

AP/ADMS 3920
NEW VENTURE AND
SMALL BUSINESS MANAGEMENT
WINTER 2021
Section M

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COURSE OVERVIEW

This course examines the entrepreneurial processes of new venture creation and issues associated with small business management from a theoretical and practical perspective. The emphasis is on issues that affect the success of the entrepreneurial venture, including opportunity recognition and assessment, the development of the business plan, the harnessing of resources, and other entrepreneurial, management and leadership challenges. The functional areas of business will also be developed as they relate specifically to planning for new ventures (including intrapreneurship) and small business management.

COURSE OBJECTIVES

By the end of this course, it is expected that the following educational objectives will have been achieved. Students will:

- be familiar with the current state of entrepreneurship in Canada and appreciate its economic and social impact
- appreciate the characteristics of individuals who engage in entrepreneurial activities and their motivations for doing so
- be able to identify and critically assess entrepreneurial ideas and opportunities
- understand the advantages and disadvantages of alternate business models, business strategies, modes of entry to small business, and organizational forms
- know the critical stages, accompanying issues, and business risks associated with the small business lifecycle
- have developed a framework for analysis of the strategic challenges of new ventures and small businesses and become familiar with theory and practice in the functional areas of marketing, operations, human resources management, finance, IT, etc.
- appreciate the purposes and importance of a business plan and have prepared a business plan for an enterprise of their choice utilizing appropriate research, analysis, and thought processes
- be able to identify the early warning signs of trouble in new ventures, appreciate the costs of failure, and be familiar with generic turnaround and exit strategies
- have gained experience and insight from being part of a team developing and pitching a new business proposal.

COURSE FORMAT

This course is being offered by way of on-line learning and remote teaching. It has been

designed such that you can engage with it either in a blended synchronous/asynchronous format or entirely asynchronously (except for quiz/exam times). This means that the course will be something you can engage with primarily on your own schedule BUT that there will also be regularly scheduled sessions running Thursdays starting at 11:30 AM Toronto time. We explain this below, but regardless of how you choose to engage, you will need access to the internet with a reasonably reliable connection. If you are going to participate in our Thursday sessions, you should anticipate using the common video conferencing platform Zoom.

To build our knowledge, we will be relying on two primary sources of information: the textbook, and the lectures. While it is expected that each of you will read the textbook, you will also be assigned a certain section of the textbook around which you will develop and deliver a 'mini-lecture' (see below). Collectively, these mini-lectures will cover the entirety of the textbook, form an important part of our learning, and contribute to the multiple choice questions on the midterms. In this course, we will be covering all 15 chapters of the text and this material will be covered on the quizzes and midterm exam.

With respect to the weekly sessions, please note that we will not be focusing only on the textbook content. Instead, we will be introducing alternative perspectives and other new material. These sessions will be delivered via Zoom, recorded, and then posted to eClass (formerly Moodle). You can choose to access the weekly sessions during our regularly scheduled class time OR view the recorded version asynchronously. The choice about when and how you engage with our weekly sessions is entirely up to you. However, please also note that these sessions (see below) will include not just a 'lecture' but also a series of class activities/exercises and time for a question/answer period.

To enhance your learning, we will be relying on a variety of interactive elements such as discussion forums and class activities/exercises. The forums can be accessed asynchronously (within certain time limits), but the activities/exercises will occur in real time during our weekly sessions. Having said this, it is important to recognize that you can earn your grade for discussion forum / class activities through either route OR a combination of both routes (see below).

REQUIRED TEXT

Longenecker, J.G., Donlevy, L.B., Champion, T., Petty, J.W., Palich, L.E., Hoy, F. (2016) *Small Business Management: Launching and Growing New Ventures*. Sixth Canadian Edition. Nelson Education.

