



**USC Marshall**

School of Business  
*Lloyd Greif Center for  
Entrepreneurial Studies*

**BUAD 201x: Introduction to Business for  
non-Majors**

Syllabus – Fall 2017 – M/W – 12 - 1:50 PM – 4 units

Course ID: 14490R

**Professor:** Susan S. Harmeling  
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**Office Hours:** W 10 - 11:30 AM or by apt;  
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I am happy to schedule an individual meeting with you at any point during the semester. Please contact me by email to schedule.

**COURSE DESCRIPTION**

This course provides an introduction to and overview of the fundamentals of business. Beginning with a brief overview of the history of business in society, we will cover a range of topics as we follow the lifecycle of a business from making the decision to launch, to the start-up phase, to running the business, to growth and exit strategies. We will learn about many important aspects and themes of business administration including, but not limited to:

**Core Business Topics:**

Accounting and Finance  
Basic Economics  
Communications  
Entrepreneurship and Feasibility  
Ethics  
Human Resources  
Management and Leadership  
Marketing and PR  
Negotiating  
Market Research  
Sales  
Social Responsibility  
Strategy  
Business structures (LLC, Partnerships, Corporations, etc.)

**Additional Topics:**

Maslow's Hierarchy  
Idea Generation  
Innovation  
Entrepreneurial Effectuation  
Fraud  
Mergers and Acquisitions

**All About You and Your Future:**

Finding Your Passion  
Emotional Self-Management  
Life Balance  
Mentorship  
Efficiency/Time Management

This class is designed for non-business majors who have had no prior business experience.

## LEARNING OBJECTIVES

In this course, you will develop your conceptual and practical knowledge of the role of business in our society, the reasons why people start businesses and how to marshal the resources (financial and other) needed to operate, sustain and grow the business. Upon successful completion of the course, students will be able to:

- Identify and describe basics business concepts
- Explain how a for-profit business can have a social mission, act in an ethical and principled way and solve problems in the world
- Market and promote a company's product or service
- Read and analyze financial statements
- Explain how to finance the launch and expansion of a business
- Apply various motivational theories and management tips
- Have an opportunity to describe upon reflection how business affects your life and how and why you might start a business some day

In addition, the course will provide you with the opportunity to develop your personal capabilities. Specifically, we will be discussing one business case study in each class session, taught through the case method. This method of instruction will help you to develop your critical thinking skills, your ability to analyze problems and situations, your ability to form conclusions and recommendations supported by logic and evidence and your ability to make a coherent verbal argument to defend your position. You will also enhance your presentation skills and creative capabilities. **YOU ARE EXPECTED TO REFER TO THE DATA IN THE CASE TO HELP SUPPORT YOUR ARGUMENTS, AND THEREFORE YOU ARE EXPECTED TO BRING A HARD COPY OF EACH CASE TO THE CLASS DURING WHICH WE WILL BE DISCUSSING IT.**

## REQUIRED COURSE MATERIALS

- Haeberle, William C. 2008. How a Business Works: What every Businessperson, Citizen, Consumer, and Employee Needs to Know About Business. AuthorHouse:

[https://www.amazon.com/How-Business-Works-Businessperson-Consumer/dp/1434392147/ref=sr\\_1\\_1?ie=UTF8&qid=1497288422&sr=8-1&keywords=how+a+business+works+haeberle](https://www.amazon.com/How-Business-Works-Businessperson-Consumer/dp/1434392147/ref=sr_1_1?ie=UTF8&qid=1497288422&sr=8-1&keywords=how+a+business+works+haeberle)

- Case Packet: ordered through Harvard Business School:

<http://cb.hbsp.harvard.edu/cbmp/access/65965088>

- Additional materials to be distributed throughout the course on Blackboard—see section on Blackboard below.

## COURSE NOTES

### **MY RESPONSIBILITIES, YOUR RESPONSIBILITIES, PARTICIPATION AND CLASS ASSIGNMENTS**

I take my responsibility to my students very seriously and do everything in my power to get to know each of you well. I am happy to meet with you during office hours, to discuss any issues, class-related or other, that I can help you with, and to support you in your journey through USC and through life. One of the greatest joys of my life has been the privilege to spend time with so many beautiful, intelligent, thoughtful young people who have their whole lives in front of them. On that note, we do not have very much time with each other over the course of the semester, so I am determined to use it well.

