Readings:
Required:
Readings are available on the Moodle site.
Recommended:
The Wall Street Journal
Fast Company
Entrepreneur
Inc.

COURSE OVERVIEW
This course provides an opportunity for students to learn more advanced entrepreneurship concepts and skills directly from successful entrepreneurs. For each of the weekend seminars, entrepreneurs and business professionals will visit the class and discuss topics in which they have significant expertise. Students are required to complete assigned readings before each session. These readings are selected by the instructors and entrepreneurs. Readings are available on Moodle. Students are expected to print the readings on their own. Sessions include a brief history of the entrepreneur and his/her experience, a lecture on the focal topic, and discussion.

COURSE OBJECTIVES AND TEACHING METHODOLOGY
This course uses a combination of lectures by guest entrepreneurs, case studies, class discussions, and experiential exercises in order to expose students to entrepreneurship topics and issues. These experiences provide students with insights into how the guest entrepreneurs were able to successfully launch their ventures. Students drive valuable interactions with entrepreneurs by asking open-ended engaging questions. The learning objectives for the 458 series focus primarily on the students learning entrepreneurship vocabulary, concepts, and themes. Students are expected to remember, understand, apply, analyze, and evaluate these concepts and themes (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, & Wittrock, 2001). This prepares the students to create entrepreneurial plans in the future. Students are evaluated on the learning objectives by the professor based upon their pre-seminar questions they submit for the speakers, their interactions with the speakers, and their written papers. The written papers are assessed using the rubric which scores for these learning objectives.

EXPECTATIONS
As an advanced level course, students are expected to perform at a high level. Some specific examples include:

Students must attend all sessions to receive credit.
Students must complete all readings and be prepared for professional level discussions (i.e. with notes).
Students are expected to minimize use of electronic technology. This includes not using laptop computers during speakers’ presentations.
Students must actively engage in discussions with the entrepreneurs.
Students are expected to dress appropriately for the course (i.e., no hats, sweats, etc.). These are business professionals visiting our class. Please dress in business casual attire at the minimum.
Students should apply the readings assigned each week and previous readings to class discussions.

DESCRIPTION OF SEMINARS, REQUIREMENTS, AND STUDENT EVALUATION

Weekend Seminar I: Managing and Marketing a Growing Business
This seminar focuses on successfully managing and marketing a growing business. Topics include: Montana’s entrepreneurial environment, starting and managing a multi-unit service business, managing and marketing product-based ventures, and acquiring and turning around small businesses.
Weekend Seminar II: High-Tech & Legal Issues for Entrepreneurs

This course focuses on high-technology start-ups and legal issues facing entrepreneurs. Topics include: specific legal issues during the start-up phase; intellectual property, trademarks, copyrights, and patents; consulting for high-tech start-ups; web-based nationally competitive start-ups in Montana; and lessons learned from young entrepreneurs.

Weekend Seminar III: Financing New Ventures

This course focuses on the various methods used for financing new ventures. Topics include: government enhanced loan products, bank financing, angel financing, and venture capital.

Grading for each weekend seminar (see descriptions in next section for details):

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Pre-seminar questions</td>
<td>20%</td>
</tr>
<tr>
<td>Class contribution/participation</td>
<td>20%</td>
</tr>
<tr>
<td>Speaker evaluations on Moodle</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection Papers or Business Plan Revision</td>
<td>50%</td>
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</tbody>
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DESCRIPTION OF EVALUATION COMPONENTS

Pre-seminar questions for Guest Entrepreneurs

Before each weekend seminar begins, each student is required to complete the assigned readings provided on Moodle and then write 2-3 separate questions for each individual entrepreneur that the student would like the entrepreneur to address. Be prepared to ask them during the interactions with the speakers. You are responsible to research the speakers’ companies and industries. Please follow these guidelines closely:

1. You are to write 2-3 questions for each individual speaker, they should reflect your preparation and thoughtful inquiry.
2. The questions are to be submitted via Moodle through the Pre-seminar section by clicking on the item for each speaker.
3. These questions should be well-thought out. Substandard work will be graded accordingly.
4. In addition to uploading on Moodle, students should bring a hard copy of their questions to class in order to prompt their memory to be able to ask well-thought out questions of each speaker.
5. Your writing should be professional and should be free of grammatical, spelling, or other errors. The entrepreneurs will read these directly and I want to ensure that they reflect positively on the SOBA and its students.
6. Failure to submit questions will result in a “0” for pre-seminar questions in that session.

