

Lakes Region Community College

379 Belmont Road
Laconia, NH 03246
(603) 524-3207

COURSE OUTLINE/SYLLABUS SHEET

COURSE NO: BUS 135L FX

COURSE TITLE: Small Business Management

CREDIT HOURS: 3

SEMESTER: Fall 2021 / Tuesdays @ 9:00 AM – 11:45 AM or FLEX

There will be an On-Campus Video lecture that will be simulcast and recorded on ZOOM. Online students are expected to view this weekly lecture. To the extent possible, students viewing the simulcast live will be allowed to participate in the class discussion but will not be exactly the same experience as physically attending class. Generally, the video will be posted immediately after the class concludes, but please give up to 24 hours for it to be posted.

INSTRUCTOR NAME: Scott Maltzie, Ph.D.

E-MAIL/PHONE: smaltzie@ccsnh.edu (603) 366-5237
(603) 738-0953 (Cell)

Email is the best communication medium for me.

All communications from Monday – Friday will be responded to within 24 hours.

I will respond to Weekend communication on Monday or Tuesday if there is a holiday.

OFFICE LOCATION: Turner 253A
Mezzanine Level (open level just above café between floors 1 and 2)

CONFERENCE HOURS: Tuesdays – 12:00-1:00 pm, 4:00 pm – 5:00 pm
PLEASE SCHEDULE USING NAVIGATE Wednesdays – 12:00 pm – 1:00 pm
Thursdays – 12:00-1:00 pm, 4:00 pm – 5:00 pm
Other hours available by appointment

PREREQUISITES: None

COURSE DESCRIPTION: Problems of a small business operation: going into business, financing a business, the feasibility study, marketing, and management of business phases are covered.

TEXT/INSTRUCTIONAL MATERIALS AND EQUIPMENT NEEDED:

- *Small Business Management in the 21st Century*, Cadden and Lueder. 2012
OER Textbook: <https://open.umn.edu/opentextbooks/textbooks/small-business-management-in-the-21st-century>
- A laptop for use in class projects is recommended but not required.

GRADING:

GRADING SCALE:

As this class is offered in a flex-class format, the On-Campus and Online versions will be combined for both grading and assignment purposes.

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

INCOMPLETE GRADES:

As a general rule, all coursework must be completed by the end of the semester in which the course is offered. An incomplete grade may be granted to a student, at the discretion of the faculty member, as an accommodation due to unforeseen and extraordinary circumstances when a student has completed and passed a majority of the work required for a course but, for reasons beyond the student's control, cannot complete the entire course.

ASSIGNMENT WEIGHTS/SUMMARY:

Class Engagement	10%
Weekly Reflection	20%
Exams (Mid-Term & Final)	20% Each
Business Plan	5% (drafts) 25% (final)

Class Engagement - As a member of the business team represented by the students in this course, you are expected, as a good team member, to contribute to the course just as you would have to contribute in business. Each week I will assign a grade based on your engagement in course activities. Course activities consist of developing THREE QUESTIONS and completing CLASS ASSIGNMENTS.

Three Questions - Develop three questions for class discussion based on your reading. They are questions that are 1) items you don't understand; or 2) things that are interesting that you want to learn more about; or 3) a news story or something that related that you would like to discuss; or 4) an example that you want to see if a topic applies to; or 5) how things interconnect; or 6) other things related to the subject matter. **QUESTIONS MUST BE SUBMITTED PRIOR TO THE CLASS EACH WEEK AND ARE BASED ON THAT WEEK'S READING.**

Class Assignments - weekly activities related to the course material. Students participating in the activities in class generally DO NOT have to complete them for homework. Online students or those who are absent must complete the assignment. These individual assignments are not graded per se but are considered as part of your weekly engagement grade.

