CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES
Course name: Entrepreneurship and Small Business Management
Course code: GEB-3120

Total contact hours: 60.

COURSE DESCRIPTION

The Entrepreneurship and Small Business Management's course will provide the students with the skills necessary to succeed as an entrepreneur. It will also prepare students for career opportunities in small businesses including nonprofit organizations. This course develops student abilities in evaluating small business ideas and market opportunities, technical and management skills, and understanding the resources necessary to start a business. The students will have the opportunity to visit several successful local small businesses.
Small business (Micro enterprise management) has special nature concerning the financial and administrative capabilities. The students will get the managerial skills to organize the small business, limited resources management from the view point of cost management and the maximum utility of these resources are included. They will learn about the art of managing micro enterprises which employ between 10-100 people.

Course prerequisites
None.

Audience
This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

Attendance

Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points on the field trip they don't attend but it must be coordinated ahead of time with the professors.

Three late arrivals to class (within the first 15 minutes) are treated as one absence. If you come to class 30 minutes late without an official justification document, it will also count as an absence.

Code of conduct

Professors have the right to expel a student from the classroom should he / she:
- Is disruptive in the classroom.
- Behave in a disrespectful way.
- Is under the influence of alcohol or even smell like alcohol.
- Is under the influence of any illegal drug.
- Shows hygiene problems that may disturb other students.

Electronic devices

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF and put them away when class begins**. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

This is a theoretical-practical course and its goal is to answer the following question:
What are the fundamental abilities to create as well as manage a successful small business endeavor?

In order to answer this question, this course will cover the following:
- Some important theoretical perspectives and definitions
- Indigenous and Ethnic Entrepreneurship: A Cultural Perspective
- The characteristics of entrepreneurs and Small Firm Ownership.
- Creativity and the Entrepreneur.
- Innovation, Opportunity and Protection
- How to elaborate a feasibility analysis? Part I.
- How to create a Business Plan?
- The characteristics of Leadership.

As we advance in this course, the following skills will be encouraged:
- Analytical thinking.
- Clear and effective communication.
- Efficient use of economic and business' tools in the decision making analysis.
- Application of ethical principles in business administration.
- Ability to integrate practical, social, economic, and environmental aspects in the analysis and resolution of problems related to different productive sectors, taking into account the objectives of the Entrepreneurship and Small Business management.
- Ability to build personal criteria considering socioeconomic and environmental perspectives on the information available regarding controversial sustainability issues.

Values and attitudes:
- Teamwork and leadership
- Systemic thinking
- Logical and communicative intelligence
- Problem solving
- Learning how to learn

Competencies, criteria and evidence

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

Table 1. **Disciplinary and general competencies, linked to their performance criteria and performance evidences for this course.**

Competencies	Key competences	Evidence of learning
Disciplinary Integrates the fundamentals of finance, marketing and entrepreneurship for the successful creation and /or administration of a small business, in accordance to the general accepted finance and accounting US' principles.	Applies finance, accounting, and entrepreneur tools to the creation and administration of a small business.	Round table. Individual and group Presentations. Final project.
	Integrates efficient designs for successful small business creation and/or administration in accordance with marketing science principals	Round table. Individual and group Presentations. Final project.
	Conduct itself as an entrepreneur to the creation/administration of a successful small business, considering the most important attributes in the business community.	Round table. Individual and group Presentations. Final project.

Competencies	Key competences	Evidence of learning
Core/Generic Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	Learning to learn	Round table. Individual and group Presentations. Final project.
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	Communicate thoughts of the discipline orally, iconically, and in written form	Round table. Individual and group Presentations. Final project.
Integrates the necessary knowledge, skills, and attitudes to learn teamwork and leadership techniques	Execute teamwork and leadership	Round table. Individual and group Presentations. Final project.
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques	Execute teamwork and leadership.	Round table. Individual and group Presentations. Final project.

Content

Topic 1: Context, Theoretical Perspectives and Definitions

Topic 2: Indigenous and Ethnic Entrepreneurship: A Cultural Perspective

Topic 3: Entrepreneurs and Small Firm Ownership

Topic 4: Creativity and the Entrepreneur.

Topic 5: Innovation, Opportunity and Protection

Topic 6: The Feasibility Analysis. Part I.

