



# UNIVERSITY OF CENTRAL ARKANSAS COLLEGE OF BUSINESS VISION, MISSION, AND CORE VALUES STATEMENT

## **COB Vision**

Our vision is to be recognized as the business college of choice for undergraduate and masters programs among public business colleges in Arkansas and the region, with national recognition in selected fields or areas.

## **COB Statement of Mission and Core Values**

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current, responsive, and innovative curriculum that promotes intellectual and professional development. We promote excellence through our teaching, scholarly endeavors and service to our stakeholders through strong engagement with the local, regional, national, and global business community.

In carrying out this mission, the College of Business is guided by the following core values and expects the following outcomes:

### **1. Intellectual Excellence.**

- 1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote and impact the application, creation and dissemination of knowledge through contributions to business practice, learning and pedagogical research, and discipline-based scholarship.
- 1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

### **2. Community.**

- 2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to impact and promote life-long and experiential learning, research, service, and community engagement.

### **3. Diversity.**

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

### **4. Integrity.**

- 4.1. Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. Responsibility: We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

## **Learning Goals**

*Our graduates shall possess:*

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

## Course Syllabus

### Course Information

<b>Course Number:</b>	MBA 6349
<b>Course Name:</b>	Small & Family Owned Business
<b>CRN:</b>	31133
<b>Semester:</b>	Spring 2019
<b>Location:</b>	Online
<b>Class Hours:</b>	Online

### Instructor Information

<b>Name:</b>	Dr. Ron Duggins
<b>Office Location:</b>	College of Business 312E
<b>Work Email:</b>	rond@uca.edu
<b>Phone:</b>	501-852-0691
<b>Office Hours:</b>	Tuesday & Thursday 9:30 - 10:30 & 12:30 – 4:30 & By Phone

**NOTE:** This syllabus is subject to change at the discretion of the Instructor.

### Prerequisites:

None

### Textbook and Instructional Materials Required:

- Small Business Management (18th Edition) by Longenecker, Petty, Palich, & Hoy; Publisher: Cengage Learning; ISBN: 9781305405745
- This course requires access to Mindtap. Mindtap is the Cengage Learning Platform for the textbook.

### Course Description:

This course examines the role, functions, founding, and managing of small businesses. The course supplements management theory by providing well-balanced coverage of critical small business issues and practical experience in the determination and solution of actual business problems.

### Course Objectives:

1. Understand the importance of Small Businesses and Entrepreneurial Ventures in national and local economies.
2. Learn the breadth of responsibilities and decision making required start, grow, or manage a small business.
3. Become familiar with the various management tools for planning, operating, and evaluating small businesses.

### Course Delivery Method:

This is an online class and will utilize a text book and associated online activities.

### Course Evaluations (Fall & Spring)

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses

they are taking starting on the Monday of the twelfth week of instruction through the end of finals week by logging in to *myUCA* and clicking on the *Evals* button on the top right.

**Academic Integrity Statement:**

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook.

Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this policy.

Please see the following website for guidelines concerning plagiarism: <http://uca.edu/academicaffairs/files/2012/08/Plagiarism.pdf>.

**Disabilities Act Statement:**

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

**Sexual Harassment and Academic Policies:**

All students are required to familiarize themselves with the University of Central Arkansas policy on sexual harassment and on academic policies. These policies are printed in the Student Handbook.

**Title IX Statement**

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member, the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>.

**Emergency Procedures Summary (EPS):**

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

**Other Required Materials/Competencies/Resources:**

The professor may add other materials as necessary for this class, which could affect the required deliverables and grading.

## Accreditation & Assurance of Learning

### Learning Goal(s) Assessed in this Class

There is no formal assessment activity scheduled in this class.

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### Course Assignments:

**NOTE: All Course Work, EXCEPT your Weekly Learning POINTs and Final Exam will be accessed and submitted through the Mindtap link in Blackboard. The Weekly Learning POINTs will be accessed and you will submit your answer in Blackboard, not the Mindtap system. You will also be able to access all work on the Weekend (Saturday) before the assignments are due in order to give you time over the Weekend to work on your assignments for those who like to get the bulk of their work done over the weekend.**

**Weekly Learning POINT:** Each Learning Point will be due by 11:59 p.m. on the Friday of the class week.

The Weekly Learning POINT is your chance to reflect on the material from the past week and focus on a specific area of importance to you. Use the word POINT as your guide:

- P - PERCEPTION- What this week changed your PERCEPTION of Small/Entrepreneurial Businesses and/or yourself and your thinking.
- O - OBSERVE- What did you OBSERVE in real life that was a reflection of what you studied this week.
- I - IMPACTFUL - What was the most IMPACTFUL content for you this week?
- N - NEW - What was NEW for you this week? What mindshift may have occurred?
- T - TACTIC - What TACTIC will you now pursue? What practical action will you take because of what you have learned?

