



USC Marshall

School of Business
*Lloyd Greif Center for
Entrepreneurial Studies*

BAEP 451 – The Management of New Enterprises

Syllabus – Fall 2018 – Monday– 6-9:20 PM

4 units

Course ID: 14404R

Professor: Susan S. Harmeling
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Office Phone: (213) 740-9081
Office Hours: Mon. 10:00AM – 12:00PM or by
apt;
Email: sharmeli@usc.edu

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 has two main objectives. The first is to give students an introduction to and overview of the most important concepts of entrepreneurship theory and practice and the second is to give students a solid grounding in the case study method of instruction. The class will be taught entirely in the case study method, and students will be asked to prepare each case thoroughly before class. In keeping with the tradition of the case method, class participation is central to this course (more on this below).

CORE COMPETENCIES EMPHASIZED

This course is meant to give students a holistic look at what it means to be an entrepreneur. We will look mostly at start-up companies and organizations but we will also look at a few cases of entrepreneurial managers within established firms.

The issues facing an entrepreneur are typically multi-faceted and integrative. Therefore, this course will hopefully provide students a way to integrate what they have learned about some of the other functional disciplines such as marketing, finance, accounting, etc, which they will study in the first year of the program. In other words, they will use techniques and skills from these disciplines on an as needed basis throughout the case to help solve the problems faced by case protagonists.

There are three general themes that will run through this course; themes around the issues and challenges facing the entrepreneur. These are: uncertainty, rapidly changing environments and limited resources. Given these three overarching themes, the course has the following broad objectives.

- 1) *The course will get you thinking about the broad, multi-faceted challenges that entrepreneurs face:* As opposed to managers in established firms who operate under relatively well-defined “rules of engagement,” entrepreneurs face constant uncertainty and are routinely asked to make decisions with no clearly defined boundaries, parameters or obvious “right answers.” The cases we will look at have been chosen with an eye to exposing students to the broad range of decisions and challenges entrepreneurs face in an environment of relentless uncertainty.
- 2) *The course will help you to better understand the broad range of settings, organizations and environments in which entrepreneurs operate:* Entrepreneurs are often thought of as “small businessmen” or “get-rich-quick tycoons” (particularly in popular media portrayals). This course is meant to expose students to the practice of entrepreneurship in various settings, organizations and environments. We will look at start-ups and established organizations, non-profits and public companies, small businesses and large ones.
- 3) *The course will help you think about how entrepreneurs marshal resources, financial and other, to start and grow their businesses:* Since entrepreneurship is driven by opportunity (and not by resources currently controlled; Stevenson 1983), we will look at how entrepreneurs *do* acquire and channel resources to create and grow their businesses. With only an idea written on a napkin, or perhaps only in their own heads, how do entrepreneurs actually bring their creations to fruition? Where do they get money? How do they create a team? How do they convince others of the merit of their unique ideas? How do they manage regulatory obstacles to business establishment and growth and other external challenges (such as inadequate infrastructure, restrictive banking and lending rules, etc)?
- 4) *The course will help you think about how you might want to integrate entrepreneurship into your own career:* What kind of work have you been doing? What do you want to do in the future? How might you apply entrepreneurial principles in your own life? Are you interested in starting a business? Will you apply some of these principles in the organization where you currently work or during future internships or jobs? Hopefully the materials in the course, our class discussions and the research and writing of your own case study/entrepreneur interview will get you thinking about how you might integrate the main themes of this course into your future career.

LEARNING OBJECTIVES

In this course, you will develop your conceptual and practical knowledge of the role of entrepreneurs and entrepreneurship in our society. After successful completion of the course, students will gain a deeper understanding of the following concepts and topics:

- All the financial aspects of the new venture:
 - financial ratios,
 - break-even analysis,
 - balance sheets,
 - financing,
 - cash flow challenges.

- Important concepts in entrepreneurship, such as:
 - opportunity recognition,
 - entrepreneurial passion,
 - failure,
 - entrepreneurial process of creation
 - value chain integration.

- The structure and strategy of the new business:
 - legal structure (LLC's, Sole Prop's, etc)
 - competitive strategy,
 - product development cycles,
 - business plans,
 - business models,
 - franchising,
 - licensing and intellectual property,
 - putting together a start-up team,
 - internet strategy,
 - licenses and permits for the new business.

