

LINCOLN UNIVERSITY

BA 236 PEOPLE PROBLEMS IN SMALL BUSINESS

Course Units: 3 units (45 Lecture Hours)

Level: Advanced (A)

Semester: Spring Semester 2018

Class Meeting Time: Tuesday, 12:30-3:15 PM

Dr. Pete Bogue, Associate Professor of Business Administration; E-mail address: petebogue@lincolnuca.edu (checked periodically for messages); Office hours: Monday, 3:30-4:30 PM by appointment.

Catalogue Course Description: A new and small business typically starts with a narrow entrepreneurial, or family oriented, human resources base. This course investigates the problems in supervising and working effectively with peoples, problems which face the proprietorship, partnership, or closely held corporation in such matters as organizational structure, personnel policies, and managerial succession. (3 units)

Learning Objectives:

1. Understand the dynamics relating to leading a growing company, strategic management, marketing, advertising and promotion, E-commerce, human resources management, and risk management in small business.
2. Understand the role ethics and social responsibility play in entrepreneurship.
3. Describe why creativity and innovation are such integral parts of entrepreneurship.
4. Understand the importance of strategic management to a small business.
5. Understand forms of business ownership, franchising, and buying an existing business.
6. Be able to conduct a feasibility analysis, craft a solid business/financial plan.
7. Understand the factors an entrepreneur should consider before launching into e-commerce.
8. Describe the importance of hiring the right employees and how to avoid making hiring mistakes.
9. Understand the role managerial succession plays in perpetuating the life of the small business.
10. Understand the legal environment of entrepreneurship, business law and governmental regulation.

Required Textbook: Scarborough, Norman M., and Jeffrey R. Cornwall, "Entrepreneurship and Effective Small Business Management," 11th ed. (Upper Saddle River, New Jersey: Prentice Hall, 2015). ISBN-13: 9780133506327.

Instructional Methods: Lectures supported by PowerPoint slides with supervised exercises and business case studies. The emphasis will be on learning by doing. Every student must participate in intensive classroom activities, must complete homework and course assignments, and take the exams.

This is a direct classroom instruction course.

Topical Outline:

This course provides a complete, comprehensive review of the essential material needed to launch and manage a small business successfully in the hotly competitive environment of the twenty-first century. With a focus on the “people perspectives” of the small business enterprise, the course provides plenty of practical, “hands-on” tools and techniques to make the small business venture a success. The textual material teaches the “right” way to build a business plan, to launch and manage a small business with the staying power to succeed and grow.

Course Requirements: Students will be responsible for completing the textbook chapter readings prior to the lectures, homework and classroom activities, case studies, and examinations. The expected amount of time a student will need to spend outside of class to complete his/her individual and/or group out-of-class homework assignments is six (6) hours per week for a 3-unit class.

Assessment Criteria and Methods of Evaluating Students:

The basis for the determination of the final grade for the course will be the total weighted score for all activities according to the percentages shown in the table below:

- 10% Discussion Questions
- 10% In The Entrepreneurial Spotlight/Action
- 10% Appendix Case Power Point Presentations
- 10% Self-Assessment Library
- 25% Internet Search Project Documenting Sources
- 15% Mid-term Examination
- 15% Final Examination
- 05% Attendance
- 100%

Grading Scale (Point/Grade Conversion):

| | |
|----------|----------|
| 100-95 A | 76-74 C |
| 94-90 A- | 73-70 C- |
| 89-87 B+ | 69-67 D+ |
| 86-84 B | 66-64 D |
| 83-80 B- | 63-60 D- |
| 79-77 C+ | 59 or <F |

Attendance: Regular attendance at classes is essential. Each student is expected to be present for scheduled class periods, to be punctual, and to remain in class for the entire

scheduled period. Excessive absences or tardiness may result in loss of credit, lowering of grade, or dismissal from the class. Students are responsible for making up class work missed.

Examinations: The mid-term and final exams will consist of short answer and/or essay questions evaluating the student's understanding of the basic concepts, terms, processes, and issues covered in the course.

Electronic Devices: Cell phone ringers must be turned off while in the classroom and placed in a vibrating mode. Smart phone and laptop screens may not be viewed in class while lectures are in progress unless otherwise instructed.

Integrity and Quality of Scholarship: Integrity of scholarship must be maintained at all times. Plagiarism (copying directly from an author's work) is not permitted. All written work is to be word-processed unless otherwise indicated and should reflect college-level ability in English structure, grammar, spelling, and sophistication of analysis.

