

**MNGT 4200**  
**Business Planning for the New Venture**  
**Fall 2014**  
**Section 001**

**Dr. Brian Connelly, Associate Professor and McWane Family Professor**

Phone: (334) 844-6515

Office: Lowder 411

Office Hours: Tuesday and Thursday 9:00am – 10:30am

E-mail Address: [bconnelly@auburn.edu](mailto:bconnelly@auburn.edu)

**CLASS MEETING TIMES:**

Mon/Wed 3:00pm – 4:15pm in Lowder 126

**COURSE DESCRIPTION:**

This course provides for the application of students' business education and experience to a practical, hands-on project. A business plan is a formal statement of a set of business goals, the reasons they are believed attainable, and the plan for reaching those goals. It may also contain background information about the organization or team attempting to reach those goals. Business plans may also target changes in perception and branding. When planning a new venture, a 3 to 5 year business plan is required, since investors will look for their annual return in that timeframe. Students in this class will develop fundamental knowledge regarding the:

- Context and purpose of a business plan
- Components and structure of a business plan
- Process of developing a sound business plan
- Aspects of presenting a business plan

**COURSE OBJECTIVES:**

Business plans are decision-making tools. There is no fixed content for a business plan. Rather, the content and format of the business plan is determined by the goals and audience. A business plan represents all aspects of business planning process declaring vision and strategy alongside sub-plans to cover marketing, finance, operations, human resources as well as a legal plan, when required. A business plan is a summary of those disciplinary plans. The primary objective of the course is to equip students to develop a business plan and evaluate business plans. To arrive at this goal, students will:

- Integrate and apply knowledge and skills acquired throughout the student's academic career to develop a comprehensive business plan for an entrepreneurial venture
- Develop a thorough understanding of the components and purpose of a business plan
- Enhance critical thinking and decision-making skills regarding effective business planning
- Improve written and oral communication/presentation skills about a new venture

**PREREQUISITES:**

- Undergraduate level MNGT 4140 Minimum Grade of D
- Undergraduate level ENFB 4140 Minimum Grade of D

**REQUIRED TEXTS:**

McKeever, M. (11th edition, 2012) How to Write a Business Plan. ISBN 978-1-4133-1749-7

Pinson, L. (7th edition, 2008) Anatomy of a Business Plan. ISBN 978-0-944205-37-2

Collins, J. (2001) Good to Great. ISBN 978-0-06-662099-2

Isenberg, D (2013) Worthless, Impossible, and Stupid. ISBN 978-1-4221-8698-5

**GRADING AND EVALUATION PROCEDURES:**

**Final grades will be determined on the following basis:**

**A = 90% or better**

**B = 80 – 89.9%**

**C = 70 – 79.9%**

**D = 60 – 69.9%**

**F = 59.9% or less**

**Grade Components:**

The grading is structured as follows:

Business Plan (written)	30 points
Business Plan (presentation)	20 points
Elevator Pitches (writeup)	5 points
Elevator Pitches (presentation)	10 points
Entrepreneur Interview	10 points
Book Discussion	5 points
Class Participation	5 points
Final Exam	15 points

*Business Plan.* This counts for half your grade. After all, it is a business plan class. You will work on a small team to develop a business plan for a unique idea that you have created. Class sessions will prepare you to develop the written business plan according to a prescribed format. At the end of the semester you will present your plans to the class and be judged.

*Elevator Pitches.* You will think of your two best ideas for a new venture. The name "elevator pitch" reflects the idea that it should be possible to deliver the summary in the time span of an elevator ride, or approximately thirty seconds to two minutes. The term

itself comes from a scenario of a chance meeting with someone important in the elevator. If the conversation inside the elevator in those few seconds is interesting and adds value, it will continue after the elevator ride or end in exchange of contact information. Therefore, you will present both of your ideas to the class using somewhere between 30 seconds and two minutes per idea. In addition, you will turn in a written summary of each idea, with no more than half page per idea. Please use Times New Roman 12 point font, single space, 1 inch margins, name in upper left hand corner, no cover page.

*Entrepreneur Interview.* Each student will interview an entrepreneur that has started his or her new venture within the past 10 years. You will produce a 1-page, single-spaced written report and provide a 3-5 minute presentation of the experience. The interviewee/entrepreneur must not be a family member. Although I would like you to inquire about their business plan (or lack of one), the assignment is open-ended in terms of what you learn.

*Book Discussion.* Each student will be responsible for summarizing one chapter of one of the books during our class session. All students will be responsible for reading both books in sufficient manner as to contribute to our discussion.

*Class Participation:*

Participating in class is important to achieving the learning goals of the course. Receiving full participation points requires more than attendance. Students may obtain up to five points for participation and will be awarded on a discretionary basis based on thoughtful input to class discussions and building on the comments of others. As a guide, students may be awarded participation points according to the following rules of thumb:

5 points ... The course was better because this student was enrolled.