- FIELD TRIP.

Topic 7: The Feasibility Analysis. Part II.

Topic 8: The Family Business: Who's to Bless and Who's to Blame?

Topic 9: Preparing a Business Plan. Part I.

Topic 10: Preparing a Business Plan. Part II.

Topic 11: Leadership and the Entrepreneur: "I'm right Behind You Leading the Way"

Topic 12: Course summary.
Final Presentations: A Business Plan.
Final Presentations: A Business Plan.

Methodology

The student will be subject to a process of "learn to learn ". By doing so they will be exposed to economics and business tools presented in class relevant to the course, real live experiences coming from guest speakers and field trips to organizations and businesses related to this course topic.

Learning strategies

1. **Presentations:**

These aspects will always be taken into account for presentations:

● Preparation and content: topic relevance, knowledge assimilation, answers to classmates' and professor questions, and content deepness due to evident research.

● Organization and style: smoothness, independence from notes and devices, speaking clarity, slides clarity and aesthetics, text and images balance.

● Time limit respect: each presentation has a time limit; students will be informed about this in advance.

● Personal opinion: robust personal opinion reflecting serious analysis of the topic and previous research.

● Punctuality: presentations must be presented on the assigned date, not following this rule means a grade of 0% on that particular presentation unless the absence or lack of assignment is properly justified.

2. **The round table**

The round table is a space dedicated to promoting oral expression techniques and research on different topics. The idea is that a group of students prepares a topic relevant to the course that preferably generates ideas or points of view equal or contradictory in order to generate new learning.

The group of students that can be made up of 4 to 6 people who should investigate as much as possible about the assigned topic, sit face to face with the other groupmates in order to create a "roundtable" panel. The members of the group choose a person who acts as moderator and opens the round table, announces the theme and respective sub-themes, introduces the members of the group and indicates the order in which each member will expose, launches the questions already planned between the different subtopics and generates notes that serve as closure or conclusions; in addition, the moderator must show adequate emotional management, be impartial, keep the group together.

The maximum recommended duration is 60 minutes (45 minutes of discussion between the presentation of the topic, sub-themes and questions launched by the moderator, and 15 minutes of closure - which is also done by the moderator). To make the round table, each group must be clear about the assigned topic, prepare and investigate about it, prepare written information and brief presentations in order to fully understand the topic and the respective subtopics; generate a closure with the synthesis and conclusions that emerge from the activity.

3. **Final project**

Each student chooses a final project in accordance to the course leaning experience. The professor will have to approve it.

The final project is developed along the course, the professor guides the process and assesses the results. Presenting time plus questions and discussion will be 30 minutes' maximum, depending of the amount of students enrolled. The final project represents 40% of total grade. Several class sessions will be dedicated to check and guide the project advances. Presentations must be uploaded to Canvas on deadline (before presenting. Field trips promote students' assimilation, reflection and the internalization of knowledge, sensitizing through observation and interaction. In addition, the theory addressed in class will be extensively exemplified and analyzed in the sites visited. This process promotes a critical thinking and put into practice the capacity to make decisions during the process of learning to learn.

Students will do research using class material, guest speakers' visits and field trip to elaborate their final presentation. It will relate to a specific country and a specific non-exhaustible resource of energy to be utilized by the chosen country. This will allow students to exercise their capacities to communicate in a clear and well-articulated manner.

Students will exercise the capacity for critical thinking and oral and written expression through the presentation of reports and class' discussions. There will also be two guest speakers who will discuss issues related to the course.

Teaching resources

The students will have access to VERITAS' libraries and free access to wireless internet in order to get needed information. The professor will also provide readings and other sources of information that will be posted in VERITAS-CANVAS. All class rooms are fully equipped to assist students in theirs learning process.

