

App. - 10/2/07
07-15a
Info - 11-6-07

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: MGMT 275 Introduction to Entrepreneurship

Instructor(s) of Record: Joette M. Wisnieski Ph.D. and Stephen W. Osborne Ph.D.

Phone: 724-357-5912 and 724-357-5760

Email: wisnie@iup.edu and osborne@iup.edu

Step One: Proposers

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
(see attached completed Undergraduate Distance Education Review Questionnaire)
2. How will each objective in the course be met using distance education technologies?
(see attached completed Undergraduate Distance Education Review Questionnaire)
3. How will instructor-student and student-student, if applicable, interaction take place?
(see attached completed Undergraduate Distance Education Review Questionnaire)
4. How will student achievement be evaluated?
(see attached completed Undergraduate Distance Education Review Questionnaire)
5. How will academic honesty for tests and assignments be addressed?
(see attached completed Undergraduate Distance Education Review Questionnaire)

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Pranav B. S. 9/20/07
Signature of Department Designee Date

Endorsed: [Signature] 9/20/07
Signature of College Dean Date

Received
SEP 21 2007
Liberal Studies

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail S. Schust 10/2/07
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

CT Samuels 10/4/07
Signature of Provost (id) Date

Forward form and supporting materials to Associate Provost.

Undergraduate Distance Education Review Questionnaire

MGMT 275 Introduction to Entrepreneurship

Step One: Proposer (Provide a brief narrative rationale for items A1 – A5)

A1 How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Qualifications for Distance Education Delivery Method

Joette M. Wisnieski, Ph.D.

Has used WebCT distance education delivery for MGMT 495 Business Policy (ten semesters)

Has used WebCT distance education delivery for MGMT 454 International Competitiveness (six semesters)

In addition, has used WebCT as a supportive component of MGMT 325 Small Business Management classroom setting course

Also, has used WebCT as a supportive component of MGMT 275 Introduction to Entrepreneurship classroom setting course

Has used WebCT as a supportive component of MGMT 492/493 Internship course

Has used WebCT as a supportive component of MGMT 613 Organizational Analysis

Stephen W. Osborne, Ph.D.

Has used WebCT distance education delivery for MGMT 495 Business Policy (three semesters)

Has extensively use other venues to deliver distance education (non-WebCT)

**Qualifications for the Discipline
(MGMT 275 Introduction to Entrepreneurship)**

Joette M. Wisnieski, Ph.D.
Associate Professor of Management

Ph.D., University of Georgia — Strategic Management

Assistant Director of the Small Business Institute — manages teams of students who act as consultants to area small businesses

Small Business Development Counselor— works as a consultant to local small businesses

Received grant from Kauffman Foundation and started the Entrepreneurship and Small Business minor for Fine Arts students at IUP

Has taught MGMT 275 Introduction to Entrepreneurship in a classroom setting for ten semesters.

Stephen W. Osborne, Ph.D.
Professor of Management

Ph.D., Graduate School of Business, University of Pittsburgh.

Director of the Small Business Institute — manages teams of students who act as consultants to area small businesses

Small Business Development Counselor – works as a consultant to local small businesses

Developed Self Employment Assistance Program for unemployed workers interested in starting their own business

Has taught MGMT 275 Introduction to Entrepreneurship in a classroom setting for twenty semesters.

Publications and Research:

Journal Articles – 5

Proceedings Publications – 13

18 Presentations

Editor, *Journal of Small Business Strategy* (1998-2004)

Boards:

1st Summit Bank Area Board (2002 - present)

Four Footed Friends, Inc., Chair, Advisory Board (2004 - present)

Indiana County Humane Society, Advisory Board (1999 - 2003)

Small Business Institute Directors' Association (1998 - 2004)

Pennsylvania Appalachian Capital Alliance (and served on Loan Committee) (2000-03)
Keystone Repertory Theater (1997-2002)

Awards:

SBI Consulting Case of the Year Awards:

- ❖ 7 National Awards
- ❖ 14 Regional Awards

Showcase Award for outstanding SBI Program in U.S.

Pennsylvania Business Central's Top 100 people for 2003

Conference Best Paper Awards – 2

U.S. Small Business Admin. (SBA) Research Advocate of the Year

Elected Small Business Directors' Association (SBIDA) Fellow

U.S. Small Business Administration District Director's Award

Relevant Publications for Joette M. Wisnieski and Stephen W. Osborne

Wisnieski, J. and Soni, R. G., "Strategic Alliance Choice: Usefulness of Proposed Theories," Journal of Applied Management and Entrepreneurship, 2005.

Bharadwaj, P., T. W. Falcone, and S. Osborne, "Creating Entrepreneurs from the Ranks of the Unemployed," Journal of Small Business Strategy, 2005

Wisnieski, J. M. and Ryan, J., "Simulate to Stimulate: A Conversation with Small Business instructors," Academy of Entrepreneurship Journal, 2006.

A2 How will each objective in the course be met using distance education technologies?

Objective 1) It is expected that upon successful completion of the course, students will become familiar with important concepts of entrepreneurship, including an entrepreneurial environment, the development of creativity and innovation, and the concept of intrapreneurship. This objective will be met by students through (a) an understanding of **Chapters 1, 2, 8, 9 and 10**, (b) accessing outside internet information sources related to entrepreneurship such as:

<http://www.kc.frb.org/SPCH&BIO/Entrepreneurship-Cerner-042805-final.pdf>

This is an excellent description of the role of entrepreneurship as a source of growth in an economy. The article, which compares and contrasts the record of the U.S. with other nations, was written by the President and C.E.O. of the Kansas City Federal Reserve Bank.

<http://www.nowpublishers.com/now/product.aspx?product=ENT&doi=0300000001§ion=ch01>

This is a readable and broad-based review of several issues concerning growth (at the level of the firm, industry, and economy) and its relationship to entrepreneurship.

