MGMT 403
Entrepreneurial Leadership
Spring 2019 - Section 1 (22082) – 3 credits

Hybrid Express 2
(class time is offsite accessible)

Instructor: Dr Graeme Coetzer

Click here for a review of the course

Type of Course
Express 2 offsite-accessible hybrid course (recorded)
- Express 2 - the course takes place during the 2nd half of the semester in a compressed format (the content of a full semester is delivered within half the time - express 2 courses contain approximately double the weekly workload of a regular semester course)
- Hybrid - some weeks will contain prescheduled classroom sessions (synchronous engagement) while the remaining weeks are completed online without any prescheduled classroom sessions (asynchronous engagement)
- Offsite accessible – all the prescheduled classroom sessions can be attended either onsite at the North Campus or offsite using a teleconference system (Zoom) that is available for desktops, laptops, tablets, ipads and smartphones (to set up your free Zoom account click here – as part of the set up process you have the option of either using the cloud based Zoom software or downloading the Zoom Meeting Client to your desktop/laptop - to download the Zoom application for tablets, ipads and smartphones please go to the associated app store). Click here for a brief video review of how to setup and use Zoom.
- Recorded – all the prescheduled classroom sessions are recorded and will be available for those who were not able to attend the classroom sessions or would like to review the sessions

Class Day: Monday (classes do not take place every week and may be attended via teleconference)
Prescheduled Classes
- 4th of March
- 25th of March
- 15th of April

Class Hours: 6:30pm – 9:15pm

Class Location: 233 North Campus or connect to the class via the teleconference system

Email: coetzergh@cofc.edu
Office Tel: 843-953-5688
Mobile Phone: 912-399-5265

Zoom Address: https://zoom.us/my/drcoetzer - enter the Zoom personal link name (drcoetzer) or the meeting id (536289 1948) into the box that requests a meeting id
Contact the Instructor:

- **Emergency** – in case of an emergency please text or call me at 912-399-5265
- **Urgent (cannot wait until office hours)** – email me with the word URGENT included in the email title and provide a contact telephone number (the contact telephone number is useful when the response requires a lengthy description and/or engagement that is not well suited to email)
- **General request that requires a short response** – please email me
- **General request that requires a longer response** (not suitable for email e.g. discuss a key course concept or review an exam) – please make an appointment to meet with me during my **office hours** (see below) - students can choose to:
  - meet in my office
  - via telephone, or
  - via the teleconferencing system (Zoom)
  
  **Note:** if you would like to use the remote engagement option, and it is likely that we will be reviewing documents, presentations, software programs etc., then you must use Zoom so that we have screen share capability.
- **Request to meet with the Instructor outside of office hours** – if your schedule does not permit you to meet with me during office hours, then contact me via email or mobile phone (if urgent) and request an alternative time (please suggest at least 2 alternative times when you could meet, and indicate whether your wish to meet in my office, via telephone or via teleconference).

Office hours take place in following locations:

- **Main Campus**: Thursday 3-5pm in Tate 305 (please knock on either door when you arrive)
- **North Campus**: Monday 3-6pm and Wednesday 3-6pm in Room 233

  click [here](https://zoom.us/my/drcoetzer) to book an appointment

Remote engagement – all students must be able to remotely engage:

- **Prescheduled classes** (not necessary for those students who physically attend the class)
- **Instructor** (not necessary for those students who meet with the instructor in his office)
- **Other students** (not necessary if other students are willing and able to physically meet in person)
- **Student team** (not necessary if all the team members agree to physical meet in person)

To remotely access the prescheduled classes click the following link ([https://zoom.us/my/drcoetzer](https://zoom.us/my/drcoetzer)) or enter the following information into the meeting id or personal-link name box (drcoetzer or 536 289 1948).

Students must do the following in order to setup and make use of the teleconferencing system (Zoom):

- Secure access to the necessary hardware (computer, webcam and headset with microphone), software and the internet (more information provided below)
- Complete the brief online training about using Zoom (click [here](https://zoom.us/my/drcoetzer))
- Setup your free Zoom account (click [here](https://zoom.us/my/drcoetzer))
- Download and install the Zoom client for meetings on your primary and secondary devices (for desktops and laptops click [here](https://zoom.us/my/drcoetzer), and for tablets, ipad and smartphones download the application from the applicable app store)

**CATALOGUE DESCRIPTION**

The course will examine the Entrepreneurial Leadership (EL) factors needed to bring about enterprise transformation or transition from start-up and ongoing operations to what is frequently called enterprise building. Theories and related research will be examined, as will “best” and “worst” practices, using case studies, lectures, and outside speakers.

