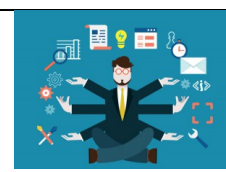




**SAM HOUSTON STATE UNIVERSITY  
COLLEGE OF BUSINESS ADMINISTRATION  
DEPARTMENT OF GENERAL BUSINESS AND FINANCE  
COURSE SYLLABUS  
BUAD 4348 - ENTREPRENEURSHIP III - APPLICATION CASES  
SPRING 2018**





**THIS COURSE**, designed for the aspiring entrepreneur or for those who are curious as to how wealth is created in a free society, provides a practical experience of how to evaluate business opportunities, how to start a venture with little or no capital, and how to develop innovative entrepreneurial skills and planning techniques to minimize the cost of experience. By the end of the course, students develop their own Personal Entrepreneur's Plan useful in focusing the direction of their personal careers. Credit: 3 hours.


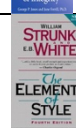
**SECTION(S):** BUAD 4348.01 2:00-3:20 pm TuTh SHB 306  
**PREREQUISITES:** BUAD 3345 Entrepreneurship I - Startup  
**INSTRUCTOR:** Robert (Chip) Matthews, J.D./Attorney at Law, M.Acctg./C.P.A.  
**OFFICE:** SHB 200-F  
**PHONE:** Office: 936-294-4632  
 Cell: 713-828-8803 (emergencies only)  
 Fax: 936-448-1639  
**EMAIL:** SHSU: rbm003@shsu.edu  
 Alternate: rcmatt13@yahoo.com  
**HOURS:** Office: TuTh 9:30am-11:30pm, We 10:00am-2:00 pm  
 Classes: TuTh 8:00am-9:20am, TuTh 12:30pm-3:20 pm

The most efficient and convenient means to ask questions or schedule an appointment is via email to SHSU address. However, I also check my voicemail and if you call, I will call you back as soon as possible. Please just remember to leave me your return phone number.  
 I will communicate with you in class, via email, and via BlackBoard. You are responsible for knowing any and all information disseminated by any of those methods. Any information emailed to you or posted on BlackBoard will be considered as delivered as of the time that it is emailed or posted.

**REQUIRED TEXTS**

Neck, Neck, and Murray (2018), <i>Entrepreneurship: The Practice and Mindset</i> , Thousand Oaks, CA, USA: Sage Publications, Inc., ISBN 978-1-4833-8352-1	
Welsh and Carraher (2011), <i>Case Studies in Global Entrepreneurship</i> , Dubuque, IA, USA: Kendall Hunt. ISBN 978-0-7575-8593-7	

**SUPPLEMENTAL RESOURCES**

Jones, George, and J. Ferrill (2006), <i>The Seven Layers of Integrity</i> , Bloomington, IN, USA: Author House. ISBN-10: 1420866842 ISBN-13: 978-1420866841	
Strunk, William Jr., E.B. White, and R. Angell, <i>The Elements of Style 4th edition (August 2, 1999)</i> , Boston, MA, USA: Pearson. ISBN-10: 020530902X ISBN-13: 978-0205309023	
"Shark Tank" television show, ABC, Friday evenings, 8 pm Central, past episodes online at <a href="http://sharetv.com/shows/the_shark_tank?utm_source=bing&amp;utm_medium=cpc&amp;utm_content=Ads%3A+broad&amp;utm_term=shark%20tank&amp;utm_campaign=shark+tank">http://sharetv.com/shows/the_shark_tank?utm_source=bing&amp;utm_medium=cpc&amp;utm_content=Ads%3A+broad&amp;utm_term=shark%20tank&amp;utm_campaign=shark+tank</a> .	
Blank, Steve, "How to Build a Startup: The Lean Launchpad," Udacity, online at <a href="https://www.udacity.com/course/how-to-build-a-startup-ep245">https://www.udacity.com/course/how-to-build-a-startup-ep245</a>	
"My Own Business: How to start one, how to grow one," myownbusiness.org, online at <a href="https://www.scu.edu/mobi/">https://www.scu.edu/mobi/</a>	