- Important theories and ideas such as:
 - effectuation
 - Maslow's hierarchy
 - creative destruction
 - entrepreneurial contingency
 - serendipity

REQUIRED COURSE MATERIALS

- Case Packet: ordered through Harvard Business School:

<https://hbsp.harvard.edu/import/558085>
- 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 that is influenced by the Vietnamese monk Thich Nhat Han who 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 and practices in entrepreneurship
- 3) Help you to understand a little more about how to best use the one life you have
- 4) Introduce you to (or further your participation in) the case method of instruction which is meant a) to impart interesting, relevant and useful *content* on the topic of entrepreneurship 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) Be engaged and concentrate on what is going on: no distractions, no cell phones, no laptops allowed unless I give further notice
- 2) Complete all assignments and projects and submit them on time
- 3) Participate actively in class discussions and group presentations

Participation

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 pre-class polls, 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 31%.

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 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. As mentioned above, class participation is a critical component of the course and of your learning in general, as we will discuss material and ideas not found in the cases or other readings; in addition, we will undertake numerous in-class exercises and discussions. As a part of the emphasis on successful teamwork, you will be evaluated on your ability to listen to and learn from others. (Please notify me *in advance*, via email, if you will not be able to attend.) You will each have a namecard to be used in every class (see *Additional Policies* section below)

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. **YOU ARE EXPECTED TO REFER TO THE DATA IN THE CASE STUDY OR READING TO HELP SUPPORT YOUR ARGUMENTS DURING CLASS, AND THEREFORE YOU ARE EXPECTED TO BRING A HARD COPY OF EACH CASE TO THE CLASS DURING WHICH WE WILL BE DISCUSSING IT.**

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 DETAIL (also see Assignment Schedule below)

Assignment	Points	% of Final Grade
In-Class Participation	45	15%
Pre-class submissions: pre-class polls, study questions, case summaries and individual selfies	48	16%
Summary of Individual Business Ideas	9	3%
Individual paper on Happiness, Purpose and Meaning	42 (this includes a group discussion on paper topics)	14%
Case Study on an Entrepreneur	42	14%
Midterm Exam	45	15%
Selfie on Personal Goal	9	3%
Team Selfie Videos	9	3%
Group Presentations	15	5%
Group Projects	42	14%
TOTAL	306	102%

Peer Evaluation

Peer evaluation will be used in this class for group presentations and projects. While peer evaluation can be a formative part of the grading process, in itself it will not be part of the final grade. Final grades must be given by the instructor, not the students.

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 4:00 p.m. Pacific time on the due date listed in the course schedule unless you are otherwise notified or a different submission time is listed.** Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (see below for deduction schedule).

- Upload only one file per assignment.
- Deliverables that exceed maximum page or time length requirements by more than 10% will only be assessed up to (and not beyond) that limit.
- Read and heed supplementary assignment details carefully when they are distributed.
- For longer assignments such as papers and case studies, I want a hard copy submitted to me on the due date. For study questions and other assignments, you can submit via Blackboard. If your internet breaks down on the due date of a particular assignment, you must deliver a hard copy of said assignment by one minute prior to the start of class that day.

ALL ASSIGNMENTS NO MATTER HOW LATE, MUST BE COMPLETED IN ORDER TO PASS THIS CLASS.

Grading Rubric for Written Assignments

Papers, Case Studies and Projects: I will be distributing a more detailed set of expectations for each of these submissions well in advance of their due date. In general, I am expecting you to read the assignment carefully and complete it according to the guidelines and instructions therein. I am looking for effort, intellectual rigor, evidence of personal engagement—the opposite of “mailing it in.” I will also choose random assignments to check on Turnitin and other programs to check for plagiarism. I want original work and have gotten pretty good at distinguishing my students’ own work from the words of others.

Pre-class submissions such as polls, study questions and selfies: I will review all pre-class submissions to check for adequate completion with regard to quality and thoroughness of answers. Specifically, for polls and study questions, I will be looking for whether you are answering the actual question being asked and (especially for study questions), how comprehensive and thoughtful your answer is. I would expect thorough answers to study questions to take about 2-3 pages, sometimes a bit more, sometimes a bit less. Make sure you always complete pre-class polls as they will be used as a basis for class discussion on those days. 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.