<http://wwwc.house.gov/smbiz/>

This is the U.S. House of Representatives Small Business committee's website. It covers a variety of topics dealing with the role of small business in our economy and government programs to support small business and entrepreneurship, and,

(c) by successful completion of an Assignment and Discussion, such as:

Distance Education Assignment and Discussion. What are the major reasons for entrepreneurship becoming so important in our economy?

As large corporations become less able to provide secure and attractive career opportunities, people turn to alternatives; one of the alternatives is entrepreneurship. Another reason for entrepreneurship's importance is the independence it offers. The opportunity to take advantage of a route toward self sufficiency has great appeal to growing numbers of people.

Objective 2) It is expected that upon successful completion of the course, students will be provided with an understanding of the role that marketing, strategy and finances play in new ventures. This objective will be met by students through (a) an understanding of **Chapter 3**, (b) accessing outside internet information sources related to entrepreneurship, such as:

http://www.sba.gov/starting_business/index.html

This is a useful site offered by the United States Small Business Administration. It includes business plan basics and overviews of financing, marketing, human resource management, legal aspects, and various special interest topics.

<http://www.entrepreneur.com/bizstartups/0,4235,,00.html>

This site provides a wide array of topics of interest and importance to someone considering starting a business. It includes links to sources covering legal basics, raising money, marketing, getting help, and finding the perfect business idea.

<http://www.business.gov/phases/launching/>

The official business link to the U.S. government, Business.gov provides descriptions of three tasks critical to launching a business: Exploring Whether You Are Ready?, Finding a Mentor, and Writing a Business Plan.

http://www.inc.com/guides/start_biz/

This is an excellent compilation of documents of interest to a prospective entrepreneur. Topics covered include writing a business plan (an expansive, easy-to-understand guide is provided), patents, raising start-up capital, setting up a home office, market research, etc.

and (c) by successful completion of an Assignment and Discussion such as:

Distance Education Assignment and Discussion. What are the biggest difficulties faced by firms as they enter new markets?

The entry into a new market requires getting customers to change buying habits, i.e., the customers the new firm needs to succeed are already being served somehow and they will therefore have to switch if the new entrant into the market is to survive. Getting the change requires a change in the habits of customers and, depending on the product, may require switching costs. Added to these difficulties are the reactions of the firms currently serving the industry. These reactions frequently take the form of strong measures, such as dropping prices to levels that make profits impossible to achieve.

Objective 3) It is expected that upon successful completion of the course, students will be able to assess the feasibility of new venture ideas and develop and prepare their own feasibility studies. This objective will be met by students through (a) an understanding of **Chapter 10**, (b) accessing outside internet information sources related to entrepreneurship, such as:

www.nefe.org

This site of the National Endowment for Financial Literacy has wonderful information (including articles and a PowerPoint presentation) for aspiring entrepreneurs. These features can be retrieved by going to the nefe.org site, click on "welcome," then click on "search," and type "entrepreneur."

www.sba.gov/starting_business/startup/entrepreneurialtest.html

The Small Business Administration has an interactive website that features an entrepreneurial personality test. Students will receive their total score indicating entrepreneurial potential.

<http://bhswk.hbs.edu>

Harvard Business School has many online articles for aspiring entrepreneurs. These articles include "Lesson of Successful Entrepreneurs," "A Litmus Test for Entrepreneurs," and "Want to be an Entrepreneur?" These articles can be found by going to the above website and clicking on "Entrepreneurship."

www.benlore.com

This is the website of the Entrepreneur's Mind. This site contains wonderful real-life stories of successful entrepreneurs and how they grew their businesses. It also features advice from industry experts and academicians.

www.fortune.com/fortune/smallbusiness

This website of *Fortune Magazine* has an "Ultimate Resource Guide" that is designed for entrepreneurs of growing companies. Students visiting this site would find entrepreneurs with real-world problems and advice from experts.

<http://entrepreneurs.about.com>

This website has a wealth of information on issues for growing businesses. Links on the site include "Running a Business," "Case Studies and Interviews," and "Resources."

and (c) by successful completion of an Assignment and Discussion such as:

Distance Education Assignment and Discussion. What are the two major determinants of the value of a business? Explain each of them.

The two determinants of value are the firm's assets and its projected future earnings. The assets may be evaluated in four ways: using book value, replacement value, liquidation value, and an appraisal value. The value of a

company's future earnings must be adjusted using interest levels and the period of time before the earnings materialize.

Objective 4) It is expected that upon successful completion of the course, students will be enabled to explore contemporary issues in entrepreneurship including international startups, women entrepreneurs and ethical issues facing entrepreneurs. This objective will be met by students through (a) an understanding of **Chapters 1, 2 and 6**, (b) accessing outside internet information sources related to entrepreneurship such as:

www.mbemag.com

This online magazine provides articles of interest to women and minority entrepreneurs. It also provides an online resource center and a calendar of events.

www.ebony.com

John Harold Johnson was the founder of *Ebony* and *Jet* Magazines. The October 2005 issues of *Ebony* was dedicated to the "life and legacy" of this great entrepreneur. It is possible to order back issues of this magazine from the website.

www.womanowned.com

This site provides "information, tools, networking opportunities, and advice." It plans to establish a portal to help women sell their products.

www.nfwbo.org

This site is operated by the Center for Women's Business Research. The Center provides research, consulting, and resource and educational materials.

and (c) by successful completion of an Assignment and Discussion related to the following:

Distance Education Assignment and Discussion. List possible reasons why women-owned businesses are smaller than the average business owned by men.

The need to improve an organization's financial condition correlates directly with the process of making and measuring quality improvements. Lower deficiencies will lead to lower total costs. Improvements in product or service features can lead to higher market share at a better price, which means higher revenue.

A3 How will instructor-student and student-student, if applicable, interaction take place?

Assignments/Discussions (Threaded Discussions and Chat Rooms)

A variety of topics will be assigned and discussed during the semester. These discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

Typically, the length of a completed assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.

