



School of Business
*Lloyd Greif Center for
Entrepreneurial Studies*

BUAD 301: Technology Entrepreneurship

Syllabus, Fall 2014

Mondays 6:00–8:50pm, Room HOH 2

Professor:	Dr. Kathleen Allen
Office:	Bridge Hall One, basement level
Phone:	213-740-0659
Office Hours:	Mondays 2:00-5:00 p.m. and Tuesdays 2:00 – 5:00 p.m. Please email to book a timeslot for an office visit. Phone and SKYPE calls are also possible and can be held on days and times other than office hours.
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I. COURSE OVERVIEW AND LEARNING OBJECTIVES

Course Description

This course provides an introduction to the fundamentals of technology entrepreneurship and the process of starting a new venture. It helps students majoring in science, engineering, or other non-business disciplines to understand key principles of entrepreneurship and the unique challenges of technology company formation from the entrepreneur's perspective.

Major class topics include learning to identify and evaluate innovation opportunities, assessing an industry, validating a market, intellectual property strategies, the founding team, business models, entrepreneurial economics, and funding a new venture.

Understanding the process of starting and growing a company is essential for pursuing an entrepreneurial path. But there is more to entrepreneurship than that. It is also a mindset, a way of looking at things that is opportunity-focused and creative. It is about passion—doing what you love. It is about creating wealth and gaining independence. And it is about challenge, risk, persistence, and the ability to innovate—to improve on the old or invent the new. It is my hope that this course will not only introduce you to technology entrepreneurship, but will also foster this entrepreneurial mindset in you.

Learning Objectives

- Understand the fundamental concepts, theories, principles, and practices employed in the field of entrepreneurship and the role that technology entrepreneurship plays in the global economy and in society.
- Develop an in-depth understanding of the entrepreneurial process, the activities inherent in the process, and the related challenges and opportunities, including ethical and international issues.
- Develop your critical thinking, idea generation, and decision-making abilities by analyzing situations and formulating strategies for complex entrepreneurial cases, and by conducting a semester-long startup opportunity project.
- Develop your leadership skills, particularly in the areas of team leadership and entrepreneurial leadership.

- Develop your oral and written communication skills by learning to craft an effective concept statement, develop an in-depth industry analysis, and deliver a persuasive business pitch.

To achieve these objectives, the course will be assignment centered rather than lecture centered. A variety of learning techniques including problem-solving class exercises, case studies, discussions, individual and group activities, panel discussions, engagement technologies, and guest lectures will be employed. Your evaluation will emphasize the use and application of knowledge rather than the simple acquisition of content.

II. COURSE MATERIALS AND COMMUNICATION

Required materials include a textbook, a set of articles and cases, and two online tools.

- ***Entrepreneurship for Scientists and Engineers, K. Allen (2010). Pearson/Prentice-Hall.*** Available through the USC bookstore, Amazon, and the publisher. The eBook version is available through the publisher (currently priced at \$24.99):
<http://www.mypearsonstore.com/bookstore/product.asp?isbn=0132357275>
 The required readings in this text will be the basis for discussion in class and students are expected to have read and understood the material and to come to class prepared to discuss or ask questions.
- **Course Reader:** You will be able to acquire the required cases at a discount from the Harvard Business School site. Any additional readings on issues related to the course topics are provided free of charge in Blackboard. A due date for the completion of those readings is given in the Course Plan. The link to access the course reader on the Harvard site is <https://cb.hbsp.harvard.edu/cbmp/access/28238940>

Course Communication

Course communication will take place through announcements in class, emails, and on Blackboard (blackboard.usc.edu). Many of the emails I send will go through Blackboard; therefore, it's imperative that you have a fully operational Blackboard account with a current and correct USC email address posted. By default, Blackboard uses your USC email address (username@usc.edu) for sending emails; if this is not your primary email account, please make sure to forward your USC email to the account you use. You are responsible for ensuring that messages will not bounce back due to your storage quota being full.

