

1. General Information

1a. Submitted by the College of: BUSINESS AND ECONOMICS

Date Submitted: 11/6/2013

1b. Department/Division: Department of Management

1c. Contact Person

Name: Nancy Johnson

Email: nbj@uky.edu

Phone: 257-2976

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MGT 292

2c. Full Title: Introduction to Entrepreneurship

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course provides a broad overview of the art and science of entrepreneurship and venture creation. The essential elements of the entrepreneurial process will be covered including: business planning, business model analysis, entrepreneurial marketing, entrepreneurial finance, legal issues (e.g. managing intellectual property, legal forms of organization), new venture alliances and deals, and social entrepreneurship.

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SENATE COUNCIL

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 50

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|DBRASS|Daniel J Brass|MGT 292 NEW Dept Review|20131106

SIGNATURE|SKELLEY|Scott W Kelley|MGT 292 NEW College Review|20131214

SIGNATURE|JMETT2|Joanie Ett-Mims|MGT 292 NEW Undergrad Council Review|20140226

Courses **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Upload File

Browse...

ID	Attachment
Delete 3130	Introduction to Entrepreneurship.docx

First 1 Last

Select saved project to retrieve... Get New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course provides a broad overview of the art and science of entrepreneurship and venture creation. The essential elements of the entrepreneurial process will be covered including: business planning, business model analysis, entrepreneurial marketing, entrepreneurial finance, legal issues (e.g. managing intellectual property, legal forms of organization), new venture alliances and deals, and social entrepreneurship.

k. Prerequisites, if any:

none

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 50

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Students from a number of majors may be interested in a course providing background in entrepreneurship.

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ^s for ANY program? Yes No

If YES ^s, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

- ⚠ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ⚠ The chair of the cross-listing department must sign off on the Signature Routing Log.
- ⚠ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ⚠ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ⚠ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

Introduction to Entrepreneurship

MGT 292 – Spring 2013

INSTRUCTOR DETAILS:

Instructor: Ikenna Uzuegbunam, Ph.D.

Email: iuz222@email.uky.edu

Office Location: B & E 455S

Office Phone: 859-257-4075

COURSE DETAILS:

Classroom: B & E Building Rm. 208

Class Time: Tue & Thurs (11:00am-12:15pm)

Office Hours: Tue & Thurs,
12:30pm-1:45pm and by appointment

COURSE DESCRIPTION

This course introduces the key elements of entrepreneurship and venture creation. The essential components of the entrepreneurial process will be examined including: business planning, business model analysis, entrepreneurial marketing, entrepreneurial finance, legal issues (e.g. managing intellectual property, legal forms of organization), new venture alliances and deals, and social entrepreneurship. (3 credit hours)

COURSE OVERVIEW

Entrepreneurship is an opportunity and people-centric process. Entrepreneurs typically identify opportunities through solving customer problems. Also, people are essential in the entrepreneurial process in at least three ways: (1) people are often the customers/end users/beneficiaries of any given solution/product/service, (2) people discover and analyze superior opportunities based on their cognitive and experiential endowments, and (3) people have access to critical, complementary resources (e.g. expertise, intellectual property, money, networks) required to exploit the opportunity to a meaningful end. Thus, a good entrepreneurial venture is the product of an excellent market opportunity and a complementary network of individuals who are committed to solving problems for their customers in a highly innovative manner.

Over the course of the semester, case studies and experienced guest speakers will complement our class discussions and exercises. Cases and guest speakers will offer students a practical perspective of entrepreneurship and to introduce key concepts and ideas.

PREREQUISITES

None

LEARNING OUTCOMES

Upon completion of this class, students should be able to:

- Develop ventures that are truly customer (user)-centric (i.e. that are capable of creating social and economic value for customers)
- Develop and communicate a compelling business plan
- Apply innovative market segmentation techniques such as segmenting markets by “job”
- Brand and differentiate new offerings from competitors
- Apply basic principles and tradeoffs involved in creating and leveraging alliances with resource providers
- Apply different strategies for managing risks and complexity in new ventures

COURSE TEXTBOOK AND READING MATERIAL

Main Textbook:

New Business Ventures and the Entrepreneur, 2007. 6th Edition by Michael J. Roberts, Howard H. Stevenson, William A. Sahlman, Paul W. Marshall, Richard G. Hamermesh. New York, NY: McGraw-Hill Irwin.

