



## **BAEP 450: Fundamentals of Entrepreneurship Syllabus Spring 2019**

M/W – 2:00 PM - 3:50 PM (JFF 414)

Section: 14373R

|                      |   |
|----------------------|---|
| <b>Units:</b>        | 4.0   |
| <b>Professor:</b>    | Rob Schoeben  |
| <b>Office:</b>       | Fertitta Hall (JFF, 5 <sup>th</sup> Floor)  |
| <b>Phone:</b>        | (650) 619-0844  |
| <b>Office Hours:</b> | M 12:30 - 1:30 PM; W 4:00 - 5:00<br>and by appointment  |
| <b>Email:</b>        | <a href="mailto:schoeben@marshall.usc.edu">schoeben@marshall.usc.edu</a><br><b>Note: Emails sent over the weekend may not receive a response for 24-48 hours.</b> |

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### **Course Description**

Entrepreneurship is a mindset—a way of looking at things that is opportunity-focused and creative. It's about creating value for customers and investors, gaining independence in your career, taking bold risks, and solving challenges with undefined solutions. To be an entrepreneur, you need to have the ability to innovate—to improve the old and invent the new. You need passion—doing what you love. Above all, you need persistence—getting up every day and moving forward with no one telling you what to do or why to do it.

This course provides an introduction to, and an overview of, the fundamentals of entrepreneurship. Whether you already have an idea and are eager to start your own business, or simply want to learn more about what an entrepreneurial career would be like, this course exposes you to the challenges of entrepreneurship—from conceptualizing new ventures to developing and managing them.

We'll start with idea generation, opportunity recognition, and early opportunity development, with emphasis placed on understanding the mechanisms by which entrepreneurs determine if a specific business concept merits the in-depth feasibility assessment appropriate to opportunity pursuit. We'll progress to topics such as testing and adapting a business concept, evaluating go-to-market strategies, developing a business model, and financing the venture to get it off the ground. We'll also explore how an entrepreneurial mindset can aid alternative career paths, such as corporate entrepreneurship and social entrepreneurship.

**This class is demanding and unusual. You will be asked to dedicate considerable out-of-class time to project-driven fieldwork both on and off campus. You will also be asked to take on and complete tasks for which you will not be provided the same level of detailed guidance that you might find in more traditional classes. Entrepreneurship is inherently uncertain. This course is carefully designed to simulate some of that uncertainty.**

### **Course Learning Objectives**

In this course, you will develop your conceptual and practical knowledge of new venture creation and management. By the end of this course, you will be able to:

- Explain fundamental concepts, theories, and practices employed in the field of entrepreneurship and the role entrepreneurship plays in the global economy and society.
- Describe the new venture creation process – the activities, challenges, and opportunities involved.

- Analyze entrepreneurial situations, and formulate strategies for new venture launch.
- Evaluate new venture opportunities to determine their strengths, weaknesses, and business potential.
- Recommend an entrepreneurial course of action, as based on collected and analyzed primary data.

During the semester, you will also:

- Develop your leadership skills, particularly in the areas of team leadership and entrepreneurial leadership.
- Improve your oral and written communication skills (by, for example, learning to craft an effective concept statement, develop an in-depth industry analysis, and deliver a persuasive business pitch).

To achieve these objectives, a combination of methods will be used in the course, including lectures, case studies, individual and team projects, student presentations, and guest speakers.

## Required Materials

Required materials include an HBS course reader and additional free articles, podcasts and videos available via Blackboard. An activity fee is also required for a team-building exercise conducted early in the semester.

- **Course Reader:** Available from HBS Publishing: <https://hbsp.harvard.edu/import/596813> for \$54.70. To purchase, you will first have to register and log in. If you need assistance, contact Harvard Business Publishing Help directly (1-800-545-7685 or [custserv@hbsp.harvard.edu](mailto:custserv@hbsp.harvard.edu)).
- **Additional Fees:** It is likely, during the semester, that I will ask you to download 1-2 additional articles and/or pay a fee for one or more activities. When that happens, there will be a small fee, incremental to the above (not to exceed, in total, across all additional articles or activities, \$45). Instructions regarding this payment will be provided in class, as appropriate.
- **Additional “Readings” on Blackboard:** Additional content on issues related to the course topics will be provided (free of charge) in class and/or in Blackboard.

Additional entrepreneurship resources are available on the library website (<http://libguides.usc.edu/entrepreneur>).