It is imperative that you take your time, complete the readings, and write professional quality questions. For example, asking “What is your biggest challenge?” would be considered a rather weak question. On the other hand, asking “The Missoulian frequently has articles indicating that starting a business in Montana poses certain challenges (i.e., rural nature of market, capital gains tax rates, corporate tax rates, etc.). What challenges specific to operating in Montana has your company faced and how have you addressed these challenges?” would be considered a much better question. Other ways to approach question development is to think about your own opinions, judgments, or inferences. Use the questions as an opportunity to challenge those opinions and judgments. Another approach is to use concepts or ideas from other courses, sources, or your personal experience to develop well-thought out and engaging questions. Consider reading a recent article by Shane Snow in Fast Company that discusses how to ask good questions:

http://www.fastcompany.com/3003945/one-conversational-tool-will-make-you-better-absolutely-everything
MBA694, MBA655 & MGMT458: Advanced Entrepreneurship Seminar

This is your opportunity to impress the speakers with your knowledge of entrepreneurship, the Montana economy, their business, and business in general.

**Class Contribution/Participation**
As mentioned above, class contribution will play an integral role in how much learning takes place during the semester. Your contribution will be evaluated in terms of the value you add to class discussions. Both quality and quantity will be evaluated. This requires not only completing assigned readings but also coming to class with prepared questions and arguments relating to the assigned reading and/or ideas each speaker tries to convey. The most valuable contribution that students can make comes through integrating assigned readings with what you have learned from other courses and with what you have experienced in the outside world. Comments or behaviors that detract from the learning environment will have a significant and negative impact on your grade.

**Speaker Evaluations on Moodle**
It is important to provide feedback to the organizers and the speakers. For each speaker, there is a questionnaire to complete under each speaker’s name and readings in Moodle. The feedback should not take much time, it comprises of three quantitative questions and four open ended questions. You must complete these to receive full credit for the feedback portion of your grade. In order for your responses to be relevant it is imperative you complete the Speaker Evaluations within a couple of days of completing the class. I encourage you to fill them out after each class session.

**Reflection Paper: Due 8 days after each weekend seminar (on Mondays by 5pm) (NO EXTENSIONS)**
The Reflection Paper entails writing an 8-10 page (normal margins, 12 point Times New Roman font, double-spaced) paper that describes and discusses what you learned from each speaker and the corresponding readings. The paper should include specific quotes from speakers and a critical evaluation of what you learned. Students should demonstrate an understanding of the seminar’s assigned readings by integrating these readings with what the speakers say in the seminar. To accomplish this, students must take good notes during speaker sessions and complete all assigned readings. Papers that are vague, do not include specific examples from speakers and readings, and/or are poorly written will be graded accordingly. Papers that focus on only one or two speakers will not receive as high marks as those that demonstrate integration across all speakers. The rubric by which the papers are graded is attached to the syllabus and posted on the Moodle site. The student will fill out a rubric and turn it in with his/her paper. The rubric and papers should be submitted through the Moodle site in the area titled Reflection Paper.

**Note:** Students who have completed BMGMT486 can also choose this option if they do not want to do the Business Plan revision assignment and submit their revised plan for the John Ruffatto Business Plan Competition (see below). If not doing the business plan revision assignment, then undergraduate students are required to complete a 4-5 page reflection paper for each weekend.

**Revised Business Plans: Due date as stated by Don Gaumer (NO EXTENSIONS)**
Students who have completed BMGT486 have the following option to consider:

1. Revise your graded business plan and resubmit it to Don Gaumer, along with original graded copy. The revised business plan will be graded based on the student’s rigor in addressing the feedback that he/she received in the first submission.
2. If you choose this option, you are required to submit your business plan to the John Ruffatto Business Plan Competition. At the end of the course, you should submit one copy of your business plan to Don Gaumer. For the competition, you will need to submit to Larae Hackney and the online submission site. The deadline for submission to the competition is in late mid April so please check the competition website. Thus, if you are not planning to submit your plan for the competition and to
MBA694, MBA655 & MGMT458: Advanced Entrepreneurship Seminar

compete if selected, then do not select this option. Completion of the course using this option requires submission to the Business Plan Competition.

3. Students who choose this option must also submit a 2-page, single-spaced, bulleted memo that describes what you learned from each speaker and how it applies to your business plan. This is due 8 days after each seminar (on Mondays) by 5pm (NO EXTENSIONS). Failure to submit the memo will negatively impact your grade.

Please be sure that you are committed to and complete all three parts of this option.