



Bellarmino University

Course Syllabus 2009-2010

W. Fielding Rubel School of Business

MBA 775: Entrepreneurial Small Business Management

(Elective / Spring Semester 2010 / Section Z / 3 cr. hrs.)

Dr. Michael Luthy Office Phone / e-mail: (502) 452-8040 / mluthy@bellarmine.edu
Office Location: 012-H Horrigan Hall
Office Hours: 5:00 – 6:00 p.m. on Thursdays and
by appointment

All sessions meet in W.L. Lyons Brown Library, Room B-10 (unless notified otherwise)

Course pre-requisites: current enrollment in the MBA program or acceptance into the MBA program for the fall semester.

Course co-requisites: none

Important Note: Because of the advanced preparation students must do before the first class, the last day to add this course is Friday December 11th, 2009.

Catalog Description: This course is primarily designed for those students contemplating opening a small business. It serves as a survey course introducing many of the interrelated areas of business in the context of managing a small entrepreneurial start-up company. The course will be of value for current MBA students as well as those starting the formal MBA program in the fall semester but who wish to begin with at least one of their elective courses completed.

Important Note: Due to the compressed schedule of class meetings, it is crucial that you are able to attend all class sessions in their entirety. If *any* scheduled, planned, or anticipated work commitments (e.g. other training, travel) or personal events (e.g. attendance at weddings, graduations, vacations, hard to get airline or other tickets, family obligation) will conflict, do not enroll in this course. Additionally, because the majority of each teams' simulation activities take place outside of class, each student must be prepared to work extensively with their teams in the two week gap between class weekends. It is expected that each of the 12 simulation game periods will require on average between 30 and 90 minutes of analysis and discussion among team members outside of class during this two week interval.

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The best business schools
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The mission of the W. Fielding Rubel School of Business is to provide student-centered, quality education in the Catholic liberal arts tradition at the undergraduate and master's levels. The Rubel School is enriched by the diverse intellectual perspectives inherent in the overall mission of Bellarmine University.

The reality is that in designing a 3 credit hour graduate course, offered over two weekends, certain aspects have to be fixed in stone. That is why every student has a choice of whether to take this course – it is an elective after all. So I hope you can appreciate why things are planned the way they are and that I can't make any exceptions regarding attendance.

Course Learning Outcomes:

1. Students will continue developing and refining crucial management skills involving analytical decision-making and interpersonal communications.
2. Students will gain experience with the range of decisions surrounding starting and managing a small consumer-oriented business.

Course Methodology: The learning outcomes stated above will be achieved principally through simulation pedagogy.

- Discussion / Lecture: The discussion and sharing of knowledge, experiences, opinions and ideas sharpens analytical skills, improves judgment, and enhances conceptual skills. Assigned readings will be covered in class to varying degrees. In some instances the basic concepts and theories will be addressed in detail while in others additional examples, applications, and extensions of the material will be presented or solicited. Whatever the degree of discussion, students will be actively involved.
- Team-Based Simulation: Any classroom-based course is by its very nature is artificial to some degree. Nevertheless, experience in making business decisions is valuable, even when the consequences are not the same as they would be in the so-called “real world.” Therefore, each student will participate as part of a team in running a start up café business. As the simulation progresses, students will become familiar with all facets of running a business at a basic level including interpreting simple financial statements; the difference between cash and accrual accounting; staffing issues; basic operations management; pricing, promotion; and the importance of customer satisfaction to the bottom line.
- Individual assessments and assignments: The ability to communicate effectively in a global environment is highly prized in the business world. In connection with course assignments, students will continue to develop their skills in writing, public speaking, and interpersonal team interaction.

Required Materials:

- BizCafe, Business Essentials Simulation manual (from Interpretive Software). A .pdf version of this manual will be sent to each registered student's Bellarmine e-mail account in early to mid December and must be read in its entirety prior to the first class meeting on January 15th.
- The Five Stages of Small Business Growth, Harvard Business School article #83301.
- *How to Win Friends & Influence People* (Paperback) by Dale Carnegie, Pocket Books, ISBN 0-671-02703-4.
- Icedelights, Harvard Business School case #898196
- *The Last Lecture* by Randy Pausch with Jeffrey Zaslow, Hyperion, (2008), ISBN 978-1-4013-2325-7.
- Note on Buying a Franchise, Harvard Business School article #9-491-024
- The Reluctant Entrepreneur, Harvard Business School article #92609
- *Think and Grow Rich!: The Original Version, Restored and Revised* (Paperback) by Napoleon Hill, Aventine Press (October 30, 2004), ISBN 1-59330-200-2.