**If you remain enrolled in this class, it is assumed to mean that you have read and understood this syllabus. By enrolling, you promise to uphold the policies and guidelines detailed herein and agree to complete all required coursework.**

## Course Notes

### Technology in the Classroom

Technology is central to our everyday lives and to many entrepreneurial endeavors (in terms of both product and process). We will therefore use it not only for out-of-class communication, but also for in-class and out-of-class activities. Please bring a laptop to class every day; though we will not use them every day. However, laptops are permitted during academic sessions ONLY for note taking and following along with course materials. **Mobile phones must be completely turned off & put away** during class time unless extenuating circumstances that must be agreed to by professor prior to class. If you misuse a mobile device you will be asked to deposit your devices in a designated area in the classroom.

### Course Communication

Course communication will take place through announcements in class and on Blackboard ([blackboard.usc.edu](http://blackboard.usc.edu)), emails sent through Blackboard. It is 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, make sure to forward your USC email to the account you use. (Note: Some students’ USC email quota fills by the end of each semester, causing class emails to bounce; remember to manage your account to ensure receipt of late-semester communication!)

**You are responsible for ensuring that you receive and read class messages in a timely fashion.**

## Posted Materials

Students will be provided, through Blackboard, access to a series of video lectures – some of which will be led by the professor and others of which will be available through external sources. In several instances, class slides or other information will additionally be posted to Blackboard for reference. Often, these will not appear online until **after** the session in which the content within those materials is addressed. Posted slides contain only a subset of all course content. Students are responsible not only for this posted content, but also the additional content presented within all class lectures, discussions, and activities. Students are strongly encouraged to take independent notes for review.

## Grading Policies

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. Similarly, an A or A- on any assignment will reflect high quality work in excess of the minimum requirements addressed within associated assignment instructions. An A is a sign of superior work and, much like entrepreneurs' efforts, reflects that you stood out from the crowd. All assignments will have complete instructions available in Blackboard and be discussed in class before they are due.

**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!**

## ASSIGNMENTS AND GRADING DETAIL

This semester's assignments are briefly described below. All assignments will be graded (85% of the final grade), as well as participation (15% of the final grade). Detailed instructions for each assignment will be distributed and/or discussed under separate cover, with deadlines listed in the class schedule at the end of this syllabus. (Note that assignments can contain multiple parts with several different due dates across those parts.)

- **Quizzes:** You will complete three brief online quizzes (multiple choice, T/F, and short answer), in which you address questions about lecture content, assigned readings, assigned videos, and guest speakers. The best two of your three quiz scores will be used in calculating your final grade. (You will have the option to (i) make up any *one* missed quiz during finals week, or (ii) take a final whose score can replace your all quiz scores; you will not be given the option of making up more than one individual, missed quiz.) Quizzes are open-book, open-note, with the condition that all of your notes must be handwritten or printed out and organized into a single notebook or folder for reference during each quiz period. Students are not allowed, during a quiz, to look up any information online (using any devices).
- **Entrepreneurial Process Paper** (an individual assignment): You will identify and interview a successful entrepreneur who you currently do not know (no Greif Advisory Board members, students or faculty allowed), in order to write a paper in which you analyze and reflect on both the founder and the entrepreneurial process.
- **E-Challenge** (an assignment with individual and team components): You will complete a value creation and delivery exercise outside the classroom and share a video of your experience with the class. You will each be expected to submit an individual **assessment** of your own and your team members' contributions when you submit this assignment.
- **Opportunity Search** (an individual assignment): You will identify a problem as supported by secondary research and analysis; propose what you believe to be a feasible, scalable, and innovative business solution to that problem; present that solution as an opportunity for internal class feedback and support; and provide feedback to a subset of your peers' ideas.
- **New Venture Concept** (an assignment with individual and team components): Within teams, you will conduct customer discovery research to better understand the business potential for your team's solution to the chosen opportunity from the Opportunity Challenge. The team will pitch your developed concept to outside mentors. As a team, you will also assemble a final paper which provides a detailed analysis of your customer discovery work. You will each be expected to submit an individual **assessment** of your own and your team members' contributions when you submit this assignment. You will choose your teams.

- **Reflection** (an individual assignment): You will each write a personal statement in which you provide an analysis of your E-Challenge experience (encompassing individual contributions; team processes; “business” launch, management, and growth challenges; and results).

