐ Moodle readings:
- ☐ "Building Breakthrough Businesses Within Established Organizations", HBR May 2005
- ☐ "Bridging the Gap Between Stewards and Creators", MIT Sloan Winter 2007

Week2

- ☐ What It Means for a Company to Be Entrepreneurial
- ☐ Entrepreneurial Intensity
- ☐ Economic Cycles and Innovation

Reading Material:

- ☐ Text Chapter 3
- ☐ Moodle readings:
- ☐ "Innovations from the Inside", Management Review Sep 1997
- ☐ "Intrapreneurship and the Reinvention of the Corporation", Business

Horizons May-June 1988

- ☐ “Managing Innovation in Small Worlds”, MIT Sloan Fall 2006

Assignments:

- ☐ Moodle Open Threaded Discussion 1:
- ☐ “Corporate Entrepreneurship for Dummies”, HBS 2005

Week 3

- ☐ The Truth About the Entrepreneur
- ☐ Obstacles to Entrepreneurship

Reading Material:

- ☐ Text Chapter 2 & 11
- ☐ Forms of Corporate Venturing
- ☐ Creativity in the Corporation

Reading Material:

- ☐ Text Chapter 4 & 6
- ☐ Moodle reading:
- ☐ “How to Kill Creativity”, HBR Sep-Oct 1998

Assignments:

- ☐ Moodle Open Threaded Discussion 2:
- ☐ Apple Computer 2005, Harvard Case Set

Week 4

- ☐ What Should You Focus Your Entrepreneurial Effort On
- ☐ Managing New Products
- ☐ Technology Push versus Technology Pull

Reading Material:

- ☐ Text Chapter 8
- ☐ Moodle readings:
- ☐ “The Five Stages of Successful Innovation”, MIT Sloan Spring 2007
- ☐ “Boundary Setting Strategies for Escaping Innovation Traps”, MIT Sloan Spring 2005
- ☐ “The Past and Future of Competitive Advantage”, MIT Sloan Winter 2001
- ☐ “Rapid-Response Capability in Value-Chain Design”, MIT Sloan Win 2002

Assignments:

- ☐ Moodle Open Threaded Discussion 3:
- ☐ “Howard Head and Prince Manufacturing”, HBS 9-388-079 May 1992
- ☐ “Innovation at HP: The Role of the Innovation Program Office”, Stanford SM-172

Week 5

- ☐ Industry Shaking Innovation
- ☐ Success and Failure of Corporate Venturing

Reading Material:

- ☐ Moodle readings:
- ☐ “Why Good Companies Go Bad”, HBR Jul-Aug 1999
- ☐ “The Challenges of Innovating for Sustainable Development”, MIT Sloan Fall 2003
- ☐ “Reinventing Your Business Model”, HBR Dec 2008
- ☐ “Design Thinking”, HBR June 2008
- ☐ “Disciplined Entrepreneurship”, MIT Sloan Fall 2004

Week 6

- ☐ Organizational Structure
- ☐ Product/Service Complexity and the Shaping of Entrepreneurial Organization

Reading Material:

- ☐ Text Chapter 9
- ☐ Moodle readings:
- ☐ “Foundations for Growth: How to Identify and Build Disruptive New Businesses”, MIT Sloan Spring 2002
- ☐ “Disruptive Technologies: Catching the Wave”, HBR Jan-Feb 1995

Week 7

- ☐ Types of Entrepreneurial Organizational Structures
- ☐ Selection of a Structure

Reading Material:

- ☐ Moodle readings:
- ☐ “3M Organized to Innovate”, Management Review July 1986
- ☐ “How Can Big Companies Keep the Entrepreneurial Spirit Alive”, HBR Nov-Dec 1995
- ☐ “The Era of Open Innovation”, MIT Sloan Spring 2003
- ☐ “Why Good Companies Go Bad”, HBR Jul-Aug 1999
- ☐ “Organizational DNA for Strategic Innovation”, California Management Review Spring 2005