**DETAILED COURSE DESCRIPTION**

This course will examine the key concepts, models and practices associated with entrepreneurial leadership. The successful creation, stabilization and expansion of into an enterprise that offers the new ventures is a key contributor to economic well-being for many individuals and all communities. Expanding consumer access and competition driven by an
increasingly globalized economy has intensified both the potential rewards and risks associated with new ventures. The ability to identify and take advantage of expanding opportunities while navigating the risks requires entrepreneurs who are provided with the necessary knowledge, skills and support that will help them to lead successful new ventures. This course will examine the process of entrepreneurial leadership starting with opportunity recognition and then examining key steps like business planning, securing finance and establishing a creation team. Other topics include social entrepreneurship, franchising and obtaining venture and growth capital. The learning process will include presentations, discussions, exercises and case studies.

PREREQUISITES
Junior standing (60 hours).

DEPARTMENT STATEMENT OF EXCELLENCE
The Department of Management and Marketing believes organizations have an obligation to optimize the “Triple Bottom Line;” that is, to achieve financial, ecological, and social objectives in increasingly competitive global markets. As teachers, we seek to prepare our students to be global citizens who will think and act systemically regarding the multiple purposes of creating and managing organizations in this responsible way.

COURSE LEARNING OBJECTIVES
By the end of the course, students will be able to:

- Define key concepts, models, practices and attitudes that help explain and promote the success of the entrepreneurial process
- Explain both the historical evolution and the influence of modern economic, social and environmental influences on the entrepreneurial process
- Analyze the key steps in the entrepreneurial process
- Analyze and synthesize both research and practitioner oriented information into a briefing on a key topic related to entrepreneurial leadership
- Apply entrepreneurial best practices to the management of a new venture

SCHOOL OF BUSINESS AND SCHOOL OF PROFESSIONAL STUDIES LEARNING OBJECTIVES

| Written Communication | Students will provide written responses to subject related questions, cases and ethical scenarios, write a briefing, write both original contributions and replies to others in online discussion boards, and support the completion of a team report on establishing and managing a new venture |
| Oral communication | Students will use video-conference technology to record and distribute a briefing presentation, and participate in a team presentation of new venture proposal |
| Quantitative Literacy | Students will use logical reasoning and data analysis skills to analyze cases and make recommendations related to new ventures |
| Scientific Literacy | Students will review, analyze and synthesize scientific literature related to a key entrepreneurial leadership topic |
| Global and Civic Responsibility and Understanding | Students will review clean commerce and sustainable enterprise movements as an entrepreneurial opportunity |
| Intellectual Innovation and Creativity | Students will develop innovative strategies for establishing and managing a new venture |
| Synthesis | Students will integrate knowledge and practice from multiple sources of information into developing a strategy for establishing and managing a new venture |
| Ethical Decision Making | Students will review course content on ethical decision making for entrepreneurs and analyze and respond to cases involving the identification, analysis and response to ethical challenges |
COURSE FORMAT AND RESOURCE REQUIREMENTS

The Bachelor of Professional Studies program offers classroom based (with remote access), fully online and hybrid courses in either a full semester or express format (course content compressed into either the first or second half of a semester). The classroom based courses include either regular weekly classroom sessions that take place at a prescheduled time during weekday evenings (either Main Campus or North Campus) or intensive experiential weekend sessions, or some combination thereof. Courses that require intensive experiential engagement typically include occasional weekend gatherings either at the North Campus or at other enjoyable locations in Charleston owned by the College (e.g. Downtown, Patriots Point, Dixie Plantation etc.).

The Bachelor of Professional Studies program is committed to becoming a fully offsite accessible program which means that students have the option of attending all classroom based activities (e.g. weekly classes, experiential retreats etc.) either in person or via an advanced teleconference system (synchronous engagement using the teleconferencing system called Zoom). This high fidelity teleconferencing system helps the BPS to achieve the key strategic objective of maximizing student choice and flexibility while maintaining high quality engagement and a sense of community. The teleconference system also provides high quality recordings of classrooms sessions and retreats that can be viewed by students who were unable to attend or who wish to review sessions.

Fully online courses include course content that is completed without any prescheduled synchronous classroom based engagement (asynchronous remote engagement). Hybrid courses involve the following combinations of delivery methods:

<table>
<thead>
<tr>
<th>Delivery Methods</th>
<th>Classroom Hybrid</th>
<th>Weekend Hybrid</th>
<th>Classroom and Weekend Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some weekly classroom based evening sessions on either the Main Campus or North Campus (offsite accessible via Zoom)</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Weekend session(s) (offsite accessible via Zoom)</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Some fully online components</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

This course is an offsite accessible classroom hybrid course

Students must possess the resources outlined below in order to successfully participate in an offsite accessible course. Keep in mind that offsite accessible courses provide members of students teams with the option of engaging their team remotely. This means that you may end up in a team where all the members meet in person, some meet in person while others engage remotely, or all the members of the team engage one another remotely. In addition, every student can choose whether to engage the instructor remotely or in person (physically co-located). This is a highly realistic scenario in the modern workplace where you have various team-mates that you engage remotely and even a boss that engages you from another part of the country or world.

