

2012 GCEC (Global Consortium of Entrepreneurship Centers) Award Nomination

for

Excellence in Specialty Entrepreneurship Education

from

**Center for Entrepreneurship and Innovation
Warrington College of Business Administration
University of Florida**



Submitted by

Jamie Kraft
Director
352-273-0333
jamie.kraft@warrington.ufl.edu

Chien-Chi Tseng, Ph.D.
352-273-0332
chien-chi.tseng@warrington.ufl.edu

Center for Entrepreneurship and Innovation (www.cei.ufl.edu)
Warrington College of Business Administration, University of Florida
267 Stuzin Hall, P.O. Box 117168, Gainesville, FL 32611-7168

August 1, 2012

TABLE OF CONTENTS

	Page
NOMINATION INFORMATION	
Specialty Area Description.....	1
Mission / Strategy of the Focus.....	2
Contributions to Entrepreneurship Education	5
SUPPORTING MATERIALS	
Exhibit 1: Specialty Area of Entrepreneurship Focus	6
Exhibit 1-1: MSE Program Curriculum Map.....	7
Exhibit 1-2: Samples of Course Evaluation Comments from MSE Students.....	8
Exhibit 2: Exemplar Activities of the Area of Focus	11
Exhibit 2-1: Innovative Features and Unique Aspects – Experiential Learning.....	12
Exhibit 2-2: Innovative Features and Unique Aspects – Global Connections.....	14
Exhibit 2-3: Innovative Features and Unique Aspects – Social Responsibility	15
Exhibit 2-4: Innovative Features and Unique Aspects – Ecosystem	16
Exhibit 3: Comprehensiveness of the Program	22
Exhibit 3-1: Lean Entrepreneurship Accelerator Program (LEAP) in MSE	23
Exhibit 3-2: MSE Program Course Syllabi.....	29
Exhibit 4: MSE Program Outcomes	132
Exhibit 4-1: Gifts and Supports from UF Alumni	133
Exhibit 4-2: Examples of CEI Alumni Successes	134
Exhibit 4-3: MSE Program Graduate Testimonials.....	141
Exhibit 4-4: MSE Program Graduate Survey Summary	143
Exhibit 5: Sustainability of the Program: New CEI and Spaces of Gold Experiential Learning Laboratory	144
Exhibit 6: Contributions to Entrepreneurship Education.....	146
Exhibit 6: MSE Program Faculty Brief Biography & Publications.....	150

NOMINATION INFORMATION

"The secret of those who amaze the world is that they regard nothing to be impossible." - Thoreau

SPECIALTY AREA DESCRIPTION

Integrating the MSE Program into CEI at UF

With more students engaging in today's connected global entrepreneurial economy and immersing themselves in rigorous and innovative experiential academic programs, the Center for Entrepreneurship and Innovation (CEI) was established in 2000 to teach, coach, and inspire students in the Warrington College of Business Administration at the University of Florida (UF) in order to be entrepreneurial in their lives and pursue opportunities and innovations in the startup, social, and corporate arenas. Since this time, CEI has been involved in the PRINCIPLE + PRACTICE of entrepreneurship at both the graduate and undergraduate levels and emphasizes value-creation and the pursuit of emerging opportunities in entrepreneurial success. In September, 2011, a new facility, the Jeff Gold Experiential Learning Laboratory, was launched providing a new entrepreneurial home and exciting activities for students. Through courses, degree programs, and activities such as speakers and workshops, CEI enrolls nearly 2,500 students per year.

In addition, CEI offers the nation's most comprehensive specialized Master's degree program in Entrepreneurship, the Thomas S. Johnson Entrepreneurship Master's Program (MSE). The MSE Program is a one-year campus program designed for young and aspiring entrepreneurs to approach the advancement of innovation. Offered to both business and non-business majors alike, the program is a combination of classroom delivery and experiential learning activities. The focus of MSE is on entrepreneurial opportunity recognition, lean entrepreneurial concept testing, business plan development, and the sourcing of capital to allow graduates to effectively initiate, develop, and grow in the startup environment. From this program, students discover their entrepreneurial potential and are transformed into "entrepreneurial professionals" positioned to take their new competence and knowledge and turn experiential learning and research into successful new ventures.

What are the Needs the Specialty Area of Focus is Designed to Meet?

Each year approximately 35 graduate students are enrolled in the MSE Program. The young and aspiring students have recently received their bachelor's degree from different backgrounds which include accounting, architecture, biology, business administration, economy, education, engineering, entrepreneurship, finance, history, information science, literature, sociology, international business, management, marketing, political science, psychology, recreation, tourism, and other diverse disciplines. Their average GMAT score is 545 and the average GPA is 3.3. In addition, several have traveled from around the world to attend this program including China, India, Korea, Peru, Thailand, and European countries.

This is a one-year, 34-credit traditional on-campus program. The MSE program curriculum (See Exhibit 1 for the Program Map) provides an in-depth look at the entrepreneurial process while

simultaneously applying the science of the discipline. Classes begin in the summer. Following, the fall semester is separated into two modules that represent the process used to identify the entrepreneurship and management course teachings that will be intensively performed by the university faculty. The spring semester continues with courses in venture finance, business plan formation, law for entrepreneurs, and entrepreneurship-related elective courses.

A total of 14 professional faculties (See Exhibit 7 for the details of MSE Program Faculty Brief Biography and Publications) with core expertise in economics, entrepreneurship, human resources, finance, management, marketing, insurance, and real estate are involved in teaching, coordinating, and running the courses. The curriculum (See Exhibit 1 for the Samples of Evaluation Comments from MSE Students) offered and skills acquired from our outstanding faculty in this program equip students with the necessary entrepreneurial strengths and competences to tackle any challenge that may await them.

MISSION / STRATEGY OF THE FOCUS

How is the Specialty Focus Executed?

As one of the pioneering Master of Science degrees in Entrepreneurship in the nation, the MSE Program invites highly-motivated and high-energy individuals throughout the world to develop their entrepreneurial study and career at UF. The sustainable development of the program mission is to foster innovation and to increase the success rate of early-stage ventures by educating students about the issues and challenges unique to creating, strategizing, and marketing new ventures both in the start-up environment as well as innovating within existing organizations in the form of intrapreneurship.

Entrepreneurship is the cornerstone of sustainable development in business education at UF, and mastering those entrepreneurial skills will lead to success regardless of the ever-changing business climate. Our mission is to create a new generation of innovative entrepreneurs through the MSE program that integrates theory and practice for an experiential and sustainable education. We intend to pursue this focus through the following performances and evidences:

- Present an academic curriculum and courses that blend the elements of principle and practice of entrepreneurship, innovation, and social responsibility.
- Reach out and involve new venture companies throughout the United States for the experiential education of the UF students. Be recognized by Florida's community of entrepreneurs as a source for information and assistance in the commercialization of new ideas through innovation to change the world.
- Dedicate newly-remodeled Center for Entrepreneurship and Innovation and its Jeff Gold Experiential Learning Laboratory at David Stuzin Hall on the campus of the University of Florida in September, 2011. From the technology to the design, the focus provides a unique sustainable benefit of creative experimentation and learning by doing for our students. In addition, we provide students a learning experience through involvement with entrepreneurs and new ventures in the United States and all over the world. (See Exhibit 5 for the details)

- Convey the importance of entrepreneurial thinking and how that approach provides an avenue to the sustainable success regardless of economic conditions.

What are the Outcomes?

The CEI and MSE program provide ample opportunities for students to gain an exceptional entrepreneurship experience through a range of relationships and programs. According to the information of student reviews and graduate surveys, we found that most of the graduates indicated their satisfaction on the program. Many graduates created their successful entrepreneurial career and expressed that “The Johnson MSE program helped prepare us for life as an entrepreneur. After an intense year of learning, we were ready to take on all of the obstacles that arise in this challenging yet rewarding career path!” (Please see Exhibit 4 for the details of some successful examples and testimonials from our graduates)

Additionally, alumni and friends of the CEI and the Warrington College of Business Administration have given much of their precious time and resources to benefit the program and students. There is a good sample of some of the private gifts and supports that have spurred this creativity and excitement. Please see Exhibit 4 for the details of Gifts and Supports from Alumni.

Furthermore, the MSE program is an excellent experience for entrepreneurially-minded students to leverage the vast resources available to them in CEI at the UF to create new, value generating opportunities in the marketplace. The MSE has been designed to reflect these opportunities and values and to provide specific benefits for its students and graduates. Throughout the program, students not only create their entrepreneurial knowledge and career, but most importantly, they are also able to make a significant influence on changing the world. The successful impacts of the CEI and entrepreneurship program can be measured by the following outcomes:

- The MSE program is distinguished by the experiential learning course of LEAP in that 100 percent of the students will have launched a business by the time they graduate. Based on their experiential learning experience, most of the MSE graduates developed their entrepreneurial and/or job career successfully.
- Entrepreneurship course programs and activities have become cross-campus participations. Every year nearly 2,500 students from Colleges of Business Administration, Agricultural and Life Science, Dentistry, Design, Education, Engineering, Fine Arts, Health and Human Performance, Journalism and Communications, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, Public Health and Health Professions, and Veterinary Medicine take at least one course in entrepreneurship while studying at UF.
- Based on the training in the MSE program, our students have completed more than 100 “GatorNest” projects and more than 500 students received academic credit for their GatorNest participation since its inception in 2002. Participating companies were located in cities around the State of Florida including Jacksonville, Ocala, Orlando, Tampa, and South Florida. There were also some international projects with locations in Brazil and China.

What are Exemplar Activities of the Area of Focus?

Over the year, a wide array of Experiential Learning including both courses and opportunities is offered in the MSE program. All the students are encouraged to participate in valuable courses and activities. These activities include the Integrated Technology Venture Program, GatorNest, Business Plan/Venture Pitch Competitiveness, Mentoring, Internships, Luncheons, MSE Speakers, Ethics Fellows, Lean Entrepreneurship Accelerator Program (LEAP), Entrepreneurship Case Lecture Series, and Startup Hour. Students participating in the MSE program will not only learn about starting new ventures in classrooms, but will apply those concepts directly to the creation of their own businesses in the experiential learning exploration (See Exhibit 2 for details).

In addition to the intensive learning courses and experiential learning activities, the perspective of global connection (See Exhibit 2 for details) with doing business in an international context and in a sustainable manner is instilled in the MSE program for students. A series of activities include global entrepreneurship case discussions, global entrepreneurship study program in Ireland, sustainability study program in Costa Rica, the Technion Exchange program in Israel, and Sogang and Ozyegin Exchanges.

Furthermore, social responsibility (See Exhibit 2 for details) is emphasized in the MSE program. The program provides students with an introduction to the major opportunities and challenges facing social entrepreneurs and their ventures. Subjects include business ethics, corporate social responsibility, finance, policy, and environmental aspects of cases in competitive sustainability all of which are examined and discussed by students and speakers in this program.

Finally, the ecosystem to support all of the entrepreneurial activity in the Gainesville area is exploding with offerings ranging from incubators to investors and all manner of advising, mentoring and support (See Exhibit 2 for details).

How are the Courses Related to Entrepreneurship?

The MSE program's courses focus on opportunity assessment, feasibility analysis, lean entrepreneurial concept testing, business plan development, entrepreneurial leadership, and the sourcing of capital. Upon completion of the program, graduates are able to effectively initiate, develop, grow, and manage new ventures, either as start-ups or in the corporate environment.

Core Business Courses

Includes Accounting, Economics, and Finance (those having undergraduate business degrees or a Minor in Business opt out of these courses and take additional electives).

Required Entrepreneurship Courses

Includes Entrepreneurial Selling, Creativity, Entrepreneurship, Entrepreneurial Writing, The Live Entrepreneurship Case Lecture Series, Entrepreneurial Communications, The Global Entrepreneurship Study Program, New Product Development and Management, Venture Finance, Business Plan Formation, GatorNest/Integrated Technology Venture Program, Business Law for Entrepreneurs, and Strategy for Entrepreneurs.

Entrepreneurship Elective Courses

Includes Global Entrepreneurship, Social Entrepreneurship, High Tech Entrepreneurship, Small and Family Business Management, Venture Analysis, and the Technion Exchange Program.

In addition, all students must complete the Lean Entrepreneurship Accelerator Program (LEAP) (See Exhibit 3 for details), requiring the launch of a business venture (each team is provided with \$500 in grant funding, business advisory services and incubation space in the Jeff Gold Experiential Learning Laboratory).

It should be noted that many of the courses offered have **significant immersion activities** in the areas of creativity, entrepreneurship, and/or innovation – e.g. include Creativity, LEAP, Venture Analysis, Social Entrepreneurship, GatorNest / Integrated Technology Venture Program, The Global Entrepreneurship Study Program, and The Technion Exchange Program.

CONTRIBUTIONS TO ENTREPRENEURSHIP EDUCATION

Consistent with the GCEC mission which is to collaborate, communicate, and jointly advance excellence in entrepreneurship through the unique role and position of the centers in the academic and business communities, the CEI at UF not only provides students the tools and experiences necessary to creatively pursue new opportunities and innovations in the start-up, social, and corporate venture arenas, but also continues to connect and look forward to providing other entrepreneurship programs in USA an experiential learning experience through involvement with new venture and innovation to better the world! The contributions to entrepreneurship education are demonstrated as follows (See Exhibit 6 from press for details):

- The MSE program has built a communicable model to other universities for partnering with other colleges at UF, constructing the effective course curriculum map to deliver specialized and introductory courses at the graduate level, providing practical learning opportunities through the Global Entrepreneurship Study Program, Social Entrepreneurship, Integrated Technology Venture Program, Venture Analysis, Creativity, GatorNest, and offering students at the UF the option to pursue their dreams in entrepreneurial creation and innovation.
- LEAP and other experiential learning programs in the CEI's curriculum present a good idea of contributions to enhance and complement the student's classroom learning experiences and provide them with the environment and opportunity to be successful in their entrepreneurial careers. The Jeff Gold Experiential Learning Laboratory is offered with a number of programs and activities throughout the academic year.
- Our professional faculties continue to enhance research and teaching, and to promote the advancement of entrepreneurship to other universities' colleagues at the GCEC, National Collegiate Inventors and Innovators Alliance, United States Association for Small Business and Entrepreneurship, and other related societies of entrepreneurship in the United States.
- Opportunities for assistantships, internships, and mentorships are provided to our students within CEI and the programs as well as pairing students with entrepreneurs in their fields of interest. The opportunities also offer an outstanding experience to other universities with specific duties, supports, and commitments in entrepreneurship education.

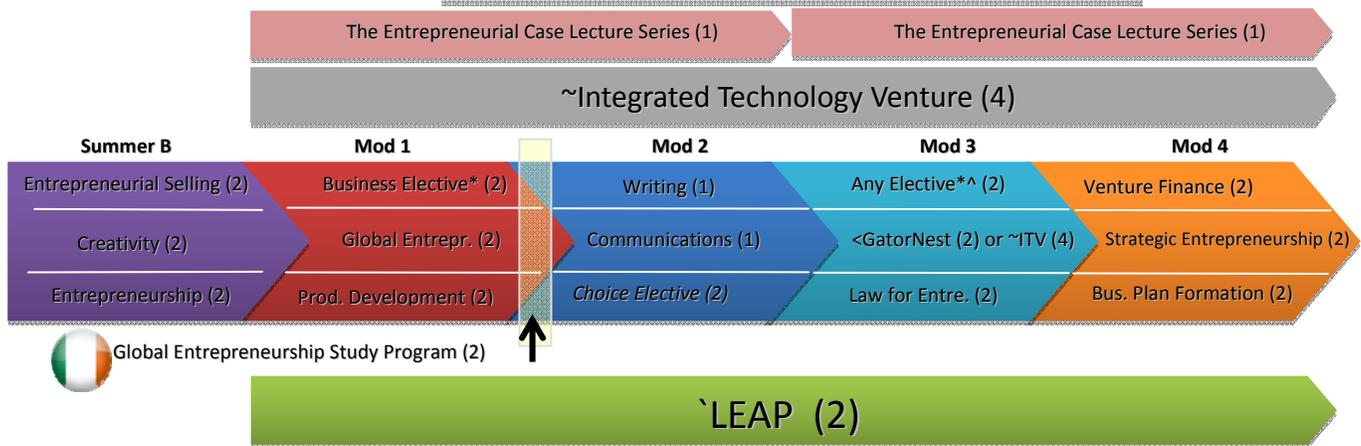
EXHIBIT 1

SPECIALTY AREA OF ENTREPRENEURSHIP FOCUS:

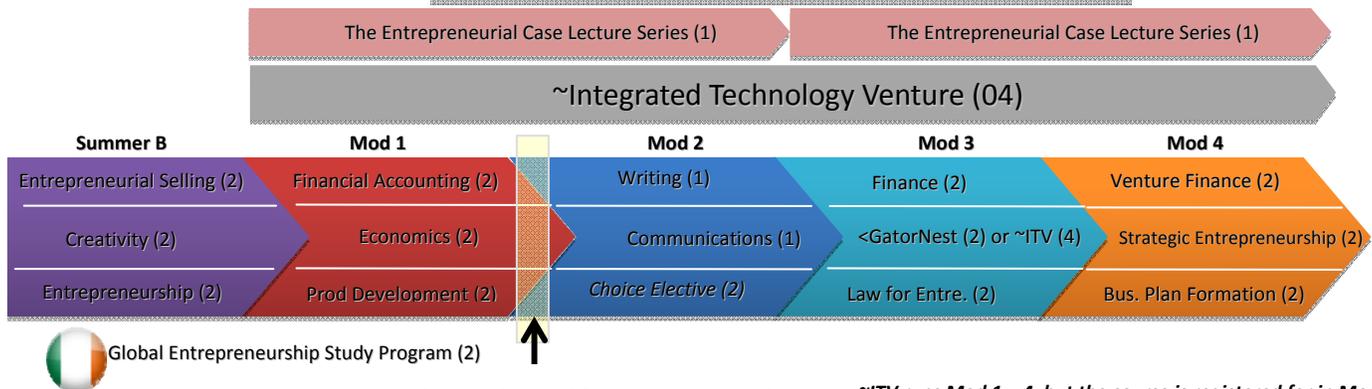
Exhibit 1-1: MSE Program Curriculum Map	7
Exhibit 1-2: Samples of Course Evaluation Summary from MSE Students	8

EXHIBIT 1-1: MSE Program Curriculum Map

Business Majors & Minors Track



Non-Business Majors Track



Choice Electives:

- Small/Family Business Management
- Hi-tech Entrepreneurship
- Social Entrepreneurship

^Can take in Mod 2 if one of *Choice Electives*

~The LEAP is required for both Tracks

*Can take any graduate business course available

~ITV runs Mod 1 – 4, but the course is registered for in Mod 1 and 4. ITV is optional, and taken in lieu of Gator Nest.

<Gatornest can be taken in Mod 3 or 4

EXHIBIT 1-2: Samples of Course Evaluation Comments from MSE Students

University of Florida Warrington College of Business Administration Master of Science in Entrepreneurship Program Courses: BUL6930, ENT5275, ENT6016, ENT6616, ENT6706, ENT6930, GEB6930, MAR6833, MGT6636 Summary of Faculty Evaluation Comments				
Qualities of Instructor which contributed to success of the course.	Qualities of Instructor which hindered success of the course.	Opinions of course, including printed materials.	Additional comments to improve overall quality of the course.	Any other comments.
Very, very enthusiastic.	N/a.	Great!	N/a.	
The instructor is very passionate about the subject and has real-world experience in entrepreneurship.		I liked the courses. I think it is a worthwhile course to take for people interested in Entrepreneurship.		The courses in the MSE program are very interesting!
The instructor was extremely opened to questions.	No.	I liked it a lot!	Continue the openness and helpfulness.	I enjoyed the courses.
Very enthusiastic about the subject. He is also very knowledgeable as he has first-hand experience helping start small companies. Great teacher overall!				
Professor always makes sure to involve everyone in class. He makes sure that we all understand the ideas and welcomes questions. He has us participate in groups, which helps us get to know others in our class. He shows us videos of real life entrepreneurs which capture the reality of entrepreneurship which I really like. I also loved the guest speakers that came to our class who also show us insight into entrepreneurship.	None.	I really enjoyed the course. His power-point slides are very useful and easy to understand. Professor has helped me to learn what it is like for entrepreneurs. After this class, I definitely want to pursue a career in entrepreneurship.	I think his classes were always well planned out. He always made the class aware ahead of time through email and in class if there was a schedule change. I really appreciated that.	Thank you for a great class, Professor!

University of Florida Warrington College of Business Administration Master of Science in Entrepreneurship Program Courses: BUL6930, ENT5275, ENT6016, ENT6616, ENT6706, ENT6930, GEB6930, MAR6833, MGT6636 Summary of Faculty Evaluation Comments				
Qualities of Instructor which contributed to success of the course.	Qualities of Instructor which hindered success of the course.	Opinions of course, including printed materials.	Additional comments to improve overall quality of the course.	Any other comments.
He is authentically interested in the subject and truly wants his students to succeed. He is also just a genuinely nice and congenial man.		A fun and useful course for entrepreneurs. I especially enjoyed the guest lecturers he bought to class.		
I enjoyed the guest speakers in the class. Also it was great to know that the professor loved the subject he teaches.	-	The course is a very informative course and the teacher seems good.	-	
He is well educated in this subject.	not at all	This course is excellent to take if you are going into your entrepreneurial business after you graduate. I am doing this and I learned a lot of viable information.	Course is excellent.	overall: A+
He was extremely helpful and caring of students.	n/a	Interesting material.	Very good guidelines on due dates for assignments	
Cares about the students and that they are learning.				The class is fun.
The professor is always willing to help and goes out of his way to be accommodating to all the students. My favorite part of the class was bringing in successful entrepreneurs to guest speak. That was very useful		Excellent course and instructor!		I would like to recommend my classmate to take the course in the MSE program.

University of Florida Warrington College of Business Administration Master of Science in Entrepreneurship Program Courses: BUL6930, ENT5275, ENT6016, ENT6616, ENT6706, ENT6930, GEB6930, MAR6833, MGT6636 Summary of Faculty Evaluation Comments				
Qualities of Instructor which contributed to success of the course.	Qualities of Instructor which hindered success of the course.	Opinions of course, including printed materials.	Additional comments to improve overall quality of the course.	Any other comments.
Very personable and knowledgeable. He brought in guest speakers that made the course very interesting.	None.	Great course, would recommended it for anyone looking to start their own business.		Please keep such a good teacher at UF as long as he desires to stay. He is an excellent teacher and deserves a raise for his hard work.
Extremely helpful and understanding to any concerns.	None	Syllabus was great and provided all details for the class.	Because I own a business, this course wasn't as hard as I quickly understood all the relating topics. I think it's a great introductory course to entrepreneurial businesses and you can learn a lot. The value of this course is great! Professor did a great job teaching the class and making it a stimulating environment.	

EXHIBIT 2

EXEMPLAR ACTIVITIES OF THE AREA OF FOCUS

Exhibit 2-1: Innovative Features and Unique Aspects – Experiential Learning.....	12
Exhibit 2-2: Innovative Features and Unique Aspects – Global Connections.....	14
Exhibit 2-3: Innovative Features and Unique Aspects – Social Responsibility	15
Exhibit 2-4: Innovative Features and Unique Aspects – Ecosystem.....	16

EXHIBIT 2-1: Innovative Features and Unique Aspects – Experiential Learning

In the MSE program, in order to enhance and complement the student's classroom learning experiences and provide them with the environment and opportunity to be successful in their entrepreneurial careers, the Jeff Gold Experiential Learning Laboratory is offered with a number of programs and activities throughout the academic year. The Jeff Gold Experiential Learning Laboratory is housed inside the CEI and provides students an environment whereby they can learn through experiences, including both success and failure. The experiential learning encourages students "learning by doing" for their active learning practices.

GatorNest

This is an 8-week program whereby students work with a start-up organization to complete a project deliverable for the development of a new venture opportunity. Examples include customer analysis, competitive assessment, development of a marketing plan, financial due diligence, and etc. It serves as our experiential "hands-on" learning program for graduate students who want to make a difference with a real company. Students are organized into teams of 4 to 6 (with a mentor for each) and assigned to work as consultants to various start-up companies. The CEI has completed more than 200 "GatorNest" Projects and more than 500 students received academic credit for their participation since its inception in 2002. Participating companies were located in cities around the State of Florida including Jacksonville, Ocala, Orlando, Tampa, and South Florida. There were also some international projects with locations in Brazil and China.

Integrated Technology Venture (ITV)

Launched with a seed grant from the National Collegiate Inventors and Innovators Alliance (NCIIA), this is a year-long interdisciplinary collaboration meant to emulate the earliest stages of a technology startup company. Students and faculty from business, engineering, and law team up under the guidance of a volunteer CEO to work intensively with a technology invented by a UF researcher. While the students gain valuable real-world experience, the technology is pushed towards commercialization. Deliverables of the program include an institutional grade business plan and a working prototype. The students' combined effort is fully intended to lead to the creation of a new technology startup company. Two to five of the ITV projects are completed each year.

MSE Mentoring Program

This is a 16-week program that aligns new MSE students with mentors in respective areas such as small businesses, high-growth enterprises, socially-responsible companies and the investment community. The program includes networking activities, panel discussions and one-on-one advisement. This initiative pairs students with successful entrepreneurs to gain insight into the entrepreneurial experience, develop professional networking opportunities, and receive career and employment advice.

Entrepreneur-In-Residence Program

Three CEI Board members Jeff Gold, President and CEO of CryoVascular Systems; Rob Campbell, known for the products his startups developed – FileMaker and PowerPoint; and Marty Schaffel, President and CEO of Audio Visual Innovations, Inc., inaugurated the “Entrepreneur-In-Residence Program” in 2005. In this program, three new Entrepreneurs-In-Residence are selected for the program each year. Successful entrepreneurs will visit students for two to three days to teach classes, observe and participate in experiential learning projects and meet individually with students. There has been follow-up contact and correspondence by students with the entrepreneurs after the visits.

Lean Entrepreneurship Accelerator Program (L.E.A.P)

The LEAP is a one-year course and designed to combine the principle and practice of entrepreneurship. By providing a “real world” exercise, the program is developed to guide students throughout the start-up process and start a business during their study. As the newest component of MSE program, students will not only receive business advisement, but gain access to early stage proof-of-concept funding and incubation space in the new Jeff Gold Experiential Learning Laboratory in CEI. This innovative new offering serves as the program’s capstone project, and is designed as the centerpiece of the MSE experience.

Entrepreneurship Speaker, Start-Up Hour, and Luncheon Series

This activity consists of a series of workshops utilizing lectures and discussion with leading entrepreneurs and is designed to encourage venture invention and technology innovation. Throughout the year, students have the opportunity to participate in intimate discussions with numerous entrepreneurs and investors from a variety of sectors and backgrounds. In addition, targeting a growing population of young, energetic entrepreneurs in Gainesville's innovation ecosystem, Start-Up Hour provides the perfect monthly venue for these change makers to network, share ideas, and establish partnerships. Furthermore, Entrepreneurship Case Lecture Luncheon Series are designed to educate students about opportunity recognition, business planning, capital sourcing and harvest, legal issues, negotiation, human resources, and other day-to-day challenges of an entrepreneur.

EXHIBIT 2-2: Innovative Features and Unique Aspects – Global Connections

Global Entrepreneurship

Utilizing the case method and requiring students to complete a market-entry report, this course covers the intersection of entrepreneurship, international business, and global strategy.

The Global Entrepreneurship Study Program - Dublin, Ireland

Designed to introduce students to global entrepreneurial perspectives and cultural differences, this week-long immersive experience in mid-October includes visits to centers of corporate innovation and business incubators, panel discussions with venture investors, entrepreneurs and small business owners, presentations by government support organizations and networking opportunities with Irish entrepreneurship students.

The Technion Exchange Program - Haifa, Israel

MSE students have the opportunity to study abroad in Haifa, Israel as part of an exchange agreement with Technion University, Israel's premiere institute of science and technology. Students have the ability to take a variety of courses on topics of entrepreneurship, business innovation, and technology management as well as immerse themselves in Israeli culture.

Sogang and Ozyegin Exchanges

Students from Sogang University in Seoul, Korea and Ozyegin University in Istanbul, Turkey have the opportunity to complete a dual master's degree in partnership with the Thomas S. Johnson Master's Entrepreneurship Program, bringing diverse thinking and global perspectives to our classrooms.

EXHIBIT 2-3: Innovative Features and Unique Aspects – Social Responsibility

Social Entrepreneurship

The purpose of this course is to provide students with an introduction to the major opportunities and challenges facing social entrepreneurs and their ventures. Social entrepreneurship's rapid emergence over the past decade has coincided with the rise of information technology that has given individuals more power now than at any point in history. The social entrepreneurs question is simple: How can we use that power to make a positive, lasting contribution to society?

The Sustainability Study Program - Costa Rica

Designed to introduce students to the special issues of doing business in a sustainable manner and in an international context, this course consists of two parts: a pre-trip course component and the week-long study tour. The pre-trip component will meet 3 or 4 Friday afternoons in January and February (dates to be decided) to gain knowledge of Costa Rican history and culture, business environment, the natural environment, and major industries. In addition, we will study readings on theories of sustainability. Costa Rica was chosen for its proximity to Florida, its accessibility, its varied industries, and its deliberate national strategy of balancing business competitiveness and considerations of humane labor practices and protecting the biologically diverse natural environment. Because it is a small, politically stable, and an open democracy, a visitor may gain a 360 view of how the sustainability strategy works and does not work and what implications there are for doing business in the region.

Business Ethics and Corporate Social Responsibility

This course explores ethical and moral problems in business. It uses a variety of materials, including both classic and popular literature, to analyze and evaluate the manager's options and decisions. It is heavily discussion oriented. Subjects include ethical theories, the origins of moral and legal duties, whistle-blowing, bribery, drug testing, workplace safety, environmental responsibility, privacy, secrecy and disclosure, bluffing, lying, cheating, and stealing.

MSE Ethics Fellows Program

This seminar series brings MSE students together with guest speakers for 8 discussions set throughout the year. Topics include sustainability, ethics and corporate social responsibility in the entrepreneurial setting.

EXHIBIT 2-4: Innovative Features and Unique Aspects – Ecosystem

UF Florida Innovation Hub

The Florida Innovation Hub was created to serve as catalyst for startup companies whose technologies emanated from laboratories at the [University of Florida](#) and throughout the state. Our mission is to provide them with the infrastructure, logistics and resources needed to get up and running effectively and efficiently. In doing so, the Innovation Hub hopes to help those companies and others bring research discoveries to the marketplace, creating additional jobs for Floridians.

UF Sid Martin Biotechnology Development Institute

The Sid Martin Biotechnology Development Institute (BDI) was officially founded on July 2, 1990 by the [Florida Legislature](#) and was named after a member in the [Florida House of Representatives](#) named [Sid Martin](#) in recognition of his commitment to the state of [Florida](#) and the [University of Florida](#). In 1994, the Trustees at the University of Florida authorized 6 acres (24,000 m²) to build the Sid Martin Biotechnology incubator. The Incubator is now 40,000 square feet (3,700 m²) and was built with a combination of funding from the University of Florida, the [United States Department of Agriculture](#), and the Florida Legislature. Overall the facility was created, engineered, equipped, and opened in 1995 as one of the first bio-business incubators in the [United States](#). The overall cost at that time was \$11.5 million. The Incubator is currently located in the [Progress Corporate Park](#) outside of [Gainesville, Florida](#). Overall this research park was built by the vision of former University of Florida President [Robert Q. Marston](#).

Santa Fe Center for Innovation and Economic Development

Whether you need specialized training to reach your career goals, represent a business needing cutting-edge training for your employees, or are you an entrepreneur seeking business support, SF's Center for Innovation and Economic Development (CIED) is here to meet your needs: Convenient Meeting Space, Entrepreneur Incubator, Continuing Education, Corporate Education, Online Education, Computer Technology, Performance Improvement Solutions.

UF Engineering Innovation Institute

The University of Florida Engineering Innovation Institute fosters a culture of innovation among faculty, students and staff of the College of Engineering (COE). The Institute serves as a nexus of engineering innovation education and experiential programs extending across the spectrum of creative discovery and invention, to the transition of UF engineering technologies and innovative students to the marketplace.

Gainesville Technology Enterprise Center

The Gainesville Technology Enterprise Center (GTEC) is a community program providing early stage technology startup companies with tools, training and infrastructure to help them grow and develop into financially viable technology enterprises. The GTEC program can help your tech startup, like it has helped other tech startups, with these issues and others. We do this by providing your tech startup with: ongoing strategic advice and help with your business plan and strategies, introductions to needed people and resources, including early stage venture funding sources and management candidates, custom-tailored education programs in conjunction with the University of Florida Office of Technology Licensing and the Gainesville Area Innovation Network (GAIN), daily interaction with other resident startups and synergistic tenants, such as serial entrepreneurs and venture capitalists, flexible furnished office, dry lab and assembly areas and shared services and equipment for on-site members.

Synogen Venture Accelerator

Synogen is a private equity medical technology development company. Our Consulting Group provides services that are critical to the success of medical and cleantech companies, and our venture fund partners in the creation of selected companies in the medical technology arena. The vision, technical expertise and proven experience of Synogen's management and consulting team helps its client and portfolio companies successfully navigate the many challenges that technology companies face ... partnering, investing and succeeding.

Ocala Power Plant

We believe in entrepreneurs. We believe in their ability to change the world. We believe in the importance of their drive, vision, ambition, and success. We believe in their power. The mission of Ocala Power Plant is to power these entrepreneurs. Help them raise capital, hire great employees, gain access to strategic partners, customers, and mentors. Give them resources, mitigate risks, and cultivate results. Ocala Power Plant offers early stage companies decisive advantages & differentiating solutions each step of the way. We Power Entrepreneurship.

Inflexion Venture Fund

Inflexion Fund, L.P., managed by Inflexion Partners, is a seed and early-stage venture capital fund organized with an emphasis on company building and harnessing regional, national, and international resources of the fund's managers and strategic partners. Inflexion is the first and only Florida fund leveraging a [network venture capital](#) model involving some of the largest institutional investors in the country. Florida is a national venture treasure in that ideas, technology and entrepreneurs are plentiful but sophisticated venture capital is in short supply. Inflexion Fund was created to harness this untapped potential by investing locally and building companies on a national scale.

Emergent Growth Fund

The Emergent Growth Funds are member-managed angel funds that share the same focus on early stage companies. The current funds concentrate their activities on companies that are developing unique, leading-edge products, or proprietary technologies that possess the potential for rapid growth in significant markets. The members of the Emergent Growth funds are successful business people and investors with demonstrated successes in building companies and selecting investments. They represent a mixture of backgrounds and experience which is critical in conducting our due diligence. The premier fund, **Emergent Growth Fund, LLC** is currently fully invested in its Portfolio Companies. The succeeding fund, **Emergent Growth Fund II, LLC**, was founded to continue the momentum of investing in and supporting new companies following the successful completion of the first fund.

Emergent Ventures

Emergent Ventures is a private equity firm that invests in two asset classes: residential and commercial real estate, early stage technology companies. When investing in real estate, Emergent uses a cross-disciplinary approach in developing, building and owning new properties. Emergent also acquires and renovates ("green retrofits") existing residential and commercial properties. Emergent manages properties and handles leasing and sales brokerage. Emergent also invests proof of concept capital and strategic guidance in early stage technology companies. Emergent's investment focus is with companies involved in software, Web 2.0 and those that design and build clean technology and alternative energy applications. Emergent targets promising companies that are positioned to positively impact people, society and the environment in a significantly, sustainable manner.

