SYLLABUS

FALL 2016 Semester in Florence

COURSE TITLE & NO: BENT 340 - Small Business in Europe
DAYS & TIMES: Mo. 4:30 pm – 6:00 pm
W. 4:30 pm – 6:00 pm

INSTRUCTOR: Tamara Evans
OFFICE HOURS: by appointment
CONTACT: email evanst@gonzaga.edu
Tamarae_1999@yahoo.com

COURSE DESCRIPTION
Small and medium sized businesses play a major role in the Italian economic system. Students will interact with the business community as they learn fundamental management and marketing principles as well as the unique organization structures, legal considerations, and operational issues associated with business enterprise in Italy.

LEARNING OUTCOMES
1. Written and Oral Communications – students will analyze and evaluate mini cases and present problems and proposed solutions in class. They will interview Florence based small business owners and/or entrepreneurs and write brief case studies.
2. Critical Thinking and Problem Solving – students will analyze and evaluate a multitude of small business management topics, to evaluate appropriate knowledge, skills, abilities, and processes. Critical skills are covered through written tests and interactive learning experiences.
3. Global, Cultural and Diversity Understanding – students will discuss diversity and cultural differences that affect small businesses globally and locally.
4. Information Literacy and Technology – Students will use Microsoft Word, Excel, and PowerPoint for assignments and projects.

Method of Instruction
I firmly believe in teaching as a two-way endeavor. Together we create an atmosphere that shapes the learning experience for all.

The method of instruction involves the use of web technology, lectures, class discussions, on site visits, videos showing different issues reinforcing topics, and experiential exercises. It is highly experiential, giving students multiple opportunities to experience entrepreneurship. Students are expected to read materials prior to class. Course materials (PowerPoint slides, syllabus, out-of-class assignments, relevant websites, announcements, and the like) will be posted on the course Blackboard site. It is the student’s responsibility to check the site for posted materials. Students will be contacted via email at the address in Blackboard and are responsible for checking email daily.
REQUIRED READING/MATERIALS

Pre-ordered and are available at **Paperback Exchange**, Via delle Oche 4R.

Please cite the title of the course and the professor’s name when requesting this book.

Each student must buy a copy of the textbook for the successful completion of the course. Further material, handouts and notes will be eventually distributed to the students during the semester.

P. Morone, and P. Testa, *What Makes Small and Medium Enterprises Competitive: An investigation into the Italian manufacturing sector*, University of Naples (copies are provided by the instructor)

Other reading materials (articles, newspaper reports, and the like) will be distributed when appropriate. Students are also encouraged to read business newspapers, such as *The Wall Street Journal*, *The Economist*, *Business Week*, and online materials.

**Recommended Reading:**

**Additional References**
Entrepreneurship & Regional Development, an International Journal [http://www.tandf.co.uk/journals/tepn](http://www.tandf.co.uk/journals/tepn)

**Decorum**
- Cell-phones off; no food and beverages admitted, except for bottled water,
- No technical devices are accepted (laptops, I pads, etc)
- Disrupting behaviour (doing something else during the course, engaging in private conversations, playing with electronic devices) is not accepted and if repeated it will negatively affect the attendance and participation part of the final grade or may result in removal from the course.

ATTENDANCE
Refer to college attendance policy

Late Arrival and Early Departure
Coming late and leaving early will affect attendance and participation grade. Class attendance will be recorded at the start of each class. Please be considerate of your classmates and come ON TIME! If a student arrives more than 10 minutes after the start of class, he/she will be considered ABSENT on that day. Coming in to class late is rude and distracting to fellow students and the instructor. It also displays a serious lack of professionalism on student’s part.
Students are also required to stay the entire duration of the class period, any student who leaves before the end of the class period without the consent of the instructor will be marked ABSENT.

Travel is NEVER an excuse for absence from class.

GENERAL INFORMATION:
1. You are responsible for all material presented in class. This includes lectures, discussions, etc.
2. Reading assignments should be completed before class to enhance understanding of topics.
3. No make-up exams will be given for other than true emergencies. Contact me IN ADVANCE of an absence from a test or missed due date. Have a VERY GOOD REASON.
4. No extra credit is available.

Grading

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<tbody>
<tr>
<td>Class participation</td>
<td>5 %</td>
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<tr>
<td>Quizzes</td>
<td>20 %</td>
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<tr>
<td>Course project</td>
<td>20 %</td>
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<tr>
<td>Mid-term exam</td>
<td>25 %</td>
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<tr>
<td>Final exam</td>
<td>30 %</td>
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<td>Overall grade</td>
<td>100 %</td>
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GRADING
Class participation and attendance
This course requires that you participate in class discussions. This means that you contribute to class discussions by relating your experiences, asking questions, and making comments appropriate to the topics being discussed. Students will be assigned readings from the textbook which will be discussed during a given class period. In order for the discussions to be meaningful, each student must come to class fully prepared to discuss the assigned reading and make meaningful comments. Since participation plays a role
in your final grade, it is essential that you have not only read the assignment, but have drawn conclusions of your own from the reading. You will present those conclusions during class discussions. All students begin the term with a C+ grade for participation. Contribution to class discussion will raise this grade. Habitual absence from class and disrupting class (i.e., talking, text-messaging, etc.) will reduce this grade.