Course Packet: The course pack for this class can be purchased from Harvard Business School Publishing (HBSP) directly through the following link <https://cb.hbsp.harvard.edu/cbmp/access/16901741>. Note that there is a digital option and an option to receive a hard copy from HBSP. Either option is fine for our class.

Articles: The remaining required readings can be found in the UK Library system for FREE. See reference list at the end of the syllabus. Asterisk (*) is used to denote these free articles in the class schedule below.

It is the primary responsibility of the student to obtain the required course materials and to read them in advance of the class. Please inform the instructor if you have any difficulty obtaining study materials. You can also refer to other entrepreneurship textbooks, blogs, magazines and materials in addition to assigned materials. Please see below for some examples.

Examples of Supplemental Reading:

Moore, G. A. 1999 (2002). *Crossing the Chasm*. New York, NY: Harper Collins Publishers, Inc.

Schindehutte, M., Morris, M. H., & Pitt. L. F. 2009. *Rethinking Marketing: The Entrepreneurial Imperative*. Upper Saddle River, New Jersey: Pearson Education Inc.

<http://www.entrepreneur.com>
<http://www.kauffman.org>
<http://www.venturehacks.com>
<http://www.techcrunch.com>
<http://www.ssireview.org>
<http://www.sba.gov>

COURSE GRADING

The final grading for this class will be determined as follows:

Type of Evaluation	Total Points
<i>Class Participation & Attendance</i>	200
<i>2 Exams (2 @ 75)</i>	150
<i>2 Learning Journals (2 @ 100)</i>	200
<i>3 Assignments (3 @ 50)</i>	150
<i>Final Project & Presentation</i>	300
TOTAL	1000

The final letter grading for this class will be strictly according to the following scale:

Total Points	Letter Grade
900-1000	A
800-899	B
700-799	C
600-699	D
<600	E

Midterm Grading

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Class Participation and Attendance (200 points):

Class participation is encouraged and will be assessed **regularly**. Entrepreneurship is a highly practical and ambiguous phenomenon, which benefits from structured discussions. While the concepts and cases in the course packet are used to motivate class discussions and develop theoretical understanding of entrepreneurship, students are encouraged to bring in insights from their personal experiences and from other reading. In summary, class participation will be assessed on the basis of (1) the student's attendance record (including arrival to class on-time), and (2) the **quality (not necessarily, quantity)** of the student's contribution in class discussions. Please see details about class participation grading rubric below.

You will receive class participation averages at two intervals: at midterm (out of 100 points) and the end of the semester (out of 100 points). Always bring a name card to every class and take notes of your participation. If you are unable to attend a class for serious reasons (including exhibiting flu-like symptoms), please send me an email explaining your circumstances at least 12 hours before the class. Each unexcused and unexplained absence will be treated as a zero grade for that day.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

50 points: Student shows initiative and demonstrates superior understanding of the material by providing additional insights outside of the assignment material.

40 points: Student demonstrates good understanding of course material and relevant assigned cases.

30 points: Student demonstrates basic understanding of course material.

*<30 points: Student does not demonstrate basic understanding of the course material or/and student is disruptive in class***

****Please note that electronic devices (e.g. laptops, tablets) are permitted in class as long as they are being used for coursework (e.g. taking notes, reading, and research).**

****Also, because I often call upon students to answer questions in class, it is very important that you avoid being distracted by your electronic devices.**

Exams (150 points):

Over the course of the semester, two (2) announced exams will be administered. These 2 exams will be closed book and are made up of multiple choice questions. A maximum of 75 minutes will be allotted for each exam. The first exam will cover topics that were taught in class prior to mid-term. The second exam will cover topics that were discussed between the first exam and the second exam. Make-up exams are not allowed except for reasons outlined by the University on the following website http://www.uky.edu/Ombud/ForFaculty_ExcusedAbsences.php. See Absence policy.

Learning Journals (200 points):

Learning journals provide an opportunity for students to individually re-examine topics that were discussed in class prior to when the journal was submitted. These journals (1-2 pages, double-spaced) are intended to offer a critique of one of the topics discussed in class. While journals should indicate an understanding of theoretical material and practical applications, students are also required to provide additional insights on the subject matter. Refer to the class schedule for the due dates of your learning journals. Please note that all submissions should be made through blackboard.

Assignments (150 points):

Three (3) group assignments will be assigned. The deadline for submission of each assignment is a week after the assignment was administered in class. Please note that all submissions should be made through blackboard. Each assignment is worth 50 points.