## Assignments

| ASSIGNMENTS  | RESPONSIBILITY           | POINTS                 | % OF TOTAL  |
|--|--------------------------|------------------------|-------------|
| <b>Participation</b>                                     | <b>Individual</b>        | <b>300</b>             | <b>15%</b>  |
| <b>1: Entrepreneurial Process (paper, preso)</b>         | <b>Individual</b>        | <b>200</b>             | <b>10%</b>  |
| <b>2: E-Challenge (paper, video)</b>                     | <b>Team + Individual</b> | <b>300</b>             | <b>15%</b>  |
| - discovery paper  | Team + Individual        | 80 (T) + 20 (I) = 100  |             |
| - value video  | Team + Individual        | 160 (T) + 40 (I) = 200 |             |
| <b>3: Opportunity Search (proposal, critiques)</b>       | <b>Individual</b>        | <b>300</b>             | <b>15%</b>  |
| - concept paper, quick pitch                             | Individual               | 160 (T) + 40 (I) = 200 |             |
| - constructive critiques                                 | Individual               | 80 (T) + 20 (I) = 100  |             |
| <b>4: New Venture Concept (pitch, detailed proposal)</b> | <b>Team + Individual</b> | <b>400</b>             | <b>20%</b>  |
| - mentor pitch   | Team + Individual        | 120 (T) + 30 (I) = 150 |             |
| - final proposal   | Team + Individual        | 200 (T) + 50 (I) = 250 |             |
| <b>5: Reflection (video)</b>                             | <b>Individual</b>        | <b>300</b>             | <b>15%</b>  |
| <b>Quizzes (best 2 scores counted, 3rd dropped)</b>      | <b>Individual</b>        | <b>200</b>             | <b>10%</b>  |
| <b>TOTAL</b>   |                          | <b>2000</b>            | <b>100%</b> |

**All assignments, no matter how late, must be completed to secure a grade of higher than C in this class.**

Note: If you don't inform me of missing or incorrect grades within two weeks of those grades being posted, they will be assumed correct. Do NOT wait until the semester's end to check or appeal grades.

## Extra Mile Opportunities

All the Core Assignments will be posted in Blackboard. In addition to these – students are given opportunity to go “The Extra Mile” for their personal development and counts for semester performance.

- **:90 SHARE** – Students are encouraged to make one-90-second presentation to class based on something of importance learned outside the class during the semester – a key contact, interesting article, or event attended. Email professor your PPT for approval. We will allow max of two per class and the last SHARE can be made is April 8th class. Worth **50 extra mile points**.
- **Thank You Letters** – Unless directed differently, students can prepare up to five professional thank you letters (worth **10 extra mile points each**) for our Guest Speakers (templates in BB). By the next class, upload the letter to BlackBoard & bring hardcopy to class (DO NOT MAIL):
  - One-page professional letter with letterhead; properly addressed & signed by pen in signature block

- Envelop (unsealed) properly addressed, return address & proper postage

- **Secure a Speaker** - We will have several guest entrepreneurs over the course of the semester. If you have ideas for a great guest speaker and can secure their participation, you earn **50 extra mile points**. You will need to get advanced approval from professor for proposed speaker prior to booking.

### Assignment Submission

Unless told otherwise, all assignments must be submitted via upload to Blackboard by **11:00 AM Pacific Time** on the date that Deliverable is listed as due in the Course Calendar. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (see below for Late Policy / deduction schedule). Hard copy papers are only accepted (1) for the Opportunity Search: Critiques assignment, or (2) in instances where computer difficulties prevent on time online submission (see below for more details). Should computer difficulties force hard copy submission, students still must upload their assignments within 24 hours of the original deadline; a missing upload is a deduction.

- Upload only one file per assignment. If assignments include images, spreadsheets, etc., merge all into one professional-looking document. If the file is too big to upload to Bb, an alternate location should be confirmed, in advance, with the professor.
- Deliverables that exceed the maximum page or time limit will be assessed up to, not beyond, that limit.
- Read and heed supplementary Assignment Details carefully at such time as they are distributed.
- If your internet connection isn't working on the due date, you must both (1) deliver a hard copy in the first five minutes of class that day, and (2) upload the deliverable in the 24 hours after the class ends. Failure to upload a copy within 24 hours will yield the same grade deductions as below.
- Submit materials in PDF form. Convert all original files to .pdf form prior to upload.

### Assignment Submission Late Policy

Assignments will be accepted late, with the following grade penalties. Don't ask for extensions; these are extensions!