Weekly Reflection - The reflection is the summative activity for each week. It is designed to assess your learning for each week. Students will write a 300-word reflective essay based on the topics for each week's class while also incorporating an observation. To receive full credit on the reflection, the student must prepare a well-written essay that demonstrates understanding, analysis, and critical thinking of the weekly topic(s). Further instructions are provided on Canvas. Note: You may make a substantive (at least 100 words) reply to up to two students for up to 10% extra credit.

Mid-Term and Final Exam - These are essay exams. These exams will be open resource. Grading of answers is based on your understanding, analysis, and critical thinking of the topics. All work must be cited.

Business Plan - A business plan is a written document that describes in detail how a business—usually a startup—defines its objectives and how it is to go about achieving its goals. A business plan lays out a written roadmap for the firm from marketing, financial, and operational standpoints. Note: Portions of this project are due more or less weekly. These interim submissions are considered drafts. Grades on these submissions may or may not reflect your final grades in this section. They are designed to keep you on track

and to provide feedback to you. This assignment will include a **PAPER, POWERPOINT, & PRESENTATION**. See Canvas for further instructions.

Note: Unless otherwise indicated all assignments must be typed AND checked for spelling and grammar. Points will be deducted from your grade for typos, spelling, and grammatical errors and overall sloppy work.

LATE POLICY:

- Due dates for assignments are listed in the attached class schedule and will be announced in class and/or posted on Canvas.
- Assignments are due on the due date at the time specified. Work submitted beyond the due date (this includes exams, projects, homework, etc.) will be subject to the following point deductions:
 - Late assignments submitted within one week after the due date will receive a 20% deduction.
 - Late assignments submitted more than one week and less than 2 weeks late will receive a 40% deduction.
 - Assignments submitted more than two weeks late or after the final date of the course **will not be accepted.**
- **NOTE: No Late Work will be accepted following the deadline for Week 14.**

Extenuating circumstances are outlined below. If you have particular challenges, please contact me at the beginning of the course. If circumstances arise during the course that will impact your studies, please contact me immediately or as soon as possible.

FAIR GRADING:

Fair and equitable grading reflects values that I am committed to. Grades are used to assess the relative extent to which students achieve the course objectives and outcomes.

Academic freedom allows the instructor (1) to determine course outcomes, within the bounds of established curricula, and the means by which a student's mastery of those outcomes will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments.

Students have the right to challenge evaluations of their work, and hence I am accountable with regard to providing and explaining all relevant grades and grading criteria. Students are allowed to challenge grades respectfully and state their case why a grade should be changed. Changes are made only in the case of error (which happens from time-to-time) and documentation that the criteria was met to a higher level than originally indicated.

Standards for Fair Grading

To achieve fair and equitable grading, instructors shall inform students, in writing, e.g., via a syllabus, of the course outcomes and the means by which student mastery of those outcomes will be determined. Instructors are expected to share this information with students during the first-class meeting and to provide this information, no later than the second class meeting. Alterations to these arrangements will be posted in Canvas and must be designed to minimally inconvenience or disadvantage the students in the course. The grade of a student shall be based solely on the criteria known to all students in the class, and all such criteria shall apply to mastery of stated course objectives and competencies.

Simply put, the instructor cannot offer an alteration to the syllabus unless that alteration or option has been offered to all members of the class. This applies, for example, to extra credit, alternative assignments, and extensions to deadlines. The exceptions are related to extenuating circumstances as outlined above and via documented Disability accommodations from the Learning Center.

TEACHING METHODS: The goal of the course – and really any business course – is to develop three essential skills which provide the focus of instruction and grading in this course:

Understanding

- To perceive the meaning of; grasp the idea of; comprehend. (Definitional understanding)
- To assign a meaning to; interpret. (Interpretative understanding)
- To grasp the significance, implications, or importance of. (Significance understanding)
- To be thoroughly familiar with; apprehend clearly the character, nature, or subtleties of. (Full understanding)

Analysis

- Analysis is a detailed examination of anything complex in order to understand its nature or to determine its essential features. It involves the study of such constituent parts and their interrelationships in making up a whole.