Students earn grades on Assignments/Discussions by (1) submitting a completed assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the assignment period or within 24 hours after the assignment submission deadline. That is, students may comment on other assignment submissions during the assignment period and also may comment on assignments up to 24 hours after the assignment deadline has past. Therefore, the discussion component of the assignments/discussions is 24 hours longer than the assignment submission period.

The only way to earn a total of 10 points on a given assignment is by submitting a thorough assignment and by commenting on the submission of at least one other student in the course by replying to the assignment within the assignment/discussion icon.

The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the discussion phase.

A4 How will student achievement be evaluated?

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	Total 400 points

The final grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The grading scale for the course is:

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

Examinations

There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

Assignments/Discussions

There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

A5 How will academic honesty for tests and assignments be addressed?

Examinations

There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Placement of the questions will randomly vary based upon the WebCT Test tool. Also, questions pertaining to specific assignments and discussions submitted by students will be included in the test.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day. Students will be allocated two and one-half hours (approximately 150 minutes) to complete 100 questions. In addition, the physical layout of the exam is white lettering on a black background, thus decreasing the likelihood that a student, completing an exam at the beginning of the examination period, will print a copy of the test and provide it to a fellow classmate.

SYLLABUS OF RECORD

MGMT 275 Introduction to Entrepreneurship
Joette M. Wisnieski, Ph.D. and Stephen W. Osborne, Ph.D.

3c-01-3sh

I. Catalog Description

Entrepreneurship is defined, common myths discussed, and basic characteristics of entrepreneurs identified and reviewed. Includes topics such as psychology of entrepreneurship, economic and social aspects of entrepreneurship, history, techniques of purchasing a company, new venture initiation, and risk taking. Prerequisite: Sophomore status.

II. Course Outcomes/Objectives

The outcomes and objectives of this course will be able to:

1. familiarize the student with important concepts of entrepreneurship, including an entrepreneurial environment, the development of creativity and innovation, and the concept of intrapreneurship;
2. provide students with an understanding of the role that marketing, strategy and finances play in new ventures;
3. provide students opportunities to assess the feasibility of new venture ideas and develop and prepare their own feasibility studies; and,
4. enable the student to explore contemporary issues in entrepreneurship including international startups, women entrepreneurs and ethical issues facing entrepreneurs.

III. Detailed Course Outline

1. Introduction and Historical Overview of Entrepreneurship (Week 1: 3 academic hours)

Upon completion of the initial discussions, the student should be able to: have an appreciation for the historical development of entrepreneurship; explore the concepts of creativity and innovation; and, understand various entrepreneurial characteristics and styles.

2. Chapter 1 – Entrepreneurship Today (Week 2: 3 academic hours)

Upon chapter completion the student should be able to: become aware of the way in which entrepreneurship emerged as a leading economic force during the 1980's, the 1990's and today; appreciate the nature how the U.S. economy is undergoing important changes during the 21st century; see that countries worldwide have discovered entrepreneurship as a source of economic vitality; and, comprehend that small business has what it takes to complete successfully with much larger organizations.

3. Chapter 2 – The Entrepreneur (Week 3: 3 academic hours)

Upon chapter completion the student should be able to: realize there is no consensus concerning the definition of entrepreneur; understand the decision to become an entrepreneur is influenced by an individual's personality, the ethno-cultural environment, circumstances in society, and the interaction of these forces; and, comprehend the many advantages and disadvantages of being an entrepreneur and, therefore, the decision to start a business must be weighted very carefully.

4. Chapter 3 – Starting a New Business (Week 4: 3 academic hours)

Upon chapter completion the student should be able to: understand that the idea for a new business can come from anywhere, but the most common source is the work experience of the entrepreneur; see that the advisability of entering an industry depends on how well the customers are being served by the companies already in the industry; comprehend the basic strategies that may be adopted by new firms are low cost, differentiation, and focus; and, be aware of the fact that the great majority of businesses in the U.S. are operated by one person, rather than some kind of partnership, despite some important advantages of multiple-personal management.

5. Chapter 4 – Buying an Existing Business (Week 5: 3 academic hours)

Upon chapter completion the student should be able to: understand that buying an existing business has several important advantages over starting one, including less risk, less time and effort, and the possibility of getting a bargain; appreciate that finding a business to buy should not be confined to the standard channels where business for sale are advertised; comprehend the method for determining the value of the business and understand that it requires taking into account both the assets the company has and the earnings it is likely to achieve in the future; and, see that in order to negotiate effectively, the entrepreneur must gather as much information about the company and industry as possible.

6. Chapter 5 – Franchising and Other Alternatives (Week 6: 3 academic hours)

Upon chapter completion the student should be able to: know why franchising has become an extremely popular way of going into business; understand the many significant advantages, to an entrepreneur, being a part what of franchise chain offers; know legal protection from being rushed into a premature decision by the franchisor the law provides to anyone interested in buying a franchise; be aware that despite government regulations, many individuals are cheated by unscrupulous sellers of franchises and business opportunities; and, understand what the failure rate of franchises really is, and what it means.

7. Chapter 6 – Women-Owned and Minority-Owned Businesses (Week 7: 3 academic hours)

Upon chapter completion the student should be able to: realize women-owned businesses have grown rapidly since 1980 as a result of many factors; understand why women-owned businesses are often smaller than those owned by men; be able to explain why there has been a substantial increase in minority-owned businesses in recent years; and, be able to explain the challenges and opportunities faced by women-entrepreneurs and minority-entrepreneurs.

8. Chapter 7 – Home-Based Businesses (Week 8: 3 academic hours)

Upon chapter completion the student should be able to: realize that home-based businesses were very common before the Industrial Revolution; be able to identify the reasons for the increasing number of home-based businesses; understand the advantages and disadvantages of home-based businesses; and, be aware of the legal, insurance, and tax issues applicable to home-based businesses.

9. Chapter 8 – Family Businesses (Week 9: 3 academic hours)

Upon chapter completion the student should be able to: become aware that most of the businesses in the U.S. are family owned; understand the advantages and disadvantages of being an entrepreneurial couple; understand the alternatives for the entrepreneur's children to enter the business; and, comprehend the issues that need to be addressed in a succession plan.