Innovation Hub opens for business

Startup companies moving in



Left to right, Layne Weldon, Jim Dial and Clarence Blocker, of the University of Florida's department of academic technology, prepare to install a television at the Florida Innovation Hub at 747 SW 2nd Avenue, in Gainesville, Fla., Oct. 7.

Erica Brough/The Gainesville Sun

By [Nathan Crabbe](#)

Staff writer

Published: Monday, October 10, 2011 at 12:15 a.m.

Last Modified: Monday, October 10, 2011 at 12:23 a.m.

The Florida Innovation Hub is now open for business — but that marks only the start of the University of Florida's plans to use the area as a launching pad for economic development.

UF's Office of Technology Licensing on Friday moved into the 45,000-square-foot, \$13.2 million hub, a business incubator built on the old Shands at AGH site. Startup technology companies begin moving in Monday, along with service providers such as accountants, patent attorneys and venture capitalists.

The startup tenants include companies aiming to use radar to monitor vital signs and develop a website for services ranging from kayaking to real estate. Research has shown that 80 percent of startup companies fail, but being located in an incubator makes them four times more likely to succeed, said Jane Muir, associate director of the technology licensing office.

The hub includes furnished offices and laboratories along with conference rooms and office equipment such as printers and fax machines that companies share to save expenses. Muir said the location of the service providers, who are giving as much as eight hours of free services each month, in the same building will help the companies prosper.

"Having access to that, literally right down the hall from these startup companies, we believe is going to be very, very powerful," she said.

More than a dozen startup companies are moving into the hub initially. They include Mind2Market, which is developing radar sensor technologies created by UF electrical and computer engineering professor Jenshan Lin for monitoring heart and respiratory rates in humans and animals.

Company CEO Timothy Toppen said the technology would make it easier to check the vital signs of zoo animals or race horses. For humans, he said, it would reduce the need for invasive checks that can lead to infections, and also could be used to monitor movement and prevent patients from falling out of hospital beds.

The company's plan is to develop a prototype and test it at UF medical and veterinary facilities, he said. The U.S. Food and Drug Administration also must approve its use, and additional funding would need to be obtained before the product is made commercially available.

Toppen said the company also wants to commercialize other UF technologies, an effort made easier by the hub's location. "We wanted to have a presence on the campus," he said. "We think the hub would be a great place to do that."

The hub is the centerpiece of UF's Innovation Square development planned for 40 acres between campus and downtown. Next up are two projects developed by Gainesville's Trimark Properties. The Infusion Technology Center, a 120,000-square-foot building that will share a lobby with the hub, is intended for technology companies further along than startups.

A 120,000-square-foot dormitory for entrepreneurial-minded students also is planned.

Those projects are in the design stage and still need to go through the city approval process, said Ed Poppell, UF's vice president for business affairs and economic development. Construction likely would start in the late spring and be completed within a year, he said.

Conversations are ongoing with other tenants for the area, such as a grocery store and hotel, he said, and the recruitment process is easier once buildings have been completed.

"I think a lot is going to be happening in the next six to 18 months," he said.

UF President Bernie Machen told a Florida Senate subcommittee last week that Innovation Square is a continuation of UF's efforts to turn faculty research into commercial products and jobs. Economic development is now part of the university's traditional mission of service, research and instruction, he said.

"The university has been commercializing discoveries for some time, but this Innovation Square concept is our most ambitious effort," he said.

A mural behind the hub's reception desk, titled "Inspiration's Journey," features images representing UF research that has been turned into products. It includes representations of pharmacy professor Hendrik Luesch's work developing a cancer treatment from ocean coral and engineering professor Norman Fitz-Coy's work on small satellites.

"We like to say: From the depths of the ocean to the far reaches of outer space, UF technologies are transforming the world," Muir said.

Muir cautioned that most startup technology companies take five to seven years between inception and having a product on the market. The companies in the hub include the technology company Ocoos, which co-founder Daniel Sosa said is just four months old and in the early stages of developing a website like Amazon.com that would allow people to find services.

Sosa, who earned a master's degree in entrepreneurship from UF, said the hub's proximity to campus makes it a good place to recruit programmers. The low cost of living in Gainesville also makes it easier for a startup company to survive, he said.

"As of right now, it makes perfect sense for us to be in Gainesville," he said.

EXHIBIT 3

COMPREHENSIVENESS OF THE PROGRAM:

Exhibit 3-1: Lean Entrepreneurship Accelerator Program (LEAP) in MSE 23

Exhibit 3-2: MSE Program Course Syllabi..... 29

EXHIBIT 3-1: Lean Entrepreneurship Accelerator Program (LEAP) in MSE

UF Entrepreneurship Students Take the Startup LEAP of Faith

Press Release on September 20, 2011

GAINESVILLE, Fla. – Students participating in the Thomas S. Johnson Master of Science in Entrepreneurship (MSE) program will not only learn about starting new ventures in the classroom, but will apply those concepts directly to the creation of their own businesses as part of the new Lean Entrepreneurship Accelerator Program (LEAP).

LEAP is the MSE program’s newest component—implemented into the MSE curriculum this fall— and is designed to combine the principle and practice of entrepreneurship. As part of LEAP, students will not only receive business advisement, but gain access to early stage proof-of-concept funding and incubation space in the new Jeff Gold Experiential Learning Laboratory in the Center for Entrepreneurship & Innovation (CEI). This innovative new offering serves as the program’s capstone project, and is designed as the centerpiece of the MSE experience.

“LEAP is an excellent opportunity for entrepreneurially-minded students to leverage the vast resources available to them in the Warrington College of Business Administration to create new, value generating opportunities in the marketplace,” said Chris Tassin, Director of the MSE program. “LEAP distinguishes the MSE program in that 100 percent of our students will have launched a business by the time they graduate.”

LEAP is taught by Whittington “Chip” Vara, a two-time Outstanding Faculty Award recipient at Warrington, who has served as an instructor in the MSE program since 2005. Professor Vara has 30 years of managerial expertise in marketing, product management, research and development and manufacturing. He has served as the Senior Business Analyst for the Enterprise North Florida Corporation, and launched Springboard Capital, LLC, a private equity fund focused on seed and early stage investments. Professor Vara has a B.S. in Chemical Engineering from the University of Florida and an MBA from Texas Christian University.

Professor Vara has structured LEAP with an emphasis on “lean” startup principles so that students are able to create a viable business with minimal resources. According to Professor Vara, “Students will continually challenge the assumptions of their business models, enabling them to make a succession of small corrective measures, the aggregate of which, will result in a market-tested, reduced-risk venture.”

“The goal of LEAP, like the mission of CEI,” said Tassin, “is to instill an entrepreneurial mindset in our MSE students, and assist them in creating a career for themselves by the time they complete the program. I really look forward to seeing what our students will accomplish in the coming year.”

CEI was created to teach, coach and inspire students to be entrepreneurial in their lives. The Center provides students the tools and experiences necessary to creatively pursue new opportunities and innovations in the start-up, social and corporate venture arenas. Through courses, degree programs and complementary activities such as speakers and workshops, CEI currently serves more than 2,000 students per year.

L.E.A.P. Syllabus

Course Title: L.E.A.P
ENT 6930, Section 5121
MSE12: Fall 2011

Instructors: Whittington Vara
Visiting Lecturer
Cell: (904) 502-0103
E-Mail: wvara@ufl.edu

MS-Entrepreneurship students only

Text:

1. Timmons, Jeffrey A. and Spinelli, Stephen Jr. 2009. *New Venture Creation, 8th Edition*, Irwin-McGraw-Hill, Boston, MA.
2. Instructor's notes.

Supplementary readings:

1. Blank, Steven G. 2007. *The Four Steps to the Epiphany, 3rd Edition*, Quad/Graphics, Sussex, WI.
2. Osterwalder, Alexander and Pigneur, Yves 2010. *Business Model Generation*, John Wiley & Sons, Inc., Hoboken, N.J.
3. Other texts mentioned in class discussions.

Required Software Capabilities:

1. Adobe Acrobat 8.0
2. Excel 2010

Class Website: <https://elearning2.courses.ufl.edu/portal>

Course Objectives:

1. Understanding and experiencing the real world aspects of Entrepreneurship by starting a business.
2. Complete Personal Entrepreneurial Strategy (PES).
3. Complete an Executive Summary and make a formal Presentation describing the business opportunity.

Course Overview:

Entrepreneurship is all about starting a business. This course is about guiding you through that start-up process and is spread over two terms (Fall and Spring). Planning will be emphasized in the first term with implementation of that planning in the second term.

A specific set of criterion **MUST** be completed to fulfill the requirement of starting a business. The first two requirements are completing an Executive Summary (to be completed this term) plus registering the company. In addition to these requirements, each team **MUST** also complete four of ten activities associated with starting a business (see attached L.E.A.P. Requirements).

An important part of this course is for each student to complete an individual Personal Entrepreneurial Strategy. This exercise will provide each student with valuable insight into their own entrepreneurial future possibilities.

Since this course emphasizes the ENTIRE entrepreneurial process, aspects of completed courses as well as current and future courses in the MSE program may be addressed. By providing a “real world” exercise, this course will supplement the MSE curriculum. The course will be organized around lectures, readings, class discussions, workshops, individual assignments and a team project.

Each team will submit an Executive Summary (team activity) and participate in a Presentation (team activity) of that Executive Summary at the end of the term. Each executive summary will be evaluated based on content as well as form. The Presentation will be graded on presentation technique in addition to content.

Prior to submitting all team assignments, each student can submit an evaluation of his fellow team members using the Team Grading procedure. Team Grades can represent 25% of that assignment’s individual grade.

Class participation is a significant component of the final grade because it is important to learn from each other. Class participation will also include the completion of the Personal Entrepreneurial Strategy assignments.

***NOTE: The FIRST assignment for the Spring Term is included in the assignment schedule.**

Your grade in the class will be determined as follows:

Class Participation (Individual)	40%
Executive Summary (Team)	30%
Presentation (Team)	30%

UF Grading Policies for Assigning Grade Points:

Go to following Internet link for details:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Class Schedule:

MSE12: ENT 6930 L.E.A.P., Fall 2011	
Aug. 27 th Class	Introduction/Idea Generation/Business Model/Customer Segments/Value Proposition
Sept. 24 th Class	Channels/Customer Relationships/Revenue Streams
Oct. 8 th Class	Value Proposition/Customers & Creating Demand
Nov. 19 th Class	Revenue/Cost Model/Executive Summary
Dec. 3 rd Class	Executive Summary Presentation

ASSIGNMENTS			
		Individual	Team
Aug. 27 th	Class		
Sept. 3 rd			01-Screen Ideas
Sept. 10 th			02-Business Model Canvas
Sept. 17 th			
Sept. 24 th	Class	PES-Part I	03-Business Model Hypothesis
Oct. 1 st			04-BMH (CS, VP)
Oct. 8 th	Class	PES-Part II	
Oct. 15 th			05-BMH (CH, CR, R\$)
Oct. 22 nd		PES-Part III	
Oct. 29 th			06-BMH (KR, KA)
Nov. 5 th		PES-Part IV	
Nov. 12 th			07-BMH (KP, C\$)
Nov. 19 th	Class	PES-Part V	08-Updated Business Model Canvas
Nov. 26 th			
Dec. 3 rd	Class		09-Executive Summary & 10-Presentation
*Jan. 14, 2012			01-Team Implementation Schedule

L.E.A.P. Requirements

Each student is required to start a business while in the program. The following criteria must be met to fulfill the requirement of starting a business.

Required

1.	A complete executive summary.	Four page executive summary to include a 5-year profit and loss statement.
2.	A registered business.	This requirement involves five steps: (1) determining the legal structure of your business; (2) registering your businesses name; (3) obtaining a Federal Tax ID number, (4) registering with your state revenue agency, if applicable and (5) obtaining the appropriate licenses and permits. Once you choose a legal structure, you may have to file registration forms with your state and/or local government. More information about your choices is available through a variety of sources, including www.business.gov/register/steps-to-register.html .

A Minimum of Four of the Following Ten

1.	Registered intellectual property.	The forms of registered intellectual property include patents, trademarks, copyright, and Internet domain names. Registering intellectual property serves four primary purposes: (1) it starts placing defensively barriers around your company; (2) it assists in your branding, (3) its shows potential partners and investors that you're serious, and (4) in many cases the intellectual property a new company registers is the largest element of its economic value.
2.	A working prototype	A prototype is the first physical depiction of a product or service. It's needed to test the merits and usability of a product or service and get substantive feedback. A product prototype is the first physical manifestation of a new product, often in a crude or preliminary form. The idea is to solicit feedback and then iterate. A service prototype is a representation of what the service will be like and how it will be experienced by the customer. For example, a service prototype for a Web-based company might consist of a preliminary or beta version of the site, with sufficient functionality built into the site for users to test the site and report their experiences.
3.	A qualified advisory board.	A Board of Advisors is a panel of experts asked by a firm's founder(s) to provide counsel and advice on an ongoing basis. The quality of the advisory board you're able to assemble sends two important messages. It conveys the extent to which you're open to advice, and provides an indication of the extent to which you're able to generate enthusiasm for your firm.

4.	A professional video that serves as a product demo.	A professional-quality video is an effective way to demonstrate a new product or service concept. The video should be between four and six minutes long. It can be posted on your company Web site, used as part of an investor presentation, or displayed when talking to potential customers or business partners.
5.	An operational Web site and/or complete smoke testing with landing pages	The first thing most people do when they hear about a potential business is search for its Web site. If the business doesn't have a site, it hard to take it seriously. The site should clean and operational. The aesthetic aspects of the site should be carefully thought through so they are consistent with a company's brand.
6.	An actual sale or contract with a customer.	There is an old axiom in the startup world that says that you really don't have a company until you've made a sale. Although prototyping and testing is important, the most substantive feedback comes from real customers who are paying you real money. In addition, a sale (or series of sales) is the most convincing form of market validation. In many instances, if you don't have sales, your potential investors are largely limited to friends and family.
7.	A negotiated lease for premises and/or equipment.	This is something that you shouldn't rush into, but having a negotiated lease for premises and/or equipment to facilitate the operations of your business helps move your business forward. It's also an important indicator that you have "skin in the game."
8.	A negotiated distribution agreement with a distributor, wholesaler, reseller or retailer.	Most businesses rely on distributors, wholesalers, and retailers (offline and online), to move their products from their point of origin to the customer. Securing these relationships is not easy. A product company must often "pitch" a distributor or retailer to take on its product similar to how it must pitch an investor to obtain investment capital. Service companies often boost sales through resellers. Hotels, for example, sell their services (mostly rooms) through their Web sites and telephone reservation services, but also through resellers such as travel agents and online sites like Expedia and Hotels.com.
9.	A formal presentation to a bank, certified angel investor or venture capitalist with feedback from the investor.	Presenting your business plan to a banker, angel investor, or venture capitalist is an important way to obtain substantive feedback and either arrange for a loan or raise capital. You shouldn't present until you're confident that you're ready, but also shouldn't hold back because you may obtain valuable feedback. Often getting your first investor on board provides the legitimacy you need to attract support from additional investors.
10.	Complete a valuation of your company.	Use the Venture Capital Method or other method to determine the value of the company.

** The L.E.A.P. Requirements are based on Oklahoma State's "Business Start Requirements" document provided by Professor Michael Morris.

EXHIBIT 3-2: MSE Program Course Syllabi

BUL 6930: Law for Entrepreneurs	30
ENT 5275: Small and Family Business Management.....	35
ENT 6006: Entrepreneurship-1	50
ENT 6006: Entrepreneurship-2.....	53
ENT 6116: Business Plan Formation	63
ENT 6016: Venture Analysis.....	70
ENT 6416: Entrepreneurial Finance	73
ENT 6506: Introduction to Social Entrepreneurship	75
ENT 6616: Creativity	83
ENT 6706: Global Entrepreneurship	89
ENT 6930: High Tech Entrepreneurship	94
ENT 6933: Entrepreneurship Case Lecture Series.....	97
ENT 6946: Entrepreneurship Consulting Project (GatorNest).....	99
FIN 6930: Integrated Technology Venture	100
GEB 5212: Professional Writing	101
GEB 5215: Professional Communication.....	106
GEB 6930: Global Entrepreneurship Study Program	110
GEB 6930: Venture Analysis	115
MAR 6833: New Product Development	116
MGT 6636: Strategic Management.....	125

BUL 6930 Law for Entrepreneurs

Professor Larry A. DiMatteo
237 Stuzin Building
352-392-0323 (Direct)
352-392-0163 (Dept. office)
e-mail: larry.dimatteo@cba.ufl.edu

MSE: Spring 2012
Period: 3-4
HGS: Room 340

Course Description & Scope

This course examines the legal aspects in starting and growing a company (small or medium-sized business or SMEs); strategies for ensuring compliance with law; use of law and the legal system to increase predictability, maximize value, marshal resources, and manage risk in an entrepreneurial enterprise. Since law permeates every act of an entrepreneurship enterprise, the course will consist of a broad survey of legal issues confront a new—small or medium-sized business.

Worksheets

A worksheet will be provided for most of the substantive coverage of the course. It is important to bring a hard copy of the worksheet to each class. Using the worksheet as an outline to take notes is vital to exam preparation.

Please, read the Policy Statement attached to this syllabus!!!

Course Materials

TEXT: Davidson, Daniel & Forsythe, Lynn, *The Entrepreneur's Legal Companion* (Prentice Hall 2011, ISBN # 0-13-607723-4 or 13: 978-013-607723-7) and Siedel, George & Haapio, Helena, *Proactive Law for Managers: A Hidden Source of Competitive Advantage* (Gower 2011, ISBN# 9781409401001). Please read assigned material before the class it is scheduled for discussion. Supplemental materials are on the course website. It is the student's responsibility to periodically check the online materials. I reserve the right to alter and add reading assignments as the term progresses.

Laptop Policy

Experience has taught me that students who use their laptops during class to multitask (e-mail, work on projects, and less desirable pursuits) get less out of the class, are more dissatisfied with it, and perform less well than students who devote their full attention to the classroom experience. Therefore, in the interest of the greater good, **please do not use your laptops or other electronic devices during class.**

What to Expect

The reading assignments indicate the breadth and scope of the subject matter. The course will involve readings, class lectures, class discussions, and individual projects. The final grade will be based on the following:

A. Mid-Term and Final Exams (40% each) (Total 80%)

Mid-Term Exam: January 31st

Final Exam: February 23rd (non-cumulative)

B. Critical Thinking Exercise (15% total)

Due Date: February

Each of you will write a paper related to the law and entrepreneurship (start-up or small business enterprises). You may choose a topic covered by **any** of the chapters in the 2 textbook. You are not to use blogs or Wikipedia. The best papers will use primary sources, such as legal cases, statutes, and regulations, as well as secondary sources law review articles. The best source for legal information is the Lexis-Nexis database available through the Smathers online databases. My link to the legal part of Lexis-Nexis is:

<http://www.lexisnexis.com/us/lnacademic/search/flap.do?flapID=legal&random=0.23664673729076324>.

Written Report: Shall not exceed 4 pages in length (double-spaced, 12 size type (font), paragraph width of 6½ inches). Hard copy is required. Please, **do not e-mail** me the paper. See “writing tips” at end of syllabus.

Criteria for grading: The criteria include the importance of the topic to entrepreneurship and law, the salience of the topic to law’s relationship with business, the credibility of the sources. **The primary grading criterion is a quality critical analysis of the topic and issues relating to the topic.**

Critical Thinking Questions:

- What is the legal topic’s relevance to SMEs?
- What are the key issues that the law is addressing?
- What are the key concepts you need to understand?
- How should a SME respond to the law?
- Is there a strategic response to the law—compliance, due diligence, avoidance?
- What are the key facts or information relating to the application and response to the law?
- Can the law be used strategically to gain a competitive advantage?
- What sources of information and/or consultations should be used in framing your response to the law?

- What are the implications if SMEs ignore the law?
- Are there techniques that could be employed to build a defense to a violation of the law or to minimize the penalty assessed for such a violation?

C. Classroom Participation (5%)

Voluntary student participation is encouraged.

Ethical Rules for Critical Thinking Exercise and Quizzes

The exams and writing project are to be the sole product of the individual student. All research and writing related to the writing project shall be the sole work of the individual student. All sources shall be properly attributed and all quotes shall have pinpoint citations. Students shall not consult with each other on the writing project.

Grades: Grade standards are as follows:

A	=	4.0	92 or above
A-	=	3.67	89-91.9
B+	=	3.33	86-88.9
B	=	3.0	82-85.9
B-	=	2.67	79-81.9
C+	=	2.33	76-78.9
C	=	2.0	72-75.9
C-	=	1.67	69-71.9
D+	=	1.33	66-68.9
D	=	1.0	62-65.9
D-	=	0.67	59-61.9
E	=	0.0	58.9 or below

A Note on the Instructor

Dr. DiMatteo is the Huber Hurst Professor of Contract Law & Legal Studies, Past Chair of the Department of Management, and former Editor-in-Chief of the *American Business Law Journal*. He teaches courses in the legal environment of business, commercial law, real property law, and international business transactions. Dr. DiMatteo is a graduate of the Cornell and Harvard Law Schools. He also has a PhD in Business & Commercial Law from Monash University (Australia). Dr. DiMatteo is the author or co-author of numerous books and articles.

COURSE OUTLINE

Establishing the Enterprise

1. Using Professionals to establish the Enterprise (D & F, Chapter 1; S & H, pp. 13-17)
 - Role of lawyers, accountants, and insurance agents
2. Managing the Legal Function (D & F, Chapter 4 & Handout)
 - Choosing a Lawyer
 - Limiting Costs
3. Selecting the Proper Business Form (D & F, Chapter 3)
 - General Partnership
 - The written partnership agreement
 - C Corporations, Closed Corporations, & S Corporations
 - Protecting minority interests
 - Limited Partnerships and Limited Liability Companies
4. Raising Funds for the Venture (D & F, Chapter 6 & Handout)
 - Bank Loans
 - Importance of collateral
 - Role of Small Business Administration
 - Equity Funding
 - Venture Capitalists
 - Alliances & Joint Ventures

II. Operating and Growing the Enterprise

1. Business Torts (D & F, Chapter 4; S & H, Chapter 2)
 - Negligence
 - Products Liability
2. Contracts (D & F, Chapter 12; S & H, Chapter 6)
 - Many uses of contracts
 - Important contract clauses
 - Strategic contracting
3. Independent Contractors (Handout)
 - IC-Employee distinction
 - Leasing employees
4. Employment Law (D & F, Chapters 8 & 9) (optional, S & H, Chapter 3)
 - Employment agreement
 - Key Personnel
 - Employment regulations
 - Employment discrimination

III. Protecting Assets of Enterprise

1. Trade Secrets Law (D & F, Chapter 11)
 - Security measures
 - Theft
2. Intellectual Property Law (D & F, Chapter 11; S & H, Chapter 5)

- Trade secrets law
- Trademark, Patent, & Copyright
- Licensing
- 3. Insurance (D & F, Chapter 13)
 - Many types of insurance
 - Scourge of exclusions
 - Duty to defend

WRITING TIPS

My final comments are purely stylistic. I am sure you have heard them before but here they are again:

- (1) Its best to use short sentences.
- (2) Each sentence should be making a single point
- (3) Use short, concise paragraphs that relate to a single idea (once again this makes it easier on the reader).
- (4) Use present tense: Even though describing future event, it is best to view the paper as "continuously speaking."
- (5) Write in active voice: Don't "wimp out" by using "may," "maybe," "relatively," etc.
- (6) Use gender-neutral language: Why? (1) Inaccurate and (2) offensive.
Best Solution: Replace pronouns with gender-neutral language. Gender-neutral techniques:
 1. Use plural: "they" "theirs"
 2. Use name of the actor: "Bank" "Smith"
- (7) Avoid hyperbole: Examples: "obviously," "clearly," "greatest," etc.
- (8) Use Plain Language: Write in clear and coherent language with common meaning.
- (9) And most importantly, avoid cliché: Definition: A trite, stereotyped expression; a sentence or phrase, usually expressing a popular or common thought or idea, that has lost originality, ingenuity, and impact by long overuse. A cliché means nothing by itself; it is a bad substitute for good, clear expression. Examples: "up the creek without a paddle," "what is good for the goose is good for the gander," "lesser of two evils."

ENT 5275 – Section 01C1

Small and Family Business Management

Instructor: Chien-Chi Tseng, Ph.D.
Office Address: 262 Stuzin Hall, P.O. Box 117168
Office Phone: (352) 273-0332
E-Mail: chien-chi.tseng@warrington.ufl.edu
Office Hour: by appointment in advance

Required Texts

1. (Required)—*Family Business*, 3th ed., by Ernesto J. Poza (2010). Mason, OH: South-Western Cengage Learning. ISBN-10: 0-324-59769-X (Hard Copy ≈ Around \$73.99 to purchase from Amazon, Electronic ≈ \$58.99 for 6 months):
<https://www.cengagebrain.com/shop/en/US/storefront/US?cmd=CLHeaderSearch&fieldValue=0-324-59769-X>
2. (Recommended)—*Small Business Management: Launching and Growing Entrepreneurial Ventures*, 15th ed., by Justin G. Longenecker, J. William Petty, Leslie E. Palich, & Carlos W. Moore (2010). Mason, OH: South-Western Cengage Learning. ISBN-10: 0-324-82783-0 (Hard Copy ≈ Around \$137.78 to purchase from Amazon, Electronic ≈ \$102.99 for 6 months):
<https://www.cengagebrain.com/shop/en/US/storefront/US?cmd=CLHeaderSearch&fieldValue=0-324-82783-0>
3. Selected articles and cases will be suggested for reading and discussions in the class.

Recommended Magazines & Journals

Family Business Magazine; Entrepreneur; Business Week; Entrepreneurship Theory and Practice; Harvard Business Review; Journal of Small Business Management.

Recommended Websites

The Resource for Family Business Executives & Owners: <http://www.fambiz.com/> ;
Family Business Experts: <http://www.family-business-experts.com/> ;
Family Business Magazine: <http://www.familybusinessmagazine.com/> ;
My Own Business: <http://www.myownbusiness.org/> ;
The Center for Family Business at Northeastern University: <http://cba.neu.edu/cfb/> ;
Family in Business at Harvard Business School:
<http://www.exed.hbs.edu/programs/fib/Pages/default.aspx> ;
Institute for Family Business: <http://www.ifb.org.uk/> ;
The Family Business Network: <http://www.ifb.org.uk/> ;

Course Description

Small and family businesses are the primary engine of economic growth and vitality in free economics all over the world. They constitute the whole gamut of enterprises in which a next-generation CEO or entrepreneur and one or more family members influence the firm via their participation, their ownership control, their strategic preferences, and the culture and values they impart to the enterprise. The course will explore and analyze small and family business continuity challenges, small business management, and family and governance practices for leading successful small and family owned businesses.

This course is designed to help you understand the strategy, environment, and decision-making processes most important for creating, owning, and successfully operating a small and family business. The course will cover the theory and actual practices of small and family businesses on topics that include the competitive strengths and weaknesses in a small and family firm. Hands-on learning practicum occurs throughout the course through actual real-world scenarios that place you in the roles of entrepreneur, analyst, manager, and business owner. This course will be taught in lecture format, including a heavy emphasis on discussion and participation, occasional video presentations, and guest speakers.

Course Objectives

A student who successfully completes this course will be able to:

- Explore various types of family business strategies and entrepreneurship concepts that should help define the learning methods and goals.
- Analyze current issues and trends in entrepreneurship and family business management.
- Understand the processes of initiating an innovative family business and developing it into a self-sustaining and profitable enterprise.
- Identify and discuss the case studies and the processes whereby a person decides to become an entrepreneur, screen opportunities, select an appropriate product/market target, obtain the necessary resources, and launches a small and family enterprise.
- Prepare and present a research project paper or strategic business plan for such a small and family company which draws on the above knowledge and skills.

Instructor Introduction

Dr. Chien-Chi Tseng is a postdoctoral fellow in the Warrington College of Business Administration at the University of Florida. He completed his doctorate in Human Resource Development (HRD) at the University of Minnesota in 2010. Prior to his doctoral study in the United States, Dr. Tseng had 15 years experience in industry, research, and teaching. As the Manager of the Incubation Center for the National Taiwan University and later the National Taipei University of Technology between 1997 and 2002, he was able to support, encourage, and mentor more than 100 small and medium-size enterprises (SMEs) as they developed their respective businesses in incubation centers in Taiwan. Also, during this time period he was

selected as the Best Incubation Center Manager of Year 2001 in Taiwan and was selected to serve on the four person Taiwanese National Research Team of Global Entrepreneurship Monitoring research projects in 2002-2003. His dissertation research examined and found that learning organization practices have a positive effect on both organizational commitment and effectiveness, and that organizational commitment has a positive influence on organizational effectiveness in Taiwanese SMEs setting. One of his publications was ranked in the top ten of all articles published in the *Journal of European Industrial Training* in 2009. In addition, he was selected for the Emerging Diversity Scholar Award at the University of Michigan, National Center for Institutional Diversity in 2010-2011. His research interests include small and family entrepreneurship, organizational learning, HRD, and entrepreneurial leadership.

Grading Scale for Final Grade

Please Note: The plus and minus grading system will be used in this course. The final grade is recorded on the following basis:

- 95% and above → A for exceptional work well above the minimum criteria
- 90% ≤ A- < 95% → A- for outstanding work well above the minimum criteria
- 87% ≤ B+ < 90% → B+ for excellent work significantly above the minimum criteria
- 83% ≤ B < 87% → B for work above the minimum criteria
- 80% ≤ B- < 83% → B- for work which meets at the minimum criteria
- 77% ≤ C+ < 80% → C+
- 73% ≤ C < 77% → C
- 70% ≤ C- < 73% → C-
- 69% and below → D for work which fails to meet fully the course requirements

Evaluation

Class Participation	40%
Homework Assignments (Extra Credits)	20%
Mini Case Report	30%
Final Team Project Presentation	30%
Total	120%

Student performance will be evaluated based on the following assignments:

- **Class participation** (40 points): Lively, stimulating class discussions are an important part of this course. It is expected that students will be able to prepare and discuss all reading assignments, participate in small group activities, and provide feedback to their peers and to the instructor.
- **Homework assignments** (20 points, Extra credits): Two homework reading reflections could be found in the section of Courses Schedule and Appendix A, each 10 points.
- **Mini Case Report** (30 points): Each student must submit a case write-up (4-6 page mini case report) reflecting on your current family business situation or the case studies related family business. Assignments will be graded according to the following criteria: a) Clear

analysis of the problem or situation; b) Clearly stated recommendations; c) Application of previously covered course material and concepts. The details of case study assignments could be found in the section of Courses Schedule and Appendix B.

- **Final Team Project Presentation** (30 points): Students will work in teams (you must be on a team with at least one other persons, no more than three to a team) to develop a team project and presentation a small and/or family business of their choice. You will consult with the business about a problem that they are experiencing and you will prepare a PowerPoint on how you would go about resolving that problem for the company. You should demonstrate knowledge gained from this class in your proposed solution. Each student should prepare a 5-minute presentation to the class explaining the problem and your recommendation. Your performance evaluation (please see Appendix C) will include instructor, other class members, and yourself.

Course Schedule

SESSION 1: Monday, October 24, 11:45 AM – 1:40 PM

Introduction of the Family and Small Business

- Topics:**
- Establish objectives for the class.
 - The nature, importance, and uniqueness of family business.
 - Explore the entrepreneurship and small business.

- Activities:**
- Introduction to objectives and experiences of class members and faculty.
 - Organization and conduct of class.
 - Review and discussion of video case:
“Bridgecreek” (*Small Business Management, 15e*, video case 1)

For Next Class (Session 2)

- Readings:**
- *Family Business, 3e*, Chapter 2 – Great Families in Business: Building Trust and Commitment, pp. 27-46.
 - *Small Business Management, 15e*, Chapter 2 – Entrepreneurial Integrity and Ethics, pp. 31-58.

SESSION 2: Wednesday, October 26, 11:45 AM – 1:40 PM

Building Trust and Commitment in Family Business

- Topics:**
- The entrepreneurial opportunities and entrepreneurial life.
 - How to build trust and commitment in family business.
 - Zero-sum dynamics and family culture.
 - Entrepreneurial integrity and ethics.

- Activities:**
- Team exercise and discussion: Discussing team project topic and article case.
 - Review and discussion of video cases:
 - “Country Supply” (*Small Business Management, 15e*, video case 15, pp. 656-657)
 - “Joseph’s Lite Cookies” (*Small Business Management, 15e*, video case 2, pp. 626-627).

For Next Class (Session 3)

- Readings:**
- *Small Business Management, 15e*, Chapter 3 – Getting Started, pp. 60-86.
 - *Small Business Management, 15e*, Chapter 5 – The Family Business, pp. 120-145.

Assignments:

- **Team Project Organizing.** Come to our next class (on **October 31st**) having chosen your team project members and possible topics. Please contact instructor if you have any problem about the project.

SESSION 3: Monday, October 31, 11:45 AM – 1:40 PM

Getting Started

- Topics:**
- Type of startup ideas
 - Using innovative thinking to generate business ideas
 - Using internal and external analyses to identify business ideas
 - Selecting strategies that capture opportunities.

- Activities:**
- Peer group discussion of family business case:
 - Nau – Passion and Creativity Led to a High-Growth Startup That Has a to Start Again
 - (*Small Business Management, 15e*, case 1, pp. 623-625).

For Next Class (Session 4)

- Readings:**
- *Family Business, 3e*, Chapter 3 – Ownership of an Enterprise Built to Last, pp. 49-61.
 - *Small Business Management, 15e*, Chapter 6 – The Business Plan: Visualizing the Dream, pp. 148-174.

SESSION 4: Wednesday, November 2, 11:45 AM – 1:40 PM

Ownership of a Family Enterprise got Started to Last

- Topics:**
- Responsibilities and relationship between shareholders to the company.
 - Shareholder priorities.
 - The role of the board; Ownership structure.

- Preparing a business plan.

- Activities:**
- Review and discussion of case:
“Firewire Surfboards” (*Small Business Management, 15e*, case 3, pp. 628-629)
 - Presentation from a guest speaker about:
Entrepreneurial Opportunities-How to Select Strategies to Capture Opportunities.

For Next Class (Session 5)

- Readings:**
- *Family Business, 3e*, Chapter 4 – Succession: Continuing Entrepreneurship and the Next Generation, pp. 85-105.
 - *Small Business Management, 15e*, Chapter 7 – The Marketing Plan, pp. 175-199.

SESSION 5: Monday, November 7, 11:45 AM – 1:40 PM

Succession: Continuing Entrepreneurship and the Next Generation

- Topics:**
- Is the next generation good enough to run the business?
 - Rewards and challenges for latter-generation family members.
 - Ingredients for responsible leadership; Family relations.
 - Marketing research for the new venture.

- Activities:**
- Review and discussion of video case:
“eHarmony” (*Small Business Management, 15e*, video case 7, pp. 636-637)
 - Peer group discussion of family business case:
W.S. Darley & Co. – Sustaining Family Connections
(*Small Business Management, 15e*, case 5, pp. 632-633).

For Next Class (Session 6)

- Readings:**
- *Family Business, 3e*, Chapter 5 – Succession and the Transfer of Power, pp. 107-126.
 - *Small Business Management, 15e*, Chapter 8 – The Human Resources Plan: Managers, Owners, Allies, and Directors, pp. 200-229.
 - *Family Business, 3e*, Case 6: Sigma Motion, Inc., pp. 127-137.

