



**OBTC 2015 at University of La Verne
June 17th – 20th, 2015**

Submission Template

SUBMISSION GUIDANCE

** Remove all identifying properties from this document **

** All files must be saved in PDF format **

Please include ALL supplementary text at the end of this document

Only one document should be submitted

**Submission Template for the
2015 OBTC Teaching Conference for Management Educators**

1) Title of Proposal:

Managing Entrepreneurship: Stories from Past and Present Captains of Industry

2) Abstract:

We were looking for a way to teach the impact of entrepreneurship in the United States and Entrepreneurship Stories was born. In this presentation we share our class design and a wide set of resources that we put together to teach it. Participants will walk away with a new perspective on how to look at historical figures and how to illustrate the importance of the external environment in the success of entrepreneurs. Participants will also gain a new perspective on how to present common management problems that have been addressed historically and currently.

3) Keywords:

Management, Entrepreneurship, class design.

4) Format

- Activity or exercise
- Discussion roundtable (60 minute only)
- General discussion session

5) Time Requested:

- 30 Minutes
- 60 Minutes (*Roundtables must select 60 minutes*)
- 90 Minutes

6) Planning Details:

Does your session have any special requirements for space or materials?

No, just a projector for our slides.

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

We expect our participants to

- 1.- Appreciate a creative way to teach the history of management and entrepreneurship in the United States. The managerial challenges faced by past and present entrepreneurs are highlighted.
- 2.- Gain a set of resources for teaching entrepreneurship in terms of videos, articles and syllabus.

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Business students have been showing increasing interest in the study of entrepreneurship and business schools have been quick to respond to this. Most AACSB schools offer classes in entrepreneurship (Katz, 2003). Many classes revolve around the creation of a business plan, and even the creation of a firm. Looking for innovative ways to teach the value of entrepreneurship is a challenge.

The catalyst for this class came from watching The History Channel's The Men Who Built America. This miniseries covers captains of industry from the 19th and early 20th centuries, Rockefeller, Carnegie, Morgan, Ford, etc. These men had an oversized impact on the US economy and we wondered if our students were even aware of them. This provided a good starting point, but it needed to be augmented with more contemporary and diverse examples that paint a more complete picture of the role of managers, entrepreneurship and the importance of the external environment on new ventures. The idea was then to study entrepreneurship through stories; stories of success and failures in varied environments and time periods.

We began our class design with the course objectives as recommended by Whetten (2007), making sure that the specific activities assigned align with the objectives stated. Our key objectives were to create familiarity with current and past entrepreneurs and appreciation for the role of entrepreneurship in the US economy.

There is still some disagreement on whether entrepreneurship can really be taught and whether we are actually teaching the correct skills (Edelman, Manolova & Brush, 2008). There is agreement on the value of detailed, realistic case studies that illustrate the rich complexity of new ventures (Gendron, 2004). We wanted to use case studies of successful entrepreneurs to give a sense of the possibilities of entrepreneurship, what can happen, and how people have made such difference in how we live our lives.

There was a risk, though, that the class could focus too much on the traits of the entrepreneurs, become something that only adds to the cult of personality. Focusing on traits is limiting, there is some evidence of traits shared by entrepreneurs but those do not always differentiate them from the general population, and are not present in all entrepreneurs (Neck & Greene, 2011). Therefore, it was important for us to move from the specifics of the person and make sure that our students understood the role of the environment in their success, the technology, laws, economy, etc. We wanted them to realize it is not just about having a good idea but having a good idea, at the right time,

with the right resources. The way we made sure that we moved from a focus on personality was to include a rich variety of examples in terms of personality and time period. That way we can move from the specifics of that person and begin to identify some similarities and differences across the examples. We explored the role of entrepreneurs and management through readings, articles and videos. Both entrepreneurs and their businesses were studied. The class began by appreciating the needs of the United States, both before and after the Industrial Revolution. This included the challenge of child labor, the role of agriculture and the need for efficient transportation. The stories from a variety of entrepreneurs were considered. Students studied the contributions of James Duke, Fred Taylor, John D. Rockefeller, J.P. Morgan, Ray Kroc, Walt Disney, Bill Gates and others. Through these stories, students learned about the interdependency of standardization, risk, human resources and the market. The list of entrepreneurs studied is included in the Appendix below.