Critical Thinking

- Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

This means that in understanding, you demonstrate what you KNOW about the topic. In analysis you talk about the finer details of HOW things work and WHY. In critical thinking, it is more about the application of the material and the conclusions that can be drawn from it based on your understanding and analysis. Naturally there is some overlap between the three. The course assignments help you develop these skills while you learn the subject material of the course.

In this endeavor I will act as the facilitator of learning. It is my professional educational opinion that exclusive reliance on the lecture method is an improper and inefficient teaching tool, especially in a professional development program, such as business administration. Furthermore, the lecture method per se does nothing during precious classroom time to help form potential managers and executives and to simulate the pressurized conditions that one will be facing in private, public, federal, or international sector situations.

On the other hand, all of the teaching techniques mentioned above when blended together in judicious amounts tend to sharpen and harden class participants' management ability, executive prowess, clear analytical thinking, and careful articulation (both oral and written).

In Socratic method teaching, both the professor and students ask a series of questions about the facts and reasoning of particular decisions, and thereby probes and explores the conflicting policy values of controversies by question after question. It is an interesting teaching approach. Class participants are not only involved in the sense that they engage occasionally in a give-and-take with the professor (a fun bantering), but because intellectual possibilities are mainly indicated through questioning, the seminar group must reason along with the professor rather than simply copying down what he has to say. If used judiciously, the Socratic method tends to develop technical capacity to organize masses of data and to develop clear and crisp thinking about evaluating alternatives and balancing values.

Under the case study method, class participants are given a set of materials to read — fact situations, research data, and secondary and primary source materials — also a set of concrete problems to consider. The professor plays the role of an activist — commenting on the way the arguments were presented, offering two-or-three-minute digressions, and frequently stopping to summarize and synthesize the advocacies. The advantages of this method are considerable. Most importantly, the class gets the benefit in classroom discussion of considered judgments.

COURSE EXPECTATIONS:

Reading and Preparation:

- Students are expected to read all assigned material prior to the class session.
- Regardless of whether you are an On-Campus or Online student, there will be out-of-class assignments for you to complete.

- Students are expected to review the slides and any videos prior to class.

Communication:

- You are expected to check your college email regularly for any communication from your instructor, peers, or the college. Failure to do so could result in missed information about classes, assignments, etc. Please ask me if you'd like to know how to forward your student email to your personal email.

Professionalism:

- The intent of the business program at LRCC is to prepare students to enter and/or advance in the world of work. Professional behavior is expected at all times.

Cheating/Plagiarism

- No form of cheating or plagiarism will be tolerated. All work is expected to be completed by the registered student only. Anyone caught cheating/plagiarizing will receive a failing grade on the assigned work and/or the course. **DON'T DO IT!**

Zoom Recording:

- We are using Zoom in this course. These sessions **WILL** be recorded. The State of NH requires that each individual who is being audio recorded must consent to be recorded.

It is my hope that this course meets your every expectation as a challenging, engaging, respectful learning experience. If you find this not to be the case, I would welcome the opportunity to address your concerns. This is not only a courtesy, it is a matter of process and procedure outlined in the LRCC Student Handbook. Should we fail to arrive at a mutually satisfactory understanding, you should refer the matter to my immediate supervisor, Carlene Rose, crose@ccsnh.edu.

Note: I reserve the right to make exceptions to any course policy stated in this syllabus due to the extenuating circumstances of a particular student. These exceptions include, but are not limited to, the onset or worsening of a serious or chronic mental or physical health condition, change in significant caring responsibility, family breakdown or the recent bereavement or serious illness of a close relative, being the victim of a serious crime or significant involvement in an on-going court case, a natural disaster, act of terror or conflict affecting the student's school/college, home or close family, approved learning accommodations. Documentation may be required in such circumstances. Work-related issues are generally not considered part of these exceptions.

