



# Lincoln University

## BA 436 – Human Factors in Small Businesses

### COURSE SYLLABUS

Spring, 2018

<b>Instructor:</b>	Prof. Pete Bogue, PhD
<b>Lecture Schedule:</b>	Monday, 12:30 PM – 3:15 PM
<b>Credits:</b>	4 units: 3 units / 45 lecture hours + 1 unit individual research project
<b>Level:</b>	Mastery 2 / Research (M2R)
<b>Office Hours:</b>	Monday, 3:30 PM – 4:30 PM by appointment <b>e-mail:</b> <a href="mailto:pbogue@lincolnuca.edu">pbogue@lincolnuca.edu</a>
<b>Textbooks:</b>	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.

**Last Revision:** January 13, 2018

### CATALOGUE DESCRIPTION

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. A one-unit written research project and its oral presentation are required for the course. (4 units)

*Prerequisite: BA 308*

### EDUCATIONAL 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.

### COURSE LEARNING OUTCOMES<sup>1</sup>

	Course LO	Program LO	Institutional LO	Assessment Activities
1	Analyze the role of human resources management in the development of tactics, policies, and practices in the achievement of the strategic goals of small businesses.	PLO 1	ILO 2b, ILO 7b	Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Research project documenting sources; Comprehensive final exam; Attendance.
	Be able to design and conduct research in the sphere of human resources management	PLO 2	ILO 3c, ILO 4c, ILO 6c, ILO 7c	Individual research project
4	Apply ethical frameworks to resolve ethical dilemmas.	PLO 4	ILO 3c	Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Research project documenting sources; Comprehensive final exam; Attendance.
5	Analyze individual influences on ethical judgements.			
2	Contribute to the effective performance of a team as a team leader, co-leader, or team member.	PLO 5	ILO 1c, ILO 2c	Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Research project documenting sources; Comprehensive final exam; Attendance.
3	Apply small business knowledge to demonstrate the ability to diagnose and solve human factors in small business management issues and problems.			

### INSTRUCTIONAL METHODS

*This is a direct classroom instruction course.*

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.

<sup>1</sup> Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

### 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.

### GRADING POLICY

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%	Individual Research Project
15%	Mid-term Examination
15%	Final Examination
05%	Attendance
100%	Total

### 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.

### **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 credible 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 RESEARCH PROJECT (1 unit)**

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of self-study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student’s work will be done using the following rubric:

<b>WRITTEN REPORT</b>				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas	The development of ideas is present;	Organization is confusing, disjointed, and inconsistent; ideas,	The report lacks organization

	are exceptionally well-developed and support a thoughtful and engaging conclusion.	the conclusion is effective and directly addresses the original thesis.	if present, are not developed; the conclusion is vague and/or does not address the original thesis.	
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations. The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations. The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported. Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated. The report is poorly formatted

<b>PRESENTATION</b>			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience question.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.

**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 Coffeehouse,’ Questions 1, 2, 3  
Appendix Case 10 “EasyLunchboxes,” 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).