10. Chapter 9 – New Product Development (Week 10: 3 academic hours)

Upon chapter completion the student should be able to: become aware that new product development is a high-risk endeavor; be able to explain why small companies can develop new products more easily than large companies can; know several ways of brainstorming for new product ideas; be able to identify the factors needed for a successful new product; and, comprehend the types of legal protection available for new products.

11. Chapter 10 – Business Growth and the Entrepreneur (Weeks 11 and 12: 6 academic hours)

Upon chapter completion the student should be able to: understand how skills needed by the entrepreneur will change as the business grows; comprehend why the entrepreneur should consider tailoring the size of the business to his or her personality; be able to understand why some entrepreneurs become dissatisfied when a company grows too large; and, understand the entrepreneur's option if the company becomes too large.

12. Chapter 11 – Global Business (Weeks 13 and 14: 6 academic hours)

Upon chapter completion the student should be able to understand: how small firms should consider exporting and importing; a range of approaches that may be used to enter foreign markets; there are widely accepted procedures for reducing

the risk of doing business with an individual or firm in another country; and, a wide range of government programs to assist entrepreneurs in exporting is available.

IV. Evaluation Methods

The final grade for the course will be determined as follows:

50 % Tests. Two tests consisting of multiple choice and essay questions, with each examination worth 100 points and comprising 25% of the final course grade. Make-up tests based upon excused absences will be administered at an agreed upon time.

25 % Assignments and Attendance. Each student is expected to participate actively in class activities and come to class prepared by keeping up with the assigned readings and completing homework and in-class assignments. Students are not to have more than 3 academic hours of unexcused absence during the semester. Excessive absenteeism (i.e., more than 3 academic hours during the semester) will result in a loss of 5 points per unexcused absence toward the 100 points Assignments and Attendance grade. Fifteen percent (60 points) of the overall course grade is based on class assignments and 10% (40 points) on attendance for a total of 100 points.

25 % Case Analysis – Term paper. Throughout the semester, current entrepreneurship examples will be discussed by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current entrepreneurship example using a framework provided in the textbook. The case analysis – final term paper is to be approximately 10 – 15 pages in length. It may also include relevant attachments. The final case analysis project is due during the day of the final exam period (week 15).

V. Example Grading Scale

The evaluation for the course will be determined through examinations, submission of assignments, attendance and the completion of a culminating activity, that is, a case analysis – term paper, as in the following example:

Examinations (2 exams at 100 points each)	200 points
Class Participation and Attendance	100 points
Case Analysis – Term Paper	100 points
	Total 400 points

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

The final grading scale for the course is:

90	-	100 points	A
80	-	89 points	B
70	-	79 points	C
60	-	69 points	D
0	-	59 points	F

VI. Undergraduate Course Attendance Policy

The University expects all students to attend class. Students are not to have more than three academic hours of unexcused absences during the semester. The instructor monitors attendance on a regular basis. Excessive absenteeism (i.e., more than three academic hours of unexcused absences during the semester) will result in a reduced class assignment and attendance grade of 5 points per unexcused absence.

VII. Required Textbook, Supplemental Books and Readings

Lambing, Peggy A., and Charles R. Kuehl, Entrepreneurship, (Fourth Edition), Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2007.
ISBN: 0-13-228174-0

Students are expected to be prepared to discuss assigned text chapters, including supportive materials and assigned readings.

VIII. Special Resource Requirements

Computer hardware and software needed for analysis will be provided through the PC lab.

IUP has instituted a communication policy regarding email. The policy reads in part:

Indiana University of Pennsylvania provides email services to all students and employees as an official method of communication. Students have a responsibility to read their IUP email accounts, and, if responding to or sending email about IUP business, use their IUP email accounts to do so. The policy can be viewed in its entirety at: <http://www.iup.edu/techzone/email/iupuseofemailpolicy.pdf>

IX. Bibliography

Abrams, Rhonda, The Successful Business Plan: Secrets and Strategies, (Second edition)

Barringer, Bruce and Duane Ireland, Entrepreneurship: Successfully Launching New Ventures, (Second Edition), Upper Saddle River, NJ: Prentice Hall, Inc. 2008. ISBN-10: 0132240572

Burns, Tom and G. M. Stalker, The Management of Innovation, London: Tavistock Publications, 1961.

Drucker, Peter, Innovation and Entrepreneurship, Practice and Principles, 1985.

Entrepreneurship Theory and Practice (periodical)

Heriot, Kirk C., Cases in Entrepreneurship and Small Business Management, (Eighth Edition), Upper Saddle River, NJ: Prentice Hall, Inc. 2006. ISBN-10: 0131542729

Hirsch, Robert, Michael Peters and Dean Shepherd, Entrepreneurship, (Seventh Edition)

Jones, Gareth R., Organization Theory (Fifth Edition), Upper Saddle River, NJ: Prentice Hall, Inc. 2007. ISBN: 0-13-186542-0

Journal of Business Venturing (periodical)

Journal of Small Business Strategies (periodical)

Levitt, Steven D. and Stephen J. Dubner, Freakonomics, A Rogue Economist Explores The Hidden Side of Everything, New York: HarperCollins Publishers, Inc., 2005.

Mariotti, Steve, Entrepreneurship: Starting and Operating a Small Business (First Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2007. ISBN-10: 0132223694

Robbins, Stephen, P. and Mary Coulter, Management, (Ninth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2007. ISBN: 0-13-225773-4

SmartStart Your Pennsylvania Business, PsiResearch/Oasis Press, 1998.