Small Business Management (BUS 1350L)
On-Campus - Tuesdays / 9:00 – 11:45 AM or ONLINE
Class Schedule FALL 2021

Class	Date Week Beginning	In-Class Topics	Reading/Assignments Due	
			Note: All assignments are due SUNDAY night @ 11:59 pm unless otherwise indicated with an *. <i>Italics = Business Plan Project</i>	
1	31-Aug	Introduction to Entrepreneurship & Small Business Management	Read Ch. 1* Class Assignment Course Requirements Checklist	Course Introductions Weekly Reflection <i>1. Business Plan Proposal</i>
2	7-Sep	Developing a Workable Business Model	Read Launch for Growth to Success, What Is a Business Model, Writing a Company Description, How to Write a Mission Statement	Class Assignment Weekly Reflection <i>2. Company Description</i>
3	14-Sep	Planning the Startup Business	Read Ch. 2 & 5* 3 Questions* Class Assignment	Weekly Reflection <i>3. Objective Statement and Business Goals</i>
4	21-Sep	Business Ownership	Read Forms of Business Ownership – Separate PDF* 3 Questions* Class Assignment	Weekly Reflection <i>5. Products and Services</i>
5	28-Sep	Marketing Basics	Read Ch. 6* 3 Questions* Class Assignment	Wk 4 - Competitive Marketing Analysis Weekly Reflection
6	5-Oct	Marketing Strategy	Read Ch. 7* 3 Questions* Class Assignment	Weekly Reflection <i>6. Marketing & Sales Plan</i>
7	12-Oct	Marketing Plan & Promotion	Read Ch. 8* 3 Questions* Class Assignment	Weekly Reflection Wk 6 – Promotion Evaluation
8	19-Oct	MID-TERM EXAM - ONLINE		
9	26-Oct	E-Business & E-Commerce	Read Ch. 4* 3 Questions*	Class Assignment Weekly Reflection
10	2-Nov	Production & Operations Management	Read Ch. 11 & 13* 3 Questions*	Class Assignment Weekly Reflection
11	9-Nov	Leadership, Management & Human Resources	Read Ch. 12* 3 Questions*	Class Assignment Weekly Reflection
12	16-Nov	Accounting & Finance	Read Ch. 9 & 10* 3 Questions* Class Assignment	Weekly Reflection <i>4. Business and Management Structure</i>
13	23-Nov	Business Succession & Family Business	Read Ch. 3 & 14* 3 Questions* Class Assignment	Weekly Reflection <i>7. Business Financial Analysis</i>
14	30-Nov	WORK SESSION	Final Exam Will Be Available <i>8. Financial Plan</i> ALL ELIGIBLE LATE WORK MUST BE TURNED IN BY THE DEADLINE FOR WEEK 14	
15	7-Dec	FINAL EXAM - ONLINE		
16	14-Dec	Business Plan - Paper, PowerPoint, and Oral Presentation	Business Plan, PowerPoint, and Oral Presentation Due	

NOTE: The ongoing challenges presented by COVID-19 may require an alteration in the On-Campus schedule. If we are unable to meet On-Campus, the lectures will be done using the ZOOM platform at the same date and time as described above. All ZOOM and simulcast sessions are recorded. Students participating in this course understand and agree that their images and names may be visible to other students. I reserve the right to modify assignments as circumstances dictate.