You don't need to write something about each of these areas, but use the acronym (POINT) as your guide. It should be at least one paragraph with a 100-word minimum. Write a meaningful paragraph that shows a depth of thought and clear self-analysis. What I do not want to see is the following: "This week I read about X and Y and this and that..." I know what you read so there is no need to only remind me of what I assigned you to do. What I do want to see is more specific information that you can dig a little deeper into and explain how it applies to you or the impact the idea or concept might have. Here is an example. Each of these two responses were discussing the same content. The first is one that is lacking in depth and the second is a strong submission.

- Submission #1 – Needs Work  
"This chapter is tied in real well with last weeks lesson. What this chapter did was review what was taught in class. Innovation is not simple. Reading this chapter has made me rethink everything. There was alot of managment and group projects tips and to dos. Pretty much it talks about a way of thinking about managing innovation."

Problems: This paragraph is too general. The writer says the chapter make him/her rethink everything. What does that mean? Can the student provide an example of something that was rethought? The student mentions the tips and to-dos. The student could have highlighted a few and explained how they might have an impact. The last sentence should be more specific and explanatory in terms of the “way of thinking about managing innovation.” Also, the word “weeks” should have been spelled “week’s” and the word “management” is misspelled.

- Submission #2 – Strong Submission  
 “What I found most interesting this week was our discussion about the different types of innovation. There are three different “medians” of innovation: Lifestyle, entrepreneurship, and corporate. The latter two I was well aware of, but I had never considered innovating in my day to day life. We learned last semester that innovation can be stifled by putting parameters around the way we think. In my case, I normally look at creativity and innovation in the parameters of entrepreneurship. This means that I’m missing out on tons of opportunities to innovate in my daily life. You also gave us real examples in your own life of ways that you’ve used your interests and creativity to make some extra cash on the side. Seeing your success and how simple innovation can be encourages me to turn my ideas into reality. I also found the Ted talk we watched on design thinking to be extremely informative. The most beneficial, paradigm shifting point made in the video is that design thinking starts with people. At a fundamental level this is humanitarian design. It is grounded in the needs of others, making it a pragmatic way of thinking that isn’t so much concerned with making money as it is with helping others.”

This submission goes into more depth about some of the topics and even reaches into past courses to draw a link to the new content. It is certainly longer than 100 words (208 to be exact), but one can do similar work with fewer words with practice and skill. I am not looking for only words, but for something that has impact or interest for you.

There will be three possible grades for your Learning POINTs.

3 Points	You will earn 3 points with a submission that does not meet the technical specs and lacks a depth of analysis.
6 Points	You meet all the technical specs but don’t show a depth of analysis or thinking. Also, all late submission will automatically be dropped to at least a 6.
10 Points	You meet all the technical specs of the assignment and provide clear self-analysis and depth (like the example above).

**Chapter Assignments (i.e. Weekly Reading Quizzes):** There will be short weekly quizzes over the assigned readings. They are open resource quizzes. Each Chapter Assignment quiz will be due by 11:59 p.m. on the Friday of the class week.

**Chapter Video Quizzes:** You will watch documentary-style videos that highlight entrepreneurs and small businesses. These candid interviews provide insight into marketing, financial forecasting, and product development, among many other topics, appropriately marrying chapter concepts with real-world examples. You will have a brief quiz over the content of each video. Each Video Quiz will be due by 11:59 p.m. on the Friday of the class week.

**Lead, Choose, Learn:** In this assignment you are given a scenario and must decide how to proceed and then see how that decision impacts the business and future decisions. Students travel different paths and the scenarios change based on each student’s decisions. This provides students with the valuable opportunity to practice managerial analysis and crucial decision-making skills. Each Lead, Choose, Learn assignment will be due by 11:59 p.m. on the Friday of the class week it is assigned.

**Interviews & Report:** Throughout the course of the semester, you will interview 5 different Small/Family Owned Businesses utilizing the same interview process and write a paper about your learning and insights. You will submit interviews 1 – 4 in throughout the semester.