Grading Elements / Assessment:

Letter Grade	G.P.A Equivalent	(Percentages)			(Points)		
		Lower Limit		Upper Limit	Lower Limit		Upper Limit
A	4.00	93.0%	to	100.0%	930	to	1,000
A-	3.67	90.0%	to	92.9%	900	to	929
B+	3.33	87.0%	to	89.9%	870	to	899
B	3.00	83.0%	to	86.9%	830	to	869
B-	2.67	80.0%	to	82.9%	800	to	829
C	2.00	73.0%	to	79.9%	730	to	799
F	0.00	00.0%	to	72.9%	0	to	729

There are 1,000 points possible in this course. To receive a grade of “A” a student will need to earn at least 930 points, a “B” will require at least 830 points, and a “C” will require 730 points. In the MBA program grades of “D” are not given. A student who earns fewer than 730 points will not pass the course.

Points are assigned as follows:

Graded Component	Type	Course Learning Outcome(s)	Due Date	Maximum Points Possible
• Professionalism	Individual	#1	Ongoing	100 pts.
• BizCafe Quiz	Individual	#2	January 15 th	50 pts.
• Cafe Name Selection memo	Team	#2	January 16 th	50 pts.
• Logo Design memo	Team	#2	January 16 th	75 pts.
• Recruiting / hiring ad memo	Team	#2	January 16 th	175 pts.
• Advertising / Promo memo	Team	#2	January 29 th	100 pts.
• Presentation	Team	#1, #2	January 29 th	200 pts.
• Online Peer Evaluation	Individual	#1	January 29 th	50 pts.
• Entrepreneurial Reflection Task #1 memo	Individual	#2	March 15 th	100 pts.
• Entrepreneurial Reflection Task #2 memo	Individual	#1	April 19 th	100 pts.

Note to Students: Professors typically approach graduate courses differently than undergraduate ones. This can result in an initial culture shock for those MBA students using their undergraduate experience as a benchmark. In graduate study more emphasis is placed on students drawing connections among discussions and experiences in class, with teammates, and from assigned reading materials – with less oversight. As a result, on some occasions articles or other readings assigned for a class session will not be directly discussed. Instead, class time may be spent extending and/or drawing tangential information into the discussions. It doesn’t mean that the assigned readings are unimportant rather, it places more responsibility for considering the information and integrating it with existing knowledge into your hands (with help from the professor and other students). Put another way, many professors tend to take the approach (paraphrasing Zen teachings) “you can lead a grad student to knowledge, but you can’t make them think.”

Academic Honesty Policy: Bellarmine University is an academic community. It exists for the sake of the advancement of knowledge; the pursuit of truth; the intellectual, ethical, and social development of students; and the general well being of society. All members of our community have an obligation to themselves, to their peers and to the institution to uphold the integrity of Bellarmine University. In the area of academic honesty, this means that one's work should be one's own and that the instructor's evaluation should be based on the student's own efforts and understanding. When the standards of academic honesty are breached, mutual trust is undermined, the ideals of personal responsibility and autonomy are violated, teaching and learning are severely compromised, and other goals of the academic community cannot be realized.

I strongly endorse and will follow the academic honesty policy as published in Bellarmine's Catalog 2009-2012 and in the 2009-2010 Student Handbook; both documents are available online via the student portal on the University's intranet. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems or information. Definitions of each of these forms of academic dishonesty are provided in the Academic Honesty section of the most recent edition of the Student Handbook. The University follows the policies outlined below for detected acts of academic dishonesty:

- 1.) Initial sanctions for instances of academic dishonesty may be imposed by the instructor or the appropriate dean. The choice of penalty ranges from a minimum penalty of failing the assignment or test to failing the course itself.
- 2.) Following initial sanctions, all cases of academic dishonesty will be reported by faculty to the Senior Vice President for Academic Affairs, who has the authority to determine a more stringent penalty for the reported act of academic dishonesty, depending, in part, on the student's previous record of academic dishonesty. The student will be required to have a conference with the dean of his/her school, or the dean's designee.
- 3.) On the second offense during the course of a student's academic career at Bellarmine University, as a minimum additional penalty, the SVPAA will immediately suspend the student for the semester in which the most recent offense took place.
- 4.) On the third offense, the SVPAA will immediately dismiss the student from the University.