Final Project & Presentation (300 points):

Each team of students is expected to submit a business plan as a final semester project and to make a presentation on this project. The semester project entails writing a business plan either for a start-up company or for a new venture within an existing firm. Although there are no strict length limitations for the business plan, it is expected that most plans will be around 15-20 pages (double spaced, size 12 Font) excluding appendices. Also, students will be expected to cover the basic components of a plan. The final presentation of this plan to the class is allocated 100 points out of the 300 points assigned for the project. Students should inform the instructor about their venture and the membership of their project team by the 4th week of the semester (January 31, 2013). Every student must complete a peer review for all the members of their team. Significant deviations greater or equals to 1.5 of mean scores of peer reviews will result in a loss of 20-25% of the team project grade. All teams are encouraged to discuss their projects with the course instructor regularly during office hours and by scheduling appointments. **Please do not let your first draft be your final submission.**

Business plans involve a great deal of forethought, research and analysis. I will be available and happy to help you refine your plan. Note that all submissions should be made via Blackboard.

ACADEMIC INTEGRITY

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

A NOTE ON ACADEMIC INTEGRITY:

Student and Instructor relationships are based on trust. Acts that violate this trust undermine the educational process. Violations of academic integrity will not be tolerated by your classmates and instructor. Please refer to the University of Kentucky Guidelines for the definitions of various forms of academic dishonesty and the corresponding penalties for each breach of this contract. **Please note that copying material directly from the Internet and other sources for class assignments or projects will be considered as plagiarism and a serious violation of academic integrity. Please consult the following websites for further information about plagiarism** <http://www.uky.edu/Ombud/Plagiarism.pdf> and http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html

ACCOMODATIONS DUE TO DISABILITY

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

WEEKLY SCHEDULE

Week & Date	Key Topic (s)	Assigned Reading/Cases	Assessment Notes
Week 1: Thurs- Jan 12	Entrepreneurial Opportunities and New Venture Creation	Chapter 1 of the Course Textbook	
Week 2: Tues- Jan 17	Entrepreneurial Opportunities and New Venture Creation	Case 1.1: Aravind Eye Hospital case Case 1.3: Vermeer Technologies (A): A Company is born	
Week 2: Thurs- Jan 19	Business Planning	Chapter 2 of the Course Textbook Case 3.3: Room for Dessert	
Week 3: Tues- Jan 24	Business Planning		<u>Guest Speaker:</u> Randall Stevens
Week 3: Thurs- Jan 26	Entrepreneurial Marketing and Branding	“Marketing is Everything” McKenna, HBR “Finding the right job for your product” Christensen, et al, SMR	“Marketing” Assignment is due
Week 4: Tues- Jan 31	Entrepreneurial Marketing and Branding		<u>Guest Speaker:</u> Paul Sullivan
Week 4: Thurs- Feb 2	Business Models	Chapter 3 & Case 2.2 : Zipcar	
Week 5: Tues- Feb 7	Business Models		<u>Guest Speakers:</u> Jim Clifton, Chuck Mix
Week 5: Thurs- Feb 9	The Philosophy of Social Entrepreneurship	“ The Meaning of Social Entrepreneurship” by Greg Dees & “A typology of Social Entrepreneurs” by Zahra <i>et al.</i> <u>Video: Social Entrepreneurs: Pioneering Social Change</u>	
Week 6: Tues- Feb 14	Special Session on Social Entrepreneurship		<u>Guest Speaker:</u> Wesley Frakes “Business Model” assignment is due
Week 6: Thurs- Feb 16	Valuation, Financing and Capitalization	Chapter 4	
Week 7: Tues- Feb 21	Valuation, Financing and Capitalization	Case 2.3: Keurig	
Week 7: Thurs- Feb 23	How Do Investors Evaluate Opportunities?	Chapter 5 & <u>Video: Apple Music Event 2001-The First Ever iPod Introduction</u>	
Week 8: Tues- Feb 28	Managing Intellectual Property	Chapter 6	Learning Journal 1 is due
Week 8: Thurs- Mar 1	Revision and Project Updates		
Week 9: Tues- Mar 6	Midterm Exam		Submit by end of class time

