I. General Information
   - Course number: MGMT 542
   - Title: Seminar in Entrepreneurship and New Venture Creation
   - Units: 3
   - Prerequisites: MBA standing, MGMT 500 or equivalent
   - Course Coordinator Dr. Sabine Reddy / SCO Prepared by Dr. Mark Washburn
   - Date prepared / revised: Oct. 17, 2012

II. Catalog Description

Explores dimensions of new venture creation and growth. Covers basics of entrepreneurial processes. Teaches students skills in identifying opportunities, obtaining resources, managing and growing entrepreneurial organizations, and creating value for stakeholders. Students choose businesses and develop new venture plans. Letter grade only (A-F).

III. Curriculum Justification(s)

This course focuses on the concepts, skills and know-how, information, attitudes and alternatives that are relevant for start-up and early-stage entrepreneurs, entrepreneurial managers and the relevant stakeholders. It teaches future the entrepreneurial perspective to making better decisions and thereby influencing positively one’s odds for success. It covers effective entrepreneurial and general management practice. The central focus of the course is the critical role of opportunity creation and recognition, and the entrepreneur, as the principal success factors in new enterprise formation and building.

Embedded in the specific subject matter of the course is an appreciation of the following CBA graduate learning goals:

- Critical Thinking (General)
- Interpersonal, Leadership, & Team Skills (General)
- Business Functions (Management-specific)

IV. Course Objective(s)

(Management Specific) Business functions: Students will demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.

Students will be able to:

- Demonstrate understanding of how entrepreneurs engage in all functions of business in early stages of development, with knowledge of when to delineate them.
- Understand basic configurations of cross functional strategies and structures, given the challenges associated with learning, innovation and firm growth

Suggested methods of assessment: objective test questions, test questions, research paper, case analysis and presentation
Critical thinking: Students will demonstrate conceptual learning, critical thinking, and problem-solving skills.

- Research and examine market opportunities and evaluate potential strategies for exploiting them.
- Make logical and defensible plans and proposals for exploiting opportunities using relevant data.

Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis, presentations, and team projects.

Interpersonal, Leadership & Team Skills: Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.

- Make persuasive recommendations and effectively communicate these recommendations both orally (e.g., presentations, class discussion) and in writing.
- Work together to research and develop marketable or implementable business plans.

Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis, presentations, and team projects.

V. Outline of Subject Matter

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<thead>
<tr>
<th>Topics to be covered:</th>
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<tr>
<td>New Venture Creation and Development</td>
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<td>Characteristics and Traits of Entrepreneurs</td>
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<td>Risk, Attractiveness, and Valuation of Business Plans</td>
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<td>Opportunity Screening</td>
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<td>Forecasting In Absence of Historic Records, Scaling Operations, and Growth</td>
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<td>Stages of Development of Small and Medium Business</td>
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<td>Key Success Factors and Measures of Small or Irregular Businesses</td>
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<td>Strategic Positioning for Acquisition or Long Term Growth</td>
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VI. Methods of Instruction

a) Instructors should use appropriate instruction methods that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. Examples of instruction methods for the course include:

- Class lecture/examples/discussion
- Individual and team case analysis
- Written assignments including research papers
- Individual and team projects
b) The textbooks for this course should be chosen in accordance with the University Policy on textbooks. Instructors should use appropriate readings, cases and/or text books that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. Given the diverse nature of the material covered, a custom course pack may be appropriate. The following is illustrative:

- Readings packet
- Appropriate graduate level cases from Harvard, Ivey, etc.

c) Instructors in planning the exams, and other grading procedures, should adhere to the relevant University Policy on “Grades, Grading Procedures, and Final Assessments, Final Course.”

VII. Instructional Policies Requirements

Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.

Instructors may specify their own policies with regard to plagiarism, withdrawal, absences, etc., as long as these policies are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), Attendance (PS 01-01), Course Syllabi (PS 11-07), Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), and Withdrawals (PS 02-02 rev). If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.

All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.

Students with Disabilities: Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.