Everything about the class—from the Harvard Business School case method (see below) to the name cards for each student to my effort to get to know each of you as unique individuals, can best be described as a Buddhist approach to learning. The Vietnamese monk Thich Nhat Han said, "Life is available only in the present. That is why we should walk in such a way that every step can bring us to the here and the now" and "We have to continue to learn. We have to be open. And we have to be ready to release our knowledge in order to come to a higher understanding of reality." It is in that spirit that I detail both my and your responsibilities here.

**My responsibilities** in this course are to:

- 1) Show up to every class on time, and ready to give it my all
- 2) Teach you about some of the most important concepts of business
- 3) Help you to understand a little more about how to best use the one life you have and think about how business and the free market might help you make a difference
- 4) Introduce you to the Harvard Business School case method of instruction which is meant a) to impart interesting, relevant and useful *content* on the topic of business administration and perhaps more importantly, b) to improve your critical thinking skills through the Socratic *process* (I will explain more about this during our first class)

**Your responsibilities** for all classes are to:

- 1) Show up on time ready to give it your all
- 2) Be engaged and concentrate on what is going on: no distractions, no cell phones, no laptops allowed for any reason unless I give you further notice
- 3) Complete all assignments and projects and submit them on time
- 4) Participate actively in class discussions and group presentations

### **Participation and Attendance**

In-class participation will count for 15% of your total grade and is evaluated based on a combination of quality and quantity of your input in class. In addition, each submission of study questions or summaries for the case studies counts for an additional 1% of your grade,

meaning the combined percentage of your grade for written and oral analysis of case studies comes to 36%.

With regard to actual in-class contributions, effective participation consists of analyzing, commenting, questioning, discussing and building on others' contributions, *not* repeating others' comments or monopolizing class time. **The reason why I place such a heavy emphasis on class participation is that success in business—and in life for that matter—rests largely on the ability to present one's ideas concisely and persuasively and to effectively and constructively respond to the ideas of others. One of the main goals of this course—and of the Harvard MBA program upon which it is based—is to help you develop your skills in this area.**

**Classes will begin at 6:00 p.m. sharp and again, you are expected to show up on time.** There will be a 15-minute break during each class, roughly halfway through, to be announced during the session. Attendance is critical to the participation component of the course and to learning in general, as we will discuss material and ideas not found in the textbook or other readings; in addition, we will undertake numerous in-class exercises and discussions that require your regular attendance. As a part of the emphasis on successful teamwork, you will be evaluated on your ability to listen to and learn from others. Please arrive and return from breaks on time, so as to not disturb the class, a guest speaker, or the professor. (Please notify me *in advance*, via email, if you will not be able to attend.) You will each have a namecard which will be collected at the end of every class and redistributed at the beginning of the next class. (see *Additional Policies* section below)

Obviously, participation is correlated with attendance; it is impossible to earn an outstanding participation grade if you are not present. Students are expected to engage actively in classroom conversations – not just with each other, but also with the instructor. Students are also expected to read all assigned materials carefully and thoughtfully, submit thorough answers to study questions for readings be prepared to discuss those materials.

Class participation tends to fall into the following categories:

- **Outstanding:** Student is highly engaged in and prepared for each class session, contributing insightful questions and thoughts.
- **Excellent:** Student is moderately engaged in class, on a periodic basis, and occasionally contributes insightful questions and thoughts.
- **Average:** Student is somewhat engaged in class, contributing periodic questions and thoughts that might repeat content already in play.
- **Below Average:** Student rarely contributes in class.
- **Non-Contributing:** Student does not contribute in class.