Late Policy

You will receive a full grade for adequate submissions and, a half grade for partial or inadequate submissions (submitted on time) and late submissions will be graded as follows:

- Submission in the 24 hours after deadline: 10% deduction
- Submission between 24 and 48 hours after the deadline: 20% deduction
- Submission between 48 hours and 3 days after the deadline: 50% deduction
- Submission more than 3 days after the deadline: 100% deduction

Grading Timeline

I will be grading both major projects such as papers, case studies, etc and pre-class submissions 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. Please sit in the same place every class. Namecards are central to the case method of instruction as 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

FROM THE VERY BEGINNING OF THE SEMESTER, I WANT EACH STUDENT TO BE THINKING OF AN ORIGINAL BUSINESS IDEA. YOU WILL BE ASKED TO SUBMIT A ONE-PAGE SUMMARY ON OR BEFORE OCTOBER 8, THE DATE OF THE MIDTERM EXAM. THESE INDIVIDUAL BUSINESS IDEAS WILL THEN BE PRESENTED TO YOUR TEAM MEMBERS IN YOUR FIRST GROUP MEETING AND THE TEAM WILL VOTE ON ONE OF THE IDEAS TO USE FOR THEIR BUSINESS PITCH AND BUSINESS MODEL.

DATE	TOPICS	READINGS	ASSIGNMENTS
MODULE 1: WHAT IS ENTREPRENEURSHIP?			
WEEK 1			
<p style="color: red;">READING PRIOR TO FIRST CLASS ON AUGUST 20: The Pitchman by Malcolm Gladwell: https://www.newyorker.com/magazine/2000/10/30/the-pitchman</p> <p style="color: red;">ALSO, DO PRE-CLASS POLL ON BLACKBOARD FOR THE PITCHMAN</p>			
Monday, August 20 PART I	Overview of the Class	<ul style="list-style-type: none"> • Introductions • Syllabus Review • In-class Exercise 	
Monday, August 20 PART II	The Great Debate in Entrepreneurship	<ul style="list-style-type: none"> • The Pitchman: Discussion 	<p>ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:</p> <p>1) Read <i>R&R</i> case and do pre-class poll on Blackboard</p> <p>2) Read <i>Idea Generation: Opening the Genie's Bottle</i> and submit study questions</p>
WEEK 2			
Monday, August 27 PART I	Entrepreneurial Behavior PART I	<ul style="list-style-type: none"> • R&R: Discussion • Break-even Analysis 	
Monday, August 27 PART II	Entrepreneurial Behavior PART II	<ul style="list-style-type: none"> • Discussion of Idea Generation • Introduction to Effectuation 	<p>ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:</p> <p>1) Review selected articles on happiness, meaning and purpose</p> <p>2) Paper #1: Write 8-10 page paper on two of the selected articles to be submitted on Monday, September 10 at 4 p.m.</p>
WEEK 3			
Monday, September 3	LABOR DAY: NO CLASS ENJOY YOUR BREAK!	TIME-OUT: MEANING, PURPOSE AND THE PURSUIT OF HAPPINESS	<p>ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:</p> <p>REMINDER: Paper #1 due next Monday, September 10 at 4 p.m.</p> <p>Read GeneAware case for ELC exercise and do pre-class poll</p>

WEEK 4			
Monday, September 10 PART I	Experiential Learning Exercise-- GeneAware case: Please arrive at Popovich Hall (JKP) Third Floor by 6 p.m. sharp	Role Play in JKP	
Monday, September 10 PART II	Debrief of ELC GeneAware exercise	Debrief of GeneAware	ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS: 1) Read Crossroad case and submit study questions 2) Read <i>Gatewood and Daugherty</i> case and do pre-class poll 3) Identify Entrepreneur to Interview for Case Study: Case Study description and format to be distributed. Case Studies due Monday, October 1 at 4:00 p.m.

MODULE 2: THEMES OF ENTREPRENEURSHIP

WEEK 5			
Monday, September 17 PART I	Becoming an Entrepreneur	<ul style="list-style-type: none"> • Discussion of Crossroad case • Review of format for case studies on an entrepreneur 	
Monday September 17 PART II	Building a Balanced Team	<ul style="list-style-type: none"> • Group Exercise on Teamwork • Gatewood and Daugherty case • The Balanced Team 	ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS: 1) Read <i>What a Great Idea</i> case and submit study questions 2) Read Forbes article on one-person businesses 3) Read <i>Heather Evans</i> case and do pre-class poll 4) Work on Case Studies: due on Monday, October 1 at 4:00 pm
WEEK 6			
Monday, September 24 PART I	The Individual as Entrepreneur	<ul style="list-style-type: none"> • Discussion of What a Great Idea case: Skype with Chic Thompson • The Smallest of Small Businesses 	

