Course Overview and objectives

This overview seminar course in entrepreneurship examines the foundational and current literatures with an aim to understand and address questions such as:

- What is entrepreneurship?
- How does it influence the longevity of private or public sector enterprises?
- Can for-profit or not-for profit firms sustain without being entrepreneurial?
- Why do some individuals engage in entrepreneurial activities while others don’t?
- What are the different pathways to nurture and exploit an individuals’ entrepreneurial spirit?
- What forms of capital are required at different stages in the life cycle of an entrepreneurial firm?
- How can entrepreneurs meet their needs for financial, human, social, emotional, intellectual capital required for their ventures?
- Can entrepreneurship be learned, borrowed, or outsourced?

The overarching aim of the course is to expose students to the fundamentals of entrepreneurial success in a large spectrum of organizational contexts including small new ventures, existing small ventures, franchise operations, family firms, multinationals and voluntary organizations, in private-held and publicly traded, profit and not-for profit sectors. The course will draw and build upon your previous educational and work experiences.

By the end of the course, each student will develop a case study of a private or public firm in for- or not-for profit sector, aimed for publication in a peer reviewed journal. Students will start with exercises aimed to understand the current internal and external context of a firm and its historical development. This foundational understanding will be used to diagnose the extent of entrepreneurial orientation of the selected firm. The case culminates with recommendations to further enhance the entrepreneurial orientation of the firm to enable and sustain its success.

**DISCLAIMER:** In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.
**BRIEF COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date</th>
<th>Topic</th>
<th>Written Assignments due**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14 Sept.</td>
<td>Course overview and organization</td>
<td></td>
</tr>
</tbody>
</table>
| 2         | 21 Sept.   | What is Theory?  
Case study approach to theory building                           |                           |
| 3         | 28 Sept.   | Book Discussion – *Case study research* by Yin                     | Book review 1st and 2nd choices due |
| 4         | 5 Oct.     | Definitional issues: Entrepreneurship, Corporate Entrepreneurship, Family Business | Case site request       |
| 5         | 12 Oct.    | Thanksgiving – no class                                              |                           |
| 6         | 19 Oct.    | Evolution and current status of the field                           |                           |
| 7         | 26 Oct.    | Presentation and class discussion of reviewed books                  | Book reviews due         |
| 8         | 2 Nov.     | Evolutionary approach to organizations                               | Foundational elements due|
| 9         | 9 Nov.     | Recognizing opportunities                                           |                           |
| 10        | 16 Nov.    | Entrepreneurial personality & skills                                 |                           |
| 11        | 23 Nov.    | Resources for entrepreneurial pursuits                               | Diagnostics, Alternatives & Recommendations due |
| 12        | 30 Nov.    | No class, prepare for case study reports                             |                           |
| 12        | 7 Dec.     | Presentation of case studies                                         | Case presentations & Final reports due |

**Primary reader to bring 1-2 page summary and critique of assigned article in each session. Secondary reader must be prepared to comment on the assigned article.**

**READINGS:**

The readings are divided into two categories: Required and Supplementary Readings. While all participants will be expected to have thoroughly read and critiqued all of the required readings, the supplementary readings are for those students wanting more information on a particular topic. In addition, parts of the following books will be used in the course.

**Required books:**


**Book review options:**

Each student will review one of the following books (*Book Review due: Week 6*)

The specific book to be reviewed by each student will be decided on an individual basis. *Week 3 – Please send your first and second choice of book to review to the instructor.*


Perhaps the best book currently available to understand the consulting process for anyone interested in pursuing a consulting career. There is a field book available to complement this book.


An excellent book for those interested in pursuing a consulting career focused on family businesses.


For those interested in launching an independent venture, this book provides the up to date guidance available on preparation of business plans.


This book discusses the various factors that lead to successful trans-generational entrepreneurship, success and sustainability of family firms.


Based on a study of firms that have remained at the top of their industries for over a century, this book provides excellent guidance of factors that lead to sustainable success – can provide useful guidance for new ventures, small ventures, family or non-family firms.


A classic family business book based on an analysis of life cycles at work in family firms – a must read for all those interested in family firms as owners, managers, or consultants.


A family business classic – lessons from this book are valid for all firms.
EVALUATION:

Class Contributions       30%
Book review       15%
Case study        55%
Foundational information      10%
Diagnostics, Alternatives & Recommendations   15%
Final report        20%
Presentation         10%

CLASS CONTRIBUTIONS (30%)

This course is organized as a seminar. You will get out of the course what you put in it. Regular attendance and participation are critical to your successful completion of this course. To facilitate your preparation for each session, the reading list is divided into two parts – Required and Supplementary Readings. All students are expected to be well familiar with all required readings. If for some reason, you are not prepared, please let me know before the start of the class to save us both the embarrassment of my calling on you.

Notes are recommended in sufficient detail to enable your regular participation in the discussion. As you read the materials, you will undoubtedly find many flaws and things that could be improved. While noting these is important, you should also make sure that you can answer the following questions about each reading:

- What question is the author trying to address? How important is this question?
- What assumptions does the author make? How valid are these assumptions?
- How does the author address the research question? If this is an empirical piece, is the methodology appropriate?
- What conclusions does the author draw? Are these conclusions justified in the light of the empirical evidence presented by the author? How important are these conclusions?
- What level of analyses is the author addressing?
- How could this work be extended or refined?
- How is this work related to other articles assigned for the same class session?
- How does this work relate to other books/materials that you have read?

