

**Course Materials
GSBA 537.01
Entrepreneurship
Fall, 2006**

**Dr. Scott W. Kunkel
University of San Diego**

(Fall 2006 edition)

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Graduate Student Guide to Consultant Learning

Suggested Projects for GSBA 537

80/20 Guide to Top Quality Business Writing

Syllabus
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Instructor Information

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Office Hours:

Mon. & Wed.: 3:15-4:00 p.m.

Mon. Only: 5:20-7:00

Tue & Thu: 1:30-2:30; 5:20-6:00 p.m.

Required Books and Supplies

1. Gumpert, D.E. (2002). *Burn your business plan: What investors really want from entrepreneurs*. Needham, MA: Lawson. (Paperback).
2. Kuratko, D.F., & Hodgetts, R.M. (2004). *Entrepreneurship: Theory, process, practice* (6th ed.). Mason, OH: Southwestern.
3. Shrink wrapped packet entitled *Course materials: GSBA 537*, which includes five booklets:
 - Kunkel, S. W. (2006). *Syllabus for GSBA 537, Fall 2006 edition*. San Diego: USD Bookstore. (Copied booklet).
 - Kunkel, S. W. (2006). *Graduate student guide to Consultant Learning, Fall 2006 edition*. San Diego: USD Bookstore. (Copied booklet).
 - Kunkel, S. W. (2006). *Suggested projects for GSBA 537, Fall 2006 edition*. San Diego: USD Bookstore. (Copied booklet).
 - Kunkel, S. W. (2006). *The 80/20 guide to top quality business writing, Fall 2006 student edition*. San Diego: USD Bookstore. (Copied booklet).
 - Kunkel, S. W. (2006). *Tentative class assignment schedule*. San Diego: USD Bookstore. (Copied booklet).
4. One three-ring binder (hard shell, 1 inch rings or larger). This will be used to fulfill the required assignment to keep a portfolio of your work that will be submitted near the end of the semester.

Recommended Reading and Subscriptions

To get a real world perspective of the entrepreneurial process at work, I strongly suggest that you subscribe, if you don't already, to one or more of the following publications – *INC.*, *Venture*, *Success*, *Fast Company*, and *Entrepreneur* magazines. In addition, the *Harvard Business Review* has a section in each issue entitled "Growing Concerns" which discusses many of the issues facing the new venture and its founding entrepreneurs.

For those of you with a strong interest in finance and the venture capital industry, I would recommend that you review the many articles about growing entrepreneurial ventures found in the *Venture Capital Journal* or in *Upside* magazine.

If you enjoy “surfing” the net, check out the entrepreneurial home pages on the World Wide Web (WWW). A wealth of information on ideas, entrepreneurial companies, research, etc., is already posted on the Internet. Just do a keyword search for “entrepreneur.”

Course Description

GSBA 537, Entrepreneurship, is designed to meet the needs of four different types of graduate business student:

- 1) **classic entrepreneurs** – students who would like to start or purchase their own businesses, either in the immediate future or perhaps later in their careers;
 - 2) **family entrepreneurs** – students who are planning to join or to take over family businesses;
 - 3) **corporate entrepreneurs** -- students who are planning to work for large existing organizations (either public or private) but within new venture-oriented departments (now often referred to as "intrapreneurship" or “corporate venturing”), or who hope to work in organizations that value entrepreneurial activities even within existing organizational structures; and
 - 4) **service providers** – students who want to understand entrepreneurship and entrepreneurs because they are headed for careers in the service sectors that work closely with entrepreneurial organizations, i.e., CPA's, bankers, attorneys, venture capitalists, financial planners, consultants, etc.
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Course Objectives

The overall objective of this course is to address the concepts, managerial skills, mental attitudes and basic know-how necessary for creating and growing a new business venture. The course will concentrate on exploring many of the key issues and problems commonly facing the entrepreneur such as:

- ✓ What is the “entrepreneurial process,” and what are the driving forces behind it?
What do you need to know about these forces to increase your odds for success?
What factors are critical to the start-up and survival of an entrepreneurial venture?