The culture of engagement within the Bachelor of Professional studies is founded upon choiceful engagement (in-person or remote) without the loss of rich contact, connection and a sense of community. In order to achieve this, we are integrating the high quality teleconferencing system called Zoom into both the classrooms and faculty offices, and requiring students to download and use the free Zoom application (available for desktops, laptops, ipads, tablets and smartphones)

These are the resource requirements for participating in an offsite accessible course:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop or laptop computer with software (local or cloud based) for teleconferencing (Zoom), email, word processing, presentations, spreadsheets etc.</td>
<td>Both the North campus and the Main campus have state of the art computer labs with all the necessary software. In addition, each student will receive a Microsoft office 365 account which allows them to download the Microsoft Office Suite to their personal computer plus access cloud based versions of the programs via their account (need to have an internet connection). Students must also setup their free Zoom account and</td>
</tr>
</tbody>
</table>
download the application to the various devices that they would like to use for remote engagement. Effective remote engagement may at times require screen sharing content with the instructor and the rest of the class in order to give presentations, show documents, demonstrate software capabilities etc.. Students who rely on tablets and smartphones need to ensure that the devices possess the necessary software, and that this software can interact with the Zoom application on their device in a way that provides a quality screen share.

- Click here for hardware recommendations
- Click the following 2 links for academic discounts on hardware, software and other education related items (link 1, link 2)
- Click here for a brief video review of how to setup and use Zoom

<table>
<thead>
<tr>
<th>Internet connection with sufficient bandwidth for videoconferencing</th>
<th>Computers at both the North and Main campus provide access to high speed internet. If students wish to take advantage of the remote engagement option they must have access to an internet connection with reasonable bandwidth (standard high speed internet access provided by all the major telecommunication companies is sufficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webcam and microphone</td>
<td>Most computers at the North and Main campus have built in webcams and microphones but do not offer the privacy necessary for remote engagement (if a student uses a computer in the computer lab for remote engagement, use of a headset is required to minimize the level of distraction for other students). Many desktop computers (particularly all-in-ones) and most laptops, tablets and smartphones have built in webcams and microphones, but in some cases these are not of sufficient quality to support effective remote engagement. Students are advised to secure a reasonable quality webcam (HD Logitech webcams work well with Zoom) and a headset with a microphone (Koss USB headsets work well with Zoom) for use with their desktop and laptop computers. Tablets, ipads and smartphones can be used for remote engagement with the necessary Zoom application (see the applicable app store).</td>
</tr>
<tr>
<td>Headset</td>
<td>Although not required, the use of a headset is suggested because it often eliminates auditory feedback that can occur when multiple people are using a videoconferencing system (Koss USB headsets work well with Zoom)</td>
</tr>
</tbody>
</table>

As previously mentioned, tablets and smartphones can be used for remote engagement (e.g. attending class from an airport while on a business trip using the Zoom app on your smartphone) but if a student is expected to provide information using specific software via the screen share option in Zoom (e.g. give a powerpoint presentation, show a mindmap or describe a spreadsheet), then they need to make sure that their device can run the required software. Even though many popular applications can be loaded on tablets and smartphones, these versions often have limited functionality, are difficult to use or do not exist. Although it is possible to only make use of a tablet or smartphone combined with the computers available on campus, a personal desktop or laptop computer is suggested.

For information about computing support services provided by the College of Charleston click here (e.g. locked out of your account or experiencing other issues with MyCharleston etc.)

The Bachelor of Professional Studies program also makes use of the flipped classroom approach which requires students to review all the necessary content prior to class (this is built into the design of the course through the assigned activities and the related deadlines. The flipped classroom approach means that class time is not used to conduct end-to-end reviews of the assigned materials but is rather used to conduct activities that promote deeper exploration, internalization and application of the assigned content.

REQUIRED AND SUPPLEMENTAL MATERIALS

Supplemental Materials: A variety of supplemental materials including readings, videos, exercises, practice quizzes etc., will be available on the course website in OAKS.

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Online Discussions Boards</td>
<td>25%</td>
</tr>
<tr>
<td>Briefing Paper and Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Team Project</td>
<td>20%</td>
</tr>
<tr>
<td>Performance as Team Member</td>
<td>10%</td>
</tr>
</tbody>
</table>

COLLEGE OF CHARLESTON GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>&gt; than or equal to 94%</td>
<td>Superior Performance</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
<td>Great Performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89%</td>
<td>Very Good Performance</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>85-86%</td>
<td>Just Above Good Performance</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
<td>Just Below Good Performance</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79%</td>
<td>Fair Performance</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-76%</td>
<td>Acceptable Performance</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73%</td>
<td>Weak Performance</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67-69%</td>
<td>Significant Concerns</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>64-66%</td>
<td>Barely acceptable but passing</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>60-63%</td>
<td>Near Failure</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; than 60%</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Review the video presentation on Developing a Constructive Course Culture including Policies and Procedures for Managing Course Grades, by clicking [here](#) (this video presentation must be reviewed by each student by the end of week 1). After reviewing the video presentation, each student is required to make one original entry into the associated online discussion board and respond to the contributions of at least two other students.