SESSION 6: Wednesday, November 9, 11:45 AM – 1:40 PM

Leadership Imperative for the Family and Business: Succession and Continuity

- Topics:**
- Succession and the transfer of power.
 - The CEO as architect of governance and succession

- The transfer of power; the unique roles of the CEO spouse.
- Building a management team.

- Activities:**
- Review and discussion of video case:
“Le Travel Store” (*Small Business Management, 15e*, video case 9, pp. 641-642).
 - Team discussion for small family business case 6: Sigma Motion, Inc. (*Family Business, 3e*, pp. 127-137).

For Next Class (Session 7)

- Readings:**
- *Family Business, 3e*, Chapters 6 – Creating the Strategy, pp. 167-186.
 - *Family Business, 3e*, Chapters 7 – Planning the Estate, pp. 187-200.
 - *Small Business Management, 15e*, Chapter 9 – The Location Plan, pp. 230-257.

SESSION 7: Monday, November 14, 11:45 AM – 1:40 PM

Best Practice for the Management

- Topics:**
- Creating the strategy.
 - Strategic planning 101 and the family business.
 - Creating value with unique business models.
 - The lifecycle of the firm, the family, and the need for parallel strategic planning.
 - The customer-oriented company.
 - Planning the estate.
 - Estate taxes and the estate plan.
 - Pitfalls to avoid in estate and ownership transfer planning.

- Activities:**
- Review of video case,
“Mo’s Chowder: An Entrepreneur from Within” (*Small Business Management, 15e*, video case 4, pp. 630-631).
 - Team Exercise and discussion: Exercise 4-1 Ownership Transfer and Estate Planning inventory.
 - Homework 1 (Extra Credit) is due by today at 11:59 p.m.

For Next Class (Session 8)

- Readings:**
- *Family Business, 3e*, Chapters 8 – Financial Considerations and Valuation of the Family Business, pp. 201-230.
 - *Family Business, 3e*, Chapters 9 – Key Nonfamily Management: The Visible Commitment to Managing the Family Business Professionally, pp. 231-246.
 - *Small Business Management, 15e*, Chapter 14 – Building Customer Relationships, pp. 362-388.

Assignments:

- **Homework 1 (Extra Credit).** You could choose one and/or two of the chapters or articles listed below:
 - *Family Business, 3e*, Chapter 1 – The Nature, Importance, and Uniqueness of Family Business, pp. 1-25.
 - *Family Business, 3e*, Chapter 2 – Great Families in Business: Building Trust and Commitment, pp. 27-46.
 - *Small Business Management, 15e*, Chapter 1 – The Entrepreneurial Life, pp. 2-30.
 - *Small Business Management, 15e*, Chapter 2 – Entrepreneurial Integrity and Ethics, pp. 31-58.
 - *Small Business Management, 15e*, Chapter 3 – Getting Started, pp. 60-92.
 - *Small Business Management, 15e*, Chapter 5 – The Family Business, pp. 120-145.
 - Small and family business Case studies and journal articles (instructor will post at Sakai)

Write the reading reflection (2-3 pages) of what you read. Assignments will be graded according to the following criteria: a) Clear analysis of the main points; b) Clearly stated thinking and/or recommendations; c) Application of covered course material and concepts.

This assignment is due by **Monday, November 14th at 11:55 p.m.** Please post your homework in electronic format to the course website at: *UF E-Learning at Sakai* (<https://lss.at.ufl.edu/>) and send a copy to instructor's e-mail address: chien-chi.tseng@warrington.ufl.edu. The details of reading reflections could be found in the section of Appendix A.

SESSION 8: Wednesday, November 16, 11:45 AM – 1:40 PM**Visible Commitment to Managing the Family Business**

- Topics:**
- Global opportunities for small business.
 - A nonfamily manager as a bridging president or CEO.
 - Financial considerations and valuation of the family business.
 - Building customer relationships.

- Activities:**
- Presentation from two guest speakers about: Managing the Family Business.
 - Review and discussion of case, “Rodgers Chevrolet: Keep Your Customers” (*Small Business Management, 15e*, video case 14, pp. 654-655).

For Next Class (Session 9)

- Readings:**
- *Family Business, 3e*, Chapter 10 – Family Business Governance: Advisory Boards and Boards of Directors, pp. 247-270.
 - *Family Business, 3e*, Chapter 11 – Family Communication: Family Meetings, Family Councils, and Family Offices, pp. 271-291.
 - *Small Business Management, 15e*, Chapter 18 – Global Opportunities for Small Business, pp. 464-492.

SESSION 9: Monday, November 21, 11:45 AM – 1:40 PM**Family Business Governance & Communication**

- Topics:**
- Governance structure of family-owned family-controlled business.
 - Advisory boards, boards of directors, and the family meetings.
 - Motivating and retaining nonfamily managers.
 - The perspective of nonfamily managers.
- Activities:**
- Team project discussion and reporting:
Each team will report the project progress with the following information in 5 minutes: name of the team; names of team members; family business discussed in team's project session; the main focus of the session.
 - Review and discussion of case, "My Own Money" (*Small Business Management, 15e*, video case 12, pp. 649-651).

For Next Class (Session 10)

- Readings:**
- *Family Business, 3e*, Chapter 12 – Change, Adaptation and Innovation: The Future of Family Business, pp. 293-323.
 - *Small Business Management, 15e*, Chapter 19 – Professional Management in the Entrepreneurial Firm, pp. 494-520.

- Assignments:** All final team presentations will be made during the last two class sessions. Form teams during the first week of class (preferably, during the first day of class). By **November 23rd at 11:55 p.m.** each team should post a message under the "Team projects- Summary" on the course website at: [UF E-Learning at Sakai](#) with the following information: name of the team; names of team members; family business discussed in team's project session; the main focus of the session.

SESSION 10: Monday, November 28, 11:45 AM – 1:40 PM**The Future of Family Business**

- Topics:**
- Change, adaptation, and Innovation for family business.
 - Organization development approaches to change.
 - The future: Can family business compete and thrive?
 - Professional management in the entrepreneurial firm.
- Activities:**
- Apply readings to the family enterprise.
 - Team project preparation.
 - Team discussion: "Diamond Wipes international, Inc." (*Small Business Management, 15e*, case 19, pp. 664-665).

For Next Class (Session 11)

- Readings:**
- *Family Business, 3e*, Chapter 13, pp. 325-344.
 - *Small Business Management, 15e*, Chapter 23, pp. 601-622.

Assignments:

- **Homework 2 (Extra Credit).** You could choose one and/or two of the chapters listed below:
 - *Family Business, 3e*, Chapter 3 – Ownership of an Enterprise Built to Last, pp. 49-61.
 - *Family Business, 3e*, Chapter 4 – Succession: Continuing Entrepreneurship and the Next Generation, pp. 85-105.
 - *Family Business, 3e*, Chapter 5 – Succession and the Transfer of Power, pp. 107-126.
 - *Family Business, 3e*, Chapter 6 – Creating the Strategy, pp. 167-186.
 - *Family Business, 3e*, Chapter 7 – Planning the Estate, pp. 187-200.
 - *Small Business Management, 15e*, Chapter 7 – The Marketing Plan, pp. 175-199.
 - *Small Business Management, 15e*, Chapter 8 – The Human Resources Plan: Managers, Owners, Allies, and Directors, pp. 200-229.
 - *Small Business Management, 15e*, Chapter 9 – The Location Plan, pp. 230-257.
 - Small and family business Case Studies & journal articles (They will be posted at Sakai)

Write the reading reflection (2-3 pages) of what you read. Assignments will be graded according to the following criteria: a) Clear analysis of the main points; b) Clearly stated thinking and/or recommendations; c) Application of covered course material and concepts.

This assignment is **due Monday, November 28th at 11:55 p.m.** Please post your homework in electronic format to the course website at: [UF E-Learning at Sakai \(https://lss.at.ufl.edu/\)](https://lss.at.ufl.edu/) and send a copy to instructor's e-mail address: chien-chi.tseng@warrington.ufl.edu. The details of reading reflections could be found in the section of Appendix A.

SESSION 11: Wednesday, November 30, 11:45 AM – 1:40 PM**Continuing the Spirit of Enterprise**

- Topics:**
- Family culture, organizational culture, and cultural blur in family firms.
 - Managing risk in the small business.
- Activities:**
- Presentation from a guest speaker, or team discussion for final team projects.
 - Review and discussion of case, “Protecting Intellectual Property” (*Small Business Management, 15e*, video case 23, pp. 672-673).

Assignments: Each team should prepare and submit a total PowerPoint on how you would go about presenting your study for a company. You could follow the points of Appendix C in our course syllabus to construct your team project presentation. Please submit your teamwork in electronic format to the course website at: UF E-Learning at Sakai (<https://lss.at.ufl.edu/>) and send a copy to instructor's e-mail address: chien-chi.tseng@warrington.ufl.edu by **Friday, December 2nd at 11:55 p.m.** Each member of the teams should prepare a 5-minute (at most) presentation to the class explaining the problem and your recommendation. Please find the tentative presentation schedule in the attachment.

SESSION 12: Monday, December 5, 11:45 AM – 1:40 PM

Team Project Final Presentation

Activities: - Team presentations and questions/comments:
Each student should prepare a 5-minute (at most) presentation to the class explaining the problem and your recommendation. Your performance evaluation (please see Appendix C) will include instructor, other class members, and yourself.

SESSION 13: Wednesday, December 7, 11:45 AM – 1:40 PM

Team Project Final Presentation, Conclusions, and Reviews

Activities: - Team presentations and questions/comments:
Each student should prepare a 5-minute (at most) presentation to the class explaining the problem and your recommendation. Your performance evaluation (please see Appendix C) will include instructor, other class members, and yourself.
- Family business management final course reviews, feedbacks, and reflections.

Assignments: Final Mini Case Report (30 points): Each student must submit a case write-up (4-6 page mini case report) reflecting on your current family business situation or the case studies that we cover in class.

This assignment is **due Friday, December 9th at 11:55 p.m.** Please submit your homework in electronic format to the course website at: UF E-Learning at Sakai (<https://lss.at.ufl.edu/>) and send a copy to instructor's e-mail address: chien-chi.tseng@warrington.ufl.edu. The details of mini case assignments could be found in the section of Appendix B.

Reference Resources

- Barnes, L. B., & Hershon, S. A. (1976). Transferring power in the family business. *Harvard Business Review*, November-December, 1976, pp. 105-114.

- Citrin, J. M., & Ogden, D. (2010). First succeeding at succession. *Harvard Business Review*, November, 1976, pp. 29-31.
- Grisanti, D. A. (1982). The agony of selling out to relatives. *Harvard Business Review*, November-December, 1982, pp. 6-14.
- Levinson, H. (1971). Conflicts that plague family businesses. *Harvard Business Review*, March-April, 1971, pp. 90-98.
- Magretta, J. (1998). Governing the family-owned enterprise: An interview with Finland's Krister Ahlström. *Harvard Business Review*, January-February, 1998, pp. 112-123.
- Miller, W. D. (1998). Case study: Siblings and succession in the family business. *Harvard Business Review*, January-February, 1998, pp. 22-36.
- Miller, W. D. (2000). Case study: The ghost in the family business. *Harvard Business Review*, May-June, 2000, pp. 34-51.
- Teal, T. A., & Willigan, G. E. (1989). HBR case study: The outstanding outsider and the fumbling family. *Harvard Business Review*, September-October, 1989, pp. 14-29.
- du Toit, D. F. (1980). Confessions of successful entrepreneur. *Harvard Business Review*, November-December, 1980, pp. 44-48.

Additional Notes & Reminders

- Information on this course schedule is tentative and subject to change. Adjustments and revisions will be announced in class and course website.
- Make-up assignments will only be given to those students who provide appropriate evidence of legitimate conflicts which caused missing an assignment or who have received prior approval to miss an assignment.
- Please keep your cell phones turned off and stored in your bags while in class.
- Regarding students with disabilities – students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.
- If you are experiencing an extenuating circumstance (personal/family emergency, health concern, or other serious problem), I strongly recommend you contact the Dean of Students Student Support Office (<http://www.dso.ufl.edu/supportservices/>); they are there to help you.
- **Academic Honesty:** Adherence to the UF Academic Honesty Guidelines, including the Student Honor Code, is expected. In completing the application for admission to UF, every student has signed the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

Appendix A Homework Reading Reflections Guideline*

Reading reflection is the key to effective decision making, change and growth. Learning how to reflect and developing the reflection disciplines is important to your continue development as an individual and professional. In the family business context reflection is particularly important because of the complexities surrounding the interaction of your life decisions with the family and business – the more complex the situation the more reflective one must be to understand it.

In order to stimulate and develop your reflection capabilities I have structured the class around “you” – i.e. your cases, your learning thoughts about life, and your interaction with other peers. Your preparation for entering this class is to do the assignments that “bring you to the class.” One of those assignments is your reading reflection. In order to assist you in your reflection, I offer you a choice of one-of-chapters in the two textbooks to read.

Each of the chapters creates a different frame or perspective for your reflection. I wanted to give you the choice to select a chapter each time that will help you reflect in a way that is most useful to your situation. Your reflection should answer the questions listed below, BUT they should interact with the chapter; how it impacted your thinking, what you learned from it, and how you might approach your life situation differently because of reading the book. The following questions should be used as reflection starters:

- What did you learn about yourself and or your business while reading the chapter(s)?
- When reading the chapter(s), what new perspective or frame did you gain for how to thinking about your family, the business, yourself in relation to growth and the future?
- Conclude by summarizing your thinking in two to three pages – your personal elevator pitch for growth (or not and what that strategy might be).

Enjoy the reading and reflection – you are at a critical point in your life as you graduate from the University of Florida and this is intended to be useful and fun. The assignments are the extra credits to your grade and are due by **Monday, November 14th and 28th, at 11:55 p.m.** Please submit your assignments in electronic format to the course website at: [UF E-Learning at Sakai \(https://lss.at.ufl.edu\)](https://lss.at.ufl.edu) and send a copy to instructor’s e-mail address: chien-chi.tseng@warrington.ufl.edu.

*Reference resource: Habbershon, T. G. (2009). Course Syllabus for Fall 2009: EPS 9553
Critical Questions Facing Business Families: A Coaching Retreat IV-How can we take our family business to the next stage of growth? MA: Babson.

Appendix B

Mini Case Report Guideline*

The purpose of a Mini Case Report is to describe a specific situation and set up questions that elicit interaction from fellow class members around that situation. This “Mini Case Report” that you are writing should particularly describe a REAL small and/or family business circumstances and frame the questions around growth options and the family issues that enhance or constrain the conversation/decision making (Note: this is not a fabricated or made up scenario). Each student must submit a case write-up (4-6 page mini case report) reflecting on your chosen small and/or family business situation or the case studies that we cover in class. In this regard, the following points should be considered:

- Make sure there is enough history and circumstantial information presented in the opening part of the case so that others are clear on the context for the question.
- Describe the small and/or family business, the people involved and your current (or previous) role in it so that the class gets a quick feel for your situation.
- Describe the current business and growth situation: stage of the business, industry, mindset toward growth, past or recent actions etc.
- Set up the tensions around your thinking and the situation.
- Lead us to a thesis question or unresolved feeling/situation that you or the business is currently wrestling with set up the factors that are impacting you or around which you would like to have a discussion. The Mini-Case should conclude WITHOUT answering the question. It makes the issues clear but it leaves the situation unresolved (for future discussion).
- Write a list of specific questions at the end that will assist your classmates in discussing your Mini-Case.

Enjoy the exercise! The purpose of it is to get you to reflect on your situation and to sort out those tensions and dynamics that you are feeling around the growth conversation. Remember that the content for the class is coming from the Mini-Cases you write. We will discuss the relevant components of all the cases during the class. The Mini Case could be in Times New Roman 12 point font size with single (or double) space, and is **due electronically by Friday, December 9th at 11:55 p.m.** Please post your mini-case report on the [UF E-Learning at Sakai](https://lss.at.ufl.edu) (<https://lss.at.ufl.edu>) website and send a copy to instructor's e-mail address: chien-chi.tseng@warrington.ufl.edu .

*Reference resource: Habbershon, T. G. (2009). Course Syllabus for Fall 2009: EPS 9553
Critical Questions Facing Business Families: A Coaching Retreat IV-How can we take our family business to the next stage of growth? MA: Babson.

Appendix C

Evaluation for Team Project Presentation

Your Name: _____; Date: _____.

Presenter's Name: _____; Team #: _____; Total Score: _____.

Please use the following scale to evaluate the presentation:

1. *Poor* 2. *Fair* 3. *Good* 4. *Very Good* 5. *Excellent*

<i>Design of Family Business Case</i>	1	2	3	4	5
1. Adequately stated case study objectives at the beginning.....	<input type="checkbox"/>				
2. Appropriately developed & arranged content.....	<input type="checkbox"/>				
3. Provided interesting & informative materials.....	<input type="checkbox"/>				
4. The presentation was smoothly transitioned between ideas.....	<input type="checkbox"/>				
5. Gave a clear summary linked to the objectives.....	<input type="checkbox"/>				
<i>Use of Business Principles</i>	1	2	3	4	5
6. Encouraged learners' involvement.....	<input type="checkbox"/>				
7. Related the topic to audiences' past experiences.....	<input type="checkbox"/>				
8. Provided content that has appropriate opportunities for practice.....	<input type="checkbox"/>				
9. Explained relationships between the various elements.....	<input type="checkbox"/>				
10. Aroused your interest/curiosity related to the topic.....	<input type="checkbox"/>				
<i>Presentation</i>	1	2	3	4	5
11. Spoke confidently, audibly without distracting mannerisms.....	<input type="checkbox"/>				
12. Showed clear, concise visual aids.....	<input type="checkbox"/>				
13. The presentation was clear and to the point.....	<input type="checkbox"/>				
14. Showed appropriate appearance/gestures.....	<input type="checkbox"/>				
15. The presenter was enthusiastic about the topic.....	<input type="checkbox"/>				
<i>Total Score:</i>					

Comments/Suggestions:

SYLLABUS

ENT 6006 Entrepreneurship Section 7933

Mod 1 - Fall 2011

Location: HGS 140: M & W Periods 7 & 8

Course Web Site: Sakai

Instructor: William J. Rossi
Clinical Professor of Entrepreneurship
Tel: (352) 273-0334
E-Mail: william.rossi@warrington.ufl.edu

Text: One e-book containing:
Excerpts from: *New Venture Creation* (8th Edition); Jeffrey A Timmons and Stephen Spinelli.

Business Plans that Work; Jeffrey A Timmons, Andrew Zacharakis and Stephen Spinelli.

Order by: <https://create.mcgraw-hill.com/shop/#/catalog/details/?isbn=9780390266057>

The Monk and the Riddle: The Education of a Silicon Valley Entrepreneur, Randy Komisar

Course Objectives: This is a high level course designed to:

1. Explore the entrepreneurial mindset and culture that has developed in companies of all sizes in virtually every industry.
2. Examine the entrepreneurial process involved in both pursuing an entrepreneurial venture within a large company and in creating and managing a new, independent entrepreneurial venture.
3. Examine the entrepreneurship process spectrum from idea generation, feasibility analysis, opportunity recognition, planning and execution.
4. Provide the background and tools necessary to understand and participate in the digital, virtual and global entrepreneurial economy.

Course Overview: A new paradigm has emerged in both business and the economy as a result of the advent of the Internet, subsequent improvements in bandwidth, the resultant widespread use of the Internet and the emergence of social media. This new paradigm, however, is different from that envisioned and widely touted in the dot-com days of the late 1990's. Rather, it involves great leaps in the application of new technology in business, advances in productivity previously unheard-of but now commonly accepted and rapid changes in markets consistent with the volume of freely available information.

Entrepreneurs have started new ventures for generations. Success was more a function of tenacity and a measure of how good was the idea underpinning the business. Errors in the structure and early conduct of the enterprise could be overcome with time through learning. In the new paradigm though, tolerance for such errors is acutely narrow. Competition has become intense, technology-based, market-focused and highly competent. In such a competitive environment the lack or misuse of the application of new technology to the structure and conduct of a new business could quickly spell its demise. Similarly, the inability to adapt the enterprise to the emergence of new technologies to make it market-driven and structure-perfect could have the same effect. In summary, competition is just too tough; the end could come quickly.

An entrepreneurial orientation is the common denominator among successful enterprises in this new paradigm. The elements frequently key to successful competition include a team approach to management focusing on enterprise value rather than individual recognition, structuring an environment that promotes seeking and exploiting opportunities rather than recognizing and solving problems, conceptualizing and committing to new markets rather than being constrained by traditional boundaries, and balancing intelligent risk and the opportunity for rapid advancement.

Organizational size neither offers a safe harbor nor increased risk. New ventures exist either as a new, small business or as an element of a large organization. Many are virtual today. Large companies have become competitive in this new paradigm by redefining their cultures. Decision-making has been shifted downward in these companies to encourage quick reaction to market opportunities.

Every student that plans to work, therefore, will face the need to negotiate these new realities, whether it be large company, small company, new company or old. The goal of this course is to provide the background necessary to understand the entrepreneurial approach to business and the tools required to function effectively in that environment.

The course is organized around lectures, discussion, projects and cases involving the entrepreneurial process.

Each student's grade in the class will be determined as follows:

Four individual papers	30%
Case I individual analysis	20%
Case II team project	
Presentation	15%
Report	15%
Final team Presentation	20%

Rules Pertaining to Exams, Essays and Grading

- 1) Overall, cumulative average for the final grade will be rounded up to a two-digit score when the average results in a score of XX.5 or higher. For example, an 89.5% will result in a score of 90%, but an 89.4% will result in a score of 89%. One is an A- and the other is a B+. Remember, there have to be cut-offs. I would feel badly for any student that ended up with an 89.4%, but would have to follow this guideline.

- 2) Grade breakdowns are as follows:
 - a. A = 94%
 - b. A- = 90%
 - c. B+ = 87%
 - d. B = 84%
 - e. B- = 80%
 - f. Etc.

University of Florida grading policy is specified on the following Web site:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Class Schedule: Attached

ADA STATEMENT: *The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (<http://www.dso.ufl.edu/drp/>), and 2) Bring a letter to the instructor from this office indicating that you need academic accommodations. Please do this within the first week of class.*

ACADEMIC HONOR SYSTEM: *The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. Pledge: On all work submitted for credit by students of the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Please note that violations of this Academic Honor System will not be tolerated. Specifically, I will rigorously pursue incidents of academic dishonesty of any type. Before submitting any work for this class, please read the policies about academic honesty at <http://www.dso.ufl.edu/judicial> , and ask me to clarify any of its expectations that you do not understand.

**ENT 6006 Entrepreneurship
Warrington College of Business Administration
University of Florida**

GENERAL INFORMATION

Instructor:	Linda D. Clarke, M.B.A., Ph.D., J.D.	Phone: 202-421-5568
Office:	Stuzin 241	Fax: 352-392-6020
Office Hours:	TBA, or call or email for an appointment	E-mail: clarkel@ufl.edu

Please read this syllabus in its entirety. It is a part of the course content. Further, it is important that you understand what is required in this course and the timeframes for completing its assignments and activities.

COURSE DESCRIPTION

This course provides non-business graduate students with an introduction to entrepreneurship and the entrepreneurial process. The entrepreneurial approach is defined as pursuit of opportunity without regard to initial resources. This view of management requires planning, risk control, leadership and team building. Students interested in learning more about the fundamentals of starting and funding an entrepreneurial venture should be/consider taking additional courses dealing with topics such as *Entrepreneurial Finance*, *Entrepreneurial Planning*, and *Entrepreneurial Strategy*.

Issues to be covered include:

- What is entrepreneurship (and the entrepreneurial movement)?
- Why is this concept important to your career?
- What is an entrepreneurial opportunity? How does this differ from a great idea?
- What are the big issues an entrepreneur must face in executing on an opportunity?
- Who are entrepreneurs? What makes an entrepreneurial leader?
- What are the major components of a business plan?

COURSE OBJECTIVES

1. To examine the entrepreneurial process: from the generation of ideas, to the exploration of their feasibility, through the creation of an organization, and finally, the implementation of the idea.
2. To explore the entrepreneurial mindset developing in virtually every company and every economy in the world.
3. To provide students with the background necessary to participate in the entrepreneurial process within their respective professional disciplines.

MAJOR & CURRICULUM OBJECTIVES TARGETED

This is a general business course in the sense that the case analyses, skill building exercises, and classroom discussions draw upon globalization context for business; critical thinking; analytic skills; and ethical reasoning abilities. Thus, in addition to the course objectives detailed above, this course will address general business education learning objectives, including: communications ability, and the use of information technology.

TEXTBOOKS

- 1.)
 eff and Spinelli, Steve: New Venture Creation, 8th **Edition**, 2008, McGraw-Hill/Irwin Press. ISBN: 00073381551 / 9780073381558. (Be sure to get the 8th edition, it is entirely different from previous editions).
- 2.)
 omisar, Randy: The Monk and the Riddle: The Art of Creating a Life While Making a Living, 2001. Harvard Business School Press, ISBN: 978-1-57851-644-5.
- 3.)
 awasaki, Guy: The Art of the Start, 2004. Portfolio/Penguin Group, ISBN: 1-59184-056-2.

TEACHING METHODOLOGY

The course will be delivered in a live format, but we will also be using the Warrington College of Business Administration’s electronic platform, the E-Learning System. In addition to the weekly live lectures, additional course content will be available through the E-Learning System Sakai site.

Due to the nature of this type of course, however, much of the responsibility will go to you as graduate students to read the material and prepare the assignments which will be submitted electronically through the “Assignments” section of the E-Learning System course site. If at any time you encounter difficulties using E-Learning System, please go to:
https://lss.at.ufl.edu/services/els/stu_intro.shtml or email: helpdesk@ufl.edu.

COURSE PREREQUISITES

Please make sure that you have completed all prerequisites, if, any, as required by your program of study, before taking this course. If you are unsure, please consult with your academic advisor.

COMMUNICATING WITH THE INSTRUCTOR

For fastest response, please contact the professor directly via phone or email at clarkel@ufl.edu
Please do NOT use the Sakai site email function to contact the professor!

GRADING

Course Requirements	Weights
ACTIVE participation in discussions, case presentations and other group work, along with peer evaluations of team performance.	5%
Six Weekly Homework Assignments @ 10% each	60%
Team Case Project (PowerPoint presentation and written case analysis)	15%
Final Exam (to be administered online - students may NOT consult other classmates!)	20%

Grade Scale:

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	95-100%	B-	80 - 83%	D+	67 - 69%
A-	90 - 94%	C+	77 - 79%	D	64 - 66%
B+	87 - 89%	C	74 - 76%	D-	60 - 63%
B	84 - 86%	C-	70 - 73%	F	< 60%

POLICIES AND PROCEDURES

As a college, we care about and enforce the university’s policies and procedures as they are important to the quality of the education we are providing to you. Details on UF policies can be found at the university website:

www.ufl.edu

UF LIBRARY SUPPORT

The UF library provides a number of services to on-campus and distance learning students. For example,

students can request detailed instructions on how to access library resources by seeking assistance from the librarians online at

www.uflib.ufl.edu/ask

You can visit the UF Library at: www.ufl.edu/libraries

TESTS

Each student will take an individual comprehensive final exam at the end of the term. This test will be taken online during the last week of the term. The exam will cover assigned readings of chapters from the text, as well other assigned books, and materials from online lectures and cases presented prior to the date of the test.

Please note that this final exam will be administered online through the E-Learning System. You do not have to come to campus to take the exam. You can take the exam from home or from any location where you can login to the E-Learning System and the Sakai course site. During the exam, students may consult their notes, the course site on the E-Learning System, and their textbooks, but NO help from other students or any form of student collaboration on the exam is permitted. You will have 3 hours to answer the questions. The exams will vary from student to student, but will each consist of equally weighted questions of comparable levels of difficulty.

USE OF THE CLASS E-LEARNING SITE

Please contact the professor directly if you have any questions or concerns regarding the use of the class E-learning site.

DISCUSSION

Students are encouraged to use the general discussion forum at the course Sakai site to communicate with each other outside of class. The professor will post general information on the “announcements” section of the Sakai site, as well as the main discussion forum from time to time. If you want to communicate with the professor, or have a question, please ONLY use the professor’s direct email address clarkel@ufl.edu, or call her at 202-421-5568. Please do not post questions for the professor on the general discussion forums. This policy is in order to provide the fastest turnaround possible in answering your questions individually and specifically.

ASSIGNMENTS

In this course, there are both individual and team-based assignments: Due dates for all assignments are listed in the course calendar below.

Team Case Assignments: There are cases located near the end of each chapter in the Timmons and Spinelli textbook. If there are insufficient cases in the Timmons text, due to class size, additional cases will be assigned from either the Harvard or Ivey Business School case collections (available for download online). Once your team has been formed (see instruction under “Week One” of the course calendar below), the team should appoint one member to post the team roster to the specially designated section of the discussion forum on the E-learning site, along with the name of your team that the group’s members have come up with. Along with a roster of team member names, the team should also come up with a list of its top two or three case preferences for the team case project. Again, each team should designate one person to then upload this list.

The team case project will consist of an in-class PowerPoint presentation and a written case analysis. Both of these documents will be posted to the specially designated section of the E-learning class site Discussion Forum, as opposed to the “Assignments” section of that site, where all individual assignments will be posted, so that all students in the course will have access to a complete set case projects. A document will be posted under the “Learning Resources” section of the class E-learning site that details the particulars of this assignment and provides you with an outline for writing the paper and producing the PowerPoint presentation.

Individual Assignments: There are six individual homework assignments. Each assignment is detailed in the course calendar portion of the syllabus below. All homework assignments are due on the Sunday at the END of the week in which they are assigned by 10:00 pm, Eastern Standard Time, and should be posted to the “Assignments” section of the course E-Learning site.

RESEARCH PAPER

The six weekly individual homework assignments and one team case project will serve in lieu of a traditional research paper in this course.

EXPECTATIONS OF THIS COURSE

This is a live and web-assisted format course. Thus, all of the materials, peer discussions, and review materials will be posted or conducted online, through the class E-learning site, and through interactions in class and online generally with your classmates, and especially, your team members.

Expectations for performance and collegial behavior online are the same as for the traditional format aspects of the course; indeed, courses with substantial online components require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

You will be expected to interact online with the professor and your fellow students, to do assignments, and to meet deadlines. If you are unsure about any of the above, please ask the professor directly at clarkel@ufl.edu or by phone at 202-421-5568.

COURSE CALENDAR

Module Format	Topic
<p>Week 1: May 10, 12</p>	<p><u>Introduction:</u> Students choose teams for group case assignments. Teams should consist of no more than five students per team. If you'd like to start organizing yourself into teams before the first class, you may use the class E-learning site general discussion forum to start the process, and then come up with a name for your team, and include it in the posting. Team private discussion forums will be set up from these rosters, so please make sure they are complete and accurate before you post them.</p> <p>Teams will then come up with a list of their top two or three case assignment preferences as the ones they would like to work on for the team case project. Once you have the list of preferences agreed upon, please have the team leader post this list to its specially designated section of the E-learning class site discussion forum. We will endeavor to assign each team their highest preference, on a first-come basis. This will be accomplished in full either in the first class meeting, or via email shortly thereafter to each team's private discussion forum.</p> <p>This Week's Topic: The Entrepreneurial Mindset</p> <p><u>Reading assignment for THIS week: Timmons and Spinelli, Chapters 1-3:</u> Chapter 1 The Global Entrepreneurial Revolution for a Flatter World Chapter 2 The Entrepreneurial Mind: Crafting a Personal Entrepreneurial Strategy Chapter 3: The Entrepreneurial Process</p> <p>Note: ALL students should read each of the cases assigned to the various teams prior to the case project deadline. (See list of assigned cases to be posted to the specially designated section of the Discussion Forum section of the class E-Learning site after first week of class).</p> <p><u>Weekly Assignments Week #1:</u> Lecture #1A: Welcome and Introduction Lecture #1B The Globalization of Entrepreneurship Lecture # 1C The Entrepreneurial Mindset Lecture #1D The Entrepreneurial Process</p> <p><u>Homework Assignment #1:</u> Create a brief document of one page designed to formally introduce yourself to the class. Describe your background, your field of study, your interest in entrepreneurship,</p>

	<p>and your future aspirations.</p> <p>Note that all weekly homework assignments are due by the Sunday at the END of that week by 10:00 pm, Eastern Standard Time. Please post ALL individual assignments to the “Assignments” section of the course E-Learning site.</p> <p>Other homework assignments: Students may begin work with their teams on the case project assignment once they’ve joined a team and had their case preference confirmed.</p> <p>Reading Assignment for Next Week: Read: <u>The Art of The Start</u> by Guy Kawasaki</p>
<p>Week 2: May 17,19</p>	<p>This Week’s topic: Reader: <u>The Art of the Start</u>, by Guy Kawasaki Text: The Opportunity Team Case Presentations Begin (see presentation schedule to be posted after start of class in a separate document on Sakai site).</p> <p><u>Lectures Week #2:</u> #2A: Sustainable Opportunities #2B: Shaping the Opportunity #2C: Screening Opportunities Overview Discussion of <u>The Art of the Start</u></p> <p><u>Home work Assignment #2:</u> Create a list of 25 ideas for a new venture: include a brief description of each. Then selection your top five ideas and write a brief paragraph about the potential of each, explaining why you think it’s a good idea. At least one of those top five should be an idea from your current field of study.</p> <p><u>Reading Assignment for Next Week: Read Timmons and Spinelli Chapters 4-6:</u> Chapter 4: Clean Commerce: Seeing Opportunity through a Sustainability Lens Chapter 5: The Opportunity: Creating, Shaping, Recognizing, Seizing Chapter 6: Screening Venture Opportunities</p> <p><u>Reading Assignment for Next Week: Read Timmons and Spinelli Chapters 7& 8:</u> Chapter 7: Opportunities for Social Entrepreneurship Chapter 8: The Business Plan</p>
<p>Week 3: May 24,26</p>	<p>This Week’s Topic: Social Entrepreneurship and the Business Plan Team Case Presentations Continue</p>

	<p><u>Weekly Assignment #4:</u> Lecture #4A: Social Entrepreneurs Lecture #4B: The Business Plan</p> <p><u>Homework Assignment #3:</u> Write a brief paper of approx 1-2 pages, describing what do you think are the key factors in making some countries more entrepreneurial than others. Explain whether you really think people are that different in their entrepreneurial proclivities across national borders, or is it something else?</p> <p><u>Reading Assignment for next week: Read Timmons and Spinelli Chapters 9 & 10:</u> Chapter 9: The Entrepreneurial Leader and the Team Chapter 10: Ethical Decision Making and the Entrepreneur</p>
<p>Week 4: May 31, June 2</p>	<p>This Week's Topic: The Founder and Team Team Case Presentations Continue</p> <p><u>Weekly Assignment #4:</u> Lecture #4A: The Leadership Team Lecture #4B: Decision Ethics</p> <p><u>Homework Assignment #4:</u> In a paper of approx 1- 3 pages, double-spaced, max. length, reflect upon the readings (specifically Chapter 8 in the Timmons text, but you might also mention "The Art of the Start" or other chapters in the text) and explain what surprised you about the evaluation of successful companies.</p> <p><u>Text reading assignment for next week: Read Timmons & Spinelli Chapters 11-13:</u> Chapter 11: Resource Requirements Chapter 12: Franchising Chapter 13: Entrepreneurial Finance</p>
<p>Week 5: June 7, 9</p>	<p>This Week's Topic: Financing Entrepreneurial Ventures</p> <p><u>Weekly Lectures #5:</u> Lecture #5A: Resources Lecture #5B: Franchising Lecture #5C: Financing the Entrepreneurial Venture</p> <p>Homework Assignment #5: Think of any of the entrepreneurial television shows or popular magazines of late. (For example, shows such as "Dragon's Den," "Venture," "The Big Idea," or magazines such as "Entrepreneur," etc. From any of these sources, please identify the one great entrepreneurial idea you think is most likely to succeed:</p>

	<p>You are now in the position of the venture capitalist and you are going to invest in this project. In a page or less, explain why you think this is such a great idea, and why you think it will work. Be specific as to the unmet need this idea/product/service fulfills in the marketplace, and what sort of competition it will face, how it will overcome that challenge, etc.</p> <p>Note: By now, you need to be making sure you are caught up on the readings, and that your finish reading the books assigned before next week in preparation for the review and final exam.</p> <p><u>Reader assignment for next week: Read <i>The Monk and the Riddle</i>, by Randy Komisar</u></p> <p>ALL STUDENT TEAM CASE PROJECTS DUE THIS WEEK: Both the written case analysis and the PowerPoint presentation must be posted to the specially designated section of the Discussion forum and NOT the “Assignments” section (this is so all students will have access to the cases documents). Please post these no later than Sunday at 10 pm, EST. Post them as two file attachments to a message which gives your team name and case name in the subject line.</p>
<p>Week 6: June 14, 16</p>	<p>This Week’s Topic: Creating a Life While Making an Entrepreneurial Living</p> <p>This week’s lectures (Tuesday): Lecture #6A: Overview discussion of the Komisar book Lecture #6B: Course Review and Wrap-Up</p> <p><u>Homework Assignment #6:</u> In a document of 1-3 pages, double-spaced, max. length, articulate the main points from <i>The Monk and the Riddle</i>. What was the most important lesson offered by Komisar for you or a graduate student in your field of study? Please Note: This assignment is due and must be posted NO LATER THAN 10 pm est, on THURSDAY JUNE 14.</p> <p><u>Thursday June 14: Final Exam</u> – The final exam covers all prior readings, cases, and lectures. Students will take the exam online during any three consecutive hours of their choosing during the examination period today. Please consult the class E-learning site for an announcement to be posted detailing the exact dates and times of the examination period during which the exam will be available under the “Assessments” section of the class site for you to take. Please note especially, the ending time of the examination period, and allow yourself at least three hours prior to this time, at the very, very latest, at which to begin the exam so that you have enough time to complete and submit it during the prescribed period.</p>

ENT 6116 Business Plan Formation

Section: T/Th Sec. 1709; HGS Rm. 150, 9:35am – 11:30am
Instructor: R. Scott Livengood, Ph.D.
Office: 211E Stuzin Hall
Email: scott.livengood@warrington.ufl.edu*
Office Hours: T/TH 8:00am – 9:00am and also by appointment.