**Grading Scale**

<b>Assignments</b>	<b>Points Possible</b>
Chapter Assignments (Reading Quizzes)	185
Chapter Video Quizzes	69
Lead, Choose, Learn	50
Weekly Learning POINTS	140
5 Interviews (Int. 20 each – Report 50)	150
Final Exam	50
<b>Total</b>	<b>644</b>
588.6 - 644 - A	
523.2 – 588.5 - B	
457.8 – 523.1 - C	
392.4 – 457.7 - D	
392.3 & below - F	

## Course Schedule

<b>Week 1 – January 10</b>
<ul style="list-style-type: none"> <li>• Become Familiar with Mindtap and begin work on Week 2 Content.</li> </ul>
<b>Week 2 – Content Available from January 10-January 18 - All work this week Due Fri, January 18 at 11:00 PM</b>
<ul style="list-style-type: none"> <li>• Do Chapter 1 Self-Assessment</li> <li>• Read: Chapter 1: The Entrepreneurial Life</li> <li>• Complete Chapter 1 Assignment (Grade)</li> <li>• Complete Chapter 1 Video Case: Ralph's Shoes (Grade)</li> <li>• Do Chapter 2 Polling</li> <li>• Read: Chapter 2: Integrity, Ethics, and Social Entrepreneurship</li> <li>• Complete Chapter 2 Assignment (Grade)</li> <li>• Complete Chapter 2 Video Case: Theo Chocolate(Grade)</li> <li>• Complete Weekly Learning POINT (Grade)</li> <li>• Complete Lead, Choose, Learn: Bill Bundle, Inc. (Grade)</li> </ul>
<b>Week 3 – Content Available from January 19-25 All work this week Due Fri, January 25 at 11:00 PM</b>
<ul style="list-style-type: none"> <li>• Do Chapter 3 Self-Assessment</li> <li>• Read: Chapter 3: Starting a Small Business</li> <li>• Complete Chapter 3 Assignment(Grade)</li> <li>• Complete Chapter 3 Video Case: Honest Tea(Grade)</li> <li>• Complete Weekly Learning POINT (Grade)</li> <li>• Interview #1 Due in Blackboard</li> </ul>
<b>Week 4 – Content Available from January 26-February 1 All work this week Due Fri, February 1 at 11:00 PM</b>
<ul style="list-style-type: none"> <li>• Do Chapter 4 Polling</li> <li>• Read: Chapter 4: Franchises and Buyouts</li> <li>• Complete Chapter 4 Assignment(Grade)</li> <li>• Complete Chapter 4 Video Case: Camp Bow Wow(Grade)</li> <li>• Do Chapter 5 Polling</li> <li>• Read: Chapter 5: The Family Business</li> <li>• Complete Chapter 5 Assignment(Grade)</li> <li>• Complete Weekly Learning POINT (Grade)</li> <li>• Complete Lead, Choose, Learn: Costamalle Enterprises(Grade)</li> </ul>

**Week 5 – Content Available from February 2-8** - All work this week Due Fri, February 8 at 11:00 PM

- Read: Chapter 6: The Business Plan: Visualizing the Dream
- Complete Chapter 6 Assignment(Grade)
- Complete Chapter 6 Video Case: Camp Bow Wow(Grade)
- Read: Chapter 7: The Marketing Plan
- Complete Chapter 7 Assignment(Grade)
- Complete Chapter 7 Video Case: Honest Tea(Grade)
- Complete Weekly Learning POINT (Grade)

**Week 6 – Content Available from February 9-15** - All work this week Due Fri, February 15 at 11:00 PM

- Do Chapter 8 Self-Assessment
- Read: Chapter 8: The Organizational Plan: Teams, Legal Structures, Alliances, and Directors
- Complete Chapter 8 Assignment(Grade)
- Complete Chapter 8 Video Case: Wimpy Socks(Grade)
- Complete Weekly Learning POINT (Grade)
- Interview #2 Due in Blackboard

**Week 7 – Content Available from February 16-22** - All work this week Due Fri, February 22 at 11:00 PM

- Do Chapter 9 Polling
- Read: Chapter 9: The Location Plan
- Complete Chapter 9 Assignment(Grade)
- Complete Chapter 9 Video Case: Farm Dolls, Inc. (Grade)
- Complete Weekly Learning POINT (Grade)

**Week 8 – Content Available from February 23 – March 1** - All work this week Due Fri, March 1 at 11:00 PM

- Read: Chapter 10: Understanding a Firm's Financials
- Complete Chapter 10 Assignment(Grade)
- Complete Chapter 10 Video Case: Lovin' That Muffin(Grade)
- Complete Weekly Learning POINT (Grade)