III. ASSIGNMENTS AND GRADING

To achieve an A or A- in this class, you will need to go well beyond the minimum requirements as stated in the syllabus in terms of the quality of your work and your involvement in and contribution to the class. An A is a sign of superior work and, much like the efforts of entrepreneurs, reflects the fact that you stood out from the crowd. All assignments will have complete instructions available in BB and be discussed in class before they are due.

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for undergraduate elective classes at the Marshall School has been 3.3 (B+). Your final grade will be assigned based on your total points from the various assignments and other course evaluation components (listed in the table on page 3), the overall average points within the class, and your ranking among all students in the class.

If you have any questions about your grade during the semester, please make an appointment to see me to discuss your concerns. Do not wait until the end of the semester to do so!

Your final grade is based on an evaluation of the following activities:

Individual Assignments		Points	
	Participation	200	8%
	Self-Assessment	100	4%
	Case Briefs (3 of 5 @ 100 pts each)	300	12%
	Peer Assessment (your evaluation of your teammates)	100	4%
	Mid-Course Reflection Paper	300	12%
	Scavenger Hunt: 2 Significant Problems	200	8%
		Individual	48%
Team Assignments			
	Significant Problem Presentation	200	8%
	Concept Statement	100	4%
	Industry Analysis	200	8%
	Customer Discovery Worksheet	200	8%
	Opportunity Paper Draft, Team Meeting	200	8%
	Opportunity Paper	400	16%
Total		2500	+/- 100%

Note: If you do not inform me of missing or incorrect grades within two weeks of the grades being posted, the grades will be assumed correct. Do NOT wait until the end of the semester to check your grades or appeal a grade on any assignment.

Evaluation of Classroom Participation

Attendance at all class sessions is critical to the participation component of the course and to learning in general as we will discuss material not found in the textbook; in addition, we will undertake a number of in-class exercises and strategy-building sessions that require your regular attendance. Entrepreneurship is inherently collaborative—a social process. Entrepreneurs find opportunities, adapt, change, and improve themselves by listening and learning from others. Please come to class prepared to participate in the day's activities, which means having read the chapter(s) or assigned readings for that day and prepared to discuss the progress on your opportunities. Please plan to arrive on time so as not to disturb the class, a guest speaker, or interrupt the professor.

The attendance, participation, and in-class exercises portion of the grade is 200 points and is evaluated in a number of ways. Obviously, participation is correlated with attendance. It is impossible to earn an excellent participation grade if you are not in class. In general, students fall into four participation categories that essentially correlate with grades of A, B, C, D. They are:

Outstanding Contribution: Your contributions reflect considerable preparation; they are substantive and supported by the readings. You are also able to relate your own experience to the topic. The class, in general, listens when you speak because they learn something. If you were not a member of class, the discussions would suffer.

Excellent Contribution. You come prepared with substantiated comments. You demonstrate good insight and clear thinking. The class notices when you're not part of the discussion.

Average Contribution. Your preparation is satisfactory and achieves the minimum requirements. You rarely offer interesting insights into the discussion, but sometimes you present a compelling idea or take the discussion in a new direction. Alternatively your comments are often off-point and do not provide any constructive direction to the discussion.

No Contribution. You say little or nothing in class. If you were not in the class, the discussion would not suffer.

In the rare case where a student is unable to participate for language or other reasons, please consult me early in the semester. You will have an opportunity to evaluate your own participation at the end of the semester. It is your responsibility to make sure I know who you are by name.

Guidelines for all Course Assignments (Please read carefully!)

The following guidelines apply to ALL assignments without exception.

All assignments must be posted to the Blackboard assignment page by the date and time due as posted in the Course Plan. No exceptions. If you will not be in class on the due date, your assignment must still arrive by the time and date it is due. You are certainly encouraged to submit files before the deadline. Please keep copies of all your files and emails until the end of the semester.