**Quizzes:** There will be two quizzes. Each quiz consists of 20 T/F and MC questions, and will be administered at the beginning of the class. Students who are late or miss the class **miss the quiz, and gain zero (0) points for that quiz. Quizzes can not be made up.**

***Pop quizzes***

Pop quizzes may be given during the course of the semester. Pop quizzes will be administered at the beginning of class and will cover the material discussed in the previous class as well as the assigned material for the day. Pop quizzes are meant to encourage students to take the time to prepare for class; the pop quizzes could have a negative or positive affect on student’s final grade.

**Course Group Project: “Mapping Florence based small businesses”**

To enhance classroom-based instruction and provide a unique learning experience for students, site visits to Florence-based small business are an integral part of the course. The broad goal of the field trips is to increase exposure of students to “real” organizations as part of their education. The students experience is to go on site to observe and familiarize them with firm’s operations, as well as interact with entrepreneur and small business owners. The firms are small, Florence-based, and most had undergone various changes and restructuring over their history. Thus, students will have an opportunity to gain a first-hand appreciation of the complexities of operating a firm, as well as to reflect and comments on the relationship between theory and practice.

To maximize the value of this course to students’ overall learning outcome students are asked to act as researchers whose task is to map small businesses in Florence by formally identifying and collecting information on small businesses in Florence, and use this information to evaluate its entrepreneurial nature.

A key advantage of such an assessment mode is that students typically have to communicate with small businesses owners and employees, and collect statistical information (using the internet, government publications) and manipulate such information – however modestly – to ‘tell’ a story about enterprise in Florence. Details of the project will be given in class. The project will include in class presentation as well as a written paper for grading.

**EXAMS**

There will be one required mid-term exam and a final exam to test students’ grasp of the materials discussed in class and in the assigned readings.

**GRADING SCALE:**

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>94 – 99.9%</td>
<td>A</td>
<td>90 - 93.9%</td>
<td>A-</td>
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<tr>
<td>87 – 89.9%</td>
<td>B+</td>
<td>83 – 86.9%</td>
<td>B</td>
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<td>77 – 79.9%</td>
<td>C+</td>
<td>73 – 76.9%</td>
<td>C</td>
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<tr>
<td>64 – 69.9%</td>
<td>D+</td>
<td>60 – 63.9%</td>
<td>D</td>
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<tr>
<td>less than 60</td>
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<td>less than 60</td>
<td>F</td>
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Exams will be closed books and closed notes. If you must make up an exam due to certain circumstances, the prior permission of instructor is required. If that is the case, you must show the proper document(s).

To receive credit, assignments need to be turned in at the beginning of class on due date.

**Significance for the final grade of attendance and participation**

A: the student has no absence, is punctual and respectful with the professors and the classmates, is always prepared for class (has done the reading and writing assignments); He/she vividly participates in class discussions and contributes with interpretations which prove fine critical sense and creativity, using a grammatically correct, semantically rich and conceptually clear language.

B – the student is respectful and punctual, is prepared for class, participates in discussions, has a good level of understanding the issues under focus and an appropriate use of language.

C – has a adequate but schematic or superficial understanding of the texts and issues under focus, is not always prepared for class, uses a simple language.

**Grades Significance for written assignments**

Grade A: the work is an excellent synthesis of elaborated course in-puts, extensive reading and original ideas; it is well articulated in a balanced argumentation and formulated in a clear, fluent style.

Grade B: the work shows a good elaboration of the course inputs, a well-conducted discourse and a good use of bibliography; it has a good level of style.

Grade C: the work proves a basic understanding of the research issue, but does not use the bibliography properly/or does not express ideas in a persuasive clear style or lacks in discourse planning, therefore needing improvement.

Grade D: The work is acceptable, but weak in terms of formulating and discussing the question under focus and organizing the discourse. It relies on non-academic sources and does not, in general, comply with the requirements, unless in minimal way.

Grade F: The work is not acceptable in terms of the basic requirements or has not been submitted in time.

Grade 0 : the work has not been submitted

**ACADEMIC DISHONESTY:**

The following statement is taken from the Gonzaga University Academic Honesty Policy (2002): "Without honesty the humanist, Catholic and Jesuit traditions could not continue; knowledge would be neither taught nor learned. Even the less obvious ethical and educational principles in our Mission Statement require honesty. Creativity without honesty becomes self-indulgence, intelligence without honesty degenerates into mere mental power. Self-knowledge without honesty cannot rise above self-deception, and the desire for truth becomes a craving for the rewards of those who have honestly found the truth. Without honesty, a concern for others may easily serve as a disguise for manipulation. The commitment to justice requires honesty, for to cheat, to fabricate, or to plagiarize is to act unjustly. Professional expertise requires honesty: cheating or plagiarizing denies the essence of what it means to be a professional in any field."
Because honesty is so essential to the traditions, ideals, and goals that define its kind of education, Gonzaga is committed to protecting academic honesty. This commitment entails practical consequences” (p. 2).