**COURSE PHILOSOPHY**

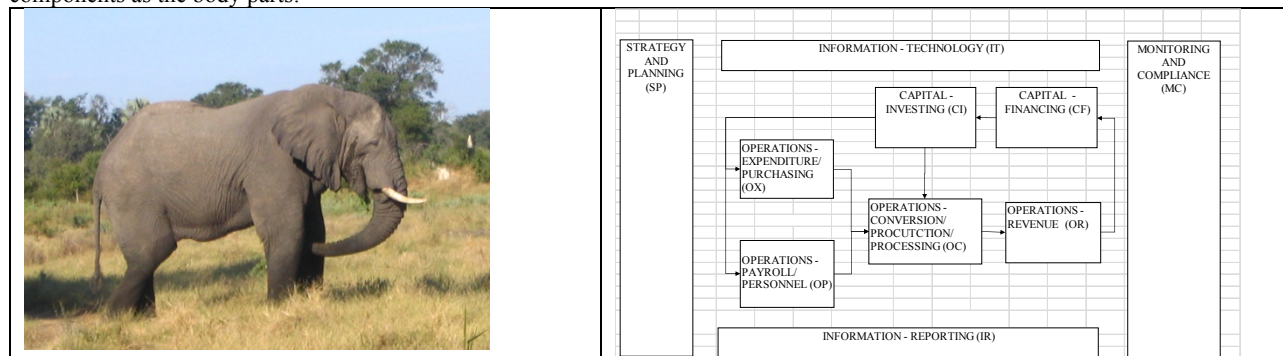
This is the capstone course in the Entrepreneurship program at Sam Houston State University. It is a required course for Entrepreneurship majors and an elective for minors. Entrepreneurship is the driving force behind any free market economy. The ability of individuals to dream and imagine, to take risks to turn those dreams and images into reality, and to earn a reward for

innovation and risk-taking in the form of profits from successful ventures, is what has historically driven a growing economy and superior economic well-being for citizens of the United States of America.

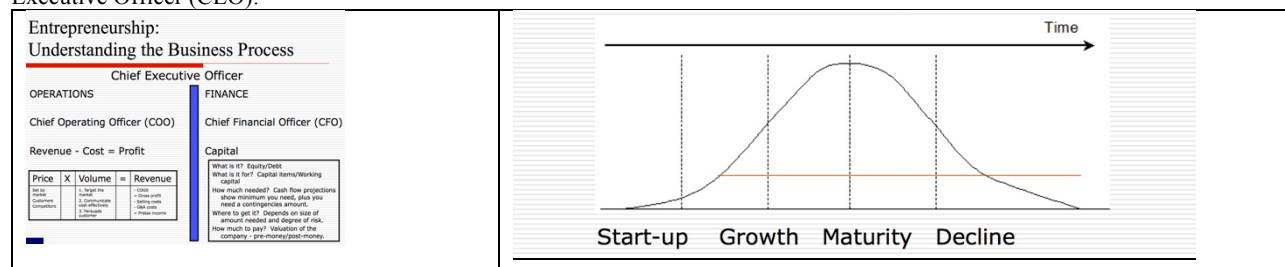
Despite entrepreneurship's importance to our economic well-being, the key drivers of entrepreneurial success have not been well understood. Entrepreneurship education did not begin until after World War II, with a course taught by Peter Drucker at New York University. The academic approach to entrepreneurship historically rested on two interrelated assumptions that have proved to be false. The first was that entrepreneurial ventures were simply smaller versions of large companies, and could be managed the same way, and the second was that success or failure of such ventures depended on some unique innate characteristic of the entrepreneur himself/herself. The focus was therefore not on the process of entrepreneurship, but on the personalities of successful entrepreneurs. The implication was that if you didn't have the "right" personality, then you couldn't be a successful entrepreneur, so why try to teach entrepreneurship?

Today we know better. Mattress Mac is not Bill Gates. There is no one entrepreneurial personality. There are entrepreneurial traits—risk appetite, unselfishness, individuality, drive, focus, and intensity—but there are as many different entrepreneurial opportunities as there are personalities, and the entrepreneur needs not to focus on becoming someone that s/he is not, but rather to focus on finding and selecting the opportunity that best fits who s/he is, and making that work. And startups are not simply smaller versions of larger companies. They are uniquely different enterprises, and entrepreneurial management requires some different skills, and some common skills to be used in different ways, compared to traditional large company management. Therefore we teach an approach that focuses first upon assessing your own skills, experience, likes, and dislikes, and then finding the opportunity that best fits you, rather than trying to force a square peg into a round hole, and second upon learning how to apply the skills that you have learned in finance, accounting, marketing, management, and other courses to handle the challenges presented by an entrepreneurial venture.