Plagiarism Detection: Lincoln University subscribes to Turnitin plagiarism prevention service. Student work will be used for plagiarism detection and for no other purpose. Originality reports will not be available for viewing.

Modification of the Syllabus: This syllabus and schedule are subject to change in the event of extenuating circumstances. An announcement of any changes will be made in class.

Spring Semester, 01/15-05/07/18; Tuesday, 12:30-3:15 PM

Homework and Classroom Activities:

Individual Assignment: Particular attention should be directed to textbook chapter behavioral objectives, readings, and summaries, containing implications for managers since they help to organize the content of the chapters and to identify the most important information to be included in the course examinations. Completion of reading assignments prior to the class dates is essential not only to understanding the subject matter but also to enhancing the quality of participation in class.

Team Assignment: Students will answer the "Discussion Questions" in advance of lectures, word process the answers, bringing them to class, prepared to respond if called upon by the instructor to summarize the answers to these discussion questions. Satisfactory answers will be scored as a 2 (strong answer), 1 (satisfactory answer), or 0 (unsatisfactory answer or absence). Students will submit the discussion question answers to the instructor (or CANVAS) by the end of the course.

Team Assignment: Students will answer the "In the Entrepreneurial Spotlight" mini-case(s) questions, word process the answers, and submit them to the instructor (or CANVAS) by the end of the course.

Team Assignment: Students will analyze and solve one or more assigned “Appendix Cases” in the text under the guidance of the instructor, cover the case scenarios in some detail, apply relevant concepts and practical applications found in the respective chapters, word process the answers to the questions following the cases, and submit them to the instructor (or CANVAS) by the end of the course.

Team Assignment: Students will be given the opportunity to make Power Point presentations before the class of their solutions to the assigned “Appendix Cases” and their responses to the questions following the case. Students must be prepared to deliver creditable responses adding value based upon the material in the relevant chapter(s). Students’ presentation skills will be assessed and evaluated for their professional demeanor. Please be prepared to participate. What you put into the course will determine what you and others get out of it. Students will submit the Power Points to the instructor (or CANVAS) by the end of the course.

Individual Assignment: Self-Assessment Library: Insights Into Your Skills, Interests, and Abilities.

Self-assessment questionnaire handouts will be completed in class in conjunction with the textbook readings. Students will record their self-assessment scores and an analysis/interpretation of them on the questionnaires to be submitted to the instructor (or CANVAS) upon completion of the exercise.

Individual Assignment: Undergraduate students will conduct an Individual Internet Search Assignment on the topic of “Why is hiring the right employees so important for a small business and why does the company’s future depend on it?” Students will word process an essay about the results of their Internet Search Assignment reviewing the current literature, summarizing the results, and offering conclusions. Needless to say, the essay should be carefully and thoughtfully well written. The format of the essay must adhere to the APA Publication Manual, available in the L.U. library and on the Lincoln University Website, be documented by proper annotation and referencing and include a bibliography. The 12 point font size should be utilized. Students will include at the beginning of their essay paper the statement, “I have done my own work and have neither given nor received unauthorized assistance on this work.” Students will submit the essay to the instructor (or CANVAS) by the end of the course.

Course Schedule:

TUE, 01/16/18, Chapter 1 Entrepreneurs: Driving Force Behind Small

Business

Discussion Questions: 1-2, 1-3, 1-4, 1-9, 1-11, 1-12

In The Entrepreneurial Spotlight: “Collegiate

Entrepreneurs,” Mini-cases: ‘ThinkLite,’ ‘Skida,’ ‘Bump Technologies,’ Questions 1, 2, 3, 4

Self-Assessment Library

TUE, 01/23/18, Chapter 2 Ethics and Social Responsibility: Doing the Right Thing

Discussion Questions: 2-2, 2-3, 2-4, 2-6, 2-7, 2-8

In The Entrepreneurial Spotlight: “Making a Profit and Making a Difference,” Mini-cases: ‘Triple Thread,’ ‘Everly,’ Questions 1, 2

**Appendix Case 8 “United By Blue,” Questions 8-1, 2, 3, 4
Self-Assessment Library**

TUE, 01/30/18, Chapter 3 Creativity and Innovation: Keys to Entrepreneurial Success

Discussion Questions: 3-1, 3-3, 3-4, 3-5, 3-8, 3-9

In The Entrepreneurial Spotlight: “The Ingredients of Creativity,” Mini-cases: Christoph Rochna’s ‘Papernomad,’ Steve Cox’s, ‘Green Foam Blanks,’ Questions 1, 2