COURSE STRUCTURE

Session 1 – January 14th

Lecture: Course information; entrepreneurs and entrepreneurship
Text: Chapter 1

Session 2 – January 21st

Lecture: Opportunity recognition; small business strategies; competitive advantage; business Models (business model canvas); networks and networking
Text: Chapter 2 - Student-led mini-lectures

Session 3 – January 28th

Lecture: Small business basics; modes of entry – build, buy, franchise; family business
Text: Chapters 3 & 4 - Student-led mini-lectures
Due: **Quiz #1** (covers chapters 1 and 2 PLUS session 1 and 2 'lectures')
Due: **Group information**

Session 4 – February 4th

Due: **Group business case presentations and business cases**
Group finalization

Session 5 – February 11th

Lecture: Organizational forms; business planning; market research

Text: Chapters 5 & 10 - Student-led mini-lectures

Due: **Individual assignment – group business case critiques**

Session 6 – February 25th

Lecture: Marketing strategies; e-commerce; globalization

Text: Chapters 6, 7 & 8 - Student-led mini-lectures

Due: **Quiz #2** (covers chapters 3, 4, 5, and 10 PLUS session 3 and 5 'lectures')

Session 7 – March 4th

Lecture: The entrepreneurial team; human resource management

Text: Chapter 9 - Student-led mini-lectures

Business plan consultations

Session 8 – March 11th

Lecture: Operations management; location selection; quality and control

Text: Chapters 11 & 12 - Student-led mini-lectures

Due: **Quiz #3** (covers chapters 6 through 9 PLUS session 6 and 7 'lectures')

Due: **Group declaration of responsibilities form**

Business plan consultations

Session 9 – March 18th

Lecture: Accounting basics; financial management; financial statements and *pro formas*

Text: Chapters 13 & 14 - Student-led mini-lectures

Business plan consultations

Session 10 – March 25th

Lecture: Managing growth; crisis management; exit strategies

Text: Chapter 15

Due: **Quiz #4** (covers chapters 11 through 14 PLUS session 8 and 9 'lectures')

Assigned: **Take-home exam** (Due 2:30 PM March 26th)

Session 11 – April 1st

Business plan consultations

Session 12 – April 8th

Due: **Group business plans due by the end of class**

Due: **Group business plan pitches**

EVALUATION

Discussion forums and in-class activities	5%
Student-led mini-lecture	5%
Individual critique assignment	10%

Group work	
Part 1: Business case	10%
Part 2: Business plan	25%
Part 3: Pitch competition	5%
Quizzes (4)	20%
Take-home exam	20%
	100%

For particulars, please see below.

DISCUSSION FORUMS and IN-CLASS ACTIVITIES

You will have the opportunity to engage in asynchronous discussion forums and/or real-time ‘in-class’ activities and exercises. The discussion forums will occur in eClass and will be session specific. This means that the forums will typically open a few days before the scheduled session and close a few days after the session ends (i.e. each forum will be open for approximately one week). Your instructors will start the dialogue in these forums by posting a few questions that relate to the material (text and lecture) to be covered during that session. You can then join the conversation and contribute to our collective learning process. To score well here, please recognize that you need to add something to the conversation that we do not already know from reading the textbook. Keys to success will be getting into the conversation early, by adding new insights, introducing real-world examples, and by being sure to tie what you say to what has already been said by others.

During each scheduled session, we will also be engaging in certain ‘in-class’ activities. These activities will provide us with the opportunity to explore aspects of the course material in greater depth. Typically, these activities will be done in small groups (via breakout rooms) but, on occasion, there will also be activities that are done individually. Regardless, these activities typically entail a brief submission of some sort via eClass. Our in-class activities will begin in session one and occur each session throughout the term.

Collectively, your engagement with the discussion forums and/or class activities will represent 5% of your overall grade. In effect, each time you engage in either the discussion forums OR class activities you can earn up to 1 mark towards your final grade (each forum post or class activity is graded but only your aggregate grade will be reported to you). Importantly, we take your best FIVE contributions to the forum discussions and/or class activities in determining your mark. This means that students who participate in a meaningful way can do quite well. While frequency of engagement is important (you need a minimum of five), the quality of your engagement is more critical.

STUDENT-LED MINI-LECTURES

Each student will be responsible for developing ONE mini lecture during the term that addresses one or more of the learning objectives stated at the start of each chapter in the textbook under the heading “Looking ahead”. These mini lectures will commence in session 2. You will each be assigned textbook content around which they must develop and deliver a mini lecture. These mini lectures are to be no more than 4-6 minutes in duration and **must** be posted 24 hours prior to the scheduled session they apply to. You are to deliver your mini lecture using PowerPoint and its ‘record narration’ tool and posting it to the appropriate session in eClass. To score well here, you must i) identify the learning objective(s) you are addressing; ii) choose the most important textbook content related to the learning objective; iii) include something new to tell us (assume we have read the text such as introducing either a real world example or by linking your lecture to an article or video that builds on the topic; iv) identify one or two multiple choice

questions pertaining to your mini lecture that we *might* be able to include in a quiz; v) attend to the issue of quality of your mini lecture presentation. Your mini lecture is worth 5% of your overall grade and with a little effort and imagination, this is another element of the course on which it is easy to do well.