**GRADING BREAKDOWN\* (also see Assignment Schedule below)**

| <b>Assignment</b>  | <b>Points</b>   | <b>% of Final Grade</b> |
|--|---|-------------------------|
| In-Class Participation   | 45  | 15%                     |
| Pre-class submissions: case summaries and study questions, selfies | 63  | 21%                     |
| Individual paper on chosen business topic                          | 36 (this includes a group discussion on paper topics)                                   | 12%                     |
| Midterm Exam   | 42  | 14%                     |
| Group Projects   | 54: Initial summary, 6 points, Skype calls 6 points, Case studies, 27, Presentations 15 | 18%                     |
| Life Balance Wheel and Self-Authoring Exercise                     | 12 (6 points each)  | 4%                      |
| Final Exam   | 54  | 18%                     |
| <b>TOTAL</b>   | <b>300</b>  | <b>100%</b>             |

\*You will notice that the total points add to 102: this allows either two points of extra credit or forgiveness of two study question submissions. Forgiveness ONLY for study questions, not for selfies or any other exercises

**Grading Scale**

Course final grades will be determined using the following scale:

- A 95-100
- A- 90-94
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69
- D 63-66
- D- 60-62
- F 59 and below

## **Assignment Submission Policy**

Papers, case questions and all other written assignments are to be submitted on Blackboard unless you are otherwise notified. Assignments are to be submitted by 5:00 p.m. on the due date.

## **Grading Rubric for Written Assignments**

**Pre-class submissions such as study questions and selfies:** I will be randomly reviewing pre-class submissions to check for adequate completion with regard to quality and thoroughness of answers. Specifically, for those study questions I review on any given day, I will be looking for whether you are answering the actual question being asked and how comprehensive and thoughtful your answer is. I would expect thorough answers to take about 2-3 pages, sometimes a bit more, sometimes a bit less. I will carefully review all selfie videos, evaluating them with regard to originality and level of effort shown. You will receive a full grade for adequate submissions, a half grade for partial or inadequate submissions, or submissions that are one day late and zero for failing to submit or for submissions that are more than one day late.

**Papers and projects:** I will be providing a more detailed breakdown of the grading rubric for papers and projects as those dates gets closer.

## **Grading Timeline**

I will be grading all submissions including both pre-class submissions and papers/projects in a timely manner, within two weeks from the date they are due.

## **Additional Policies**

I will distribute a namecard to each student during the first class. I will keep the namecards in my possession and distribute them at the beginning of each class session thereafter. Please place your namecard in front of you at the beginning of class and return it to me at the end of class. Namecards are central to the Harvard Business School case method of instruction and they allow me to call on you by name during class and to get to know you better. I will talk a bit more about this during the first class session.