“ACADMIC HONESTY consists of truth-telling and truthful representations in all academic contexts;

ACADEMIC DISHONESTY consists of any of the following activities, which are defined and illustrated in Section II [of the Academic Honesty Policy, 2002]: cheating, fabrication, plagiarism, and facilitating academic dishonesty” (p. 2).

PENALTIES for academic dishonesty are spelled out in detail in the policy, which can be found on the Gonzaga University web site: http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf

The School of Business adheres to the Academic Honesty Policy (2002) in determining appropriate consequences for violations of the policy. For further information, refer to the School of Business website: http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Business-Administration/undergraduate/AcadHonesty.asp

DISABILITY ACCOMMODATIONS

Gonzaga University, the School of Business, and the course instructor will certainly make reasonable accommodations for persons with documented disabilities. Students should notify Disability Resources, Education, & Access Management (DREAM) located at Foley 203B (509-313-4134) and the instructor of any special needs during the first week of class.

TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Reading</th>
<th>General topic</th>
<th>Important dates</th>
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<tbody>
<tr>
<td>Sept. 12</td>
<td></td>
<td>Course introduction, course materials, learning goals</td>
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<tr>
<td>Sept. 19</td>
<td>Ch. 1</td>
<td>Introduction to Small Business Development</td>
<td>Sept. 21 Case study: in class discussion “A Tale of Two Entrepreneurs”: Part I in Stokes &amp; Wilson, Small Business Management and Entrepreneurship, pp. 22-23</td>
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<tr>
<td>Sept. 26</td>
<td>Ch. 2</td>
<td>Entrepreneurship, the entrepreneur and the owner manager. The importance of entrepreneurship as a process of change, the role of innovation and the particular</td>
<td>Sept. 28 On site visit: TBD</td>
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<td>SMEs in Italy (Posted on blackboard)</td>
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<tr>
<td>Date</td>
<td>Ch.</td>
<td>Text</td>
<td>Notes</td>
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<tr>
<td>Oct. 3</td>
<td>Ch. 3</td>
<td>The Small Business and Entrepreneurial Environment. An overview of the key external environmental factors that influence the success (or otherwise) of new small businesses and entrepreneurial ventures. Types of factors small businesses and entrepreneurs need to be aware of in order to manage their ventures successfully.</td>
<td>Case study “A tale of two entrepreneurs: Part 2 in Stokes &amp; Wilson, Small Business Management and Entrepreneurship, pp.56-57</td>
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<tr>
<td>Oct. 10</td>
<td>Ch. 4</td>
<td>Innovation and the Marketplace. The difference between creativity (the generation of new ideas) and innovation (the successful exploitation of these new ideas).</td>
<td>Oct. 12: Case study “A tale of two entrepreneurs: Part 3 in Stokes &amp; Wilson, Small Business Management and Entrepreneurship, pp.96-97</td>
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<tr>
<td>Oct. 17</td>
<td>Ch. 4</td>
<td>Innovation and the Marketplace (Contd.)</td>
<td>Wednesday Oct. 19: Quiz 1</td>
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<tr>
<td>Oct. 24</td>
<td>Ch. 5</td>
<td>Information and market research. The need for information, especially market intelligence, before setting up a new venture, and the need for continuous information and feedback from the market even for established businesses.</td>
<td>Wednesday Oct. 26: Mid-term exam</td>
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<tr>
<td>Oct. 31</td>
<td>Ch. 6</td>
<td>Creating the entrepreneurial Small Business &amp; Business Planning Problems small business owners and entrepreneurs have in drawing up plans.</td>
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<tr>
<td>Nov. 7</td>
<td>Ch. 7</td>
<td>Successful Small Business Strategies The 4 Ms of strategy for small businesses (motivations, marketing, money and management) and effectuation theory. Key theories of strategic management, including the resource-based view of the firm and organization.</td>
<td>Wednesday Nov. 9: on site visit (TBD)</td>
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<tr>
<td>Nov. 14</td>
<td>Ch. 8</td>
<td>Start-Ups and franchises The advantages and disadvantages to</td>
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small business owner or entrepreneur of opting for start-up, buying an existing business, or franchise. The nature of franchise relationship, and whether or not is indeed a type of small business, and whether it is compatible with the concept of entrepreneurship.

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Nov. 21</td>
<td>NO CLASS FALL BREAK</td>
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<tr>
<td>Nov. 28</td>
<td>Ch. 9</td>
<td>Buying an Existing Business Buying an existing business as a mechanism for market entry in sectors with specific barriers to entry such as the hospitality and catering industries</td>
<td>Monday Nov. 28 QUIZ 2</td>
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<tr>
<td>Dec. 5</td>
<td>Ch. 10</td>
<td>Forming and Protecting a Business Legal aspects in the setting up and development of a business – the business type and intellectual property rights.</td>
<td>Dec. 7: Group presentations</td>
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<td>Dec. 12</td>
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<td>FINAL EXAM (date TBD)</td>
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