INDIVIDUAL ASSIGNMENT

This assignment involves you critically reviewing (i.e. critiquing) the business cases presented by your classmates in class on February 4th. After you have watched all presenting groups, you will be assigned one specific group to review. Your reviews should evaluate the new venture idea described by the assigned group, identify concerns that you have, and provide value-added suggestions that might guide the group as they move forward in developing their business plans. Because you might want to ask questions, you might be advantaged by being on-line during our regularly scheduled class time that day.

This assignment is worth 10% of your overall grade. Your review is to be a maximum of 750 words in length and it to be presented double-spaced in TNR with font size = 12.

Due Date: This assignment must be submitted February 11th via eClass prior to the start of our regularly scheduled class time. Late papers are subject to a 10% penalty and will not be accepted after February 15th under any circumstances.

GROUP WORK (Three separate parts totaling 40% of total course grade)

This course involves substantial group work. You are to form yourselves into groups of between 4 and 6 students (the maximum number of groups we can accommodate is 12). The names of group members are to be submitted no later than January 28th. Students not in groups by then will be assigned a group.

PART 1: Business case presentation and the business model canvas (10%)

You are to prepare and present a business case for the opportunity your group has identified using the framework of the business model canvas introduced in session 2. Although at this stage you are only presenting your preliminary idea, you should be using the following headings for your presentation:

- Business Overview - discuss the general nature of the business idea for which you intend to prepare a business plan.
- Customer segment(s) – identify the market needs to be addressed by the business' products/services. Identify your assumptions regarding buyers' wants, willingness and behaviors.
- Value proposition – what you plan to offer your customers and what is compelling about your value proposition (i.e. competitive advantage)
- Channels – how will you promote, sell and deliver your offering to your customer segments.
- Customer relationships – what is the nature of customer interactions you envision?
- Revenue streams – how the business earns revenues through the delivery of its offerings.
- Key activities – what is it that your business must do (and do well) to deliver on its value proposition?

- Key resources – what strategic assets and capabilities are required to support your key activities?
- Key partnerships – not all activities have to be performed by you! Who else might be involved and what activities would they be responsible for?
- Cost structure – what are the major drivers of your ventures cost structure?
- Other - use this heading, if required, to add other information as required that relates to your preliminary assessment of the business opportunity. An example of this might be any legislation that guides or restricts the conduct or practices of the business.

Due Date for Part 1: February 4th - In-class presentations – times to be assigned. NO late submissions will be accepted.

You are to submit your business model canvas via eClass at the time of your presentation together with a business case summary structured following the prescribed headings above. That summary is to be a maximum of 1500 words in length (double-spaced, minimum font size = 12) PLUS appendices. If you use appendices, you must make specific and appropriate reference to them in the body of your report. Your presentation is to be a maximum of 10 minutes duration (inclusive of Q&A). That means that the dry run of your presentation must be no more than five minutes!

Your grade will be determined in part by how effectively you use market research to support your discussion and conclusions, how clearly you convey the feasibility of the idea, and the quality of your presentation. To succeed here, you must push your analysis and assessment of the environment and the implications for the venture's capabilities as far as possible.

NOTE: After Part 1 of the group assignment, groups will have the opportunity to re-evaluate group membership. Students without a group after this stage will then be organized into new groups or may join another already established group.

PARTS 2 and 3: Business plan and 'pitch' (25% + 5%)

For these parts of the group assignment you are to prepare a formal business plan for the business of your choice and then 'pitch' your plan to your classmates. The presentation of your plan should follow the general guidelines presented in the lectures and the text but should be tailored to fit the nature of the venture and your personal preferences. Having said this, the plan must include the following:

- An executive summary that captures the essence and critical aspects of the entire business plan,
- A mission statement and specific, measurable objectives,
- A discussion of legal and other issues, including your rationale for the selection of a particular organizational form,
- A marketing plan that clearly identifies your marketing strategy (product, price, promotion, place and people) and is consistent with your analysis of the target market's needs, buying behavior, etcetera and the competition's practices.
- An operating plan which addresses, among other things, location selection, equipment and technological needs, inventory and quality management, etc.

