

Warrington College of Business Administration
Hough Graduate School of Business
School of Business
Fisher School of Accounting

100 Bryan Hall
PO Box 117150
Gainesville, FL 32611-7150
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352-392-2086 Fax
www.warrington.ufl.edu

GENERAL FACULTY MEETING

AGENDA | Thursday, January 26, 2012 | 2:30 P.M. | HGS 120A/B

1. The October 12, 2011 General Faculty Meeting Minutes is presented for approval by the faculty.
2. The Undergraduate Committee unanimously approved the following items and is requesting approval by the faculty:

Course Change:

- **FIN 4243 Debt and Money Markets**
Current Prerequisite: a grade of B or higher in FIN 3403, and ECP 3703 and a grade of C or higher in ACG 2021 and ACG 2071 or ACG 3481
Proposed Prerequisite: Remove ECP 3703 Requirement - (*a grade of B or higher in FIN 3403, and a grade of C or higher in ACG 2021 and ACG 2071 or ACG 3481*)
- **FIN 4504 Equity and Capital Markets**
Current Prerequisite: a grade of B or higher in FIN 3403, and ECP 3703 and a grade of C or higher in ACG 2021 and ACG 2071 or ACG 3481
Proposed Prerequisite: Remove ECP 3703 Requirement - (*a grade of B or higher in FIN 3403, and a grade of C or higher in ACG 2021 and ACG 2071 or ACG 3481*)
- **ENT 4114 - New Venture Planning**
Current Credits: 4 credits (semester-long course)
Proposed Credits: 2 credits (module course)

Course Requirements:

- Adjust the pace and sequence of course requirements: (move CGS 2531 from term 1 to term 3)
Current pace of course requirements: 2, 2, 2, 1
Proposed pace of course requirements: 1, 2, 2, 2
Term 1: ECO 2023
Term 2: ECO 2013 & MAC 2233
Term 3: ACG 2021 & CGS 2531
Term 4: ACG 2071 and STA 2023

The proposed changes in pace and sequence are advantageous to students for the following reasons:

- 1) Some students take Precalculus term one. This poses a problem with the prerequisite for CGS 2531.
- 2) CGS 2531 works well when taken concurrently with ACG 2021.

Curriculum Change:

- Curriculum adjustment to the General Business Major:
Current: MAN 3240 Organizations: Structure and Behavior
Proposed: Replace MAN 3240 Org Behavior with ECO 3713 International Macroeconomics

New Course:

- **ENT 4XXX - Creativity and Innovation in the Business Environment**
 - ♦ Credits: 2
 - ♦ Contact Hours: 2
 - ♦ Description: This course will examine the creativity process and the organizational environment in several organizations recognized as creative and innovative. It is organized around class discussions, workshops, projects, both individual and team-based, cases, a field trip and visiting experts. It will be very interactive, and is designed to be based in experiential learning.
 - ♦ Prerequisites: ENT 3003

- **MAR 4XXX - New Product Development and Management**
 - ♦ Credits: 4
 - ♦ Contact Hours: 4
 - ♦ Description: Product development is an increasingly critical activity in most firms. This course will provide the student with a structured way of thinking about product development. It will also provide the student with an up-to-date "toolbox" for developing and managing new products. In addition to lectures and case discussions, the class will include several hands-on individual assignments and a group project intended to simulate the development process of a new product or service.
 - ♦ Prerequisites: MAR 3023 Principles of Marketing, with a grade of C or better

Minor Adjustment:

- Adjustments to the Requirements for the Entrepreneurship Minor

Current: Complete a minimum of two of the following courses:
AEB 3341 Selling Strategically or MAR 4403 Sales Management (3-4 credits)
Upper-level entrepreneurship course(s) beyond ENT 3003 (2-4 credits)

Proposed: Complete a minimum of two of the following courses:
MAR 4403 Sales Management (4 credits)
Upper-level entrepreneurship course(s) beyond ENT 3003 (2-4 credits)
Minimum Total Hours 16-20

Certificate to be replaced with a Minor:

- **Proposal to replace the Retailing Certificate in the catalog with a Retailing Minor**
 - Current:*** CGS 2531 Problem Solving Using Computer Software. . . (see attached for full description)
 - Proposed:*** omit CGS 2531 and add one of the following:
 - MAR 3503 Consumer Behavior
 - MAR 4403 Sales Management
 - MAR 4243 Retail Consulting
 - With Prior Approval, any Special Topics Retailing Course Beyond MAR 3231

The net change is one additional credit hour; from 20 to 21 hours. The only course change is the replacement of CGS 2531 with an upper-division course related to retailing.

3. Other Business
4. Dean's Report

GRADUATE FACULTY MEETING

AGENDA | Thursday, January 26, 2012 | 2:30 P.M. | HGS 120A/B (Immediately following General Faculty Meeting)

1. The October 12, 2011 Graduate Faculty Meeting Minutes is presented for approval by the faculty.
2. Other Business
3. Dean's Report

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GENERAL FACULTY MEETING

MINUTES | Wednesday, October 12, 2011 | 10:30 a.m. | HGS 120A/B

1. The August 29, 2011 General Faculty Meeting Minutes were presented for approval by the faculty. A motion was made to approve the minutes. The motion was seconded and the faculty voted to approve the minutes as distributed.
2. The Undergraduate Committee approved the following item unanimously and requested approval by the faculty. A motion was made to approve the course change. The motion was seconded and the faculty voted to approve the item as presented.

Course Change: (approved)

- ♦ Adjust Prerequisite: REE 4303 Real Estate Investment Decision Making
Current Prerequisite: B or Better in REE 3043
Proposed Prerequisite: C or Better in REE 3043

3. Other Business - none
4. Dean's Report – none

A motion was made to adjourn the General Faculty meeting. The motion was seconded and the meeting adjourned.

GRADUATE FACULTY MEETING

MINUTES | Wednesday, October 12, 2011 | 10:30 a.m. | HGS 120A/B

(Immediately following General Faculty Meeting)

1. The August 29, 2011 Graduate Faculty Meeting Minutes were presented for approval by the faculty. A motion was made to approve the minutes. The motion was seconded and the faculty voted to approve the minutes as distributed.
2. The MBA Committee approved the following items unanimously and requested approval by the graduate faculty. A motion was made to approve the two new courses. The motion was seconded and the faculty voted to approve the both new courses as presented.

New Course: (approved)

MAR 6XXX – The Art and Science of Pricing

(Note: this course is for the professional mba program i.e., weekend programs)

- ♦ Credits: 3
- ♦ Description: The objective of this course is to provide students with a good understanding of the strategy and tactics for an effective decision. By the end of the course, students will be able to explain underlying mechanisms for the current pricing practices and apply their knowledge in improving pricing decisions.
- ♦ Prerequisites: MBA Students

MAR 6XXX – The Art and Science of Pricing

(Note: this course is for the traditional mba program)

- ♦ Credits: 2
- ♦ Description: The objective of this course is to provide students with a good understanding of the strategy and tactics for an effective decision. By the end of the course, students will be able to explain underlying mechanisms for the current pricing practices and apply their knowledge in improving pricing decisions.
- ♦ Prerequisites: MBA Students

3. Other Business – none

4. Dean's Report –

- At a recent Academic Deans meeting with the Provost one of the topics discussed was about a proposal being considered by the University to drop the State Health Insurance Plan and to become self-insured. If this is approved the university employees would use the University Health Sciences Physicians and it would take effect January 2013.
- There is some concern of additional cuts beyond what we already have.

A motion was made to adjourn the meeting. The motion was seconded and the meeting adjourned.