**Course Schedule: A Weekly Breakdown**

|                             | <b>Topics/Daily Activities</b>  | <b>Readings and Homework for Next Class</b>  | <b>Deliverable/ Due Dates</b>  |
|-----------------------------|---|--|--|
| Week 1<br>Aug. 21,<br>2017  | <p><b>1. <u>Introduction to the Class:</u></b> Individual introductions, syllabus review, overview of the case method</p> <p><b>2. <u>Business and its Role in Society:</u></b> Video clips, In-class assignment and discussion: <i>What does Business mean to you and your life?</i></p> <p><b>3. <u>Class Visitor Charles Henderson:</u></b> <i>From Heroin to Harvard to Happiness</i></p> | <p><i>Chandler, Visible Hand: Introduction</i></p> <p><i>Selected excerpts from Davis, The Vanishing American Corporation</i></p> <p><i>Wasserman, Crossroad case</i></p> <p><i>HBR article: Idea Generation: Opening the Genie's Bottle</i></p> <p><i>Sarasvathy, HBR article on effectuation</i></p> | <p><b><u>Due August 28:</u></b></p> <p>Answers to Study Questions for Chandler/Davis readings,</p> <p>Answers to study questions for Crossroad case</p> <p>Answers to study questions for Idea Generation article</p> <p>Answers to study questions for Sarasvathy article on effectuation</p>   |
| Week 2<br>Aug. 28,<br>2017  | <p><b>3. <u>Historial Context: The History of Business:</u></b> Discussion of Chandler and Davis</p> <p><b>4. <u>Where do Ideas Come From?</u></b> Opportunity recognition and effectuation</p> <p><b>5. <u>Personal Context: The Start-up Decision:</u></b> <i>Crossroad</i> case discussion</p>   | <p><i>The Pitchman</i></p> <p><i>Merck and Co., Inc. (A) case</i></p> <p><i>Reading on Maslow's Hierarchy:</i><br/><a href="https://www.simplypsychology.org/maslow.html">https://www.simplypsychology.org/maslow.html</a></p>   | <p><b><u>Assignment for Labor Day break, due by 5:00 p.m. Pacific time on September 11:</u></b></p> <p>6-8 page paper on one of the topics listed in assignment to be distributed on Blackboard</p> <p>Also due before class on September 11:</p> <p><i>Answers to study questions for The Pitchman</i></p> <p><i>Answers to study questions for Merck and Co., Inc. (A)</i></p> |
| Week 3<br>Sept. 4,<br>2017  | <b>LABOR DAY HOLIDAY.....</b>   | NO   | CLASS  |
| Week 4<br>Sept. 11,<br>2017 | <p><b>6. <u>Entrepreneurial Traits vs. Behavior:</u></b> <i>Pitchman</i> discussion</p> <p><b>7. <u>Business and Social Responsibility Part I:</u></b> Merck case discussion, Maslow's Hierarchy</p>  | <p><i>R&amp;R case</i></p> <p><i>Stevenson and Jarillo, A Paradigm of Entrepreneurship</i></p> <p><i>Haerberle, How a Business Works: Chapters 1-6 and 10</i></p> <p><i>R. E. Freeman, Managing for</i></p>  | <p><b><u>Due September 18:</u></b></p> <p><i>Answers to study questions on R&amp;R case</i></p> <p>Answers to questions on Stevenson/Jarillo paper</p> <p>Answers to selected questions on Haerberle chapters</p>  |

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|  | <p><b>8. <u>Business and Social Responsibility Part II</u></b><br/> <b>Class Speaker Rachel Harmeling, Fidelity Investments: Social Initiatives at Work</b></p>  | <p><i>Stakeholders</i></p>  | <p>1-2 minute Selfie video on a personal goal</p>  |
| <p><b>Week 5</b><br/> Sept. 18, 2017</p> | <p><b>9. <u>Entrepreneurial vs. Managerial Behavior:</u></b><br/> <b>R&amp;R case discussion</b></p> <p><b>10. <u>How a Business Works:</u></b> The Business Side, the People Side, and Stakeholder Analysis</p> <p><b>11. <u>Financial Analysis:</u></b> Economics of One Unit, Break-even, Income Statement, Balance Sheet</p> <p><b>12. <u>Goal Setting:</u></b> Timeline, How, Measure, Cost</p> | <p><b>Full Psyche Case (A)</b></p> <p>Haeberle, <i>How a Business Works:</i> Chapter 8</p> <p><a href="https://blog.udemy.com/how-to-sell/">https://blog.udemy.com/how-to-sell/</a></p> | <p><b><u>Due September 25:</u></b></p> <p>Answers to study questions on Full Psyche (A) case</p> <p>Answers to questions on Marketing Chapter in Haeberle book and How to Sell Anything: Sales Technique 101</p> |
| <p><b>Week 6</b><br/> Sept. 25, 2017</p> | <p><b>13. <u>The Growing Business:</u></b> Full Psyche case discussion</p> <p><b>14. <u>Branding, Licensing and Franchising</u></b></p> <p><b>15. <u>Marketing and Sales:</u></b> Role Play</p>  | <p><i>Airbnb (A)</i></p> <p><i>Fasten: Challenging Uber and Lyft with a new Business Model</i></p> <p><i>Selected Readings on the Sharing Economy (TBD)</i></p>                         | <p><b><u>Due October 2:</u></b></p> <p>Answers to study questions on Airbnb (A) and Fasten</p> <p>1-2 minute selfie videos on your idea for the sharing economy of the future</p>                                |
| <p><b>Week 7</b><br/> Oct. 2, 2017</p>   | <p><b>16. <u>Technology and the Economy of the Future</u></b></p> <p><b><u>Part I:</u></b> Airbnb (A) case discussion</p> <p><b><u>Part II:</u></b> Fasten case discussion</p> <p><b><u>Part III:</u></b> Selected Selfies on the Sharing Economy</p>  | <p><i>Harley Davidson: Preparing for the Next Century</i></p> <p><i>Porter's Five Competitive Forces that Shape Strategy</i></p> <p><i>HBR articles: SWOT Analysis I and II</i></p>     | <p><b><u>Due October 9:</u></b></p> <p>Answers to study questions on Harley Davidson</p> <p>Answers to questions on Five Forces and SWOT I and II</p>  |