In visualizing this process, an image that may be useful comes from the old Asian poem about six blind men who went to see an elephant. Each grabbed a different part—one the tusk, one the trunk, one the ear, one the tail, and so forth—and because none of them could see the entire elephant, they each had a totally different idea of what an elephant was, and they proceeded to argue intensely. Think of this course as taking what you have learned in your various business courses—accounting might be the tusk, marketing the trunk, management the ear—and putting it all together in order to see the elephant. The elephant is the business as a whole, with the components as the body parts.



Managing the elephant means managing the whole business process, operations and finance, from the perspective of the Chief Executive Officer (CEO):



Entrepreneurial management is somewhat different from both traditional large company management and small business management. The three approaches to management occupy different positions in the entrepreneurial life cycle. Traditional management focuses on the maturity stage. Entrepreneurial management and small business management both focus on the start-up phase. The difference between entrepreneurial management and small business management is that entrepreneurial management focuses also on growth, whereas small business management focuses only on keeping things going once established. The unique and specific steps in the successful entrepreneurial process comprise the Ten Steps to Entrepreneurial Success, around which this course and the BBA in Entrepreneurship curriculum are organized, (1) Know yourself, (2) Improve your creativity, innovation, and industry knowledge, (3) Select the right opportunity, (4) Plan for success, (5) Grow revenues with an entrepreneurial marketing system, (6) Control costs, (7) Convert profits to cash flow, (8) Manage risks, (9) Increase value by growing the business profitably, and (10) Harvest value with an exit strategy.

### COURSE OBJECTIVES/TOPICS

Upon completion of this course, the student will have demonstrated knowledge and understanding of the following course objectives and topics:

OBJECTIVE/TOPIC	SOURCE	TYPE	HOURS
<b>PRIMARY OBJECTIVES:</b>			
1) Learn fundamental principles, generalizations or theories			
2) Learn skills and techniques commonly practiced by professionals in the field			
• Entrepreneurial ethics	Seven Levels	General knowledge	1.5
• Ten steps to entrepreneurial excellence - Review	Notes	“	1.5
• The entrepreneurial lifestyle		“	3.0
• Creating and finding opportunities		“	3.0
• Evaluating and acting on opportunities		“	4.5
• Resourcing new opportunities		“	3.0
• Growing and harvesting		“	3.0
• Special Topics		“	4.5
<b>SECONDARY OBJECTIVES:</b>			
1) Learn to apply course material			
2) Learn to analyze and evaluate critically			
3) Learn to work together as a team			
• Case studies	TBA	Application	21.0
<b>TOTAL CLASS HOURS</b>			<b>45.0</b>

### Tentative Course Schedule Included as Attachment 1

### ASSIGNMENTS AND GRADING POLICY

The format of the course is going to be like a graduate seminar. Rather than lecture on a topic, I will lead class discussion of the topic. You will need to be prepared for class, but most of the material should be reviews of things already studied in the entrepreneurship program.

Minimum score for each letter grade is as follows:		Grading will be based on the following:	
A	Lower of 89.5 points or median +10	• Two Case Studies presented in class	15%
B	Lower of 79.5 points or median	• One written Case Study	15%
C	Lower of 69.5 points or median - 10	• Team NASA Project	15%
D	59.5 points	• Participation	25%
F	Below 59.5 points	• Exams (midterm, final, 15% each)	30%
		<b>TOTAL</b>	<b>100%</b>

During the semester, students will complete the following graded assignments:

- Exams (30%) – Midterm and final, 15% each - Open book, open notes.
- Team NASA Projects (15%) – You will be assigned to a team. Each team will prepare a business plan for a specific technology which NASA has requested SHSU participation to help develop commercially.
- Case Studies presented in class (15% each, total 30%) – You will present two case studies in class, in teams; you will choose different sides to represent, and you will be responsible for leading the class discussion and preparing a written report.
- Participation (25%) – Daily quizzes in class, over material covered in textbook and prior lectures, participation in group discussions, responding to questions in class.

