



COLLEGE OF SCIENCE, TECHNOLOGY AND APPLIED ARTS OF TRINIDAD AND TOBAGO

Transforming Lives, Transforming Communities, Transforming the Nation....One Student at a Time.

SCHOOL OF BUSINESS AND INFORMATION TECHNOLOGIES

COURSE OUTLINE

Academic Year 20010/2011

VISION	:	To be a student-centered, dynamic and innovative, world-class and multi-campus college, promoting excellence in teaching and learning, serving diverse communities, and producing lifelong learners who can compete globally.
MISSION	:	To be the premier educational institution in: providing high quality, affordable and accessible education programmes serving the needs of business, industry and the diverse campus communities and facilitating the personal and professional development of its students, faculty and staff.
DEPARTMENT	:	Management and Entrepreneurship
COURSE TITLE	:	Cases in Entrepreneurship
COURSE CODE	:	ENTP 377
CREDITS	:	Two (2)
CONTACT HOURS	:	30 hr
PREREQUISITE	:	ENTP 210: Fundamentals of Entrepreneurship
REQUIRED TEXT	:	Lecturers handouts
REFERENCE TEXTS	:	

APPROVED BY	:	_____	_____
		CHAIR	DATE

COURSE DESCRIPTION:

This case study class is open to any student who is registered for either the ENTP 310 Managing Family Enterprise or the ENTP 410 Social Entrepreneurship classes. Case study research will allow students to gain a better understanding of the complex issues faced by entrepreneurs in the social and economic context and provide a real-time perspective on entrepreneurship and its challenges. In writing the case, students draw on their practical experiences and apply theoretical perspectives on management and entrepreneurship to real-world examples of family business enterprise and social entrepreneurship in Trinidad and Tobago.

COURSE OBJECTIVES:

This course aims to enhance the critical thinking capabilities and research competency of students while building the body of knowledge on the local entrepreneurial environment in Trinidad & Tobago. Students will prepare and present a case drawn from their experience in an interactive style, focusing on important opportunities, decisions or issues faced by either the research team and/or their research organization. Led by the lecturer, the class will critically examine the situation from a number of perspectives. By the end of the class, students will have a better understanding of what it takes to be a successful entrepreneur, how to build a successful company and how to transform and build their communities.

A) Technical Objectives

Knowledge

- Explore the unique challenges faced by family business and social entrepreneurs.
- Critically analyse the major issues and problems faced by local entrepreneurs and provide recommendations on how these issues and problems can be dealt with strategically to improve business performance and transform local communities
- Grasp the business fundamentals required to manage a family enterprise and a social organization.
- Understand the entrepreneur, their characteristics, their management training and style and their perspectives on the organization current and future.
- Apply appropriate management theories in the analysis of the organization under study
- Examine the macro and micro environment in which the organization exist and within which the entrepreneur operates.
- Present information in a clear and concise form, following guidelines for research and case study presentations: orally, graphically and written.
- Understand the importance of family business and social organization to the social and economic development of Trinidad & Tobago

Analytical

Students should be able to critically reflect on existing theories so as to creatively combine or develop new models where necessary, and to apply these theories to real-life cases where useful. They should therefore be able to:

- Assess and analyse the organization (family or social) history through the use of primary and secondary research
- Assess and analyse business risks or opportunities based on existing theories and new knowledge gained from case studies and practical activities
- Assess the organization's capabilities through people, skills and systems
- Assess all aspects of financial statements relative to a the organization
- Assess the viability/continuity of the organization

B) Critical Entrepreneurial Skills

Successful completion of this course will assist the student in further developing entrepreneurial and workplace skills associated with:

1. Teamwork

Students will learn how to work with and learn from diverse groups, be flexible in a variety of settings, and be adaptable to the changing times. They would learn to demonstrate leadership and take responsibility for their action. They should demonstrate personal qualities such as responsibility and self management; show initiative and resourcefulness, and be productive and accountable for their actions.

