

## ENTREPRENEURSHIP & STRATEGY IMPLEMENTATION – DRAFT 2

22-ENTR-7089-001

CARL H. LINDNER College of Business

University of Cincinnati

Spring Semester, 2018 (2181)

Tues 6:00 – 8:50 p.m. (Lindner 216)

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### **Brief Overview**

ENTREPRENEURSHIP & STRATEGY IMPLEMENTATION (22-ENTR-7089) focuses on the total enterprise strategic management process in the context of small and/or closely held ventures including all the functions, activities, and actions associated with the identification, development and pursuit of strategic objectives. **This course seeks to offer students a chance to provide direct consulting assistance to entrepreneurial businesses and deliver solutions to real-world business problems.** Consequently, this is an **applied course** and is primarily concerned with “**hands on**” thinking rather than memorization of theoretical principles. **It builds upon all prior business coursework.** Students may encounter aspects of strategic management, accounting, analytics, finance, marketing, operations, human resources, and information technology in their consulting engagements. The course format includes some lectures, case discussions, and a service learning consultation project.

### **Required Materials**

- ◆ Course Pack found at: [TBD](#)
- ◆ Handouts, electronic, and other materials as assigned.

### **Recommended Texts**

- ◆ Barney, J. B. *Gaining and Sustaining Competitive Advantage*. (Any ed.) Upper Saddle River, NJ: Prentice Hall.
- ◆ Hitt, M. A., Ireland, R. D., Hoskisson, R. E. *Strategic Management: Competitiveness & Globalization (Concepts and Cases)*. USA: South-Western College Publishing.
- ◆ Thompson Jr., A. A., Strickland III, A. J., & Gamble, J. E. *Crafting and Executing Strategy: The Quest for Competitive Advantage*. New York, NY: McGraw-Hill/Irwin.

### **Learning Outcomes**

Students will:

- ◆ Explore, analyze, and discuss the creation, growth and management of **small, entrepreneurial, and family-owned businesses**
- ◆ Develop and apply effective **case analysis and presentation skills** using world-class business case materials
- ◆ Demonstrate an understanding of the **consulting process** by developing a logical and systematic process for **identifying the problems and opportunities** confronting small and closely held businesses

- ◆ **Analyze and critique** the operations of a specific business using functional and strategic management tools in order to improve the efficiency, effectiveness, sustainability and growth potential of this enterprise
- ◆ Sharpen their **problem solving, planning, forecasting, strategy formulation and communication abilities by writing a comprehensive business report or business plan** for an on-going venture
- ◆ Utilize theory, integrate knowledge and employ critical thinking skills **from all previous coursework** and business experience to solve real-world business problems
- ◆ Practice **leadership and organizational skills** by establishing priorities, setting realistic expectations, and completing objectives within a team environment
- ◆ Practice **evaluating and giving feedback** to others on their leadership, teamwork, communication, critical thinking, interpersonal and customer service skills
- ◆ Provide a valuable **service** to a local entrepreneur and/or company
- ◆ **Think and act both strategically and entrepreneurially!**

### Academic Integrity

All academic programs at the Lindner College of Business now apply a “**Two Strikes Policy**” regarding Academic Integrity. Any student who has been found responsible for two cases of academic misconduct may be dismissed from the College.

The “Two Strikes Policy” supplements the UC Student Code of Conduct (see: [http://www.uc.edu/conduct/Code\\_of\\_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html)). All cases of academic misconduct (e.g., cheating, plagiarism, falsification) will be formally reported by faculty. Students will be afforded due process for allegations, as outlined in the policy. If a student is found guilty of academic misconduct in two instances, the student may be dismissed from the Lindner College of Business.

### Inclement Weather

We will follow the **University's Inclement Weather Policy**. Listen to your radio for official University announcements. If the University is open, we will have class. Should a class be cancelled due to weather, we will reschedule it as necessary.

### Attendance

Students who miss 3 class sessions will be administratively dropped from the course. Please notify the professor on the first day of classes if the class schedule conflicts with your religious holidays so that suitable arrangements can be made to respect these holidays.

### Late Assignments

**Late assignments will not be accepted and will receive a grade of 0. No makeup assignments will be provided.**

### Grading Structure (1000 points possible)

Class Participation (Individual)	200
Client Progress Report & Presentation (Individual & Team*)	300
Client Final Report & Presentation (Individual & Team*)	<u>500</u>
	<b>1000</b>

**\*Assignments described as “Individual & Team” are all team based assignments (i.e., one submission / team). An individual’s final grade on these assignments is contingent upon**

receiving a satisfactory (i.e., average of B or above) Peer Appraisal from your team members at the end of the course.

**Note: A satisfied client is a prerequisite to receiving a passing grade, REGARDLESS of your grades on the above components of the course. YOU are responsible for monitoring your client's satisfaction.**

### **Grade Determination**

There are 1000 possible points that can be accumulated. You are guaranteed:

- A if you acquire 900 points,
- A- if you acquire 870-899 points,
- B+ if you acquire 840-869 points,
- B if you acquire 800-839 points,
- B- if you acquire 770-799 points,
- C+ if you acquire 740-769 points,
- C if you acquire 700-739 points,
- C- if you acquire 670-699 points,
- D+ if you acquire 640-669 points,
- D if you acquire 600-639 points,
- F (FAILING GRADE) if you acquire <600 points.