Attendance: John Kraft, Brian Ray, Gary McGill, Mark Rush, Jane Douglas, R. Scott Livengood, Aner Sela, Joe Alba, Mark Jamison, Bart Weitz, Gary Koehler, Kenny Cheng, and Sanford Berg

UCC2: Course Change Transmittal Form

Department Name and Number Finance, Insurance and Real Estate -011706000	
Current SCNS Course Identification	
Prefix <u>F</u> <u>I</u> <u>N</u> Level <u>4</u> Course Number <u>2</u> <u>4</u> <u>3</u> Lab Code _____	
Course Title <u>Debt and Money Markets</u>	
Effective Term and Year <u>Summer 2011</u>	Terminate Current Course <input type="checkbox"/> Other Changes (specify below) <input type="checkbox"/>

Change Course Identification to:	
Prefix _____ Level _____ Course Number _____ Lab Code _____	
Course Title (please limit to 21 characters) _____	
Credit Hours: From _____ To _____	Contact Hours: <input type="checkbox"/> Base or <input type="checkbox"/> Headcount From _____ To _____
Rotating Topic: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no	S/U Only: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no
Variable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no	Repeatable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no
If yes, _____ minimum and _____ maximum credits/semester	If yes, _____ total repeatable credit allowed

Prerequisites	Co-requisites
From a grade of B or higher in FIN 3403, and ECP 3703 and a grade of C or higher in ACG 2021 and ACG 2071 or ACG 3481.	From
To a grade of B or higher in FIN 3403, and a grade of C or higher in ACG 2021 and ACG 2071 or ACG 3481.	To
Course Description (50 words or less; if requesting a change, please attach a syllabus)	
From	To

Rationale /Place in Curriculum/Impact on Program
ECP 3703 is no longer offered by the college.

Department Contact	Name Debbie Himes	
	Phone 392-0153	Email debbie.himes@warrington.ufl.edu
College Contact	Name Renee Mathis	
	Phone 273-3217	Email renee.mathis@warrington.ufl.edu

UCC2: Course Change Transmittal Form

Department Name and Number Finance, Insurance & Real Estate - 011706000	
Current SCNS Course Identification	
Prefix <u>F</u> <u>I</u> <u>N</u> Level <u>4</u> Course Number <u>5</u> <u>0</u> <u>4</u> Lab Code _____	
Course Title <u>Equity and Capital Markets</u>	
Effective Term and Year <u>Summer 2011</u>	Terminate Current Course <input type="checkbox"/> Other Changes (specify below) <input type="checkbox"/>

Change Course Identification to:	
Prefix _____ Level _____ Course Number _____ Lab Code _____	
Course Title (please limit to 21 characters) _____	
Credit Hours: From _____ To _____	Contact Hours: <input type="checkbox"/> Base or <input type="checkbox"/> Headcount From _____ To _____
Rotating Topic: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no	S/U Only: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no
Variable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no	Repeatable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input type="checkbox"/> no
If yes, _____ minimum and _____ maximum credits/semester	If yes, _____ total repeatable credit allowed

Prerequisites	Co-requisites
From a grade of B or higher in FIN 3403 and ECP 3703, and a grade of C or higher in ACG 2021 and ACG 2071 or ACG 3481.	From
To a grade of B or higher in FIN 3403, and a grade of C or higher in ACG 2021 and ACG 2071 or ACG 3481	To
Course Description (50 words or less; if requesting a change, please attach a syllabus)	
From	To

Rationale /Place in Curriculum/Impact on Program
ECP 3703 is no longer offered by the college.

Department Contact	Name Debbie Himes	
	Phone 392-0153	Email debbie.himes@warrington.ufl.edu
College Contact	Name Renee Mathis	
	Phone 273-3217	Email renee.mathis@warrington.ufl.edu

UCC2: Course Change Transmittal Form

Department Name and Number Finance, Insurance & Real Estate - 011706000	
Current SCNS Course Identification	
Prefix <u>E</u> <u>N</u> <u>T</u> Level <u>4</u> Course Number <u>1</u> <u>1</u> <u>4</u> Lab Code _____	
Course Title <u>New Venture Planning</u>	
Effective Term and Year <u>Fall 2012</u>	Terminate Current Course <input type="checkbox"/> Other Changes (specify below) <input checked="" type="checkbox"/>

Change Course Identification to:	
Prefix _____ Level _____ Course Number _____ Lab Code _____	
Full Course Title _____	
Transcript Title (please limit to 21 characters) _____	

Credit Hours: From <u>04</u> To <u>02</u>	Contact Hours: <input checked="" type="checkbox"/> Base or <input type="checkbox"/> Headcount From _____ To _____
Rotating Topic: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	S/U Only: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Variable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	Repeatable Credit: From <input type="checkbox"/> yes <input type="checkbox"/> no To <input type="checkbox"/> yes <input checked="" type="checkbox"/> no
If yes, _____ minimum and _____ maximum credits/semester	If yes, _____ total repeatable credit allowed

Prerequisites	Co-requisites
From _____ To _____	From _____ To _____

Course Description (50 words or less; if requesting a change, please attach a syllabus)	
From _____	To _____

Rationale /Place in Curriculum/Impact on Program	
The "Fundamentals of New Venture Planning" course has been scaled back to cover the basic concepts of new venture planning and business plan development. It is intended that this course will be delivered in a half-semester, 2-credit format."	

Department Contact	Name Debbie Himes	Phone (352) 392-0153	Email debbie.himes@warrington.ufl.edu
College Contact	Name Renee Mathis	Phone 352-273-3217	Email renee.mathis@warrington.ufl.edu



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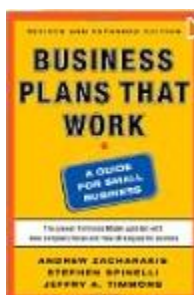
ENT4114 New Venture Planning
SPRING 2012 – Module 3

Section: T/TH ; MAT Rm. 108, 11:45pm – 1:40pm
Instructor: R. Scott Livengood, Ph.D.
Office: 211E Stuzin Hall
Email: scott.livengood@warrington.ufl.edu*
Office Hours: T/TH 10:00am – 11:00am and also by appointment.

* When sending e-mail, please type “ENT4934-5416” in the “Subject” line and indicate the purpose of your e-mail. E-mails with blank or unclear subject lines may be quarantined or deleted.

Required Texts:

Zacharakis, Andrew, Spinelli, Stephen, and Timmons, Jeffry A.; Business Plans That Work, 2nd Edition, ISBN 0071748830.



Content material is also provided through posted PowerPoint slides.

Course Overview:

Entrepreneurs are driving a new era of global transformation and growth. However, before they can turn ideas into thriving enterprises, they have to craft a business plan that crystallizes and legitimizes those ideas as opportunities for key stakeholders, including both the management team and potential investors. There are many very good reasons for preparing a business plan including:

- clearly demonstrating the prospects for the business to potential investors and to potential key employees the firm is trying to hire,
- making the case for potential strategic partners that partnering with the firm will advance the prospects of both enterprises, and
- motivating and focusing the management team.

This is not an exhaustive list; there are other similarly good reasons. But by far the most important reasons for preparing a business plan are: to obtain financing and to mitigate avoidable risk.

For purposes of obtaining financing, then, a business plan is a selling document designed to convince potential stakeholders that your venture can and will become a thriving enterprise. It is in essence the ante to the funding game. It is expected by potential stakeholders that the management team will have thoughtfully and analytically considered all aspects of the venture - the market, competition, the business model, and the value proposition, for example. The plan, as

a documentation of this process, affords the potential stakeholder an opportunity to evaluate the management team's thinking and to judge the viability of the prospects for the enterprise.

