ANNOUNCEMENTS

*West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. The university will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required in order to afford equal educational opportunities. It is the student’s responsibility to register with Disability Support Services. It is the student’s responsibility to contact the faculty member in a timely fashion to arrange suitable accommodations.

COURSE OBJECTIVES

This course, unlike other business courses that concentrate narrowly on a particular function or piece of the business—accounting, finance, marketing, production, human resources, or information systems, small business management focuses on operating a small business after funding has been obtained. It cuts across the whole spectrum of business and management. The course takes a practical, down-to-earth approach to planning, organizing and managing a small business. The center of attention is the total enterprise – the industry and competitive environment in which the small business operates its long-term direction and strategy, its resources and competitive capabilities and its prospects for success.

Owning and operating a small business can be a dream come true or a nightmare! Opportunities to plan and manage one’s own business are unlimited for the well prepared and qualified individual, but quite hazardous for others who are not lacking in desire but possess no other qualifications. With this in mind, this course is designed to meet the following goals:

- To make you aware of entrepreneurship/small business management as a career option.
- To provide you with technical information as you plan to own and operate your business.
Throughout the course, the spotlight will be trained on the foremost issue in operating a small business enterprise: “What must managers do, and do well to make the company a winner in the game of business?” The answer that emerges, and which becomes the theme of the course, is that excellent strategy-development and strategy-execution in the business plan are the key ingredients of company success and the most reliable signs of excellent management.

You’ll be called on to probe, question, and evaluate all aspects of a company’s external and internal situation. You’ll grapple with sizing up a company’s standing in the marketplace and its ability to go head-to-head with rivals, learn to tell the difference between a winning small business strategy and mediocre strategies, and become more skilled in spotting ways to improve a small business’s strategy or its execution.

In the midst of all this, another purpose is accomplished: to help you synthesize what you have learned in prior business courses. Dealing with the grand sweep of how to manage all the pieces makes small business management an integrative course in which you reach back to use concepts and techniques covered in previous courses. For perhaps the first time you’ll see how the various pieces of the business puzzle fit together and why the different parts of a business need to be managed for the micro or small firm to operate in a winning fashion.

The next weeks will be exciting, fun Challenging, and filled with Learning opportunities. No matter what your major, the content of this course has all the ingredients to be one of the most intense courses you have taken in the sense of learning a lot about small business, and enhancing your powers of business judgment. I sincerely hope this course will provide to be instrumental in making you competitively superior in being an entrepreneur, successful in your career and much wiser about the secrets of first-rate management.

**LEARNING OBJECTIVES**

The student will be able to:

1. Develop your capacity to think strategically about small business, its present business position, its long-term direction, its resources and competitive capabilities, the caliber of its strategy, and its opportunities for gaining sustainable competitive advantage.
2. Analyze entrepreneurial cases in order to apply the concepts from the textbook and classroom discussion. Cases can simulate the experience of operating a business without actually running them.
3. Give you hands-on experience in crafting business strategic options, using what-if analysis to evaluate action alternatives, and making sound strategic decisions through simulation.
4. Integrate the knowledge gained in earlier core courses in the business school curriculum, show you how the various pieces of the business puzzle fit together,
and demonstrate why the different parts of a business need to be managed in strategic harmony for the organization to operate in a winning fashion.

5. Develop your powers of managerial judgment, to help you learn how to assess business risk and improve your ability to make sound decisions and achieve effective outcomes.

6. Assist you in becoming more proficient in using personal computers to do managerial analysis and managerial work.

7. Make you more conscious about the importance of exemplary ethical principles, sound personal and company values, and socially responsible management practices.

TECHNIQUES OF INSTRUCTION

- Lecture
- Class Discussion
- Discussion of Current Small Business Topics
- Case Analyses
- Outside Research Skills
- Presentations and Small Business Case Study
- Written Presentation of Cases

SOURCE MATERIALS REQUIRED

2. Cases and Case Questions
3. Library Research
4. Internet Research
5. Outside Research
6. Hand-Outs/Web Information
7. Organizational Strategic Analysis
8. Personal Computer
9. Assigned Cases

CLASSROOM BEHAVIOR

Free discussion, inquiry, and expression are encouraged in this class. However, it has been my observation that students believe that classroom behavior that interferes with either the instructor’s ability to conduct the class or the ability of students to benefit from this instruction is not acceptable. Examples may include routinely entering class late or departing early; use of cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as “crossing the civility line”. In the event of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required.
Classroom behavior that is determined inappropriate and cannot be resolved by the student and the faculty member may be referred for administrative or disciplinary review.