Wickham, Philip A., Strategic Entrepreneurship, (Fourth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2006. ISBN-10: 027370642X

Zimmerer, Thomas W., Norman M. Scarborough and Doug Wilson, Essentials of Entrepreneurship and Small Business Management, (Fifth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2008. ISBN-10: 0132294389

Eberly College of Business & Information Technology
MGMT 275 (Distance Education)
Introduction to Entrepreneurship
3 Credit Hours
Spring Semester 2008

Instructors:	Joette M. Wisnieski, Ph.D.	Stephen W. Osborne, Ph.D.
Office:	308-L Eberly College of Business & Information Technology	308-H Eberly College of Business & Information Technology
Telephone:	724-357-5912	724-357-5760
E-mail:	wisnie@iup.edu	osborne@iup.edu
Office Hours:	Tuesday: 12:30 – 1:00 p.m. Wednesday: Noon – 3:00 p.m. Thursday: 11:30 a.m. – 1:00 p.m.	Tuesday: 2:45 – 3:45 p.m. Wednesday: Noon – 3:00 p.m. Thursday: 2:15 – 3:15 p.m.

IMPORTANT

This is a distance education section. Since your contact with the instructor is limited to mostly electronic communication, there is a need to pay particular attention to the procedures established in this syllabus. Please read this syllabus in detail as soon as possible and communicate any questions to the instructor in a timely fashion. Common student errors include: improper timing of exams, not submitting assignments/discussions by the due date, not staying current of communications from the instructor, and not developing a routine for regular involvement. Please note procedures related to these issues below.

To access the Web course:

- Go to www.iup.edu/webct
- Your WebCT username, as well as your initial password is the same as your four-character IUP email name (if you have used WebCT before, you must continue to use the password from the past). It is highly recommend that first-time WebCT users reset their passwords.
- Should you have difficulty accessing WebCT, please refer to the IT Support Center at www.iup.edu/itsupportcenter or email: it-support-center@iup.edu

After you have accessed the course on WebCT, please pay particular attention to the Calendar regarding course assignments, discussions, chat rooms, and Examinations.

I. CATALOG COURSE DESCRIPTION

Entrepreneurship is defined, common myths discussed, and basic characteristics of entrepreneurs identified and reviewed. Includes topics such as psychology of entrepreneurship, economic and social aspects of entrepreneurship, history, techniques of purchasing a company, new venture initiation, and risk taking.

Prerequisite: Sophomore status

The university individual course withdrawal deadline date of **Friday, March 28, 2008**, will be enforced. A request for a deadline waiver must be sought through the Assistant Dean for Academic Services in Eberly Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone withdrawing pending an additional test or assignment.

II. COURSE OBJECTIVES/OUTCOMES

This course in entrepreneurship focuses upon the various activities related to entrepreneurial endeavors. This course will introduce students to entrepreneurship, understanding what it means to be entrepreneurial and the role creativity and innovation play in entrepreneurship. Various schools of entrepreneurship will be discussed. The general objectives of the course are to:

- 1) familiarize the student with important concepts of entrepreneurship, including an entrepreneurial environment, the development of creativity and innovation, and the concept of intrapreneurship;
- 2) provide students with an understanding of the role that marketing, strategy and finances play in new ventures;
- 3) provide students opportunities to assess the feasibility of new venture ideas and develop and prepare their own feasibility studies; and,
- 4) enable the student to explore contemporary issues in entrepreneurship including international startups, women entrepreneurs and ethical issues facing entrepreneurs.

III. COURSE OUTLINE

A. Introduction and Historical Overview of Entrepreneurship (Week 1: 3 academic hours))

Upon completion of the initial discussions, the student should be able to: have an appreciation for the historical development of entrepreneurship; explore the concepts of creativity and innovation; and, understand various entrepreneurial characteristics and styles.

B. Chapter 1 – Entrepreneurship Today (Week 2: 3 academic hours)

Upon chapter completion the student should be able to: become aware of the way in which entrepreneurship emerged as a leading economic force during the 1980's, the 1990's and today; appreciate the nature how the U.S. economy is undergoing important changes during the 21st century; see that countries worldwide have discovered entrepreneurship as a source of economic vitality; and, comprehend that small business has what it takes to compete successfully with much larger organizations.

C. Chapter 2 – The Entrepreneur (Week 3: 3 academic hours)

Upon chapter completion the student should be able to: realize there is no consensus concerning the definition of entrepreneur; understand the decision to become an entrepreneur is influenced by an individual's personality, the ethno-cultural environment, circumstances in society, and the interaction of these forces; and, comprehend the many advantages and disadvantages of being an entrepreneur and, therefore, the decision to start a business must be weighted very carefully.

D. Chapter 3 – Starting a New Business (Week 4: 3 academic hours)

Upon chapter completion the student should be able to: understand that the idea for a new business can come from anywhere, but the most common source is the work experience of the entrepreneur; see that the advisability of entering an industry depends on how well the customers are being served by the companies already in the industry; comprehend the basic strategies that may be adopted by new firms are low cost, differentiation, and focus; and, be aware of the fact that the great majority of businesses in the U.S. are operated by one person, rather than some kind of partnership, despite some important advantages of multiple-personal management.

E. Chapter 4 – Buying an Existing Business (Week 5: 3 academic hours)

Upon chapter completion the student should be able to: understand that buying an existing business has several important advantages over starting one, including less risk, less time and effort, and the possibility of getting a bargain; appreciate that finding a business to buy should not be confined to the standard channels where business for sale are advertised; comprehend the method for determining the value of the business and understand that it requires taking into account both the assets the company has and the earnings it is likely to achieve in the future; and, see that in order to negotiate effectively, the entrepreneur must gather as much information about the company and industry as possible.

F. Chapter 5 – Franchising and Other Alternatives (Week 6: 3 academic hours)

Upon chapter completion the student should be able to: know why franchising has become an extremely popular way of going into business; understand the many significant advantages, to an entrepreneur, being a part what of franchise chain offers; know legal protection from being rushed into a premature decision by the franchisor the law provides to anyone interested in buying a franchise; be aware that despite government regulations, many individuals are cheated by unscrupulous sellers of franchises and business opportunities; and, understand what the failure rate of franchises really is, and what it means.