As a tool for avoiding those risks that can be avoided, the plan is a thorough, rigorous, and realistic process of examining and documenting your business to: identify all potential risks, to segregate those risks into that group that is systemic (for which you can do nothing) and that group that can be either avoided or limited, and finally to develop strategies to overcome the avoidable ones. Certain risks are inherent in the conduct of any business, indeed any activity, and cannot be avoided. Other risks, however, can be reduced by careful planning and rigorous execution. A case can be made, although arguable, that accepting risk that can be avoided is in any business a certain prescription for long term failure. It makes sense, therefore, to develop strategies to eliminate, or at least mitigate, such risks.

Countless books have been written on business plan formation. Software of many varieties is available to guide the development of business plans. All of these embody various versions of templates for a business plan. This should suggest that there is no standard for plan templates. We will examine the key elements that facilitate the presentation of a venture idea, and we'll synthesize a template in this course that comprises a full discussion of these key elements and organizes them into a compelling presentation in the form of a plan.

Course Purpose and Objectives:

1. Learn what constitutes and how to prepare a commercial grade business plan.
2. Explore who the business plan is written for and why – identifying your customers.
3. Define and examine what to include (and not to include) in a business plan and why.
4. Recognize, discuss, and define ways to avoid common pitfalls in creating a business plan.
5. Examine effective ways to present a business plan to stakeholders.
6. Learn to work effectively in a team setting

Grading:

Elevator Pitch	5%
Quizzes	20%
Team Plan Presentation	20%
Team Business Plan	50%
Doing Good & Having Fun	5%

The Warrington College of Business Administration at the University of Florida is a top educational institution. As such a grade of 'A' should reflect work that could be described as outstanding, exceptional, or excellent. Good work will receive a grade of 'B'. Work that is considered average or adequate will receive a 'C'. No one should be doing work that is below that level.

The University of Florida grading policy is specified below:

Passing Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	S
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0

Note: The degree-granting college may require a minimum grade of C in particular courses.

Failing Grades and Grade Points

Failing Grade, Zero Grade Points, Counted in GPA	E	WF	I	NG
Grade Points	0	0	0	0

Non-Punitive Grades and Grade Points

Non-Punitive Grade, Zero Grade Points, Not Counted in GPA	W	H	I*	N*	U
Grade Points	0	0	0	0	0

The grading distribution for this course is as follows:

> 99	A+	87-89	B+	77-79	C+	67-69	D+
93-99	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
						< 60	F

Any grades you receive during the semester may or may not be curved, where applicable, and at the discretion of the instructor. Final grades are not necessarily rounded.

Team Considerations:

To avoid misunderstandings, teams should set expectations in the first team meeting, assign roles and duties, and hold each other accountable for performance on a weekly basis. Most team issues can be handled within the team.

It is expected that all group members will contribute equally to the group project and presentation. I anticipate administering peer evaluations to each member of the group as well as providing my own individual grade. **Thus, each student's grades from group work will be a combination of my and your peers' grades.**

Class Participation & Attendance:

I expect you to attend and be well prepared for each class, having completed the assignments ahead of time. I expect each student to play an active role in class discussion. If all class members prepare for and actively participate in each class discussion, we will all learn more from each other and enjoy the course more. In addition, those that make consistent, meaningful contributions to class discussions will receive higher class-participation grades. Although a separate grade for participation and attendance is not given, it will be included as part of your quiz scores, meaning that grades on those assignments could be adjusted based on your presence and participation in class (or lack thereof).

Only **documented**, serious medical emergencies or personal issues that are provided to the instructor in a **timely** fashion (preferably before class) will be accepted as an excuse for missing class. Per University of Florida policy, students will not be penalized in any way for participation in religious observances and that, whenever feasible, will be allowed to makeup academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time. Please contact me before

class when an absence is expected. You must submit assignments before that assigned class begins to get partial credit and quizzes must be made up within 48 hours of the class you missed.

Course Assignments

Elevator Pitch (5%)

Entrepreneurs often have opportunities to describe their business venture ideas. However, those opportunities are usually brief and as such, the attention of the audience needs to be captured quickly and effectively. Each team member will have the chance to conduct an elevator pitch – lasting 45 to 60 seconds – during the course. As the business idea will and should evolve over time, each member's elevator pitch should be different from class to class. A sign-up sheet will be distributed during the second day of class and any changes should be agreed to prior to the day of presentation.

Daily Quizzes (20%)

At the beginning of each class session, a short, 5-question quiz based on the textbook reading for that day will be administered. In your future occupation in the business world, the importance of showing up to meetings and appointments on time and prepared should not be overlooked. Preparation includes reading the assigned materials and pondering the concepts contained therein in order to actively and effectively participate in the class session. As this class is designed to prepare you to become future business leaders, these quizzes are designed to help you practice these principles.

Team Plan Presentation (20%)

Each team will make a presentation for approximately 15-20 minutes followed by 5-10 minutes of questions and answers, which is designed to give you experience presenting to potential stakeholders of your burgeoning organization. I expect each team member to participate in the presentation. Your goals in the presentation will be to (1) convince investors (your fellow classmates) to invest their money in your company, (2) fairly state your company's ability to capitalize on a perceived opportunity, and (3) demonstrate your consideration of and plans to mitigate potential risks. I find that giving a presentation often helps me organize and improve the logical flow of the business plan and as such, feedback given through the presentation process can be very helpful in the business plan creation process.

Team Business Plan (50%)

Each team will complete a professional-grade business plan that covers all the major sections highlighted throughout the course. I expect all team members to contribute equally to the business plan and each team member will receive the same grade for the plan (pending peer evaluations). As such, although team members will specialize in certain areas of the plan, all team members are responsible for the plan as a whole. Further instructions regarding the contents and grading criteria of the plan will be given throughout the course.

Doing good and having fun (5%)

At some point of your choosing during the module, you will be required to do good and have fun. Doing good can involve serving others or participating in community service projects (see the Center for Leadership and Service website at <http://www.leadershipandservice.ufl.edu/> for some possible ideas). Having fun might involve doing something you've never done before, or

can be a hobby or something you enjoy doing frequently. A brief (1-page) memo for each doing good and having fun activity describing what was done and your thoughts and feelings about the activity will be required by the last day of class discussion (see syllabus for exact due date).

Other Considerations

Academic Integrity:

Assignments and presentations must be your own work, in your own words. Using outside materials is generally acceptable as long as you clearly identify the source. The key point is to make clear which ideas and text were developed by you or your group members, and which came from others. False or fabricated information is unacceptable and academic dishonesty cheapens the value of your degree and undermines the quality of your education. The integrity of your deliverables and presentations should meet the highest standards, whether as a student, consultant, or manager. Even singular and isolated lapses of ethics, integrity, or professionalism have had devastating consequences on careers.

Students are encouraged to discuss course material, exchange ideas, collaborate, and cooperate with others in the class where appropriate. New ideas often arise from such interactions. While collaboration and brainstorming are thus encouraged, you need to always keep clear what value you have added, separate from the ideas of others. Academic dishonesty, as defined by university policy, will not be tolerated in any form. Activities that constitute academic dishonesty in this course include, but are not limited to:

- (1) copying text passages verbatim or paraphrasing those passages in your assignments without referencing the original source (including from the Internet)
- (2) consulting those who have already taken this course about assignments before they are due
- (3) working with others on individual assignments
- (4) working with non-team members on team assignments.

You are not allowed to share written or electronic notes, outlines or "key points" in anticipation of completing written assignments. Deliverables that are judged to be substantially similar in content will be submitted to University procedures.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge: On all work submitted for credit by students of the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Please note that violations of this Academic Honor System will not be tolerated. Specifically, I will rigorously pursue incidents of academic dishonesty of any type. Before submitting any work for this class, please read the policies about academic honesty at <http://www.dso.ufl.edu/judicial>, and ask me to clarify any of its expectations that you do not understand.