While working successfully to complete specific activities in a group, students would be expected carry out responsibilities of facilitator, scribe and timekeeper. Follow a process of leading or participating in both "brainstorming" and "decision making" sessions including:

- Knowing how to lead
- Being prepared, offering information and opinions.
- Listening actively.
- Expressing thoughts clearly and crisply articulating opinions.
- Communicating coherent instructions and motivating others through powerful speech and actions
- Soliciting information, opinions and feedback from other members.
- Observing and commenting on group dynamics.
- Summarizing ideas and testing for consensus.
- Being committed to achieving team deliverables

2. Time Management

Unlike high school, students will have less in-class time, more outside of class work, and a great deal of freedom and flexibility. Students will learn how to develop and hone their time management skills, reducing

anxiety and concentrating their activities and efforts in areas that provide long term benefits: Techniques include:

- Setting priorities and the get the most important ones done as soon as possible
- Planning for blocks of study time and class assignments
- Scheduling regular/ weekly reviews and updates
- Effectively use time allocated to complete tasks.
- Completing and submitting assignments on time.
- Being punctual at class sessions and group activities
- Review notes and readings just before and after class

3. Learning to Learn

Principles, knowledge, skills and attitudes that allow students to achieve their core purpose and continue learning effectively throughout their lives. Ongoing process of acquiring the skill set of absorbing knowledge and applying it to life:

- Adapting/managing change; through measurement and feedback, identify the need, nature, barriers and impact of change and utilize this knowledge to carry out its positive implementation.
- Managing your own learning: self directed process of identifying opportunities to continuously acquire skills and knowledge, conducted through a process of self analysis and feedback.
- Lifelong learning/career development: a continuous process of learning, building on cumulative knowledge and skills, and adapting to experience and content. Goal directed to the development and advancement of a specific career(s).
- Developing habits such as critically reflecting on the learning experiences so as to improve next time

4. Creative Thinking & Innovation Skills

Creative and innovation skills increasingly are being recognized as the skills that separate students who are prepared for today's complex life and work environments, and those who are not. A focus on creativity, critical thinking, problem solving and decision making is essential to prepare students for the future. Student should attain the ability to produce and assess, generate and judge the products of their thoughts; think critically and logically to evaluate situations, solve problems and make decisions through:

- Creativity: Learning to think creatively. Use a wide range of idea creation techniques to create new and innovative ideas. Ability to use lateral thinking to examine situations, and devise alternate decisions
- Critical Thinking & Problem Solving skills: Learning to reason effectively, make judgments and decisions by applying system thinking and the use of various tools and techniques such as brainstorming, affinity, multi-voting, root cause analysis and flow charts
- Investigative thinking: thinking that is purposeful, reasoned and goal directed.
- Problem solving techniques: identification, analysis and improvement of a situation or problem using a process which includes: assessment of current situation, creative thinking to develop options, identifying root cause, and ultimately selecting a solution which best meets business criteria.

- Decision making techniques: develop a range of alternatives, selecting the most appropriate by comparison against decision criteria, and taking appropriate action to implement

5. Communication & Information Literacy

Students are expected to attend all classes and to have read all of the course material so as to be prepared, and contribute positively to all discussions. This course would allow them to gain a better understanding of how to communicate effectively - to individuals and groups, via spoken communications, written communications, and electronic communications. Students would be able to communicate clearly, collaborate with others, access, evaluate, use and manage information:

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Utilize multiple media and technologies, and know how to judge their effectiveness
- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

6. Ethics & Responsibility

Students are expected to and are required to arrange meetings with clients/family businesses as necessary to accomplish their assignments. All information provided by clients should be treated as **proprietary and confidential**. All dealings with clients must be conducted in a professional manner. The College reserve the right to take the appropriate steps to ensure students efforts meet acceptable standards and uphold the client's right to confidentiality.

CANDIDATE DISPOSITIONS

The Department assesses dispositions as a means of supporting candidates to develop and maintain the values, commitments and ethics that they should have as entrepreneurs. Candidate's dispositions are assessed at multiple points in their program of study using a variety of methods (self-assessment, review of evidence, faculty assessment). It is the Department's intention to support candidates' development of the requisite dispositions. As such, candidates who perform at the unsatisfactory and/or emerging levels in any area of dispositions assessment are required to meet with their course instructor or mentor to discuss the assessment and develop a plan for improvement. The plan will be monitored by the course instructor/mentor and discussed with the candidate during meetings with his/her mentor. If a candidate does not demonstrate improvement, a letter of concern will be sent to the candidate and a meeting will be held with the Department Chairperson. Significant issues regarding candidates' dispositions or behaviours will be resolved in accordance with the College policies and procedures for student misconduct.