Learning evaluation:

Indicator	Grade
A –Class participation and two Round tables	60%
B-Final Research Project and Presentation.	40%
Final grade:	100%

Rubric for class participation and round tables. 60%

Criteria	Insufficient (69% or less)	Good (70% up to 79%)	Excellent (80% up to 100%)	Observations
Relevance: to what degree ideas, data and arguments relates to the topics under consideration.	Irrelevant participation or very little relevant.	Relevant participation but not extraordinary.	Extraordinary ideas and analysis.	
Clarity: Does the participation conveys clear ideas and arguments?	Participation hard to understand	Participation with clear and orderly ideas.	Extraordinary articulation of ideas and excellent communication with the group.	
To what degree is the presentation assisted with relevant data and statistics?	It lacks data and literature relevant to the presentation.	Presentation assisted with some data and literature.	Presentation assisted with extraordinary amount of data and literature.	
Coordination among team members of the group making the presentation interesting and well organized.	Poor coordination among members of the group.	Good coordination among members of the group.	Extraordinary coordination among members of the group	

.VĒRITAS
UNIVERSIDAD

Rubrics to evaluate The Final Research Project and Presentation. Total value 40%. With the elaboration of an Entrepreneurship and Small Business Management final project the student will have the opportunity to apply knowledge and ideas from class discussions and readings as well guest speakers and field tours.

Evaluation rubric for the Final Research Project: Total value 40%

Indicator	Excellent 80% or higher	Good 70% up to 79%	Insufficient (69% or less)	Observations
It establishes a research problem and a research question, hypothesis or objectives, of high impact and relevance in the discipline.				
The justification for the study is clear.				
Shows mastery of the context in which the question is posed and explains it clearly.				
Describes the structure of the document clearly and logically				
Answers the question or hypothesis raised. It assumes a position with respect to the findings.				
The analysis is broad and deep, reflecting a diversity in nuances.				
The quality and quantity of information provides evidence to support the arguments.				
Expresses articulately the knowledge obtained during the investigation.				
It describes the purpose and justification of the project clearly and convincingly.				
It offers convincing elements about the validity of				

methodological decisions.				
Describe the results for the problem or issue that the author is proposing.				
Validates the importance of its recommendations and mentions at least one significant implication.				
The project is complete. It does not have grammatical errors Demonstrates excellent ability to express him/herself clearly.				

Rubric for the evaluation of the Presentation Week 15:

Indicator	Excellent 80% or higher	Good 70% up to 79%	Insufficient (69% or less)	Observations
Demonstrates mastery of the core aspects of his study and its outstanding details				
Is able to explain the relevance of his research question, for his disciplinary field and the country.				
Correctly justifies the research methods used in the study.				
Presents the results clearly and appropriately, evidencing management of the statistical processing of the information collected.				
Conclusions answer the research question and are based on the data collected				
Explains how the literature review contributed to the study design, data analysis, conclusions and recommendations.				
Identifies the limitations of the study.				

Identifies the lines for future research in the field and recommendations				
Explains how the research exercise contributed to her professional development.				
Maintains visual contact with the audience, his body language is assertive and the voice volume allows a clear understanding of the message.				
Presents her work fluently, using professional vocabulary, without repetitions or pet phrases or other language accidents.				
Presentation is coherent, has a logical order of ideas, as well as introduction, development and conclusion.				
Personal presentation is appropriate for the occasion. Has good posture, looks relaxed and confident.				
Duration of the presentation meets the established time of a maximum of 45 minutes.				
Tone of voice is natural, conversational, and conveys enthusiasm for the work presented.				

Bibliography

Mandatory:

Lee-Ross and Lashley. Second Edition. Entrepreneurship and Small Business Management in the Hospitality Industry. Austria.

De Franco and Lattin. First edition. Hospitality Financial Management. New Jersey.

Optional reading: Justin G. Longenecker, J. William Petty and Leslie E. Palich. 18 Edition. Small Business Management. The United States of America.

Norman M. Scarborough. 8 Edition. Essentials of Entrepreneurship and Small Business Management. The United States of America.

Videos and articles provided by the professor.

Literature provided by the professor.

Schedule

Week	Sub competence	Content	Teaching Strategies
1.	Understand that defining entrepreneurship is problematic but hinges on interplay between key personal attributes and appropriate environmental opportunities. Recognize key changes in the macro environment. Enabling increased entrepreneurial activity. Define small firms and identify their key characteristics.	Topic 1: Context, Theoretical Perspectives and Definitions .	Topic Presentation. Text book readings. Class discussion. .
2		Topic 2: Indigenous and Ethnic Entrepreneurship: A Cultural Perspective	Topic Presentation. Text book readings. Class discussion.
3		Topic 3: Entrepreneurs and Small Firm Ownership	Topic Presentation. Text book readings. Class discussion.
4		Topic 4: Creativity and the Entrepreneur.	Topic Presentation. Text book readings. Class discussion.