Week 8

Mid-term Exam

Week 9

- ☐ Transition to Operations
- ☐ Framework for Sustainable Entrepreneurship

Reading Material:

- ☐ Moodle readings:
- ☐ “Is It Real? Can We Win? Is It Worth Doing?”, HBR Dec 2007
- ☐ “Meeting the Challenge of Corporate Entrepreneurship”, HBR Oct 2006
- ☐ “Extracting Value from Corporate Venturing”, MIT Sloan Fall 2006

- ☐ “Innovation Killers: How Financial Tools Destroy Your Capacity to Do New Things”, HBR Jan 2008
- ☐ “Technology Roadmapping—A Planning Framework for Evolution and Revolution”, Technology Forecasting and Social Change, 2004, 71 pg 5-26

Week 10

- ☐ HRM Systems and Corporate Venturing

Reading Material:

- ☐ Text Chapter 7

Assignments:

- ☐ Moodle Threaded Discussions 4:
- ☐ “Innovation at 3M Corporation”, HBS 9-699-012 July 2002

Week 11

- ☐ Role of Internal Controls

Reading Material:

- ☐ Text Chapter 14
- ☐ Moodle readings:
- ☐ “Involving Suppliers in New Product Development”, California Management Review, Fall 1999
- ☐ “How to Map Your Industry’s Profit Pools”, HBR May-Jun 1998

Week 12

- ☐ Leadership for Corporate Venturing

Reading Material:

- ☐ Text Chapter 12
- ☐ Moodle readings:
- ☐ “How Management Innovation Happens”, MIT Sloan Summer 2006
- ☐ “Managing Internal Corporate Venturing Cycles”, MIT Sloan Summer 2005
- ☐ “Skunk works, 1990s-style”, Research Technology Management; Jul/Aug97
- ☐ “Research That Reinvents the Corporation”, HBR Aug 2002
- ☐ “The Lost History of the Transistor ; How, 50 years ago, Texas Instruments and Bell Labs pushed electronics into the silicon age”
- ☐ “Who's the Real Mr. Chips?” Business Week, 6/21/2004

Assignments:

- ☐ Moodle Threaded Discussions 5:
- ☐ “Skunk Works Management Style”, AIAA Speech
- ☐ “How Bell Labs Missed the Microchip” IEEE Spectrum, Dec 2006

Week 13

- ☐ Corporate Culture, Values, Norms., Expectations, etc. and Corporate Entrepreneurship

Reading Material:

- ☐ Text Chapter 10 & 15
- ☐ Moodle readings:
- ☐ “Reverse Engineering Google’s Innovation Machine”, HBR Apr 2008

Assignments:

- ☐ Moodle Threaded Discussions 6:
- ☐ “The Art of Managing New Product Transitions”, MIT Sloan Spring 2007
- ☐ “IDEO Product Development”, HBS 9-600-143, April 2007

Assignments due:

- ☐ **Individual Project: Entrepreneurial Audit**

Week 14

- ☐ Course Wrap-up
- ☐ Current Trends

Reading Material:

- ☐ Moodle readings:
- ☐ “The Future of Corporate Venturing”, MIT Sloan Fall 2003

Week 15

Final Exam

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University of North Carolina at Charlotte
Belk College of Business
MBAD 6310
Business Models and Business Plans

Professor: Dr. Justin Webb
Office: Friday 209A
Phone: 704-687-6182
Email: Justin.w.webb@uncc.edu
Class time/location: 5:30-8:15p, UNC Charlotte Center City Building
Office hours: By appointment

Course Description:

A course that examines the formulation of business models and plans to detail how to appropriate value from recognized opportunities and innovative solutions. The business model captures a static view of the decisions needed to be made to create value, whereas the business plan provides a dynamic view of the decisions and investments needed to support a business's specific growth objectives.

