

# USC Marshall

School of Business  
*Lloyd Greif Center for  
Entrepreneurial Studies*

## BUAD 301: Technology Entrepreneurship

Syllabus, Spring 2016

Tuesdays 6:00–8:50pm, Room BRI-5

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Phone: 213-740-0659  
Office Hours: Tuesdays 2:00 – 5:00 p.m. and Wednesdays  
2:00 – 5:00 p.m. Please email to book a  
timeslot for office and for phone or SKYPE for  
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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, and it serves as a pre-requisite to BAEP 452: Feasibility Analysis. BUAD 301 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 spirit 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 story.

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 and a course reader with articles and cases.

- ***Entrepreneurship for Scientists and Engineers, K. Allen (2010). Pearson/Prentice-Hall.*** Available through Amazon or 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 and articles at a discount from the Harvard Business School site. Any additional readings and cases 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/43373141>. You will need to register on the site.

### 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](mailto: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! I find that successful students always make time to meet with me to discuss their progress or any challenges they may be facing.

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

| Individual Assignments     |   | Points      |
|----------------------------|---|-------------|
|                            | Scavenger Hunt for 2 Significant Problems                         | 200         |
|                            | Participation   | 200         |
|                            | Case Briefs (2/4 @ 150 pts each)                                  | 300         |
|                            | Quizzes (5 @ 20 pts each)   | 100         |
|                            | Mid-Course Reflection Paper                                       | 200         |
|                            | Self-Assessment of Participation                                  | 50          |
|                            | Peer Assessment (your teammates' evaluation of your contribution) | 50          |
| <b>Total Individual</b>    | <b>48% of Total Grade</b>   | <b>1100</b> |
| Team Assignments           |   |             |
|                            | Significant Problems Presentation                                 | 200         |
|                            | Industry Analysis   | 200         |
|                            | Customer Discovery Worksheet                                      | 200         |
|                            | Opportunity Paper Draft, Team Meeting                             | 100         |
|                            | Opportunity Story Video   | 200         |
|                            | Opportunity Paper   | 300         |
| <b>Total Team</b>          | <b>50 % of Total Grade</b>  | <b>1200</b> |
| <b>Total Course Points</b> |   | <b>2300</b> |

**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. 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!)**

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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.

### **Brief Description of Course Assignments**

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The following are brief descriptions of the types of assignments you will have throughout the semester. You will receive a more detailed assignment plan the first week. We will discuss each assignment in class before it is due.

**The Course Plan at the end of this syllabus also lists all assignments and their due dates and should be considered the primary source for deliverables and due dates.**

- **Assigned readings from text and other sources:** You should plan to have read the required materials prior to coming to class so that you can engage in a meaningful discussion.
- **Scavenger Hunt for Significant Problems (Individual):** You will find two significant problems whose solution could be a business and submit two PowerPoint slides that evaluate those problems.

- **Case Studies (Individual):** You will read 4 HBS case studies this semester and choose two to provide a case brief in the form of an answer a question in the assignment sheet you will be given. You are expected to prepare to discuss all four case studies.
- **Quizzes:** To encourage students to prepare for class, I will give 5 “pop” quizzes on required material. The quizzes will not require memorization but will require that you have read the material and thought about it.
- **Team Assignments:** You will have a series of assignments that your team will do as part of your preparation to do an opportunity paper as your final project. These assignments are discussed in detail in the assignment sheet.
- **Opportunity Paper:** this will be a comprehensive team paper that demonstrates your ability to identify and assess an opportunity for an entrepreneurial venture.
- **Opportunity Video Presentation with Q&A:** Your team will prepare and present a short video that consists of a compelling presentation about the business opportunity you have chosen to study this semester and the customer experience using your solution.

#### 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 Conduct

Plagiarism - presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu/> describes reporting options and other resources.

**Please be advised that your assignments will be randomly submitted 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 status at USC. Any material cited verbatim from its 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.

#### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

#### 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. We can drop you from our 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, professional sessions, or for guest speakers 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. Videotaping faculty lectures or guest speakers 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 Marshall 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](http://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.**