Self-Assessment Library

TUE, 02/06/18, Chapter 4 Strategic Management and the Entrepreneur

Discussion Questions: 4-1, 4-2 4-3, 4-5, 4-6, 4-8

In The Entrepreneurial Spotlight, “Strategies for Success,” Mini-cases: ‘Shaw & Tenney,’ ‘The Resort at Paws Up,’ Questions 1, 2, 3

**Appendix Case 9 “Socedo,” Questions 9-1, 2, 3
Self-Assessment Library**

TUE, 02/13/18, Chapter 5 Choosing a Form of Ownership

Discussion Questions: 5-1, 5-2, 5-3, 5-5, 5-6, 5-9

Entrepreneurship in Action, “What’s in a Name?” Mini-case: ‘Emma,’ Questions 1, 2

**Appendix Case 3 “Jacquil LLC,” Questions 3-1, 2, 3, 4
Self-Assessment Library**

TUE, 02/20/18, Chapter 6 Franchising and the Entrepreneur

Discussion Questions: 6-4, 6-5, 6-7, 6-8, 6-12, 6-14

In The Entrepreneurial Spotlight, “The Allure of Franchising,” Mini-cases: ‘Express Oil Change,’ ‘Firehouse Subs,’ ‘Jack in the Box,’ Questions 1, 2, 3

Self-Assessment Library

TUE, 02/27/18, Mid-term Exam (Chapters 1, 2, 3, 4, 5, 6)

TUE, 03/06/18, Chapter 7 Buying an Existing Business

Discussion Questions: 7-1, 7-3, 7-5, 7-7, 7-10, 7-11

In The Entrepreneurial Spotlight, Mini-case: “Bond Coffee,”

Questions 1, 2, 3

Self-Assessment Library

TUESDAY, 03/13 to SATURDAY, 03/17/18, Spring Recess

TUE, 03/20/18, Chapter 8 New Business Planning Process: Feasibility

Analysis, Business Modeling, and Crafting a Winning Business Plan

Discussion Questions: 8-1, 8-2, 8-3, 8-4, 8-5, 8-6

In The Entrepreneurial Spotlight, “A Business Plan: Don’t

Launch Without It,” Mini-case: Bob Bernstein’s ‘Funky Little Coffeeshouse,’ Questions 1, 2, 3

Appendix Case 10 “Easy Lunchboxes,” Questions 10-1, 2, 3, 4

Self-Assessment Library

TUE, 03/27/18, Chapter 13 E-Commerce and Entrepreneurship

Discussion Questions: 13-1, 13-2, 13-3, 13-4, 13-5, 13-6

In The Entrepreneurial Spotlight, “Website Makeovers,” Mini-cases: ‘Favi Entertainment,’ ‘SKLZ,’ Questions 1, 2

Appendix Case 2 “MYBizHomepage,” Questions 2-1, 2, 3, 4, 5

Self-Assessment Library

TUE, 04/03/18, Chapter 21 Staffing and Leading a Growing Company

Discussion Questions: 21-3, 21-7, 21-9, 21-10, 21-11, 21-13

In The Entrepreneurial Spotlight, “What a Great Place To

Work!” Mini-cases: ‘Ruby Receptionists,’ ‘InQuicker,’ Questions 1, 2

Self-Assessment Library

TUE, 04/10/18, Chapter 22 Management Succession and Risk

Management

Strategies in the Family Business

Discussion Questions: 22-1, 22-2, 22-3, 22-4, 22-5, 22-8

In The Entrepreneurial Spotlight, “The Aftermath of a Storm,”

Mini-cases: ‘Brown’s Hardware,’ ‘Testa Wines of the World,’ Questions 1, 2, 3

Appendix Case 4 “Red Iguana,” Questions 4-1, 2, 3, 4, 5

Self-Assessment Library

TUE, 04/17/18, Chapter 23 Legal Environment: Business Law and Government Regulation; Appendix Case Power Point Presentations
Discussion Questions: 23-3, 23-5, 23-8, 23-9, 23-10, 23-16
In The Entrepreneurial Spotlight, “A Second Chance at Success,”
Mini-case: Curt Jone’s ‘Dippin’ Dots,’ Questions 1, 2
Self-Assessment Library

TUE, 04/24/18, Appendix Case Power Point Presentations

TUE, 05/01/18, Final Exam (Chapters 7, 8, 13, 21, 22, 23); All Assignments Due to Instructor (or on CANVAS).