- ✓ How do successful entrepreneurs and potential investors distinguish a “good idea” from a “good opportunity”? A “good opportunity” for one person may not be a “good opportunity” for another person. How do you define a “good opportunity” for you?
 - ✓ What do entrepreneurs need to know about setting up successful, well functioning management teams for their new ventures?
 - ✓ What resources and sources of funding are available to the entrepreneur? How do successful entrepreneurs identify them, assess their importance to their particular ventures, and then obtain the necessary commitment of these resources?
 - ✓ What types of financing are available to the entrepreneur – debt, equity, etc? How do successful entrepreneurs obtain this financing and how do they negotiate and structure the deals?
 - ✓ What do entrepreneurs need to know about the legal and contractual aspects of deal structuring, particularly as it relates to employment and investment agreements, vesting schedules, non-compete and proprietary rights agreements?
 - ✓ How important is the “apprenticeship” role in the development of a successful entrepreneurial career? What strategies and tactics are possible for those who aspire to an entrepreneurial career?
 - ✓ How does one go about setting harvesting goals for the new venture? What constitutes "entrepreneurial success"?
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Teaching Methodology

Because this course is designed to accommodate several diverse groups of students with diverse learning needs, this course uses a unique teaching methodology I call “Consultant Learning™.”

Consultant Learning is a new method of structuring courses in a way that is designed to empower you and place you in control of your own learning process. Consultant Learning allows you to select for yourself those learning experiences that will contribute to your personal career objectives and ignore those that you feel would be irrelevant to your personal goals. Consultant Learning turns the classroom into a laboratory for the free enterprise system, using price as the allocation mechanism for grades earned.

You determine your own grades by completing projects which you select from a menu of possible projects or which you design yourself. For each project that you complete

successfully, you earn “consulting fees.” The amount of consulting fees you earn determines your grade.

Consultant Learning is built upon a significantly different paradigm from the traditional college course. Traditional courses operate on a system in which all students are required to do the same *quantity* of work and the *quality* of the work performed is judged and graded. Accepting low quality work and simply lowering a student’s grade for poor quality is the predominant assessment paradigm used in universities.

In Consultant Learning, the required *quality* of the work you must perform is held constant at a very high level – “professionalism” – and low quality work must be redone and resubmitted until it meets that professionalism standard. Then the *quantity* of professional quality work you perform during the semester becomes the basis for your grade.

You will earn consulting fees for projects which you select from a menu of project choices or that you design yourself on topics that are of interest to you and that match your learning objectives for taking this course. For each project that you intend to complete you will submit a proposal to be approved by me before you begin work on the project. Each proposal will include an assignment of the consulting fee for that project, following fee rules set down in the booklet *Suggested Projects for GSBA 537*. Once the proposal is approved you may complete the project.

Completed projects are submitted to me. Projects which are not of professional quality will be returned to you along with notes on what needs to be done to the project to make it professional quality. You must rework and resubmit the project in order to get “paid” for it. Once a project is professional quality, I will return it to you with “Paid \$2,000” (or whatever amount was agreed upon in the proposal) written on the cover sheet.

Many of the chapters in the book include exercises that you can undertake to increase your competence in the skill set that research indicates is valuable to entrepreneurial success. Which of these exercises you choose to undertake will be a function of what your personal goals are and how you intend to use this course in your future career(s). Projects to perform an exercise in the book will have as a deadline the date on which the chapter that includes that exercise will be discussed in class.

You will also receive consulting fees for in-class work, such as attendance and being prepared to discuss assigned readings and cases in class.

Exactly how projects are designed, and how you earn fees are described in the second required booklet in this packet, entitled *Student Guide to Consultant Learning*. That booklet tells you everything you need to know to be successful in a course utilizing the Consultant Learning approach.

A third required booklet in this packet, *Suggested Projects for GSBA 537*, provides you with a list of projects from which you may choose and describes the process by which you can design your own projects.

A fourth required booklet in this packet, entitled *The 80/20 Guide to Top Quality Business Writing*, will help you to produce professional quality business reports and memos that are in the designated form for this course.