Accommodations for Students with Disabilities:

The University of Florida provides high-quality services to students with disabilities, and you are encouraged to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources

(<http://www.dso.ufl.edu/drp/>), and 2) Bring a letter to the instructor from this office indicating that you need academic accommodations. Please do this within the first week of class.

Inclement Weather Policy or National/State/City Emergencies

In the event of inclement weather (e.g. hurricanes) or other emergencies (e.g. security), you should check the campus web site <http://www.ufl.edu> to learn whether the campus is open or closed. You can also listen to the radio or TV for University of Florida closing announcements. Classes will always be held as scheduled unless the university has cancelled classes. Check the course Sakai website for any announcements about inclement weather and class cancellations. If you feel the weather poses too much of a threat for you to attend class, use your best and safest judgment. If you are unable to attend class, please email or phone the professor to inform him that you will not be in class. Similarly, in the event of a city/state/national emergency, please follow the same instructions.

Of Interest

- Please be prompt for class and plan to stay the entire period.
- Please refrain from using laptops or other electronic devices during class.
- Lecture notes/slides and related documents will be posted on Sakai. It is your responsibility to print them out if needed.
- Late individual and group projects will not be accepted.
- Final grades will not be changed except for a computational error.
- This is a dynamic setting. Changes to the course may occur during the semester. I welcome and expect your feedback in creating a superior course.
- The role of the teacher is to create an atmosphere conducive to learning and to give students the best opportunity to succeed.
- The role of the student is to be open to the opportunity to learn.

PROPOSED CLASS SCHEDULE

Please note: as we progress, adjustments may be made to the schedule.

Session	Topic	Assignment
Jan 10	Course Introduction Preview course goals and content	<i>Read Course Syllabus</i> <i>Come with venture idea</i>
Jan 12	Entrepreneurship & Opportunities	<i>Read Chapter 1 of textbook</i> <i>Quiz #1</i> <i>Confirmation of venture ideas</i>
Jan 17	Business Planning Introduction Business Plan Section Summary – Management Team	<i>Read Chapter 2 of textbook</i> <i>Read Chapter 8 of textbook</i> <i>Quiz #2</i>
Jan 19	Business Plan Section Summary – Getting Started Student Elevator Pitches Venture Idea Spotlight	<i>Read Chapter 3 of textbook</i> <i>Quiz #3</i> <i>Group assignments completed</i> <i>Venture Idea Summary Due</i>
Jan 24	Business Plan Section Summary – Industry Analysis/Company & Product Student Elevator Pitches Venture Idea Spotlight	<i>Read Chapter 4 of textbook</i> <i>Read Chapter 5 of textbook</i> <i>Quiz #4</i>
Jan 26	Business Plan Section Summary – Marketing Student Elevator Pitches Venture Idea Spotlight	<i>Read Chapter 6 of textbook</i> <i>Quiz #5</i>
Jan 31	Business Plan Section Summary – Operations & Critical Risks Student Elevator Pitches Venture Idea Spotlight	<i>Read Chapter 7 of textbook</i> <i>Read Chapter 9 of textbook</i> <i>Quiz #6</i>
Feb 2	Business Plan Section Summary –Financials Student Elevator Pitches Venture Idea Spotlight	<i>Read Chapter 10 of textbook</i> <i>Quiz #7</i>
Feb 7	Business Plan Section Summary – Dehydrated Business Plan/The Pitch Student Elevator Pitches Venture Idea Spotlight	<i>Read Chapter 11 of textbook</i> <i>Quiz #8</i>
Feb 9	Ethical issues	<i>Doing good/Having fun due</i>
Feb 14	Plan Presentations	
Feb 16	Plan Presentations, cont.	
Feb 21	Final Business Plan Deadline: 4 pm	<i>Completed Business Plan due</i>

Note: As we progress through the course, it may prove necessary to make adjustments to the schedule. You will be notified in advance of any changes.

APPENDIX 1: FREQUENTLY ASKED QUESTIONS

Team Formation

- **Do I need to be part of a team before I enroll in class?** No. If you have a partial/complete team you are welcome to enroll.
- **Do I need to have a business idea to enroll in ENT4934?** No. However, if you do - great!
- **How do teams form? Will I be assigned to a team?** I do not assign members to teams. You are encouraged to be proactive to meet and identify potential team members.
- **How many people compose a team?** An effective group size is from 4 to 6 members.

Team Dynamics

- **What roles are in each team?** Traditionally, each team will have a CEO, CFO, COO, CMO, Controller, and CHRO (or their equivalent). These roles remain unchanged throughout the class. Pick the role that best reflects your interests/strengths.
- **What if my team becomes dysfunctional?** One of the key attributes of a successful venture is a strong team that can work through their problems together. Be selective in choosing your teammates and be prepared to work through difficult issues.
- **What if one of my teammates is not "pulling his/her weight"?** Try to resolve it within your team. If the situation continues, please approach me. Final grades will also reflect individual participation and contribution.

Grading

- **Does everyone in the team get the same grade?** Not necessarily. Individual participation and contribution – as judged by team members – is also considered.
- **What kind of feedback can I expect?** A final grade will be assigned at the end of the class. Throughout the class, I will monitor assignments/deliverables. When possible, substandard quality work will be immediately brought to your attention.
- **Can I take this class Pass/NoCredit?** No. Letter grade only.

Business Plan

- **What are the key milestones and deadlines?** Please check the class schedule.
- **Who will see my Business Plan?** Only I will have access to your Business Plan.
- **How long should the Business Plan be?** Use your judgment. Be concise. Unusually long Business Plans will quickly lose the audience's interest.
- **Will prior Plans be available as templates?** Because readings and slides are sufficient, I do not place past business plans on reserve as samples. Confidentiality is another reason. In addition, I prohibit the use of business plan software to automatically write the plan through a "fill-in-the-blank" approach.

Intellectual Property

- **Who owns the intellectual property developed in the Business Plan?** The Intellectual Property belongs to the team as a whole. If the company is working with a University of Florida related technology (i.e. either research from one of the team members or a UF patent), the students are highly encouraged to discuss with the UF Office of Technology & Licensing (OTL) to better understand what licensing and royalties terms would be applicable.

- **If I feel my idea / Business Plan may become a real company, what should I do?** The primary goal of the class is to teach you the process of business planning, not to start actual companies. However, if you feel your idea may become real, discuss Intellectual Property rights with your team from the beginning.
- **Will my Intellectual Property rights be protected when I discuss my ideas with the class?** You must be prepared to share your ideas openly with the class. It is a forum for you to "bounce" your ideas off your peers. I can also refer teams to work with legal counsel on founding team issues and IP protection if this is deemed necessary.
- **What if I feel that my idea will be the "next killer app" and I don't want others to know my plans?** If such is the case, ENT4934 may not be the appropriate means for you to develop your business idea.

Critical Tracking Requirements for the BSBA and BABA Degrees

Semester 1

- ## Semester 2

- ### Semester 3

- ## Semester 4

- [illegible]

No change in the seven universal tracking course requirements.

No change in the required universal tracking GPA.

Proposed changes in the pace and sequence of course requirements (move CGS 2531 from term 1 to term 3):

Current pace of course requirements: 2, 2, 2, 1 Proposed pace of course requirements: 1, 2, 2, 2

Term 1: ECO 2023

Term 3: ACG 2021 & CGS 2531

Term 2: ECO 2013 & MAC 2233

Term 4: ACG 2071 and STA 2023

The proposed changes in pace and sequence are advantageous to students for the following reasons:

- 1) Some students take Precalculus term one. This poses a problem with the prerequisite for CGS 2531.
- 2) CGS 2531 works well when taken concurrently with ACG 2021.