All detected instances of academic dishonesty will be reported to the SVPAA, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what constitutes Academic Dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students, and the harshest penalty (dismissal from the University) may be imposed upon report of the first offense, if deemed appropriate by the SVPAA.

Bellarmino University Non-Discrimination Policy: Bellarmine University admits qualified students of any age, sex, sexual orientation, race, color, religion, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, sex, sexual orientation, race, disability, color, religion, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs. Bellarmine University is an Affirmative Action-Equal Opportunity employer.

Disability Services: Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center (4th floor 2120 Building), phone 452-8480.

Classroom Privacy Policy: Despite the current day reality of YouTube, cell phone cameras, and MP3 devices, I want to preserve the unique and real-time nature of the classroom experience as well as the privacy of all concerned. Please refrain from any audio or video recording of lectures or discussions (unless you have prior approval from the instructor).

Course Grade Notification: At the conclusion of the term grades are reported to the Registrar's Office. Grades can then be accessed through your *myBellarmine* webpage. If you need to know your course grade earlier due to deadlines associated with their employer's tuition reimbursement policies contact the instructor as soon as you know this will be an issue. A letter on Bellarmine University letterhead or e-mail from the instructor can be drafted and reported in an expedited time frame.

Attendance Policy: All students are expected to attend all classes. If you are unable to attend a class session due to a valid reason (as evaluated by the instructor), e-mail me ahead of time, as soon as you are aware that you will be unable to attend a class. In order to be excused, an absence must be arranged with the instructor prior to the absence. Absences that cannot be arranged beforehand due to emergencies must be cleared up at the earliest possible opportunity. For any session you miss, you will need to submit (ahead of time if possible, within one week otherwise) a 2-3 page, single-spaced memo discussing the articles and/or other assigned readings for the class and their application to your life, work, etc.. The intent is not for you to produce a summary or "rehashing" of the material but *rather to promote introspection on its relevance and connection to your own life (work and possibly non-work)*.

Late Work Policy: Any assignment not received by the identified deadline will be reduced one letter grade if received within 24 hours, two letter grades if received within 48 hours, and 3 letter grades if received within 72 hours. After that, like dead fish, the smell will be overwhelming and the work will not be accepted (score = 0). Late work will be accepted without penalty however, it is the result of extreme extenuating (and verifiable) circumstances and you contact the instructor at the earliest opportunity. Poor time management is NOT an extreme extenuating circumstance.

Extra Credit Policy: There are no extra credit assignments or opportunities available in connection with this course. You should invest your time and energies in the activities and project outlined in this syllabus.

Severe Weather Policy: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes will be cancelled. If Bellarmine's classes are cancelled (or delayed) due to bad weather, it will be noted on the university webpage and on the telephone weather line (452-8000, option #6). Students are encouraged to sign up through their *myBellarmine* website for automatic emergency notification to their cell phone.

Tentative Schedule of Activities and Assignments: The calendar shown beginning on the next page is tentative. Topics, reading assignments, in-class activities, and deadline dates may change as the term progresses although every effort will be made to adhere to what is listed. Any changes will be announced in class and sent via e-mail to your Bellarmine student e-mail account.

Academic Calendar:	January 18, 2010	Martin Luther King Day (University closed)
	March 1 – March 7, 2010	Spring Break
	March 10, 2010	Last day to withdraw from a course with a "W"
	April 1 – April 4, 2010	Easter Break
	April 23 – April 29, 2010	Finals Week

Orientation

Weekend 1
(session #1 of 6)

Day / Date	Pre-Class Readings	In-Class Activities
Friday January 15 th 6:30 – 10:00 p.m.	<p>BizCafe, Business Essentials Simulation manual</p> <ul style="list-style-type: none">• Section 1: Introduction and Business Essentials (pp 1-10)• Section 2: The BizCafe Case (pp 11-16)• Learn How to Operate the Program (pp 17-36) <p>Visit the website below for break-even refresher: http://harvardbusinessonline.com/flatmm/flashtools/breakeven/</p>	<p>Orientation</p> <p>BizCafe Case Preparation</p> <p>BizCafe Quiz</p>

Session Learning Objectives and Outcomes:

By the end of the session, students should be able to:

- discuss the issues and decisions surrounding a start-up business.
- navigate around the BizCafe website.

