



MGT 308: Entrepreneurial Strategy

COURSE SYLLABUS

Term: FALL

Year: 2024

INSTRUCTOR INFORMATION

Instructor: Sheriff Osni

Office Location: Online, Remote

Class Time: Live Zoom Meeting, every Thursday 9 – 9:30 PM, central time

Office Hours: Email, or Virtual Meeting by Appointment

Office Phone: N/A

University Email Address: Sheriff.Osni@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: 24 hours or less

COURSE INFORMATION

Course Description

This course introduces students to the challenges of owning, operating, and marketing a successful small business and the need for entrepreneurial focus in large firms.

Prerequisites: Junior Standing, MGT 305, MKT 306.

Course Text: Laverty, Michael, and Little, Chris. (2020). *Entrepreneurship*. Rice University, OpenStax™. <https://openstax.org/details/books/entrepreneurship>. \$0 cost. (Click on the OpenStax link; on left side, look for “Get the Book” as shown below; and click on “Download a PDF”)

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Student Learning Outcomes

- 1) Identify the challenges of starting/acquiring, financing, and operating a successful small business.
- 2) Understand various business functions such as company structures, market analysis and plans, management, operations, and financial planning/reporting from the perspective of an entrepreneur and small business owner.
- 3) Creating and writing a business plan including the skills required in practical business writing, analysis, and presentation before critical reviewers.
- 4) Work in teams for a realistic business situation that could be implemented if a student, student team, or other entrepreneur choose to do so. This includes basic team disciplines for managing and completing projects over extended time periods.

College of Business (COB) Student Learning Outcomes (SLOs):

- 1) Students will demonstrate proficiency in spoken communications by delivering clear and well-structured business presentations.
- 2) Students will demonstrate proficiency in written communications by creating clear and well-structured business documents.
- 3) Students will identify and evaluate ethical business issues.
- 4) Students will identify and evaluate global business challenges.
- 5) Students will be analytical problem solvers in business environments.

COB Student Learning Outcomes (SLOs)	Course Outcomes - After successfully completing this course, students will be able to:	Measurement Methods (Outcome Assessments)
2, 3, 4, & 5	<ul style="list-style-type: none">• Identify the challenges of starting/acquiring, financing, and operating a successful small business.• Understand various business functions such as company structures, market analysis and plans, management, operations, and financial planning/reporting from the perspective of an entrepreneur and small business owner.• Create and write a business plan including the skills required in practical business writing, analysis, and presentation before critical reviewers.• Work in teams for a realistic business situation that could be implemented if a student, student team, or other entrepreneur choose to do so. This includes basic team disciplines for managing and completing projects over extended time periods.	<ul style="list-style-type: none">• Chapter quizzes• Exams• Business Plan• Class Assignments

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GRADING

Final grades in this course will be based on the following scale:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 59% or Below

Course Grading:

Assignments (2).....	50 Points (25 each)
Opportunity Recognition.....	50 Points
Business Plan Sections (3).....	150 Points (50 each)
Final Business Plan.....	50 Points
Quizzes (15).....	75 Points (5 each)
Exam1.....	100 Points
Exam 2.....	100 Points
<u>Final Exam</u>	<u>150 Points</u>
Total	725 Points

Total points corresponding to the final letter grades

- A = 451 - 500 Points
- B = 401 - 450 Points
- C = 351 - 400 Points
- D = 301 - 350 Points
- F = 300 & > Points

Grade Distribution Based on Course Grading:

- A = 652 – 725
- B = 580 – 651
- C = 507 – 579
- D = 435 – 506
- F = < 435

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments	20%
Discussions	20%
Midterm Exam	30%
Final Exam	30%
TOTAL	100%

ATTENDANCE POLICY: Zoom meeting attendance is not mandatory. All the class presentations will be live telecasted via Zoom and the recordings of the lectures will be available in D2L for later viewing. **Your weekly D2L Course attendance is imperative to your success and will be monitored through the Class Progress.**

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MAKE-UP POLICY: Unless there is an officially documented reason for missing an exam, no make-up exams will be given.