Required Texts:

Timmons, Jeffrey A.; Zacharakis, Andrew; and Spinelli, Stephen, Business Plans That Work, ISBN 0=07-141287-5.

Content material is also provided through posted PowerPoint slides.

Course Overview:

Entrepreneurs are driving a new era of global transformation and growth. However, before they can turn ideas into thriving enterprises, they have to craft a business plan that crystallizes and legitimizes those ideas as opportunities for key stakeholders, including both the management team and potential investors. There are many very good reasons for preparing a business plan including:

- clearly demonstrating the prospects for the business to potential investors and to potential key employees the firm is trying to hire,
- making the case for potential strategic partners that partnering with the firm will advance the prospects of both enterprises, and
- motivating and focusing the management team.

This is not an exhaustive list; there are other similarly good reasons. But by far the most important reasons for preparing a business plan are: to obtain financing and to mitigate avoidable risk.

For purposes of obtaining financing, then, a business plan is a selling document designed to convince potential stakeholders that your venture can and will become a thriving enterprise. It is in essence the ante to the funding game. It is expected by potential stakeholders that the management team will have thoughtfully and analytically considered all aspects of the venture - the market, competition, the business model, and the value proposition, for example. The plan, as a documentation of this process, affords the potential stakeholder an opportunity to evaluate the management team's thinking and to judge the viability of the prospects for the enterprise.

As a tool for avoiding those risks that can be avoided, the plan is a thorough, rigorous, and realistic process of examining and documenting your business to: identify all potential risks, to segregate those risks into that group that is systemic (for which you can do nothing) and that group that can be either avoided or limited, and finally to develop strategies to overcome the avoidable ones. Certain risks are inherent in the conduct of any business, indeed any activity, and cannot be avoided. Other risks, however, can be reduced by careful planning and rigorous execution. A case can be made, although arguable, that accepting risk that can be avoided is in any business a certain prescription for long term failure. It makes sense, therefore, to develop strategies to eliminate, or at least mitigate, such risks.

Countless books have been written on business plan formation. Software of many varieties is available to guide the development of business plans. All of these embody various versions of templates for a business plan. This should suggest that there is no standard for plan templates. We will examine the key elements that facilitate the presentation of a venture idea, and we'll synthesize a template in this course that comprises a full discussion of these key elements and organizes them into a compelling presentation in the form of a plan.

Course Purpose and Objectives:

1. Learn what constitutes and how to prepare a commercial grade business plan.
2. Explore who the business plan is written for and why – identifying your customers.
3. Define and examine what to include (and not to include) in a business plan and why.
4. Recognize, discuss, and define ways to avoid common pitfalls in creating a business plan.
5. Examine effective ways to present a business plan to stakeholders.
6. Learn to work effectively in a team setting

Grading:

Elevator Pitch	5%
Quizzes	20%
Team Plan Presentation	20%
Team Business Plan	50%
Doing Good & Having Fun	5%

The Warrington College of Business Administration at the University of Florida is a top educational institution. As such a grade of ‘A’ should reflect work that could be described as outstanding, exceptional, or excellent. Good work will receive a grade of ‘B’. Work that is considered average or adequate will receive a ‘C’. No one should be doing work that is below that level.

The grading distribution is as follows:

> 99 A+	87-89 B+	77-79 C+	67-69 D+
93-99 A	83-86 B	73-76 C	63-66 D
90-92 A-	80-82 B-	70-72 C-	60-62 D-
			< 60 F

Any grades you receive during the semester may or may not be curved, where applicable, and at the discretion of the instructor. Final grades are not necessarily rounded.

Team Considerations

To avoid misunderstandings, teams should set expectations in the first team meeting, assign roles and duties, and hold each other accountable for performance on a weekly basis. Most team issues can be handled within the team.

It is expected that all group members will contribute equally to the group project and presentation. I anticipate administering peer evaluations to each member of the group as well as providing my own **individual grade**. Thus, each student’s grades from group work will be a combination of my and your peers’ grades.

Class Participation & Attendance

I expect you to attend and be well prepared for each class, having completed the assignments ahead of time. I expect each student to play an active role in class discussion. If all class members prepare for and actively participate in each class discussion, we will all learn more from each other and enjoy the course more. In addition, those that make consistent, meaningful contributions to class discussions will receive higher class-participation grades. Although a separate grade for participation and attendance is not given, it will be included as part of your quiz scores, meaning that grades on those assignments could be adjusted based on your presence and participation in class (or lack thereof).

Only **documented**, serious medical emergencies or personal issues that are provided to the instructor in a **timely** fashion (preferably before class) will be accepted as an excuse for missing class. Per University of Florida policy, students will not be penalized in any way for participation in religious observances and that, whenever feasible, will be allowed to make up academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time. Please contact me before class when an absence is expected. You must submit assignments before that assigned class begins to get partial credit and quizzes must be made up within 48 hours of the class you missed.

Elevator Pitch (5%)

Entrepreneurs often have opportunities to describe their business venture ideas. However, those opportunities are usually brief and as such, the attention of the audience needs to be captured quickly and effectively. Each team member will have the chance to conduct an elevator pitch – lasting 45 to 60 seconds – during the course. As the business idea will and should evolve over time, each member's elevator pitch should be different from class to class. A sign-up sheet will be distributed during the second day of class and any changes should be agreed to prior to the day of presentation.

Daily Quizzes (20%)

At the beginning of each class session, a short, 5-question quiz based on the textbook reading for that day will be administered. In your future occupation in the business world, the importance of showing up to meetings and appointments on time and prepared should not be overlooked. Preparation includes reading the assigned materials and pondering the concepts contained therein in order to actively and effectively participate in the class session. As this class is designed to prepare you to become future business leaders, these quizzes are designed to help you practice these principles.

Team Plan Presentation (20%)

Each team will make a presentation for approximately 15-20 minutes followed by 5-10 minutes of questions and answers, which is designed to give you experience presenting to potential stakeholders of your burgeoning organization. I expect each team member to participate in the presentation. Your goals in the presentation will be to (1) convince investors (your fellow classmates) to invest their money in your company, (2) fairly state your company's ability to capitalize on a perceived opportunity, and (3) demonstrate your consideration of and plans to

mitigate potential risks. I find that giving a presentation often helps me organize and improve the logical flow of the business plan and as such, feedback given through the presentation process can be very helpful in the business plan creation process.

Team Business Plan (50%)

Each team will complete a professional-grade business plan that covers all the major sections highlighted throughout the course. I expect all team members to contribute equally to the business plan and each team member will receive the same grade for the plan (pending peer evaluations). As such, although team members will specialize in certain areas of the plan, all team members are responsible for the plan as a whole. Further instructions regarding the contents and grading criteria of the plan will be given throughout the course.

Doing good and having fun (5%)

At some point of your choosing during the module, you will be required to do good and have fun. Doing good can involve serving others or participating in community service projects (see the Center for Leadership and Service website at <http://www.leadershipandservice.ufl.edu/> for some possible ideas). Having fun might involve doing something you've never done before, or can be a hobby or something you enjoy doing frequently. A brief (1-page) memo for each doing good and having fun activity describing what was done and your thoughts and feelings about the activity will be required by the last day of class.

Academic Integrity:

Assignments and presentations must be your own work, in your own words. Using outside materials is generally acceptable as long as you clearly identify the source. The key point is to make clear which ideas and text were developed by you or your group members, and which came from others. False or fabricated information is unacceptable. The integrity of your deliverables and presentations should meet the highest standards, whether as a student, consultant, or manager. Even singular and isolated lapses of ethics, integrity, or professionalism have had devastating consequences on careers.

Students are encouraged to discuss course material, exchange ideas, collaborate, and cooperate with others in the class where appropriate. New ideas often arise from such interactions. While collaboration and brainstorming are thus encouraged, you need to always keep clear what value you have added, separate from the ideas of others. Academic dishonesty, as defined by university policy, will not be tolerated in any form. Activities that constitute academic dishonesty in this course include:

- (1) copying text passages verbatim or paraphrasing those passages in your paper without referencing the original source (including from the Internet)
- (2) consulting those who have already taken this course about assignments before they are due
- (3) working with others on individual assignments
- (4) working with non-team members on team assignments.

You are not allowed to share written or electronic notes, outlines or "key points" in anticipation of completing written assignments. Deliverables that are judged to be substantially similar in content will be submitted to University procedures.

Academic dishonesty cheapens the value of your degree and undermines the quality of your education. The University's Code of Academic Integrity is designed to ensure that the principles of

academic honesty and integrity are upheld. All students are expected to adhere to this Code and academic dishonesty is not tolerated. All acts of academic dishonesty will be dealt with in accordance with the provisions of this code. Please visit the following website for more information on the University's Code of Academic Integrity:

Accommodations for Students with Disabilities:

The University has a legal obligation to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, I ask that students with disabilities inform me of their needs within two weeks of the start of the semester.

Inclement Weather Policy or National/State/City Emergencies

In the event of inclement weather (e.g. hurricanes) or other emergencies (e.g. security), you should check the campus web site <http://www.ufl.edu> to learn whether the campus is open or closed. You can also listen to the radio or TV for University of Florida closing announcements. Classes will always be held as scheduled unless the university has cancelled classes. Check the course Sakai website for any announcements about inclement weather and class cancellations. If you feel the weather poses too much of a threat for you to attend class, use your best and safest judgment. If you are unable to attend class, please email or phone the professor to inform him that you will not be in class. Similarly, in the event of a city/state/national emergency, please follow the same instructions.

PROPOSED CLASS SCHEDULE

Please note: as we progress, adjustments may be made to the schedule.

Session	Topic	Assignment
Mar 1	Course Introduction Preview course goals and content	<i>Read Course Syllabus</i> <i>Come with venture idea</i>
Mar 1	Course Introduction Preview course goals and content	<i>Read Course Syllabus</i> <i>Come with venture idea</i>
Mar 1	Course Introduction Preview course goals and content	<i>Read Course Syllabus</i> <i>Come with venture idea</i>
Mar 1	Course Introduction Preview course goals and content	<i>Read Course Syllabus</i> <i>Come with venture idea</i>
Mar 1	Course Introduction Preview course goals and content	<i>Read Course Syllabus</i> <i>Come with venture idea</i>
Mar 1	Course Introduction Preview course goals and content	<i>Read Course Syllabus</i> <i>Come with venture idea</i>
Mar 1	Course Introduction Preview course goals and content	<i>Read Course Syllabus</i> <i>Come with venture idea</i>

Mar 31	Business Plan Section Summary –Financials Student Elevator Pitches	<i>Read Chapter 10 of textbook</i>
Apr 5	Business Plan Section Summary – Dehydrated Business Plan/The Pitch Student Elevator Pitches	<i>Read Chapter 11 of textbook</i>
Apr 7	Ethical issues	<i>Doing good/Having fun due</i>
Apr 12	Plan Presentations	
Apr 14	Plan Presentations, cont.	
Apr 19	Final Business Plan Deadline: 4 pm	Completed Business Plan due

Note: As we progress through the course, it may prove necessary to make adjustments to the schedule. You will be notified in advance of any changes.

Of Interest

- Please be prompt for class and plan to stay the entire period.
- Please refrain from using laptops or other electronic devices during class.
- Lecture notes/slides and related documents will be posted on Sakai. It is your responsibility to print them out if needed.
- Late individual and group projects will not be accepted.
- Final grades will not be changed except for a computational error.
- This is a dynamic setting. Changes to the course may occur during the semester. I welcome and expect your feedback in creating a superior course.
- The role of the teacher is to create an atmosphere conducive to learning and to give students the best opportunity to succeed.
- The role of the student is to be open to the opportunity to learn.

APPENDIX 1: FREQUENTLY ASKED QUESTIONS

Team Formation

- **Do I need to be part of a team before I enroll in class?** No. If you have a partial/complete team you are welcome to enroll.
- **Do I need to have a business idea to enroll in ENT6116?** No. However, if you do - great!
- **How do teams form? Will I be assigned to a team?** I do not assign members to teams. You are encouraged to be proactive to meet and identify potential team members.
- **How many people compose a team? An effective group size is from 4 to 6 members.**

Team Dynamics

- **What roles are in each team?** Traditionally, each team will have a CEO, CFO, COO, CMO, Controller, and CHRO (or their equivalent). These roles remain unchanged throughout the class. Pick the role that best reflects your interests/strengths.
- **What if my team becomes dysfunctional?** One of the key attributes of a successful venture is a strong team that can work through their problems together. Be selective in choosing your teammates and be prepared to work through difficult issues.

- **What if one of my teammates is not "pulling his/her weight"?** Try to resolve it within your team. If the situation continues, please approach me. Final grades will also reflect individual participation and contribution.

Grading

- **Does everyone in the team get the same grade?** Not necessarily. Individual participation and contribution – as judged by team members – is also considered.
- **What kind of feedback can I expect?** A final grade will be assigned at the end of the class. Throughout the class, I will monitor assignments/deliverables. When possible, substandard quality work will be immediately brought to your attention.
- **Can I take this class Pass/NoCredit?** No. Letter grade only.

Business Plan

- **What are the key milestones and deadlines?** Please check the class schedule.
- **Who will see my Business Plan?** Only I will have access to your Business Plan.
- **How long should the Business Plan be?** Use your judgment. Be concise. Unusually long Business Plans will quickly lose the audience's interest.
- **Will prior Plans be available as templates?** Because readings and slides are sufficient, I do not place past business plans on reserve as samples. Confidentiality is another reason. In addition, I prohibit the use of business plan software to automatically write the plan through a "fill-in-the-blank" approach.

Intellectual Property

- **Who owns the intellectual property developed in the Business Plan?** The Intellectual Property belongs to the team as a whole. If the company is working with a University of Florida related technology (i.e. either research from one of the team members or a UF patent), the students are highly encouraged to discuss with the UF Office of Technology & Licensing (OTL) to better understand what licensing and royalties terms would be applicable.
- **If I feel my idea / Business Plan may become a real company, what should I do?** The primary goal of the class is to teach you the process of entrepreneurship, not to start actual companies. However, if you feel your idea may become real, discuss Intellectual Property rights with your team from the beginning.
- **Will my Intellectual Property rights be protected when I discuss my ideas with the class?** You must be prepared to share your ideas openly with the class. It is a forum for you to "bounce" your ideas off your peers. I can also refer teams to work with legal counsel on founding team issues and IP protection if this is deemed necessary.
- **What if I feel that my idea will be the "next killer app" and I don't want others to know my plans?** If such is the case, ENT6116 may not be the appropriate means for you to develop your business idea.

ENT 6016 Venture Analysis

Course Title: Venture Analysis
ENT 6016

Module 3 spring 2012; Monday & Wednesday; 1:55 – 3:50 PM; Hough 240

Instructor: William J. Rossi
Tel: (352) 273-0334
Fax: (352) 846-2170
E-Mail: william.rossi@warrington.ufl.edu

Students Invited: MSE, MBA, MSM, MSF, MAIB MRE. Other students will be enrolled at the discretion of the instructor.

Course Objectives: 1. To explore and critique real-world examples of how new business ventures were conceived, started and run.
2. To provide students with the analytical skills necessary to examine the structure and strategic and tactical activities of new business ventures.

Course Overview: A new paradigm has emerged in both business and the economy as a result of the advent of the Internet, subsequent improvements in bandwidth and the resultant widespread use of the Internet. This new paradigm, however, is different from that envisioned and widely touted in the dot-com days of the late 1990's. Rather, it is manifested in great leaps in the application of new technology in business, advances in productivity previously unheard-of but now commonly accepted, and rapid changes in markets consistent with the volume of freely available information.

Entrepreneurs have started new ventures for generations. Success was more a function of tenacity and a measure of how good was the idea underpinning the business. Errors in the structure and early conduct of the enterprise could be overcome with time through learning. In the new paradigm though, tolerance for such errors has become acutely narrow. Competition has become intense, technology-based, market-focused and highly competent. In such a competitive environment the lack or misuse of the application of currently available technology to the structure and conduct of a new business could quickly spell its demise. Similarly, the inability to adapt the enterprise to the emergence of new technologies to make it market-driven and structure-perfect could have the same effect. In summary, competition is just too tough; the end could come quickly.

An entrepreneurial orientation is the common denominator among successful enterprises in this new paradigm. The elements frequently key to successful competition include a team approach to management focusing on enterprise value rather than individual recognition, structuring

an environment that promotes seeking and exploiting opportunities rather than recognizing and solving problems, conceptualizing and committing to new markets rather than being constrained by traditional boundaries, and balancing intelligent risk and the opportunity for rapid advancement.

Organizational size neither offers a safe harbor nor increased risk. New ventures exist either as a new, small business or as an element of a large organization. Large companies have become competitive in this new paradigm by redefining their cultures. Decision-making has been shifted downward in these companies to encourage quick reaction to market opportunities.

Every student that plans to work, therefore, will face the need to negotiate these new realities, whether it be big company, small company, new company or old. The goal of this course is to provide you with real-world examples of how new ventures are run well and not-so-well. It will focus on developing the analytical skills to examine, both from a tactical and strategic standpoint, opportunities, missed opportunities and problems.

The course will be organized around virtual cases. Students will be organized into teams for the entire course, and two teams will have primary analysis responsibility for each case. Wednesday of each week will be devoted to a presentation to the class by an entrepreneur who is seeking advice about a significant business issue with which he is currently involved. The following Monday will be devoted to a presentation to the class of a preliminary analysis of the case by the two teams responsible for evaluation of that case. (Therefore, each team will have five days to complete its preliminary analysis.) The presenting teams will be required to submit a final report (two copies, please, one of which will be given to the entrepreneur) presenting its final analysis incorporating improvements derived from the class critique of its preliminary analysis. This report will be due by noon of the fourth day following the teams' presentations. Team members will be graded both on their presentation, on the final report and on a peer review of individual contribution to the team effort.

Each student is required to prepare a one-page analysis of every case (with the exception of the case for which you have primary analysis responsibility) to be submitted by noon on Friday following each case presentation. There will not be a final exam in the traditional sense for this course. Your grade in the class will be determined as follows:

Team Grade – Presentation	40%
Team Grade – Final Report	45%
Individual Analyses	15%
Class Discussion	+/-

Class Outline: The course will cover one case per week, and will be supplemented with lectures and general discussions pertaining to the functional areas covered in each case.

Week 1 – Smart Phone App for Managing Hospital-based Patient Alarms

Week 2 – Web-based music downloads

Week 3 – High technology plasma-based processes

Week 4 – Seminar-based training in relationship development

Week 5 – Ultra high end furniture manufacturing

Week 6 – Internet-based event ticket sales

Entrepreneurial Finance

ENT 6416

I. Course Director

Professor James Parrino

Stuzin 312

Email: james.parrino@warrington.ufl.edu

Direct Phone – 273-4968

Office hours: by appointment

II. Course Description

Students will learn about venture capital and private equity investing by exercising the skills used by professional firms. Learning activities will include: developing and evaluating specific Elements of business plans, valuation and calculating potential investment returns, deal structuring, and developing debt structuring models.

Prerequisite:

III. Course Materials

Required:

1. Course handouts of cases and readings – on Sakia or handed out in class. It is your responsibility to check Sakia for changes to the schedule and for handout materials. The outline included below may change depending upon the pace of the class.
2. Textbook: *Entrepreneurial Finance* – by Smith, Smith, and Bliss. Stanford Press
3. Laptop – bring it to class.

VI. Grading

There will be three grading points: one quiz (40%), Final Group Project (40%) and Class Participation (20%). Students are expected to come to class prepared and ready to discuss the material assigned and analyses performed.

Class Participation: There are several components to the class participation grade: class attendance, homework presentations, in class discussions and final project presentation skills. Class participation is a real grade and not one to be taken lightly.

Course Overview

Week	Course
1	Overview and Introduction Corp Finance Theory Issues in Venture deals Players and Roles in VC in PE Sources of Financing Intro to Deal Structuring Organizational Structures

	<p>Homework:</p> <ul style="list-style-type: none"> • Chapters 1 - 4 • Selected problems and cases
2	<p>Strategic Planning Real Options and Decision Trees</p> <p>Homework:</p> <ul style="list-style-type: none"> • Chapters 1 - 4 • Selected problems and cases
3	<p>Forecasts and Business Simulation Assessing Financial Needs</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read Chapters 5 – 7 • Forecasting Exercise • Selected problems and cases
4	<p>Valuation in New Ventures – Corporate Finance Theory issues Entrepreneur vs. Investor perspective</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read Chapter 8 • Selected Cases and problems
5	<p>Quiz Intro to PE / Debt components/ LBO Models</p> <p>Homework - Selected problems and cases</p>
6	<p>Project Presentations</p> <p>Homework:</p> <ul style="list-style-type: none"> • Group Business Plan
7	<p>Business Plan Presentations</p>

ENT6506 (section 4302) - Intro to Social Entrepreneurship Mod 2, Fall 2011, meeting M/W 5-6th in HGS140

Instructor: [Kristin E. Joos, Ph. D.](#)

Office: 3231 Turlington

Office Phone: 352-273-0355

Office Hours: by appointment, email me to request a meeting

Email: kristin.joos@warrington.ufl.edu

Class Web page:
<http://www.clas.ufl.edu/users/krisj/fall11/ent6506>

TA: TBA

Questions regarding your grades, course assignments, or other “bookkeeping” issues should be addressed to the TA. When sending email inquiries, be sure to identify yourself including your name and the course name.

Want more information & resources about Social Entrepreneurship?

See:
<http://warrington.ufl.edu/fire/entrepreneurship/cei/socialimpact.asp>

Required Readings:

[Social Entrepreneurship: What Everyone Needs to Know](#)
 by David Bornstein & Susan Davis, ISBN: 978-0195396331, copyright 2010

[The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World](#)
 by John Elkington & Pamela Hartigan, ISBN: 978-1422104064, copyright 2008

Other Readings are posted in Sakai or will be made available in class.

Recommended, but not required:

[How to Change the World: Social Entrepreneurs and the Power of New Ideas](#), rev.

edition by David Bornstein, ISBN: 978-0-19-533476-0, copyright 2006

[Three Cups of Tea: One Man's Mission to Promote Peace...One School at a Time](#),

by Greg Mortenson & David Oliver Relin, ISBN: 978-0143038252, copyright 2007.

[Half the Sky: Turning Oppression into Opportunity for Women Worldwide](#), by

Nicholas Kristoff & Sheryl WuDunn, ISBN: 978-0307267146, copyright 2009.

Course Description

Social entrepreneurship involves using the skills and strategies of business to innovatively and sustainably solve social, environmental, and economic problems. The ventures created by social entrepreneurs can be non-profit, for-profit, or an innovative hybrid of the two. What distinguishes social entrepreneurs is their unrelenting dedication to achieving their “mission” (rather than measuring their success by their financial bottom-line). They are working to create positive social change, fostering economic and social equality, and ensuring human rights in our local community and across the world. This involves a commitment to sustainability by decreasing their waste/ environmental impact & enhancing the quality of life in their community – while providing an outstanding product or service to their customers.

Bill Drayton, the founder of Ashoka (the foundation for social entrepreneurship), coined the term “social entrepreneurship” in the mid-1990s. He famously said, “Social entrepreneurs are not content just to give a fish, or teach how to fish. They will not rest until they have revolutionized the fishing industry.” According to Greg Dees, the director of Duke's Center for the Advancement of Social Entrepreneurship, social entrepreneurship involves: adopting a mission to create and sustain social value; recognizing and relentlessly pursuing new opportunities to serve that mission; engaging in a process of continuous innovation, adaptation, and learning; acting boldly without being limited by resources currently in hand; and exhibiting a heightened sense of accountability for the outcomes created.

Today's social entrepreneurs find themselves at a critical junction. In order to thrive in a corporate world, they must integrate traditional business management principles with their philanthropic goals to create more effective and innovative social organizations. We will take a look at the many different ways social organizations have evolved to balance the expectations and desires of their board of directors, employees, volunteers, providers of funding and ultimately and most importantly-the customers.

The purpose of this course is to provide students with an introduction to the major opportunities and challenges facing social entrepreneurs and their ventures. Social entrepreneurship's rapid emergence over the past decade has coincided with the rise of information technology that has given individuals more power now than at any point in history. The social entrepreneurs question is simple: How can we use that power to make a positive, lasting contribution to society?

The course will consist of lectures, original research by students, and case discussions. The range of topics to be discussed is quite broad, from venture philanthropy and unique social enterprises to pressing social issues and innovative solutions. In addition, students will have an opportunity to meet with several social entrepreneurs, learn about specific social issues, and volunteer as consultants with local nonprofit organizations and community agencies. Ultimately, we hope to both empower and inspire you to, as Minor Myers Jr. said, "Go into the world and do well. But more importantly, go into the world and do good."

Class Requirements and Evaluation Criteria:

Assignment	Possible Points	FINAL Grade	Total Points
Assignments (8 will be submitted, 20 pts each, drop lowest one, count best 7)	140	A	282 and above
Reading Questions (4 will be submitted) at 10 pts each	40	A-	270-281
Service Learning Consulting Team Projects Proposal	10	B+	264-269
Service Learning Consulting Team Projects	75	B	252-263
Participation	35	B-	240-251
		C+	234-239
TOTAL POSSIBLE POINTS	300	C	222-233
		C-	210-221
		D+	204-209
		D	192-203
		D-	180-191
		E	179 and below

Class participation

Due to the small, interactive nature of this course, attendance is expected. If you are unable to be present in a class, you must inform us by e-mail prior to the class. In addition to attending class, please come prepared to engage with the material and to participate in the class discussion. Before class you should complete the readings and think critically about their application to topic of the day. On days when we have guest speakers, you should review any background materials provided and think about questions or issues you would like them to address. You are expected to actively participate in class discussion, express your perspectives and listen carefully to the views of your classmates. We expect for your contributions to build on or respond to the readings and lectures and make links to materials and lessons from other courses and current events.

Assignments

The assignments will be submitted via Sakai on the due date & time listed below. You **must paste your work** into the assignment form on Sakai rather than send as an attachment. If you would also like to add an attachment (in order to preserve important formatting) please save as .doc or .rtf, not .docx, we can not accept .docx format documents. You will not receive a grade if your work is not pasted in to the Sakai submission form. We will count your 7 best Assignment grades, dropping the lowest one. Late work will be accepted only in extenuating circumstances (with the exception of the extra credit, which must be submitted on time), all late work must be turned in by Wed. 12/7.

Format: All work for this class (Assignments, Reading Questions, etc.) should be well organized, professional, and proofread-- using grammar and punctuation properly. Assignments should be single-spaced, in 10-12 point arial or times new roman font, with margins of 1" or less. Note that newer versions of Word default to 1.15 line spacing, please change that to 1.0.

Assignment 1: Due 2pm Wed. 10/26 – 20pts

In about two pages, tell us about yourself (your educational, personal, and career background) and your interest in social entrepreneurship.

- Write at least two paragraphs about why you are taking this course and what you expect to get out of it.
- Identify a specific area of social entrepreneurship that you want to become well acquainted with during the semester. Why?
- Reflect on the reading by Mark Albion. Comment on some of the many quotes he mentions, especially those that resonate with you. Most importantly, discuss the "impact" you hope to have on the world.

Assignment 2: Due 11am Mon. 10/31 - 20pts

Choose a NGO (Non-Governmental Organization) which is *based in and serves* a developing nation in Africa, Asia, Eastern Europe, or Latin America. You may work together with ONE other student on this assignment and each student must submit their work in E-Learning (partners can submit identical assignments, be sure to list both of your names at the top of the assignment).

- Describe the mission and goals of the agency you selected
- Include how the agency is funded and its operating structure
- Describe the population served by the agency
- Discuss the social issue the agency addresses

Compile this information. Note that you may need to research beyond the organization's website in order to fully answer these questions. You may need to request a copy of their annual report, or call and speak to a representative, or find objective information on a listing like Guidestar.org.

See these links for lists of possible NGOs:

<http://www.idealists.org>

<http://www.ngo.org/links/index.htm>

<http://www.gdrc.org/ngo/ngo-databases.html>

[http://www.unog.ch/80256EE60057E07D/\(httpPages\)/3101491B86487F6D80256EFC0061DFD9?OpenDocument](http://www.unog.ch/80256EE60057E07D/(httpPages)/3101491B86487F6D80256EFC0061DFD9?OpenDocument)

Assignment 3: Due 11am Wed. 11/2 – 20pts

Identify a social entrepreneur you admire and explain why.

- Discuss a bit about their biography and background.
- What social, environmental, and/or economic issue did/does their work address?
- What drove this person to become a social entrepreneur?
- Identify a pivotal moment in their career that led to the accomplishment.
- How has this person's efforts impacted society?

Assignment 4: Due 11am Mon. 11/7 – 20pts

Identify three for-profit ventures that you consider to be models exemplifying corporate social responsibility.

Discuss each venture, detailing:

- the product(s) or service(s) they provide
- the efforts they take to be a leader in social/environmental/economic responsibility in their field/industry
- how they measure their impact on their communities (positive/negative)
- also, tell us whether or not they publish an annual report detailing their social/environmental impact and if an outside agency is involved or if it is all based on self-reporting. If a report is available, please provide the link

Note: please be very weary of “green-washing” and “blue-washing” when choosing your 3 ventures.

Assignment 5: Due 11am Mon. 11/14 – 20pts

Team up with a partner (if you'd like) to create an in-depth report of an organization from the following links (each link lists a number of “social capitalists”). We will have a fair sign up system so that no team is doing the same organization. The point of this assignment is not to simply list out facts about a company. Instead, we challenge you to apply the lessons learned in the class to gain as deep an understanding as possible of the mission and goals of the agency selected.

- First tell us a bit about the social entrepreneur who is leading the venture and the mission of the organization.
- Who is/are their target market(s) and how do they reach them?
- How are they unique? How do they stand out from their competitors?
- What are their strengths & what are their challenges?
- Is the venture sustainable? Is their impact quantifiable? Explain.

Note that you may need to research beyond the organization's website in order to fully answer these questions. We encourage you to get your hands dirty and try to personally contact an employee, spokesperson, or even the founder(s) themselves.

<http://www.fastcompany.com/social/2008>

<http://www.fastcompany.com/social/2007>

<http://www.fastcompany.com/social/2006>

<http://www.fastcompany.com/social/2005>

<http://www.fastcompany.com/social/2004>

Assignment 6: Due 11am Wed. 11/16 - 20pts

Respond to the questions posted in class during our exercise on Microfinance.

Assignment 7: Due 11am Mon. 11/21 – 20pts

Evaluate the mission statement of five social ventures. In at least two, provide an alternative statement that you think is better than what they are using. Make sure to include each mission statement, followed by your critique (and for two, add your revised version below the critique).

Assignment 8: Due 11am Mon. 11/28 – 20pts

Find three examples of nonprofit social/environmental ventures that have for-profit subsidiaries. Discuss each venture and explain how they support their missions. (Please note that we do not mean major corporations who have charitable foundations... we mean nonprofit who have profit earning initiatives, like GirlScouts selling cookies).

Reading Questions from *Social Entrepreneurship: What Everyone Needs to Know* - 10pts each (the questions and submission forms are posted in Sakai)

RQ1 (Introduction) - due 12pm Thurs. 11/3

RQ2 (Unit 1) - due 12pm Thurs. 11/10

RQ3 (Unit 2) - due 12pm Thurs. 12/1

RQ4 (Unit 3) - due 12pm Thurs. 12/8

Service-Learning Consulting Project

More information about the Service Learning Consulting Project will be discussed in class. We will be working in teams (of 1-4 students).

Option A. Develop and undertake a consulting project for a social venture (local community org/agency). The details of your work will be dictated by the needs of the organization or agency. Teams might help an organization to compose or revise a business plan, apply for a grant, develop a fundraising event, enhance a membership database, create a marketing campaign and materials, develop a new program, or some other special project. You are strongly encouraged to volunteer for 5-10 hours at the organization or agency, if possible, so that you gain a clear understanding of the social issue they address and their population served.

Option B. Develop an idea for a new social venture and create a business plan. Contact Dr. Joos for an outline of the business plan requirements: Executive Summary, Company Overview, The Market Opportunity (the problem), Market Solution (Product or Service), Market & Marketing Strategy, Management Team (Operations & Management Structure) Financial Analysis, Social / Environmental quantitative impact analysis, Funding request (if applicable). Students who choose Option B should submit a Proposal, Presentation, and Paper, but need **not** turn in an Ethics Form, Agency Evaluation, or Time Log. You are encouraged to volunteer for 5-10 hours at an existing organization that deals with an issue of interest to you or with a similar operating structure so as to better inform the social venture you're developing.