5		Topic 5: Innovation, Opportunity and Protection	Topic Presentation. Text book readings. Class discussion.
6	Understand the term 'feasibility analysis' and how it applies in maximizing the chance of entrepreneurial success. Understand the role of research in entrepreneurial success. Apply the tenets of Porter's Five Forces model in a feasibility analysis.	Topic 6: The Feasibility Analysis. Part I.	Topic Presentation. Text book readings. Class discussion.
7		• FIELD TRIP TO BEST WESTERN JACO BEACH.	
8		Topic 7: The Feasibility Analysis. Part II.	Topic Presentation. Text book readings. Class discussion.
9		Topic 8: The Family Business: Who's to Bless and Who's to Blame?	Topic Presentation. Text book readings. Class discussion.
10		Topic 9: Preparing a Business Plan. Part I.	Topic Presentation. Text book readings. Class discussion.
11	Understand the role of entrepreneur as leader & Identify the behavioral attributes of entrepreneurial leadership style Recognize the entrepreneurial role changes. Understand the role of teams in the growing in any firm.	Topic 10: Preparing a Business Plan. Part II.	Topic Presentation. Text book readings. Class discussion.
12		Topic 11: Leadership and the Entrepreneur: "I'm right Behind You Leading the Way"	Topic Presentation. Text book readings. Class discussion.
13		Topic 12: Course summary.	Class discussion.
14		Final Presentations: A Business Plan.	Final Presentations: A Business Plan.
15		Final Presentations: A Business Plan.	Final Presentations: A Business Plan.

COLLEGE POLICIES AND GENERAL REMARKS

Audience: This course is structured for international students attending the Study Abroad Program at Universidad VERITAS. However, courses are not exclusive to foreigners, so a few native students could enroll in this course. Some of the CIPSS´ courses might also been taught in Spanish as part of Veritas´s Bachelors and majors.

Attendance Policy: Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a zero on any assignment evaluated in class (presentations, evaluations, class activities, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same week. An unjustified absence to a city fieldtrip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for that class absence, students will have to present a research assignment to obtain 50% of the points.

The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points on the field trip they don't attend but it must be coordinated ahead of time with the professors. Three late arrivals to class (within the first 15 minutes) are treated as one absence. If you come to class 30 minutes late without an official justification document, it will also count as an absence. If you tend to be late for class, you will lose a percentage of your total grade according rubrics and course´s evaluation.

Code of conduct: Professors have the right to expel a student from the classroom should he/she:

1) Be disruptive in the classroom.
2) Behave in a disrespectful way.
3) Be under the influence of alcohol or even smell like alcohol.
4) Be under the influence of any illegal drug.
5) Present hygiene problems that may disturb other students.

Academic Integrity: Plagiarism is against university and the CIPSS department's regulations. Students are not permitted to use information (ideas, theory, data, statistics) from another's work without clearly citing the source (with the name and date clearly referenced in the main text of your work and the source title, publication, and place referenced in the bibliography). If your work includes quotes from another's work – then the cited/quoted pieces must be clearly marked with citation marks/quotation points and then the reference must include (name, date and page numbers). The *Chicago* referencing method is one of the most used, however check which method your teacher prefers before you hand-in your work. If you are not clear about the meaning of plagiarism and the use of correct source referencing then please do not hesitate to ask. We are here to learn and to be creative, not to copy. If a student is found plagiarizing, they will be expelled from the course.

Equal Access: Please approach the CIPSS staff members and/or your teacher if you have varied abilities, a disability, or other particular and individual needs that might impact upon your learning experience and opportunities. The CIPSS department and its staff are dedicated to making sure that we provide equal access to all of our students.

Electronic devices: The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Please turn all devices OFF and put them away when class begins. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for Internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

General observations: The student must conform to the provisions of the Veritas "REGLAMENTO DE RÉGIMEN ESTUDIANTIL". The rulebook is available for downloading at http://autogestion.veritas.cr/