COURSE COMMUNICATION: Students are required to check their e-mail at least once a day for class information. The primary mode of communication in this class will be e-mail messaging. You should also log in to the D2L for any announcements, course documents, to post comments on the discussion board, and to check grades. All the audio and video files will be uploaded to D2L.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

Zoom Lectures: Each student is required to download Zoom software on their computer or use it through a web browser.

Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor via email.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

Code of Student Conduct: All students will follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. See Student's Handbook, Rules, and Procedures, Code of Student Conduct

<http://www.tamuccommerce.edu/studentlife/guidebook67.pdf>. College of Business

professors do not tolerate **plagiarism** and other forms of academic **dishonesty**.

Instructors "are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is "**Academic dishonesty.**"

It includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with

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others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.” See 13.99.99.R0.10 Academic Honesty at http://www.tamucCommerce.edu/administration/Rules%26Procedures/rules_procedures.asp?RID=97. In accordance with the Texas A&M University-Commerce Code of Student Conduct Section 5.b [1, 2, 3], the penalties for students guilty of academic dishonesty include **disciplinary probation, suspension, and expulsion. Also, you will receive an “F” for this course. Please be aware that it is YOUR responsibility to ensure that any document that contains your name follows these guidelines; all group members will receive the same sanction regardless of who specifically incurred in the infraction.**

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce

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Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

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AI Use in Courses (Draft)

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COURSE OUTLINE / CALENDAR

Team Assignment Submission Guideline: All team assignments are to be done in teams of up to 4-5 members and submitted via D2L. Each team needs to submit one assignment for all the individuals on the team—in other words, each team member does not have to submit the assignment as I will give grades to all those whose names appear on the received document. Peer evaluations only need to be emailed to me if you feel that a member is performing sub-par work. In other words, I will follow a 'management by exception' policy for the evaluations; all members shall receive the highest score UNLESS peers submit an evaluation with sub-par ratings.

The following formatting guidelines for all written assignments should be used: typed using *12-point Times New Roman font, double spaced, one-inch margins all around, page numbering on bottom of page, no header or footer, student name or team name, assignment information, and date in upper left-hand corner.*

Shark Tank assignments (Individual)

View episodes of 'Shark Tank' and select two businesses (one that was financed and one that wasn't financed. The two businesses can be from a single episode or different episodes of shark tank) and investigate about the following:

- 1) what types of businesses were requesting financing,
- 2) how did they arrive at their valuation (make sure to calculate the value of the business based on how much the owners are willing to give up of the company in relation to the amount of cash the business is expected to generate),

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3) did you notice any recurring questions asked by the sharks,
4) what were the primary reasons for rejecting a business and what were the reasons given to finance a business,
5) offer some other insights (what did you find interesting, shocking, intriguing....) about what you learned from listening to pitches from the participants and comments from the sharks. **Most importantly**, finish your write up with some suggestions to the business that did not get the financing and some suggestions to grow for the business that was financed by the sharks. **(Course Objective 1)**

Entrepreneur Interview Assignment (Individual)

The assignment is designed to enhance the experiential learning by exposing students to real entrepreneurial ventures. The textbook introduces various concepts and theories to explain the dynamics of entrepreneurial venture. However, all these topics are generalized, and we know that the concept of one-size-fits-all doesn't apply in the real world. Each entrepreneur and the business is unique and has specific nuances that lead to its success or failure. Therefore, in order to gain practical insight about how entrepreneurial businesses operate and how they differ from each other, it is important to get some real-world experience by meeting small business owners and gain some practical insight from them. Each student will interview two entrepreneurs and write an analysis report. The detailed instructions are provided in D2L and will be discussed during the live sessions. **(Course Objective 1)**

Opportunity Recognition Assignment (Individual)

The purpose of the assignment is for students to identify business opportunities in a given location and analyze its feasibility. Details will be provided in class and via D2L. **(Course Objective 1)**

Business Plan Sections (Team)

The purpose of this assignment is for you to work on, submit each section of the business plan. Please note that your final business plan, which is explained next, will be the compilation of all of the business plan sections. Each section of the business plans includes in-depth research and analysis of that functional area (i.e., opportunity recognition, marketing, operations, finance). Each section of the plan will be graded based upon creativity, timeliness, specificity, depth and breadth of analyses, and SUPPORT (qualitative and quantitative) for that particular section of the plan, as well as your team members rating of your contribution.