### **Reviewing your Grades**

1. Grades are not curved during or at the end of the semester or in the computation of final grades. A student that earns 797 points will receive a B-. Missing a grade (e.g., B) by “just 3 points” is still missing a grade. The course is designed to provide you with several opportunities to demonstrate your effort and learning. The instructor will not award extra credit or extra points to boost a grade. Make-ups will not be granted.
2. Graded work may be appealed in WRITING.
3. Your individual/team grades will not be discussed in the classroom before class, after class or during class time.
4. Questions regarding your individual/team results will be answered during office hours or by appointment. You will also be able to view your scores on Blackboard.

### **Class Participation**

You must be present in order to participate, and you are expected to prepare in advance for every class. Being prepared means having read and comprehended the assigned materials for each day. However, being prepared means little if you do not actively participate in class. Therefore, students must participate and interact in class discussions to show their knowledge of the cases, chapter material, and applicable strategic management concepts.

**Verbal contributions** will be graded on a regular basis /5. A score of 1 indicates the student was present, but made a limited or no contribution to the class discussion or that the student was late to class. A score of 3.5 is a typical score and reveals the student made a satisfactory contribution. A score of 5 is reserved for students whose contribution to the class is high in terms of both quality and quantity of comments in a given day. **Two students will be appointed** to score the oral contributions of the rest of the class. These students do not grade themselves, but will be graded based on the instructor's view of the reliability and accuracy of their grading. Student graders are encouraged to participate in the class discussion if it does not interfere with their

grading. **Written in-class exercises, notes, and quizzes** (often related to the case studies) will also be used to evaluate participation. **The instructor reserves final say on participation grades.** Scores /5 will be tabulated over the course and converted into a score /200 for computation of the final grade.

The **case studies** provide you with a low-cost learning experience. The case method provides the benefit of *applying* concepts and theories - - learning by doing - - but in an environment where the costs of mistakes are minimal. It also provides you with practice in wrestling with important management issues. Sometimes we will come to a consensus regarding what the firm in question should do - - but it is the *reasoning process by which we arrive at the answer that is key*. In other instances, a single “right answer” may not emerge, or several feasible alternatives may surface. This should ***not*** bother you unduly. The case method is intended to lead us to the right questions, to build discussion and debate, and to enable you to reconcile differences in approaches with your peers.

In preparing a case, I recommend that you begin by reading the introduction and conclusion to identify the key problems or questions (and what is relatively less important). Next review the subtitles to get a feel for the contents of the case and briefly analyze the exhibits. These preparatory activities will make your read of the case much more effective. Carry out your analysis in response to the key problems or questions of the case. Financial analysis and careful attention to the exhibits and tables are necessary for the development of recommendations that are sound. ***I would highly recommend that you document your analysis to help you organize and integrate your thoughts. Be sure to write down supporting arguments for your recommendations as you continue through the process. These case preparation notes will provide you with a valuable aid for your in-class participation and may be graded from time to time as part of your class participation grade.***

### **Client Assignments**

Early in the course, we will form teams (e.g., around four-five members/team) that will be responsible for the preparation of a verbal and written field case. This work is divided into the **Progress Report & Presentation** and the **Final Report & Presentation**. Detailed instructions on these assignments are available on Blackboard for your review now.

The nature of this work requires that the student represent the CARL H. LINDNER College of Business to the business community. Because of our obligations to the businesses we serve, you are asked to carefully consider the requirements of the class and to commit yourself to the completion of all course objectives.

1. Each student is expected to fully participate in all meetings.
2. You should expect to devote **several hours each week** in individual or team meetings with or about your client’s business.
3. You are responsible for transportation to the field case business location.
4. You are expected to maintain a high level of professionalism at all times, including appropriate dress and courteous behavior when visiting clients.
5. Successful teams provide a clear channel of communication between the team and

the client. Best practices include exchange of phone numbers, a separate project email address, a single interface from the team, and use of a cloud drive to facilitate exchange of documents.

6. Two written reports and one oral presentation are required.

**Teams will be assigned to clients according to the demands on the Small Business Institute and qualifications of the students in the course. ALL projects must be pre-approved by the instructor.**

Students must sign a client confidentiality form, provide a client acknowledgement form, and submit team time logs. Final reports should run no more than 100 double-spaced, typewritten pages, including appendices. Appendices must be referred to clearly in the main body of your report. Inclusion of bulky pamphlets, lengthy articles, etc. is discouraged unless they add clear value to your client.

### **Consulting Philosophy**

There is a sacred trust involved when attempting to serve a business in addressing its problems, needs and opportunities. Especially when dealing with businesses that face constraints in terms of time, money, and other resources, it is imperative that student consulting teams create meaningful value for the firm. We cannot afford to waste the time or resources of the entrepreneur, nor should we create unrealistic expectations of their success. Students are acting as ambassadors of the University of Cincinnati. A standard of excellence is applied to all activities undertaken in the community in the name of our university. UC and your client will demand that you use absolute discretion when discussing their business particulars with anyone.

Students must be willing to accept the responsibilities implied above, and to demonstrate a strong commitment to serving the entrepreneur in a manner that is substantive, pragmatic, and has lasting value. They must, in the final analysis, know and understand the entrepreneur's venture as well or better than he/she understands it.

**Key Administrative Dates:**

**First Class Meeting:** Tues, Jan 9

**Holidays:** Spring Break: Monday - Sunday, March 12 – 18 (No Class on March 13)

**Last Class Meeting:** Tues, Apr 17

**Spring Semester Ends:** Thurs, Apr 26