We encourage Option B teams to consider developing a business plan that can be entered in the UF NetImpact Walmart Sustainability Better Living Business Plan Challenge. Plans entered in the challenge must consist of a sustainable, profitable business plan for a new product or business process with a measurable positive environmental benefit. The environmental benefit must include at least one of the following: preserving clean air, water, and/or soil; reducing waste; improving energy efficiency or developing renewable energy ideas; or promoting healthy living for people and/or communities. The Plan must quantify its ability to provide such an environmental benefit.

Approval for projects must be obtained prior to beginning, via the proposal.

If you choose option A, you must submit:

1. Proposal – Due 11/8 – 10 pts
2. Ethics & Commitment and Agency Agreement Form (one form with all of the names or your team members) - Due 11/9 (graded as part of the 10 pts for the Proposal)
3. Presentation – Due 12/5 - 25 points
4. Papers – Due 12/8 - 40 points (upload to Sakai AND drop off to CEI in 267 Stuzin by 12pm with the Agency Eval & Time Log, below)
5. Agency Evaluation – Due 12/8 - 5 points
6. Time Log – Due 12/8 - 5 points

If you choose option B, you must submit:

1. Proposal – Due 11/8 – 10 pts
2. Presentation – Due 12/5 – 30 pts
3. Papers – Due 12/8 – 45 pts (upload to Sakai AND drop off to CEI in 267 Stuzin by 12pm, BOTH forms of submission are required by 12p 12/10)

Project proposals and papers should be typed, single-spaced, left-justified, in 10-12 pt. Arial or Times New Roman font, with 1" margins all around. Pages must be numbered. Include the names & UFIDs of your team members, the date, and the course number in the top right corner, center the name of your partner agency on the next line.

Proposal

Answer the following questions. This is not a formal paper; it is acceptable to provide the information in an outline or bullet pointed format instead of complete sentences. When in doubt, write more rather than less. Be prepared to share your proposal with the class.

1. Briefly describe the mission/goals of the community organization or agency that you have chosen.
2. Who are their constituents?
3. What services do they provide?
4. How do they currently receive funding and financial support?
5. Briefly discuss their challenges regarding sustainability (and/or the special project on which your team will work) You must also turn in a "Ethics & Commitment and Agency Agreement Form" which will be posted on Sakai.

Presentation

-you will turn in a video of your presentation on M. 12/5-- you will have approx. 10 minutes to present in class, your video can take up ALL of that time or just part of it, it's up to you to decide what's best for your needs.

-approx. half of the class will present on M. 12/5 & the other half will present on W. 12/7

-at least part of your presentation should be structured as if the audience consists of prospective investors, partners, and stakeholders (or whatever market your consulting project is targeting). As part of the presentation, convince us to support your organization

-think of this as more than just "powerpoint live"... creativity and innovation are encouraged. the same as the goal of the presentation-- which will vary depending on what your team is doing with/for your agency

-please upload your video to YouTube, include the link on your Paper AND burn 2 copies of your presentation on to DVDs (to be turned in on M. 12/5)

Papers

1. Begin by introducing your community organization: who are they, what is the social/environmental/economic issue they aim to solve/reduce? how do they do this (what services do they provide? who are their constituents?)? Evaluate the current status of your community agency or organization, including their mission statement (vision, a coherent purpose, core values, theory of change) and their current business model (operating structure, competitive advantages, financial summary). Some of this can be pasted directly from your proposal.

2. Describe in great detail the special project on which you worked and how it will help the organization better achieve its mission (suggest new initiatives with an emphasis on creating sustainability and longevity).

3. Pitch your ideas.

Make sure to include any materials your team created as appendixes (for example: business plans, marketing plans, grant applications, fund-raising plans, website analyses, social media strategies, sponsorship information packets, etc.)

Time Log

Posted in Sakai is a form for you to keep track of all of the hours that your team spends working with your agency. This includes both your time spent at the agency's offices, observing, interviewing, meeting, and working with your contacts there, as well as the time you spend working on your specific tasks in order to complete what it is you agree to do with and for the agency.

Agency Evaluation

The community agency or organization that you work with will complete a "Community Partner Evaluation form" detailing the contribution that your team has made to their mission.

Note:

-All teams must turn in their papers & presentations in both paper & electronic format. (For example, if you create a .doc file for your paper and a .ppt file for your presentation, you'll need to turn your presentation in on M. 12/5 and your paper by 12pm on R. 12/8).

Presentations & papers will be graded as team efforts. If there are discrepancies in effort, team members need to notify Dr. Joos so that can be taken in to consideration when grading.

Extra Credit Reading Questions from *How to Change the World* - 2.5pts possible, each (the questions and corresponding chapters in the HTCTW book are posted in Sakai; note that late EC RQs will not be accepted)

EC RQ1 - due 10am Mon. 10/31

EC RQ2 - due 10am Mon. 11/7

EC RQ3 - due 10am Mon. 11/21

EC RQ4 - due 10am Mon. 12/5

Schedule of Topics

The Syllabus, especially the sections including the Course Schedule & Reading Assignments is tentative-- changes will be announced in class. Please complete the readings **before** coming to class on the day they're assigned. Group presentations & Guest Speakers deserve the same level of preparation and participation as does any other class.

Spontaneity Clause: Due to the number of guest speakers (all of whom are busy with their own social ventures & whose time is precious), the schedule will be revised as necessary. Advance notice will be given when possible, most likely by email

Date	Topic	Readings
Week 1: 10/24, 10/26	Tues. Introduction & Course Overview What is Social Entrepreneurship? Thurs. Foundations: Who are Social Entrepreneurs (Qualities, Characteristics, and Traits)? Pitches from Service Learning Consulting Team Partner Organizations	Sakai: -Drayton, "Everyone a Changemaker" -Albion, What is Your Impact? Online: -Ashoka: What is a Social Entrepreneur? -Skoll: Definition of Social Entrepreneurship -Change.org: Top Moments of the Decade in SE Bornstein & Davis: Introduction & Part I (p. xv - 47) Elkington & Hartigan: Forward, Preface, and Introduction (p. ix - 25) Sakai: -Dees, The Meaning of Social Entrepreneurship -Light, Social Entrepreneurship Revisited -Boschee & McClurg, Towards a Better Understanding of Social Entrepreneurship (optional: HTCTW: Ch. 1, 2)
Week 2: 10/31, 11/2	Tues. Foundations: Perspectives on Social Problems: Critical Social Theory & Intersections Analyses & Perspectives on Entrepreneurship: Innovation & Creative Thinking The Opportunity: NGOs & NPs Panel of Local Social Entrepreneurs with Nonprofit Ventures Thurs. Foundations: Sustainability Guest Presentation: <i>The Business Case for Sustainability</i> , Stephanie Sims, MBA	Tues. Elkington & Hartigan: Ch. 1 (p. 29 - 54) Sakai: -New York Times, What Exactly Is a Social Entrepreneur? -New York Times, DIY Foreign Aid Revolution -New York Times, Thoroughly Modern Do-Gooders Online: Sociological Imagination (optional: HTCTW: Ch. 5, 10; 6, 8) Thurs. Sakai: -Sustainability Revolution, Chapter 1 -Chouinard "There is no such thing as Sustainability" -Business Week: The Most Promising Social Entrepreneur

<p>Week 3: 11/7, 11/9</p>	<p>Tues. The Opportunity: Corporate Social Responsibility Guest Presentation: CSR Project Proposals & Ethics Forms Due</p>	<p>Tues. Elkington & Hartigan: Ch. 6 (p. 157 - 178)</p> <p>Sakai: -Earth Charter -New York Times, Solving Social Problems without Going the Nonprofit Route</p>
<p>Week 4: 11/14, 11/16</p>	<p>Tues. The Opportunity: For Profits with Social Missions & the Integrated Bottom Line</p> <p>Panel of local Social Entrepreneurs with For Profit Ventures</p> <p>Thurs. The Opportunity: Microfinance</p>	<p>Tues. Elkington & Hartigan: Ch. 3 (p. 85 - 116), Ch. 4 (p. 117 - 136), Ch. 5 (p. 137 - 156)</p> <p>Sakai: -Business Week, The Corporate Givers -WSJ, Asked to be Charitable Good Magazine: The Good 100</p> <p>Thurs. Two Myths that make the World Poor</p> <p>(optional: HTCTW: Ch. 13; 12, 14, 16)</p>
<p>Week 5: 11/21</p> <p>No class R. 11/23 - Thanksgiving</p>	<p>Tues. The Process: Mission, Structure, and Management</p> <p>The Process: Social Marketing Guest Presentation: <i>Social Media & Marketing, Adam 'Augelli</i></p>	<p>Tues. Sakai: -Nicholls, Ch. 10 -Guclu, Dees, and Anderson, The Process of Social Entrepreneurship -Rangan, Lofty Missions -Business Week, Strategies: Mission Possible</p> <p>(optional: HTCTW: Ch. 6, 7, 8, 16)</p>
<p>Week 6: 11/28, 11/30</p>	<p>Tues. The Process: Social Return on Investment (SROI)</p> <p>Guest Presentation: Creating New Financial Models, Vikram Rangala of <i>The Girl Fund Project/SariTies</i></p> <p>Thurs. The Process: Financial Sustainability for Social Ventures (donations, venture philo, grants, etc)</p> <p>Guest Presentations: <i>Venture Capital for Social Ventures, Christine Mendoza of Jalai Ventures</i> <i>Tips for winning Grant Funding, Dr. Mickey Swisher</i></p>	<p>Tues. & Thurs. Bornstein & Davis: Part II (p. 48 - 74)</p> <p>Elkington & Hartigan: Ch. 7 (p. 179 - 196)</p> <p>Sakai: -Nicholls, Ch. 15 -RISE Social Venture tool -Fast Company, Goldman Sachs says Women offer the Highest ROI -Dees, Enterprising Nonprofits -Venture Philanthropy -Chronicle of Philanthropy -Time, Bill Gates on "Creative Capitalism" -New York Times, Impact Investing Teeters on Edge of Explosive Growth</p> <p>(optional: HTCTW: Ch. 18, 20; 4, 11, 19)</p>
<p>Week 7: 12/5, 12/7</p>	<p>The Outcomes Service Learning Consulting Projects & Presentations Due</p>	<p>Tues. & Thurs. Bornstein & Davis: Part III (p. 75 - 128)</p> <p>Elkington & Hartigan: Conclusion (p. 197 - 212)</p> <p>Sakai: -Nicholls, Ch. 16 -New York Times, A Capitalist Jolt for Charity</p> <p>(optional: HTCTW: Ch. 21)</p>
<p>Week 8: 12/12</p>	<p>Final Project Presentations will continue on M. 12/12, if more time is needed</p>	

Important Notes:

- Information on this syllabus is tentative & subject to change. Adjustments & revisions will be announced in class.
- **Please keep your laptops and cell phones turned off and stored in your bags while in class**, I will let you know if we need to use them for an activity.
- If you have questions, please ASK-- either during class, in my office, or email me (kristin.joos@warrington.ufl.edu)
- If you have any special needs or considerations, please let me know as soon as possible so I may make the necessary accommodations.
- If you are experiencing an extenuating circumstance (personal/family emergency, health concern, or other serious problem) I strongly recommend you contact the [Dean of Students Student Support Office](#) they are there to help you.
- Information on this syllabus is tentative & subject to change. Adjustments & revisions will be announced in class.
- By enrolling in this course, you are indicating your consent to the following Honor Code:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment." (from the Student Guide, <http://www.dso.ufl.edu/judicial/procedures/academicguide.html>)

- Students who violate the Academic Honesty Guidelines will be penalized according to the procedures outlined in the guide above, which include failing the course. If you have any questions as to the integrity of your conduct, read the information in the link above. **"I didn't know," is not an excuse.**

ENT 6616 - Creativity
Class Plan, Deliverables and Activities
Summer B Term 2011

Class Date	Class Topic	Assignments, Deliverables and Class Activities
27-Jun-11	Course Introduction and Overview	Discussion of class plan, projects and other deliverables. Creativity Workshop
29-Jun-11	Creativity Tools (1)	Discussion of methods of increasing idea generation and blocks to creativity.
6-Jul-11	Creativity Tools (2)	Read Chapters 1-4 of The Art of Innovation <i>Create a block that captures your blocks to creativity; bring to class for discussion.</i> <i>Design two new creativity tools that can be used to generate new ideas; we'll discuss these.</i> During the first part of class we'll discuss the class-designed tools and use them to solve some current events problems. During the second part of class we'll watch and discuss Nightline's Deep Dive video to see how creativity is nurtured at IDEO. <i>Each team will submit a one-page discussion of the company that will be reviewed for the Team Term Project.</i> <i>Creativity Portfolio plan by each student due.</i>
11-Jul-11	Creativity - The Role of Failure	Read Chapter 12 of The Art of Innovation. Read the HBR article, the Hard Work of Failure Analysis, and be prepared to discuss in class. <i>Create a Failure Resume that captures all your biggest mistakes: personal; professional; academic. For each failure describe what you learned.</i> <i>Failure Resume submitted on Sakai as a deliverable today.</i> During the 1st half of class we'll discuss Creativity and Failure, and we'll watch the David Neeleman (JetBlue) video and discuss failure as it pertains to creativity and its affect on the enterprise. During the 2nd half of class we'll discuss the HBR article and your failure resumes.

13-Jul-11	Challenging Assumptions - Spurring Creativity	<p>Get ready for some crazy fun, and some creative work.</p> <p>We will have a guest presenter, a former MSE student, who will present <i>Tiger</i>, his family's international business. We'll examine <i>Tiger</i>, what it does, how it does it, what it aspires to be and how you can help.</p> <p><i>A team report addressing the questions posed in this session will be due 20 July and will be submitted on Sakai.</i></p> <p><i>Each team will prepare a 5-minute pitch on their new concept to be given to the class at the next meeting. (No Power Points allowed.)</i></p>
18-Jul-11	Opportunity Recognition and Value Creation: It isn't the Pizza!	<p>During 1st part of class we'll discuss the importance of opportunity recognition and creating value using some examples.</p> <p><i>During 2nd part of class each team will pitch its new concept. A panel of judges will be present to provide feedback both on the concept and on presentation format. (No Power Points allowed.)</i></p> <p>Surprise Assignment: Launch One-Week Team Project</p>
20-Jul-11	Building Creativity Teams	<p><i>Team Tiger Report due on Sakai</i></p> <p>Each student should come to class having selected an industry or organization that he believes needs to be revamped to remain viable.</p> <p>Bringing It All Together Creativity Solutions to Real Problems Leveraging Scarce Resources Value Creation</p> <p>During the 1st part of class we'll discuss your industries and how they might be revamped.</p> <p>During the 2nd part of class we'll do a workshop that will involve creativity, leveraging scarce resources, challenging assumptions and value creation.</p>
25-Jul-11	One-Week Project Review	<p><i>Each team will present a review of its one-week project.</i></p>

27-Jul-11	Observation Lab	<p>Read Chapters 5-8 of The Art of Innovation</p> <p>No formal class meeting today. Rather, you will conduct your observation lab.</p> <p>Each team will visit a local organization for an observation exercise. Having prepared a list of questions, conduct an in-depth observation of the environment, people, interactions and products.</p> <p><i>Deliverable due next class: three page report on your list of questions, responses to those questions and based upon your observations specific recommendations for improvement in your organization.</i></p>
1-Aug-11	Building a Creative Culture	<p>Re-read Chapters 1-4 of The Art of Innovation.</p> <p><i>Observation Lab report due.</i></p> <p>Today will be a treat!!</p> <p>We'll have a field trip to the Digital Worlds Institute. There you will see an awesome, very creative organization. We'll learn from them how they structured and manage that organization, and examples of the results produced. You'll meet the people responsible for this Institute.</p> <p><i>This should blow your mind!!</i> Most on campus don't even know it's there!</p>
3-Aug-11	<i>Creativity - The End Summary / Conclusions</i>	<p><i>Module-Long Team Presentations Creativity Portfolio Due</i></p>

ENT 6616: Creativity**Summer B Term 2012**

Course Title: ENT 6616 - Creativity
Course Web Site: Sakai
Instructor: William J Rossi
Clinical Professor of Entrepreneurship
Tel: (352) 273-0334
E-Mail: william.rossi@warrington.ufl.edu

Required Text: *The Art of Innovation*; Tom Kelley; ISBN: 0-385-49984-1

Required Readings: HBR article: The Hard Work of Failure Analysis
Case: Cirque du Soleil – Parts A & B

Recommended Collateral Readings:

- *Weird Ideas That Work*; Robert I. Sutton
- HBR article: The Discipline of Innovation (Drucker)
- Teaching for Creativity: Two Dozen Tips; Robert Sternberg and Wendy M. Williams;
http://www.cdl.org/resource-library/articles/teaching_creativity.php
- *Orchestrating Collaboration at Work*; Arthur B. VanGundy and Linda Naiman
- *Ideas Are the Currency of the New Economy*; Linda Naiman
- *Creativity, Innovation and Problem Solving*;
<http://www.quantumbooks.com/Creativity.html>
- *When Sparks Fly*; Dorothy Leonard and Walter Swap

Teaching Assistant: David Blumberg

Course Objectives:

1. To explore the fundamental tools used to make both individuals and organizations more creative and innovative.
2. To examine in depth the role of failure, challenging assumptions and creating value in the creativity process.
3. To examine the creativity process and the organizational environment in several organizations recognized as creative and innovative.
4. To work in a team on a creative project.
5. To work as an individual on a creative project.

6. To explore innovative ways of creating value.
7. To examine some best practices in managing creative organizations.

Course Overview: Every problem is an opportunity for a creative, innovative solution, the larger the problem, the larger the opportunity. Ideas are the input driver for the creative process. However, not all ideas are good ideas, and not all good ideas are good opportunities. There are ways of examining the difference.

Because the creative process is driven by ideas, the chance of that process successfully generating an effective, innovative solution to a particular problem varies in direct proportion to the number of ideas that are generated as possible solutions to that problem. There are exercises that can be practiced that will increase the idea generation rate. Brainstorming is one example that most people know. But there are an endless number of brainstorming types, and there are many tools beyond brainstorming that also work.

There are things, commonly called *blocks*, which limit the generation of new ideas, or at least reduce the idea generation rate. The good news though is that these blocks can typically be cleared.

The course is organized around class discussions, workshops, projects, both individual and team-based, cases, a field trip and visiting experts. It will be very interactive, and is designed to be based in experiential learning. You *must* be very involved through active participation to get the most out of this course. Your final grade will be a motivator for this as participation is a component of the final grade. The level of ambiguity that you will face in this course will be excruciatingly high and likely very substantially higher than you have experienced in any previous course. But creativity is not a linear process, and teaching it does not lend itself to clear, precise directions. Recognize that ambiguity will be high; you'll do fine.

Each student's grade in the class will be determined as follows:

Five team based projects	70%
Two individual projects	30%
Individual participation	+/-

These projects will be discussed in detail in the first class meeting.

Grade breakdowns are as follows:

- a. A = 94%
- b. A- = 90
- c. B+ = 87%
- d. B = 84%
- e. B- = 80%
- f. C+ = 77%
- g. Etc.

- Class Outline:
- I. Creativity tools (I & II)
 - II. The role of failure
 - III. Challenging assumptions
 - IV. Opportunity recognition and creating value
 - V. Building creativity teams
 - VI. Observation lab
 - VII. Building a creative culture

Class Schedule: Attached

ADA STATEMENT: *The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (<http://www.dso.ufl.edu/drp/>), and 2) Bring a letter to the instructor from this office indicating that you need academic accommodations. Please do this within the first week of class.*

ACADEMIC HONOR SYSTEM:

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge: On all work submitted for credit by students of the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Please note that violations of this Academic Honor System will not be tolerated. Specifically, I will rigorously pursue incidents of academic dishonesty of any type. Before submitting any work for this class, please read the policies about academic honesty at <http://www.dso.ufl.edu/judicial>, and ask me to clarify any of its expectations that you do not understand.

**GLOBAL ENTREPRENEURSHIP
ENT 6706 – SECTION 2146
Fall 2011****INSTRUCTOR:** John Kraft, Dean**Location:** Bryan Hall Room 100; (352) 392-2398; john.kraft@warrington.ufl.edu**Class Hours:** Monday & Wednesday 8:00 a.m. – 9:15 a.m.**Office Hours:** Monday & Wednesday 9:15 a.m. – 10:00 a.m.**TA – Email:** David.Blumberg@warrington.ufl.edu**COURSE DESCRIPTION:**

This course deals with the international entrepreneurship from the perspective of the firm and entrepreneurial managers operating in an international environment. International entrepreneurship is the intersection of entrepreneurship, international business, and strategy. The objective of the course is to provide students with a fundamental knowledge of the theory and application of global entrepreneurship. The course is designed to assist participants in:

1. Learning about the impact on entrepreneurial firms in a global environment.
2. Applying concepts and techniques to entrepreneurs in global business.
3. Working as a management team on problems facing entrepreneurs in global markets.

TEXT:

- Charles Hill, Global Business Today, 7th edition, McGraw Hill Irwin, 2011 (CH).
Electronic E-Book
- Course Pack (Electronic) (CP). – Available at Target Copy

RESEARCH PROJECT: (team)

- See attached Global Entrepreneurship Research Project (10 points each) – Electronic Course Pack - Team

RESEARCH TASK: (team)

Each team will complete one research task. The assignment is in the course pack. The paper should be three to four pages (10 points each).

TEST:

- Test 1 Covers Lectures 1 through 4 (Chapters 1, 2, 3, 6)
- Test 2 Covers Lectures 5 through 8 (Chapters 7, 8, 9, 11, 12)

COUNTRY REPORT: (team)

You are an entrepreneur located in Iceland and you have developed a wind turbine system for the generation of electricity. Your competitive advantage is based on new blade and gear box design. Your challenge is to determine where to produce the product and which countries present the best market opportunity for your product. Given the market size of Iceland, you are a “born global” company. You must analyze the attractiveness of several country locations as potential markets given political, legal, and economic risks. You must also determine the

potential market for your product given market factors and other competitors (GE, Siemens, Vestas, Suzlon, Gamesa, etc.).

- Each team will pick a country and develop a country report which focuses on the political economy of the country.
- The report is limited to ten pages and must discuss the political, social, legal, and economic system of the chosen country.
- Identify economic, social, political, and legal risks in doing business in the country.
- The report is designed to provide information to an entrepreneurial company seeking to enter a country or an opportunity to start a new company within the country (20 points).
- Paper must conclude with an assessment of the potential to do business in the chosen country including discussion of production, sales, and entry mode.
- Reference sources must be included at the end of the report.
- The paper will be graded based on content, analysis, conclusions, and references.
- Presentations should last five minutes on average. You will be graded based on content analysis and clarity of recommendation.

FORMATTING:

Margins: 1 inch margins all around
Font: Times New Roman or Arial
Font Size: 11 or 12
Spacing: 1.5

REFERENCES:

Students can use APA Style for their references (optional). Examples can be found on the link below: <http://owl.english.purdue.edu/workshops/hypertext/apa/parts/references.html>

ASSIGNMENTS:

Bring a hard copy of all assignments to class. If you are not attending class, all assignments must be emailed to instructor prior to start of class on the assigned due date.

CLASS PARTICIPATION:

All students are expected to attend class and participate in case discussions and in-class exercises. I will call on students randomly so be aware of this. Materials will come from text – (CH) and (CP).

GRADING:

Research Task (1) (team) 4
Country Report & Presentation (1) (team) 8
Research Project (1) (team) 4
Tests 24
40 points

EVALUATION:

Students will be asked to participate in numerous evaluations of the class, course materials, cases, the course components as well as the instructor and their classmates. None of these evaluations will be used in the course grading; they are used to improve the course and classroom experience

GROUND RULES:

1. The country reports and research reports are designed to develop your understanding of the political economy (social, political, economic, and legal system) of the country you choose and the environment for entrepreneurs.
2. All information must be supported by references and notes.
4. The country reports will be presented in class.
5. All assignments will be assigned grades of:

A =	4.0
A- =	3.67
B+ =	3.33
B =	3.00
B- =	2.67
C+ =	2.33

Final grades will be assigned based on:

4.00 - 3.74 =	A
>3.74 - 3.50 =	A-
>3.50 - 3.16 =	B+
>3.16 - 2.83 =	B
>2.83 - 2.50 =	B-
>2.50 - 2.16 =	C+
>2.16 - =	C

SCHEDULE AND ASSIGNMENTS:**August 22, 2011 – Globalization – Lecture 1**

- Review of course outline
- Explanation of course structure
- Discussion of course assignments
- Chapter questions
- Class participation
- Case assignments
- Film: Borders
- Chapter 1 (CH)
- Ecuadorean Valentine Roses (CP)
- So, You Want To Be an Entrepreneur (CP)
- Walter Kuemmerle – A Test for the Fainthearted (CP)

- Isenberg – Global Entrepreneur (CP)
- A Boost from Professionals (CP)
- U.S. Inventors Top International Patents League (CP)
- Friedman – It's a Flat World, After All (CP)

Assignments due August 24, 2011 – Cross Culture – Lecture 2

- Turn in Country Report choice and Project Country Choice
- Chapter 2 (CH)
- Film: Three Billion Capitalists
- The Changing Political Economy of India (CP)
- Foreign Investment for Sustainable Community Development (CP)
- A Bigger World (CP)
- Mobile Marvels (CP)

Assignments due August 29, 2011 – Cross Culture – Lecture 3

- Chapter 3 (CH)
- Film: McDonald's
- In God's Name (CP)
- James Tiessen - Individualism, Collectivism, Entrepreneurship (CP)
- Thomas and Mueller – A Case for Comparative Entrepreneurship (CP)
- Nancy J. Adler – Women in International Entrepreneurship (CP)
- Female Power (CP)
- Scaling Up (CP)
- The Importance of Sex (CP)

Assignments due August 31, 2011 - Global Trade – Lecture 4

- Global Entrepreneurship
- Research Project Due (August 31, 2011)
- Chapters 6 (CH)
- Film: India

NO CLASS – HOLIDAY - September 5, 2011**Assignments due September 7, 2011 - Global Trade – Lecture 4**

- Dixon Ticonderoga – Victim of Globalization? (CP)
- China's Bicycle Makers Shift to Exports (CP)

**Assignments due September 12, 2011 –
Foreign Direct Investment and Finance – Lecture 5**

- Chapters 7 (CH)
- Film: China Rising
- FDI in India (CP)
- FDI and the Irish Miracle (CP)
- The Party is Definitely Over – Ireland's Boom Falls Hard in Global Crisis (CP)
- Global Heroes (CP)
- Walter Kuemmerle – The Entrepreneur's Path to Global Expansion (CP)

Test - September 14, 2011

- Test 1 – Chapters 1, 2, 3, and 6 (Lectures 1, 2, 3, 4)

Assignments due September 19, 2011 – Lecture 5

- Chapter 8, 9 (CH)
- Research Report: Research Task - One of Four Choices (CP)
- The Rising Euro Hammers Auto Parts Manufacturers (CP)

Assignments due September 21, 2011 – Strategy – Lecture 6

- Chapter 11 (CH)
- Film: Yuan/Dollar
- Comparing Ghana and South Korea (CP)
- Patricia P. McDougall – International Versus Domestic Entrepreneurship (CP)

Assignments due September 26, 2011 – Entry – Lecture 7

- Chapter 12 (CH)
- Film: Domino's
- Rennie – Born Global (CP)
- Hu – The International Transferability of the Firm's Advantages (CP)
- Country Report Due

Assignments due September 28, 2011 – Comparative Analysis – Lecture 8

- Chapter 13 (CH)
- Film: Creators
- Where Tech Keeps Booming (CP)
- Senor – Start-up Nation (CP)
- Daly – U.S. and Japan (CP)
- The Economist – The Real Emerging Market (CP)
- Entrepreneurship in Emerging Economies (CP)

Test - October 3, 2011

- Test 2 – Chapters 7, 8, 9, 11, and 12 (lectured 5, 6, 7, 8)

Assignments due October 5, 2011

- Country Report Presentations

ENT 6930 – Section 01AB
HIGH TECH ENTREPRENEURSHIP
TECHNOLOGY STRATEGY FOR ENTREPRENEURS
TR 9-10 HGS 340

Instructor: Yongseok Jang, Ph.D.
Email: yongseok.jang@warrington.ufl.edu
Telephone: (352) 273-0325
Office: 262 STZ
Office Hours: Wed 11:30am-1:30am
By appointment
Class Room: Hough 340
Credits: 2

Course Materials (required)

- Shane, Scott. 2009, Technology Strategy for Managers and Entrepreneurs, Englewood Cliffs, NJ: Prentice Hall, ISBN-10: 0131879324
- Course pack: current case studies and targeted texts, available in Target Copy

Course Description

Management of small business startups is renowned for its uniqueness from the general issues of management. Managing technology-oriented start-ups is also different from other start-ups because of the fast paced, ever evolving nature of the sector. This course is designed to provide a focused understanding of what is actually happening at the intersection of the concepts of small business start-ups and the unique characteristics of technology management.

We will review those managerial issues faced by entrepreneurs in real world business relations focusing on innovation strategies. The textbook will be used as a basis for discussion of the principles and strategies of technology businesses. Each student will actively participate as a member of team in presenting weekly seminars. Students will write essays about an issue related to innovation. Finally, upon completion of this course, it is the objective that students will be able to manage an innovative start-up.

Course Objectives

The general goal of this course is to teach theories, concepts, and frameworks to comprehend and establish technology strategy for firms pursuing profit creation from technology innovation. To meet the goal, this course is designed to achieve three learning objectives.

1. To acquaint students with the unique characteristics of managing a technology business, we will explore the diverse aspects of technology businesses: (1) technology innovation (2) innovation strategy, and (3) and strategies to capture value from innovation

a. Lectures and Discussion

b. Group seminars

2. To train students with skills to conduct technology analysis, students will prepare essays.

- a. Proposals
 - b. Final essays
3. To provide perspective, students will meet local entrepreneurs,
- a. Guest presenters

Course Deliverables

1. Group Seminar (Team-based effort)

- Find 1-2 journal articles and 1-2 case studies, as necessary.
- A 12 to 15 page, double-spaced, hard copy synthesis paper and soft copy via Sakai
- 25-30 minute presentation to present the synthesis paper
- Moderate class discussion
- 5-6 discussion questions

2. Final Essay (Individual effort)

- 3-5 page proposal by 8:00pm, Nov 10th
- A 15 to 20 page hard copy written essay by 8:00pm, Dec 12th
- Presentation of analysis in class for 15 minutes
- Soft copy posted in Sakai

3. Current Events (Individual effort)

- Choose 1-2 news coverage, blog posts, or any articles relevant to class topic
- Brief coverage posted in Sakai
- Links to original website, or any reference
- Every session
- Engage on-line discussion by posting questions or your own view
- Source: TechCrunch articles

Grading

- Group seminar 30%
- Proposal 20%
- Final essay 30%
- Current event 20%

**Class participation +/-*

**Late submission: Accepted / 10% reduction per day*

Mandatory attendance

You will be given a maximum of 1 unexcused absence for the module and if exceeded there will be a 10% deduction from the final grade. Requests for Any excused absences must be directed toward Professor Jang prior to the absence.

Resources for Entrepreneurial Study

SBA Business Plan Basics <http://www.sba.gov/smallbusinessplanner/index.html>
Score Business Plan Templates http://www.score.org/template_gallery.html
JJ Hill Financial Calculators <http://www.hillsource.org/java/>
Kauffman Business Plan Guide <http://fasttrac.org/>
Garage.com Resource Center <http://www.garage.com/resources/index.shtml>

Rules Pertaining to Exams, Essays and Grading

Grade breakdowns are as follows:

- a. A = 94%
- b. A- = 90%
- c. B+ = 87%
- d. B = 84%
- e. B- = 80%
- f. Etc.

University of Florida grading policy is specified on the following Web site:
<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Class Etiquette

1. Instructor must be notified by email should a student be unable to attend a class.
2. Laptops, PDAs, cell phones and similar electronic devices are generally turned off during the class meeting. Let's discuss

ADA STATEMENT

The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (<http://www.dso.ufl.edu/drp/>), and 2) Bring a letter to the instructor from this office indicating that you need academic accommodations. Please do this within the first week of class.

ACADEMIC HONOR SYSTEM: *The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. Pledge: On all work submitted for credit by students of the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Please note that violations of this Academic Honor System will not be tolerated. Specifically, I will rigorously pursue incidents of academic dishonesty of any type. Before submitting any work for this class, please read the policies about academic honesty at <http://www.dso.ufl.edu/judicial>, and ask me to clarify any of its expectations that you do not understand.

The following website provides detailed explanation about plagiarism with examples.
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Entrepreneurship Case Lecture Series (ECLS) ENT6933 (06F8) – Fall 2011

Instructor:

Mr. Jamie Jonathan Kraft, MBA

Executive Director

CENTER FOR ENTREPRENEURSHIP AND INNOVATION

Warrington College of Business Administration, University of Florida

267 Stuzin Hall, PO Box 117168, Gainesville, FL 32611

Phone: 352-273-0330

Fax : 352-846-2170

jamie.kraft@warrington.ufl.edu

Office Hours:

- By appointment.

However, I am generally around each day, and if our schedule permits, we are willing to meet with students outside of office hours. Please e-mail if you need to set up a formal appointment.

Course Structure and Objectives:

This course will meet on select Friday mornings from 10:00am-12:00pm in Hough 150 (**with one exception for an afternoon meeting on Sept.9th**).

The objectives of the course are as follows:

- To expose students to critical issues entrepreneurs face while starting, growing, or running a business and to explore the emotional intelligence necessary to deal with these issues
- To educate students about topics relevant to entrepreneurial leadership
- To introduce students to resources in the entrepreneurial arena and provide a forum for networking and career development

Assignment Guidelines and Grading Policy:

All individual pre-discussion case assignments should be submitted to Sakai by 5:00pm the Wednesday prior to class. Each assignment must be in Word format.

Grades for the course will be determined on the following basis:

Pre-discussion Individual Case Assignments (ICA): 50%

Attendance and Participation: 50%

*Attendance is mandatory.

Meeting Dates (10am-noon in Hough 150 unless otherwise noted):

- September 2 –David Greiff/ FluDynamix
- September 9 (**afternoon meeting, 1-3pm in Hough 140**) – Tom Johnson/Global Imaging Systems
- September 16 – Dave Boden/ CCC Information Services
- September 30 – Panel Discussion with Nielsen Executives
- October 7 –Geoff Wilson/ 352Media

- October 28 – Jim Hammel/ Gator Leasing
- November 18 – Jason Brooks and Marc Ginsberg/ Cardalytics
- December 2 – Mason Allen/ Awareness Marketing
- December 9 – Charlie Harris/ Intellon

Textbooks and Materials:

There is no text for this course. Cases will be provided a week in advance of each discussion.

Other Policies:

- Make-up assignments will only be given to those students who provide appropriate evidence of legitimate conflicts which caused missing an assignment or who have received prior approval to miss an assignment
- Regarding students with disabilities – students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Academic Honesty:

Adherence to the UF Academic Honesty Guidelines, including the Student Honor Code, is expected. In completing the application for admission to UF, every student has signed the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

Software Use:

All faculty, staff and students of the University of Florida are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. *We, the members of the University of Florida, pledge to hold our peers and ourselves to the highest standards of honesty and integrity.*

UF Counseling Services:

Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. These resources include: University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling; Student Mental Health, Student Health Care Center, 392-1171, personal counseling; Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161 ext. 231, sexual assault counseling; and Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

ENT 6946: Entrepreneurial Consulting Project (GatorNest)

Course Objective: To teach entrepreneurship by working through real problems of real companies.