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| <p><b>Week 8</b><br/>Oct. 9,<br/>2017</p>   | <p><b>17. <u>Corporate Strategy</u></b><br/><br/><b>Part I: Harley Davidson case discussion</b><br/><br/><b>Part II: Strategy Models</b><br/><br/><b>18. <u>Brief Midterm Exam Review</u></b></p>                                      | <p><b>STUDY FOR MIDTERM</b></p>   | <p><b>STUDY FOR MIDTERM</b></p>   |
| <p><b>Week 9</b><br/>Oct. 16,<br/>2017</p>  | <p><b>MIDTERM EXAM</b></p>   | <p><i>Harley Davidson in India (A)</i><br/><br/><i>HBR: Globalization in the Age of Trump</i><br/><br/><i>Selected Reading(s) on International Business TBD</i></p>   | <p><b><u>Due October 23:</u></b><br/><br/>Answers to study questions for Harley Davidson in India and article on Globalization</p>  |
| <p><b>Week 10</b><br/>Oct. 23,<br/>2017</p> | <p><b>19. <u>International Business Strategy</u></b><br/><br/><b>Part I: Harley Davidson in India (A)</b><br/><br/><b>Part II: Theory and Models</b><br/><br/><b>20. Review of Group Projects and Assignment of Teams</b></p>          | <p><i>HBR: Bitcoin's Promise Goes far Beyond Payments</i><br/><br/><i>HBR: Why Your Business Might One Day Accept Bitcoin</i><br/><br/><i>The Art of Delivering Great Customer Service</i><br/><br/><i>Don't Let your Company Culture just Happen</i></p> | <p><b><u>Group Work to be completed before class on October 30:</u></b><br/><br/><b>IDENTIFY BUSINESS TO PROFILE FOR GROUP CASE STUDY PROJECTS</b><br/><br/><b><u>Due October 30:</u></b><br/><br/>Study Questions on Cryptocurrency<br/><br/>Study Questions on Customer Service and Company Culture</p> |
| <p><b>Week 11</b><br/>Oct. 30,<br/>2017</p> | <p><b>21. <u>Cryptocurrencies: The Future of Payments?</u></b><br/><br/><b>22. <u>Company Culture</u></b><br/><br/><b>23. <u>Customer Service</u></b><br/><br/><b>24. <u>Case Study Teams' Brief Description of Businesses</u></b></p> | <p><b>NO READINGS</b></p>   | <p><b><u>Due by 5:00 p.m. on November 5:</u></b><br/><br/>3-page written summary of group case study presentations to submit in advance of November 6 Team Meetings: Interview questions, Industry research and Company research--Format to be posted on Blackboard</p>                                   |