1. **Your SINGLE Word or PPT file must be labeled as follows: yourlastname_301_assignment name.** Teams should always use the same last name on each assignment so as to not cause confusion.
2. You should put your name and your teammates' names (if it is a team assignment) in alphabetical order at the top of the page of the actual assignment document unless it is a PPTx doc where you will use a cover slide.
3. Depending on the assignment requirements, your file will be either a Word doc or a PPT. No other types of files will be accepted

Assignments that do not follow these rules will be returned and considered late when resubmitted correctly if it is past the time it is due. These requirements are necessary to maintain order and to find files quickly.

Assignments will be accepted after the deadline with the following penalties:

- Assignments turned in after the required time on the due date and within 24 hours of the date due will lose 10% of the total points possible.
- Papers turned in 24 hours after the due-date will lose 20% of the total points.
- No papers will be accepted 48 hours after the date due.

Please be advised that your papers will be submitted on a random basis to "Turnitin" through the Blackboard system, which will generate an originality report on your paper. Bottom line: Your original thought, in addition to carefully cited sources, will insure that you don't run into academic integrity issues that may affect your grade or your standing at the university. Any material cited verbatim from its original source should be in quotes and contain a reference to a full citation for that source. Paraphrased work should also contain a reference to the source citation.


Description of Course Assignments

The chart on the next page depicts the flow of assignments for this course. Note that the early, low-stakes assignments help you develop and improve on the skills and experience required to successfully complete the final opportunity paper. Some of these assignments will permit you to revise and resubmit for a new grade to insure

that you have every opportunity to develop critical skills. The ability to revise an early assignment is completely at my discretion. The team assignments that develop skills needed to do the opportunity paper and pitch will be graded as pass/fail and given sufficient feedback to enable your team to improve before the final paper. I am posting in BB an assignment sheet that lists and describes all the assignments for the semester.

Assignment Sequence Rationale

*This chart provides a rationale for how the assignments in this course are designed. The intent is to build your skills in identifying, analyzing, supporting, and presenting persuasive arguments for the feasibility of the business opportunity you have chosen. **Detailed assignment requirements and grading rubrics will be posted and discussed in class.***

Beginning of Semester  End of Semester

Multiple low-stakes <i>Thinking Pieces</i> on HBS cases, in-class discussions & group tasks	Skill-building researched mini papers	Draft Opportunity Paper	Opportunity Paper
Some assignments will ask you to respond to a specific question or take a particular role in dealing with an issue. These are short and designed to encourage creative thought. Examples are case briefs, in-class discussions and writings related to assigned readings.	These assignments help you develop specific skills such as research, building a case, persuading, and presenting. They are generally team assignments. Examples include in-class presentations, templates for analyzing your opportunity, and short research papers such as the customer discovery report.	Write the first draft of your team's opportunity paper incorporating all the research and work accomplished to this point. This will be a discussion piece with the professor to prepare for the writing of your final opportunity paper.	Write a 5-page, single-spaced, team paper presenting a researched argument for the feasibility of the business opportunity you have chosen to pursue. The introduction to your paper should pose a significant and thought-provoking question or problem in the market that your business will address and engage your reader's interest. Within your paper you must present and analyze the views of others who have studied this problem. Imagine that your audience is business people, investors, and others who might be interested in supporting your new venture.

IV. UNIVERSITY AND MARSHALL POLICIES

Confidentiality Policy

Throughout the Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers, and faculty. It is the policy of the Entrepreneur Program that all such information is to be treated as confidential.

By enrolling in and taking part in the Entrepreneur Program's classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers, or faculty, as applicable. Students further agree not to utilize any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party. In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant without affiliation to the Program.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California University Governance Policies and procedures as outlined in **SCAMPUS**, and to any remedies that may be available at law. The Entrepreneur program, the Marshall School of Business, and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in Entrepreneur Program classes or events. Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

Academic integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A.

<http://www.usc.edu/dept/publications/SCAMPUS/gov/>

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at:

<http://www.usc.edu/student-affairs/SJACS/> Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Add/Drop Process

In compliance with USC and Marshall's policies classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes. I can drop you from my class if you don't attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two sessions and are dropped, you risk not being able to add yourself to another section this semester. You can only add a class after the first week of classes if you receive approval from the instructor.