**GRADING POLICY IS SUBJECT TO CHANGES WHICH WILL BE ANNOUNCED IN CLASS AND/OR BY EMAIL AND/OR ON BLACKBOARD.**

### EXTRA CREDIT

If you have 100% attendance and do one extra credit assignment – 5 points added to final weighted average score

If you have 1 absences and do one extra credit assignment – 3 points added to final weighted average score

If you have 2 absences and do one extra credit assignment – 1 point added to final weighted average score

For the extra credit assignment, you may choose one of the following:

- Book report - read one outside book about entrepreneurship, prepare a written report, and make a class presentation
- Paper – write an original research paper about an entrepreneurship related project (advance professor approval for topic)
- Entrepreneur interview/presentation - interview an entrepreneur and report to the class on the results of that interview, or invite the entrepreneur to speak to the class (coordinate scheduling with the professor).
- Submit an entry into the Randy Wallace Business Plan Competition

**CAVEAT**

*The professor reserves the right to waive any of the policies and procedures in this syllabus in isolated cases, for what he believes to be good reason, based upon specific facts and circumstances. Waiver of a particular policy or procedure in one case does NOT mean or imply either:*

- *That other policies and procedures will be waived; or*
- *That the same policy or procedure will be waived in any other case or cases.*

**ATTENDANCE POLICY**

Attendance is expected as is stated in the latest Sam Houston State University catalog. The following specific provisions apply to this particular class only:

- Lateness Rule - Attend every class that you can, even if you are late. The intent is to encourage you to come to class. Frequent or repeated tardiness may result in penalty.
- Makeup Tests - There will be 3 or 4 tests during the semester, some or all of which may be unscheduled. Your lowest test score will be dropped. There will be no makeup tests.
- Excused Absences - There are no excused absences except for attendance at official university functions. You are either present or absent. If you advise in advance of days that you will be required to miss, I will make reasonable efforts to accommodate you, but there are no guarantees.
- Sign-in Sheet - Attendance will be taken via a sign-up sheet. It is not a seating chart. You may not sign in for another student who is not present. If you are late to a class, you may sign in after class.

**CLASS RULES AND POLICIES**

You can find a more detailed description of university policies in the current SHSU catalog. In order to facilitate a positive classroom environment, please observe the following:

- University regulations prohibit smoking, food or drink in the classroom.
- Class will start promptly at the assigned time.

If you have concerns about this class, please come by to talk with me first. If you are not satisfied with our discussion, then I will gladly go with you to the next level of administration.

The following topics will be handled in accordance with the indicated policy numbers in the Student Policy Manual, which are incorporated herein by reference:

**Student Policy Manual**

<b>Policy Title</b>	<b>Policy Number</b>	<b>Year Revised</b>
Academic Grievance Procedures for Students	900823	2006
Admission Standards for Undergraduate Students	840502	2015
Class Attendance	800401	2015
Students with Disabilities/Challenges	811006	2014
Enrollment and Facilities Use Policy	030603	Original
Graduating with Honors	030325	Original
Posthumous Recognition of Students	830824	2005
Academic Honesty and Procedures in Cases of Academic Dishonesty	810213	2006
Reproducing Hard Copy Student Academic Records from the Computer Data Bank	830823	2005
Religious Holy Days and Student Absences on Such Days	861001	2004
Student Educational Records	810806	2008
Student Resignations	990407	2007

**VISITORS**

Only registered students may attend class. Exceptions can be made by the professor on a case-by-case basis. In all cases, visitors must not disrupt class by their attendance. Students wishing to audit a class must arrange to do so through the Registrar's Office.

**BASIC GUIDANCE**

*You should care enough about yourself to do what you need to do to make the best grade possible in this course; if you don't, then the least you can do is to care enough about your classmates not to interfere with their opportunity to do so.*

**COURSE EXPECTATIONS**

The table below clarifies the minimum responsibilities of, respectively, students and the instructor in this class. Failure to meet with these responsibilities will diminish students' educational experience, performance, and/or course grade.

