DOCUMENT RESUME

ED 467 728 HE 035 152

AUTHOR Seymour, Nicole

TITLE Business Plan Competitions: An Overview. CELCEE Digest.

INSTITUTION Adjunct ERIC Clearinghouse on Entrepreneurship Education, Los

Angeles, CA.

SPONS AGENCY Ewing Marion Kauffman Foundation, Kansas City, MO. Center for

Entrepreneurial Leadership.

REPORT NO CELCEE-02-01 PUB DATE 2002-05-00

NOTE 9p.

PUB TYPE ERIC Publications (071) -- Reports - Descriptive (141)

EDRS PRICE EDRS Price MF01/PC01 Plus Postage.

DESCRIPTORS *Business Administration; Business Education; *Competition;

*Graduate Students; Graduate Study; Higher Education;

*Masters Programs

IDENTIFIERS *Business Plans

ABSTRACT

This document describes business plan competitions sponsored by universities. The idea began in the early 1980s at the University of Texas when Master's in Business Administration (MBA) students created a friendly competitive activity along the lines of the law school's Moot Court competition. Later the competition became national, and then international, involving students from many universities. Business plan competitions have become so accepted that they are considered rites of passage for MBA candidates. The paper describes competitions at Rensselaer Polytechnic Institute, New York, and the University of Pennsylvania. Some nonacademic competitions are sponsored by private organizations, including venture capital firms, and there are a few competitions involving students who band together, not under the auspices of any single organization or institution. In all of these competitions, there are benefits to be gained from participating, no matter the outcome, but the financial rewards, especially those that nurture a business, undoubtedly attract many students. (Contains 11 references.) (Author/SLD)

Business Plan Competitions: An Overview

Nicole Seymour

May 2002

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve reproduction quality

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

N. Seymour

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CELCEE

Kauffman Center for Entrepreneurial Leadership

Clearinghouse on Entrepreneurship Education

4801 Rockhill Road

Kansas City, MO 64110-2046

Phone: (888) 423-5233

Website: http://www.celcee.edu

May, 2002

DIGEST Number 02-01

Business Plan Competitions: An Overview

By Nicole Seymour

With entrepreneurship education gaining a foothold at many American universities, a somewhat venerated phenomenon has come into the spotlight: the business plan competition. In today's highly competitive market for venture capital and publicity, these events can open the door to fortune and fame. They typically offer "small pots of money, up to \$50,000 (Griffin, 2001, ¶2)," as well as the attractive possibility of press attention. As one former winner explains, "it's a lot easier getting your foot in the door ... if you can say you won [a competition]" (Ballon, 1998a, ¶3). Often, the only requirement for entry is that one member of the participating team be a student or alumnus (Griffin, 2001, ¶6).

The business plan competition started in the early 1980s at the University of Texas (Kautz,

2000). Two MBA students wanted to create a friendly, competitive activity along the lines of the law school's Moot Court competition, so in 1984 they launched the "Moot Corp." Five years later the competition went national, then international, bringing together students from Harvard, Purdue, and even from as far as the Lyon Graduate School of Business in France. Today that event is considered the "quintessential competition of its kind" (Warshaw, 1999, ¶2), with an estimated 50 other events like it currently taking place on a regular basis nationwide (Ballon, 1998a, ¶4). In fact, business plan competitions have become so de rigeur that they are considered "rites of passage for M.B.A. candidates all over the globe" (Warshaw, 1999, ¶1).

Rensselaer Polytechnic Institute

Rensselaer, based in Troy, New York, bills itself as "the first degree granting technological university in the English-speaking world" (Rensselaer Polytechnic Institute, 2002). It boasts an entrepreneurial pedigree to rival most U.S. universities - in 2001, SUCCESS magazine ranked Rensselaer sixth on its annual list of the 50 Best Entrepreneurial Business Schools. The Institute sponsors a multitude of entrepreneurial activities, including an Entrepreneurship, Innovation and Venture Capital Forum and an Entrepreneurship Club, in addition to its business plan competitions.

While many business plan competitions tend to be overcrowded by information technology ventures, the Rensselaer Web site notes that "it doesn't matter if you are an Engineer, Scientist, Architect, Humanist, Social Scientist or Manager ... entrepreneurs in each of these areas have been instrumental in founding internationally successful business" (Rensselaer Polytechnic Institute, 2002). Their competitive offerings are also highly varied - the school actually offers

three separate events, The New Venture Opportunity Competition, held in fall, the \$25,000 Student Business Plan Competition, held in spring, and the Severino Center Business Plan "Open" Competition, which is open to alumni, faculty, staff, students, and affiliates. When it comes to the first event, Rensselaer takes pains to ensure that winners don't merely collect on their plans, but also have real incentive to launch their entrepreneurial ventures. While the top prizes are \$3,000, \$2,000 and \$1,000 for the latter two events, there is a one-year option of an additional \$20,000 if the winner decides to launch the company while still in school.