Course Details:

This is an integrative capstone-type course in which materials and techniques are drawn from many disciplines. Within this course, you will draw upon your knowledge from these different disciplines in achieving two key tasks: the written and oral presentations of a business model and a business plan. The purpose of class time will be to present to you topics (e.g., opportunities, internal and external environment analyses, market analyses, etc.) for you to consider in formulating your business model and plan, provide knowledge for how to effectively signal value in your business plan, offer detailed feedback on your business plan components, and help you think comprehensively about your business and the context in which it operates.

My primary goal in this course for you will be that you learn and you help other students in the class learn. You will work in groups. I expect that you will help others within your group learn and that you will learn from them. I also expect that you will help students in other groups learn and that you will learn from them! For this class to be successful, you will need to lean on the other students in the class, whether they are in your group or not, as much as you will need to lean on me.

Why is this? Founding a new venture is a very risky, time-consuming, stressful, uncertain process (as you likely know, founding a new venture can also reap great rewards, including significant financial benefits, personal autonomy, the ability to explore and try new things, the ability to leave your mark, societal benefits, etc.). Moreover, founding a new venture often means at least for some period of time that a single decision maker wears the hat of manager, accountant, salesperson, supplier, and researcher, among other hats. A key task of entrepreneurs is learning. Inevitably, you will be in a new context, ill-defined, and for which you lack existing

knowledge. Sometimes you just need to sit down and figure things out, and oftentimes, this means drawing upon the knowledge and experiences of others to help you do this.

Course objectives:

Listed below are objectives that can be achieved this semester. I hope that these objectives are consistent with your interests and career intentions. After completing this course, students should be able to:

- Articulate what makes an opportunity a good opportunity.
- Outline what can be done to keep a good opportunity as a good opportunity.
- Discuss a business and business environment as a constantly changing entity.
- Carve a competitive niche with a unique business model.
- Write a business plan as a plan for going forward as well as a plan for adapting if conditions in the external environment should change.
- Delineate personal strengths and weaknesses as a decision maker and understand how you can complement your strengths and weaknesses to be a more effective decision maker.
- Incorporate the different pieces of a business plan to fit together
- Describe the business as a system of different functions that strongly influence one another
- Effectively communicate your business in different ways

Required text:

You will be required to read *Business Plans that Work: A Guide for Small Business* (2011; ISBN: 0071748830) by Jeffrey A. Timmons, Andrew Zacharakis, and Stephen Spinelli. Other required readings will also be handed out or posted on the web regularly throughout the semester.

Attendance:

Attendance is crucial to the learning process. Attendance will facilitate positive interactions and knowledge transfer among us. Attendance will be measured for each class and will be used to determine a portion of your participation grade. *For individuals missing (unexcused) 4 classes in the semester, this will automatically result in a 10-point deduction from your final grade (8 classes: 20-point deduction and so on).* You are required to bring the appropriate excuse forms for any absences within a week of your return to class. You will be responsible for checking with me concerning any missed assignments, class material, etc.

Student Assignments and Grade Allocation:

The Business Plan. The business plan will be an iterative project. Throughout the semester, you will be asked to submit various portions of the business plan. Depending on the quality of your submission, you may be asked to re-submit a portion of your business plan. Whether you do or not will be optional. If you plan to re-submit a portion of the business plan, though, you will need to inform me immediately, and you will have one week to complete this revision. The first portion of the business plan will be due approximately in the third week of the semester. Each subsequent portion of the business plan will be due one to two weeks after the

initial submission of the previous submission. There are nine sections to the business plan. Together, the various submissions of each portion of the business plan will account for equal portion of 36% of your grade (4 % each). The final version of the written business plan will account for 9% of your grade. The final oral presentation accounts for 30% of your grade.

Elevator Pitches. Each student will be required by me to provide oral presentations of their elevator pitches twice during the semester. A formal elevator pitch will be conducted by each student in late October. A second elevator pitch will be conducted at random during the semester (after the first elevator pitch). If I see you outside of the classroom, on or off campus, you might also be asked to provide an elevator pitch. The elevator pitch presentations accounts for 10% of your overall grade.