Bachelor of Science in Business Administration General Business Major (online program)

Semester 1 (Fall)	Credits
MAN 3025 Principles of Management	4
QMB 3250 Statistics for Business Decisions	4
Total	8
Semester 2 (Spring)	Credits
ENT 3003 Principles of Entrepreneurship	4
FIN 3403 Business Finance	4
MAN 3240 Organizations: Structure and Behavior (REMOVE) ECO 3713 International Macroeconomics (ADD)	4
Total	12
Semester 3 (Summer)	Credits
GEB 3035 Effective Career Management	4
MAR 3023 Principles of Marketing	4
Total	8
Semester 4 (Fall)	Credits
BUL 4310 Legal Environment of Business	4
GEB 3373 International Business	4
MAN 4301 Human Resource Management	4
Total	12
Semester 5 (Spring)	Credits
ISM 3004 Computing in the Business Environment	4
REE 3043 Real Estate Analysis	4
Total	8
Semester 6 (Summer)	Credits
GEB 3219 Writing and Speaking in Business	4
MAN 4504 Operations Management	4
MAR 3231 Introduction to Retailing Systems	4
Total	12

Department Name and Number Finance, Insurance & Real Estate/011706000/1706000			
Recommended SCNS Course Identification			
Prefix	<u>E</u> <u>N</u> <u>T</u>	Level	<u>4</u>
Course Number	<u>X</u> <u>X</u> <u>X</u>	Lab Code	
Full Course Title <u>Creativity and Innovation in the Business Environment</u>			
Transcript Title (please limit to 21 characters) <u>Creativity & Innovate</u>			
Effective Term and Year SPRING 2012		Rotating Topic <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	
Amount of Credit <u>2</u>	Contact Hour: Base <u>2</u>	or Headcount <u> </u>	S/U Only <input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Repeatable Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no If yes, <u> </u> total repeatable credit allowed			
Variable Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no If yes, <u> </u> minimum and <u> </u> maximum credits per semester			
<p>Course Description (50 words or less)</p> <p>This course will examine the creativity process and the organizational environment in several organizations recognized as creative and innovative. It is organized around class discussions, workshops, projects, both individual and team-based, cases, a field trip and visiting experts. It will be very interactive, and is designed to be based in experiential learning.</p>			
Prerequisites ENT 3003		Co-requisites	
Degree Type (mark all that apply) <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional <input type="checkbox"/> Other <u> </u>			
Category of Instruction <input type="checkbox"/> Introductory <input type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Advanced			

Rationale and place in curriculum	
Will serve as an elective for the Minor in Entrepreneurship and serve as an upper-division business elective for undergraduate business majors."	

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	Phone 352-273-3217	

ENT 4XXX- Creativity and Innovation in the Business Environment

Spring 2012 Module 4

Instructor: William J Rossi
Clinical Professor of Entrepreneurship
Tel: (352) 273-0334
E-Mail: william.rossi@warrington.ufl.edu

Course Web Site: Sakai

Required Text: *The Art of Innovation*; Tom Kelley; ISBN: 0-385-49984-1

Required Readings: HBR article: The Hard Work of Failure Analysis
Case: Cirque du Soleil – Parts A & B

Recommended Collateral Readings:

- *Weird Ideas That Work*; Robert I. Sutton
- HBR article: The Discipline of Innovation (Drucker)
- Teaching for Creativity: Two Dozen Tips; Robert Sternberg and Wendy M. Williams;
http://www.cdl.org/resource-library/articles/teaching_creativity.php
- *Orchestrating Collaboration at Work*; Arthur B. VanGundy and Linda Naiman
- *Ideas Are the Currency of the New Economy*; Linda Naiman
- *Creativity, Innovation and Problem Solving*;
<http://www.quantumbooks.com/Creativity.html>
- *When Sparks Fly*; Dorothy Leonard and Walter Swap

Teaching Assistant: David Blumberg

Course Objectives:

1. To explore the fundamental tools used to make both individuals and organizations more creative and innovative.
2. To examine in depth the role of failure, challenging assumptions and creating value in the creativity process.
3. To examine the creativity process and the organizational environment in several organizations recognized as creative and innovative.
4. To work in a team on a creative project.
5. To work as an individual on a creative project.
6. To explore innovative ways of creating value.
7. To examine some best practices in managing creative organizations.

Course Overview: Every problem is an opportunity for a creative, innovative solution, the larger the problem, the larger the opportunity. Ideas are the input driver for the creative process. However, not all ideas are good ideas, and not all good ideas are good opportunities. There are ways of examining the difference.

Because the creative process is driven by ideas, the chance of that process successfully generating an effective, innovative solution to a particular problem varies in direct proportion to the number of ideas that are generated as possible solutions to that problem. There are exercises that can be practiced that will increase the idea generation rate. Brainstorming is one example that most people know. But there are an endless number of brainstorming types, and there are many tools beyond brainstorming that also work.

There are things, commonly called *blocks*, which limit the generation of new ideas, or at least reduce the idea generation rate. The good news though is that these blocks can typically be cleared.

The course is organized around class discussions, workshops, projects, both individual and team-based, cases, a field trip and visiting experts. It will be very interactive, and is designed to be based in experiential learning. You *must* be very involved through active participation to get the most out of this course. Your final grade will be a motivator for this as participation is a component of the final grade. The level of ambiguity that you will face in this course will be excruciatingly high and likely very substantially higher than you have experienced in any previous course. But creativity is not a linear process, and teaching it does not lend itself to clear, precise directions. Recognize that ambiguity will be high; you'll do fine.

Each student's grade in the class will be determined as follows:

Five team based projects	70%
Two individual projects	30%
Individual participation	+/-

These projects will be discussed in detail in the first class meeting.

Grade breakdowns are as follows:

- a. A = 94%
- b. A- = 90
- c. B+ = 87%
- d. B = 84%
- e. B- = 80%
- f. C+ = 77%
- g. Etc.

Class Outline:

- I. Creativity tools (I & II)
- II. The role of failure
- III. Challenging assumptions

- IV. Opportunity recognition and creating value
- V. Building creativity teams
- VI. Observation lab
- VII. Building a creative culture

Class Schedule: Attached

ADA STATEMENT: *The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (<http://www.dso.ufl.edu/drp/>), and 2) Bring a letter to the instructor from this office indicating that you need academic accommodations. Please do this within the first week of class.*

ACADEMIC HONOR SYSTEM:

The Honor Code: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

Pledge: *On all work submitted for credit by students of the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Please note that violations of this Academic Honor System will not be tolerated. Specifically, I will rigorously pursue incidents of academic dishonesty of any type. Before submitting any work for this class, please read the policies about academic honesty at <http://www.dso.ufl.edu/judicial>, and ask me to clarify any of its expectations that you do not understand.

Department Name and Number Marketing Dept. - 001535			
Recommended SCNS Course Identification Prefix <u>M</u> <u>A</u> <u>R</u> Level <u>4</u> Course Number <u>X</u> <u>X</u> <u>X</u> Lab Code _____ Full Course Title <u>New Product Development and Management</u> Transcript Title (please limit to 21 characters) _____			
Effective Term and Year Fall 2012		Rotating Topic <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	
Amount of Credit <u>4</u>	Contact Hour: Base _____ or Headcount _____	S/U Only <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	
Repeatable Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no If yes, _____ total repeatable credit allowed			
Variable Credit <input type="checkbox"/> yes <input checked="" type="checkbox"/> no If yes, _____ minimum and _____ maximum credits per semester			
Course Description (50 words or less) Product development is an increasingly critical activity in most firms. This course will provide the student with a structured way of thinking about product development. It will also provide the student with an up-to-date "toolbox" for developing and managing new products. In addition to lectures and case discussions, the class will include several hands-on individual assignments and a group project intended to simulate the development process of a new product or service.			
Prerequisites MAR3023 Principles of Marketing, with a grade of C or better		Co-requisites	
Degree Type (mark all that apply) <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional <input type="checkbox"/> Other _____			
Category of Instruction <input type="checkbox"/> Introductory <input type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Advanced			

Rationale and place in curriculum The topic has become very popular to both marketing and the functioning of the economy. The course also coincides with one of the University's initiative. The instructor's line was funded by the University so that a course along these lines could be offered.