G. Chapter 6 – Women-Owned and Minority-Owned Businesses (Week 7: 3 academic hours)

Upon chapter completion the student should be able to: realize women-owned businesses have grown rapidly since 1980 as a result of many factors; understand why women-owned businesses are often smaller than those owned by men; be able to explain why there has been a substantial increase in minority-owned businesses in recent years; and, be able to explain the challenges and opportunities faced by women-entrepreneurs and minority-entrepreneurs.

H. Chapter 7 – Home-Based Businesses (Week 8: 3 academic hours)

Upon chapter completion the student should be able to: realize that home-based businesses were very common before the Industrial Revolution; be able to identify the reasons for the increasing number of home-based businesses; understand the advantages and disadvantages of home-based businesses; and, be aware of the legal, insurance, and tax issues applicable to home-based businesses.

I. Chapter 8 – Family Businesses (Week 9: 3 academic hours)

Upon chapter completion the student should be able to: become aware that most of the businesses in the U.S. are family owned; understand the advantages and disadvantages of being an entrepreneurial couple; understand the alternatives for the entrepreneur’s children to enter the business; and, comprehend the issues that need to be addressed in a succession plan.

J. Chapter 9 – New Product Development (Week 10: 3 academic hours)

Upon chapter completion the student should be able to: become aware that new product development is a high-risk endeavor; be able to explain why small companies can develop new products more easily than large companies can; know several ways of brainstorming for new product ideas; be able to identify the factors needed for a successful new product; and, comprehend the types of legal protection available for new products.

K. Chapter 10 – Business Growth and the Entrepreneur (Weeks 11 and 12: 6 academic hours)

Upon chapter completion the student should be able to: understand how skills needed by the entrepreneur will change as the business grows; comprehend why the entrepreneur should consider tailoring the size of the business to his or her personality; be able to understand why some entrepreneurs become dissatisfied when a company grows too large; and, understand the entrepreneur’s option if the company becomes too large.

L. Chapter 11 – Global Business (Weeks 13 and 14: 6 academic hours)

Upon chapter completion the student should be able to understand: how small firms should consider exporting and importing; a range of approaches that may be used to enter foreign markets; there are widely accepted procedures for reducing the risk of doing business with an individual or firm in another country; and, a wide range of government programs to assist entrepreneurs in exporting is available.

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	Total 400 points

Examinations

There will be three 100-point objective examinations during the semester, each covering approximately one third of the chapters in the book. A standardized test bank will be used for the majority of questions. Students are to read the assigned chapters in the book, thoroughly and in a timely manner. Recognize that during on-line assignments and discussions it is not possible to cover everything in the book that will be on the exam. It is expected that the student will take responsibility for the majority of book learning. Note that make-up exams will be given only for extreme conditions and may be administered during the week at the end of the semester.

Exams will be administered during an approximate 30-hour window, beginning at 6:00 p.m. one day and ending at approximately 11:55 p.m. the following day.

You will be allocated two and one-half hours (approximately 150 minutes) to take each exam (block the time off from interruptions so that you may complete the exam comfortably and efficiently within the 30-hour window). Mark your calendar now for the following schedule:

- **Exam 1 (Chapters 1 – 4) starts at 6 p.m. (E.S.T.) Thursday, 2-14-08, and ends on Friday, 2-15-08, at 11:55 p.m. (E.S.T.)**
- **Exam 2 (Chapters 5 – 8) starts at 6 p.m. (E.D.T.) Thursday, 3-20-08, and ends at 11:55 p.m. (E.D.T.) Friday, 3-21-08.**
- **Exam 3 (Chapters 9 – 11) starts at 6 p.m. (E.D.T.) Thursday, 5-8-08, and ends at 11:55 p.m. (E.D.T.) Friday, 5-9-08.**

Assignments/Discussions

A variety of topics will be assigned and discussed during the semester. These discussions are where students have their greatest opportunity to demonstrate their involvement and professionalism (i.e., participation, which is worth a total of 100 points by the end of the semester.) There will be ten assignments/discussions with each assignment/discussion being worth 10 points. All assignments and discussions will be initiated by the instructor.

Typically, the length of a completed assignment is to be approximately two concise paragraphs or, in some cases, the completion of a table or a diagram.

Students earn grades on Assignments/Discussions by (1) submitting a completed assignment by the deadline provided and by (2) discussing or commenting upon other course members' submissions during the assignment period or within 24 hours after the assignment submission deadline. That is, students may comment on other assignment submissions during the assignment period and also may comment on assignments up to 24 hours after the assignment deadline has past. Therefore, the discussion component of the assignments/discussions is 24 hours longer than the assignment submission period.

The way to earn a total of 10 points on a given assignment is by submitting a thorough assignment and by commenting on the submission of at least one other student in the course by replying to the assignment within the assignment/discussion icon.

All electronic correspondence should be professional and "...should be properly punctuated and capitalized; ...sprinkled with emoticons and IM-standard acronyms like LOL and JK isn't exactly perceived as professional." (USA Today, 8-15-2005).

The instructors will provide feedback to each student regarding each student's submission and each student's contribution to the discussion phase.

V. EXAMPLE GRADING SCALE

Examinations (3 exams at 100 points each)	300 points
Online participation (10 Assignments/Discussions at 10 points each)	100 points
	Total 400 points

The grading scale for the course is, total points earned divided by 4 (for example, maximum of 400 points divided by 4 = 100 points):

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

While physical attendance for regular class sessions is not required for this distance education learning course, students will need to take part in activities for the course each week. As a distance education course, students are to participate electronically through the submissions of Assignments and Discussions during regularly scheduled time periods. Assignments and Discussions submitted after the scheduled time period will be subject to a two point reduced score for each day in which the Assignment or Discussion has not been submitted.

VII. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Required Textbook

Lambing, Peggy A., and Charles R. Kuehl, Entrepreneurship, (Fourth Edition), Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2007. ISBN: 0-13-228174-0

Students are to monitor (on a regular basis) the Calendar provided on the WebCT course site for email messages and Assignments and Discussions. Students are expected to be prepared to discuss electronically, assigned text chapters, including supportive materials available on WebCT, and assigned readings.