Expected disposition include:

1. Enthusiasm about learning and sharing

2. Respect for diversity
3. Reflective practice
4. Belief in social justice, ethical behaviour, and honesty
5. Resourcefulness and responsibility
6. Openness to constructive critique
7. Rapport with the learning community
8. Caring and commitment

STATEMENT ON ACADEMIC DISHONESTY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the College's educational mission and the student's personal and intellectual growth. COSTAATT students are expected to bear individual responsibility for their work and to uphold the ideal of academic integrity. Any student who attempts to compromise or devalue the academic process will be sanctioned – COSTAATT Academic, Integrity and Honesty Policies and Procedures Handbook.

COURSE CONTENT

The instructor will facilitate the discussion of the important aspects of the case and will provide comments and analysis from his/her background. Frameworks for case writing, discussions of potential topics, how best to present a case, and examples of some of the best cases from the past will be provided to help with the case writing and analysis.

Session 1: Introduction

1. Establish the framework for the semester of work. Definitions of expectations from a college and students perspectives. Introduction to objectives and experiences of class members and faculty.
2. Discussions on the organization and conduct of class and case study.
 - a. Overview of course outline
 - b. Formation of teams
 - c. Assignments of team projects

Students either select or are assigned either a Family Business or Social Entrepreneurial organization to conduct their research.

Session 2: Case Writing and Presentations:

1. Provide an overview of the steps involved in conducting a case study research and in the presentation of research material.
 - a. Definition of a Case Study: what it is, the different types and formats
 - b. Steps in conducting a case study
 - c. Steps and tools used to analyse an organization.

2. Discuss how to write or compose a research statement
3. Discuss how to compose the Research Abstract.

Assignment: Prepare Case Protocol

Session 3: Research Topic

1. Discuss research area selected by students.
2. Discuss the various data gathering tools
3. Discuss the Case Study
 - a. Report layout
 - b. Oral/Graphical presentation
 - c. Time management: Self-directed study

Session 4 - 14: Case Study Research

Students conduct research on the selected organizations in their own time and report to the classrooms for feedback and directions.

1. Instructor led discussion of prior week's case activities
 - a. Presentation of case and details by the student case writer
 - b. Instructor led discussion of cases and the case document
2. Establish short term goals and reporting activities

Session 15: Group Presentation

Students present the research work they completed on the selected family enterprise or social entrepreneur.

1. Presentation of case
2. Submission of final report

Session	Week	Readings	Assignment
Introduction	Week 1	Course Outline	Team Formations Project assignments
Case Writing and Presentations	Week 2	Class handouts	Assignment 1: Research Abstract
Research Topic	Week 3		Assignment 1 due Assignment 2: Conduct Primary & secondary research on organization
Case Study Research	Week 4/5		Report on Case Work
Case Study Research	Week 6/7		Report on Case Work
Case Study Research	Week 8/9		Report on Case Work <i>First Draft of Case due</i>
Case Study Research	Week 10/11		Report on Case Work
Case Study Research	Week 12/13		Report on Case Work

			<i>Second Draft of Case Due</i>
Invited Speakers/lecturers	Week 14		Report on Case Work
Group Presentations	Week 15		Final Submissions Due

TEACHING/LEARNING STRATEGIES

The format of the course is based on a mixture of self-directed research, case study analysis and theory. Classes will be used to review the primary and secondary research conducted by the student, give clarity to issues encountered during the period of study and provide assistance on the use of appropriate management theory in the analysis of case materials. It will be the student's individual responsibility to use the appropriate data gathering tool so as to acquire all relevant material to prepare the case material.

Timely preparation for, and regular participation in class discussions is ESSENTIAL. Each student is responsible for obtaining all relevant material pertaining to their area of research and to discussed, or otherwise presented, regardless of area of competency or subject major. All students' cases will be discussed and analysed with mini class presentations and class debates. Students would be required to openly discuss their cases and answer specific questions regarding the case materials. This will allow students to apply analytical skills, demonstrate their understanding of new concepts, compare ideas and learn from each other.