The Business Model. Each group will be asked to draw up and present their business models. The written business model and the oral presentation will count equally for 15% of your grade. The business model will be presented during the 7th week of the semester.

Group Participation Score. Group participation will be measured by using a force-ranked schema in which you will be asked to rank the contributions of your teammates from 1-5. Given your entire grade is based on a group score, the highest-ranked individual in your group will be given a score that is 5 points higher than the final group score, the lowest-ranked individual will be given a score that is 5 points lower than the final group score. All other group members will be evenly distributed between high and low.

If a group member fails to participate, then every other member of the remaining team must inform me of this so that I can rectify the situation. An initial notification must be provided by November 1 at which point I will immediately inform the offending student of their lack of participation. A second notification by the team can come at any point during the semester. The offending student will automatically receive no better than a “D” for their final grade.

ALL ASSIGNMENTS ARE DUE AT 5:00PM ON THE DATE MARKED ON THE SYLLABUS. Failure on account of your teammates to submit group assignments on time implies failure on each individual teammate’s grade. Submitting an assignment, 5 minutes after class starts will face a deduction of 10 points; after class, 20 points; and later than this, at least a 30-point deduction. This deduction cannot be offset in re-doing the assignment. Further instructions will be provided for submitting assignments.

You are welcome to request your grade at any point during the semester. It may take me a class or so to calculate and inform you of your grade. It may even take a gentle reminder. However, I am happy to let you know your grade ... with one caveat. I will not let you know your grade during or after the week prior to the oral business plan presentations UNLESS you have previously requested your grade during the semester.

Finally, you are entering a time in your life when your success will depend solely on you. I will not attempt to track you down to let you know your grade, to let you know that you are one absence from the 10-point deduction, or to let you know what you missed during an absence. This is your responsibility. Once you come to me, though, I will be happy to help you.

Business Plan

Parts (4 percent each)	36 percent
Overall	9 percent
Elevator Pitches (2)	10 percent
Business Model	15 percent
Final Group Presentation	30 percent

The final grade distribution will be determined as follows:

A:	100-89.5%
B:	<89.5-79.5%
C:	<79.5-69.5%
U:	<69.5

SCHEDULE

Week 1: Introduction; Clarifying Opportunities

Week 2: Strategic Considerations of Entrepreneurs, Pt. 1

Week 3: Strategic Considerations of Entrepreneurs, Pt. 2

Week 4: The Business Model

Week 5: The Management Team; Initial opportunity conceptualizations due

Week 6: The Company Concept; Entrepreneurial Team Due

Week 7: The Industry Analysis; Company Concept/Business Model Due; Presentations

Week 8: The Opportunity; The Industry Analysis Due

Week 9: The Market Analysis; The Opportunity Due

Week 10: The Marketing Plan; The Market Analysis Due

Week 11: The Operations Plan; The Marketing Plan Due

Week 12: The Economics Plan; The Operations Plan Due

Week 13: The Financials; The Economics Plan

Week 14: The Financials Due

Week 15: Business Plan Presentations

Week 16: Business Plan Presentations

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APPENDIX C

Proposed Catalog Copy for the MBA Concentration in Entrepreneurship and Corporate Venturing

II. Concentration and Elective Component (12 credit hours)

Students complete twelve hours of restricted elective courses specified for a concentration plus an additional three hours as an unrestricted elective course. Students may enroll in electives as soon as they complete the prerequisites for each course. [MBAD 6890 - Directed Individual Study](#) and [MBAD 7090 - Special Topics in Business](#) may be included in a concentration with permission of the MBA Program Director and the related department.