#### Late submission

- |   |                |
|---|----------------|
| • Submission in the 24 hours after the 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 |

**Keep copies of all your files and emails until the end of the semester.**

### Evaluation of Your Work

#### **Papers, Videos, Slides, and Other Submissions**

You may regard each of your submissions as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my assignment expectations clear and to evaluate assignments fairly and objectively. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo, in which you explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative. (Complaints on the same date as a graded assignment's return will not be addressed.)

#### **Participation**

Participation has multiple components (i.e., in-class comments, questions, and exercises) and is evaluated in various ways. Students are expected to read and/or view all assigned materials carefully and thoughtfully, and to be prepared to discuss those materials. Students are expected to prepare for guest speakers. Students are also expected to engage actively in classroom conversations – with the instructor as well as with other students (e.g., in breakout groups). Class participation tends to fall into the following categories:

- **Outstanding:** Student is highly engaged in and prepared for 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.

Evaluation of in-class exercises will vary as based on each exercise. Attendance does not, by itself, imply participation; students are expected to be active in classroom discussions as well (in breakout groups and with the instructor).

**If you are unable to participate for language or other reasons, please consult with me at the start of the semester.**

## **ADDITIONAL INFORMATION**

### **Add/Drop Process**

If you fail to attend either of the first two sessions of the semester, without providing advance notification to the instructor, you will be dropped from this course. (Note: If you decide to drop, or if you 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 instructor approval.

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. If you are absent 7 or more times prior to November 9, 2018 (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 you (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

### **Lloyd Greif Center for Entrepreneurial Studies 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 are evidence that you understand this policy and will abide by it.

## **Technology Policy**

Laptop, tablet, 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, iPods) 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>.

**Assignments will be submitted to “TurnItIn” through Bb, which will generate an originality report on your paper.**

Your original thought, in addition to carefully cited sources, will help ensure that you don’t run into academic integrity issues that may affect your grade or USC status. 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 cite the source.

### **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).

## **Emergency Preparedness/Course Continuity**

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

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://engemannshc.usc.edu/cwm/>) provides 24/7 confidential support, and the sexual assault resource center webpage (<https://sarc.usc.edu/reporting-options/>) describes reporting options and other resources.

## **Class Notes Policy**

Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Further, no student may record any lecture, class discussion or meeting with me without my prior express written permission. The word "record" or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including summaries, PowerPoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

## Course Calendar

A detailed schedule of days, topics, and assignments follows. The schedule may change based on class progress and guest availability. (CR = Course Reader; Bb = Blackboard | W = Watch; R = Read; L = Listen; G = Guest)

| MODULE 1: ENTREPRENEURIAL PROCESS |   |  |  |
|-----------------------------------|---|--|--|
| DATE                              | TOPICS  | READ R, WATCH W, OR LISTEN L<br>IN <u>ADVANCE</u> OF LISTED SESSION  | DUE BY <u>START</u> OF LISTED<br>SESSION |
| WEEK 1                            |   |  |  |
| Monday,<br>January 7              | <b>Welcome &amp;<br/>Startup</b>                  | R Syllabus (Bb)<br>R Entrepreneurship: A Working Definition (Bb) [optional]  |  |
| Wednesday,<br>January 9           | <b>Effectuation</b>                               | W A Brief Guide to Effectuation (Bb)<br>R What Makes Entrepreneurs Entrepreneurial? (Bb)<br>R Entrepreneurial Process Assignment (Bb)                                    |  |
| WEEK 2                            |   |  |  |
| Monday,<br>January 14             | <b>Recognizing<br/>Opportunities</b>              | R Recognizing and Shaping Opportunities (CR)<br>W The Timmons Model (Bb)   |  |
| Wednesday,<br>January 16          | <b>Team &amp;<br/>Resources</b>                   | <b>Experiential Learning Center<br/>(Class is in the ELC in JKP today! Go straight there. Do not go to Fertitta!!!)</b>  |  |
| WEEK 3                            |   |  |  |
| Monday,<br>January 21             | <b>Martin Luther King Day — No Class</b>          |  |  |
| Wednesday,<br>January 23          | <b>Entrepreneurial<br/>Mindset</b>                | R Test for the Fainthearted (CR)<br>R 11 Fears Every Entrepreneur Must Overcome (Bb)<br>G Greta McAnany, Lauren Tracy / <a href="http://BlueFever.com">BlueFever.com</a> | <b>16 Personalities Profile (Bb)</b>     |
| WEEK 4                            |   |  |  |
| Monday,<br>January 28             | <b>Walking in an<br/>Entrepreneur's<br/>Shoes</b> | R Malincho case (CR)<br>R Founders' Dilemmas (CR)  | <b>Student Questionnaire (Bb)</b>        |
| Wednesday,<br>January 30          |   | R E-Challenge Assignment (Bb)<br>G Neal Pecchenino / <a href="http://boxi.io">boxi.io</a>  | <b>QUIZ 1</b>                            |

