

**RALPH W. KETNER SCHOOL OF BUSINESS  
CATAWBA COLLEGE  
ENT2501  
INTRODUCTION TO ENTREPRENEURSHIP**

## **I: General Information**

**Day, Time, & Location:** Online  
**Instructor:** Dr. Renee Just, Assistant Professor  
**Contact Information:** [rajust14@catawba.edu](mailto:rajust14@catawba.edu) or 336-701-0161  
**Office Hours:** via Skype, Face time, Hangouts, or phone conference.

## **II: Course Description & Rationale:**

A study in the foundations of entrepreneurship that can be applied to an individual venture, partnership, small business, or (as in intrapreneurship) a large organization. This course will develop the key elements around creating a business including idea generation, market analysis, business plan development, financing, learning and building an organization.

This is a course designed to introduce the students to the concept of entrepreneurship. This course will serve as the foundation for the entrepreneurial concentration and will be the beginning of each student's new venture. Throughout the semester we will explore, critique, assess, and examine the concept of entrepreneurship. We will also discover that the mindset and spirit of entrepreneurship (as well as intreprenurship) can be applied in an individual venture, partnership, small business or a large organizational structure.

Entrepreneurship will be embarked upon as a way of thinking and acting, as well as an attitude and a behavior. Our emphasis is on entrepreneurship as a process that can be applied as a stand-alone opportunity or one that can be applied in practically any organizational setting as an Intrapreneur. The primary goal of this course is to provide an overview of entrepreneurship, touching on all the key elements around creating a business including idea generation, market analysis, business plan development, financing, learning and building an organization. You will even generate potential ideas for a new business venture. Students will develop their entrepreneurial efforts and generate a comprehensive business plan. You will work in groups as a means to build on creative energy and strengths of each group member. You will create a comprehensive business plan and present that plan based on your entrepreneurial interests. We will challenge the status quo, generate many ideas and even more questions. Be prepared to develop, shape and defend your own ideas and conclusions.

It is through the online components, cases, online discussions, team and individual projects, and submitted presentations that we will gain an understanding and learn how to identify

entrepreneurial opportunities. Each student will develop his or her entrepreneurial concept as a part of this course.

### **III. Required Textbook and Other Materials:**

All course materials are required and accessed online: the course pack codes can be purchased through the bookstore or directly:

Real Time Cases

[www.realtimecases.com](http://www.realtimecases.com)

Marketplace Simulations

[www.Marketplace-simulation.com](http://www.Marketplace-simulation.com)

Live Plan

[www.liveplan.com](http://www.liveplan.com)

### **IV: Learning Outcomes:**

Students will be able to...

1. Recognize the entrepreneurial potential within yourself and others in your environment and develop an appreciation for opportunity, how to recognize it, and how to evaluate it
2. Generate several ideas for potential business opportunities and create a comprehensive business plan
3. Understand the process nature of entrepreneurship and intreprenurship, and ways to manage the process
4. Identify the many ways in which entrepreneurship manifests itself, including start-up contexts, corporate contexts, social contexts, public sector contexts, and others

### **V: Course Delivery and Assignments:**

This course will be delivered online using multiple formats: posted lecture, short videos, online discussions, case analysis projects, bike simulation and a comprehensive final

project (business plan) with the completion of milestones throughout the term.

Expectations: I will respond to emails within 24 hours.

### **Assignments:**

#### *LivePlan:*

Each student will create a comprehensive business plan for an Entrepreneurial Venture they wish to explore. This will be a venture you can see yourself starting or one that is of interest to you. This must be a new venture: not a purchase of a business or a franchise.

To create your business plan you will utilize the license you purchased: [www.liveplan.com](http://www.liveplan.com). This is an intuitive program that walks you through the steps of generating a business plan. There will be milestones throughout the semester that you will work to achieve. You will upload a presentation of your completed business plan at the end of the semester. There will be **milestones** throughout the semester that are embedded in LivePlan that will help you maintain focus, stay on track and allow time for adjustments.