DESCRIPTION OF ASSIGNMENTS AND ASSESSMENTS

Weekly Online Quizzes (25%)

Students are required to complete weekly online quizzes within OAKS that cover the textbook chapters assigned for that week (see course schedule at the end of this outline). The online quizzes are comprised of 20 multiple choice questions that must be completed in 17-18 minutes. The number of items included within a quiz and the time provided to complete the quiz may be adjusted in order to produce reasonable grading distributions (see presentation on producing reasonable grading distributions by clicking [here](#)).

Each student will receive a randomized set of questions drawn from the test-bank that accompanies the textbook. The weekly quizzes will open each week at 8:00am on Monday morning and close at 11:30pm on Sunday (end of the same week) (quizzes in the final few weeks may have different start and end times/dates). Additional information about the quizzes is contained within the course website on OAKS and in the course schedule at the end of this course outline.

Weekly Online Discussions (25%)

Students are required to participate in weekly online discussions that are related to the learning materials assigned for that week. The weekly online discussions are divided into 2 components (some weeks only have a single discussion board) – (1)
review and initial assimilation of assigned materials, and (2) completion of a secondary assimilation activity (the online discussions should be completed in that order).

- **Review and initial assimilation of materials assigned for the week (1st online discussion board for the week)** – each student is required to identify something of interest in the assigned material for the week that they would like to explore further and/or something that has captured their attention/impacted them. Each student is required to make one original contribution that identifies what they are interested in and why, or what has captured their attention/impacted them and why, and then respond to the contributions of 2 other students (must first post an original entry in order to access other entries)

- **Completion of assimilation activity (2nd online discussion board for the week)** – each student is required to make an original contribution to the assigned secondary assimilation activity (see list of activities in course schedule at the end of the course outline and in the discussions section of OAKS) and respond to the original contributions of 2 other students (must first post an original entry in order to access other entries)

As previously mentioned, each student must submit an original thread before they can access and reply to other threads within the weekly online discussions. Responding to the contribution of another student is an opportunity to practice engaging another person in a constructive manner, promoting mutual learning and developing relationships. Click [here](#) to access a guide for effectively responding to the contributions of others in an online discussion. Please ensure that your responses to other students are both (1) direct, open, authentic and courageous, and (2) professional, respectful and skillfully communicated. Effectively responding to others requires striking a balance between being supportive and challenging.

Please keep in mind that your inner experience of an external event/condition is the result of (1) what happens to you (nature of that external event/condition), and (2) what you do with what happens to you (influenced by your own inner psychology, developmental experiences, needs/preferences etc.). I do not support overly blaming others for internal reactions that appear to be out of proportion (e.g. highly reactive and overly intense) or out of context (e.g. trying to block someone’s participation in a context where debate is encouraged and others are engaged). At the same time, we do have an impact on others and need to strive to be both authentic, skillful and respectful.

Please report any reasonable concerns about the content and/or style of student contributions to the online discussion boards to the instructor as soon as possible (please note that I encourage students to express themselves, engage in constructive conflict and be open to exploring perspectives that are outside or your comfort zone)

The weekly online discussions will close at 11:30pm on Sunday (end of the week within which the discussion topics are assigned) (discussion boards in the final few weeks may have different start and end dates/times). Additional information about the assignment, assessment process and assessment criteria is contained within the course website (OAKS).

**Briefing Paper and Presentation (20%)**

Each student is expected to pick a topic related to entrepreneurial leadership and develop both a briefing paper and presentation on the chosen topic. For a review of the briefing process click [here](#). Those learners who are more interested in developing specific skills related to entrepreneurial leadership should pick an activity or a practice as a topic (e.g. screening a new venture opportunity).

Once each learner has chosen their topic, they need to identify at least 2 recent (no earlier than 2000) articles that address the topic. Each learner is encouraged to identify both a research/scientific (academic) and a practitioner oriented article. The research/scientific (academic) article will assist in providing a comprehensive definition of the topic and a description of key aspects of the topic, whereas the practitioner oriented article will provide more “management/organizational impact” and “how to” information.