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College Contact	Name Renee Mathis	Email renee.mathis@warrington.ufl.edu
	Phone 273-3217	

MAR 4XXX NEW PRODUCT DEVELOPMENT

Instructor: Dr. Aner Sela
Office: 204 Bryan Hall
Office Hours: by email appointment
Email: aner.sela@warrington.ufl.edu

Course Objectives

New product development is an increasingly important marketing activity in most established firms. Success at product development often determines the fate of the firm. Unfortunately, an astonishingly large percentage of new products fail, and the cost of failure in terms of money and time can be enormous.

Our objective is to become as proficient as possible at managing the product development process. Given the track record of even very sophisticated firms, there is no obvious formula for success. However, this course should provide you with a structured way of thinking about product development, emphasizing a customer-centric approach to innovation. It will provide you with an up-to-date toolbox for developing new products which should be relevant whether you work for a startup or a large company, whether you sell products or services, and whether your customers are individual consumers or companies.

Materials

- Cases: available through Target Copy.
- Required and recommended readings: on the library's Electronic Reserve system.
- Class notes: on Sakai, usually 1-2 days before class.

It is the student's responsibility to obtain and read the required materials. Occasionally, I may distribute relevant business articles by email or in class.

Course Format and Structure

The class will consist of a combination of lectures, hands-on assignments, and case study discussions. Students should come prepared and be ready to contribute to the discussion and analysis. I have tried to pick readings and cases that are interesting, non-technical, and mostly short.

A key component of this course is a product development project which is intended to give you some hands-on experience with the development process. The project will be done in teams. The nature of the project will become clearer as the course progresses.

A tentative schedule is provided. It is difficult to anticipate the exact speed at which we will progress, so please be alert to changes in the schedule.

Evaluation of Student Work

1. Individual Components (35%)

- a. **Opportunity Generation and Screening (15%)**
- b. **Class Contribution (10%):** Class contribution is judged by quality, not just quantity. I will assess how your contributions enhance both the *content* and *process* of a discussion.
- c. **Quiz (10%):** Towards the end of the course, you will be quizzed in class on the required readings.

2. Group Assignments (65%)

- a. **Project Proposal (10%)**
- b. **Contextual Research (20%)**
- c. **Final Presentation (25%)**
- d. **Nestlé Refrigerated Foods Case (10%):** Hand in a summary of your quantitative and qualitative analysis of the Nestlé case. Make sure to address all the questions in the assignment (see below). This assignment should not exceed three pages.

Letter grades will be assigned as follows:

If you earn at least:	You will earn:
92%	A
88%	A-
85%	B+
82%	B
78%	B-
75%	C+
72%	C
68%	C-
65%	D+
62%	D
60%	D-

(Scores below 60 points will result in an E.)

Grades are translated into grade points by the University Registrar according to guidelines posted on <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

Course Schedule

Date	Topic	To do	Reading
23-Aug	Introduction		
25-Aug	Why do new products fail?		1-2
30-Aug	Case: Sweetwater		
Module 1 Idea Generation			
1-Sep	Consumer inquiry methods		3-4
6-Sep	Observation in context		5-7
8-Sep	Creating New Markets		8-9
13-Sep	Creativity and Idea Screening		10
15-Sep	Managing Creativity, Case: IDEO		
20-Sep	Opportunity Screening	Pitch an opportunity in class	11
Module 2 Designing the product			
22-Sep	Consumer analysis		
27-Sep	Prototyping; Quiz 1 (module 1)	Submit teams and project proposal	
29-Sep	Designing Services; Case: Bank of America		12
4-Oct	Contextual research presentations	Submit contextual research report	13
6-Oct	Observational research presentations (continued)		
Module 3 Testing			
11-Oct	Design		
13-Oct	Design – Objectified		
18-Oct	Concept testing		14
20-Oct	Forecasting		15-16
25-Oct	Diffusion Models		17
Module 4 Launch			
27-Oct	Tradeshow	Prepare prototype/storyboard	
1-Nov	Tradeshow (continued)		
3-Nov	Launch strategies		
8-Nov	Case: Clocky		
10-Nov	Case: Hasbro Games - POX		
15-Nov	Review/Project Day	Submit Nestlé assignment	
17-Nov	Quiz 2 (modules 2-3)		
22-Nov	Case: TiVo		
29-Nov	Case: Aqualisa		
1-Dec	Project presentations	Present project & prototype, submit final report	
6-Dec	Project presentations (continued)		

Required Readings

1. The Myth of Commoditization
2. Imitation is More Valuable than Innovation
3. Turn Customer Input into Innovation
4. Putting Customers in the Wish Mode
5. Customers as Innovators
6. Spark Innovation Through Empathic Design
7. Needfinding: The Why and How of Uncovering People's Needs
8. Blue Ocean Strategy
9. Disruptive Technologies
10. The Innovator's DNA
11. Innovation Tournaments, (chapter 4)
12. Service Blueprint
13. Emotional Design (chapter 3)
14. Eager Sellers and Stony Buyers
15. Scenario Planning: A Tool for Strategic Thinking
16. Discovery-Driven Planning
17. Crossing the Chasm (chapters 1 & 2)

Class Rules

1. Attend all classes. Arrive on time and stay for the duration. Let me know in advance if special circumstances arise. Missing more than one class will affect your participation grade, regardless of the reason. Missing more than three classes can result in an Incomplete grade.
2. Use a nameplate. This will help me get to know you, as well as monitor and record your class contribution.
3. Turn in your assignments on time, always before class on the due date. If an emergency will cause you to miss a quiz or a deadline, you must contact me before class on the due date to arrange for a make-up and provide written documentation as to the reason. If you do not notify me in advance, you will get a 0 for the assignment. Timeliness of the Darwinator task is particularly critical.
4. No laptops or cell phones in class.
5. This course follows general University policy regarding academic honesty and accommodations for students with disabilities.
6. Student requesting classroom accommodations for their disability, including changes to the testing environment, must first register with the Dean of Students Office. The Dean of Students Office will provide documentation/forms to the student, who must then provide documentation to the faculty member. Please note that the Dean of Students Office may require 7-10 days lead time to process the request.

Project Overview and Timeline

The project is intended to simulate the early development stages of a new product or service. Although seven weeks may seem like a short time, preliminary product development must often be completed within a similar window.

By 13-Sep Opportunity Generation and Screening (individual assignment)

Generate five opportunities for a new product/business. Although you should feel free to consider any compelling concept, for our purposes the most valuable ideas are those that:

- Serve markets that include 20-30 year-old professionals (in part so you can use people you know as representative customers).
- Can be prototyped/demonstrated convincingly with a few weeks of effort.
- Require relatively limited capital investment to get to a validated business concept.

Create nice informative titles for your five best opportunities and describe each in 50-100 words. Go to the Darwinator (www.darwinator.com), register for an account using registration code “6257” and select the tournament “MAR4933”. Submit your five best opportunities by noon on Sep. 13 at the very latest.

Note: the ideas submitted to the Darwinator are assumed to be the property of those who submit them. Of course, basic ethical behavior is assumed. These ideas should not be shared outside of the class without the permission of the originator.