Concentration and elective requirements include:

Applied Investment Management

Required courses:

MBAD 5158 - Student Managed Investment Fund I (3)

MBAD 5159 - Student Managed Investment Fund II (3)

MBAD 6153 - Investment Management (3)

Plus one of the following:

MBAD 6155 - Multinational Financial Management (3)

MBAD 6156 - Commercial Bank Management (3)

MBAD 6157 - Advanced Corporate Finance (3)

FINN 6210 - Financial Elements of Derivatives (3)

Business Analytics

Required Courses:

MBAD 6201 - Business Intelligence and Analytics (3)

MBAD 6122 - Decision Modeling and Analysis via Spreadsheets (3)

MBAD 6207 - Business Project Management (3)

Plus one of the following courses:

MBAD 6202 - Managing IT-Enabled Business Processes and Systems (3)

MBAD 6203 - Information Systems Economics, Strategy and Policy (3)

MBAD 6204 - Management of Information Security and Privacy (3)

MBAD 6208 - Supply Chain Management (3)

MBAD 6211 - Advanced Business Analytics (3)

MBAD 6272 - Marketing Analysis and Decision Making (3)

MBAD 6281 - Pricing and Positioning Strategy (3)

MBAD 7090 - Special Topics in Business (1-4)
ECON 6112 - Graduate Econometrics (3)
ECON 6218 - Advanced Business and Economic Forecasting (3)

Business Finance

Required courses:

MBAD 6153 - Investment Management (3)
MBAD 6157 - Advanced Corporate Finance (3)
Plus two of the following courses:

MBAD 6151 - Financial Institutions and Markets (3)
MBAD 6154 - Applied Business Finance (3)
MBAD 6155 - Multinational Financial Management (3)
MBAD 6156 - Commercial Bank Management (3)

Energy

Required courses:

EMGT 5961 - Introduction to Energy Systems (3)
MBAD 6962 - Energy Markets (3)

Choose one from the following:

ECON 5181 - Energy and Environmental Economics (3)
EMGT 5963 - Energy Systems Planning (3)
EMGT 5964 - Case Studies in the Energy Industry (3)

Choose one from the following:

ECON 5181 - Energy and Environmental Economics (3)
EMGT 5963 - Energy Systems Planning (3)
EMGT 5964 - Case Studies in the Energy Industry (3)
EMGT 6901 - Advanced Project Management (3)
EMGT 6930 - Capital Cost Estimating (3)
FINN 6210 - Financial Elements of Derivatives (3)
MBAD 6157 - Advanced Corporate Finance (3)

[Entrepreneurship and Corporate Venturing](#)

[Required course:](#)

[MBAD 6300 – Entrepreneurial Decisions \(3\)](#)

Prerequisite(s): None.

Plus three of the following courses:

MBAD 6191 – ~~Entrepreneurship~~ Entrepreneurial Strategy (3)

Prerequisite(s): MBAD 6131, MBAD 6152, and MBAD 6270, or permission of the MBA Program Director.

MBAD 6278 – Innovation Analytics (3)

Prerequisite(s): MBAD 6270 or permission of department.

MBAD 6279 – Design Thinking and Innovation (3)

Prerequisite(s): MBAD 6270.

MBAD 6280 – ~~Market Change and Innovating the Future~~ Innovation and Change Strategy (3)

Prerequisite(s): MBAD 6270.

MBAD 6302 – Opportunity Recognition and Evaluation (3)

Prerequisite(s): None.

MBAD 6304 – Opportunity Exploitation and Organizing (3)

Prerequisite(s): None.

MBAD 6305 – Managing Conditions of Uncertainty (3)

Prerequisite(s): None.

MBAD 6306 – Corporate Venturing (3)

Prerequisite(s): None.

MBAD 6310 – Business Models and Business Plans (3)

Prerequisite(s): None.