The University of Pennsylvania

The University of Pennsylvania, another venerable institution, is home to the Wharton School, one of the nation's premiere business schools. Wharton also has an impressive reputation when it comes to entrepreneurship - it was the first school to develop a fully integrated curriculum of entrepreneurial studies. Among other entities, it hosts the Sol C. Snider Entrepreneurial Research Center, the Wharton Small Business Development Center and the Entrepreneur-in-Residence Program. And, of course, it also holds the Wharton Business Plan Competition.

Despite its name, this competition is open to all students, graduate or undergraduate, who attend classes at the University of Pennsylvania. The event, which offers a \$25,000 Grand Prize, \$15,000 for the first runner up and \$10,000 for the second runner up, "tends to draw participants from the engineering, law and medical schools, as well as Wharton" - though two \$10,000 prizes were awarded for an "industry track" in education for the first time this year ("Eight Great Business Plans," 2002, ¶3). Competition for any of these prizes is incredibly competitive. Judges whittle approximately 400 entries down to 135, and then a final eight. All entrants must take part

in a three-phase process that begins in the fall when an initial idea is submitted. Phase Two requires a detailed description of the prospective venture, and in Phase Three, competitors submit a full business plan to a group of judges - at which time the eight finalists are selected for the ultimate round, held in spring.

Non-Academic Competitions

Business competitions are not limited exclusively to universities. Some venture capital firms, rather than contributing to the booty students win, have begun holding their own events.

Garage.com launched PLANedu in 2000, "limiting participation to full-time undergraduate and graduate students currently enrolled in accredited U.S. colleges or universities" (Kautz, 2000, ¶3). Startemup.com, which bills itself as "the premier networking platform for university entrepreneurs" - and happens to have been founded by a group of Duke University graduates - holds an annual competition for university students called the B-Plan Challenge. The company provides winning university ventures with a "startup services package" that includes a seed capital prize, business and financial consulting from Andersen, media coverage and more (StartEmUp, 2001).

In addition to these private organizations, many public and non-profit organizations host competitive events in order to encourage entrepreneurship and "[identify] viable businesses to revitalize their business community" (Kautz, 2000, ¶3). In the United Kingdom, members of the British Chambers of Commerce not only judge the Big Zipper Challenge, which is aimed at students aged 14 and up, but they also organize groups of entrepreneurs to visit classrooms (Hunt for Young Entrepreneurs, 2001). North Carolina's LaunchPad, an offshoot of the community

development Triad Entrepreneurial Initiative, offers three business plan competitions, with varying levels of comprehensiveness and correlating prize money - from \$1,500 to \$50,000. In addition, competitors can win 6-12 months of incubator space. The requirements: one member of a competing team must live, work, or attend college in the twelve-county Piedmont Triad region (Triad Entrepreneurial Initiative, 2001).

There are also a limited number of competitions involving students who band together, not under the auspices of any single organization or institution. Students in Free Enterprise (SIFE), a group that is active on "more than 1,000 campuses in over 20 countries" (Students in Free Enterprise, no date), features teams of students that compete for the chance to make it to London, England for the SIFE World Cup. The organization awards over \$400,000 in prize money each year - a large sum in comparison to most competitions, but not surprising when considering that the SIFE Board of Directors is made up of over 170 top corporate executives. But despite their corporate sponsors, SIFE has a decidedly philanthropic bent. Team exhibitions, in which students present a product or solution, are judged on eight major criteria, including how they teach "practicing business in an ethical and socially responsible manner that supports the principles of a market economy" (Students in Free Enterprise, no date).

In all of these competitions, there are benefits to be gained from simply participating, no matter what the outcome. These students have taken the first, and, arguably, the most important, step toward starting a successful business: planning. Further, they often gain important mentors and advisors, from corporate sponsors to judges to professors, who can prove to be invaluable in the future. One high-profile business plan competition winner, MIT's Direct Hit Technologies,

exemplifies this: their guru and CEO, Mike Cassidy, came aboard after visiting the school's online listing of competition candidates. Cassidy, a seasoned entrepreneur, was no stranger to business plan competitions - he had won MIT's \$50K Entrepreneurship Competition as a student a decade earlier (Ballon, 1998a).

Of course, most participants will admit that it's the money - not for personal fortune, but for the nuturance of their business - that encourages them to compete. Competition prizes, and even just participation, often lead to much larger investments from venture capitalists, sponsors and corporations. As Duncan McCallum, a regular attendee at the MIT \$50K Entrepreneurship Competition and a partner at OneLiberty Ventures, a Boston-based venture capital firm, told a reporter, "I go [to business plan competitions] because I'm looking for the technology leaders of the future" (Ballon, 1998b, ¶3).