Online databases of business articles (research and practitioner) are available via the online library, and have search filters which allow you to restrict your searches to academic or practitioner oriented articles (trade publications). Click [here](#) for a general review of online access to the library, and for a review of finding articles and other information using the online article databases click [here](#). Library advisors are available to assist students in finding information they need to complete their research assignments. A request for assistance is made by completing an [online request](#) (other contact information – text
Each student is required to review the collected articles and develop a briefing paper and presentation that consists of the following sections:

1. **Section 1** Define and briefly describe the topic using the information provided in the articles and other sources if necessary (try to secure a comprehensive definition of the topic and identify any classifications, typologies and dimensions e.g. opportunity screening is defined as ... and has the following types ... and the first type is made up of the following dimensions ..., second type is made up of ... etc.).

2. **Section 2** Identify the key points that the articles are making about the topic and present the information in a series of bullet points (suggest that you highlight the key points that the articles are making about diversity sensitivity and sensitivity training). If necessary, expand briefly on each point to assist the reader in understanding the point being made without including too much information for each bullet.

3. **Section 3** Briefly describe why the topic is important for entrepreneurial leadership and new ventures (what impact will the topic have on entrepreneurial leadership e.g. why is opportunity screening important for entrepreneurial leadership and new ventures. If no direct information is provided then you need to make thoughtful inferences.

4. **Section 4** Briefly recommend key actions that entrepreneurial leaders should take in response to the topic (e.g. how might this practice/activity be applied/executed/implemented - how might opportunity screening be applied/implemented/executed). Provide some information about the key general steps required to apply/execute/implement this practice/activity, and any other things that support efficient and effective application/execution/implementation. If no direct information is available, then you need to make thoughtful inferences. Section 4 is only applicable if you chose a topic that is an activity or practice.

Paper must be structured using the 4 sections indicated above (unless section 4 is not required) and must reference all sources on a separate page at the end (use the APA referencing format - http://www.apastyle.org). The paper should be 3 pages in length (excluding the cover page and reference page), 1½ line spacing, 12 point arial or verdana font, normal margins (typically 1 inch all around), cover page with topic title, course name, instructor name and student name and number. The paper must be saved in PDF format and uploaded into the associated OAKS drop-box by 11:30pm on the date indicated in the course schedule/calendar. The articles do not need to be attached. Additional information about the assignment, assessment process and assessment criteria is contained within the course website (OAKS). For a brief video review of developing and conducting briefings click here.

**Team Project (20%)**

Students will be randomly assigned to a team that is required to develop a process map and manual that describes the key steps for leading a new venture from opportunity identification through to implementation. Each team will also be responsible for giving a presentation of their new venture leadership process at the end of the semester. Each team member must first review the video presentation on mapping and developing processes by clicking here. Each team is then required to do the following:

1. Identify a new venture idea
2. Map out the process for leading the new venture project from opportunity identification through to establishing the capacity to deliver the product/service at meaningful volumes (each student team will be given access to a cloud based version of mindmanager where they can simultaneously work on the process map from remote locations)
3. Toward the end of the semester, the instructor will download the completed process map and produce a procedures manual that will be returned to each team. Each team is then expected to make any final alterations and additions, and then upload the procedures manual into the associated dropbox in OAKS
4. Develop a 15 min presentation of their new venture leadership process
5. Give a presentation in the final class of the semester

The New Venture Leadership Process Manual must contain the following information:

- Name of the process
- Goal(s) of the process
- How successful execution of the process will be measured
- Conditions under which the process is being executed (e.g. a general process versus a process specific to a particular situation/conditions)
- An end-to-end map of the process deconstructed to a reasonable level of detail with some explanation of how to execute challenging or complex steps

The manual must address each of the sections listed above, and there are no particular length or formatting requirements. The manual must be saved in PDF format and uploaded into the associated OAKS drop-box by 11:30pm on the date indicated in the course schedule/calendar. Each student team is expected to give a 15 minute presentation of their new venture leadership process in the last class of the semester. Every group member is expected to participate in the presentation and off-site team members may present via teleconference (Zoom). Additional information about the assignment, assessment process and assessment criteria is contained within the course website (OAKS).

Performance as a Team Member (10%)

Each team member is required to complete both a mid and end of semester assessment of the other team members in their team. If a review of the assessment data clearly indicates a relatively lower quantity/quality of contribution to the team, a reduction in the total number of points available will be made as follows:

Each team member starts with 100 points that represents 10% of their grade

<table>
<thead>
<tr>
<th>Average rating of the team member by their team-mates suggests inconsistent engagement and quantity/quality of contribution that unreasonably burdened the other team members and constrained team performance</th>
<th>Reduction of 25 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average rating of the team member by their team-mates suggests highly inconsistent engagement and quantity/quality of contribution that unreasonably burdened the other team members and constrained team performance</td>
<td>Reduction of 50 points</td>
</tr>
<tr>
<td>Average rating of the team member by their team-mates suggests minimal engagement and quantity/quality of contribution that significantly burdened the other team members and constrained team performance</td>
<td>Reduction of 75 points</td>
</tr>
<tr>
<td>Average rating of the team member by their team-mates suggests practically no engagement and quantity/quality of contribution</td>
<td>Reduction of 100 points</td>
</tr>
</tbody>
</table>

Each team member must complete both the mid and end of semester assessments by the time/date indicated in the course schedule/calendar (click here to access the online assessment). Please remember that each student has an ethical obligation to provide a rational assessment that is not influenced by personal bias.