***\*\*I have access to all of your plans so please do not procrastinate on your deadlines!\*\****

#### *Key Trend Analysis*

Working in groups of 3-4, students will research and discuss what changes in trends they see in the market that are (or potentially can) creating opportunities for entrepreneurs in industries of personal interest. Students may profile innovators or early adopters seeking to bring/buy/introduce new products/services to industry, current or projected gaps in offerings or potential opportunities and risks involved in launching a new product or service into an identified industry.

Through identifying trends students should also discuss and identify businesses who could take advantage of these trends: what problem(s) will these businesses solve? Who are the key customers/clients?

Each group will present their findings in a folder online that all students will have access to and should be long enough that it would take you 10-minutes to present. The final paper should be 5-7 pages in length (not including the cover or reference page) and be submitted in APA format. You are required to utilize a minimum of 3 scholarly resources in addition to your textbook.

#### *Case Studies (4 of them)*

You will have purchased a Case Pack containing 4 case studies we will utilize throughout the semester. There will be instructions when you log into each study guiding you to answer a few questions or to write a brief summary.

### Entrepreneurial Potential Self-Assessment

Follow the link below and take this assessment. There are 50 statements and it will take 5 minutes to complete. There will be a corresponding discussion question on BB.

<https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/pages/self-assessment-test-your-entrepreneurial-potential.aspx>

### Marketplace Simulation: Bike Venture

This is a fun opportunity to develop and examine a start-up bicycle business. This is a step by step process guided process where you will be asked to make decisions as to structure, money, inventory, and other components to a business. **\*\*This is a team project\*\***

### Entrepreneurial Interview

Each student will identify and interview an entrepreneur in the community. Use this opportunity to learn about the day-to-day life of entrepreneurship as a career option.

Some of the questions you *might* ask are:

- *What worried you the most as you started the venture?*
- *What excited you most about starting the venture?*
- *What resources did you use to start? Where did they come from?*
- *What moments do you remember most?*
- *Who helped you most along the way?*
- *How do you describe yourself to others?*
- *What advice do you have for me as a student of entrepreneurship?*

Submit a 2-3-page summary of your interview.

- In what ways did your chosen entrepreneur confirm your beliefs and expectations? In what ways did the story motivate you (or not)? What did you learn that was most unexpected? (Include the person's name, business, address, and date your interview took place.)

### **Weights:**

Key Trend Analysis	100
BB Discussions (5 @ 4 points)	200
Business Plan	200
Bike Simulation	100
Entrepreneur Interview	100
Case Studies (4@ 7.5 points each)	300
<b>TOTAL</b>	<b>1000</b>

**Anticipated student academic engagement:**

Key Trend Analysis	15 hours
BB Discussions (5 @ 4 points)	10 hours
Business Plan	30 hours
Bike Simulation	20 hours
Entrepreneur Interview	5 hours
Case Studies (4@ 7.5 points each)	20 hours
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Total	100 hours

Scale:

A	= 100-92 %	A-	= 91-90%		
B+	= 89-88%	B	= 87-82%	B-	= 81-80%
C+	= 79-78 %	C	= 77-72%	C-	= 71-70%
D+	= 69-68 %	D	= 67-62%	D-	= 61-60%
F	< 60%				

**VII: Academic Integrity and the Catawba College Student:**

**Honor Code**

*"As a member of the Catawba College community, I will practice academic honesty, communicate truthfully, and show respect for the rights and property of others. I will also encourage others in the community to behave honorably."*

**Academic Dishonesty**

"Academic dishonesty includes, but is not limited to, cheating, plagiarism, and lying about academic work. A student who submits the work of others, whether in whole or in part, without proper acknowledgement or permission, or who has falsified information within his own work, is in violation of the Honor Code, and is therefore subject to appropriate sanctions resulting from such a violation."