VIII. SPECIAL RESOURCE REQUIREMENTS

Routine access to computer hardware and software is needed for participation in this online course.

In addition to information provided on WebCT, students may access the chapter powerpoint handouts on the IUP I Drive by accessing: I Drive, wisnie, Spring 2008 MGMT 275 or osborne, Spring 2008, MGMT 275.

To access the I: Drive you will need to visit, www.acad.iup.edu and follow these steps:

1. Click on the I: Drive option.
2. Once the Log On popup displays, in the space where it requests User name, enter in IUPMSD\your IUP user ID – usually four letters. Then enter in your network Password.

Should you require additional assistance to access the I Drive, please contact:

IT Support Center

(724) 357-4000

Monday – Friday, 7:00 a.m. – 6:00 p.m.

Email: it-support-center@iup.edu

Website: www.iup.edu/itsupportcenter

IX. BIBLIOGRAPHY

Abrams, Rhonda, The Successful Business Plan: Secrets and Strategies, (Second edition)

Barringer, Bruce and Duane Ireland, Entrepreneurship: Successfully Launching New Ventures, (Second Edition), Upper Saddle River, NJ: Prentice Hall, Inc. 2008. ISBN-10: 0132240572

Burns, Tom and G. M. Stalker, The Management of Innovation, London: Tavistock Publications, 1961.

Drucker, Peter, Innovation and Entrepreneurship, Practice and Principles, 1985.

Entrepreneurship Theory and Practice (periodical)

Heriot, Kirk C., Cases in Entrepreneurship and Small Business Management, (Eighth Edition), Upper Saddle River, NJ: Prentice Hall, Inc. 2006. ISBN-10: 0131542729

Hirsch, Robert, Michael Peters and Dean Shepherd, Entrepreneurship, (Seventh Edition)

Jones, Gareth R., Organization Theory (Fifth Edition), Upper Saddle River, NJ: Prentice Hall, Inc. 2007. ISBN: 0-13-186542-0

Journal of Business Venturing (periodical)

Journal of Small Business Strategies (periodical)

Levitt, Steven D. and Stephen J. Dubner, Freakonomics, A Rogue Economist Explores The Hidden Side of Everything, New York: HarperCollins Publishers, Inc., 2005.

Mariotti, Steve, Entrepreneurship: Starting and Operating a Small Business (First Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2007. ISBN-10: 0132223694

Robbins, Stephen, P. and Mary Coulter, Management, (Ninth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2007. ISBN: 0-13-225773-4

SmartStart Your Pennsylvania Business, PsiResearch/Oasis Press, 1998.

Wickham, Philip A., Strategic Entrepreneurship, (Fourth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2006. ISBN-10: 027370642X

Zimmerer, Thomas W., Norman M. Scarborough and Doug Wilson, Essentials of Entrepreneurship and Small Business Management, (Fifth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2008. ISBN-10: 0132294389

Spring Semester 2008 – Tentative Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Introduction – Historical Overview of Entrepreneurship	--
Week 2	Entrepreneurship Today 1. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 1-23-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-24-08	Chapter 1
Week 3	The Entrepreneur 2. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 1-30-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 1-31-08	Chapter 2
Week 4	Starting a New Business 3. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-6-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-7-08	Chapter 3
Week 5	Buying an Existing Business	Chapter 4
End of Week 5	Exam 1 Exam 1 starts at 6 p.m. (E.S.T.) Thursday, 2-14-08, and ends at 11:55 p.m. (E.S.T.) Friday, 2-15-08	Chapters 1 – 4
Week 6	Franchising and Other Alternatives 4. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-20-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-21-08	Chapter 5
Week 7	Women-Owned and Minority-Owned Businesses 5. Assignment/Discussion starts at 6 p.m. (E.S.T.) Wednesday, 2-27-08 and ends at 11:55 p.m. (E.S.T.) Thursday, 2-28-08	Chapter 6
Week 8	Home-Based Businesses 6. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 3-5-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 3-6-08	Chapter 7
3/10-3/16	Spring Break	No On-line Activities
Week 9	Family Businesses	Chapter 8
End of Week 9	Exam 2 Exam 2 starts at 6 p.m. (E.D.T.) Thursday, 3-20-08, and ends at 11:55 p.m. (E.D.T.) Friday, 3-21-08	Chapters 5 – 8

**Spring Semester 2008 – Tentative Course Schedule
(continued)**

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 10	New Product Development 7. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 3-26-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 3-27-08	Chapter 9
Week 11	Business Growth and the Entrepreneur 8. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-2-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-3-08	Chapter 10
Week 12	Business Growth and the Entrepreneur (continued) 9. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-9-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-10-08	Chapter 10
Week 13	Global Business	Chapter 11
Week 14	Global Business (continued) 10. Assignment/Discussion starts at 6 p.m. (E.D.T.) Wednesday, 4-23-08 and ends at 11:55 p.m. (E.D.T.) Thursday, 4-24-08	Chapter 11
Finals Week	Exam 3 (Culminating Activity) Exam 3 starts at 6 p.m. (E.D.T.) Thursday, 5-8-08, and ends at 11:55 p.m. (E.D.T.) Friday, 5-9-08	Chapters 9 – 11

**MGMT 275 Introduction to Entrepreneurship (distance education) Lesson Plan
Chapter 1 Introduction and Historical Overview of Entrepreneurship
Week 1 (3 academic hours)**

Course Objective 1: It is expected that upon successful completion of the course, students will become familiar with important concepts of entrepreneurship, including an entrepreneurial environment, the development of creativity and innovation, and the concept of intrapreneurship.

Distance Education will be utilized in this chapter to meet the following course objective by accessing internet information sources such as:

<http://www.kc.frb.org/SPCH&BIO/Entrepreneurship-Cerner-042805-final.pdf>

This is an excellent description of the role of entrepreneurship as a source of growth in an economy. The article, which compares and contrasts the record of the U.S. with other nations, was written by the President and C.E.O. of the Kansas City Federal Reserve Bank.