| MODULE 2: EXPERIMENTATION/DISCOVERY |                                     |   |  |
|-------------------------------------|-------------------------------------|---|--|
| DATE                                | TOPICS                              | READ R, WATCH W, OR LISTEN L<br>IN <u>ADVANCE</u> OF LISTED SESSION   | DUE BY <u>START</u> OF LISTED<br>SESSION |
| WEEK 5                              |                                     |   |  |
| Monday,<br>February 4               | <b>Lean Startup<br/>Methodology</b> | W Udacity - Lesson 1:Videos 1-3; Lesson 2:Videos 1-11 (Bb)<br>R Download BMC (Bb)                             | <b>E-PROCESS : PAPER/3 MIN PRESO</b>     |
| Wednesday,<br>February 6            |                                     | W Udacity - Lesson 2:Videos 4-11; Lesson 3:Videos 1-7 (Bb)<br>R Why the Lean Startup Changes Everything" (CR) |  |
| WEEK 6                              |                                     |   |  |

|                           |                                   |   |                                     |
|---------------------------|-----------------------------------|---|-------------------------------------|
| Monday,<br>February 11    | <b>Customer<br/>Discovery</b>     | R Hypothesis-Driven Entrepreneurship: The Lean Startup (CR)<br>R Customer Visits for Entrepreneurs (CR) |                                     |
| Wednesday,<br>February 13 |                                   | R Customer Value Propositions (CR)  |                                     |
| <b>WEEK 7</b>             |                                   |   |                                     |
| Monday,<br>February 18    | <b>President's Day — No Class</b> |   |                                     |
| Wednesday,<br>February 20 | <b>Product-Market<br/>Fit</b>     | R Are You Solving the Right Problem? (CR)<br>R How to Achieve Product-Market Fit (Bb)                   | <b>E-CHALLENGE: DISCOVERY PAPER</b> |
| <b>WEEK 8</b>             |                                   |   |                                     |
| Monday,<br>February 25    | <b>Business Models</b>            | R Business Model Analysis for Entrepreneurs (CR)<br>R Why Business Models Matter (Bb)                   |                                     |
| Wednesday,<br>February 27 |                                   | R Opportunity Search Assignment (Bb)  | <b>QUIZ 2</b>                       |

| <b>MODULE 3: MAKING IT REAL</b> |                                 |   |  |
|---------------------------------|---------------------------------|---|--|
| DATE                            | TOPICS                          | READ R, WATCH W, OR LISTEN L<br>IN <u>ADVANCE</u> OF LISTED SESSION   | DUE BY <u>START</u> OF LISTED<br>SESSION     |
| <b>WEEK 9</b>                   |                                 |   |  |
| Monday,<br>March 4              | <b>Startup Finance</b>          | R 3 Metrics That Really Matter for Your Startup (Bb)<br>R How Much Working Capital Does Your Business ...? (Bb) | <b>E-CHALLENGE: VALUE VIDEO</b>              |
| Wednesday,<br>March 6           | <b>Funding</b>                  | R Everything You (Don't) Want to Know ... (CR)<br>R Startup Funding 101 (Bb)                                    |  |
| <b>WEEK 10</b>                  |                                 |   |  |
| Monday,<br>March 11             | <b>Spring Recess - No Class</b> |   |  |
| Wednesday,<br>March 13          |                                 |   |  |
| <b>WEEK 11</b>                  |                                 |   |  |
| Monday,<br>March 18             | <b>Team/Culture</b>             | R 5 Great Companies That Get Corporate Culture Right (Bb)<br>R Netflix Culture (Bb)                             | <b>OPPORTUNITY SEARCH:<br/>CONCEPT PAPER</b> |
| Wednesday,<br>March 20          | <b>Living Case</b>              | <b>Guest Entrepreneur: Living Case Discussion</b>   |  |
| <b>WEEK 12</b>                  |                                 |   |  |
| Monday,<br>March 25             | <b>Go-To-Market</b>             | R What Most Companies Miss About Customer LTV (Bb)  | <b>OPPORTUNITY SEARCH: CRITIQUES</b>         |
| Wednesday,<br>March 27          | <b>Partnership</b>              | R New Venture Concept Assignment (Bb)   | <b>QUIZ 3</b>                                |