- 14-Sep to 16-Sep** By midnight Sep. 16: Return to the Darwinator and evaluate at least 50 opportunities. This takes at least one hour and the system is slow when a lot of people are using it, so plan ahead and don’t wait until 11pm Sunday night. (You may evaluate up to 100 – but no less than 50 – opportunities.)
- 17-Sep to 20-Sep** Examine the Darwinator data for the opportunities you submitted by logging into the Darwinator and viewing your reports. Based on the data, your own beliefs and passions, and any additional investigation you have done, select one opportunity to pitch in class on Sep. 20.
THE OPPORTUNITY YOU SELECT MUST BE ONE THAT YOU IDENTIFIED, UNLESS YOU OBTAIN PERMISSION FROM A CLASSMATE TO USE THEIRS. Please use one of the two methods described in reading #11 (i.e. screening based on criteria or RWW) as part of the process for selecting an opportunity.
- 20-Sep** Prepare a 90-second pitch and a single PowerPoint slide for your selected opportunity. You will have up to 90 seconds (enforced by a bell) to describe your opportunity to your classmates. If this opportunity is one that you have been working on prior to the beginning of this class, please simply disclose this fact to the class and briefly indicate where you are in the process of developing the

opportunity.

After the individual pitches, you will rate the quality of the pitches you have heard.

Hand in:

- By 12:00 AM on Sep. 20 (midnight before class), email me the single PowerPoint slide describing your opportunity (.ppt format please). I will aggregate them in a single deck to use in class. Please make sure to include your name on the slide and ONLY your last name in the file name.
- In class, please hand in a list of the 5 opportunities you generated and your selection analysis on one page. This should be either a selection matrix based on criteria or a RWW analysis (refer to reading #11).

**By
27-Sep**

Project Proposal (group assignment)

Based on what you have seen and heard so far, and your own preferences, form 3/4-person teams (tentative, depends on class size) around the most highly rated opportunities. You may pursue any opportunity you or your teammates articulated via the Darwinator and/or pitched in class. You may also abandon these opportunities and pick an entirely new opportunity (i.e., don't panic if you feel you really should abandon your original opportunity for a better prospect.)

Please take the time to put together a team that will work together well in terms of schedules, work places, and different skills.

Hand in:

- List of team members
- Group project proposal (should not exceed one page):
 - Explain what opportunity you are pursuing
 - Explain why you chose this opportunity (e.g., what are the advantages and disadvantages of the product concept compared with the status quo?)

4-Oct

Contextual Research (group assignment)

Based on the opportunity you decided to pursue as a team, and armed with the techniques we will have discussed in class by then, find a venue for observation and/or inquiry that will tell you something interesting about people's needs when using products in the chosen domain. Pick a place where you can see mainstream needs, extreme needs, cultural attitudes and/or analogous behavior.

- Take 3-5 photos or shoot some video. Make notes about the place and how people are interacting in the space.
- Make several interpretations of what you see. Don't just stay at the observational level. Peel back the layers. Go deep.

Based on the insights you have gathered, develop 2-3 preliminary new product/business variants. Please make sure to fully document the development

process, including needs and ideas that are not subsequently acted upon.

In class:

- Present only the most exciting findings from your research (you will go into more detail in your report)
- Pitch your preliminary product/business ideas to receive feedback from your classmates. Use visual materials (e.g., sketches or rough prototypes) to communicate your ideas effectively and unambiguously.
- Each team will have up to 10 minutes to present, to leave time for feedback, so plan accordingly.
- You do not need to use PowerPoint. If, however, you wish to share critical visual materials (e.g., critical snapshots that illuminate your findings or sketches of your product ideas), make sure to email me up to 4 slides in .ppt format (visuals only) by 12:00 AM on Oct. 4 (midnight before class). I will aggregate them in a single deck to use in class. Please make sure to include ONLY your team number in the file name (e.g., “team1.ppt”).

Hand in:

- A written report of your contextual research findings and conclusions
- Make sure to include all your observation/inquiry data and interpretations.
- A clear depiction of your top 2-3 product alternatives, along with their positioning statements and relative strengths.

I will assess the scope and depth of interpretations and the proposal's quality.

1-Dec Final project presentation and report (group assignment)

By this date you will have developed your concept and researched the marketplace in which it will compete, tested the concept with real potential customers, collected customer feedback, and made appropriate modifications to your prototype. As will be emphasized in class, the development process should include preparation of prototypes, which will advance your product/business idea and enable you to test it with real potential customers. The prototypes can be made of any material (if it is a service, you may wish to present a storyboard, video, and/or blueprint of the experience).

Make sure to fully document the development process, including ideas which were not subsequently acted upon.

For class presentation:

- Present your “proof-of-concept” prototypes, sketches, videos, or product renderings to clearly communicate your idea.
- Present information for the potential customer to understand your product:
 - A clear positioning statement and core benefit proposition
 - A clear definition of the target market
 - Key customer needs in the target market/segment

- Describe how you tested your prototype and the customer feedback you received.
Remember that negative feedback and failed ideas are legitimate and form an integral part of the NPD process!

Hand in a written report including:

- All of the above
- A year-one marketing plan (including goals and 4P) and market forecast; these should be informed by your previous market research and the customer feedback you received on your prototype.
- A “premortem” analysis
- Your final report must not exceed ten pages (including everything).

Your project grade will be based on the ongoing deliverables, the final project report, and the in-class presentation during the final session. I will be looking to determine how well you indentified customer needs, defined a market, translated customer needs into a prototype, defined the value proposition, and tested the concept to receive meaningful feedback from real potential customers.

Case Study Guidelines and Questions

The case method is not only a very relevant and practical way to learn managerial skills, it is also fun. However, it can be a bit confusing if you don't know much about it. This quick note is intended to remove the confusion, suggest how you can get the most out of it, and clarify my expectations of you for our upcoming class discussions.

1. As you prepare the case, first read the case very fast, asking yourself "What, broadly, is the case about, and what types of information am I being given to analyze?"
2. Then, read the case again, this time very carefully, underlying key facts and writing marginal notes as you go. Ask yourself: "What are the basic problems this manager has to resolve?" Put yourself in the manager's position and make the manager's problem your problem.
3. Use the study questions for each case (below) to sort out the relevant considerations and facts, and develop a set of recommendations supported by your analysis.

Steps 1 and 2 are more effective if you have worked by yourself.

Please only use data and facts included in the case when preparing the analysis. There is no "right" solution to the situation described in the case, and my evaluation will focus on the quality of your analysis and arguments rather than whether you had the "right" answers.

The analysis in class will be entirely discussion-based and student-driven. You will benefit most if you participate actively in the debate, express your views, and challenge others. During class, if you are aware of a situation that relates to the topic being discussed and, in your opinion, would enrich the discussion, don't hesitate to share it with the class.

Study questions for the Sweetwater case:

1. Using your own perspective, what are the most important consumer needs in the water purifier market? You might want to interview a few wilderness enthusiasts to help answer this question.
2. How can you structure this user's needs data to assist Sandy Platter in creating his product concept?
3. How do competitors' products meet those needs?
4. What characterizes an outstanding concept for a water purification device for backpackers and other outdoor enthusiasts?

Study questions for the IDEO case:

1. How would you characterize IDEO's process, organization, culture, and management?
2. Decision point: should IDEO accept the Visor project as is (on a dramatically reduced schedule)? Should they try to persuade Handspring's management to change its

aggressive launch schedule? Or should they simply decline the project? In your discussion, please consider the IDEO and Handspring perspectives.

Study questions for the Bank of America case:

1. How would you characterize Bank of America's new system for developing new services? Focus on its process, organization, management, and culture.
2. Compare Bank of America's approach to other product development systems. What are the differences? What are the similarities? Does it matter if it is a product or service that is being developed?
3. What is the role of experimentation? How can companies maximize their learning from experimentation?
4. Decision point: Should Butler and Brady accept ten additional bank branches into its experimentation portfolio? Why or why not? Please be prepared to discuss your specific plans on how they should respond to senior management's offer.