Creating the Brand

Weekend 1
(session #2 of 6)

Day / Date	Pre-Class Readings	In-Class Activities
Saturday January 16 th 8:30 – noon	<ul style="list-style-type: none">• No additional readings – however students are encouraged to re-read materials from the BizCafe simulation manual as needed.	<p>Cafe Name Selection memo</p> <p>Logo development memo</p> <p>Recruiting / hiring ad memo</p>

Session Learning Objectives and Outcomes:

By the end of the session, students should be able to:

- design select marketing and managerial materials needed for start-up operations in a small business.

Start-Up Decisions

Weekend 1
(session #3 of 6)

Day / Date	Pre-Class Readings	In-Class Activities
Saturday January 16 th 1:00 – 4:30 p.m.	<ul style="list-style-type: none">No additional readings – however students are encouraged to re-read materials from the BizCafe simulation manual as needed.	Start-up café business and progress through 1 st week's operation

Session Learning Objectives and Outcomes:

By the end of the session, students should be able to:

- Better understand the outcomes of decisions that sometimes work toward opposing goals.



2 week classroom break

team simulation play continues during this time

Over this period you should formulate 3-5 questions to ask our panel of experts (i.e. local entrepreneurs who have graciously agreed to visit our class on the 29th) and e-mail them to me.

Your questions should be sent to me no later than Saturday morning, January 23rd so I may send them to our guests.



Team Presentations
Small Business Growth and Financing
 Weekend 2
 (session #4 of 6)

Day / Date	Pre-Class Readings	In-Class Activities
Friday January 29 th 6:30 – 10:00 p.m.	<ul style="list-style-type: none"> The Five Stages of Small Business Growth, #83301. 	<p>BizCafé teams will brief the class on their experiences.</p> <p>Promotional Ad memo (due via e-mail by 8 a.m.)</p>

Session Learning Objectives and Outcomes:

By the end of the session, students should be able to:

- research, design, deliver, and critique team presentations.

Franchising and the Entrepreneurial Mindset
 Weekend 2
 (session #5 of 6)

Day / Date	Pre-Class Readings	In-Class Activities
Saturday January 30 th 8:30 – noon.	<ul style="list-style-type: none"> Icedelights, #898196 (preparation questions) <ul style="list-style-type: none"> Q – Evaluate the Icedelights opportunity. Q – What are the critical risks faced by the business? Q – What are the critical risks faced by each individual? Q – What are the potential rewards? Q – Evaluate the deal as finally structured. Note on Buying a Franchise, #9-491-024 The Reluctant Entrepreneur, #92609 	<p>Panel of entrepreneurs to answer your questions</p> <p>Online franchise information sources</p>

Session Learning Objectives and Outcomes:

By the end of the session, students should be able to:

- better manage a start-up consumer-oriented small business.

Innovation and *Your* Entrepreneurial Future

Weekend 2
(session #6 of 6)



Day / Date	Pre-Class Readings	In-Class Activities
Saturday January 30 th 1:00 – 4:30 p.m.	<ul style="list-style-type: none">• Think and grow rich – Introduction (pp. 9-24 only).• How to win friends and influence people – (pp. xv-xxi only).• The Last lecture – (pp. ix-x only).	Business idea generation and presentation Course evaluations

Session Learning Objectives and Outcomes:

By the end of the session, students should be able to:

- better access their “creative” side in service of the goal of innovation.

Professionalism: Student Professional Behavior and Etiquette in the MBA Program

Due Date: Ongoing

Possible Points: 100

Project Type: Individual

A positive and participative learning environment is crucial to your educational experience. The goals of our MBA program include developing your willingness and ability to contribute to discussions by expressing and defending your position on a variety of topics. For some, this may involve overcoming a sense of shyness. For others, it will involve the willingness to take risks and leave your “comfort zone”. While there are many informal situations in which people have neither the desire nor the right to prescribe how others ought to behave, the classroom is unique, and requires the establishment of a culture that respects the learning process and every individual in it.

Professionalism is a significant factor in determining your overall grade in this course. The evaluation of professionalism starts with the proposition that if a student attends scheduled sessions, comes to class prepared, participates actively and frequently, makes meaningful comments that contributes to their classmates’ education, interacts professionally with faculty and classmates, hands in all required work on time, participates in the teaching evaluation process, and observes class guidelines, their score will be assessed as “average” or at a numerical level of roughly 85%. Adjustments either up or down from this starting point are at the discretion of the professor – to recognize superior effort and performance or acknowledge deficiencies in the student’s approach to their responsibilities.