I am willing to review one (1) draft of each of your assignments prior to final submission. Typically, I take no more than 48 hours to review your work and offer you detailed feedback. Please make sure to allow yourself sufficient time to then address my comments. I strongly suggest you take advantage of the opportunity for me to review your work; typically, groups who request my feedback and address my concerns obtain significantly higher grades than those who do not. However, should you request my feedback and NOT address my concerns in the final draft, your grade will be negatively

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affected; please keep in mind that reviewing your work takes plenty of time and effort. **(Course Objectives 1, 2, & 3)**

This assignment also addresses COB Student Learning Objective 2: Students will demonstrate proficiency in *written communications* by creating clear and well-structured business documents.

This assignment also addresses COB Student Learning Objective 5: Students will be *analytical problem solvers* in business environments.

Final Business Plan (Team)

The purpose of this assignment is for you to analyze your immediate environment and exercise your creativity and ability to discover and exploit opportunities by using concepts and tools from many business disciplines such as marketing, operations, finance, accounting, law, and management. This assignment requires that you develop detailed knowledge of the practical business world and an understanding of how the different business disciplines come together in a cohesive manner. The plan will be graded based upon creativity, timeliness, specificity, depth and breadth of analyses, and SUPPORT (qualitative and quantitative) for your business idea, as well as your team members rating of your contribution. Please refer to the attached business plan outline for the structure of your business plan. **(Course Objective 1, 2, & 3).**

This assignment also addresses COB Student Learning Objective 2: Students will demonstrate proficiency in *written communications* by creating clear and well-structured business documents.

This assignment also addresses COB Student Learning Objective 5: Students will be *analytical problem solvers* in business environments.

Quizzes (Individual)

There are fifteen (15) quizzes throughout the semester. Each quiz has 10 questions that are worth 5 points total. The quiz will be on the chapter that will be covered in the class that day. That being said, students must review each chapter after the class and take the quiz. Reading chapters before and after the class lecture increases comprehension and helps retaining the material for longer time. **(Course Objective 1).**

Exams (Individual)

There are three exams during the semester. First two exams assess your knowledge over the material that is covered before the exams. There will be 40 multiple choice/true-false questions in first two exams. Students will have 60 minutes for these exams. Final exam is a comprehensive exam and covers all the material from the semester. There will be 60 multiple choice/true-false questions in the exam and students will have 120 minutes to complete the exam. Please see the course schedule for exact date and time for these exams. **(Course Objective 1).**