Course Description: Teams of 3-6 students are assembled to do fundamental business consulting for startup companies in the area, professors with inventions (via OTL), students with business ideas, and companies worldwide employing UF alumni. Results of a successful project include effective collaboration/teamwork, creation of clear and meaningful vision/goals, and delivery of a roadmap to success. There are weekly meetings with the instructor and perhaps with the client. During these meetings teams review the last week's action items, review the long term goals of the project, and determine the next week's action items. Most research is done outside of these weekly meetings.

Prerequisite: None, however this course is reserved for graduate business students.

Assignment: Although every project is unique and has a unique set of goals, the results of these projects usually take the form of a section of a traditional business plan such as: Market Analysis to determine the volume of demand, Competitor Analysis to determine the extent to which the market is already being served, Financial Forecasting to determine how much capital is needed and when it will be needed, or Marketing Plan to maximize a company's message. Final deliverables include a written report and an oral presentation.

Grading: Weekly individual quality of work (40%), Team Grade / Final Report (50%), Peer evaluation (10%)

FIN 6930: Integrated Technology Venture

Course Objectives:

1. To teach entrepreneurship while attempting to commercialize a real technology.
2. To teach team dynamics, goal setting, and project management.
3. To aid in the commercialization of University of Florida technology.

Course Description: ITV brings together teams of engineering, business, and law students to work together to commercialize a technology that was developed by one of the researchers at UF. These sub-teams are guided by an engineering, business, and law coach respectively. The sub-teams and coaches are all guided by a volunteer chief executive officer from the area. The CEO is someone with real-world business experience and success. All parties work in tandem throughout the length of the program just as a real startup company would.

- The engineering team (5 or 6 senior engineering students) creates a working prototype. This activity also fulfills their “senior design” requirements.
- The business team (4 or 5 graduate business students) writes a business plan and creates an investor pitch.
- The law team (1 or 2 graduate law students) examines the strength of the intellectual property.

Prerequisite: None, however this course is reserved for graduate business students.

Assignment: The business team uses the same tactics used by successful startup companies. These include:

1. Market Analysis to determine the volume of demand
2. Competitor Analysis to determine the extent to which the market is already being served
3. Value proposition and sustainable competitive advantage to describe benefit to the customer
4. Operations plan to describe how the product or service will be deployed
5. Marketing plan to describe how to lead customers to buy
6. Financial projection to determine how much capital is needed and when it will be needed
7. Formatted business plan to capture all the information in one document
8. Investor pitch to present to potential investors

Grading: Weekly individual quality of work (40%), Team Grade / Final Report (50%), Peer evaluation (10%)

**GEB 5212 Professional Writing
Section 0682**

**Jane Douglas
Associate Professor
Entrepreneurship Masters Program
Fall 2011 Module 2
Wednesdays 1:55-3:50*
Hough 150**

E-mail	Office	Hours	Phone
jane.douglas@warrington.ufl.edu	Stuzin 256	Wednesdays 4-5pm and by appointment	273-3215

REQUIRED TEXTS

All titles available at the campus bookstore and Gator Textbook and Supply.

- ✍ Jane Douglas, *Business Writing CPR: 16 Principles for Writing Virtually Anything Effectively*. Pearson, 2006. (Also available as a custom text published by McGraw-Hill, 2005. The content, pagination, and all aspects, excepting the covers, are identical.)
- ✍ Guy Kawasaki, *The Art of the Start: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything*. New York: Portfolio, 2004.
- ✍ Randy Komisar, *The Monk and the Riddle: The Art of Making a Life While Making a Living*. Cambridge, MA: Harvard Business School Press, 2001.
- ✍ ToolKit Media Group, *Business Plans Work for Your Small Business*. Third Edition. Riverwoods, IL: Wolters Kluwer, 2008.

COURSE DESCRIPTION

Whether you're pitching to a venture capital group or bootstrapping your way through the early years of your startup, you'll find strong writing skills one of your most necessary and powerful tools. You need to present a flawless business plan, but you'll also need to write a myriad of other documents, from letters informing clients of less-than-stellar developments to marketing materials and mass mailings that sell your product or service. This course aims to equip you with the tools to not only tackle the micro- aspects of writing—how to formulate well-written sentences and tightly organized paragraphs—but also to master the macro aspects of writing, including business plans, executive summaries, and feasibility analyses.

Consider this course a writing boot camp for entrepreneurs. Like any boot camp, ours features weekly, strenuous exercises, challenges, and multiple opportunities to shine or humiliate yourself before spectators. Like any boot camp, if you apply yourself to all exercises and assignments, you'll not only have substantial results—you'll also have writing strategies that will help launch your career. Every class meeting demands that you perform in some way: making observations about the reading, analyzing business plans, critiquing your classmates' pitches and drafts, and, of course, writing mindfully and using all the writing principles we cover in class.

COURSE OBJECTIVES

This course provides you with an overview of business communication principles, and teaches you how to organize and package your ideas for the reader more effectively and persuasively. You will learn how to write sentences and paragraphs that tap into the cognitive processes your readers unconsciously use to comprehend written language. You'll also grasp how to handle some of the substantive communication challenges facing entrepreneurs, bolstered by my own experience working with three startups.

By the end of this course, you should be able to

- Structure sentences, paragraphs, and documents for maximum impact
- Write and revise for optimal concision and clarity
- Structure your ideas logically and persuasively in written form
- Deploy useful strategies for writing essential business documents, including email, letters and memos
- Craft an executive summary and other crucial sections of a business plan
- Analyze business plans for the weaknesses, errors, and omissions that VCs and angel investors commonly look for
- Position and pitch your proposed business professionally in under 60 seconds;
- Understand the communication pitfalls common to startups.

ASSURANCE OF LEARNING

Each program at the Warrington College of Business Administration has developed goals and objectives that express the most valued skills and knowledge that students should be able to demonstrate upon completion of the total learning experiences in that program.

The following goals and objectives are specifically mapped to **GEB5212**.

- The **MSE** program goals and objectives that apply to this course are:
- **Learning Goal 1:** Program graduates will be effective communicators.
- **1A.** Our students will produce professional quality business documents.

COURSE EVALUATION

Graded assignments:

1. Write a feasibility analysis on one of the business plans posted on the E-Learning site in the Course Materials folder. Your 2-3 pp. analysis must use both the genre conventions discussed in class and the concerns detailed by Komisar in *The Monk and the Riddle* to make recommendations to a VC group about investing in this startup. Be sure to include concerns about the size and value of the market, technology issues, potential for growth, risks, and possible ROI.

2. As many of you will be working on your business plans in teams, members of teams must complete all four sections below, with one team member writing each section individually and receiving an individual grade on the section. Business plans will also receive a group grade. Individuals tackling business plans by themselves should choose either item A or E from the sections of a business plan listed below:
 - A. The product/service section (approximately 5pp);
 - B. The market analysis section (approximately 5-8 pp);
 - C. The sales and marketing strategy sections (approximately 5-8 pp);
 - D. The company and management team section (approximately 5-6 pp);
 - E. The executive summary (2 pp, maximum).

Note: While sections A-D are longer than section E, the executive summary covers the entire business plan and is easily the most demanding and concise section to write. Teams with fewer than five members should ensure they cover A, B and E.

3. An in-class one-minute pitch of your business plan to an angel investor.

4. A 2-3 pp. team feasibility analysis of one of the class business plans, written as an in-class exercise, during your final day of class.

Weighting of Assignments:	Points
----------------------------------	---------------

Feasibility Analysis.....	100
Section of Business Plan.....	200
In-class Finalized Pitches.....	50
Team Feasibility Analysis— of Team Business Plan.....	100
Class Participation.....	50
Total.....	500

GRADING SCALE

A	475-500		C	375-384
A-	450-474		C-	350-374
B+	435-449		D+	335-349
B	425-434		D	325-334
B-	400-424			
C+	385-399			

Attendance

This course is activity-based, requiring extensive discussion and participation during each class session. You should come to each class prepared to engage fully in discussing both the assigned reading and your peers' work. Due to the extensive participation this course requires, including in-class critiques and pitches, attendance at all classes is mandatory. If you miss three classes, you will automatically fail this course. Furthermore, each absence impacts your participation grade by 20 points, and your participation score counts for 12% of your course grade.

Academic Honesty

As a University of Florida student, you are liable for performing under the UF Honor Code, available in its full form at http://www.reg.ufl.edu/01-02-catalog/student_life/. The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at <http://www.dso.ufl.edu/judicial/honestybrochure.htm>. Plagiarism is the presentation of the words or ideas of another as one's own. You commit plagiarism by using, without crediting the source:

1. Any part of another person's essay, speech, or ideas (even if paraphrased or expressed in your own words);
2. Any part of an article in a magazine, journal, newspaper, or any part of a book, encyclopedia, CD, Internet site, including blogs, or other published source.

Students with Physical Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Course Schedule

- 26 October** Communication Matters, Clarity, Feasibility Analyses
Reading: Chapters 1-2 (pp. 1-19) *Writing CPR*
 Chapters 1-10 (pp. 7-171) *The Monk and the Riddle*
Assignment: Choose one of the business plans posted on Sakai and prepare a 2-3 pp. feasibility analysis on the plan, taking into account the issues Komisar mentions in *The Monk and the Riddle*. (Due 2 November by midnight on Sakai.)
- 2 November** *Feasibility Analysis due 2 November*

Continuity, Komisar, and Communication in and about Startups
Coherence, Pitching and Positioning

Reading: Chapter 3-4 (pp. 21-56) *Writing CPR*
Chapters 1-4 (pp. 3-74) *Art of the Start*
Chapters 1-6 (pp. 5-60) *Business Plans That Work*

Assignment: Prepare for writing your chosen section of the business plan by thinking about your product or service's positioning and prepare an informal, one-minute pitch, according to the exercise in Kawasaki, pp. 45.

9 November *Pitch Workshop*

Reading: Chapter 5 (pp. 57-68) *Writing CPR*
Chapter 5 (pp. 79-99) *Art of the Start*
Chapters 8-9 (pp. 61-86) *Business Plans*

Assignment: Using feedback on your pitch and advice in Kawasaki and *Business Plans That Work*, draft your selected section of the business plan. Email me your draft of your section of the business plan to class next week (16 November) for workshop, and we'll workshop 6-8 drafts next week from workshop volunteers.

16 November *Business Plan Workshop*

Reading: Chapter 6 (pp. 69-76) *Writing CPR*
Chapter 7-10 (pp. 119-207) *Art of the Start*
Business Plans That Work, Part II: (pp. 87-245) Skim the business plans and follow the model most relevant to your proposed business.

Assignment: Using feedback on your pitch and advice in Kawasaki and *Business Plans*, revise and finalize your selected section of the business plan. Due 6 December at midnight.

Assignment: Prepare a finalized pitch, conveying your product/service, organization, market, and team that answers to all the criteria covered thus far in class.

30 November *Finalized Pitches, Mach I*

Assignment: Submit your finalized business plans by midnight on 6 December, revising to accommodate class critiques of your pitches.

2 December *Finalized Pitches, Mach I*

Special class time: 12:15-2:15pm.

Submit your finalized business plans by noon on 6 December, revising to accommodate class critiques of your pitches.

7 December *Team Feasibility Analysis of Team Business Plans*

Assignment: Read the business plan sections assigned to you and, as a team, write a 1-3 pp feasibility analysis, to be submitted in final draft form by the end of class. Your analysis must

- (1) fit the genre conventions discussed in class,
- (2) analyze the business plan according to the criteria we've covered for their content, argumentative strategy, sense of audience, and writing quality
- (3) display mastery of all the 4Cs principles covered in class.

GEB5215 PROFESSIONAL COMMUNICATION

Entrepreneurship Cohort

Instructor M. Sean Limon, Ph.D.
Office 255D Stuzin Hall
Telephone Number 1.352.273.3214
Electronic Mail sean.limon@warrington.ufl.edu
Office Hours Tuesdays 9:00a.m.-11:00a.m., and by appointment.

REQUIRED TEXT

Supplied Packet

COURSE DESCRIPTION

This course provides information for delivering persuasive presentations to prospective investors. Participants learn skill development in creating and delivering presentations through applying the principles learned in class. By the end of the course, participants will have confidence and proficiency in delivering presentations.

Because this course focuses on application of content, two details become important. First, your participation in class discussion, presentations, and any exercises is crucial for making this course useful and enjoyable. Second, because we will be watching others present their presentations, we will be learning from each other. We learn helpful tips by watching and listening to others present, and we will be helping each other by providing constructive comments to our fellow classmates after some of the presentations.

EXPECTATIONS

Please understand that I have extremely high expectations for your performance. I am very serious about what I teach you in this class and spend a lot of time preparing. In return, I expect that you are attentive and practice the skills I teach you. Feedback on your presentations will be honest, as this is the only way you can improve your speaking and presentation skills.

COURSE OBJECTIVES

At the conclusion of this course, participants will

- know how to deliver a speech or presentation dynamically.
- identify the reasons for presenting.
- understand how to construct a speech for a particular audience.
- structure a presentation for clarity and conciseness.
- use visual aids to improve, not hinder, a presentation.
- know how to create and present a persuasive presentation.
- focus their nervousness to their advantage.

COURSE FORMAT

This is a skills based course, meaning, you will be taught the skills and given the knowledge necessary to analyze, construct, and deliver a high impact presentation. Pursuant to that, your participation in the class exercises becomes vital to your improvement, and the improvement of others. It is expected that you take the exercises and assignments seriously to facilitate your improvement, and out of respect for your classmates. You will hear how to give a presentation, you will practice and see how others present, and then you will deliver a formal presentation. Basically, it is "hear one, see one, do one."

COURSE GRADING

Final Presentation- 175pts.

A=100%- 93%, A-= 92%-90%, B+= 89%-87%, B= 86%-83%, B-=82%-80%, C+= 79%-77%, C= 76%-73%, C-=72%-70%, D+= 69%-67%, D= 66%-63%, D-=62%-60%, E= 59% and below.

POWERPOINT

PowerPoint slides will be posted by the Wednesday before the next class.

ACADEMIC HONESTY

University policy requires that we remind you of the common sense values embodied in the University Honor Code. We assume that you are all familiar with the policy on academic honesty as stated at http://www.reg.ufl.edu/01-02-catalog/student_life/. It will be assumed that the following pledge will pertain to all work you submit in this and all courses at UF: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Needless to say, plagiarizing the work of others or of online documents is not only a sign of inadequate character, but unnecessary insecurity about one's ability.

STUDENTS WITH PHYSICAL DISABILITIES

The classrooms used for your class should prove effectively accessible, but please let your instructor know if you require any special accommodations. The official statement on ADA issues states: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation." Moreover, please rest assured that your instructors will do everything they can to support your individual needs and concerns.

ASSURANCE OF LEARNING

Each program at the Warrington College of Business Administration has developed goals and objectives that express the most valued skills and knowledge that students should be able to demonstrate upon completion of the total learning experiences in that program. The following goals and objectives are specifically mapped to **GEB5215**. The **MEO** program goals and objectives that apply to this course are:
Learning Goal 1: Program graduates will be effective communicators.

1B. Our students will deliver professional quality speeches.

1D. Students will present data to groups clearly, concisely, and at an appropriate level of detail.

Tentative Schedule

Meeting 1	<p>Topic(s):</p> <ul style="list-style-type: none"> -Introduction -Common Presentation Errors -Introduction to R.A.I.S.E.D. -Reasons -Audience -Structure
Meeting 2	<p>Topic(s):</p> <ul style="list-style-type: none"> -Baseline skills exercise <p>Due:</p> <p style="text-align: center;"><u>Baseline Skills Exercise</u></p> <ul style="list-style-type: none"> • Prepare and deliver a presentation for investors based on the idea or product for which you want them to invest using the Ten Concepts Structure. • <u>You have two minutes, and only two minutes, for the presentation.</u> The purpose is to

	<p>have you videotaped during a presentation so that you can identify areas where you present well, and areas that need improvement. Finishing the presentation you prepared is inconsequential.</p> <ul style="list-style-type: none"> • At two minutes, if not done, the person timing will tell you that it is “time” and you will then need to stop so that we can be sure to complete the exercise in the allotted time. • PowerPoint is required. • Please present a well prepared presentation.
Meeting 3	<p>Topic(s): -Delivery</p> <p>Due:</p> <p style="text-align: center;"><u>Delivery Exercise</u></p> <ul style="list-style-type: none"> • Come to class prepared to deliver the first half of your persuasive presentation. • You will deliver this portion of your presentation to your assigned group and the group will provide you “on-the-spot” feedback for your presentation. • Tell the group the delivery skills you are working to improve.
Meeting 4	<p>Topic(s): -PowerPoint -Elevator Speech</p> <p>Due:</p> <p>This assignment provides you the opportunity to review your outline and PowerPoint slides in class.</p> <ul style="list-style-type: none"> • You are required to bring a copy of your persuasive presentation outline to class. The outline must be thorough and typed. • Bring the PowerPoint slides that accompany the presentation on your laptop or as printed copies. • Not having a thorough outline of your presentation and the accompanying slides at the start of class can result in a deduction of up to ten points off of your final grade. <p>Due:</p> <p style="text-align: center;"><u>Baseline Skills Exercise Assessment</u></p> <ul style="list-style-type: none"> • You will be sent links of the baseline skills presentations for reviewing. • Complete the baseline skills exercise assessment sheet.
	Continued on next page!

Meeting 5	<p>Topic(s): -Information -Persuasion -Q&A -Examine -Review</p> <p>Due:</p> <p style="text-align: center;"><u>Elevator Speech</u></p> <ul style="list-style-type: none"> • Come to class ready to present your elevator speech in front of the class.
Meeting 6	<p>Topic(s): -Presentation Feedback</p> <ul style="list-style-type: none"> • Half the class presents partial persuasive presentation practice (presenters assigned in class) <p>Due:</p> <p style="text-align: center;"><u>Partial Persuasive Presentation Practice</u></p> <p>This assignment provides you the opportunity to practice a portion of your presentation in front of an audience and to receive feedback from the instructor and your peers. Following are details for the assignment:</p> <ul style="list-style-type: none"> • Come to class prepared to deliver the first half of your persuasive presentation to the class. • Bring your PowerPoint slides for the presentation on a flash drive. • Failure to attend your assigned time can result in a deduction of ten points off your final grade. • Failure to participate in all aspects of the practice session can result in a deduction of ten points off your final grade (i.e., not listening to other presentations, not completing assessments, and so on).
Meeting 7	<p>Topic: -Presentation Feedback Continued</p>
Meeting 8	<p>Topic: -Persuasive Presentations</p> <p>Due: Final persuasive presentation, outline, and PowerPoint. It may be necessary that some presentations are delivered outside of class time. This will be arranged by the instructor.</p>

GEB 6930 – 061B
GLOBAL ENTREPRENEURSHIP STUDY PROGRAMOctober 16-22, 2011 – Dublin, Ireland
(2-credits)

Instructors: Jamie Kraft
Executive Director, CEI
CEI
Stuzin Hall 267
(352) 273-0330
jamie.kraft@warrington.ufl.edu

William Rossi
Associate Director and Senior Lecturer,
Stuzin Hall 267
(352) 273-0330
william.rossi@warrington.ufl.edu

Trip Leaders:

Jamie Kraft: Executive Director, CEI (*HEAD LEADER*)
Katharine Burks: Assistant Director, Programs and Special Events, CEI (*HEAD LEADER*)
William Rossi: Associate Director and Senior Lecturer, CEI
Chris Tassin: Assistant Director, Academic Programs, CEI

Also on Trip:

John Kraft: Dean, Warrington College of Business Administration
Dan Brenenstuhl, Director, International Business Seminars

Course Description:

The Global Entrepreneurship Study Program is designed to introduce students to global entrepreneurial perspectives and cultural differences. By visiting various businesses and organizations, as well as participating in academic lectures, students will gain a more practical understanding of entrepreneurship as a global economic development engine from individuals who actually work within the entrepreneurial environment.

General Itinerary:

Friday 9/23 Pre-departure session, Bryan Hall 130, 2:00pm-5:00pm

Sunday 10/16 Check-in to hotel; meet for welcome dinner at 5:30pm in hotel; business casual attire (+ tie for men) is acceptable.

**Monday 10/17-
Thursday 10/20** Full daily schedule; lectures and business visits, **wear a suit!**

Wednesday 10/29 Dinner at Flavour of Italy

Thursday 10/20 Dinner at Knightsbridge Restaurant

Friday 10/21 Free day to sightsee

Saturday 10/22 **MUST check-out of hotel before 10:00 AM – don't forget to pay for incidental costs you may have accrued (room service, dry cleaning, etc.)**

Monday 10/24 MUST be back in Gainesville for start of Module 2 classes

Course Content:

Students will be assessed both individually and as a team based on 5 components: *pre-trip team company/organization/country reports and presentations; attendance, participation and case discussion; open-note exam; completion of an individual diary.*

I. PRE-TRIP COMPANY/ORGANIZATION/COUNTRY REPORTS AND PRESENTATIONS

Teams will be required to complete a team project consisting of either a company/organization report and presentation or a country/Global Entrepreneurship Monitor (GEM)-Ireland report and presentation. A random drawing will be conducted to identify the project each team will be assigned.

- a. Company/Organization Report and Presentation - Your assignment will be to obtain enough information about your identified company/organization to answer the following questions:
 1. Identify the company's value proposition to the customer.
 2. Provide an account of the company's history (including known funding rounds and liquidity events, management cycles, and development milestones/value-changing events).
 3. Outline the company's mission, strategy and business model.
 4. Identify the company's target market and its product offerings.
 5. Outline the company's competitive advantage as well as its competitors.
 6. Identify current risks the company may be facing and describe the company's growth options.

- b. Country/Global Entrepreneurship Monitor (GEM)-Ireland Report and Presentation - Your assignment is to develop a country report which focuses on the economy of the country and the entrepreneurial environment. The report must discuss the political, social, legal, and economic system outlining, among other things, capital markets and access, regulatory considerations, etc. The report is primarily designed to provide information to a company seeking to launch a venture in Ireland.

Each complete paper is limited to a maximum of six pages. The ideal length is five pages with sources, charts, etc (formatting: margins = 1 inch margins all around; font = Times New Roman or Arial; font size = 11 or 12; spacing = 1.5). With respect to references, you can use APA Style for references if necessary.

Examples can be found on the link below:

<http://owl.english.purdue.edu/workshops/hypertext/apa/parts/references.html>

The presentation should be ~10 minutes and consist of no more than 10 slides.

Company selection: Friday, August 26, 2011

Paper and presentation due: Friday, September 23, 2011

II. ATTENDANCE, PARTICIPATION AND CASE DISCUSSION:

- Students must attend ALL sessions listed on the itinerary (unless previously excused for a valid reason). Your assigned leader will know if you have been previously excused or not! Emergencies will be dealt with on a case by case basis. **The mandatory pre-departure session on September 23, 2011 counts as a visit!**
- Lecture times and departure times will be clearly communicated to students daily, at the end of the day's session for the next day. This will override any previous itinerary that has been disseminated. If there are last-minute changes, a note will be left under your hotel door or a message will be left for you by hotel phone. Students must be on time for sessions or bus departure. Any student who misses the bus can make an attempt to take a taxi to the site and join the group, provided arrival is timely. **Arrival to a session more than 15 minutes after it has begun will constitute an absence!!**
- Students must be awake and alert at all lectures. If you have trouble staying awake, you should take notes to keep yourself interested and busy. You should also move yourself to the back of the room so you are less conspicuous.
- Students must act and dress in a professional manner. Attire requirements for each visit are highlighted in the packing checklist. Please ask questions because you are interested in an answer, not because you wish to argue with the speaker or make him/her feel personally responsible for something that has occurred within the company, country or region. Always thank the speakers at the end of a session. If the speaker has a good time with the UF group, they are likely to continue these valuable educational offerings in the future. Also, they will judge UF by the students they meet. So, please help us set a good impression of our University and our program.
- We will be discussing a case as part of the session titled "Venture Investment in Ireland", hosted by Maurice Roche of Delta Partners. It is expected that you will have read the case prior to departure and submitted answers to the pre-trip case questions (**due by midnight, Sunday, October 16, 2011...please submit answers electronically to Jamie Kraft at jamie.kraft@warrington.ufl.edu**).

Penalization for missing one session or failing to turn in the case questions:

Student must complete an 8-page (double-spaced, 12 font, 1 inch margins) original research paper, topic to be specified immediately after the trip (will be related to the missed visit). Due date will be December 2nd, 2011. **~The pre-departure session in September counts as a session...don't miss it!**

Penalization for missing two or more sessions (including the case questions):

Grade of "U" is assigned and student must repeat the study tour in October 2012.

Case analysis is due: Sunday, October 16, 2011 (by midnight)

III. OPEN-NOTE EXAM

Each student will be required to sit for an open-note examination upon return to the states. The exam will draw from information discussed in each of the meetings and visits during the program.

Exam date: Friday, October 28, 2011 at 10am in Hough Hall 150

IV. DIARY:

Each student will keep a daily diary. Diary time period covers October 16th – October 20th. Each daily entry will contain 3 pieces of information:

- a) The student’s observations and comments about the planned activities, their relevance to global entrepreneurship, and the information conveyed.
- b) A discussion about any global experience(s) outside of the planned events. The experience(s) must involve cross-cultural differences between the USA and Ireland, or be related to launching a business in Ireland/Europe/EU.
- c) Each day, participants need to find an article in the **PRINT MEDIA** (online articles will not be accepted!!) that relates to global entrepreneurship or entrepreneurship in Ireland. The participant then needs to write a ten-line summary of the article. There will be a total (minimum) of five articles.

Diary is due: Monday, October 31, 2011 (by midnight)

Grading:

Team Report and Presentation	250
Individual Participation and Case Discussion	250
Open-note Exam	250
Individual Diary	<u>250</u>
	1000 points

Grades will be assigned as 900 points (A), 899 to 850 points (B+), less than 850 to 800 (B) less than 800 to 750 (C+) and less than 750 to 700 (C). Below 700 is a failing grade. No assignment will be accepted after November 4, 2011.

The team assignments (project and presentation) will be shared among the participants. The exercises and structure serve to give you an understanding of entrepreneurship from a global perspective.

Emergencies:

Jamie Kraft and Katharine Burks are the “Head Leaders”. Please contact Jamie or Katharine immediately if there is an emergency (missing student, medical problem, etc) while we are in Dublin. We will both be in Dublin at the group hotel starting on Saturday, October 15th. **Our European cell phone number is: 44 78 9492 9873.** If there is an emergency and you are unable to contact Jamie or Katharine on the phone, please contact:

UF International Center
TEL: 1-352-273-1500
Coordinator of Study Abroad: Susanne Hill, shill@ufic.ufl.edu

Head Count System

For head count purposes (to be done each morning before we leave the hotel and at the beginning of each afternoon session), you are assigned a specific leader and a group number. The assigned leader is the person you must always check-in with each morning and at the start of each afternoon session.

Before each departure from the hotel, you will be expected to group together near your leader until you are certain that you have been marked as “present”. PLEASE be conscious of the fact that we are in a busy hotel and there are many other guests who deserve our respect. Stay out of the way and keep your voices low. You will be in the same group as your roommate. If you fear that both of you won’t get up on time, select another student from the group who IS NOT your roommate to keep tabs on you and call/knock to your room if s/he doesn’t see you in the morning. This system is for your benefit so you are rightfully counted as present. While on visits, leaders will periodically check to make sure their students are still present. If you have disappeared, you will then be marked as absent.

Other Policies:

- Make-up assignments will only be given to those students who provide appropriate evidence of legitimate conflicts which caused missing an assignment or who have received prior approval to miss an assignment
- Regarding students with disabilities – students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Academic Honesty:

Adherence to the UF Academic Honesty Guidelines, including the Student Honor Code, is expected. In completing the application for admission to UF, every student has signed the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

Software Use:

All faculty, staff and students of the University of Florida are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. ***We, the members of the University of Florida, pledge to hold our peers and ourselves to the highest standards of honesty and integrity.***

UF Counseling Services:

Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. These resources include: University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling; Student Mental Health, Student Health Care Center, 392-1171, personal counseling; Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161 ext. 231, sexual assault counseling; and Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

GEB 6930 Venture Analysis

Spring 2012 - 1:55 PM - 3:50 PM Hough 240

M 9-Jan-12 **Class Introduction**W 11-Jan-12 **Case #1 - Darin Cook, Co-founder, President & COO, Infinite Energy, and Founder, Infinite Music**

Technology- based music creation

M 16-Jan-12 Team's Case #1 presentations

W 18-Jan-12 **Case #2 - Scot Congress, Owner, Congress Jewelers**<http://www.SCongress.com>

Retail jewelery business

M 23-Jan-12 Team's Case #2 presentations

W 25-Jan-12 **Case #3 - Arthur Green, Founder and President, Evergreen Sweetners, Inc.**<http://www.e-sweetner.com>

Sweetner and food ingredient supplier

M 30-Jan-12 Team's Case #3 presentations

W 1-Feb-12 **CASE #4 - Craig Muldoon - Co-founder and President, Red Vision Tucker Ryals, Director of Operations**www.redvision.com

Software-based automated title search solution for real estate market

M 6-Feb-12 Team's Case #4 presentations

W 8-Feb-12 **CASE #5 - Kirk Klein, Managing Partner, & WJ Rossi, Partner, Koss-Olinger Financial Group**www.koss-olinger.com

Personal financial services

M 13-Feb-12 Team's Case #5 presentations

W 15-Feb-12 **CASE #6 - David Aarons, General Manager, AFD Contract Furniture**<http://www.afd-inc.com>

Office solutions distributor

M 20-Feb-12 Team's Case #6 presentations

NEW PRODUCT DEVELOPMENT (MAR 6833)

Module 1, Fall 2011

Instructor: Dr. Aner Sela
Office: 204 Bryan Hall
Office Hours: by email appointment
Email: aner.sela@warrington.ufl.edu

Nature and Purpose of Course

New product development resides at the center of entrepreneurship and is also an increasingly important marketing activity in most established firms. Success at product development often determines the fate of the firm. Unfortunately, an astonishingly large percentage of new products fail, and the cost of failure in terms of money and time can be enormous.

Our objective is to become as proficient as possible at managing the product development process. Given the track record of even very sophisticated firms, there is no obvious formula for success. However, this course should provide you with a structured way of thinking about product development, emphasizing a customer-centric approach to innovation. It will provide you with an up-to-date toolbox for developing new products which should be relevant whether you work for a startup or a large company, whether you sell products or services, and whether your customers are individual consumers or companies.

Materials

- Cases: available through Target Copy.
- Required and recommended readings: on the library's Electronic Reserve system.
- Class notes: on Sakai, usually 1-2 days before class.

It is the student's responsibility to obtain and read the required materials. Occasionally, I may distribute relevant business articles by email or in class.

Course Format and Structure

The class will consist of a combination of lectures, hands-on assignments, and case study discussions. Students should come prepared and be ready to contribute to the discussion and analysis. I have tried to pick readings and cases that are interesting, non-technical, and mostly short.

A key component of this course is a product development project which is intended to give you some hands-on experience with the development process. The project will be done in teams. The nature of the project will become clearer as the course progresses.

A tentative schedule is provided. It is difficult to anticipate the exact speed at which we will progress, so please be alert to changes in the schedule.

Evaluation of Student Work

1. **Individual Components (35%)**
 - a. **Opportunity Generation and Screening (15%)**
 - b. **Class Contribution (10%):** Class contribution is judged by quality, not just quantity. I will assess how your contributions enhance both the *content* and *process* of a discussion.
 - c. **Quiz (10%):** Towards the end of the course, you will be quizzed in class on the required readings.

2. **Group Assignments (65%)**
 - a. **Project Proposal (10%)**
 - b. **Contextual Research (20%)**
 - c. **Final Presentation (25%)**
 - d. **Nestlé Refrigerated Foods Case (10%):** Hand in a summary of your quantitative and qualitative analysis of the Nestlé case. Make sure to address all the questions in the assignment (see below). This assignment should not exceed three pages.

Letter grades will be assigned as follows:

If you earn at least:	You will earn:
92%	A
88%	A-
85%	B+
82%	B
78%	B-
75%	C+
72%	C
68%	C-
65%	D+
62%	D
60%	D-

(Scores below 60 points will result in an E.)

Grades are translated into grade points by the University Registrar according to guidelines posted on <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

Course Schedule

Date	Topic	To do	Reading
23-Aug	Introduction		1-2
25-Aug	Understanding Consumer Needs		3-7
30-Aug	Creating New Markets		8-9
1-Sep	Creativity and Idea Screening		10
6-Sep	Managing Creativity; Case: IDEO		
8-Sep	Opportunity Screening	Pitch an opportunity in class	11
13-Sep	Product Design	Submit teams and project proposal	
15-Sep	Designing Services; Case: Bank of America		12
20-Sep	Contextual Research and Preliminary Prototype Presentations	Submit contextual research report	
22-Sep	Prototyping and Concept Testing		13
27-Sep	Forecasting		14-15
29-Sep	Diffusion Models; Quiz	Submit Nestlé assignment	16
4-Oct	Case: Clocky		
6-Oct	Project Presentations	Present project & prototype, submit final report	

Required Readings

1. The Myth of Commoditization
2. Imitation is More Valuable than Innovation
3. Turn Customer Input into Innovation
4. Putting Customers in the Wish Mode
5. Customers as Innovators
6. Spark Innovation Through Empathic Design
7. Needfinding: The Why and How of Uncovering People’s Needs
8. Blue Ocean Strategy
9. Disruptive Technologies
10. The Innovator’s DNA
11. Innovation Tournaments, (chapter 4)
12. Service Blueprint
13. Eager Sellers and Stony Buyers
14. Scenario Planning: A Tool for Strategic Thinking
15. Discovery-Driven Planning
16. Crossing the Chasm (chapters 1 & 2)

Project Overview and Timeline

The project is intended to simulate the early development stages of a new product or service. Although seven weeks may seem like a short time, preliminary product development must often be completed within a similar window.

By 1-Sep Opportunity Generation and Screening (individual assignment)

Generate five opportunities for a new product/business. Although you should feel free to consider any compelling concept, for our purposes the most valuable ideas are those that:

- Serve markets that include 20-30 year-old professionals (in part so you can use people you know as representative customers).
- Can be prototyped/demonstrated convincingly with a few weeks of effort.
- Require relatively limited capital investment to get to a validated business concept.

Create nice informative titles for your five best opportunities and describe each in 50-100 words. Go to the Darwinator (www.darwinator.com), register for an account using registration code “6520” and select the tournament “MAR6833”. Submit your five best opportunities by noon on Sep. 1 at the very latest.

Note: the ideas submitted to the Darwinator are assumed to be the property of those who submit them. Of course, basic ethical behavior is assumed. These ideas should not be shared outside of the class without the permission of the originator.

2-Sep to 4-Sep By midnight Sep. 4: Return to the Darwinator and evaluate at least 50 opportunities. This takes at least one hour and the system is slow when a lot of people are using it, so plan ahead and don’t wait until 11pm Sunday night. (You may evaluate up to 100 – but no less than 50 – opportunities.)

5-Sep to 8-Sep Examine the Darwinator data for the opportunities you submitted by logging into the Darwinator and viewing your reports. Based on the data, your own beliefs and passions, and any additional investigation you have done, select one opportunity to pitch in class on Sep. 8.

THE OPPORTUNITY YOU SELECT MUST BE ONE THAT YOU IDENTIFIED, UNLESS YOU OBTAIN PERMISSION FROM A CLASSMATE TO USE THEIRS. Please use one of the two methods described in reading #11 (i.e. screening based on criteria or RWW) as part of the process for selecting an opportunity.