The students were evaluated with the traditional exams, attendance and participation. Students were required to do three presentations on entrepreneurs organized by theme. For example, students explored the businesses created by celebrity chefs, successful athletes and current business icons. These were done in small teams throughout the semester. A key component of the course was making sure that the students had done the readings and watched the videos before coming to class. For this purpose a series of quizzes and homework assignments were given.

We were surprised by the limited knowledge our management students had on the historical context of business in the United States. Some students did not know whom the US fought in the war of independence! A textbook was used to illustrate the opportunities and challenges of each historical period. The text, and assigned readings were critical in building the platform for comparison. For example, what are common challenges involved in managing human resources, dealing with suppliers, or economic crises? Videos (both watched in class and assigned as homework), textbook readings and assigned articles were used to cover the basics.

Student response to the course was overwhelmingly positive. Early in the semester, students began applying the material from this class to other class discussions. Students not enrolled in the class began watching the videos and following along! The course pulled together a community of learners who were empowered by studying the legacy of management and business in the United States. The results of the course evaluations were outstanding. Some key results are a 4.94 (out of a 5 point scale) for “the instructor stimulated my thinking.” A 5 in “the class discussions broadened knowledge of the area beyond what I learned from the reading.”

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

The session we envision would include an overview of the class, its structure and how the students were evaluated. We would also like to share some parts of the videos that were used in the class. Importantly, we would like to dedicate some time to a discussion of other approaches to teaching entrepreneurship and other resources that participants might be aware of that can be useful to all.

Time	Total Time	Activity
15 min	15 min.	Description of class structure and results
7 min	22 min.	Review of videos
8 min	30 min	Group discussion

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

We are always looking for creative ways to share content and to create learning opportunities for our students. This class was extremely successful. The students gained an understanding of the complexities and the possibilities of entrepreneurs and the management issues they faced. We want to share this class with other teachers so that they might borrow from it and create ideal classes for their students.

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community?

We are a community of teachers and leveraging our resources is a key part of what makes OBTC such a magical place. Our goal is to strengthen our own community by sharing our experience teaching this special and successful course. There was a significant amount of work involved in compiling these resources and we want to make sure that many people benefit from our work. We especially want to share our experience with this class given its overwhelming success.

We were surprised by the community involvement that emerged during the development and delivery of this class. It's a topic that many people can relate to. Creating this class became a group effort, with ideas coming from those in different disciplines. Diverse faculty had students referring to this class during their class discussions. Students not enrolled in the class began watching the videos.

13) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

This presentation has not been done before and it has not been submitted to other conferences.

14) References and/or Additional Materials:

References:

Edelman, L; Manolova, T; Brush, C. 2008. Entrepreneurship Education: Correspondence Between Practice of Nascent Entrepreneurs and Textbook Prescriptions for Success. Academy of Management Learning & Education. 7(1) 56-70.

Gendron, G. 2004. Practitioners' Perspectives on Entrepreneurship Education: An Interview with Steve Case, Matt Goldman, Tom Golisano, Geraldine Laybourne, Jeff Taylor and Alan Webber. Academy of Management Learning & Education 3(3) 302-314.

Katz, J. 2003. The Chronology and Intellectual Trajectory of American Entrepreneurship Education 1876-1999. *Journal of Business Venturing*, 18(2). 283-300.

Neck, H; Greene, P. 2011. Entrepreneurship Education: Known Worlds and New Frontiers. *Journal of Small Business Management* 49(1) 55-70

Whetten, D. 2007. Principles of Effective Course Design: What I Wish I Had Known About Learning-Centered Teaching 30 Years Ago. *Journal of Management Education*. 31(3) 339-357.

Syllabus

BA 431 Entrepreneurship Stories

Required Text: Schweikart, Larry and Pierson Doti, Lynne; *American Entrepreneur: The Fascinating Stories of the People who defined business in the United States*. American Management Association, 2010.

Optional: *The Men who built America: America wasn't discovered. It was built.* 3 – Disc Collection from History Channel, 2012. (These discs are available for sale, but one set is on reserve at the library).

Course Description: This course will examine the stories of entrepreneurs and their approach to business. This class will begin with a review of the iconic captains of industry, such as Henry Ford and J.P. Morgan. Current corporate success stories and their prosperous managers will be examined. This course will also explore the contributions made by small to mid-size businesses and lessons learned from business failures. Prerequisite: Junior Standing.