During the semester, “paid” projects are returned to you and I keep no record of how many “paid” projects you have submitted. Near the end of the semester you will compile all your “paid” projects into a portfolio that will be submitted to me. In your portfolio will be two accounting sheets showing what you’ve earned, both from in-class fees and project fees, and what grade that amount of fees qualifies you for. The table below shows the amount of fees that you will need to earn to receive each specific grade.

Assigning Grades			
Fees Earned	Grade	Fees Earned	Grade
\$30,000 up	A	\$22,000 to \$23,999	B-
\$28,000 to \$29,999	A-	\$20,000 to \$21,999	C+
\$26,000 to \$27,999	B+	\$18,000 to \$19,999	C
\$24,000 to \$25,999	B	\$16,000 to 17,999	C-
		Below \$16,000	F

Copies of this booklet, *Syllabus for GSBA 537*, and the other four booklets, *Student Guide to Consultant Learning*, *Suggested Projects for GSBA 537*, and *The 80/20 Guide to Top Quality Business Writing*, and *Tentative Class Assignment Schedule* are all available through my website at <www.sandiego.edu/~kunkel/syllabi> as well as at the USD Bookstore. The packet including all five of these booklets is required material for this course.

Academic Integrity

The use of information from published sources can create some confusion about proper use and reference of material that you did not generate yourself. Here are some guidelines to help you use but not misuse information produced by others.

It is expected that you will read publications and incorporate into your reports some of the findings and ideas contained in those published works. When you refer to information generated by someone else, it is important to credit the source of that information. In APA report form, which we will be using in this course, you credit the original author in the text by way of a parenthetical citation. For example:

"The simplest way to begin an analysis of a corporation's value chain is by carefully examining its traditional functional areas for potential strengths and weaknesses" (Wheelen & Hunger, 2002, p. 87).

It could be appropriate for you to include a sentence like this in one of your reports, but since you didn't perform the research that led to this conclusion you need to cite the people who did. This sentence is directly quoted from a book published by Wheelen and Hunger in 2002. Since it is directly quoted, the citation gives the page number and it is in an appropriate quotation method for a short quotation – quotation marks.

However, if instead of quoting the book, I had simply used their conclusion in my own words (paraphrased), I would still use the citation of the book where I got the information but would omit the page number and would not put the information in quotation marks in the text. For example, I could have written in my report:

One of the best ways to begin a value chain analysis is with an analysis of the organization's strengths and weaknesses (Wheelen & Hunger, 2002).

In this case, I did not **quote** Wheelen and Hunger, although I did use their conclusion. Therefore, I included a citation of the book as the source of this information. The citation is in a form that will allow the reader to find it alphabetically in the bibliography or reference list. The reference list has a complete citation allowing the reader to actually go back to the original source if he/she chooses to do so.

Neglecting to properly cite another person's work is a form of plagiarism, the practice of reporting someone else's work as your own. There are other forms of plagiarism as well, including: copying portions of text verbatim from published sources (including the Internet) without properly citing the source; receiving unauthorized assistance on papers; drawing

material from similar papers written by other students without citing the other students' papers as sources; using information that you created yourself for some other course without citing your earlier course work as the source of the material.

The simplest way to avoid plagiarism is to include a proper citation for any FACT that you obtained from any source, be it a published source or an interview. When someone else gave you the information, just tell the reader where you got the information.

Plagiarism constitutes a serious breach of professional ethics as well as being a violation of the University of San Diego's academic integrity policy. If an instructor has reason to believe that an act of plagiarism has occurred, an academic integrity report must be filed with Dean of the college and an academic integrity hearing may be convened. If the academic integrity hearing committee determines that plagiarism has occurred, disciplinary action may range from loss of points toward a grade to expulsion from the university.

Bottom line: do your own work and don't copy the work of others. Plagiarism is unethical, it's way too easy to get caught, and being called before an academic integrity hearing committee is far more unpleasant than simply writing your own papers.

Any questions about what constitute acceptable procedures for sharing of data, exchange of ideas, citation of sources, or any other academic integrity issues should be addressed to your instructor. Better safe than sorry!