References

Ballon, M. (1998a, December 1). Upstarts: University tournaments. *Inc.com* (Web site). Retrieved December 5, 2001:

http://www.inc.com/articles/details/printable/0,3535,CID1049_REG24,00.html (c20020188)*

Ballon, M. (1998b, March 1). Entrée to riches: Winning at MIT. *Inc.com* (Web site). Retrieved December 5, 2001:

http://www.inc.com/articles/details/1,3532,78 ART882 CNT53_GDE,00.html (c20020189)

Griffin, C. (2001). There has to be another way. *Entrepreneur.com* (Web site). Retrieved December 5, 2001:

http://www.entrepreneur.com/Your_Business/YB_PrintArticle/0,2361,276522----2-,00.html (c20020187)

Kautz, J. (2000). Business plan competition. *About.com* (Web site). Retrieved December 5, 2001: http://entrepreneurs.about.com/library/weekly/aa051100a.htm (c20020193)

Hunt for young entrepreneurs. (2001, September 30). *BBC News* (Web site). Retrieved December 5, 2001: http://news.bbc.co.uk/hi/english/education/newsid_1569000/1569742.stm (c20020194)

Eight great business plans ... And then there was one. (2002). *Knowledge at Wharton* (Web site). Retrieved April 24, 2002:

http://knowledge.wharton.upenn.edu/articles.cfm?catid=12&articleid=551& (c20021335)

Rensselaer Polytechnic Institute. (2002). Severino Center for Technological Entrepreneurship (Web site). Retrieved October 2001: http://scte.mgmt.rpi.edu (c20013450)

StartEmUp, LLC. (2001). *StartEmUp* (Web site). Retrieved April 30, 2002: http://www.startemup.com (c20021387)

Students in Free Enterprise. (no date). Students in Free Enterprise (Web site). Retrieved December 5, 2001: http://www.sife.org (c20020195)

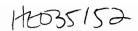
Triad Entrepreneurial Initiative. (2001). *LaunchPad* (Web site). Retrieved April 30, 2002: http://www.triadlaunchpad.org (c20021342)

Warshaw, M. (1999, August 1). The best business plan on the planet. *Inc.com* (Web site). Retrieved December 5, 2001: http://www.inc.com/search/829.html (c20020190)

*CELCEE numbers are in parentheses

CELCEE is an adjunct ERIC Clearinghouse funded by the Kauffman Center for Entrepreneurial Leadership.

Products Disclaimer: The Kauffman Center for Entrepreneurial Leadership does not warrant any of the contents in any manner. The information contained is intended only for educational purposes and information contained in the work product is not intended to be legal or professional advice to the user.





U.S. Department of Education

Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATIO)N·		
	empetitions: an O	verview	
•			
Author(s): Ni cole Supm	ow-		
Corporate Source:			Publication Date:
C ELCEG			5/2002
. REPRODUCTION RELEASI	E:		,
In order to disseminate as widely as possil monthly abstract journal of the ERIC system, A and electronic media, and sold through the E reproduction release is granted, one of the folkood of the folkoo	Resources in Education (RIE), are usually RIC Document Reproduction Service (El owing notices is affixed to the document.	r made available to use DRS). Credit is given t	rs in microfiche, reproduced paper copy to the source of each document, and, it
of the page. The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below w affixed to all Level 2A documen		The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY	PERMISSION TO REPRODUCE DISSEMINATE THIS MATERIA MICROFICHE, AND IN ELECTRONI FOR ERIC COLLECTION SUBSCRIB HAS BEEN GRANTED BY	L IN C MEDIA ERS ONLY, MIC	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN ROFICHE ONLY HAS BEEN GRANTED BY
sample	sample		sample
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	TO THE EDUCATIONAL RESOU INFORMATION CENTER (ER		TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Level 1	Level 2A		Level 2B
1	1		i i
Check here for Level 1 release, permitting eproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.	Check here for Level 2A release, per reproduction and dissemination in microf electronic media for ERIC archival co subscribers only	iche and In rep	Check here for Level 2B release, permitting roduction and dissemination in microfiche only
	ments will be processed as indicated provided repr reproduce is granted, but no box is checked, documents		evel 1.
as indicated above. Reproduction to contractors requires permission from	sources Information Center (ERIC) nonex from the ERIC microfiche or electronic n nthe copyright holder. Exception is made fo ators in response to discrete inquiries.	nedia by persons other	than ERIC employees and its system
Sign Signature: Yi colleymu	om	Printed Name/Position/Title: Nicole Seymon	Chief Editor & ur, Acquisitions Coordinat
olease Clearinghouse an Entr	trepreneurial Leadership epreneurship Education,	Telephone: (800) 8 32 - 825	56 FXX: (310)206-8095

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:	
Address:	
Price:	
IV. REFERRAL OF	ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:
If the right to grant this repro address:	duction release is held by someone other than the addressee, please provide the appropriate name
Name:	
Address:	
V. WHERE TO SE	ND THIS FORM:
Send this form to the following	
	Eric Clearinghouse for Community Colleges 3051 Moore Hall/UCLA
	Box 951521
	Les angeles (4 90095-1521

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility

4483-A Forbes Boulevard Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)