Financial Institutions/Commercial Banking

Required courses:

MBAD 6153 - Investment Management (3)

MBAD 6156 - Commercial Bank Management (3)
MBAD 6157 - Advanced Corporate Finance (3)

Plus one of the following courses:

MBAD 6151 - Financial Institutions and Markets (3)
MBAD 6155 - Multinational Financial Management (3)
FINN 6210 - Financial Elements of Derivatives (3)

Global Business

Required courses:

MBAD 6193 - Global Business Environment (3)
MBAD 6197 - Managing the Multinational Enterprise (3)
Plus one course involving MBA-approved international study or travel (3)
And one of the following courses:

MBAD 6275 - Global Marketing Strategy (3)
MBAD 6155 - Multinational Financial Management (3)

Information and Technology Management

Required courses:

MBAD 6201 - Business Intelligence and Analytics (3)
MBAD 6202 - Managing IT-Enabled Business Processes and Systems (3)
Plus two of the following courses:

MBAD 6122 - Decision Modeling and Analysis via Spreadsheets (3)
MBAD 6204 - Management of Information Security and Privacy (3)
MBAD 6207 - Business Project Management (3)

Management

Choose four of the required courses:

MBAD 6162 - Leadership in Organizations (3)
MBAD 6163 - Managing People for Competitive Advantage (3)
MBAD 6164 - Executive Communication (3)
MBAD 6165 - Negotiation and Conflict Management (3)
MBAD 6191 – Entrepreneurial Strategy (3)
MBAD 6192 - Business Ethics and Corporate Responsibility (3)
MBAD 6193 - Global Business Environment (3)
MBAD 6197 - Managing the Multinational Enterprise (3)
MBAD 6207 - Business Project Management (3)

Marketing

Choose four of the required courses:

MBAD 6271 - Consumer Behavior and Strategy (3)
MBAD 6272 - Marketing Analysis and Decision Making (3)
MBAD 6273 - Brand Building and New Product Strategy (3)
MBAD 6274 - Advertising and Promotion Strategy (3)
MBAD 6275 - Global Marketing Strategy (3)
MBAD 6276 - Consumer Analytics (3)
MBAD 6277 - Social Media Marketing and Analytics (3)
MBAD 6278 - Innovation Analytics (3)
MBAD 6279 - Design Thinking and Innovation (3)
MBAD 6280 - Market Change and Innovating the Future (3)
MBAD 6281 - Pricing and Positioning Strategy (3)
MBAD 6282 - Marketing of Sports (3)

Quantitative Methods for Business

Required courses:

ECON 6112 - Graduate Econometrics (3)
MBAD 6122 - Decision Modeling and Analysis via Spreadsheets (3)
Plus two of the following courses:

ECON 6217 - Advanced Microeconometrics (3)
ECON 6218 - Advanced Business and Economic Forecasting (3)
ITCS 6500 - Complex Adaptive Systems (3)
MBAD 6211 - Advanced Business Analytics (3)
MBAD 6272 - Marketing Analysis and Decision Making (3)

Real Estate Finance and Development

Required courses:

MBAD 6158 - Real Estate Finance and Investment (3)
MBAD 6159 - Real Estate Development (3)
Plus two of the following courses:

MBAD 6160 - Real Estate Capital Markets (3)
MBAD 6258 - Site Feasibility Analysis (3)
MBAD 6259 - Applied Real Estate Development (3)
ECON 6250 - Advanced Urban and Regional Economics (3)
MSRE 6102 - International Real Estate Study Tour (3)
MSRE 6120 - Real Estate Law and Land Use Policy (3)

MSRE 6130 - Site Planning, Building Design, and Construction Fundamentals (3)
MSRE 6220 - Financial Analysis of Real Estate Investments (3)
MSRE 6230 - Construction Management (3)

Supply Chain Management

Required courses:

MBAD 6122 - Decision Modeling and Analysis via Spreadsheets (3)
MBAD 6208 - Supply Chain Management (3)
Plus two of the following courses:

MBAD 6201 - Business Intelligence and Analytics (3)
MBAD 6207 - Business Project Management (3)
ECON 6112 - Graduate Econometrics (3)
Student Structured Concentration

Students may propose a 12-semester hour concentration in a significant area of interest for approval by the Director of the MBA program. This concentration may include graduate courses from other programs within the University with approval of the related department.