Monday, September 24 PART II	Lessons Learned	<ul style="list-style-type: none"> • Discussion of Heather Evans case • Primer on Business Plans 	<p>ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:</p> <p>1) Read <i>TRX</i> case on intellectual property and submit study questions</p> <p>2) Read <i>Salinas and Salinas</i> case (Tostadas and Tortillas) and do pre-class poll</p> <p>3) Additional Readings on Effectuation</p> <p><i>Work on Case Studies: due Monday October 1 by 4:00 pm</i></p>
WEEK 7			
Monday, October 1 PART I	Intellectual Property	<ul style="list-style-type: none"> • TRX case on Intellectual Property challenges • Q&A with Randy Hetrick, CEO of TRX 	
Monday, October 1 PART II	The Effectual Entrepreneur	<ul style="list-style-type: none"> • Discussion of Salinas and Salinas case • Advanced Effectuation • Review of Group Projects: Business Model Canvas • Midterm Exam review <p><u>Assignment of all students to teams for Business Projects</u></p>	<i>STUDY FOR MIDTERM</i>
WEEK 8			
Monday, October 8	MIDTERM EXAM	MIDTERM EXAM	<p>ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:</p> <p>1) Read <i>Zoots</i> case and do pre-class poll</p> <p>2) Reading on Operational Models TBD</p> <p>3) Read <i>Airbnb (A)</i> case and submit study questions</p> <p>4) Selected readings on the Sharing Economy TBD</p> <p><i>Work on Team Business Projects: The Pitch: Team Selfie Videos DUE SUNDAY, OCTOBER 21 BY 4:00 p.m.</i></p>

MODULE 3: OPERATIONS, ETHICS, GROWTH & EXIT			
WEEK 9			
Monday, October 15 PART I	Brick and Mortar Operations	<ul style="list-style-type: none"> • Discussion of Zoots case • Review of Operational Models 	
Monday, October 15 PART II	Technology and Operations	<ul style="list-style-type: none"> • Discussion of Airbnb case • The Sharing Economy 	<p>ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:</p> <p>1) ELC Reading, Assignment and roles, TBA</p> <p>2) <i>Work on Team Business Project: Initial Meeting and Vote on Idea</i></p>
WEEK 10			
Monday, October 22 PART I	ELC Exercise II TBA: Please arrive at Popovich Hall (JKP) Third Floor by 6 p.m. sharp	ELC Exercise II TBA	
Monday, October 22 PART II	ELC Exercise II Debrief	ELC Exercise II Debrief	<p>ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:</p> <p>1) Read <i>Full Psyche</i> case and submit study questions</p> <p>2) Read <i>Rent the Runway</i> case and submit study questions</p> <p>3) <i>Work on Team Business Project: Executive Summary and Team Profile</i></p>
WEEK 11			
Monday, October 29 PART I	Growth: Part I	<ul style="list-style-type: none"> • Discussion of Full Psyche case • Review of growth options • Selected Pitch Selfie Videos 	
Monday, October 29 PART II	Growth PART II	<ul style="list-style-type: none"> • Discussion of Rent the Runway case 	<p>ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS:</p> <p>1) <i>Read articles on Merck, Insys and Theranos: no study questions due</i></p> <p>2) Read <i>Apple's Core</i> case and submit study questions</p> <p>3) <i>Work on Team Business Project: Marketing Plan and Financial Projections</i></p>

MODULE 4: THE HOPE OF ENTREPRENEURSHIP			
WEEK 12			
Monday, November 5 PART I	Ethics PART I	Discussion of Theranos, Merck and Insys	
Monday, November 5 PART II	Ethics PART II	<ul style="list-style-type: none"> • Discussion of Apple's Core case 	ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS: <i>1) Selected readings on race and gender TBD</i> <i>2) Read 4 Narratives on Entrepreneurship and submit one-page summary of one of them</i> 3) Work on Team Business Project: Putting it All Together
WEEK 13			
Monday, November 12 PART I	Ethics PART III	<ul style="list-style-type: none"> • Discussion of Race and Gender in Entrepreneurship 	
Monday, November 12 PART II	Contingency as a Resource	<ul style="list-style-type: none"> • Discussion of 4 Narratives • Entrepreneurial Contingency 	ASSIGNMENTS TO BE COMPLETED BEFORE NEXT CLASS: <i>1) 2-Minute Individual Selfie Videos on a Personal Goal</i> 2) Work on Team Business Project: Preparation of Presentations
WEEK 14			
Monday, November 19 PART I	The Role of Goal Setting in the Entrepreneurial Life	<ul style="list-style-type: none"> • Goal Setting: Selfies • The Authentic Life • Public vs. Private Lives 	Work on Team Business Project: Operations
Monday, November 19 PART II	MEETINGS WITH PROJECT TEAMS	MEETINGS WITH PROJECT TEAMS	Work on Team Business Project: FINALIZE PRESENTATIONS
WEEK 15			
Monday November 26 PART I	GROUP PRESENTATIONS	GROUP PRESENTATIONS	GROUP PRESENTATIONS
Monday, November 26 PART II	AWARDS, PARTY, FINAL GOODBYES	AWARDS, PARTY, FINAL GOODBYES	AWARDS, PARTY, FINAL. GOODBYES
FINAL PROJECTS			
FINALS WEEK	FINAL WRITTEN PROJECTS DUE: DECEMBER 5		