Given the many hours you spend preparing for class discussions, reading articles and text material, analyzing case studies, and working on individual and group projects, as well as the significant financial commitment you (and/or your organization) are making to undertake graduate study, each individual is responsible for creating and maintaining this professional environment. For these reasons, the following guidelines/expectations are provided.

Your *physical presence* in the classroom is a prerequisite for active participation. Students that come late or are not prepared to begin when class starts disrupt the class. Please make every effort to arrange your schedule so that you arrive early enough to take care of any personal or non-class related activities and are ready when class begins. Breaks are worked into class sessions at reasonable intervals. Please wait until a break is called before leaving the classroom (emergencies or special needs notwithstanding). For breaks and other breakout activities, return at the time specified by the instructor.

Your *mental presence* as well as physical presence is necessary for everyone to get the most out of the classroom experience. Our MBA classes are interactive forums. Your activities, both positive and negative, have an effect on the class. Please focus your attention and energies on our class exclusively when the class is in session.

Technology has provided us with many conveniences; however, there is a time and a place for them. If you bring a cell phone, beeper, laptop, PDA, or other electronic device to class that can make a noise, please switch it to vibrate or silent mode when you come into the room.

Group project behavior, because of its significance in the program, carries with it its own set of faculty expectations:

- Adequate time and effort put into group activities
- Dependability of individuals to meet with their group and meet work deadlines
- High quality of work and ideas submitted to the group
- Preparedness of individuals when attending group meetings
- Respectful attitude toward the project and other members of the group
- Sharing of responsibilities in achieving the goals of each project

Professionalism in the MBA program extends beyond the classroom. It encompasses the face-to-face as well as electronic interactions you have with students in your class and cohort, with faculty, and with administrators and staff.

Observing these guidelines is the minimum expectation of the faculty. While the specific audience for this message constitutes a small percentage of all students, everyone benefits from a clear statement of expectations. Practicing professionalism will make you more productive and will lead to the achievement of your individual and group goals. You will also find that the attitude of professionalism you develop here will benefit your larger life at work and your personal life.

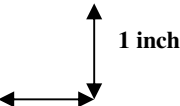
Guidelines for Project Memos:

Unless you are specifically directed to prepare a report using a different format, the “professional business memo” is the standard method for written communications in the business world – and the one we will emulate in this course.

For those who are not familiar with this type of writing, professional business memos should be prepared using a word processing package and checked for both spelling and grammatical accuracy before being handed in or e-mailed to the professor. Writing should be in 11-point type using TIMES NEW ROMAN or a similarly easy-to-read font. The format should have normal margins (i.e., 1 inch all the way around) and be single spaced. Professionally appearing documents will use left-justification with a ragged right edge (as in this paragraph). You should use tabs to indent each paragraph and double space between paragraphs. Headings and sub-heading should be used where appropriate to better organize your arguments and analysis. Page numbers should be used (in a consistent location) after the first page.

If the length of your memo is 10 pages or more, including a table of contents before the introduction is warranted and helpful to the reader. If the length of your memo is 15 pages or more you should include an executive summary (ranging from ½ to 1 page) after the table of contents.

If a hard copy of the memo is handed in it should be laser printed on white paper, with printing appearing on one side of the paper only, and stapled in the upper left-hand corner. Binders, covers, or any other method of holding the paper together is not generally recommended.



STYLE GUIDE

To: *Dr. First Name Last Name*

From: *Ms. First Name Last Name*
(use Mr., Ms. Etc. to give yourself the same respect you give your instructor by using Dr. or Professor
Mr. First Name Last Name (if additional team members)

cc: *(only include this if you are copying others)*

Date: *Month Day, Year (if you use the automatically inserted date function the current [meaning new] date will be displayed when viewed electronically or printed).*

Subject: *(be informative and brief, mention course number and section)*

Introduction
Introduce your topic in an opening sentence or two – if a more than one page memo)

Body (you don't actually label this section "body")
Use headings and subheadings as needed to assist the reader in understanding your organization and train of thought.

References
Be sure to appropriately cite any outside or secondary resources consulted and/or directly referenced in your memo.

Attachments
If other materials are required, they may be attached to the memo with a binder clip or other sturdy mechanism.

Page x of y (beginning on 2nd page)

BizCafé Quiz

Possible Points: 50

Project Type: Individual

We will begin our class with a short quiz on the material from the Biz Café simulation manual to assess your familiarity with the background and operation of your new business.