Technology Policy

Web-enabled devices are not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices such as mobile phones is considered unprofessional and is not permitted during academic or professional sessions. Web-enabled devices (laptops, tablets, and smartphones) are permitted during the lecture portion of the class ONLY for note taking and for using LectureTools.com. They may also be used for research during in-class team exercises. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted ONLY if approved by the professor. Use of any recorded material is reserved exclusively for USC students.

Policy on Accommodations for Students with Disabilities

Any student requesting academic accommodations based on a physical, psychological or learning disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible (by the second week of the semester). DSP is located in STU 301 and is open from 8:30 AM to 5 PM, Monday through Friday. The telephone number for DSP is (213) 740-0776.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please make sure you have access to the course in Blackboard; this will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

IMPORTANT!!!! RECEIPT OF THIS SYLLABUS AND REGISTRATION IN THIS CLASS WILL SERVE AS EVIDENCE THAT YOU UNDERSTAND AND ACCEPT THE REQUIREMENTS OF THIS COURSE.

The course plan follows on the next page

COURSE SCHEDULE

This schedule may change due to guests' schedules, and additional readings may be distributed during the semester.

CR = course reader (available electronically through Harvard Business Publishing). **BB** = Blackboard. **ESE** = textbook

Detailed assignment instructions for all readings and cases can be found in the Assignment Document posted in BB.

Date	Topics	Preparation	Deliverables
8/25	Introduction to course requirements and the 3 Significant Problems Scavenger Hunt <i>What is entrepreneurship? What skills will I have when I finish this course? How can I apply them?</i> Overview of problem identification process	Read and Prepare: ESE <i>Chapters 1, Scientists and Engineers as Entrepreneurs</i> . Why might scientists and engineers make good entrepreneurs? What skills would they need to acquire to be successful?	
September 1, Labor Day, No Class		Prepare: Conduct your individual scavenger hunt for two compelling problems that could be solved by an entrepreneur	Short bio to BB forum by 5:00 p.m. on September 1
9/8	Team Building - what to consider, how to choose partners. <i>Course expectations for team on customer discovery, validation, speed, and depth of insights expected.</i> <i>Experiential Exercises</i>	Read and Prepare: ESE , <i>Chapter 4, Building an Effective Team</i> Prepare: HBS #1: "Henry Tam" (CR) – See Assignment Sheet in BB for Instructions Come prepared to discuss your significant problems	Scavenger Hunt: Two Significant Problems submit PPT to BB by 5:00 p.m. HBS Case #1 to BB assignment page by 5:00 p.m.
9/15	Opportunity Creation <i>How entrepreneurs create opportunity. Creativity and problem solving tools for opportunity creation.</i> <i>Experiential Exercises</i>	Read and Prepare: ESE , <i>Chapter 2, Recognizing and Screening Technology Opportunities</i> BB: "Snowfall: The Avalanche at Tunnel Creek" http://www.nytimes.com/projects/2012/snow-fall/#/?part=tunnel-creek Come prepared to discuss your significant problems	
9/22	Industry Analysis: The Environment for Your Business <i>What effect does the industry have on your venture's ability to make a profit? What is the role of the value chain?</i> <i>An introduction to feasibility analysis.</i>	Read and Prepare: ESE , <i>Chapter 3, Designing and Developing a Technology Startup</i> Prepare: HBS Case #2: "Early Stage Vignettes" (CR) – See Assignment Sheet in BB for Instructions Teamwork: forming teams	HBS Case #2 to BB assignment page by 5:00 p.m.