Although you are asked to trust your own experiences, this course is designed to provide you with a framework for alternate interpretation, thus be prepared to willing reinterpret these experiences in light of these new experiences. Practice active engagement by raising and answering questions, sharing ideas, observations and personal experiences, pointing out relevant data and generating potential solutions, pointing out relationships to earlier discussions and/or experiences and help others develop their views and ideas. This learning environment is meant to be supportive and as such respect for the contributions of classmates is expected. Healthy debate, scepticism, and constructive disagreement are welcome, but behaviours that detract from the learning of others are strongly discouraged.

CLASS PARTICIPATION

Student participation is essential to the success of this course. Students will be unable to obtain full credit for participation if they fail to attend and participate in all class activities. Participation will be judged on your ability to communicate your understanding of the case presented by the other student, your ability to critique the case itself and your general positive approach to successful case writing and analysis.

Much of the class time will be spent in open discussion of cases, practical exercises and text material. Hence, it is considered part of students' "job" in the classroom to contribute accordingly.

GRADING AND ASSIGNMENTS

The final grade for this course will be computed based on the following:

Reflective Journal	10%
Research Protocol	10%

Class Participation/In-class case analysis	10%
Draft Proposals	20%
Case Presentation	20%
Case Report	30%
Total	<u>100%</u>

GRADING SYSTEM

Below is the grading system used in the record of performance of students.

% Points	Notation	Grade	Quality Points
90 – 100	Excellent	A	4.0
85- 89	Very Good	B+	3.5
80 – 84	Good	B	3.0
75- 79	Satisfactory	C+	2.5
70 –74	Average	C	2.0
65 – 69	Below Average	D+	1.5
60 – 64	Minimum Passing Grade	D	1.0
0 – 59	Fail	F	0.0

For the following symbols no credit is awarded and no quality point value is assigned.

F	Fail	
I	Incomplete	A grade that is normally assigned if a student has satisfactorily completed most, but not all, course requirements due to extenuating circumstances. Any "Incomplete grade" must be made up prior to the end of the subsequent semester or the "I" grade is changed to "F". It is the responsibility of the student to contact the instructor who, assigned the "I" grade and arrange to complete the work required for a regular grade to be assigned. In the event that the instructor cannot be reached, the student will contact the Director of the programme.
W	Withdrawn	Indicates that the student voluntarily withdrew from the course prior to the twelfth week of classes and submitted a withdrawal form to the head of the college. No notification of withdrawal prior to the twelfth week constitutes an "F" grade.
X	Audit	Signifies that the course has not been taken for credit. The tuition and other fee charges for auditing a course are the same as those for taking the course for credit, but auditing students are not evaluated and do not receive a grade.
NR	Grade Not Reported	
P	Pass/non credit	Signifies a passing grade in a non-graded course.
T	Transfer credit	Signifies the transfer of credits from one institution to another. For transcript purposes, transfer credits will be recorded in the semester in which the course in question is scheduled.

QUALITY POINTS

Quality Points are calculated by multiplying the credits of a given course by the number of points for the grade, which the student obtained in that course.

The Quality Points are significant because they apply weighting to the grade point average according to the number of credits the course is worth and the grade the student made. The higher the grade in a course and the larger the number of credits the higher the Grade Point Average (GPA).

The Grade Point Average (GPA) indicates a student's programme rating and is obtained by dividing the total number of quality points earned by the total number of credits taken, not including credits arising from audit, transfer or pass/fail courses.

Example of Computation of GPA:

Course	Course Name	Credits	Grade	Qual.pts
ENTP 210	Fundamentals of Entrepreneurship	3	B	9.0
ENTP 310	Managing Family Enterprise	3	C	6.0
ENTP 377	Case in Entrepreneurship	2	A	8.0
COM 117	Presentation Skills	3	D	3.0
TOTAL		11		26.0

GPA = Total Quality Points/Total credits - $26/11 = 2.36$

A student must obtain a minimum cumulative GPA of 2.0 in order to graduate.

A student who receives an "F" for a credit course will not receive quality points but will have the credits counted in the computation of his/her GPA for that semester until the course is successfully repeated.