Study questions for the Clocky case:

1. What are the key marketing challenges facing Gauri Nanda? Which are most crucial to effectively bring her new product to market?
2. Nanda has several options for positioning Clocky. How would you segment the potential market for Clocky? Are there additional segments other than the "Need" and "Fun" target markets outlined in the case? On which target market segments should Nanda focus? Outline the value proposition appropriate for each target market segment.
3. Based on data contained in the case, what is the market size (in \$) for alarm clocks? What is Nanda's cost of goods sold (per unit)?
4. Which of the positioning options are most feasible given the product development of Clocky to date and Nanda's goals, resources and capabilities? Do you see the positioning of Clocky changing over time? Which of the positioning options are most valuable to Nanda given her aspirations as an entrepreneur?
5. Given your chosen positioning option, recommend product design/features for Clocky, manufacturing location, pricing, retail channels and distribution plan, and marketing communications. Be sure that your launch plan recognizes Nanda's budgetary constraints.
6. What are the rewards and the risks of the flurry of media attention surrounding Clocky one year prior to its launch? How can Nanda better capture the rewards and minimize the risks? How would you manage continued media interest given the product is not completed?

Study questions for the Hasbro Games – POX case:

In mid 2000, Hasbro Games Division is preparing for the launch of the "next phenomenon of the toy and game history:" POX. Matt Collins, director of product marketing, is soliciting proposals for the launch of the innovative game. Two competing proposals are being evaluated:

- A campaign that uses primarily television and print advertising proposed by Grey Worldwide (expected cost \$1.4 million).
 - A campaign intended to generate significant buzz for the game, by taking over a town near LA the event would bring to life the story behind POX. The campaign was proposed by Target Market Promotions (expected cost \$1 million).
1. Which of the two proposals do you support? Why?
 2. Do you have any suggestions on how to modify the proposal you support to maximize the adoption of POX (given the game's novel characteristics)?

Assignment questions for the Nestlé case (hand in a summary of your analysis):

1. Using the BASES model described in Exhibit 9, forecast the estimated demand (trial and repeat) for the two Pizza options under consideration: Pizza and Toppings and Pizza Only. Most of the data needed for the forecasting is available on pages 15 and 34 (Exhibit 21).

Helpful Hints:

In Exhibit 21, there is a big difference between Contadina users and nonusers on the "top two box" scores. This will obviously affect the forecast, depending on what proportions are used for Contadina users versus nonusers in the population.

On page 14 (2nd to last paragraph), Nestlé's marketing research department cautions us that parent brand usage could vary from 5% to 25%. It would be worthwhile to judge the sensitivity of the forecast under 5%, 15%, and 25% parent brand penetration scenarios.

2. What can you infer from exhibits 13, 14, and 15, regarding the pizza opportunity?
3. How does the pizza concept-test data (Exhibits 19, 20, and 21) compare to the pasta concept-test data (Exhibit 6)? What can you learn from the comparison?
4. What can you conclude from Exhibits 23 and 24 (include Exhibit 18 if you wish)?
5. In general, how would you compare the pizza opportunity to the pasta opportunity? What are the similarities? Differences?
6. Why was the pasta product so successful?
7. Would you launch the pizza? Why?

Study questions for the Hasbro Games – TiVo case:

1. Analyze the situation from the consumer's standpoint. What is TiVo? What factors facilitate its adoption? What factors make adoption difficult? Who is TiVo best suited for?
2. Now adopt the standpoint of the networks, the advertisers, and the cable/satellite companies. What do they want TiVo to be? Think about the competition. What are Microsoft's potential strengths and weaknesses in this market?
3. How would you characterize TiVo's action plan as described at the end of the case? How do you evaluate the planned communication campaign? Does your situation analysis suggest an alternative plan?

Study questions for the Aqualisa case:

1. What is the Quartz value proposition to plumbers? To consumers?
2. Why is the Quartz shower not selling?
3. Aqualisa spent three years and 5.8 million developing the Quartz. Was the product worth the investment? Is Quartz a niche product or a mainstream product?
4. Aqualisa currently has three brands: Aqualisa, Gainsborough, and ShowerMax. What is the rationale behind this multiple brand strategy? Does it make sense?
5. What should Rawlinson do to generate sales momentum for the Quartz product? Should he change his marketing strategy to target consumers directly, target the DIY market, or target developers? Should he lower the price of the Quartz? Or should he do something different altogether?

Minor in Entrepreneurship

Visit the School of Business website at warrington.ufl.edu/sb

The entrepreneurship minor provides all UF undergraduates with the opportunity to learn the basic principles of business operations and new venture development.

To declare the minor, students must complete ACG 2021 and ENT 3003. All courses for the minor must be taken for a letter grade. All attempts at courses for the minor will be averaged into the minor GPA. All 3000-4000 level courses that are required for the minor must be taken at UF or via a study abroad program that is pre-approved by the School of Business.

Minor Requirements

Complete all of the following courses:

	<u>Credit Hours</u>
ACG 2021 Introduction to Financial Accounting	4
ENT 3003 Principles of Entrepreneurship.....	4
FIN 3403 Business Finance or MAR 3023 Principles of Marketing.....	4

Complete a minimum of two of the following courses:

AEB 3341 Selling Strategically or MAR 4403 Sales Management	3-4
Upper-level entrepreneurship course(s) beyond ENT 3003	2-4

Complete a minimum of two of the following courses:

MAR 4403 Sales Management.....	4
Upper-level entrepreneurship course(s) beyond ENT 3003	2-4

Minimum Total Hours

16-20

Minimum Minor GPA 2.5

Yellow denotes current requirements.

Green denotes proposed changes.

Retailing Leadership (currently listed in the catalog)

The Walgreens Certificate in Retailing Leadership is designed to stimulate interest in careers in retailing. The certificate requires a 2.0 UF GPA, a retail internship and completion of the courses listed below (most of which have prerequisites) with a 2.0 GPA:

- CGS 2531 Problem Solving Using Computer Software
- FIN 3403 Business Finance
- MAN 3025 Principles of Management
- MAR 2290 Retail Management Seminar
- MAR 3023 Principles of Marketing
- MAR 3231 Introduction to Retailing Systems and Management
- MAR 4945 Retail Management Internship

All courses must be taken for a letter grade (except for MAR 2290 and MAR 4945) at UF or via an approved study abroad program. Students who completed FIN 3403, MAN 3025 or MAR 3023 at another Florida public university can petition the school to take a higher-level course in that discipline to satisfy requirements for the certificate. UF correspondence study courses will not count toward the certificate.

Retailing Minor (proposal to replace the certificate in the catalog)

The Minor in Retailing is designed to stimulate interest in careers in retailing. The certificate requires a 2.0 UF GPA, a retail internship and completion of the courses listed below (most of which have prerequisites) with a 2.0 GPA:

- (omit) CGS 2531 Problem Solving Using Computer Software
- FIN 3403 Business Finance
- MAN 3025 Principles of Management
- MAR 2290 Retail Management Seminar
- MAR 3023 Principles of Marketing
- MAR 3231 Introduction to Retailing Systems and Management
- MAR 4945 Retail Management Internship

One of the Following

- (add) MAR 3503 Consumer Behavior
- (add) MAR 4403 Sales Management
- (add) MAR 4243 Retail Consulting
- (add) With Prior Approval, any Special Topics Retailing Course Beyond MAR 3231

All courses must be taken for a letter grade (except for MAR 2290 and MAR 4945) at UF or via an approved study abroad program. Students who completed FIN 3403, MAN 3025 or MAR 3023 at another Florida public university can petition the school to take a higher-level course in that discipline to satisfy requirements for the certificate. UF correspondence study courses will not count toward the certificate.

The net change is one additional credit hour; from 20 to 21 hours. The only course change is the replacement of CGS 2531 with an upper-division course related to retailing.