Primary and Secondary Reviewers:

Each required reading will be assigned to one primary and one secondary reviewer. The Primary Reviewer will critically review the reading and comment on it. S/he will prepare a 1-2 page article summary and critique to be shared with all members of the class at the beginning of each class. The Secondary reviewer will be asked to provide additional commentary, either agreeing or disagreeing with the Primary Reviewer. The discussion will then be open to the class.

Class Contribution Grade Calculation:
Every member of the class is expected to be a co-producer of the class discussion, listen carefully to one another, and attempt to build on or constructively critique prior comments. An effective participant:

- Is a good listener
- Makes points relevant to the ongoing discussion
- Makes comments that add to our understanding of the reading or article
- Is willing to challenge ideas that are being expressed
- Integrates materials from past classes, other courses

Each student will be asked to submit a one-page peer evaluation and grade out of 20 based on these five criteria for all students in the class (including self evaluation). These scores will be averaged with one assigned by me to determine the 30% Class Contribution grade.

**BOOK REVIEW:** (Book review 1st & 2nd choices due in Week 3; Book reviews due in Week 6; 15% of course grade)

Prepare a 3-5 pages book review and be prepared to share the highlights of your review in class. Your book review should include the research question/s or issues focused in the book, key points made by the author/s, research methods used, your assessment of the strengths and weaknesses of the book, and whether or not (and why) you’d recommend the book to others in the class.

You may find it valuable to read the book reviews published in Academy of Management Journal, Family Business Review, and other major journals in the Management.

**CASE STUDY:** (55% of course grade)

The major term paper for this course is a case study aimed for publication in a peer reviewed case journal. Examples of target journals include *Entrepreneurship Theory & Practice, Journal of Business Venturing,* and *Case Research Journal.* While you will be introduced to some published case studies during the term, you are encouraged to familiarize yourselves with other cases so as to have a template around which to develop your own case study. The case study can be focused on a private or public firm in for- or not-for profit sector.

Students will start with exercises aimed to understand the current internal and external context of a firm and its historical development. This foundational understanding will be used to diagnose the extent of entrepreneurial orientation of the selected firm. The case culminates with recommendations to further enhance the entrepreneurial orientation of the firm.

*Confidentiality of the case firm shall be respected at all times.*

My goal is to help you produce a well-researched, well thought out case study which can eventually (at the very least) be presented at a refereed case conference, or (better) be accepted for a peer reviewed journal publication.

To help you develop your case study, each student will submit three progress reports, present their ideas to the class, provide critical commentary on other students’ ideas and complete a final
paper. You will need to begin thinking about your term paper early in the course. Please feel free to discuss your ideas with me whenever you are ready to do so.

- **Session 4** – Submit a request for approval of case study site to the instructor sharing the size of the firm and why you feel this firm is a good site to develop a case study for this course. Given the high entrepreneurial spirit at JMSB, you are encouraged to locate an alumni’s firm for your study site.

- **Session 7 – Foundational elements (10%)**
  3-5 pages sharing the basics of the identified case site including the product/market scope, size of the firm (revenues, employees), growth patterns, current ownership and management status (using organizational charts), extent of family involvement in business (where applicable using geneology charts), history of the firm and family involved in it (where applicable). Based on an understanding of the foundational elements, determine and share the focal decision question for this case study.

- **Session 10 – Diagnostics, Alternatives & Recommendations (15%)**
  5-7 pages sharing the external and internal environment of the firm, SWOT analysis, alternatives the firm has to maintain high entrepreneurial orientation, your recommendations and justification for these recommendations. Perform a literature search and develop a readings list of articles that help address your identified decision question. Format your reading list as a list of references following the format used in the *Academy of Management Review*.

- **Session 12 – Presentations (10%)**
  To help you develop your ideas and present them succinctly, session 13 will be devoted to presentations and discussions of your case study. Prepare a 10-15 minute presentation. Innovation in presentations is encouraged. Please invite your case firm leaders to your final presentation. A peer review (similar to the participation grade) will be used to determine the presentation grade.

- **Session 12 – Case reports due (20%, 15-25 pages, typed, double-spaced, plus tables and references.** Based on the feedback received on Foundational elements, Diagnostics, Alternatives and Recommendations, develop a case study suitable for submission to a peer reviewed case journal. You are encouraged to follow the guidance for writing cases for ET&P (Chrisman, 1994). Format the case to meet the style guide for case authors for the Entrepreneurship Theory & Practice. ([http://www.baylor.edu/business/ETP/index.php?id=24903](http://www.baylor.edu/business/ETP/index.php?id=24903)).
SEMINAR SCHEDULE

Week 1: Course overview and organization

Week 2: What is Theory? Case study approach to theory building


Supplementary Readings

Week 3: Book Discussion:


Week 4: Definitional Issues: Entrepreneurship, Corporate Entrepreneurship, Family Business


Supplementary Readings

Week 5: Evolution and Current status of the field

**Supplementary Readings**


**Week 6: Book Reviews Due – Discussion of books reviewed**

**Week 7: Evolutionary approach to organizations**


**Supplementary Readings:**


**Week 8: Recognizing opportunities**


**Supplementary Readings:**


**Week 9: Entrepreneurial personality and skills**


**Supplementary Readings**


**Week 10: Resources for entrepreneurial pursuits**


**Week 11:** No class. Preparation of Case Studies

**Week 12**  
*Hand-in and class presentations of case studies*