|                                    |  |  |   |
|------------------------------------|--|--|---|
| <b>Week 12</b><br>Nov. 6,<br>2017  | <b>TEAMS MEET FOR GROUP PRESENTATIONS</b>  | <b>INDIVIDUAL SKYPE CALLS WITH ME FROM TEAM MEETINGS: WEEK OF NOVEMBER 6<sup>th</sup></b><br><br><i>Readings:</i><br><br><i>Nantucket Nectars</i><br><br><i>Ben and Jerry's</i><br><br><i>Readings on Exit (TBD)</i> | <u><b>Due on November 13:</b></u><br><br><b>Study Questions for Nantucket Nectars and Ben and Jerry's</b>   |
| <b>Week 13</b><br>Nov. 13,<br>2017 | <b><u>25. Exit: Financial and Other Considerations:</u></b><br><br><b><u>Part I: Nantucket Nectars</u></b><br><br><b><u>Part II: Ben and Jerry's</u></b><br><br><b><u>Part III: Summary of Exit Considerations</u></b> | <b>NO READINGS</b>   | <u><b>Due by 5:00 p.m. on November 19:</b></u><br><br><b>Group case studies</b>   |
| <b>Week 14</b><br>Nov. 20,<br>2017 | <b>FINAL PROJECT PRESENTATIONS</b>   | <b>SELF-AUTHORING EXERCISE</b><br><br><b>LIFE BALANCE WHEEL EXERCISE</b>   | <u><b>Due on November 27:</b></u><br><br><b>Summary of insights from self-authoring</b><br><br><b>Life Balance Wheel exercise</b>                             |
| <b>Week 15</b><br>Nov. 27,<br>2017 | <b>LAST CLASS:</b><br><br><b><u>26. Self-authoring and Life Balance</u></b><br><br><b><u>27. Harmeling's Lessons for Life</u></b><br><br><b><u>28. Class Awards and Party</u></b>                                      |  |   |
| <b>FINAL EXAM</b><br>Date          |  |  | Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at <a href="http://www.usc.edu/soc">www.usc.edu/soc</a> . |

### Assignment Due Dates and Detailed Grading Breakdown\*

| Due          | Assignment(s) or Exam  | Points | Percentage |
|--------------|--|--------|------------|
| August 28    | Study questions, Chandler/Davis Readings   | 3      | 1%         |
|              | Study questions: Crossroad case  | 3      | 1%         |
|              | Study questions on HBR article on Idea Generation and Sarasvathy article on effectuation             | 3      | 1%         |
| September 11 | 6-8 page paper   | 36     | 12%        |
|              | Study questions on The Pitchman  | 3      | 1%         |
|              | Study questions on Merck and Co. (A)   | 3      | 1%         |
|              | Maslow's hierarchy reading (not graded, supplement to Merck case and class visitor Rachel Harmeling) |        |            |
| September 18 | Study questions on R&R   | 3      | 1%         |
|              | Study questions on Stevenson/Jarillo paper   | 3      | 1%         |
|              | Answers to questions on Haeberle chapters  | 3      | 1%         |
|              | 1-2 minute selfie video on a personal goal   | 6      | 2%         |
| September 25 | Study questions on Full Psyche (A)   | 3      | 1%         |
|              | Sales Blurb on a product you are passionate about  | 3      | 1%         |
| October 2    | Study questions on Airbnb (A)  | 3      | 1%         |
|              | 1-2 minute selfie video on your idea for the sharing economy of the future                           | 6      | 2%         |
| October 9    | Study Questions on Harley Davidson   | 3      | 1%         |
|              | Study Questions on Five Forces and SWOT I and II   | 3      | 1%         |
| October 16   | MIDTERM EXAM   | 42     | 14%        |
| October 23   | Study questions Harley Davidson India  | 3      | 1%         |

|                            |   |           |            |
|----------------------------|---|-----------|------------|
| <b>October 30</b>          | <b>Identify Businesses to Profile for group case study projects</b>   |           |            |
|                            | <b>Study Questions on Cryptocurrency</b>                              | <b>3</b>  | <b>1%</b>  |
|                            | <b>Study Questions on Hiring and Company Culture</b>                  | <b>3</b>  | <b>1%</b>  |
| <b>Sunday, November 5</b>  | <b>3-page written summary of group case studies and presentations</b> | <b>6</b>  | <b>2%</b>  |
| <b>November 6</b>          | <b>SKYPE CALLS WITH TEAMS ON CASE STUDY PRESENTATIONS</b>             | <b>6</b>  | <b>2%</b>  |
| <b>November 13</b>         | <b>Study questions on Nantucket Nectars and Ben and Jerry's</b>       | <b>3</b>  | <b>1%</b>  |
| <b>Sunday, November 19</b> | <b>Group case studies</b>   | <b>27</b> | <b>9%</b>  |
| <b>November 20</b>         | <b>FINAL PROJECT PRESENTATIONS</b>                                    | <b>15</b> | <b>5%</b>  |
| <b>November 27</b>         | <b>Life Balance Wheel</b>   | <b>6</b>  | <b>2%</b>  |
|                            | <b>Self-Authoring Summary</b>   | <b>6</b>  | <b>2%</b>  |
| <b>FINAL EXAM</b>          | <b>DATE AND TIME TBA</b>  | <b>54</b> | <b>18%</b> |