8-Sep Prepare a 90-second pitch and a single PowerPoint slide for your selected opportunity. You will have up to 90 seconds (enforced by a bell) to describe your opportunity to your classmates. If this opportunity is one that you have been working on prior to the beginning of this class, please simply disclose this fact to

the class and briefly indicate where you are in the process of developing the opportunity.

After the individual pitches, you will rate the quality of the pitches you have heard.

Hand in:

- By 12:00 AM on Sep. 8 (midnight before class), email me the single PowerPoint slide describing your opportunity (.ppt format please). I will aggregate them in a single deck to use in class. Please make sure to include your name on the slide and ONLY your last name in the file name.
- In class, please hand in a list of the 5 opportunities you generated and your selection analysis on one page. This should be either a selection matrix based on criteria or a RWW analysis (refer to reading #11).

**By
13-Sep****Project Proposal** (group assignment)

Based on what you have seen and heard so far, and your own preferences, form 4/5-person teams (tentative, depends on class size) around the most highly rated opportunities. You may pursue any opportunity you or your teammates articulated via the Darwinator and/or pitched in class. You may also abandon these opportunities and pick an entirely new opportunity (i.e., don't panic if you feel you really should abandon your original opportunity for a better prospect.)

Please take the time to put together a team that will work together well in terms of schedules, work places, and different skills.

Hand in:

- List of team members
- Group project proposal (should not exceed one page):
 - Explain what opportunity you are pursuing
 - Explain why you chose this opportunity (e.g., what are the advantages and disadvantages of the product concept compared with the status quo?)

**By
20-Sep****Contextual Research** (group assignment)

Based on the opportunity you decided to pursue as a team, and armed with the techniques we will have discussed in class by then, find a venue for observation and/or inquiry that will tell you something interesting about people's needs when using products in the chosen domain. Pick a place where you can see mainstream needs, extreme needs, cultural attitudes and/or analogous behavior.

- Take 3-5 photos or shoot some video. Make notes about the place and how people are interacting in the space.
- Make several interpretations of what you see. Don't just stay at the observational level. Peel back the layers. Go deep.

Based on the insights you have gathered, develop 2-3 preliminary new product/business variants. Please make sure to fully document the development process, including needs and ideas that are not subsequently acted upon.

In class:

- Present only the most exciting findings from your research (you will go into more detail in your report)
- Pitch your preliminary product/business ideas to receive feedback from your classmates. Use visual materials (e.g., sketches or rough prototypes) to communicate your ideas effectively and unambiguously.
- Each team will have up to 10 minutes to present, to leave time for feedback, so plan accordingly.
- You do not need to use PowerPoint. If, however, you wish to share critical visual materials (e.g., critical snapshots that illuminate your findings or sketches of your product ideas), make sure to email me up to 4 slides in .ppt format (visuals only) by 12:00 AM on Sep. 20 (midnight before class). I will aggregate them in a single deck to use in class. Please make sure to include ONLY your team number in the file name (e.g., “team1.ppt”).

Hand in:

- A written report of your contextual research findings and conclusions
- Make sure to include all your observation/inquiry data and interpretations.
- A clear depiction of your top 2-3 product alternatives, along with their positioning statements and relative strengths.

I will assess the scope and depth of interpretations and the proposal’s quality.

6-Oct Final project presentation and report (group assignment)

By this date you will have developed your concept and researched the marketplace in which it will compete, tested the concept with real potential customers, collected customer feedback, and made appropriate modifications to your prototype. As will be emphasized in class, the development process should include preparation of prototypes, which will advance your product/business idea and enable you to test it with real potential customers. The prototypes can be made of any material (if it is a service, you may wish to present a storyboard, video, and/or blueprint of the experience).

Make sure to fully document the development process, including ideas which were not subsequently acted upon.

For class presentation:

- Present your “proof-of-concept” prototypes, sketches, videos, or product renderings to clearly communicate your idea.
- Present information for the potential customer to understand your product:
 - A clear positioning statement and core benefit proposition

- A clear definition of the target market
- Key customer needs in the target market/segment
- Describe how you tested your prototype and the customer feedback you received.
Remember that negative feedback and failed ideas are legitimate and form an integral part of the NPD process!

Hand in a written report including:

- All of the above
- A year-one marketing plan (including goals and 4P) and market forecast; these should be informed by your previous market research and the customer feedback you received on your prototype.
- A “premortem” analysis
- Your final report must not exceed ten pages (including everything).

Your project grade will be based on the ongoing deliverables, the final project report, and the in-class presentation during the final session. I will be looking to determine how well you indentified customer needs, defined a market, translated customer needs into a prototype, defined the value proposition, and tested the concept to receive meaningful feedback from real potential customers.

Class Rules

1. Attend all classes. Arrive on time and stay for the duration. Let me know in advance if special circumstances arise.
2. Use a nameplate. This will help me get to know you, as well as monitor and record your class contribution.
3. Turn in your assignments on time, always before class on the due date. If an emergency will cause you to miss a quiz or a deadline, you must contact me before class on the due date to arrange for a make-up and provide written documentation as to the reason. If you do not notify me in advance, you will get a 0 for the assignment. Timeliness of the Darwinator task is particularly critical.
4. No laptops or cell phones in class.
5. This course follows general University policy regarding academic honesty and accommodations for students with disabilities. Students requesting classroom accommodation must first register with the Dean of Students Office.

Case Study Guidelines and Questions

The case method is not only a very relevant and practical way to learn managerial skills, it is also fun. However, it can be a bit confusing if you don't know much about it. This quick note is intended to remove the confusion, suggest how you can get the most out of it, and clarify my expectations of you for our upcoming class discussions.

1. As you prepare the case, first read the case very fast, asking yourself “What, broadly, is the case about, and what types of information am I being given to analyze?”
2. Then, read the case again, this time very carefully, underlying key facts and writing marginal notes as you go. Ask yourself: “What are the basic problems this manager has to resolve?” Put yourself in the manager's position and make the manager's problem your problem.
3. Use the study questions for each case (below) to sort out the relevant considerations and facts, and develop a set of recommendations supported by your analysis.

Steps 1 and 2 are more effective if you have worked by yourself.

Please only use data and facts included in the case when preparing the analysis. There is no “right” solution to the situation described in the case, and my evaluation will focus on the quality of your analysis and arguments rather than whether you had the “right” answers.

The analysis in class will be entirely discussion-based and student-driven. You will benefit most if you participate actively in the debate, express your views, and challenge others. During class, if you are aware of a situation that relates to the topic being discussed and, in your opinion, would enrich the discussion, don't hesitate to share it with the class.

Study questions for the IDEO case:

1. How would you characterize IDEO's process, organization, culture, and management?
2. Decision point: should IDEO accept the Visor project as is (on a dramatically reduced schedule)? Should they try to persuade Handspring's management to change its aggressive launch schedule? Or should they simply decline the project? In your discussion, please consider the IDEO and Handspring perspectives.

Study questions for the Bank of America case:

1. How would you characterize Bank of America's new system for developing new services? Focus on its process, organization, management, and culture.
2. Compare Bank of America's approach to other product development systems. What are the differences? What are the similarities? Does it matter if it is a product or service that is being developed?
3. What is the role of experimentation? How can companies maximize their learning from experimentation?
4. Decision point: Should Butler and Brady accept ten additional bank branches into its experimentation portfolio? Why or why not? Please be prepared to discuss your specific plans on how they should respond to senior management's offer.

Study questions for the Clocky case:

1. What are the key marketing challenges facing Gauri Nanda? Which are most crucial to effectively bring her new product to market?

2. Nanda has several options for positioning Clocky. How would you segment the potential market for Clocky? Are there additional segments other than the “Need” and “Fun” target markets outlined in the case? On which target market segments should Nanda focus? Outline the value proposition appropriate for each target market segment.
3. Based on data contained in the case, what is the market size (in \$) for alarm clocks? What is Nanda’s cost of goods sold (per unit)?
4. Which of the positioning options are most feasible given the product development of Clocky to date and Nanda’s goals, resources and capabilities? Do you see the positioning of Clocky changing over time? Which of the positioning options are most valuable to Nanda given her aspirations as an entrepreneur?
5. Given your chosen positioning option, recommend product design/features for Clocky, manufacturing location, pricing, retail channels and distribution plan, and marketing communications. Be sure that your launch plan recognizes Nanda’s budgetary constraints.
6. What are the rewards and the risks of the flurry of media attention surrounding Clocky one year prior to its launch? How can Nanda better capture the rewards and minimize the risks? How would you manage continued media interest given the product is not completed?

Assignment questions for the Nestlé case (hand in a summary of your analysis):

1. Using the BASES model described in Exhibit 9, forecast the estimated demand (trial and repeat) for the two Pizza options under consideration: Pizza and Toppings and Pizza Only. Most of the data needed for the forecasting is available on pages 15 and 34 (Exhibit 21).

Helpful Hints:

In Exhibit 21, there is a big difference between Contadina users and nonusers on the “top two box” scores. This will obviously affect the forecast, depending on what proportions are used for Contadina users versus nonusers in the population.

On page 14 (2nd to last paragraph), Nestlé’s marketing research department cautions us that parent brand usage could vary from 5% to 25%. It would be worthwhile to judge the sensitivity of the forecast under 5%, 15%, and 25% parent brand penetration scenarios.

2. What can you infer from exhibits 13, 14, and 15, regarding the pizza opportunity?
3. How does the pizza concept-test data (Exhibits 19, 20, and 21) compare to the pasta concept-test data (Exhibit 6)? What can you learn from the comparison?
4. What can you conclude from Exhibits 23 and 24 (include Exhibit 18 if you wish)?
5. In general, how would you compare the pizza opportunity to the pasta opportunity? What are the similarities? Differences?
6. Why was the pasta product so successful?
7. Would you launch the pizza? Why?

**STRATEGIC MANAGEMENT
MGT 6636 – Spring 2013****CONTACT: John Kraft, Dean****Bryan Hall Room 100 (352) 392-2398 Office Hours:****john.kraft@warrington.ufl.edu****Office Hours: Monday/Wednesday****3:00 p.m. – 4:00 p.m.*****COURSE DESCRIPTION:***

This course deals with the strategy of entrepreneurial organizations. The objective of the course is to provide students with a fundamental knowledge of the theory and application of strategic management. The course is designed to assist participants in:

1. Learning about the theory and practice of strategic management.
2. Applying the concepts and techniques to management problems.
3. Working as a management team on strategic problems.

TEXT:

Charles Hill and Gareth Jones, Essentials of Strategic Management, 3rd edition, Southwestern, 2012 (HJ).

Note the 3rd edition of Hill may not match previous editions. All assignments are based on the 3rd edition. Students can use any edition, but are responsible for the assignments based on the 3rd edition.

The text is needed for class meetings.

CASES: (Team) (2 cases) (4 points each)

Each team will be asked to provide a written response to assigned questions for two assigned cases. The questions are at the end of this syllabus. Late assignments are assessed a grade reduction (A to A-, B+ to B, etc.). Late is any assignment not turned in prior to the start of class. **NO EXCEPTIONS.** The papers should focus on the answers to the questions. The papers should be no longer than three pages (each case is 4 points). All assignments are due prior to the start of class on the assigned date. Note, students will be assigned to teams of four to six participants. Teams may be called on to discuss team cases in class. Write the question and the answer. Bullet points are acceptable responses. Team members' performance will be evaluated. Team members not participating will receive a letter grade reduction in the course.

ARTICLE FILE: (Individual) (4 articles) (1 point each)

Each student will select an article file based on an assigned chapter description try and relate the article file to a entrepreneurial company. These article file questions appear at the end of the syllabus. Each student will be asked to submit a photocopy of each article accompanied by a ten-line analysis relating to the chapter selected article file question. Students will be called on in class to discuss their article. Students not present to discuss their article will receive no points. The article and analysis must be submitted prior to the start of class. Students will submit four (4) articles (1.0 point each)

and they will be graded. The article can come from business magazines, business newspapers, or internet site. No article can come from the book. Articles not submitted prior to the start of class receive a zero grade.

STRATEGIC MANAGEMENT PROJECT: (Team) (3 assignments) (4 points each) and (presentation – 4 points)

Each team will conduct a strategic management module on a local entrepreneur's firm.

- The project will require you to answer selected questions and is limited to five total pages for each assignment.
- Each team will select a different company
- Teams will give a five minute summary of their strategy module in class and a presentation in the last class (4 points)

TEST: (2 tests) (4 points each) (Open book and open notes)

Test #1 (4 points) will cover Chapters 1, 2, 3, 4

Test #2 (4 points) will cover Chapters 5, 6, 7, 8, 9

CLASS PARTICIPATION: (4 points)

All students are expected to attend class and participate in case discussions and in-class exercises. I will call on students randomly so be aware of this.

GRADING:

Team Strategy Assignments (3) 4 pts each	12
Tests (2) 4 pts each	8
Team cases (2) 4 pts each	8
Individual article files (4) 1 pt each	4
Final Presentation (1) 4 pts	4
Class Participation	4
Total	40 points

EVALUATION:

Students will be asked to participate in numerous evaluations of the class, course materials, cases, the course components as well as the instructor and their classmates. None of these evaluations will be used in the course grading; they are used to improve the course and classroom experience.

RULES OF PLAY:

1. All assignments are due on or before the date assigned and are to be turned in during classroom hours. Assignments turned in after class receives a one letter grade reduction.
2. Success in the course is based on doing the assigned readings, completing the assignments, coming to class and participating in class.
3. In-class exercise points are only earned in the class section you are registered for.

4. At the end of the term, all team members will grade the contributions of their teammates. Any individual not participating in the team work will be given a one letter grade reduction in their final course grade.

5. All assignments will be assigned grades of:

A = 4.0
A- = 3.67
B+ = 3.33
B = 3.00
B- = 2.67
C+ = 2.33

Final grades will be assigned based on:

4.00 - 3.83 = A
>3.83 - 3.50 = A-
>3.50 - 3.16 = B+
>3.16 - 2.83 = B
>2.83 - 2.50 = B-
>2.50 - 2.16 = C+
>2.16 - = C

SCHEDULE AND ASSIGNMENTS:

Lecture 1 – Strategic Leadership & Governance

- Review of course outline
- Explanation of course structure
- Discussion of course assignments
- Class participation
- Case assignments
- Article files
- Review of class schedules for July
- Review materials
- Chapter 1, 2

Lecture 2 – Industry Analysis

- Chapter 3
- Article File: 1, 2, or 11

Lecture 3 – Competitive Advantage

- Chapter 4
- Case 5 – Global Automobile Industry in 2009 (HJ) (team), C78

Lecture 4 – Competitive Advantage

- Strategic Management Project – Assignment #1 – Modules 1 and 2
- Chapter 4

Lecture 5 – Functional and Business Level Strategies

- Chapter 5
- Article file 3, 4, or 5

Lecture 6 – Business Level Strategies

- Strategic Management Project – Assignment #2 – Module 3
- Chapter 5

Lecture 7 –

- Test #1 – Chapter 1, 2, 3, 4

Lecture 8 – Global Strategies

- Chapter 6
- Article file 6, or 8

Lecture 9 – Corporate Strategies

- Case 7 – IKEA Furniture Retailer to the World (HJ) (team), C90
- Chapter 7, 8
- Article File, 9, 10, or 12

SCHEDULE AND ASSIGNMENTS:**Lecture 1 – Strategic Leadership & Governance**

- Review of course outline
- Explanation of course structure
- Discussion of course assignments
- Class participation
- Case assignments
- Article files
- Review of class schedules for July
- Review materials
- Chapter 1, 2

Lecture 2 – Industry Analysis

- Chapter 3
- Article File: 1, 2, or 11

Lecture 3 – Competitive Advantage

- Chapter 4
- Case 5 – Global Automobile Industry in 2009 (HJ) (team), C78

Lecture 4 – Competitive Advantage

- Strategic Management Project – Assignment #1 – Modules 1 and 2
- Chapter 4

Lecture 5 – Functional and Business Level Strategies

- Chapter 5
- Article file 3, 4, or 5

Lecture 6 – Business Level Strategies

- Strategic Management Project – Assignment #2 – Module 3
- Chapter 5

Lecture 7 –

- Test #1 – Chapter 1, 2, 3, 4

Lecture 8 – Global Strategies

- Chapter 6
- Article file 6, or 8

Lecture 9 – Corporate Strategies

- Case 7 – IKEA Furniture Retailer to the World (HJ) (team), C90
- Chapter 7, 8
- Article File, 9, 10, or 12

Lecture 10 – Strategy and Structure

- Chapter 9
- Strategic Management Project – Assignment #3 – Modules 4, 5, 6

Lecture 11 –

- Test #2 – Chapters 6, 7, 8, 9

Lecture 12 – Presentations – Strategy Project

- Team Project Presentations

Note: No assignment will be accepted after Lecture 12 DISCUSSION QUESTIONS

1. Discussion Questions for team case – Global Auto Industry

- 1) Analyze the competitive nature of the automobile industry in the United States. Is this an attractive industry?
- 2) Globally what is the biggest opportunity facing the industry? What is the biggest challenge?

2. Discussion Questions for team – IKEA

- 1) What generic business level strategy is IKEA pursuing? What functional strategies has the company taken at the functional level to support this strategy?
- 2) What strategy did IKEA use for competing globally in Europe?
- 3) Why was IKEA's initial entry into the United States not as successful? How did they improve?

ARTICLE FILES

The task requires you to search newspapers or magazines in the library for an example of a real company that satisfies the task question or issue. For your assignment, you need to attach the article and write a ten line summary of how it relates to the article file.

Article File 1

Your first article file task is to find an example of a company that has recently changed its strategy. Identify whether this change was the outcome of a formal planning process or whether it was an emergent response to unforeseen events occurring in the company's environment.

Article File 2

Find an example of an industry that has become more competitive in recent years. Identify the reasons for the increase in competitive pressure.

Article File 3

Find a company that has sustained its competitive advantage for more than ten years. Identify the source of the competitive advantage, and explain why it has lasted so long.

Article File 4

Choose a company that is widely regarded as excellent. Identify the source of its excellence. Pay particular attention to the role played by the various functions in building excellence.

Article File 5

Find an example (or several examples) of a company pursuing one of the generic business-level strategies. Which strategy is it? What product, market, or distinctive competency choices is it based on? What are its advantages and disadvantages

Strategic Management Project Module 3

This module deals with the competitive position of your company. With the information you have at your disposal, perform the tasks and answer the questions listed:

1. Identify whether your company has a competitive advantage or disadvantage in its primary industry. (Its primary industry is the one in which it has the most sales.)
2. Describe the business model being used by your company.
3. What are the distinctive competencies of your company?
4. What are the barriers to imitating the distinctive competencies of your company?

Strategic Management Project Module 4

This part of the project considers conditions in the industry environment that affect the success of your company's business model and strategy.

1. What business strategy is your company using?
2. What strategies has your company used to manage entry and manage rivalry in the industry?

Strategic Management Project Module 5

This module requires you to identify how your company might profit from global expansion, the strategy that your company should pursue globally, and the entry mode that it might favor. With the information you have at our disposal, answer the question regarding the following situation:

1. What strategy is your company pursuing to compete globally? In your opinion, is this the correct strategy, given costs pressures and pressures for local responsiveness?
2. What entry modes are being used by your company?

Strategic Management Project Module 6

This module requires you to assess the vertical integration and diversification strategy being pursued by your company. With the information you have at your disposal, answer the question listed:

1. Has your company ever pursued a horizontal integration strategy? What was the strategic reason for pursuing this strategy?
2. Assess the potential for your company to create value through vertical integration. In reaching your assessment, also consider the bureaucratic costs of managing vertical integration.

EXHIBIT 4

MSE PROGRAM OUTCOMES

Exhibit 4-1: Gifts and Supports from UF Alumni	133
Exhibit 4-2: Examples of CEI Alumni Successes	134
Exhibit 4-3: MSE Program Graduate Testimonials	141
Exhibit 4-4: MSE Program Graduate Survey Summary.....	143

EXHIBIT 4-1: Gifts and Supports from UF Alumni

In addition to the established budget, alumni and friends of the CEI and the Warrington College of Business Administration have given much of their precious time and resources to benefit the program and students. There are a good sample of some of the private gifts and supports that have spurred this creativity and excitement.

William Hough: William R. “Bill” Hough graduated as a member of the University of Florida’s first MBA class in 1948, and has been supporting UF and MSE program ever since. Now, he makes university history again, as the donor of the largest private gift UF has ever received, \$30 million dollars. In recognition of this overwhelming show of support, the university has established a new school that bears his name: The Hough Graduate School of Business.

Thomas S. Johnson: The former Chairman and CEO of Global Imaging System, Inc., acquired more than 70 office technology businesses and reached an annual revenue rate of approximately \$875 million during his tenure. Johnson (BSBA ’72) is a pioneer in the comprehensive benchmarking model for operating and evaluating office-imaging businesses and provided an endowment for the MSE program.

Mark A. and Dorothy H. Ahrano: The Ahranos established an endowment to support the study of entrepreneurship. Mr. Ahrano (BSBA ’37) followed his entrepreneurial spirit establishing business enterprise domestically and internationally.

Michael McNeal: McNeal was the President and CEO of Emergin, Inc., the leading US provider of software utilized to rapidly transmit medical alarm signals throughout hospitals. McNeal (BS Computer and Information Science ’93) funded the Entrepreneurship Case Lecture Series, an experiential learning initiative consisting of case-based discussions led by instructors, faculty, and guest lecturers.

Chester C. Holloway: Holloway (BSBA ’39) was the former director of Johnson Communications, a mobile radio company, and generously endowed a professorship to the study of entrepreneurship.

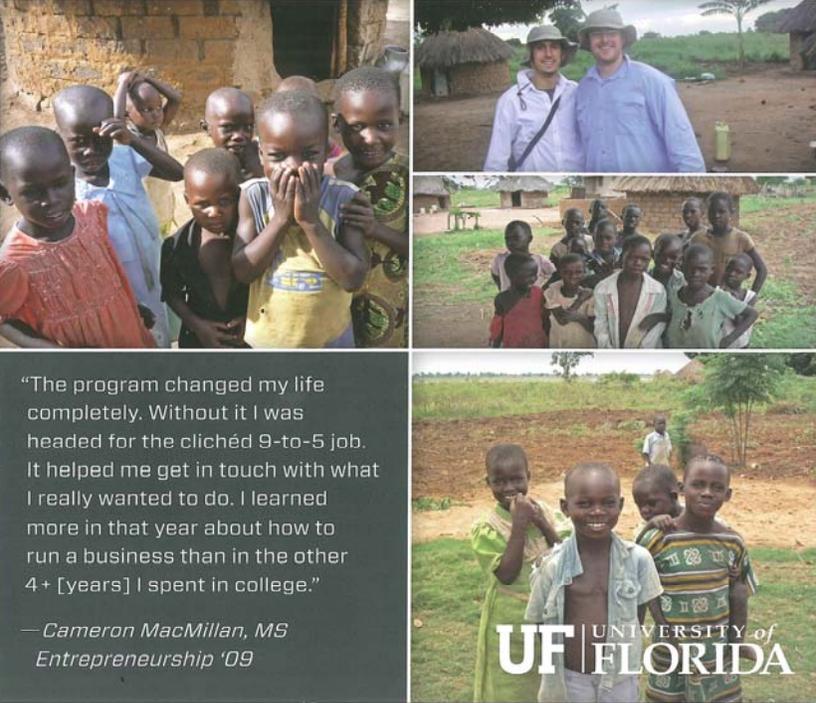
Dow Electronics: The global technology firm created the Philip A. Decker GatorNest Endowment Fund in memory of Decker, the founder of Dow Electronics. The endowment benefits GatorNest, an experiential learning program designed for graduate students that supplies real-world situations for young entrepreneurs.

Jeffrey Gold: Gold (MBA ’78) fashioned a successful career in venture capitalism at Longitude Capital, CryoVascular Systems, Inc., Cardio Thoracic Systems, Inc., and Cordis Endovascular Systems. His gift established the Jeffrey G. Gold Experiential Learning Laboratory in the CEI enhancing experiential learning opportunities for students.

EXHIBIT 4-2: Examples of CEI Alumni Successes

Hough Graduate School of Business | Warrington College of Business Administration





“The program changed my life completely. Without it I was headed for the clichéd 9-to-5 job. It helped me get in touch with what I really wanted to do. I learned more in that year about how to run a business than in the other 4+ [years] I spent in college.”

—Cameron MacMillan, MS Entrepreneurship '09



When Cameron MacMillan (left), Joey Sasvari and Biko Evarist visited the Ugandan village of Kafir Atiira, they saw a staggering standard of living. Suddenly, their ambitious idea to transform charity became their mission in life.

Their creation is New Charity Era, a low-profit, limited-liability company that combines the popularity of social gaming with charitable giving. It's a venture that Sasvari believes “could be the launching pad toward the next big movement in giving.”

The trio could not have created this idealistic venture without the Thomas S. Johnson Master of Science in Entrepreneurship Full-Time Program. This comprehensive program designed for high-energy, highly-motivated individuals wishing to launch their own venture or innovate in an existing enterprise, provides both fundamental and imaginative skills in fields such as:

- Competitive Strategies in Expanding Markets
- Venture Analysis and Finance
- Social Entrepreneurship
- Global Strategic Management

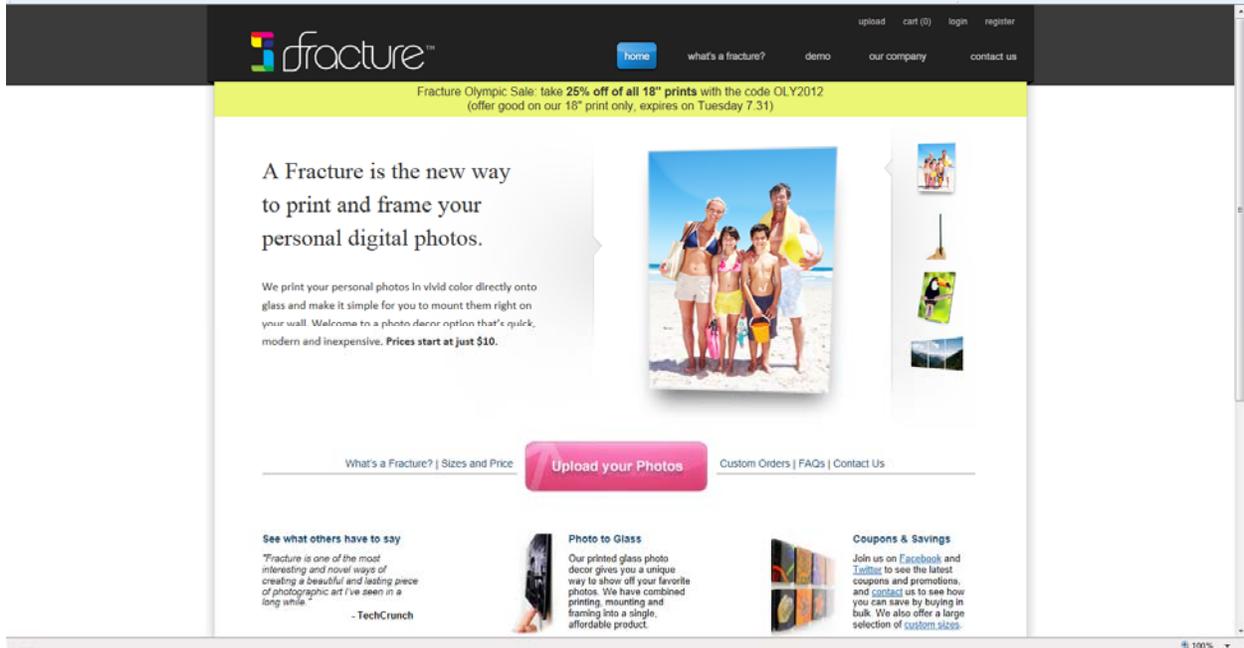
Don't wait another minute to change your business direction. Learn more about Cameron, Joey, Biko, New Charity Era and the benefits of the MSE Program at www.warrington.ufl.edu/mse

UF Thomas S. Johnson Entrepreneurship Master's Program
Hough Graduate School of Business
Warrington College of Business Administration
UNIVERSITY of FLORIDA

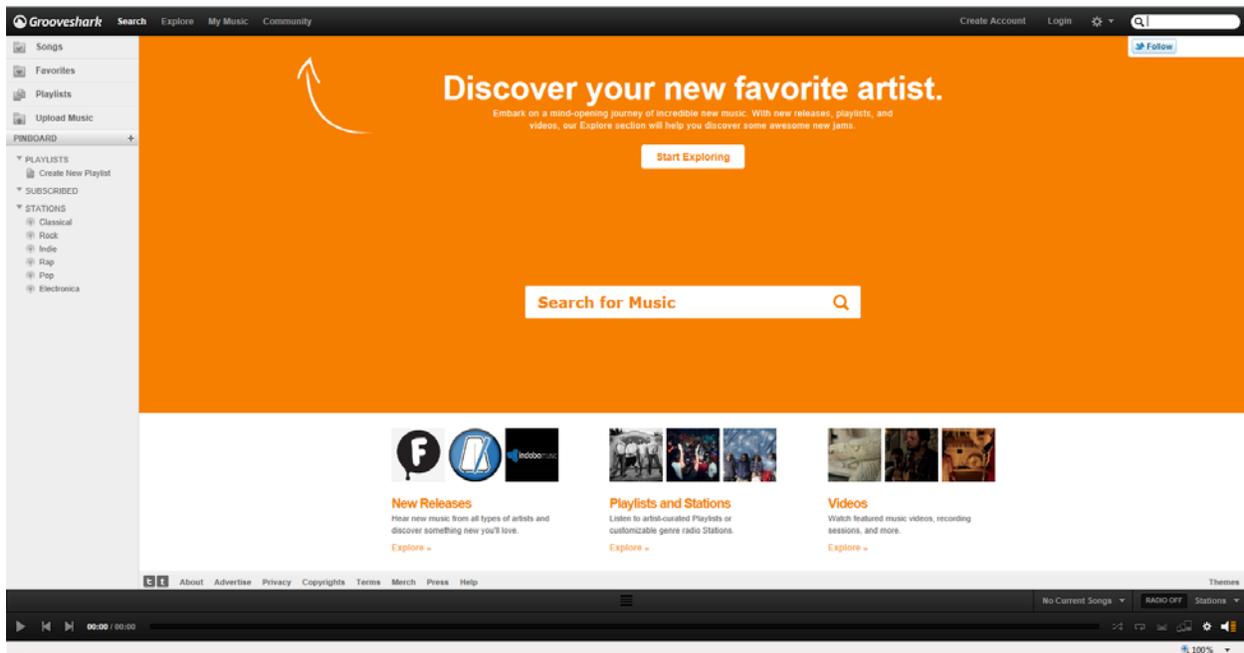
255 Stuzin Hall
PO Box 117168
Gainesville, FL 32611-7168

CONTACT
mse@warrington.ufl.edu
352-273-0338

Fracture



Grooveshark



Ocoos

Home About Ocoos Contact Press

Ocoos Beta

Experience Your Interest
Creating a connection between product/service providers and subject matter experts to create an information rich platform (called an Ocoo) which can be trusted by consumers

Why Ocoos?

Today, the Internet resembles a Turkish market with everyone shouting (via blogs/websites/email blasts etc.) to gain some attention. Most participants are trying to manipulate search engines in a never ending arms race for the precious top location. Ocoos aims to fix this situation by organizing a space which is the best place to search, learn, share, and experience the things that interest you the most. Whether you want to read and socialize about fishing, or simply are looking to find the best local health care nurse, Ocoos is here to help you. Ocoos will bring you the best content and social experience the web has to offer, while providing a simple platform to find related service providers. Our platform allows you to find and purchase from the best service providers in any interest you desire (not the ones with biggest ad budget). We do this by providing an effective flow of content, user feedback, and topic experts. These resources will effectively highlight the best service providers with no bias. So join now and find your Ocoo!

(Definition of an Ocoo: A specific topic in the Ocoos world. i.e. Kayaking Ocoo, Cooking Ocoo, etc.)

Stay updated on coming topics
email address

Find your Ocoo

- Kayaking
- Fishing
- COMING SOON
Cooking
- COMING SOON
Biking

Partender

login

partender

Liquor Inventory.
In under 30 minutes.

Welcome
About
Sign Up
Contact

71 12 6
Like Follow +1

Jack Daniel's 1L

Jack Daniel's and Old No. 7 are registered trademarks of Jack Daniel's ©2011

Raise the Village



Roomsync



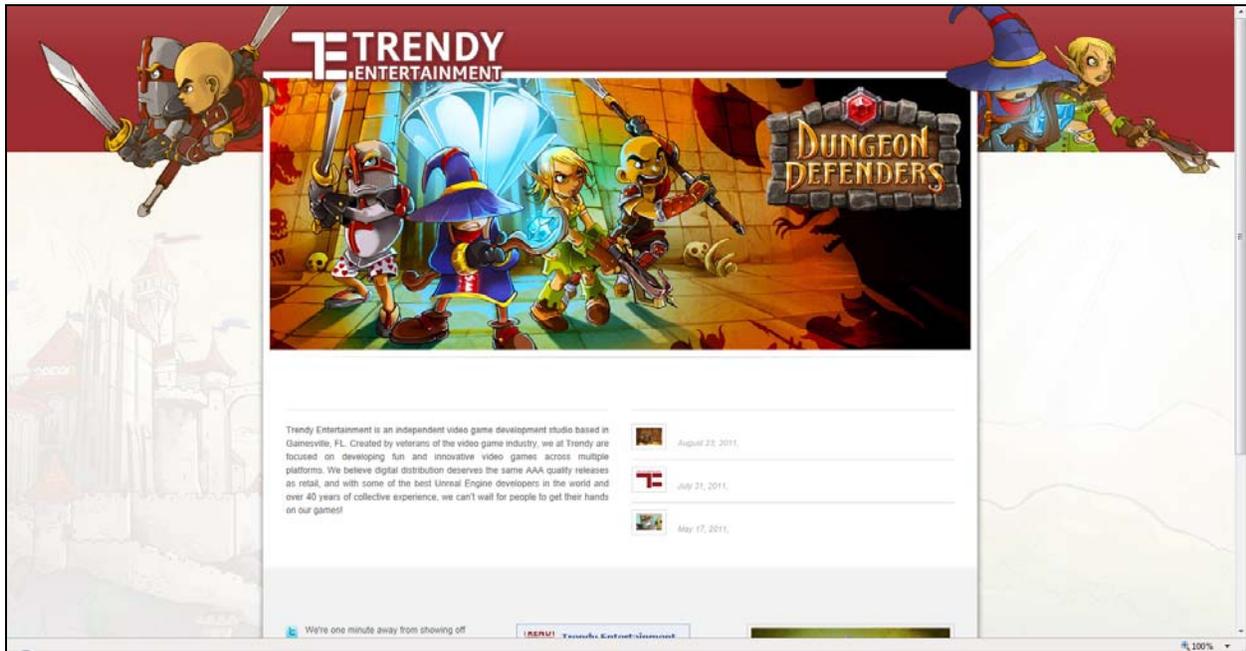
Sportspicker



Student Maid



Trendy Entertainment



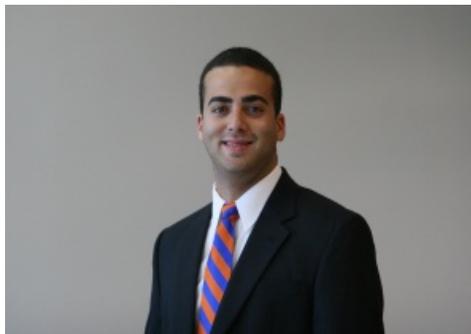
Voalte



Zella Machado



EXHIBIT 4-3: MSE Program Graduate Testimonials



Oren Kantor, MSE 2011
Founder and CEO, OHK Labs
(www.sportspickerapp.com)

The Johnson MSE program helped prepare me for life as an entrepreneur. After an intense year of learning, I was ready to take on all of the obstacles that arise in this challenging yet rewarding career path!