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Course Schedule

Week	Live Session Days	Topics: Text Chapters	Work Due 11:59 pm on the respective dates below
1	Aug 31	Introduction & Overview	Quiz Ch. 1 (Sep 04)
		Chapter 1: The Entrepreneurial Life	
2	Sep 7	Chapter 3: Starting a Small Business	Quiz Ch. 3 & 6 (Sep 11)
		Chapter 6: The Business Plan	
3	Sep 14	Chapter 7: The Marketing Plan	Opp. Recognition (Sep 18) Quiz Ch. 7 (Sep 18)
		Chapter 7: The Marketing Plan	
4	Sep 21	Chapter 8: The Organizational Plan	Quiz Ch. 8 & 9 (Sep 25)
		Chapter 9: The location Plan	
5	Sep 28	Chapter 15: Product Development & SCM	First Exam: Ch. 1, 3, 6, 7, 8, & 9 (Oct 2) Quiz Ch. 15 (Oct 02)
6	Oct 5	Chapter 16: Pricing & Credit Decision	Shark tank Assg. (Oct 09) Quiz Ch. 16 (Oct 09)
7	Oct 12	Chapter 17: Promotional Planning	Quiz Ch. 16 & 17 (Oct 16)
8	Oct 19	Chapter 14: Building Customer Relationship	Marketing Analysis & Plan (Oct 23) Quiz Ch. 14 & 19 (Oct 23)
		Chapter 19: Professional Management & SB	
9	Oct 26	Chapter 20: Managing Human Resource	Quiz Ch. 20 (Oct 30)
10	Nov 2	Chapter 21: Managing Operations	Quiz Ch. 21 (Nov 06) Second Exam: Ch. 14, 15, 16, 17, 19, 20, & 21 (Nov 06)
11	Nov 9	Chapter 10: Understanding Fin. Statements	Operations Plan (Nov 13) Quiz Ch. 10 (Nov 13)
12	Nov 16	Chapter 11: Forecasting Fin. Requirements	Quiz Ch. 11 (Nov 20) Entrepreneur Interview Assg. (Nov 20)
13	Nov 23	Thanksgiving Break	

The syllabus/schedule are subject to change.

14	Nov 30	Chapter 23: Managing Risk in SB	Quiz Ch. 23 (Dec 04) Financial Plan (Dec 04)
15	Dec 7		Full Business Plan (Dec 11)
16	Dec 12- Dec 16	Final Exam (Comprehensive)	Due: Dec 14

This is a tentative schedule. I do not intend to change the schedule, however, any unforeseen event during the semester may affect the schedule.

Business Plan	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Executive Summary (10%) A compelling new venture concept should be sold in just a few summarized pages. Rarely will an investor read past the executive summary unless a clear opportunity is presented.	Is able to articulate the new venture opportunity and present a highly convincing argument for the success of the new venture. (10)	Is able to articulate the new venture opportunity and present a highly convincing argument for the success of the new venture. (8)	Is able to articulate the new venture opportunity and present a highly convincing argument for the success of the new venture. (7)	Is able to articulate the new venture opportunity and present a highly convincing argument for the success of the new venture. (6)
The Team (5%) "It's better to have an A team and a B idea than a B team and an A idea". Explain how the team members will contribute to the success of the new venture.	Detail how each member's competencies individually and collectively enhance the probability of the new venture success. (5)	Detail how each member's competencies individually and collectively enhance the probability of the new venture success. (4)	Roughly explains how general competencies individually and/or collectively enhance the probability of the new venture success. (3.5)	Is not able to explain how each member's competencies individually and/ or collectively enhance the probability of the new venture success. (3)

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<p>Market analysis (20%) The overall analysis should include an environmental and industry analysis, a detail of the target market, a SWOT analysis, and an analysis of the competitors strategies (marketing P's).</p>	<p>Very detailed analysis (with detailed research/ calculations) of the industry and future trends, the target market and their profile, a SWOT analysis, and a detailed analysis of the main competitors strategies (the P's of the most direct 5-7 competitors). (20)</p>	<p>Detailed analysis (with some research/ calculations) of the industry and future trends, the target market and their profile, a SWOT analysis, and a detailed analysis of the main competitors strategies (the P's of the most direct 5-7 competitors). (16)</p>	<p>Rough analysis of the industry and future trends, the target market and their profile, a SWOT analysis, and a detailed analysis of the main competitors strategies (the P's of the most direct 5-7 competitors). (14)</p>	<p>Weak/ vague analysis of the industry and future trends, the target market and their profile, a SWOT analysis, and a detailed analysis of the main competitors strategies (the P's of the most direct 5-7 competitors). (12)</p>
<p>Marketing Plan (20%) The marketing</p>	<p>Very detailed and extremely cohesive strategy</p>	<p>Detailed and cohesive strategy of product, price,</p>	<p>Broad and somewhat integrated</p>	<p>Vague and nonintegrated strategy of product, price,</p>