4 points ... This student frequently volunteered as a participant in discussions.

3 points ... This student occasionally volunteered as a participant in discussions.

2 points ... This student answered questions when called upon.

1 points ... This student attended class faithfully but rarely participated in discussions.

0 points ... This student missed quite a few classes (e.g., more than half a dozen).

*Final Exam.* The exam will be multiple-choice. You will be tested on material presented in class and on material in the texts that is not specifically addressed in class. You will need to purchase a university scantron sheet for the exam. If you miss the exam due to valid Tiger Cub reasons, it is imperative that you notify me prior to the scheduled exam time if at all possible. Please be aware that a make-up exam may include essay questions.

**TENTATIVE COURSE SCHEDULE:**

<b>Mon</b>	<b>Topic</b>	<b>Wed</b>	<b>Topic</b>
		1/8	Introduction
1/13	Class Conflict	1/15	Class Conflict
1/20	No Class – Holiday	1/22	Business Plan Considerations McKeever Chps 1-3 Pinson Chp 1
1/27	Elevator Pitches	1/29	Elevator Pitches
2/3	Funding Your Business McKeever Chps 4 & 10 Pinson Chp 11	2/5	Book Discussion Isenberg
2/10	Vision, Mission, Goals McKeever Chp 12	2/12	Writing Lab Vision, Mission, Goals
2/17	Organizational Plan Pinson Chps 2, 4	2/19	Writing Lab Organizational Plan
2/24	Marketing Plan McKeever Chp 8 Pinson Chp 5	2/26	Writing Lab Marketing Plan
3/3	Financial Plan McKeever Chp 7 Pinson Chp 6	3/5	Writing Lab Financial Plan
3/10	Spring Break	3/12	Spring Break
3/17	Supporting Material McKeever Chp 9 Pinson Chp 3, 7	3/19	Writing Lab Supporting Material
3/24	Presentations Entrepreneur Interviews	3/26	Presentations Entrepreneur Interviews
3/31	Book Discussion Collins	4/2	Writing Lab Presentation Prep
4/7	TBD	4/9	Writing Lab Presentation Prep
4/14	Presentation Skills Guest Speaker	4/16	Final Presentations
4/21	Final Presentations	4/23	Final Presentations
4/30	Final Exam		

**Key Due Dates**

<b>1/27</b>	<b>Elevator Pitches – Writeups and Presentations</b>
<b>2/5</b>	<b>Book Discussion – Isenberg</b>
<b>3/24</b>	<b>Entrepreneur Interviews – Writeups and Presentations</b>
<b>3/31</b>	<b>Book Discussion – Collins</b>
<b>4/16</b>	<b>Business Plan – Writeups and Presentations</b>
<b>4/30</b>	<b>Final Exam. Monday Dec 9 at 8:00am</b>

**Missed Exam Make-Up Policy:**

Students who miss the final exam will receive a zero, unless one of the following conditions has been met:

A. The absence was approved in advance by the instructor. This will only occur in rare situations involving required participation in official University events or extenuating circumstances. In the event of illness, the excuse must be signed by a physician or nurse (not a receptionist).

B. The absence was due to a legitimate emergency for which it was not possible to obtain advanced approval. In this situation, the student must contact the instructor as soon as possible and provide documentary evidence both that the emergency was legitimate and that advanced approval was not possible.

Students who miss the final exam and have satisfied one of the above conditions will be allowed the opportunity for a make-up test.

**SPECIAL ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

Students who need special accommodations should make an appointment to discuss the Accommodations Memo with me during my office hours as soon as possible. If scheduled office hours conflict with classes, please arrange an alternate appointment time. If you do not have an Accommodations Memo, but need special accommodations, please contact The Program for Students with Disabilities, 1244 Haley Center, 334.844.5943.

**ACADEMIC HONESTY:**

All portions of the Auburn University Honesty Code (Title XII) found in the Tiger Cub (<http://www.auburn.edu/tigercub/>) will apply to this class.

**STATEMENT REGARDING EMAIL AND BLACKBOARD AS OFFICIAL MEANS OF**

**COMMUNICATION:** Email is the university approved form of communication. It is the student's responsibility to frequently check his/her email as listed in Blackboard.

**DIVERSITY:**

*Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status, and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population. Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate, and excel in the community they inhabit. In this context, diversity is aligned with Auburn University's land grant mission of providing its*

students with a superior education in service to the needs of Alabama, the nation, and the world. Contact the Office of Diversity at [www.auburn.edu/diversity](http://www.auburn.edu/diversity)

**COMPLIANCE WITH THE AUBURN HONOR CODE:**

*In accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn family, do hereby pledge that all work is my own, achieved through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation.*