Course Objectives:

- Appreciation for the role of entrepreneurship in the U.S. economy.
- Familiarity with the Captains of Industry from our industrial past and the businesses they created.
- Familiarity with current entrepreneurs, and the businesses they created.
- Understanding the role of small business in the U.S. economy.

Determinants of Course Grade

Quizzes and Homework	125 points
Exams (two exams worth 100 points each)	200 points
Entrepreneur Presentation (3 at 50 points each)	150 points
Personal Entrepreneurship Reflection and Team Participation	25 points
Attendance and Class Participation	50 points

Course Grading Scale

92-100% = A	78-79% = C+
90-91% = A-	72-77% = C
88-89% = B+	70-71% = C-
82-87% = B	60-69% = D
80-81% = B-	Below 60% = F

Quizzes and Homework

Assignments in this class will come from a wide variety of sources. Students will read from the text, have assigned articles, DVD videos and video clips. It is essential that students stay current with the material by completing these assignments by their due date. To facilitate the learning process, quizzes and homework will be given throughout the semester. Students are expected to take notes in class and on all reading and video assignments. These notes are to be brought to class. Students may drop their lowest 3 quiz grades, but there will be no makeup quizzes given. Students that miss a quiz because of a University sponsored event, such as athletics or forensics, will be given a makeup quiz.

The quizzes and homework portion of the grade is worth a total of 125 possible points. Quizzes and homework will be given and assigned throughout the semester. Each student's percentage earned on these assignments will be converted to points based on 150 point scale.

Exams

Exams in this course will cover material from class discussions, the text, DVDs, videos and assigned articles. All information presented in class will be covered on the exams, and be advised that not all of the material covered in this course will come from your text. Exams are not cumulative.

There are three exams in this course. The student's two highest exams scores will be used to calculate their final grade. The lowest exam will be dropped. Please note however that there are NO make-up exams. The only exception to the make-up policy will be students that miss an exam due to a University sponsored event such as athletics or forensics.

Entrepreneurship Stories Presentation

- This assignment will be done in small groups of two to three people. This assignment will be done three times by each group over the course of the semester. Each group will draw a name of an entrepreneur (from a list of names provided). For the final presentation, groups may select from a list or select an entrepreneur to personally interview.
- Each group will then research their entrepreneur and give a presentation. Each presentation will last 12-15 minutes.
- Prior to the presentation, each group will submit for grading, an outline and bibliography of their presentation.
- At the time of presentation on the entrepreneur, each group will provide copies of their presentation slides and include a bibliography or work cited page.

Point Distribution for each presentation assignment (three presentations of 50 points each for 150 points total)

- 15 points: Preliminary outline of presentation.
- 25 points: Presentation
- 10 points: Copies of slides, and works cited or bibliography.
- 25 points: Entrepreneurship Reflection and Participation. Towards the end of the semester, each student will write one personal reflection paper that discusses the three entrepreneurship story presentations. This reflection will also include information on each group member's participation on the assignment.

Course Participation and Attendance

Your course participation and attendance grade will be determined by three factors: attendance, preparation for class, and quality of contribution. Class attendance is an important part of the learning experience. Each student is allowed to miss three class periods without any deduction of attendance points. Each additional absence will result in a reduction of ten attendance points. Students are expected to be on time to class and attend the entire class session. Coming late or leaving early may result in an absence for that day. Please note that University sponsored activities (athletics, debate, dance team, student presentations at academic conferences) are considered excused absences.

Laptops and cell phones are not to be used during class without the permission of the instructor. If you have a need to use either during class, arrangements must be made with the instructor outside of class time.

Preparation for class on the part of each student is vital to the success of the class. Students are expected to have read the assigned reading PRIOR to class and be prepared to discuss the material. The quality of each student's participation in the class will also be evaluated.

Other important information

Assignments are due at the beginning of class on the date assigned. Assignments not handed in at that time will be considered late. All late assignments will receive a maximum grade of 70%.

The instructor may give unannounced 'pop' quizzes throughout the semester. These quizzes are for bonus points and will be added to the student's point total at the end of the course. Missing points on a pop quiz will not hurt a student's point total. The quizzes are designed to reward students for their active participation in the course.

Academic Honesty

Any student found cheating on exams or other assigned work will receive an F in the course. Plagiarizing is one form of cheating and note that anti-plagiarism software will be used to detect plagiarizing on papers. Consistent with the College's Academic

Integrity policy, we will also report instances of academic dishonesty to the Dean's office. Students who commit academic dishonesty multiple times may be subject to institutional sanctions, such as probation or suspension.