POLICIES, PROCEDURES, STANDARDS AND RESOURCES

Attendance and participation. Weekly attendance and participation is indicated by (1) class attendance (for those weeks where there is a prescheduled class), (2) completing the required quiz, and (3) participating in the weekly online discussion boards (these are referred to as the key weekly activities). Consistent engagement with the course materials, course learning activities, assignments and your student team is important for successfully completing the course. Attendance and reasonable participation is determined based upon the extent to which the key weekly activities outlined above are completed. Consequences for missing the required key weekly activities are as follows:

- Any of the outlined activities for 1 week - no penalty (keep in mind that if you miss the deadline for a quiz in 1 week then you won’t get an attendance/participation penalty but you still won’t get the quiz grade)
- Any of the outlined activities for 2 weeks - grade for discussion forums is divided in half (discussion forums count for 25% of the final grade)
- Any of the outlined activities for 3 or more weeks - grade of 0 for the discussion forums

Being available and engaged with your virtual or mixed co-located-remote team is essential for ensuring the efficient and effective functioning of the team (virtual and mixed location teams do not have the availability and engagement options of
physically co-located teams). Students who are chronically unavailable and unengaged in their assigned virtual team (as determined by the team-member assessments conducted at the midpoint and end of the course) will have the team work component of their grade reduced in proportion to their availability and both the level and quality of their contribution to the team.

As previously mentioned, being inactive for three weeks results in the loss of the online discussion forum grade (25% of the overall grade). The course participation status will also be changed from active to inactive. A student on inactive status can be summarily dismissed from their student team and will receive a zero grade for their team project. Ongoing absence without an appropriate explanation will result in a failing grade for the course.

**Late Assignments and Make up Exams.** Assignments that are submitted late without permission will be subject to a decrease of 10 percent per day, up to three days. After three days, late assignments will not be accepted. If you have a legitimate situation that is preventing you from meeting the deadline for submission or completing an exam, please discuss this with the instructor.

**Expectations for Written Work.** Following the School of Business learning goal of effective communications, all written work (including presentations) must be completed in professional style, and follow basic principles of effective written communication. As any potential investor (or employer) would expect, all written work should be neat, well organized and formatted, clearly written, and free from grammatical and/or typographical errors. In other words, grammar, spelling and formatting will count as part of the grade on all assignments (including presentations).

**Academic Integrity.** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Disability Policy.** The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying either instructor as soon as possible and for contacting an instructor one week before accommodation is needed.