Assignment Due Dates and Detailed Grading Breakdown*

Due	Assignment(s) or Exam	Points	Percentage
August 20	Pre-class poll for The Pitchman	3	1%
August 27	Pre-class poll for R&R case study	3	1%
	Study questions on Idea Generation Article	3	1%
September 10	6-8 page paper on Purpose, Meaning and the Pursuit of Happiness	42	14%
	Pre-class poll for GeneAware	3	1%
September 17	Study questions on Crossroad case	3	1%
	Pre-class poll on Gatewood and Daugherty case	3	1%
	Identify Entrepreneur to Interview for Case Study. Case studies due October 1 at 4 p.m.		
September 24	Study questions on What a Great Idea case	3	1%
	Pre-class poll on Heather Evans case	3	1%
October 1	Pre-class poll on Salinas and Salinas	3	1%
	Readings on Effectuation		
	Case Studies due 4:00 p.m.	42	14%
October 8	MIDTERM EXAM	45	15%
October 15	Pre-class poll for ZOOTS case	3	1%
	Study questions on Airbnb (A) case	3	1%
	Individual Business Ideas due	9	3%
October 21	Team Selfie Videos due at 4:00 p.m.	9	3%

October 22	ELC Assignment TBA	3	1%
October 29	Study Questions on Full Psyche case	3	1%
	Study Questions on Rent the Runway case	3	1%
November 5	Study Questions on Apple's Core case	3	1%
November 12	Summary of One of the 4 Narratives	3	1%
November 19	Selfie Video on Personal Goal	9	3%
November 26	GROUP PRESENTATIONS	15	5%
FINALS WEEK	GROUP PROJECTS DUE: DECEMBER 5 at midnight	42	14%

*Note that the written assignments and exams total 85%; the final 15% of your grade is in-class participation

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 11 (the last day to withdraw from a Monday-only course without 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 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). 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.

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), teleconferencing, and other technologies.

STUDY QUESTIONS FOR READINGS AND CASE STUDIES

1) Crossroad

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

2) Idea Generation: Opening the Genie's Bottle

- According to this 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

3) What a Great Idea

- Would you invest in Chic Thompson’s business? Why or why not?
- What is the main challenge that Chic faces?
- What do you think of his plans for expansion? How easy will it be for him to implement these plans?
- What other types of businesses are similar to Chic’s? How are they similar

4) Howard Head and Prince Manufacturing

- What is your analysis of the situation facing Prince Manufacturing?
- How should Howard Head deal with the differences between his plans and the ideas of his key managers?
- What are Mr. Head’s major options if he is unable to persuade his key managers to fully support his plans?
- What course of action do you recommend?

5) Airbnb (A)

- 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?

6) Full Psyche

- 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?

7) Rent the Runway

- Create a timeline of actions undertaken by Rent the Runway's founders. Do you agree with the decision to pursue each action? Which actions were important in validating business model hypotheses and refining the concept? Can you suggest different actions that the cofounders should have taken?
- As the case ends in January 2010, the cofounders are considering whether to a) stick with their original plan to pursue operational improvements in 2010 before raising additional capital in early 2011 or b) accelerate fundraising in order to expand inventory and product range, enabling RTR to serve a broader set of customer segments and usage occasions. Which strategy would you choose and why?

8) Apple's Core

- Does Apple have a good founding team? Take into account the skills, goals and values of each founder.
- What qualifies a person as a true founder? Which person—Jobs or Wozniak—is the “real” founder of Apple Computer, or are they equal founders? Could others be classified as founders?
- You are Steve Wozniak and you have just found out the truth about Break-Out. What are you going to do?

9) Four Narratives on Entrepreneurship

- What are these five short cases about? What do they have in common? Pick one and SUBMIT in class a one-page summary of the main themes and lessons of the case you have chosen.