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9/29	Entrepreneurial Decision-Making Exercise-Jungle Fire NOTE: Class will take place in Popovich Hall (JKP), 3rd floor Experiential Learning Center (ELC) rooms. You must arrive on time.		Submit team member names to BB Forum by midnight
10/6	Significant Problem Presentations and Feedback <i>Teams present their chosen problem and one that they rejected for feedback</i> <i>Concept Statement Development (the elevator pitch) what we do, why you should care, how we will win</i> Guest Speaker: TBA	Prepare: Significant Problem Presentation Deck See Assignment Sheet in BB for instructions	Submit Team Significant Problem Presentation Deck to BB by 5:00 p.m.
10/13	Customer Discovery <i>Defining potential customers. How to engage with the customer. How can we effectively employ customer segmentation and anthropological research techniques to get into the mind of the customer? How do we design a customer test? How do we design a customer interview and initiate a cold call?</i> <i>Experiential Exercises</i>	Read and Prepare: ESE: Chapter 9, p. 156-163 Watch or listen: Rubicon Project's Frank Addante Talks Ad Tech http://live.wsj.com/video/rubicon-project-frank-addante-talks-ad-tech/45FD6923-C1C7-4DB2-A335-FD16344769C6.html#!45FD6923-C1C7-4DB2-A335-FD16344769C6 Prepare HBS Case #3: "Frank Addante" See Assignment Sheet in BB for Instructions	HBS Case #3 to BB assignment page by 5:00 p.m. Submit Team Concept Statement to BB assignment page by 5:00 p.m.
10/20	Ethics and the Entrepreneur <i>What are the types of ethical questions that entrepreneurs face as they create and operate their new businesses? How do you maintain your ethical values in a global environment with diverse value systems?</i> <i>Experiential Exercises</i> Guest Speaker: TBA	Read and Prepare: "What the Bagel Man Saw" posted in BB.	Mid-Course Reflection Paper due to BB by 5:00 p.m.

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10/27	Intellectual Property <i>Which assets do you need to protect and what type of protection is appropriate?</i>	Read and Prepare: ESE, Chapter 5, The Concept of Intellectual Property Prepare: HBS #4, EverTrue: Mobile Technology Development (CR), See instruction sheet in BB.	HBS Case #4 due 5:00 p.m. to BB assignment page Team Industry Analysis due to BB assignment page by 5:00 p.m.
11/3	Entrepreneurial Economics <i>Understanding Adam Smith to marginal utility and discounted cash flows. How does the economy affect startups? The nature of investment capital from private investors to venture capitalists and private equity. How do entry strategies determine the type of funding needed?</i> Guest Speaker: TBA	Read and Prepare: "The Marketplace of Perceptions" posted in Course Materials folder in BB. This article will be the basis for an in-class debate and discussion. What insights did you gain from this article? What do you agree or disagree with and why?	
11/10	Global Issues <i>What does it mean to be "born global"?</i>	Prepare: HBS #5 Go Global, or Not? (CR) See assignment sheet for instructions. Market Research Challenge	Team Customer Discovery Worksheet due to BB assignment page by 5:00 p.m. HBS Case #5 due by 5:00 p.m. to BB assignment page
11/17	Team Consultations No formal class session. All teams will also schedule a meeting time with me in person or via SKYPE for which you will have prepared a draft of your Opportunity Paper.		Opportunity Paper Draft to BB assignment page 1 HOUR PRIOR TO TEAM MEETING.
11/24	Funding a Startup and The Entrepreneur's Journey <i>Understanding the resources requirements of startups. What types of funding are appropriate at which stages?</i> <i>Managing your career path like an entrepreneur.</i>	Read and Prepare: ESE: Chapter 11, Funding the Technology Startup Watch: "Billionaire Elon Musk: How I Became the Real "Iron Man" and come prepared to discuss.	

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12/1	Opportunity Pitch Night – Last Class <i>Selected Teams present their opportunities to an entrepreneur/investor panel. Classmates serve on panels for each presentation to grade and provide feedback.</i>		Pitch Deck due to BB by 5:00 Dec 1 Opportunity Paper due to BB assignment page by midnight (11:59) Dec 2.
12/5	Final Assignments Due		1) Peer Evaluation, and 2) Self-Evaluation due by midnight (11:59) Dec 5 to BB assignment page