<p>plan should include the mission, vision, objectives (specific), and the P's.</p>	<p>of product, price, promotion, and place (dist. / location). (20)</p>	<p>promotion, and place (dist. / location). (16)</p>	<p>strategy of product, price, promotion, and place (dist. / location) strategy (14)</p>	<p>promotion, and place (dist. / location). (12)</p>
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<p>Manufacturing and operations plan (10%) The successful manufacturing of a product or offering of a service requires a detailed analysis of the product/service being offered, the infrastructure required to manufacture the product or offer the service, the specific equipment needed, and a detail of the production plan or sequence of the service.</p>	<p>Very detailed explanation of the manufacturing process and/ or the offering of the service. Specific details of required infrastructure and equipment, a list of providers/ suppliers and a specific explanation of the production process or sequence of the service.</p> <p style="text-align: center;">(20)</p>	<p>Detailed explanation of the manufacturing process and/ or the offering of the service. Include details of required infrastructure and equipment, a list of providers/ suppliers and an explanation of the production process or sequence of the service.</p> <p style="text-align: center;">(16)</p>	<p>Explanation of the manufacturing process and/ or the offering of the service. General infrastructure requirements and equipment, a list of providers/ suppliers and a broad explanation of the production process or sequence of the service.</p> <p style="text-align: center;">(14)</p>	<p>Vague explanation of the manufacturing process and/ or the offering of the service.</p> <p style="text-align: center;">(12)</p>
<p>Financial Analysis (20%) In order to financially assess a venture, it is important to accurately calculate the initial investment required, a breakeven point, proforma income statement and balance sheet, and the return on investment.</p>	<p>Detailed, breakdown of initial investments, break-even point, pro-forma income statement (monthly for the first year and yearly for the first 3 years), balance sheet for 3 years, and ROI. Also includes justifications for capital structure and expected dividend payout.</p>	<p>Break-down of initial investments, break-even point, pro-forma income statement (monthly for the first year and yearly for the first 3 years), balance sheet for 3 years, and ROI. Also includes justifications for capital structure and expected dividend payout.</p>	<p>Broad categorization of initial investments, break-even point, pro-forma income statement, balance sheet, (for the first 3 years), and ROI.</p> <p style="text-align: center;">(14)</p>	<p>Very vague expected investments and returns.</p> <p style="text-align: center;">(12)</p>

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	(20)	(16)		
<p>Critical Risks (5%) Every new venture has risks that may hinder its success or lead to its demise. Therefore, it is important to identify these risks in order to establish mitigation and contingency plans.</p>	<p>Detail the risks (7-10) that may cause problems for the success for the venture and what you can do to mitigate those risks as well as establish contingency plans to be implemented if need be.</p> <p style="text-align: center;">(5)</p>	<p>Detail the risks (4-7) that may cause problems for the success for the venture and what you can do to mitigate those risks as well as establish contingency plans to be implemented if need be.</p> <p style="text-align: center;">(4)</p>	<p>Detail the risks (1-3) that may cause problems for the success for the venture and what you can do to mitigate those risks as well as establish contingency plans to be implemented if need be.</p> <p style="text-align: center;">(3.5)</p>	<p>Fails to consider the risks that may cause problems for the success for the venture.</p> <p style="text-align: center;">(3)</p>

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<p>Peer evaluation (10%) I expect that all members of a team will put forth relatively the same amount of effort towards the homework. In order to secure equity, I want each member to rate the other members on a scale from 1-4 with 4 being the highest score for exceptional work and collaboration.</p>	<p>The peer performed exceptional work, eagerly collaborated on the business plan and delivered what agreed upon. (10)</p>	<p>The peer performed good work, collaborated on the business plan and delivered what was agreed upon. (8)</p>	<p>The peer performed average work, on occasion collaborated on the business plan and delivered less than what was agreed upon. (7)</p>	<p>The peer performed mediocre work, did not collaborate on the business plan and did not deliver what was agreed upon. (6)</p>
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The syllabus/schedule are subject to change.