Date Syllabus Was Last Reviewed: January 13, 2018.

Appendix A. Course Learning Outcomes.

| | Course Outcome | PLO | ILO | Assessment |
|---|--|------------|------------------------------|---|
| | | Number | | |
| 1 | <p>*Differentiate opportunities and difficulties encountered in starting and operating new small businesses from the human resources perspectives.</p> <p>*Demonstrate how to implement human resources plans and monitor the progress of employees in small businesses.</p> <p>*Recognize and conceptualize the small business management knowledge learned from a people perspective.</p> <p>*Apply small business knowledge to demonstrate the ability to diagnose and solve human factors in small business management issues and problems.</p> <p>*Research the internet effectively for small business management information.</p> | PLO 1 | ILO 1a, ILO 2a, ILO 3a | Assigned textbook chapters: Discussion questions; Case applications; Personal inventory assessments; Internet search assignment; Comprehensive final exam; Attendance. |
| 2 | <p>*Demonstrate critical thinking by identification, recognition, or application of key terms, items, concepts or relevant data.</p> | PLO 3 | ILO 2a, ILO 7a | Discussion questions; Case applications; Case application Power Point presentation; Internet search assignment. |
| 3 | <p>*Evaluate the factors to be considered in starting a new entrepreneurial business that have the potential to cause people problems in the areas of entrepreneurial spirit and drive, choosing a form of ownership, franchising, buying an existing business, location, layout, and physical facilities, staffing and leading, management succession and risk management strategies, business law and government regulations, and ethical conduct.</p> <p>*IT Literacy: Using data for human factors in small business decision-making; Data storage and extraction; Computer skills.</p> | PLO 5 | ILO 3a, ILO 4a | Discussion questions; Case applications; Case application Power Point presentation; Personal inventory assessments; Internet search assignment |

Appendix B. Institutional and Program Learning Outcomes.

| Institutional Learning Outcomes (ILOs) | |
|---|---|
| <i>Graduates of the BA program of Lincoln University should be able to:</i> | |
| 1a | Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior. |
| 2a | Raise important questions and problems, and formulating them clearly and precisely in oral or written communication |
| 3a | Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures. |
| 4a | Focus on individual and organizational benefits; communicate to co-workers and company’s leadership in facilitation of collaborative environment. To be honest and transparent with regard to their work, and to be respectful of the work of others. |
| 5a | Display sincerity and integrity in all their actions. Their actions should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance |
| 6a | Show creativity by thinking of new and better goals, ideas, and solutions to problems. They should be resourceful problem solvers. |
| 7a | Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field |

| Program Level Outcomes (PLOs) | |
|--|---|
| <i>Students graduating our BA program will be able to:</i> | |
| 1 | Demonstrate knowledge in the principle areas of general business and specific areas of concentration, which include: general business, management, entrepreneurship, and management information business. |
| 2 | Determine the information needed to evaluate a business problem. Apply critical thinking and reasoning skills to recognize credibility and accuracy. |
| 3 | Demonstrate the ability to communicate with others using written and oral communication tools. |
| 4 | Demonstrate the ability to use analytical skills to understand business problems and make well-informed decisions. |
| 5 | Apply and comply with ethical and legal principles and evaluate different ethical perspectives. |

Appendix C. Classification of LU Curriculum Courses.

| Code | Classification | Description |
|-----------------------------|--------------------------|---|
| Courses < 10, and 300A/300B | Review (R) | Review courses are supplemental courses that are not a part of any program. |
| Courses 10 - 99 | Introductory (I) | Introductory undergraduate courses are designed to acquaint students with foundational concepts, ideas, and competences in a specific field of study as well as general education disciplines. General Education courses provide a background in the liberal arts and expose students to the fundamental aspects of human culture. They also help students to develop analytical and communication skills and foundation for advanced work in the major field of study. |
| Courses 100 - 199 | Developed (D) | Developed undergraduate courses build upon the concepts, ideas, and competences introduced in the Introductory level; expanding students' understanding of the specific field of study. |
| Courses 200 - 286 | Advanced (A) | Advanced courses in undergraduate programs are intended to bring students' comprehensive knowledge of concepts, ideas, and skills in the specific field of study to the highest level within the baccalaureate programs. |
| Courses 288 - 299 | Bachelor Assessment (BA) | Bachelor Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes. |