<http://www.nowpublishers.com/now/product.aspx?product=ENT&doi=0300000001§ion=ch01>

This is a readable and broad-based review of several issues concerning growth (at the level of the firm, industry, and economy) and its relationship to entrepreneurship.

<http://wwwc.house.gov/smbiz/>

This is the U.S. House of Representatives Small Business committee's website. It covers a variety of topics dealing with the role of small business in our economy and government programs to support small business and entrepreneurship, and,

(c) by successful completion of an Assignment and Discussion, such as:

Distance Education Assignment and Discussion. What are the major reasons for entrepreneurship becoming so important in our economy?

As large corporations become less able to provide secure and attractive career opportunities, people turn to alternatives; one of the alternatives is entrepreneurship. Another reason for entrepreneurship's importance is the independence it offers. The opportunity to take advantage of a route toward self sufficiency has great appeal to growing numbers of people.

CHAPTER 1

ENTREPRENEURSHIP TODAY

CHAPTER OVERVIEW

The role of entrepreneurship in today's economy is portrayed in this opening chapter. Because of a number of societal and economic factors, big business has become a less important force than in years past. The emergence of entrepreneurship has changed the way in which business is conducted worldwide and promises to continue to do so.

LEARNING OBJECTIVES

- Entrepreneurship emerged as a leading economic force during the 1980s and the 1990s.
- The nature of the United States economy is undergoing important changes as we start the 21st century.
- Countries worldwide have discovered entrepreneurship as a promising source of economic vitality.
- Small business has what it takes to compete successfully with much larger organizations.

CHAPTER OUTLINE

I. Entrepreneurship in the United States

A. Industry Structure

1. As we look back at recent decades, starting with 1955, we see the emphasis on big business slowly giving way to an awakening of the advantages and attractions of entrepreneurship.
2. The number of new businesses has increased steadily during the past 40 years. During the past 10–15 years the increases have been dramatic.
3. One indicator of the significance of small business as a factor in our economy is the number of people per business establishment. In 1955 there were 38 people for every one business. That number has declined steadily since then and by 2000 had fallen to 12.7.

B. Organizational Strategies and the Practice of Downsizing

1. The popularity of entrepreneurship is based in part on the practice of downsizing in so many of our country's big firms.
2. Not only has the practice of downsizing forced many people into a position of considering entrepreneurship because they are unemployed, but it has also shaken the confidence of people pursuing a career with a large corporation.
3. Although many managers defend the practice of downsizing by saying it is essential for the survival of companies, critics point out that many of the layoffs have come on the heels of record corporate profits, and that executive bonus plans are often closely linked to cost-reduction accomplishments.

C. Societal Change: The End of Jobs?

1. Some observers feel that technological changes are taking place in such a way that jobs are becoming less important to organizations.
2. This point of view gives rise to the possibility that we will someday see the end of jobs.

D. Consequences for the Individual

1. Organizations no longer provide the kind of job security and career opportunities they once did.
2. With a diminished need for managers in big companies comes the prospect of many people deciding to become independent in pursuing their economic needs.

II. The Global Scene

- A. China has become a major force in entrepreneurship, with aggressive small businesses changing international commerce in profound ways.
- B. Other examples of increasing interest in entrepreneurship can be found in the wide range of projects sponsored by the World Bank.

III. Entrepreneurship in a Changing Environment

A. Changes in Markets

1. Outsourcing is the practice by which organizations arrange for outside firms or individuals to do work that had been done within the organization. This practice gives small businesses many opportunities to develop big companies as clients.
2. Many markets have seen fragmentation develop as more and more companies seek to serve carefully defined niches.

B. New Markets

1. For the past 20 years or so small firms have found opportunities in serving a segment of the population with a concern for the environment.
2. Much of retailing is being transacted through electronic, rather traditional, means. This shift has been called changing from *marketplace* to *marketspace*.

C. The Competitive Advantages of Small Business

1. Small business owners tend to develop close relationships with their customers.
2. Small business has an excellent record of innovation.
3. Flexibility and the ability to respond quickly to changes in the competitive environment characterize successful small firms.

SUGGESTED DISTANCE EDUCATION ASSIGNMENT AND DISCUSSION QUESTIONS

1. What are the major reasons for entrepreneurship becoming so important in our economy?

As large corporations become less able to provide secure and attractive career opportunities, people turn to alternatives; one of the alternatives is entrepreneurship. Another reason for entrepreneurship's importance is the independence it offers. The opportunity to take advantage of a route toward self sufficiency has great appeal to growing numbers of people.

2. What are the two leading explanations for the massive job losses that have characterized the nation's leading firms in recent years?

The first is that large corporations must cut costs to survive, and to cut costs in any significant way means laying off large numbers of employees. A competing explanation is that the bonus plans of executives require cost reductions of a magnitude that can be reached only through widespread job elimination.

3. Will the concept of jobs become obsolete?

Technology is changing our organizations in many ways. Perhaps the most important of these changes over the long run concerns the way work is performed. The human element is used in a different way and has become expendable in many operations. Furthermore, where it continues to be needed, the traditional employer-employee relationship is often restructured.

4. Give some examples of the sources of strength of the entrepreneurial movement in different countries.

In addition to the United States, other countries where entrepreneurship has had a particularly vigorous upsurge in recent years include China, Bangladesh, and other countries worldwide.

5. What is outsourcing and how has it given a boost to entrepreneurship?

If a company uses outsourcing, it uses an outside supplier to perform tasks that were previously completed in-house. This has given a boost to entrepreneurship because many large firms now outsource to small firms to complete tasks.

6. Define marketpace and explain how it represents an opportunity for entrepreneurs.

Marketpace refers to business done electronically instead of the company having a physical location. It is an opportunity for entrepreneurs since this industry is still developing. New methods and insights concerning customer service could provide great opportunities.