STUDENT RESPONSIBILITIES	FACULTY RESPONSIBILITIES
1. Responsible for his/her own educational achievement. Responsible for knowing all information put out in class, by email, or on BlackBoard.	1. Responsible for a classroom learning environment in which all students have an opportunity to achieve the course objectives, and for timely notification of changes.
2. Responsible for coming to all class sessions fully prepared to participate in discussions and/or activities scheduled for the period, including reviewing all assigned readings, completing class preparation assignments, assigned homework, and/or other preparatory tasks assigned.	2. Responsible for ensuring that class preparation assignments, homework, etc., are relevant to the planned topic for the class and overall course objectives, and for communicating relevance to students if questioned.
3. Responsible for asking relevant questions about course concepts that are not understood, and if necessary, for arranging to meet with the instructor during office hours.	3. Responsible for responding appropriately and professionally to student inquiries about course concepts, and – if required – consulting privately with students during office hours.
4. Responsible for making instructor aware, as possible, of any special learning needs which the instructor should know in order to properly perform his/ her professional responsibilities. If a student requires special ADA accommodations, he/she is responsible for contacting appropriate persons to discuss needs.	4. Responsible for: (a) complying with all applicable laws, regulations and SHSU policies with regard to students with academic learning challenges, and (b) taking reasonable steps to assist or counsel students in general regarding means of maximizing their educational achievement in the class.
5. Responsible for understanding the performance standards established for the course, and for accepting that such standards will be applied equally to all students in the interest of professional fairness and equity.	5. Responsible for measuring student outcome achievement against performance standards appropriate to the level of the course, and for communicating these standards and expectations to students.
6. Responsible for compliance with SHSU policies regarding academic integrity, and for accepting the consequences of violations thereof.	6. Responsible for discussing the SHSU policy regarding academic honesty, cheating, and/or plagiarism, the reasons for the policy, and standard protocols for attributing the original work of others.
7. Responsible for submitting all assignments and completing all examinations in a timely manner, with the understanding that penalties will be assessed for late and/or overtime completion of work.	7. Responsible for timely grading of work submitted (objective=1 week), assessing penalties for late/overtime submissions, determining whether extensions are reasonably justified, and responding to student requests in timely manner (objective= 48 hours).

#### **YOUR PROFESSOR**

Robert (Chip) Matthews is licensed in Texas as both an attorney and a CPA. He received B.A. (Mathematics/Economics) and Master of Accounting degrees from Rice University, Houston, Texas, and a J.D. from the University of Houston Law Center, Houston, Texas. After beginning his professional career as auditor with a major international public accounting firm, he has been senior analyst in utility and municipal finance with an engineering and construction management firm, manager of plans and budgets with a multi-national manufacturing company, senior manager with a major international consulting firm, and sole practitioner with his own accounting and law firms. He has most recently been vice-president and shareholder in the largest privately-held consulting firm in the areas of accounting, finance, and information technology the United States, where his primary client service areas included merger and acquisition due diligence and assistance, regulatory and environmental law and accounting, utility and municipal finance, bankruptcy and turn-around advisory services, tax and business planning, commercial arbitration, and corporate governance. His clients have primarily been in the energy, public utility, government, healthcare, financial institutions, real estate, and construction industries. He has taught accounting, law, and business administration at the university level. He is a retired Commander, U.S. Naval Reserve, and his leisure interests include sports, travel, and music.

#### **NOTE**

*My 30 years of experience in the business community has led me to believe that universities do a poor job of preparing students for the “real world” in the following areas:*

- *Working together with others in a group*
- *Verbal expression and presentations*
- *Written expression*
- *Thinking outside the box*
- *Understanding and applying ethics*

*This course is specifically and intentionally designed to address each of those areas.*