**Attendance**

**Center for Student Learning.** Students are encouraged to utilize the learning support resources offered by the Center for Student Learning’s (CSL). The center offers tutoring, supplemental instruction, one-on-one learning skills coaching and a variety of learning skills workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional
cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.
<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Access Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology Help Desk</td>
<td>Phone: 843-953-3375 (Monday to Friday from 8:00am to 5:00pm) Email: <a href="mailto:helpdesk@cofc.edu">helpdesk@cofc.edu</a></td>
</tr>
<tr>
<td>Student Computing Support</td>
<td>Phone: 843-953-8000 (for hours click here) Email: <a href="mailto:studentcomputingsupport@cofc.edu">studentcomputingsupport@cofc.edu</a> Website: <a href="http://blogs.cofc.edu/scs/about-us/support-services/">http://blogs.cofc.edu/scs/about-us/support-services/</a></td>
</tr>
<tr>
<td>Support for OAKS</td>
<td>Phone: 843-953-3375 for assistance with logging in to and accessing OAKS (email: <a href="mailto:helpdesk@cofc.edu">helpdesk@cofc.edu</a>)</td>
</tr>
<tr>
<td>Getting started</td>
<td>Website: <a href="http://blogs.cofc.edu/oaks/students/getting-started/">http://blogs.cofc.edu/oaks/students/getting-started/</a></td>
</tr>
<tr>
<td>Overview of a course website in OAKS</td>
<td>Video: <a href="https://www.youtube.com/watch?v=sDkvWMloI9I&amp;feature=youtu.be">https://www.youtube.com/watch?v=sDkvWMloI9I&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Communication Tools in OAKS</td>
<td>Video: <a href="https://www.youtube.com/watch?v=i8XDbA_wuY4&amp;feature=youtu.be">https://www.youtube.com/watch?v=i8XDbA_wuY4&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Grades Tools: Dropbox, Grades, Quizzes and Surveys</td>
<td>Video: <a href="https://www.youtube.com/watch?v=wdFqfOY2azk&amp;feature=youtu.be">https://www.youtube.com/watch?v=wdFqfOY2azk&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Management Tools: Attendance, Calendar and Groups</td>
<td>Video: <a href="https://www.youtube.com/watch?v=iNTvy6S1Ee8&amp;feature=youtu.be">https://www.youtube.com/watch?v=iNTvy6S1Ee8&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Make an appointment to meet with a Study Skills Advisor</td>
<td>If you would like to make an appointment for an in-person (Main or North Campus) or online meeting (audio/video conference using Skype) with a Study Skills Advisor please call 843-953-5635</td>
</tr>
<tr>
<td>Student Learning Resources</td>
<td>Website: <a href="http://csl.cofc.edu/student-resources/index.php">http://csl.cofc.edu/student-resources/index.php</a></td>
</tr>
<tr>
<td>Supplemental Instruction</td>
<td>Website: <a href="http://csl.cofc.edu/supplemental-instruction/index.php">http://csl.cofc.edu/supplemental-instruction/index.php</a></td>
</tr>
<tr>
<td>Study Skills</td>
<td>Website: <a href="http://csl.cofc.edu/studystrategies/index.php">http://csl.cofc.edu/studystrategies/index.php</a></td>
</tr>
<tr>
<td>Tutoring Services</td>
<td>Website: <a href="http://csl.cofc.edu/labs/index.php">http://csl.cofc.edu/labs/index.php</a></td>
</tr>
<tr>
<td>Library</td>
<td>Main Campus Phone: 843-953-5530 Website: <a href="http://www.cofc.edu/library/">http://www.cofc.edu/library/</a> North Campus Hours: 7:00am to 10:00pm Monday to Friday and 7:00am to 7:00pm on Saturday Phone: 843-953-2766 Email: <a href="mailto:Finchl@cofc.edu">Finchl@cofc.edu</a></td>
</tr>
<tr>
<td>Library Support</td>
<td>New Student Guide to Library and Computing Services click here</td>
</tr>
<tr>
<td>Assistance in Securing Information</td>
<td>Library advisors will assist students in finding information they need to complete their research assignments. A request for assistance is made by completing an online request (other contact information – text 843.353.1259, tel 843.953.8000, for email click here)</td>
</tr>
<tr>
<td>SMS question and answer service</td>
<td>The library’s SMS service (843-353-1259) enables you to text a question to the library and receive an answer via text message. Text these words to get automatic responses for the following: hours, fines, phone.</td>
</tr>
<tr>
<td>General review of Library and Online Access to the Library</td>
<td>Video: <a href="https://www.youtube.com/watch?v=u6StfenzODA&amp;feature=youtu.be&amp;list=UUcAijeouPQdpMNlubleazA">https://www.youtube.com/watch?v=u6StfenzODA&amp;feature=youtu.be&amp;list=UUcAijeouPQdpMNlubleazA</a></td>
</tr>
<tr>
<td>How to use the Online Databases to Find Articles/Information I need for my Assignment</td>
<td>Video: <a href="https://www.youtube.com/watch?v=5VsB_jAT-4&amp;feature=youtu.be&amp;list=UUcAijeouPQdpMNlubleazA">https://www.youtube.com/watch?v=5VsB_jAT-4&amp;feature=youtu.be&amp;list=UUcAijeouPQdpMNlubleazA</a></td>
</tr>
</tbody>
</table>
COURSE SCHEDULE

Note: The course calendar in OAKS (right hand side of the home screen) contains a detailed list of all the course requirements and the associated due dates/times.