**VIII: Attendance Policy:**

**Online Attendance Policy**

Catawba professors retain the right to fail any student who is absent from 25% of class sessions. Two absences (cumulative) may result in a one letter grade deduction from the final grade after the earned points are calculated for the course. More than two absences can result in a grade of "F" (see *The Catawba Catalog* for details). An instructor may allow

late work but that does not override or negate the absence. All absences will be used in calculating the cumulative 25% missed attendance limit.

Attendance for online sessions is based on completing assignments due for that session. A session may be referred to as a module on the syllabus; the terms are interchangeable for the purposes of attendance. A minimum of one graded assignment must be submitted during an online session to be recorded as present for that session. Failure to submit any online assignments by the last date of an online session is considered an absence for that session. For example, an online session of March 19 may be identified to include March 18-20, with specific assignments due on March 18 and March 20. At least one designated assignment from March 18-20 must be submitted by March 20 to be recorded as present during the March 18-20 session. Turning in a late assignment from a prior session does not count as attendance in a current session.

Examples of an absence that *may* justify an extension for online sessions:

- Serious illness or injury requiring you to seek medical care and miss work for at least 48 hours prior to an online due date. If you are well enough to go to work, you are well enough to post your online work.
- Serious illness or injury of a direct family member (child, parent, sibling) for which you are a primary caregiver which would cause you to miss work for at least 48 hours prior to an online due date.
- Funeral of a direct family member (child or step child, parent, sibling) within 48 hours of the end of an online session.
- Military duty within 48 hours of the end of an online session.
- A system-based power outage or system-based loss of internet-connectivity at your residence for at least 48 hours prior to an online due date. A system-based outage or loss means one that is caused by the power company or internet provider, or someone other than the student or a resident of the dwelling of the student.

Documentation may be required to request an excused absence.

Examples of an absence that will *not* justify an extension for online sessions:

- Weddings including your own
- Protests, charity and fund-raising events, social or competitive events
- Work and/or business trips
- Internet connectivity problems at home or work that are due to acts of the subscriber

Students should note that attendance is also a factor in financial aid, and the receipt of financial aid may be contingent upon attending online sessions. Failure of a course due to attendance is a reportable event to financial aid.

## **IX: Missed Work Policy:**

Late permission may never be assumed. In the event of an emergency you are required to contact me if you cannot meet a deadline. Only reasons expressed in the catalog will be recognized. Any work received more than 24 hours a will be reduced by a minimum of one whole letter grade and no assignments will be accepted after three days.

## **X: Course Content**

- Topic 1: Introduction to Entrepreneurship*
- Topic 2: Entrepreneurship as a Career*
- Topic 3: History of the Entrepreneur*
- Topic 4: Small Business, Entrepreneurship and Intrapreneurship*
- Topic 5: Developing Business Ideas and Opportunities*
- Topic 6: Defining your Business*
- Topic 7: Business Structure*
- Topic 8: Marketing and Promoting*
- Topic 9: Financial Components*
- Topic 10: Business Plan Components*
- Topic 11: Implementation, Production and Delivery*
- Topic 12: Business Evaluation*
- Topic 13: Preparing for Harvest*
- Topic 14: Project Presentations*

#### **XIV: Common Professional Component:**

<b>Common Professional Component (CPC) Concepts:</b>	<b>Contact Hours</b>
Summary of (CPC) Concepts:	
<b>Functional Areas:</b>	
Marketing	7
Business Finance	5
Accounting	3
Management	12
<b>The Business Environment:</b>	
Legal Environment of Business	1
Economics	
Business Ethics	3
Global Dimensions of Business	
<b>Technical Skills:</b>	
Information Systems	1
Quantitative Techniques/Statistics	3
<b>Integrative Areas:</b>	
Business Policies	4
Comprehensive Integration	6
<b>Total Contact Hours</b>	<b>45</b>

#### **XV: Notes on the Pre and Post Test**

**This course deploys both a pre-test and a post-test for assessment purposes. Students should *sincerely* attempt both since the results impact our accreditation status and thus the value of the business degree earned at Catawba College.**