## Attachment 1 – Tentative Class Schedule

WK	DATES	TUESDAY	THURSDAY
1	17-19 Jan		Introduction and Ethics for Entrepreneurs
2	22-26 Jan	Ten Steps to Entrepreneurial Excellence The Personal Entrepreneur's Plan (PEP)	Use of Case Studies Case: John Roughneen (professor)
3	29 Jan-02 Feb	<b>Topic 1-Creation of New Ventures</b> Neck 1: Global Social Movement Case 1: Cascadia Water	Neck 2: Practicing Entrepreneurship Case 2: Russki
4	05-09 Feb	Neck 3: Entrepreneurial Mindset Case 3: Kalista's Fine Chocolate	NASA PROJECT SELECTION Neck 5: Generating New Ideas Case 4: Asiasports
5	12-16 Feb	Neck 6: Using Design Thinking Case 5: Crystal Corp Philippines	Neck 7: Testing and Experimenting Case 6: Frontier Adventure Racing
6	19-23 Feb	<b>Topic 2 – Management/Strategy</b> Neck 8: Building Business Models Case 7: SimEx	Neck 9: Planning for Entrepreneurs Case 8: Extreme Packet Devices
7	26 Feb-02 Mar	<b>Topic 3 – Marketing</b> Neck 10: Creating Revenue Models Case 9: Police Prep	Neck 11: Learning from failure Case 10: Ben & Jerry's Japan
8	05-09 Mar	<b>Topic 4 – Finance</b> Neck 12: Bootstrapping for Resources Case 11: Blinds to Go	Neck 13: Financing for Startups NASA Projects – 1 <sup>st</sup> review Strategic plan
	12-16 Mar	Spring Break	
9	19-23 Mar	Excel Workshop, part 1 Case 12: Goalie Pad Covers	Excel workshop, part 2 Case 13: Wave Rider
10	26-30 Mar	<b>Topic 5 – Risks – Legal, Administrative, &amp; Human Resources</b> Neck 14: Developing Networks Case 14: Omega Paw	MIDTERM EXAM
11	02-06 Apr	Neck 15: Navigating Legal and IP Issues Case 15: Extreme CCTV	NASA Projects – 2 <sup>nd</sup> review Marketing plan Case 16: Van City
12	09-13 Apr	Neck 16: Marketing and Pitching Case 17: Mainstreet Equity	<b>Topic 6 – Growth and Harvest</b> Case 18: Creemore Springs
13	16-20 Apr	Field trip – SBDC	<b>Topic 7 – Special Topics</b> Neck 4: Social Entrepreneurship Case 19: Innomedia
14	23-27 Apr	Corporate Intrapreneurship Case 20: Quadra Logic	NASA Projects – 3 <sup>rd</sup> Review Financing plan WRITTEN CASE STUDY REPORTS DUE
15	30 Apr- 04 May	International Entrepreneurship/Policies that favor Entrepreneurship	COMPREHENSIVE EXAM
16	08 May	3:30-5:30 pm – NASA PROJECTS – Final	

### Attachment 2 – Student Information and Acknowledgement Sheet

Please complete the Student Information and Acknowledgement Sheet (Attachment 2) and turn it in. Completion of the Student Information Sheet is voluntary and will be used 1) to assist the professor in tailoring the course to student needs, and 2) to assist the University in case of emergency. Completion of the Acknowledgment portion is mandatory.

In the following, you and other second person pronouns refer to the student, I and other first person pronouns refer to the professor.

Your name as listed in University records	
You prefer to be called (indicate pronunciation fo-NET-ik-lee).	
Your contact telephone number	
During this semester, you will be living	___ In the Huntsville area, or ___ Approximately ___ miles away
Your secondary email address in addition to SHSU webmail address	
Your major/minor	
# of hours of academic work completed before this semester	
# of hours that I work per week	
What I want to get out of this course	
Please indicate any special needs or concerns	

ACKNOWLEDGEMENT: You have been provided a copy of syllabus for Dr. Matthews's BUAD 4348 class, you have read it and you understand it, and you agree to abide by its provisions, specifically including but not limited to the Academic Honesty policy and the following:

1. Excessive absences will result in failure
2. Grades will be assigned in accordance with the grading policy
3. Class rules and policies will be followed.
4. Any and all information received from Dr. Matthews, including personal examples or questions, is given only to further instructional purposes, and does not constitute legal advice and should not be construed as or relied upon as legal advice.

#### CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT

You understand that in the course of taking this class, particularly during the team assignments, you may come into contact with, or possession of, certain information which may be proprietary to another individual or in some way privileged and/or confidential. All such proprietary, privileged, and/ or confidential information shall be referred to as the "Information," and any individual providing such information shall be referred to as the "Disclosing Party." You agree:

- (a) To receive and maintain the Information in confidence;
- (b) Not to reproduce, copy, or duplicate the Information or any part thereof without express written consent of the Disclosing Party;
- (c) Not to make known, divulge, publish, or communicate the Information to any person or entity, directly or indirectly, without the prior express written consent of Disclosing Party;
- (d) To limit the distribution and dissemination of the Information to persons who have a need to know and an obligation to protect it;
- (e) Not to use or utilize the Information without the express written consent of Disclosing Party;
- (f) Not to use the Information or any part thereof as a basis for the design or creation of any method, system, apparatus or device similar to any method, system, apparatus or device embodied in the Confidential Information unless expressly authorized in writing by Disclosing Party; and
- (g) To utilize your best efforts possible to protect and safeguard the Information from loss, theft, destruction, or the like. Your completion of this form and emailing the completed page back to the professor constitutes your agreement to and acceptance of all provisions in the Acknowledgement and all other sections of this syllabus.

Your signature below evidences your agreement with the above:

Signed \_\_\_\_\_  
BUAD4348Syllabus  
Revised: 1/17/18

\_\_\_\_\_  
Date

\_\_\_\_\_  
Team Number