Rubrics

Reflection Rubric

Criteria	Ratings			
Understanding Explains ideas, exhibits expert command of terminology and supports ideas with thorough understanding.	30 to >24.0 pts Excellent Content discussion is complete, clear, accurate, and detailed.	24 to >16.0 pts Sufficient Some content discussion is missing, unclear, inaccurate, or lack detail.	16 to >0 pts Poor Content discussion is incomplete, unclear, inaccurate, and/or lack detail.	
Analysis Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	30 to >24.0 pts Excellent Provides a thorough, accurate analysis of the content of this week's lesson.	24 to >16.0 pts Sufficient Provides limited analysis of the content of this week's lesson.	16 to >0 pts Poor Provides minimal to no analysis of the content of this week's lesson. Reflection reflects mostly a summary of the lesson.	
Critical Thinking Demonstrates the ability to analyze, criticize and advocate ideas; to reason inductively and deductively; and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief.	30 to >24.0 pts Excellent Reflection demonstrates the application and connection of concepts to other areas of business based on sound reasoning and logic.	24 to >16.0 pts Sufficient Reflection demonstrates some application and connection of concepts to other areas of business based on sound reasoning and logic.	16 to >0 pts Poor Reflection demonstrates minimal to no application and connection of concepts to other areas of business based on sound reasoning and logic.	
Writing Is in the writer's own words - direct use of text from selections and lectures should have quotation marks and be limited in length and frequency Paper is well written using proper grammar, spelling, and sentence construction Proper APA formatting.	Excellent	Above Average	Sufficient	Minimal
Word Count (Graded as a NEGATIVE vector) The word total of the reflection must be at least 300 words.	Over 300	300-250	250-200	<200
Replies Students may make a substantive reply of 100+ words to up to two students for up to 5 extra credit points each. Replies must be submitted by the deadline for the assignment to be considered.	2 Replies	1 Reply	0 Replies	
Submitted Late	Assignments submitted up to 7 days after the due date receive a 20% penalty.	Assignments submitted 7-14 days after the due date receive a 40% penalty.	Assignments submitted more than 14 days late will receive a ZERO.	

Exam Rubric

Completeness (2 points)	Does your response directly answer each part of the assignment question(s)?
Knowledge (4 points)	Does your response clearly show you have read and understand the lesson content by correctly defining key terms, key persons, and summarizing concepts? Have you made inferences based on this knowledge to personal or modern-day applications?
Analysis (2 points)	Have you clearly state analysis and give examples to back them up? Does your response provide analysis to the larger concepts of the lesson?
Writing Skills (2 points)	Do you write clearly, in complete sentences, with minimal errors in grammar and spelling? Did you use the APA Method of Citation where needed?

Business Plan

Scale items	Definitions
Excellent (5)	The section is extremely well developed. The student demonstrates complete understanding of the material and topics required to complete the task. The section comprises more than what is required and presents the topic in a logical, organize and concise way.
Very Good (4)	The section is of high quality. The material is presented very well. The student demonstrates understanding of the topic.
Satisfactory (3)	The section is developed satisfactorily. The student complies with the basic requirements of the section. The writing is acceptable. Demonstrates understanding of basic concepts.
Needs Improvement (2)	The quality of the section is below acceptable average. Basic concepts related to the section are confused or vague. The student demonstrates poor understanding of the basic concepts.
Poor (1)	Almost none of the required themes are elaborated in the section. The writing is disorganized and very difficult to understand.
No discussion	The student does not elaborate the topic or skips the section.

Business Plan Elements	Points	Comments
1. Executive Summary 10		
2. Company Description 20		
3. Objective Statement and Business Goals 20		
4. Business and Management Structure 20		
5. Products and Services 20		
6. Marketing and Sales Plan 20		
7. Business Financial Analysis 20		
8. Financial projections 20		
Technical Requirements (Graded as a negative vector)		
Presentation (50 points) (30 Presentation/20 PowerPoint)		
Total Points 200		

LEARNING OUTCOMES

Rationale: This course incorporates current theory and practice relating to starting and managing small firms. It provides a comprehensive coverage of critical small business issues, numerous real-world examples to help students understand how to apply the business management concepts presented in the text, and incorporates material to help them explore small business issues in the amazing world of the Internet.

Upon completion of the course, students will be able to:

I. Entrepreneurs & Entrepreneurial Opportunities

- Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

II. Marketing

- Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

III. Economics

- Apply economic concepts when making decisions for an entrepreneurial venture.

IV. Finance

- Use the financial concepts and tools needed by the entrepreneur in making business decisions.

V. Accounting

- Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.

VI. Management

- Develop a management plan for an entrepreneurial venture.

VII. Global Markets

- Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.

VIII. Legal

- Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.

IX. Business Plans

- Develop a business plan.