**Week 9 – Content Available from March 2-9** - All work this week Due Fri, March 8 at 11:00 PM

- Read: Chapter 11: Forecasting Financial Requirements
- Complete Chapter 11 Assignment(Grade)
- Complete Chapter 11 Video Case: The Cat's Meow(Grade)
- Do Chapter 12 Polling



- Read: Chapter 12: A Firm's Sources of Financing
- Complete Chapter 12 Video Case: Ulysses Bikes(Grade)
- Complete Chapter 12 Assignment(Grade)
- Complete Weekly Learning POINT (Grade)
- Interview #3 Due in Blackboard

**Week 10 – Content Available from March 9-15 - All work this week Due Fri, March 15 at 11:00 PM**

- Do Chapter 13 Polling
- Read: Chapter 13: Planning for the Harvest
- Complete Chapter 13 Assignment(Grade)
- Complete Chapter 13 Video Case: QuickPickles(Grade)
- Complete Lead, Choose, Learn: BAM(Grade)
- Do Chapter 14 Polling
- Read: Chapter 14: Building Customer Relationships
- Complete Chapter 14 Assignment(Grade)
- Complete Chapter 14 Video Case: MBSC(Grade)
- Complete Weekly Learning POINT (Grade)

**Week 11 - SPRING BREAK March 18 – 22**

**Week 12 – Content Available from March 23-29 - All work this week Due Fri, March 29 at 11:00 PM**

- Read: Chapter 15: Product Development and Supply Chain Management
- Complete Chapter 15 Assignment(Grade)
- Complete Chapter 15 Video Case: Theo Chocolate(Grade)
- Chapter 16 Self-Assessment
- Read: Chapter 16: Pricing and Credit Decisions
- Complete Chapter 16 Assignment(Grade)
- Complete Chapter 16 Video Case: FlairWear(Grade)
- Complete Weekly Learning POINT (Grade)

**Week 13 – Content Available from March 30-April 5 - All work this week Due Fri, April 5 at 11:00 PM**

- Do Chapter 17 Self-Assessment
- Read: Chapter 17: Promotional Planning
- Complete Chapter 17 Assignment (Grade)
- Complete Chapter 17 Video Case: All Day Gym(Grade)

- Complete Weekly Learning POINT (Grade)
- Interview #4 Due in Blackboard

**Week 14 – Content Available from April 6-12 - All work this week Due Fri, April 12 at 11:00 PM**

- Do Chapter 18 Self-Assessment
- Read: Chapter 18: Global Opportunities for Small Businesses
- Complete Chapter 18 Assignment(Grade)
- Complete Chapter 18 Video Case: Black Diamond(Grade)
- Complete Lead, Choose, Learn: LivingLux.com(Grade)
- Do Chapter 19 Self-Assessment
- Read: Chapter 19: Professional Management and the Small Business
- Complete Chapter 19 Assignment(Grade)
- Complete Chapter 19 Video Case: Camp Bow Wow(Grade)
- Complete Weekly Learning POINT (Grade)

**Week 15 – Content Available from April 13-19 - All work this week Due Fri, April 19 at 11:00 PM**

- Do Chapter 20 Self-Assessment
- Read: Chapter 20: Managing Human Resources
- Complete Chapter 20 Assignment(Grade)
- Complete Chapter 20 Video Case: MBSC(Grade)
- Read: Chapter 21: Managing Small Business Operations
- Complete Chapter 21 Assignment(Grade)
- Complete Chapter 21 Video Case: Barcelona Restaurant Group(Grade)
- Complete Weekly Learning POINT (Grade)
- Interview #5 Due in Blackboard

**Week 16 – Content Available from April 20-26 - All work this week Due Fri, April 26 at 11:00 PM**

- Read: Chapter 22: Managing the Firm’s Assets
- Chapter 22 Assignment(Grade)
- Chapter 22 Video Case: Vlad's(Grade)
- Read: Chapter 23: Managing Risk
- Chapter 23 Assignment(Grade)
- Chapter 23 Video Case: MixBig Industries(Grade)
- Weekly Learning POINT (Grade)

- Lead, Choose, Learn: The Well-Suited Male(Grade)
- Interview Paper Due this week. (Grade)

**Week 17 – April 27-May 3 FINALS WEEK**

- Final Exam Due by 12:00 p.m. on Thursday, May 3rd