\*Note that the total points add to 102. You can either earn two points of extra credit or have forgiveness of two sets of study questions. You will be allowed forgiveness ONLY on study questions and not on any other assignments, and only for 2 sets totaling 6 points or 2% of your grade.

### **ADDITIONAL INFORMATION**

#### **Add/Drop Process**

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course if they do not notify the instructor prior to their absence.

If you are absent 2 or more times prior to September 12 (the last day to withdraw from a course with a grade of "W"), I may ask you to withdraw from the class by that date.

#### **Retention of Graded Coursework**

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student. If I returned a graded paper to you, it is your responsibility to file it.

#### **Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as Harmeling 14490R

cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

## **USC Statements on Academic Conduct and Support Systems**

### **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 Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. 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>.

### **Support Systems**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>  
*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC* – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

### **Students with Disabilities**

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a 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 (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: [ability@usc.edu](mailto:ability@usc.edu).

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system ([blackboard.usc.edu](http://blackboard.usc.edu)), teleconferencing, and other technologies.

## STUDY QUESTIONS FOR READINGS AND CASES

### 1) **Chandler/Davis Readings on Business History**

- How did the multiunit enterprise come into being? Why did it come into being? What came before it?
- According to Chandler, what or whom has been the focus of the study of business history until his work?
- What does he mean by the visible hand? What is the invisible hand?
- What are the main factors that have caused the vanishing of the American Corporation according to Davis?
- What are some of the results of this decline?

### 2) **Akhil and Roopa: Crossroad**

- What are the main sources of conflict in this case?
- Should Akhil move forward? Why or why not?

### 3) **Idea Generation: Opening the Genie's Bottle and Sarasvathy on Effectuation**

- According to the Idea Generation article, where do ideas come from?
- Pick two of the ways people come up with ideas that listed in the article and explain them in more depth—pick an example of each of those two ways
- Do you “buy” the article's main premise? Why or why not?
- Is there anywhere that ideas come from NOT listed in this article?
- According to Sarasvathy, what makes entrepreneurs entrepreneurial?

### 4) **The Pitchman**

- Prepare a character profile of Ron Popeil—be prepared to describe this to others
- Is there such a thing as an “entrepreneurial character”?
- List the strengths and weaknesses of Ron Popeil and compare these to what you see as your own strengths and weaknesses

### 5) **Merck and Company (A)**

- What are the stakes for Vagelos as CEO and for Merck as a company in deciding whether to invest in Dr. Campbell's idea?
- How does Merck pick from the many ways to “do good” and the many drugs to invest in?
- How much of its research budget should Merck invest in drugs that will likely produce a substandard return on its investment?
- What should Merck tell a shareholder who might complain about a decision to invest in a drug for river blindness?

### 6) **R&R**

- What was Bob Reiss's strategy?
- What were the roles played by the various people Reiss worked with?
- What role did experience play in the TV Guide endeavor?

## 7) Stevenson and Jarillo paper

- What is meant by the “results” of entrepreneurship? What are the “new combinations” entrepreneurs carry out?
- What does this article say about *why* entrepreneurs act?
- What does the article say about *how* entrepreneurs act?

## 8) Haeberle 1-6, 10

- What is the profit equation? How do you make more profit?
- What are the four categories of resources in business?
- What are the two difference types of economics?
- What are the two main types of economies listed in Chapter 2 and how do they differ?
- What are the different types of competition?
- What are the most important tenets of the laws of supply and demand?
- What are the two main personality traits of managers highlighted in Chapter 3? How do you think you stack up in terms of these traits?
- What are the main functions that managers perform? What levels of managers are there and what do they do?
- What are the main forms of business ownership and how do they differ?
- What is the accounting equation? Why does this equation make sense?
- What is the difference between fixed and intangible assets?
- How is a balance sheet composed and how do you calculate break even?
- What is meant by the “business side” vs. the “people side” of a business?
- What are the various aspects of the Human Resource Management function in a business?