**Acceptable Student Behavior**  
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (*Code of Student Life*). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University’s Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

**EXPECTATIONS**

Meaningful Class Participation: An essential skill for any manager is the ability to carefully articulate prior analysis and convince others of recommendations based on such analysis. Active class participation by students is an essential part of the learning experience in this course. Your ability to express yourself concisely, accurately, and under pressure is enhanced through daily class participation. Failure to take an active role in class discussions penalizes you in several ways:

1. You remove a major incentive to prepare your analysis with the thoroughness that leads to real understanding.
2. You waste an opportunity to develop skills in organizing and communicating ideas to a large group.
3. You deprive your classmates of the insights you can contribute to the discussion.
4. You lose the benefits from the evaluation of your ideas by others in the class.

Please remember that quality is very important. You hurt your grade when you speak frequently without substance. Keep in mind the difference between “being wrong” and “saying nothing.” A comment that some would consider “wrong,” yet which deals with a critical issue can make a positive contribution to the discussion. What does not contribute is a comment that does not say anything.

**COURSE REQUIREMENTS**

1. There will be three (3) exams (300 points) covering the textbook, cases, class lectures, project presentations and class discussions. The exams may be comprised of objective questions, short answer, short essay, essay, and possible bonus questions.

2. Class Case Question – Each case has a set of questions that the team must answer in the most complete and developed format possible. Spend the appropriate time to construct breadth, depth and knowledge in your answers presented. The answers should
show conceptual and practical thinking in your responses. In addition, your answers should demonstrate the tools acquired in the class in order to produce a thorough and decisive case analysis and evaluation. Do not beat around the bush or go lawyer on me when answering the question. Answer the questions. The case questions are to be typed. In addition grammar; spelling and writing style will be graded. Please make sure that you place your names of the participating team member on each sheet of case questions and answers that you develop in order to receive credit for your work as well as the title fly page.

Research – You are to update information through your research. Use business periodicals, company web sites and other current sources. Your research is to be attached to your submitted case questions. The reference section should be according to APA standards; in addition grammar; spelling and writing style will be graded thoroughly.

3. Class Case Participation – Class participation is critical and you will be evaluated on your class participation and written cases which will be turned in after class. You will be assessed primarily based upon your involvement in team class case discussions of the case questions and the analysis of the case, but other areas where a student or team can gain points in participation is initiating class discussion, asking questions, analyzing the case beyond the questions, volunteering and so on. However, I will grade easy in the beginning and you are to work in your teams on all the cases, as well as participate on the case questions as a team. Hopefully this will build the cohesion and determine abilities required for the team to function in order to analyze and present the two major cases during the semester.

**COURSE ASSESSMENT**

3 Exams – 300 points  
Case discussion and reports – 50 points

**Total Points: 350 Points**

The grading scale is:

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

Makeup exams may be given with the instructor’s prior permission. If you are going to miss an exam you must contact the instructor by phone, e-mail, fax or leave a message with the office personnel before the exam takes place in order to make suitable arrangements. This also applies to people who become suddenly ill; therefore it is imperative that you contact the instructor. However, the instructor
does not guarantee that a makeup exam can be provided, in particular as it relates to the date and reason requested for the makeup exam. In addition, the instructor may utilize some other methodology besides an exam, for example a research paper. In most cases (but not necessarily all cases) if you miss an exam or exams the final exam will be counted the appropriate amount of points toward your final composite score.

The instructor reserves the right to change the policies, procedures, and statements in this syllabus as deemed necessary with notification to the students.

**SCHOLASTIC DISHONESTY**: It is the responsibility of students and instructors to assist in maintaining scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Commission of any of the following acts shall constitute scholastic dishonesty (the listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty): acquiring or providing information for any assigned work or examination from any authorized source; informing any person or persons of the contents of any examination prior to the time the examination is given in subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project collaborating with groups and sharing information or secretly forming a joint venture while participating in the cases without prior permission of the instructor (please see the 2001-2002 Code of Student Life, Rules and Procedures for Students, West Texas A&M University for further reference).

A complete statement regarding scholastic dishonesty can be found in the Student Code of Life at [http://www.wtamu.edu/administrative/ss/code/code/css/code_17.html](http://www.wtamu.edu/administrative/ss/code/code/css/code_17.html).

**ADA statement**: West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Student Disability Services (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; [www.wtamu.edu/disability](http://www.wtamu.edu/disability); phone 806-651-2335.