Week 9: Thurs- Mar 8	Intellectual Property	Case 3.1: Sheila Mason & Craig Shepherd	
Week 10: Tues- Mar 13	SPRING VACATION - ACADEMIC HOLIDAY		
Week 10: Thurs- Mar 15			
Week 11: Tues- Mar 20	New Venture Financing	Chapter 7	
Week 11: Thurs- Mar 22	New Venture Financing		<u>Panel of Speakers:</u> Sean O'Leary, Sam Perkins, Randall Stevens
Week 12: Tues- Mar 27	Strategic Alliances and Deals	Chapter 8 & "The Era of Open Innovation" By Chesbrough, SMR	"Financing" Assignment is Due
Week 12: Thurs- Mar 29	Strategic Alliances and Deals	Case 1.2: R & R	
Week 13: Tues- Apr 3	Managing Risk and Reward	Chapter 9	
Week 13: Thurs- Apr 5	The Legal Forms of Organization	Chapter 10	Learning Journal 2 is due
Week 14: Tues-Apr 10	Managing Risk and Reward	Case 4.4: MAC Development Corporation	
Week 14: Thurs-Apr 12	Second Exam		Submit by end of class time
Week 15: Tues- Apr 17	Project Presentations by Students (Judges: Sean O'Leary, Paul Sullivan, Randall Stevens, Chris Winfield)		
Week 15: Thurs- Apr 19	Project Presentations by Students (Judges: Sean O'Leary, Paul Sullivan, Randall Stevens, Chris Winfield)		
Week 16: Tues- Apr 24 (Dead week)	Growth and Scaling up Strategies	Chapter 11 & Case 5.1: KIPP National (A) Abridged	
Week 16: Thurs- Apr 26 (Dead Week)	No Class		Complete project work and submit final draft of project by 11:59pm on Mon; Apr 30, 2012

†

*Articles are freely available on the Internet. *Articles are freely available through UK electronic libraries. ** Cases in the course packet from Harvard Business School Publishing.*

REFERENCES

*Bhide, A. 1994. How Entrepreneurs Craft Strategies that Work. *Harvard Business Review*, March-April: 150-161.

†Dees, J. G. 1998. *The meaning of “social entrepreneurship”*. Working paper. Center for Advancement of Social Entrepreneurship (CASE), Duke University, Durham, N.C.
Available at: http://www.caseatduke.org/documents/dees_sedef.pdf

*Drucker, P.F. 2002. The discipline of innovation. *Harvard Business Review*, Aug: 95-103.

*Kim, W. C., & Mauborgne, R. 2004. Value Innovation: The Strategic Logic of High Growth. *Harvard Business Review*, July/August: 1-10.

*McKenna, R. 1991. Marketing is everything. *Harvard Business Review*, Jan/Feb: 3-10.

†Osterwalder, A., & Pigneur, Y. 2010. *Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers*. Wiley. 72 page preview of this book available for free
http://www.businessmodelgeneration.com/downloads/businessmodelgeneration_preview.pdf

*Rich, S. R., & Gumpert, D. E. 1985. How to Write a Winning Business Plan. *Harvard Business Review*, May/June: 2-8.

*Sahlman, W. 1997. How to Write a Great Business Plan. *Harvard Business Review*, July/August: 98-108.

*Wasserman, N. 2008. Founder’s Dilemma. *Harvard Business Review*, Feb: 103-109.

*Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. 2009. A typology of social entrepreneurs: Motives, search processes and ethical challenges. *Journal of Business Venturing*, 24:519-532.

Examples of Business Plan Competitions and Resources for Social Entrepreneurs:

A List of Business Plan Competitions

<http://www.nytimes.com/interactive/2009/11/11/business/smallbusiness/Competitions-table.html>

Idea State U Competition: <http://www.ideastateu.com/>

Movers & Changers Challenge for Social Entrepreneurs: <http://www.moversandchangers.com/>

Global Social Entrepreneurship Competition:

<http://www.foster.washington.edu/centers/gbc/globalsocialentrepreneurshipcompetition/Pages/guidelines.aspx>

Dell Social Innovation Competition: <http://www.dellsocialinnovationcompetition.com/LearnMore>

Staples Ashoka Youth Social Entrepreneur Competition: <http://www.genv.net/staplesyv/info>

Rice University Business Plan Competition (must have one graduate student member):

<http://www.alliance.rice.edu/alliance/RBPC.asp>

University of Louisville, COB Cardinal Challenge (MBA Students only)

<http://business.louisville.edu/content/view/713/907/>

Echoing Green: <http://www.echoinggreen.org/fellowship> **Ashoka:** <http://www.ashoka.org/fellows>

How to Win a Business Plan Competition (NY Times):

<http://www.nytimes.com/2009/06/11/business/smallbusiness/11competition.html>