## 9) Full Psyche (A)

- What are the reasons for Full Psyche’s success?
- What factors prompted Paul Harmeling to open Full Psyche?
- What is Harmeling’s existing approach to expansion, and what are the benefits and downsides of this approach?
- What are the expansion options available to Harmeling, and what are the pros and cons of each option?
- What are the next steps Harmeling can take in order to more fully evaluate these options?

## 10) Haeberle Marketing Chapter and How to Sell Anything

- What is marketing and why is it important?
- Write a sales blurb about a product you are passionate about. Use the tips in the blog post How to Sell Anything.

## 11) Airbnb (A) and Fasten

- Is there anything Airbnb could have done to avoid the “EJ” incident? To reduce the impact of its aftermath?
- How should Airbnb further facilitate trust between renters and hosts?
- Airbnb is similar to eBay in that both companies run online marketplaces that match buyers with sellers. How should Airbnb’s reputation system differ from that of eBay?
- What explains the rapid growth of ridesharing companies such as Uber and Lyft?

- What explains Fasten’s successful entry into the Boston market?
- Is Uber’s valuation too high or too low?
- Is the rideshare market “winner take all”?
- How will self-driving vehicle technology affect the industry?

## 12) Harley Davidson: Preparing for the Next Century

- Historically, how did Harley Davidson manage to dominate the US Market? What were its sources of competitive advantage? Starting in the 1970’s, Harley got into trouble. What changed, both internally and externally?
- What were the major ingredients of Harley’s transformation process? What elements seem to you to be the most important of these? What is your overall evaluation of the transformation process?
- What are Harley’s current sources of competitive advantage? Can these be sustained in light of recent moves by competitors? If you are Honda where do you think Harley is the most vulnerable? What is the “Harley mystique”?
- What are the main challenges facing Harley as it enters the 21<sup>st</sup> century? What is your evaluation of their current strategy? What are your short-term and long-term recommendations to Jeff Bluestein?

## 13) Five Forces and SWOT I and II

- What are Porter’s Five Forces and how does each shape industry competition?
- According to Porter, why are some industries more profitable than others?
- What are the main external threats and opportunities for a company in a particular industry?
- What are the main internal strengths and weaknesses for a company?
- What are the main

## 14) Harley Davidson India

- What are the political, economic, social and technological considerations Harley management has to make as it considers its entry into the Indian market?
- What are the internal factors that management must consider (e.g. production, marketing, etc)?
- What do you think of their strategy?

## 15) Cryptocurrency: 2 Articles on Bitcoin

- What is digital currency (or cryptocurrency as it is sometimes called)?
- In what ways is it expected to change the future?
- Would you invest in cryptocurrency? Why or why not? Do a bit of internet research on cryptocurrencies. Which ones look particularly promising and why?

## 16) Customer Service and Company Culture readings

- What are the 12 keys to great customer service?
- What are 3 main things that stand out to you in the article “Don’t let your Company Culture Just Happen”?

## 17) Nantucket Nectars

- What are the pros and cons of remaining independent? Going public? Selling the company?
- If management decides to consider selling the company, how should they orchestrate the process? Should they hire an investment banker?
- How would they identify and deal with prospective buyers?
- What is Nantucket Nectars worth? To whom? Why?

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- If management decides to sell the business, how should they think about their role after the sale?
- What should management do?

### **18) Ben and Jerry's**

- How strong is the company Ben Cohen has built? What are the keys to Ben and Jerry's success? How are these similar to those of Nantucket Nectars?
- Has B&J's social mission been an advantage or a constraint to the company thus far?
- Why did Unilever acquire Ben and Jerry's? How did it fit into their portfolio?
- What challenges confront Yves Couette?
- How should Couette address international expansion? How can/should B&J's culture be exported?