Café Name Selection Memo

Possible Points: 50

Project Type: Team

Logo Design Memo

Possible Points: 75

Project Type: Team

Recruiting / Hiring Memo

Possible Points: 175

Project Type: Team

Advertising / Promotion Memo

Possible Points: 100

Project Type: Team

BizCafe Presentation

Possible Points: 200

Project Type: Team

Each team will develop and deliver a 7-10 minute presentation (professional but casual) on their strategies and plans, decisions, results, and lessons learned from the BizCafe simulation. The grading rubric below will be used to evaluate the presentation.

In-Class Presentation:

Unacceptable	Poor	Weak	Needs Work	Fair	Good	Very Good	Excellent	Outstanding
0-72.9	73.0-75.9	76.0-78.9	79.0-80.9	81.0-85.9	86.0-88.9	89.0-91.9	92.0-96.9	97.0-100
F	C	C+	B-	B	B+	A-	A	A+

100 points **CONTENT** – organized, sufficiently detailed to convey strategies, lessons learned and key events and outcomes.

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25 points **POWERPOINT** – visually appealing, readable elements, display of quantitative and qualitative elements.

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75 points **INSIGHTS** – commentary on each periods' decisions, outcomes and plans

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Online Peer Evaluation

Possible Points: 50

Project Type: Individual

On the day of our in-class sessions, you are to go to the interpretive.com website and log in. Once there you will be able to complete a confidential evaluation of your peers on the team.

Entrepreneurial Reflection Project #1 Memo

Possible Points: 100 Project Type: Individual

Details on this aspect of the course will be discussed in class. The end result will be a memo e-mailed to me by the announced deadline. Feedback will come in the form of a return e-mail. No face-to-face meeting or additional class meeting is required although I will be available for any student who wishes to meet and discuss the project and their feedback.

Entrepreneurial Reflection Project #2 Memo

Possible Points: 100 Project Type: Individual

Details on this aspect of the course will be discussed in class. The end result will be a memo e-mailed to me by the announced deadline. Feedback will come in the form of a return e-mail. No face-to-face meeting or additional class meeting is required although I will be available for any student who wishes to meet and discuss the project and their feedback.

Further Reading

No single course can acquaint you with the wealth of literature available on most topics, especially one designed for the compacted time frame we are observing. For those who wish to continue their investigation of areas raised in this course on their own, beginning below is a sampling of readings that you may find valuable as well as some useful websites.

The two books I would recommend EVERYONE read before starting their own entrepreneurial business:

- *Getting to Plan B: Breaking Through to a Better Business Model* (2009) by John Mullins & Randy Komisar, Harvard Business Press, ISBN: 9781422126691.
- *Entrepreneurial Small Business, Second Edition* (2009) by Jerome A. Katz and Richard P. Green II, McGraw-Hill, ISBN: 0072967986.

Useful Websites:

- <http://www.ventureclub-louisville.org/> Venture Club of Louisville
- <http://www.leadershiplouisville.org/> Leadership Louisville
- <http://www.business.gov/> U.S. Government business gateway
- <http://www.franchising.com/> Franchising gateway
- <http://www.loc.gov/rr/business/guide/guide2/> The Entrepreneur's Reference Guide to Small Business Information
- <http://www.sbaonline.sba.gov/> U.S. Small Business Administration

While the activities of the course may be over, learning is a lifelong endeavour!

About the Instructor:

Dr. Michael Luthy is Professor of Marketing in the Department of Business Administration. He has received several national teaching awards for innovation and creativity in the classroom, is a Fulbright Scholar alumnus, and is widely published in marketing and related business journals. Numerous case studies, articles, and other writings have been published in national and regional conference proceedings, textbooks, pedagogical volumes, and newspapers.

Dr. Luthy earned his Ph.D. and bachelor's degrees in business administration from the University of Illinois and an MBA from the University of Iowa. He taught at Drake University in Des Moines, Iowa for six years before joining the Bellarmine faculty in 1998. His work experience includes positions in professional sales, bank examination with the U.S. Treasury Department and in marketing and finance for Oscar Mayer Foods Corporation. Dr. Luthy's teaching interests include marketing management and strategy, services marketing, and small business entrepreneurship. His research includes global and cross-cultural marketing issues as well as business and entrepreneurial education.

In addition to his academic activities, Dr. Luthy consults with organizations and conducts training in marketing and executive business skills. He currently serves on the editorial review boards of the *Journal of Marketing Education* and the *Academy of Marketing Studies Journal*.