<table>
<thead>
<tr>
<th>Week No</th>
<th>Preparation/Homework</th>
<th>Quizzes, Discussions, Cases/Exercises and Assignments</th>
</tr>
</thead>
</table>
| 1       | · Review course outline and course website in OAKS                                    | · 1st Online Discussion (discussion section of the course website within OAKS) · identify something of interest in the assigned material that you would like to further explore and/or something that has captured your attention/impacted you · make one original contribution describing what you are paying attention to and respond to the contributions of at least 2 other students (click here to access a guide for effectively responding to the contributions of others in an online discussion)
| 1       | · Purchase the textbook                                                                | · 2nd Online Discussion (discussion section of the course website within OAKS) · Question: How do you become a wealthy entrepreneur in the modern world?
| 1       | · Complete the course review and preparation requirements (outlined in the Course Review and Preparation Module within the Content section of OAKS) | · 3rd Online Discussion (discussion section of the course website within OAKS) Course Management Exercise: Online discussion about Developing a Constructive Learning Culture and Associated Grades Policies – must first review the video on constructive course cultures and grading policies (click here) and then make one original contribution to the online discussion that describes how you experienced the video – once you have made an original contribution, respond to at least one other student
| 1       | · Review video presentation on Developing a Constructive Course Culture and Associated Grading Policies (click here) | · Online Quiz for Chapters 1 and 2
| 1       | · Review Chapter 1 - The Global Entrepreneurial Revolution for a Flatter World         | · Online Discussion (Case: Read the Roxanne Quimby case at the end of chapter 3 and answer the following question: Why has the company succeeded thus far and what should Roxanne and Burt do and why?)
| 1       | · Review Chapter 2 - The Entrepreneurial Mind: Crafting a Personal Entrepreneurial Strategy | · Online Quiz for Chapters 3 and 4
| 2       | · Review Chapter 3 - The Entrepreneurial Process                                      | · Each team must complete the online team contract by the 11th of March (click here)
| 2       | · Review Chapter 4 - Clean Commerce and Sustainable Enterprise Movements are an Opportunity Sea Change | |
| 2       | · Review video presentation on Developing and Conducting Briefings (click here)        | |
| 2       | · There is a class this week                                                          | |
| 3       | · Review Chapter 5 - Opportunity Recognition                                          | · 1st Online discussion (Exercise: identify a new venture idea that you think will be successful and explain why?)
| 3       | · Review Chapter 6 - Opportunities for Social Entrepreneurship                        | · 2nd online discussion (Case: Read the Burts Bees case at the end of chapter 5 (continuation of the Roxanne Quimby case) and answer the following question: What advice would you have for Burts Bees that would help to maximize both their short and long term success)
| 3       | · Review video presentation on Developing and Conducting Briefings (click here)        | · Online Quiz for Chapters 5 and 6
| 4       | Spring Break                                                                          | |
| 5       | · Review Chapter 7 - The Business Plan                                                | · 1st Online Discussion (identify something of interest in chapter 7 that you would like to explore further and/or something that has captured your attention/impacted you)
| 5       | · Review Chapter 8 - Entrepreneurial Leader and the Team                              | · 2nd Online Discussion (Question: How would you go about developing and leading a team that would successfully help you implement the new venture idea you identified in week 3?)
| 5       | · There is a class this week                                                          | |
| 6th  
begin  
1 April | **Online Quiz for Chapters 7 and 8**  
**Mid-Semester Team Member Assessment must be completed by 11:30pm on the 1st of April** (click [here](#) to access the online team member assessment)  
- Review Chapter 9 – Ethical Decision Making and the Entrepreneur  
- Review Chapter 10 – Resource Requirements | **1st Online Discussion** (identify something of interest in chapter 10 that you would like to explore further and/or something that has captured your attention/impacted you)  
**2nd Online Discussion** (**Ethical Entrepreneurship Question**: How does ethical behavior influence entrepreneurial success?)  
- Online Quiz for Chapters 9 and 10 |
| 7th  
begin  
8 April | **Online Quiz for Chapters 7 and 8**  
**Mid-Semester Team Member Assessment must be completed by 11:30pm on the 1st of April** (click [here](#) to access the online team member assessment)  
- Review Chapter 11 – Franchising  
- Review Chapter 12 – Entrepreneurial Finance | **1st Online Discussion** (identify something of interest in chapter 12 that you would like to explore further and/or something that has captured your attention/impacted you)  
**2nd Online Discussion** (**Case**: Read the Mike Bellobuono case at the end of chapter 11 and answer the following question: What are the implications of doing a deal with Fred DuLuca)  
- Online quiz for Chapters 11 and 12  
- Briefing Paper must be uploaded into the associated OAKS drop-box by **11:30pm on the 15th of April** (PDF) |
| 8th  
begin  
15 April | **Online Quiz for Chapters 7 and 8**  
**Mid-Semester Team Member Assessment must be completed by 11:30pm on the 1st of April** (click [here](#) to access the online team member assessment)  
- Review Chapter 13 – Obtaining Venture and Growth Capital  
- Review Chapter 14 – The Deal: Valuation, Structure and Negotiation  

*There is a class this week* | **1st Online Discussion** (identify something of interest in chapter 14 that you would like to explore further and/or something that has captured your attention/impacted you)  
**2nd Online Discussion** (**Question**: How would you go about securing capital for the new venture that you identified in week 3?)  
- Online Quiz for Chapters 13 and 14 |
| 9th  
begin  
22 April | **Team New Venture Plan** must be uploaded into associated the drop-box in OAKS by **11:30pm on the 1st of May** (PDF format)  
**End of Semester Team Member Assessment** must be completed by **11:30pm on the 2nd of May** (click [here](#) to access the online team member assessment)  
- Review chapter 15 – Obtaining Debt Capital | **1st Online Discussion** (identify something of interest in the assigned material for the week that you would like to explore further and/or something that has captured your attention/impacted you)  
- Online Quiz for Chapters 15 |

**Note:** The instructor will attempt to maintain the course schedule indicated above but will make changes if necessary and reasonable to do so.