Tentative Assignments

Jan. 14: Introduction/Syllabus

Jan. 16: Role of Entrepreneurship, Ch. 1

Jan. 21: Ch. 1, Entrepreneurship Diagram,

Jan. 23: Early Days

Jan. 28: Ch. 4

Jan. 30: Men Who Built America Disc 1 (A New War Begins)

Feb. 4: Emergence of Big Business

Feb. 6: Ch. 5, Ch. 6

Feb. 11: Ch. 6

Feb. 13: Exam 1

Feb. 18: Ch. 7

Feb. 20: Business, Government and Working Conditions

Feb. 25: Entrepreneurship Stories Presentation

Feb. 27: Ch. 9

Mar. 2-10 Spring Break (No Classes)

Mar. 11: Ch. 9

Mar. 13: Ch. 10

Mar. 18: Ch. 10

Mar. 20: Entrepreneurship Stories Presentation

Mar. 25: Exam 2

Mar. 27: Ch. 11

Apr. 1: Role of Small Business and Social Enterprise

Apr. 3: Ch. 12

Apr. 8: Ch. 13

Apr. 10: Current Entrepreneurs

Apr. 15: Ch. 14

Apr. 17: Entrepreneurship Legacies

Apr. 22: Entrepreneurship Stories Presentation

Apr. 24: Review

Exam 3: April 29 1:15 – 3:15 pm

Course Resource List

Print Resources

Morris, Charles R.. The Tycoons: How Andrew Carnegie, John D. Rockefeller, Jay Gould, and J.P. Morgan Invented the American Supereconomy. Holt Paperbacks 2005.

Blackford, Mansel G. and Kerr, K. Austin. Business Enterprise in American History 3rd ed. Cengage Learning. 1994.

Schweikart, Larry and Pierson Doti, Lynne; American Entrepreneur: The Fascinating Stories of the People who defined business in the United States. American Management Association, 2010.

Video Collection Resources

The Men who built America: America wasn't discovered. It was built. A 3 – Disc Collection from History Channel, 2012.

Highlighted Video Resources

- Lowell Mill Girls (7:47) <http://www.youtube.com/watch?v=pkJwOYagvul>

Lowell formed the Boston Manufacturing Company.
- Child Labor During the years 1908-1920 (9:22)
<http://www.youtube.com/watch?v=tY1gk6J6zc>

This shows photos and facts about child labor and labor during this era.
- Fred Taylor, Scientific Management
<http://www.youtube.com/watch?v=8PdmNbqtDdl>
- Stock Market Crash of 1929 <http://www.youtube.com/watch?v=RjPLMvgUXe8>
- Women in WWII Factories <http://www.youtube.com/watch?v=WhswqZh2Rc4> ;
<http://www.youtube.com/watch?v=WhswqZh2Rc4>
- Story of Levittown <http://www.youtube.com/watch?v=pHnljpdAnM>
- Story of Ray Kroc Ray Kroc History
<http://www.youtube.com/watch?v=k7bivuNlbi0>

- Story of Walt Disney <http://www.youtube.com/watch?v=dtV2llr3Fk4>
- Income Gap in America <http://www.youtube.com/watch?v=JTj9AcwkaKM>
- Story of Sam Walton Video on Sam Walton
<http://www.youtube.com/watch?v=jP3PnOw9p1c>
- Story of Tupperware http://www.youtube.com/watch?v=-sq_NbO63GM
- Story of Tom's Shoes <http://www.youtube.com/watch?v=BIATdAHwBc>
- Story of Wayne Huizinga
http://www.youtube.com/watch?v=REgV2RP_LeU&list=TLsoJRoH0K2cCcnZuo4nyhhFOpVcLG6zF7
- The Giving Pledge <http://www.cbsnews.com/news/the-giving-pledge-a-new-club-for-billionaires/>

Highlighted Entrepreneurs and/or their Businesses (Either through student presentations or course assignments).

John D. Rockefeller
Andrew Carnegie
Henry Ford,
J.P. Morgan
William Gates
Toby Keith
Mark Cuban
Paula Deen
Walt Disney
Barry Gordy
Sam Walton
Martha Stewart
Emeril Lagasse
Harland Sanders
Tom Sims
Earvin 'Magic' Johnson