Bruna Santana, MSE 2011
President and Founder, Zella Machado Swimwear
(www.zmswim.com)

The Johnson MSE program helped me realize my true passions and the staff gave me the advice and courage to follow my dreams!



Ryan McCabe, MSE 2011
Co-Founder & Manager of Business Development and Marketing, Ocoos
(www.ocoos.com)

I have avoided many mistakes within my own start-up using the things that I have learned in the Johnson MSE Program; because of this, we are much farther along in a shorter time!



John Printy, MSE 2011
Business Development Manager, Emerald Endeavors, Inc.
(www.emerald-endeavors.com)

The Johnson MSE program is about providing the tools you need, some great friends to motivate you, and an opportunity. What you do with it is up to you!



Anjali Kundra, MSE 2011
VP of Clientology, RoomSync
(www.roomsync.com)

The Johnson MSE program introduced me to my entrepreneurial soul-mates and gave me the confidence and resources to pursue my own path - the unconventional path! Through the program's peripheral initiatives, I had the opportunity to work for a Kauffman Labs startup while still in school and upon graduation I joined RoomSync, where I help with all aspects of the business while living the startup dream!



Simon Lajboschitz, MSE 2011
Chief Concept Officer for China and Japan, Zebra A/S & Tiger
(www.tigerstores.co.uk/about_tiger)

Do everything unexpected...except in rare cases where they expect you to blow their minds...then **do it anyway!**



Allyson Ayers, MSE 2011, Thomas S. Johnson
Entrepreneurial Scholar
Marketing Manager, Littlebanc Advisors
(www.littlebanc.com)

The Johnson MSE program provides a solid background in business fundamentals, but the real focus is on how it teaches and encourages students to think in creative and unexpected ways. Yes, you need and use the fundamentals, but its inventive thinking that solves problems and gets the

EXHIBIT 4-4: MSE Program Graduate Survey Summary

Total Graduates since Launch = 393

Breakdown of Activity:

Founder/Startup/Self-Employed/Family Business/Early-Stage Investing = 25%

Small Business/Non-Profit/Corporate Innovation = 70%

Entrepreneurship Education/ Policy & Support = 5%

2012 Graduates:

Founder/Startup/Self-Employed/Family Business/Early-Stage Investing = 40%

Small Business/Non-Profit/Corporate Innovation = 60%

EXHIBIT 5 SUSTAINABILITY OF THE PROGRAM:

New CEI and Spaces of Gold Experiential Learning Laboratory

One of the most exciting components of the new facility the Center for Entrepreneurship and Innovation will be occupying this year is the Jeff Gold Experiential Learning Laboratory.

The Jeff Gold Experiential Learning Laboratory will become a hotbed of entrepreneurial activity. The Lab will have three breakout rooms where students can gather for team projects. The Lab will also have conference facilities where aspiring entrepreneurs can pitch ideas to local business owners who will be welcome at CEI as real-world advisors. The new center also allows for ample space where students from other colleges like law and engineering can work with business students on projects like Integrated Technology Ventures and GatorNest—experiential learning programs that are the backbone of Warrington’s entrepreneurship initiative.



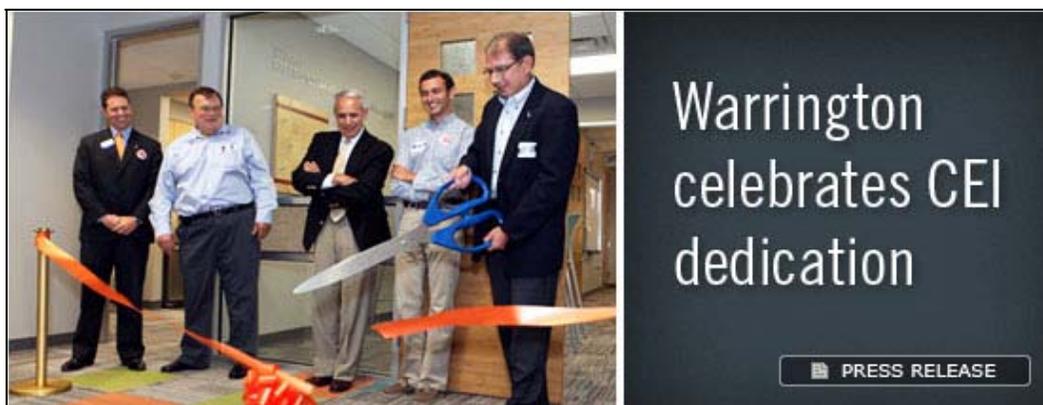
TEACH, Coach & INSPIRE

Entrepreneurship

- **Entrepreneurship**
- **Business Plan**
- **Marketing**
- **Finance**
- **Operations**
- **Legal**
- **International**
- **Small Business**
- **Startups**
- **Franchising**
- **Investment**
- **Exit Strategies**

Entrepreneurship INNOVATION

- **Business Plan**
- **Marketing**
- **Finance**
- **Operations**
- **Legal**
- **International**
- **Small Business**
- **Startups**
- **Franchising**
- **Investment**
- **Exit Strategies**



UF, Warrington celebrates CEI, Experiential Learning Lab dedication

Press Release on September 9, 2011

GAINESVILLE, Fla. – The newly-remodeled Center for Entrepreneurship & Innovation (CEI) and its Jeff Gold Experiential Learning Laboratory was officially dedicated in a ceremony Friday morning at David Stuzin Hall on the campus of the University of Florida.

“CEI’s mission is to teach, coach and inspire, and this new space is worthy of our innovative programs and students,” CEI Executive Director Jamie Kraft said. “From the technology to the design, the focus will be on creative experimentation and learning by doing.”

Among the amenities in CEI’s new facility are the Ideation Hub, which provides students space for brainstorming and creative thinking activities; the Kick Out Corridor, which allows student teams to collaborate on business planning and research activities; and the Impact Zone, which is flexible presentation space allowing for multiple uses including workshops, meetings, speaking engagements and venture pitches.

These innovative areas compose and support CEI’s centerpiece, the Jeff Gold Experiential Learning Laboratory. The Lab has three breakout rooms where students can gather for team projects and conference facilities where aspiring entrepreneurs can pitch ideas to local business owners, who will be welcome at CEI as real-world advisors. The new Center also allows ample space where students from other colleges like law and engineering can work with business students on projects like Integrated Technology Ventures and GatorNest—experiential learning programs that are the backbone of Warrington’s entrepreneurship initiative.

The Lab was made possible thanks to the generous gift of Jeff Gold (MBA ’78). Gold was named CEI’s Entrepreneur of the Year in 2004 and is a member of its Executive Committee. He has held positions as Venture Partner at Longitude Capital where he focused on investments in medical devices, Chief Executive Officer of CryoVascular Systems, Inc., Chief Operating Officer and Executive Vice President of CardioThoracic Systems, Inc., and co-founder and President of Cordis Endovascular Systems.

“Learning by doing has always been a cornerstone of what I believe in,” said Gold, during Friday’s ceremony. “Use this space well, often and with all my blessings.”

EXHIBIT 6**CONTRIBUTIONS TO ENTREPRENEURSHIP EDUCATION:****BUSINESS REPORT**

DECEMBER 2010

NORTH CENTRAL FLORIDA

Nurturing a Culture of Entrepreneurship*Innovation Is Spreading Across Campus*

Students and faculty talk about the University of Florida's Center for Entrepreneurship and Innovation. Pictured are (L to R) student Aravind Rajendra Kumar, CEI Managing Director Jamie Kraft, CEI Associate Director Bill Rossi, student Matt Tringali and postdoctoral fellow Chien-Chin Tseng.

By Chris Eversole

Indeed, there's a developing sense on campus that innovation and entrepreneurship are essential to growth at UF and in the world beyond.

To promote this new culture, the university is aggressively expanding its connections to entrepreneurship. The UF recently hired David Whitney, whose experience includes building Silicon Valley companies, as an entrepreneur in residence. And over at the Center for Entrepreneurship and Innovation, seven researchers are coming on board. One of them is Chien-Chi Tseng, who started an entrepreneurship program in Taiwan.

In the past academic year, 2,144 students—both undergrads and graduate students—took entrepreneurship classes at UF. That's a huge increase from the 40 or so who were enrolled in the entrepreneurship classes that Arnie Heggstad began teaching in 1992.

Clearly, the days of staid academia are gone.

ADMINISTRATORS PLAY IMPORTANT ROLE

For Lauderdale, the nexus of the entrepreneurial culture has been the university's Center for Entrepreneurship and Innovation. Bill Rossi, the center's associate director, became Lauderdale's mentor while Lauderdale was pursuing a master's there. "Bill taught me that entrepreneurship isn't a job; it's a calling," Lauderdale says.

Ahuja had similar support from the College of Engineering. The turning point in launching his business came when Ahuja received a National Science Foundation Business Innovation Research Grant that provided seed money.

But there was a catch to the grant. Recipients are required to spend at least 51 percent of their time on their business, so Ahuja had to seek the permission of his department to go half time. Department chair Don Hearn agreed without hesitation. "I couldn't have succeeded without his support," Ahuja says.

UF stands out compared to other universities in encouraging faculty entrepreneurs, Ahuja says. That's especially true in sharing profits. The university allows faculty to keep more of the money from commercialization of their discoveries than most other universities do, Ahuja says. "That encourages them to develop their ideas," he says. It also pays off for the university. Ahuja returns money to UF, spending \$200,000 annually to support student research in his field.

Moving Beyond Theory

The university's culture of entrepreneurship is mostly hands-on. For example, in the entrepreneurship class he teaches, Whitney divides students into teams that develop mock companies.

He serves as the chairman of the board of each of the companies, asking hard questions and offering suggestions based on his experience. Whitney also brings in successful UF alumni and entrepreneurs based in Alachua County as guest speakers to give students a better feel for the real-world issues they'll face. Not every entrepreneurial idea hatched on campus will make money. That doesn't bother Jamie Kraft, managing director of the Center for Entrepreneurship and Innovation. "Failure is compost," he says.

Likewise, not every student will become an entrepreneur, Whitney says. Many will become "intrepreneurs," a term used for people who develop new products and business models within corporations. "The spirit of entrepreneurship, whether on your own or inside a corporation, is essential to succeed in the 21st Century," Whitney says.

And that sums up the real goal of the entrepreneurship movement at UF: To help students and faculty develop the skills and mindset they'll need to succeed in a world where everyone needs to move faster, think quicker and become more productive.

Groundwork Laid Over Many Years

The vision that led to the university's current flurry of entrepreneurship training and outreach sprang from several leaders. Heggstad was the driving force behind the Center for Entrepreneurship and Innovation. He served as the center's director until he retired this year.

The center also benefited from the Clark Butler Lectureship, Scholarship and Teaching Endowment in Entrepreneurship Fund. The fund, named for the Gainesville developer, was established in 1997 by Roy L. Lambert, Sr.

Additionally, Win Phillips put his focus on entrepreneurship when he became dean of the College of Engineering in 1988. “Engineers are always looking for their creations to be useful to mankind as opposed to studying science for its own sake,” Phillips says. Phillips now serves as UF’s vice president for research and continues to lead the transfer of discoveries to commercial applications. He strives to create a healthy environment for faculty who want to commercialize their discoveries. “The entrepreneurs are the faculty,” he says. “Our job as administrators is to support them as much as we can, to make sure they know the rules and regulations and to present opportunities in the research world to them.”

Besides creating the entrepreneurship center, UF began other efforts to foster a culture of entrepreneurship over the past 15 years. Some examples are: The **Sid Martin Biotech Incubator**, a 40,000-squarefoot building located in the Progress Corporate Park in Alachua, which opened in 1995. The incubator has been so successful it is on its second generation of companies, with many of its initial businesses having moved to their own buildings or been purchased by major companies.

The **Office of Technology Licensing** expanded the help it provides faculty and researchers in bringing their discoveries to market. This has helped increase UF’s annual royalties from discoveries from \$26 million in 2000 to \$50 million in 2009.

The **Particle Engineering Research Center** was founded in 1994. Companies and government agencies fund its research, much of which can be applied to industrial applications. Director Brij Moudgil says students and faculty work hand-in-glove with industrial companies and several new companies have grown from the center’s research. One of the new companies is Sinmat, which President Obama recognized for developing new ways to manufacture microchips used in hybrid cars, solar power and LEDs.

Whitney’s role as an entrepreneur in residence makes it easier for students and faculty to build businesses around their discoveries, Moudgil says. “It’s very important to have someone of his caliber here, who knows the pitfalls to avoid and the opportunities worth pursuing,” Moudgil says. “He can serve as a coach and a bridge to investors.”

Town-Gown Partnerships Flourish

The entrepreneurship programs have a symbiotic relationship with the Alachua County business community too. For example, students assist local businesses in tackling real-life challenges. This summer a team from the Center for Entrepreneurship and Innovation helped the Queen’s Arms Pub and Restaurant in Haile Village. “I can’t thank them enough for what they did,” says manager Jenny Nanson. “It’s the best thing we’ve ever done. They were not biased and didn’t have to worry about hurting our feelings.”

The pub is associated with the Village Bistro restaurant. The students suggested carrying the British theme over to the restaurant, lowering the ceiling to create a more intimate environment, changing the color of the restaurant’s wall from yellow, creating British-themed menus and posting specials and special events.

“They suggested putting up a banner during Haile’s Oktoberfest, which generated a lot of free publicity,” Nanson says.

The Queen’s Arms consultation is an example of a GatorNest project—projects in which student teams spend eight weeks providing free consultation to businesses. Students have completed 190 GatorNest projects over the past five years.

On the graduate level, students from the colleges of business administration, engineering and law work together for a year on a project that attempts to build a company around a research discovery. The College of Engineering's Integrated Product and Process Design Program coordinates the projects.

One of the student projects evolved into Enviroflux, a Gainesville company that tests groundwater at contaminated sites.

Over at the Integrated Product and Process Design Program, each year teams takes on two to three projects that develop a business plan for commercializing UF research.

"If a company spins off, it's icing on the cake," says Keith Stanfill, the program's director. "The key is providing an incredible experiential experience."

Teams from the center also create new products or processes for companies. Last year's "clients" included Alachua County Public Works, the City of St. Augustine, General Dynamics, Harris Corp., Lockheed Martin, Progress Energy, Raytheon, Siemens Energy, Tower Hill Insurance and Disney. The companies pay \$20,000 per project, which covers UF's costs, including the salary of faculty coaches. "It's a good deal for the companies, Stanfill says.

The corporate projects teach entrepreneurial skills. "It gives students experience in building a business case for implementation of their project," he says.

Spreading the Message

To spread the message of innovation and reach new students, the Center for Entrepreneurship and Innovation is thinking innovatively itself these days. In one case, it's offering \$200 grants to student organizations that submit the best ideas to promote entrepreneurship awareness among their members.

In another, the center has named a team of 15 CEI Ambassadors, who promote entrepreneurship campuswide. "Poets, chemists and musicians can identify an opportunity in their field and build a business around it," Kraft says. "We teach people to take what you love and leverage it."

Entrepreneurship even reached the College of Fine Arts when JumpstART III, a workshop on entrepreneurship for students, was held in October.

All these efforts to spread entrepreneurship paid off, with half of the students who took entrepreneurship classes over the past year were not majoring in business.

As different segments of campus shift in this new direction, they make sure to communicate with each other. Representatives of the programs across campus meet monthly to collaborate. "The sparks really fly," Kraft says.

Building bridges across various disciplines is essential to entrepreneurship, says College of Engineering Dean Cammy Abernathy. "Most new ideas require you to work with people with various types of expertise," she says. "We're constantly encouraging faculty and students to make interdisciplinary work part of their thought process."

But like true entrepreneurs, UF's leaders are not yet convinced they're at their peak. UF can go still further in promoting entrepreneurship, Moudgil says. "If we don't continue to plant seedlings, we won't have much to harvest later," he says.

EXHIBIT 7

MSE PROGRAM FACULTY BRIEF BIOGRAPHY & PUBLICATIONS

Astleford, Ted B.	151
Clarke, Linda D.	152
DiMatteo, Larry	153
Jang, Youngseok	154
Joos, Kristin E.	155
Kraft, Jamie	156
Kraft, John	157
LaBarbera, Stephen J.	158
Livengood, R. Scott	159
Parrino, James D.	160
Rossi, William J.	161
Sela, Aner	162
Tseng, Chien-Chi	163
Vara, Whittington P.	164

Ted B. Astleford

Director - Experiential Learning Programs
Center for Entrepreneurship and Innovation

**Brief Biography:**

Ted Astleford has overseen the experiential learning programs of the University of Florida's Center for Entrepreneurship and Innovation since 2004. This involves coaching and coordinating graduate business students to perform professional business consulting for early-stage companies. He also coaches the business teams participating in the Innovation Technology Ventures program, a new-product development partnership between the engineering and business schools. Mr. Astleford has also been an integral part of the founding of several companies, both non-profit and for-profit. These include the Columbus (Ohio) Affordable Housing Trust, the Climate Standards Institute, and Startup Fusion. He is also a partner in X-linear, a business consulting company. In 2010, he co-founded Startup Hour, a monthly happy hour where Gainesville's young techies and entrepreneurs go to connect. Mr. Astleford has a bachelor of science in business administration with a major in finance and a master of business administration with concentrations in finance and strategy, both from the University of Florida.

Linda D. Clarke, Ph.D.

Lecturer, Management

**Brief Biography:**

Dr. Clarke has taught in graduate schools of business, economics, and engineering in Asia, the Caribbean, and the United States, including American University, The University of Florida, Florida International University, Florida Atlantic University, Fudan University, The Ibero-American University, The University of Technology, and in the University of North Carolina System. Over the years she has also worked professionally as a manager, consultant, scientist, or engineer in companies such as Michelin Tire Corp., Science Museums of Charlotte, IBM, Duke Energy, Rexham/Bowater, Broadway & Seymour, First Union Corp., and others.

Her research publications have appeared in The Academy of Management Journal, Journal of International Business Studies, Academy of Management Executive, The International Journal of Human Resources Management, Journal of International Entrepreneurship, The Journal of Entrepreneurship Education, and The Journal of Eastern European Studies, among others.

Education: Florida International University - Ph.D.
American University - J.D.
Queens University - M.B.A.
University of North Carolina at Charlotte - B.A.
Appalachian State University - B.S.

Working or Published Papers (outlining entrepreneurship pedagogy):

- Osiri, J.K., & Clarke, Linda. 2012. How do Financial, Institutional, and Human Capital Factors Affect University Start-ups? Journal of Entrepreneurship Education (Forthcoming).
- Osiri, J.K., Miller, Douglas R., Clarke, Linda D., & Jessup, Leonard, 2012. Academic Entrepreneurship: Technology Transfer in Higher Education. Journal of Entrepreneurship Education (Forthcoming).
- Clarke, Linda, Yue, Ming, and Von Glinow, Mary Ann. 1999. Chinese family business networks and regional economic development in Asia, Asian Business Networks, Patrick Reinmoeller and Frank-Jurgen Richter, eds. Westport, CT: Quorum Books, an imprint of Greenwood Publishing Group.

Larry DiMatteo, Ph.D.

Professor, Management



Brief Biography:

Professor DiMatteo received his J.D. from the Cornell Law School, LL.M. from Harvard Law School and Ph.D. from Monash University (Australia). He is the former Chair of the Department of Management at the University of Florida and Editor-in-Chief of the *American Business Law Journal*. He is the author or co-author of some 50 publications including 7 books and 25 law review articles. His books include, *International Law of Sales* (with Dhooge, Greene, Maurer & Pagnattaro) (Cambridge University Press), *Visions of Contract Theory: Rationality, Bargaining, and Interpretation* (with Prentice, Morant & Barnhizer) (Carolina Academic Press), *The Law of International Contracting* (Kluwer Law), *International Business Law: A Transactional Approach* (with Dhooge) (West), and *Contract Theory: The Evolution of Contractual Intent* (Michigan State University Press). His articles have appeared in the *Harvard International Law Journal*, *Yale Journal of International Law*, *Northwestern Journal of International Law & Business*, *Vanderbilt Journal of Transnational Law*, *American Business Law Journal*, *Hofstra Law Review*, *University of Pittsburg Law Review*, *Penn State Law Review*, *Florida State Law Review*, *South Carolina Law Review*, *Michigan State Law Review*, *Rutgers Computer & Technology Law Journal*, *Cornell International Law Journal*, *Texas Intellectual Property Law Journal*, and *Journal of Legal Studies Education*. His awards include the Ray August Master Teacher Award (2005), Ralph J. Bunche Award (2003), and Ralph C. Hoerber Award (2001).

Youngseok Jang, Ph.D.Postdoctoral Fellow
Center for Entrepreneurship and Innovation**Brief Biography:**

Dr. Jang is currently working as a post-doctoral fellow at Center for Entrepreneurship and Innovation at University of Florida, where he has earned his Ph.D. in urban and regional planning, with an area of focus in economic development. He has written his dissertation, ‘Evaluating Technology Business Incubators as a Tool of Government Intervention: Public vs Private’. With his current position, he teaches high-tech entrepreneurship and conducts multiple research projects in entrepreneurship. Upon finishing the AACSB endorsed Post-Doctoral Bridge Program (PDBP), his academic qualification (AQ) to teach at an accredited business program is certified. His main goal in pursuing my academic career is to contribute to the field of high-tech entrepreneurship. To achieve this goal, he is working on research projects and case studies relating to two areas of entrepreneurship that are highly topical. First, he is interested in how innovation is managed, most particularly in terms of strategies for the field of technology and the roles financial management plays in innovation. His second area of interest is education in entrepreneurship, especially examining how teaching fosters entrepreneurship in technology.

Working or Published Papers (outlining entrepreneurship pedagogy):

- Jang, Yongseok, “Learning Outside The Classroom: The Importance of The Experience of Setting Up a Business While at University”, 2012 United States Association for Small Business and Entrepreneurship (USASBE), New Orleans, LA, January 12 -15
- Jang, Yongseok, “Expanding Entrepreneurial Enterprise: FrameMe, LLC.”, North American Case Research Association (NACRA), San Antonio, TX, Oct 13-15 2011
- Jang, Yongseok, “Comparing performance of Technology Business Incubators by sponsorship: Public vs Private” Presented at the 2010 The Association of Collegiate Schools of Planning 51st Annual Conference, Minneapolis, MN, Oct 7-10, 2010
- Jang, Yongseok, “Potentials and Limitations of Technology Business incubators as a Tool of Local Economic Development”, Presented at the 2009 Graduate Student Council Interdisciplinary Research Conference, Gainesville. February 12, 2009

Kristin E. Joos, Ph.D.

Director - Social Impact Initiatives
Center for Entrepreneurship and Innovation

**Brief Biography:**

Dr. Kristin Joos is Coordinator of the Innovative Sustainability & Social Impact Initiative in the Center for Entrepreneurship & Innovation in the Warrington College of Business at UF. She also Directs the Young Entrepreneurs for Leadership & Sustainability High School Summer Program at UF, the only summer program in existence where college bound high school students learn and practice the skills of successful business and community leaders, while being inspired to solve social, environmental, and economic problems.

In 2005 she brought Social Entrepreneurship to UF and founded the Innovative Sustainability & Social Impact (ISSI) Initiative. Her research and applied interests center around social entrepreneurship, sustainability, corporate social responsibility, service learning & community service, civic engagement and creating positive social change. Kristin is passionate about teaching and empowering students to use the skills & strategies of business to create innovative & sustainable solutions to social, environmental, and economic problems locally and around the world.

Kristin regularly partners with Ashoka Youth Venture, the Echoing Green Foundation's Work on Purpose project, and B-Labs, the organization behind B-Corporations to create opportunities for students. In Fall 2012, thanks to a partnership with Ashoka Youth Venture, UF will offer a new online course: Venture Planning for Social Entrepreneurs, taught by Kristin. The course will be open to undergraduate and high school students seeking college credits, from anywhere in the world.

Jamie Kraft

Director
Center for Entrepreneurship and Innovation

**Brief Biography:**

Jamie came to the Center for Entrepreneurship and Innovation (CEI) at the University of Florida from Deloitte Consulting where he spent several years as a management consultant focusing primarily on economic performance evaluation, competitive assessment and strategic development for clients in the manufacturing and consumer products industries. He graduated from the University of Arizona with an undergraduate degree in Microbiology and from the University of Florida as a Matherly Scholar with a Master's degree in Business Administration specializing in Finance, Operations Management, and Business Strategy. Before starting with the Center, Jamie spent one year in Paris studying the French language. He is the Center's Director, has served as the instructor for an undergraduate New Venture Creation course focusing on technology commercialization and currently manages the Entrepreneurship Case Lecture Series as well as the Global Entrepreneurship Study Program.

John Kraft, Ph.D.

Dean & Professor
Warrington College of Business Administration

**Brief Biography:**

John Kraft became Dean of the Warrington College of Business Administration, the Heavener School of Business, the Fisher School of Accounting, and the Hough Graduate School of Business at the University of Florida in July 1990. Dean Kraft has a B.S. in mathematics from St. Bonaventure University and M.A. and Ph.D. degrees in economics from the University of Pittsburgh. At Florida, Dean Kraft has provided leadership for a major enhancement improving the College's total revenue from \$10 million to \$86 million; raising the endowment from \$10 million to \$160 million; and expanding graduate student enrollment from 300 to 2000 students.

Stephen J. LaBarbera**Lecturer, Marketing****Brief Biography:**

Mr. LaBarbera joined the University of Florida in 1999 as the MBA Program Director of Marketing, became the Director of Career Services in the M.B.A. program for 9 years, and for the past 3 years has been a Professor in the Marketing Department. His previous background is primarily consumer marketing. Among others, Steve has worked for Procter & Gamble, Frito-Lay, Kimberly Clark, and Coca Cola in their brand marketing departments.

In addition, Mr. LaBarbera's career included positions of Vice Presidents of Marketing for a financial institution and a consumer product corporation, as COO of a Herman Lay subsidiary now owned by Beatrice Foods, and as CEO and COO of his own marketing consulting firm. Steve was also on the teaching staff of Regis College in Denver, Colorado, the University of Denver, and the Universities of Texas at Dallas and Arlington.

He received his BA from Hanover College in Indiana in 1968. In 1970 he earned his MBA with Emphasis in Marketing, from the University of Southern California. He has served the community volunteering with the Boy Scouts of America, YMCA sports programs, extensive service for his church, and is active in pet rescue groups.

R. Scott Livengood, Ph.D.
Assistant Professor, Management



Brief Biography:

Livengood completed his Ph.D. work this past May at the University of Maryland with a focus in Strategic Management. Both his MBA and his B.S. with a major in Accounting were completed at Brigham Young University within the Marriott School of Management. Scott comes to CEI as a partner from the UF Management Department and will be teaching Business Plan Formation and Fundamentals of New Venture Planning.

Working or Published Papers (outlining entrepreneurship pedagogy):

- Livengood, R. S. & Reger, R. K. (January, 2010). That's our turf! Identity domains and competitive dynamics. *Academy of Management Review*.
- Major, D., Livengood, R. S., Waguespack, D., & Gupta, A. K. Vicarious learning in the globalization of venture capital. Preparing for submission to *Strategic Management Journal*.
- Livengood, R. S., Smith, K. G., Grimm, C., & Guo. W. Digging at discourse: Examining the effects of novelty, reputation, and competitive intensity on market discourse. Preparing for submission to *Academy of Management Journal* (expected April 2011).
- Livengood, R. S., Major, D., Waguespack, D., & Gupta, A. K. Who moved my venture? The impact of "accidental" diversification and globalization on the behavior of venture capital firms. Preparing for submission to *Administrative Science Quarterly* (expected July 2010).
- Livengood, R. S., Smith, K. G., Grimm, C., & Guo. W. Examining the direct and mediating effects of market discourse on performance. Preparing for submission to *Academy of Management Journal* (expected September 2011).

James D. Parrino, Ph.D.

Lecturer, Finance Insurance & Real Estate

**Brief Biography:**

Parrino earned his Ph.D. in Finance from the Darden Graduate School of Business Administration after receiving his MBA in Finance from George Washington University and his B.S. from UF's Fisher School of Accounting. Jim has more than 16 years of experience in the area of corporate finance consulting. He also helped found Telesis Partnership, a leading advisor to financial institutions on investment banking and corporate finance issues. Parrino, who was recently teaching at Babson College, will share with students his expertise in the area of Venture Capital and Private Equity.

William J. Rossi

Clinical Professor of Entrepreneurship & Associate Director
Center for Entrepreneurship and Innovation
Wells Fargo Faculty Fellow
University of Florida

**Brief Biography:**

Bill Rossi has extensive experience in finance, general business, sales and operations management and has held several senior level positions with Ford, Goodrich and Picker International. After relocating to Florida in 1986, Bill worked in executive management positions in smaller, entrepreneurial companies, and has been a principal in several. He has been a faculty member in the Warrington College of Business Administration at UF since 2001, and teaches several courses, including Principles of Entrepreneurship, Entrepreneurial Planning, Business Plan Formation, Venture Finance, Venture Analysis and Creativity. Also, Bill received the Teacher of the Year Award for the Warrington College of Business Administration for 2010/2011, and this was the second time he received this award in the past five years. Bill also is the Associate Director of the Center for Entrepreneurship and Innovation at UF. In addition to his responsibilities at the University, Bill is a consultant in venture financing and valuation and expert witness valuation.

Anner Sela, Ph.D.

Assistant Professor, Management



Brief Biography:

Aner Sela is an Assistant Professor of Marketing at the University of Florida Warrington College of Business, where he teaches courses on new product development. He received his Ph.D. in Business from Stanford University. Professor Sela’s research focuses on how people make decisions and form evaluations. His work highlights how everyday decisions both shape and are shaped by people’s subjective experiences of difficulty, their lay-theories and intuitions, and their spontaneous inference-making processes.

Working or Published Papers (outlining entrepreneurship pedagogy):

- Sela, Aner and Jonah Berger (2012), “How Attribute Quantity Influences Option Choice,” *Journal of Marketing Research*, 49 (December).
- Sela, Aner and Jonah Berger (2012), “Decision Quicksand: How Trivial Choice Suck Us In,” *Journal of Consumer Research*, 39 (August).
– Press coverage: Wired Magazine, Wall Street Journal, The Guardian, Forbes, The Atlantic
- Sela, Aner, S. Christian Wheeler, and Gülen Sarial-Abi (2012), “‘We’ are Not the Same as ‘You and I’: Causal Effects of Minor Language Variations on Brand Perceptions,” *Journal of Consumer Research* 39 (October).
- Simonson, Itamar and Aner Sela (2011), “On the Heritability of Consumer Decision Making: An Exploratory Approach for Studying Genetic Effects on Judgment and Choice,” *Journal of Consumer Research*, 37 (April).
– Press coverage: The Times, Time Magazine, The Atlantic, Daily Telegraph
- Sela, Aner and Baba Shiv (2009), “Unraveling Priming: When Does the Same Prime Activate a Goal versus a Trait?” *Journal of Consumer Research*, 36 (October).
- Sela, Aner, Jonah Berger, and Wendy Liu (2009), “Variety, Vice, and Virtue: How assortment Size Influences Option Choice,” *Journal of Consumer Research*, 35 (April).
– Press coverage: Los Angeles Times, Boston Globe

Chien-Chi Tseng, Ph.D.

Postdoctoral Fellow
Center for Entrepreneurship and Innovation



Brief Biography:

Dr. Tseng is a postdoctoral fellow in CEI. He is currently teaching entrepreneurship related courses at MSE Program. He completed his doctorate in human resource development at the University of Minnesota in 2010. Prior to his doctoral study, he had 16 years' experience in industry, research, and teaching. As the Manager of the Incubation Center for the National Taiwan University between 1998 and 2002, he was able to support, encourage, and mentor more than 100 SMEs as they developed their respective businesses in incubation centers in Taiwan. Also, during this time period he was selected as the Best Incubation Center Manager of Year 2001 in Taiwan and was selected to serve on the four person Taiwanese National Research Team of Global Entrepreneurship Monitoring research projects in 2002-2003. One of his publications was ranked in the top ten of all articles published in the *Journal of European Industrial Training* in 2009 and was also selected for inclusion in Emerald Reading List Assist in 2011. In addition, he was selected for the Emerging Diversity Scholar Award at the University of Michigan, National Center for Institutional Diversity in 2010-2011. His research interests include small and family business management, entrepreneurship, and organizational learning and performance.

Working or Published Papers (outlining entrepreneurship pedagogy):

- Tseng, C. (2012). Connecting self-directed learning with entrepreneurial learning. Under review at *International Journal of Entrepreneurial Behavior and Research*.
- Tseng, C., & Mutlu, B. (2012). Entrepreneurial opportunities for wind energy markets in the four emerging economies. Under review at *Thunderbird International Business Review*.
- Tseng, C. (2012). Linking entrepreneurial infrastructures and new business development: A study of entrepreneurship development in Taiwan. *The Journal of Entrepreneurship*, 21(1), 117-132.
- Tseng, C. (2011). Connecting business incubator development with human resource development. *Journal of Multidisciplinary Research*, 3(2), 29-42.
- Tseng, C. (2011). The influence of strategic learning practices on employee commitment. *Journal of Multidisciplinary Research*, 3(1), 5-23.

Whittington P. Vara

Visiting Instructor, Finance Insurance & Real Estate

**Brief Biography:**

Since 2006, Chip has been the Director of Operations for Wave Contact Lens System, a provider of contact lens design software and custom contact lenses. Prior to joining Wave, he spent seven years as the Sr. Business Analyst for Enterprise North Florida Corporation specializing in strategic marketing, business planning and financial modeling.

In 2004, Chip was invited by the Center of Innovation & Entrepreneurship to teach the capstone course, New Venture Creation, for the newly created professional Masters of Science in Entrepreneurship program at the University of Florida's Warrington College of Business Administration. As a member of the PSME faculty, he has received the Outstanding Faculty Award for 2005 and 2008.

In 2007, Chip presented a novel new venture valuation technique at the 30th annual Institute for Small Business & Entrepreneurship Conference in Glasgow, Scotland. In 2010, he presented the paper, "Risk-Based New Venture Valuation Technique" at the annual United States Association for Small Business and Entrepreneurship meeting in Nashville.

Beginning in 2011, Chip was invited to create and teach the new Lean Entrepreneurship Accelerator Program (L.E.A.P.) in the MS Entrepreneurship curriculum where all students are required to start a business.

Chip has more than 30 years of managerial expertise in the areas of marketing, product management, R&D and manufacturing. Before joining ENFC, he spent over 20 years with Graham Magnetics, Inc, Ampex Corporation, Milliken & Company and his own consulting firm, Vara & Associates.

He holds a Bachelor of Science degree in chemical engineering from the University of Florida and an MBA from Texas Christian University.

Working or Published Papers (outlining entrepreneurship pedagogy):

- "Risk-Based New Venture Valuation Technique: Win-Win for Entrepreneur and Investor" is under review by the Journal of Business Valuation and Economic Loss Analysis.

This paper describes a unique approach to valuing early stage companies that the author began developing in 1998. Starting in 2005, the author integrated this valuation process in the New Venture Creation course he has taught as a part of University of Florida's MS in Entrepreneurship degree program.