## 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  |
|------|---|---|---|
| 1/12 | <p><b>Introduction</b> to course requirements and the Significant Problems Scavenger Hunt</p> <p><i>What is entrepreneurship? What skills will I have when I finish this course? How can I apply them?</i></p> <p><b>How to Prepare a Case Study</b></p> <p><b>Student Introduction Exercises</b></p>   | <p><b>Read and Prepare:</b></p> <p><i>ESE 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?</p>   |   |
| 1/19 | <p><b>Team Building</b> - what to consider, how to choose partners.</p> <p><b>Thinking about Problems and Opportunity</b></p> <p><i>How entrepreneurs create opportunity. Creativity and problem solving tools for opportunity creation.</i></p>  | <p><b>Read and Prepare:</b></p> <p><i>ESE, Chapter 4, Building an Effective Team</i></p> <p><b>Prepare:</b> <b>HBS #1:</b> "Henry Tam" – See Assignment Sheet in BB for Instructions</p> <p><i>ESE, Chapter 2, Recognizing and Screening Technology Opportunities</i></p> | <p><b>HBS Case #1</b> to BB assignment page by 5:00 p.m.</p> <p>Post your bio in the Discussion Forum by 5:00 p.m.</p>                      |
| 1/26 | <p><b>Team Building Simulation: Jungle Fire</b></p> <p><i>An opportunity to work with fellow classmates to see how they respond in situations that require rigorous decision making.</i></p>  | <p><b>NOTE: Class will take place in Popovich Hall (JKP), 3<sup>rd</sup> floor Experiential Learning Center (ELC) rooms. <b>You must arrive on time!</b></b></p>  |   |
| 2/2  | <p><b>Industry Analysis: The Environment for Your Business</b></p> <p><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></p> <p><b>Guest Speaker: Marianne Syzmanski, Toy Tips</b></p>  | <p><b>Read and Prepare:</b></p> <p><i>ESE, Chapter 3, Designing and Developing a Technology Startup</i></p>   | <p><b>Submit to BB the names of two people</b> you want to be teamed with and your reasons.</p>   |
| 2/9  | <p><b>Customer Discovery</b></p> <p><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></p> <p><b>Problems and Opportunity Part II</b></p> <p><i>We will finalize teams</i></p> | <p><b>Read and Prepare:</b></p> <p><i>ESE: Chapter 9, p. 156-163</i></p>  | <p><b>Scavenger Hunt:</b> Two Significant Problems. Submit PPT to BB by 5:00 p.m. Be prepared to be called on to present your problems.</p> |

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|------|---|---|--|
| 2/16 | <p><b>Ethics and the Entrepreneur</b><br/> <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><br/> <b>Team Experimentals</b></p> | <p><b>Read and Prepare:</b><br/>           “What the Bagel Man Saw” posted in BB.</p> <p><b>Prepare: HBS Case #2:</b> “Early Stage Vignettes” – See Assignment Sheet in BB for Instructions</p> | <p><b>HBS Case #3</b> to BB assignment page by 5:00 p.m.</p>                     |
| 2/23 | <p><b>Team Significant Problem Presentations</b><br/> <i>Teams present their 2 problems for feedback in the form of an elevator pitch (what’s the problem, how big is it, who has it, and why we chose it?) For 1 of the problems you will explain why you didn’t choose it.</i></p>              | <p><b>Prepare:</b><br/> <b>Presentation Deck for 2 significant problems</b> – See Assignment Sheet in BB for instructions</p>   | <p>Submit <b>2 Significant Problems Presentation Deck</b> to BB by 5:00 p.m.</p> |
| 3/1  | <p><b>No formal class.</b> You will use this time to complete your reflection paper</p>   |   | <p><b>Mid-Course Reflection Paper</b> due to BB by 11:59 p.m</p>                 |
| 3/8  | <p><b>The Business Model</b><br/> <i>How you create and capture value is the essence of the business model. We will look at a number of examples of models used in various types of businesses.</i></p>   | <p><b>Read and Prepare:</b><br/>           ESE: <i>Chapter 10, The Business Model</i></p> <p><b>Prepare: HBS #3 EverTrue: Mobile Technology Development,</b> See instruction sheet in BB.</p>   | <p><b>HBS Case #3</b> due 5:00 p.m. to BB assignment page</p>                    |
| 3/13 | <p><b>SPRING BREAK</b></p>  |   |  |

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| Date | Topics   | Preparation   | Deliverables  |
|------|--|---|---|
| 3/22 | <b>Intellectual Property</b><br><i>Which assets do you need to protect and what type of protection is appropriate?</i><br><b>Guest Speaker: Jeremy Redmond, AirFire</b>  | <b>Read and Prepare:</b><br><b>ESE, Chapter 5, The Concept of Intellectual Property</b> |   |
| 3/29 | <b>Entrepreneurial Economics</b><br><i>Understanding Adam Smith to marginal utility and discounted cash flows. How does the economy affect startups?</i><br><b>Technology Adoption</b><br><i>Understanding how technologies reach the right customers at the right time.</i> | <b>Read and Prepare:</b><br><b>ESE: Chapter 9, Technology Adoption, pages 154-162.</b>  | <b>Industry Analysis</b> due to BB by 5:00 p.m.   |
| 4/5  | <b>Global Issues</b><br><i>What does it mean to be "born global"?</i>  | <b>Prepare: HBS #4 Go Global, or Not?, (CR)</b> See assignment sheet for instructions.  | <b>HBS Case #4</b> due by 5:00 p.m. to BB assignment page<br><b>Customer Discovery Worksheet</b> due by 5:00 p.m. to BB                       |
| 4/12 | <b>Funding a Startup</b><br><i>Understanding the resources requirements of startups. What types of funding are appropriate at which stages?</i><br><b>Guest Speaker: TBA</b>   | <b>Read and Prepare:</b><br><b>ESE: Chapter 11, Funding the Technology Startup</b>      |   |
| 4/19 | <b>Guest Speaker: TBA</b><br><br><b>Entrepreneurship and Your Career</b><br><i>How can you build an opportunity platform to give you the life you want?</i>  |   |   |
| 4/26 | <b>Video Story Night</b><br><i>Your team will tell the story of your business opportunity in the form of a short video.</i>  | Come prepared to present your video and take questions.                                 | <b>Video due to BB by 5:00 p.m. April 30 by 11:59 p.m.</b><br>1) Peer Evaluation and<br>2) Self-Evaluation due<br>3) <b>Opportunity Paper</b> |