## MODULE 4: TELLING YOUR STORY

| DATE                   | TOPICS                               | READ R, WATCH W, OR LISTEN L<br>IN <u>ADVANCE</u> OF LISTED SESSION                         | DUE BY <u>START OF LISTED</u><br>SESSION         |
|------------------------|--------------------------------------|---|--|
| <b>WEEK 13</b>         |                                      |   |  |
| Monday,<br>April 1     | <b>Pitching</b>                      | <b>W</b> What's Your Story? (Bb)<br><b>W</b> TED Talk: What of 3D Printing Was 100X Faster? |  |
| Wednesday,<br>April 3  |                                      | <b>L</b> "The Pitch" podcast (Bb)<br><b>R</b> Lessons Learned Assignment (Bb)               |  |
| <b>WEEK 14</b>         |                                      |   |  |
| Monday,<br>April 8     | <b>MVP</b>                           | <b>R</b> Observe 1 <sup>st</sup> , Design 2 <sup>nd</sup> (CR)                              |  |
| Wednesday,<br>April 10 |                                      | <b>MVP OFFICE HOURS - NO CLASS/SCHEDULE TEAM CONSULTING TIME</b>                            |  |
| <b>WEEK 15</b>         |                                      |   |  |
| Monday,<br>April 15    | <b>Fast Pitch &amp;<br/>Practice</b> | [Fast Pitches (half class)]   |  |
| Wednesday,<br>April 17 |                                      | [Fast Pitches (half class)]   |  |
| <b>WEEK 16</b>         |                                      |   |  |
| Monday,<br>April 22    | <b>Team<br/>Presentations</b>        | [New Venture Presentations tp Guest Panelists]  | <b>NEW VENTURE CONCEPT:<br/>PITCH/PROPOSAL</b>   |
| Wednesday,<br>April 24 |                                      | [Lessons Learned Presentations]   | <b>REFLECTION:<br/>:90 LESSONS LEARNED VIDEO</b> |
| Wednesday,<br>May 1    | <b>Final</b>                         |   | <b>DEBRIEF</b>                                   |

### Readings or Activities in the HBSP Course Reader

Applegate, L.M., and Carlson, C. (2014.) "Recognizing and Shaping Opportunities." Core Curriculum.

Kuemmerle, Walter. (2002.) "Test for the Fainthearted." Article.

Bygrave, W.D., and Hedberg, C. (2004.) "Malincho." Case.

Wasserman, N. (2008.) "The Founder's Dilemma." Article.

Blank, S.G. (2013.) "Why the Lean Startup Changes Everything." Article.

Eisenmann, T.R., Ries, E., and Dillard, S (2013.) "Hypothesis-Driven Entrepreneurship: The Lean Startup." Note.

Cespedes, F. (2012.) "Customer Visits for Entrepreneurs." Note.

Anderson, J., Narus, J., & Van Rossum, W. (2006.) "Customer Value Propositions in Business Markets." Article.

Spradlin, D. (2012.) "Are You Solving the Right Problem?" Article.

Eisenmann, T. (2011.) "Business Model Analysis for Entrepreneurs." Note.

Sander, D.A., and Timmons, J.A. (1989.). "Everything You (Don't) Want to Know About Raising Capital." Article.

May, M. (2012.) "Observe First, Design Second: Taming the Traps of Traditional Thinking." Article.

### **Readings & Activities posted to Blackboard (= Bb), Distributed in Class, or Run in Class**

"The Startup Game." Sim.

[we may complete 1-2 additional online sims as a part of this course]

An initial list of readings, videos, and podcasts is included in the course calendar, but this list will evolve over the course of the semester. These should be considered required readings and can be found in the "Readings/Videos/Podcasts" tab on Blackboard. Additional optional resources will also be shared during the semester in the "Additional Resources" tab.

### **Videos posted in Blackboard (= Bb)**

'What's Your Story?' (1 video)

[additional videos may be posted over the course of the semester]