- A human resources plan covering staffing/skills needs identification, structure, personnel policies (recruitment, training, compensation, etc.), etc.
- A financial plan, including well-supported and detailed projections, an identification of financing sources, accounting systems, etc.,

Essentially, your business plan should consist of a series of inter-related functional area plans and you will be evaluated for each one individually and for the plan as a whole.

Due Dates for Parts 2 and 3:

The business plan = April 8th - A copy of your business plan is to be submitted before the end of our regularly scheduled class. Late papers are subject to a penalty of 2% per calendar day or part thereof (i.e. a 75% becomes a 65% on April 12th). No papers will be accepted after April 12th.

The business pitch = April 8th - in-class presentations – times to be assigned.

This is to be a comprehensive, stand-alone business plan. It should be a maximum of 25 typed pages in length (double-spaced, TNR, minimum font size = 12, minimum 1" margins) PLUS appendices (you may include as many appendices as you like, but please be sure that they are relevant). You must also include a table of contents and an executive summary, which are not included in the page count. If you use appendices, you must make specific and appropriate reference to them in the body of your business plan. Your 'pitch' is to be a maximum of 10 minutes duration.

Your grade will be determined in three ways. First, by how well you refine and support the business concept as evidenced by your formal written plan (25%). The required content identified above should be the bare minimum. Top grades will require you to push things much further! Second, our assessment of the pitch you deliver to our classmates (2.5%). Third, by the number of classmates' votes your pitch receives (2.5%).

NOTE: Parts 2 and 3 of the group assignment is subject to both a declaration of responsibility process (declarations due March 11th) and a peer evaluation process. Each of these processes may see an individual's grades adjusted up or down as much as 10% from the group's grade.

QUIZZES

There are four multiple-choice quizzes scheduled during our regular class time in sessions 3, 6, 8, and 10. Each quiz is worth 5% of your overall grade with questions drawn from the assigned chapters in the text PLUS our weekly 'lectures'. These time constrained lectures will be the most challenging graded component in the course. The key to success will be keeping up with the readings and paying attention to any pre-quiz guidance given.

You may miss ONE quiz without penalty. IF you miss a quiz, the weight of that quiz will be shifted to your remaining/subsequent quizzes (i.e. not to any previously written quiz). The exception to this policy is that nobody can miss Quiz #4. If you miss Quiz #4 for any reason, you will be given ONE opportunity to write an alternate Quiz #4 prior to the end of classes. This alternate quiz will be set and graded in a manner that acknowledges the additional preparation time available.

TAKE-HOME EXAM

A take-home exam is scheduled for March 25th and will be worth 20% of your overall grade. The exam will be comprehensive in nature and will involve short answer and case-based questions. It will focus on application of course concepts and your responses will be due 24 hours after the exam is assigned even though the exam itself will be set in a manner that should allow completion in approximately three hours. Pre-exam guidance will be given.

If you may miss the take-home exam for any reason you will be given the opportunity to write a make-up exam prior to the end of classes. This exam will be set and graded in a manner that acknowledges the additional preparation time available. In accordance with University Policy, no medical or other documentation is currently required when an examination is missed. However, students must notify the course coordinator within 48 hours of the scheduled exam.

RELEVANT UNIVERSITY REGULATIONS

Deferred Exams: Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

As communicated to the University community on March 13, 2020, Senate Executive has agreed to waive until further notice the requirement for students to submit an Attending Physician's Statement in support of a request for deferred standing or petitions. In order to apply for deferred standing, students must register at <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. Students should review the York Academic Honesty policy for themselves at: <http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: http://www.yorku.ca/tutorial/academic_integrity/

Grading Scheme and Feedback Policy: The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course.

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/secretariat/policies/document.php?document=86>

Reappraisals: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal

procedures and information, please visit the Office of the Registrar site at: <http://www.registrar.yorku.ca/grades/reappraisal/index.htm>

Accommodation Procedures: LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://www.registrar.yorku.ca/exams/deferred/index.htm>

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities: The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information please visit the Disabilities Services website at: <http://www.yorku.ca/cds/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>