

USC Marshall

School of Business
Lloyd Greif Center for
Entrepreneurial Studies

BAEP 553 – Cases in New Venture Management
Summer 2024 Online/3 Units
May 23, 2024 – August 1, 2024
Thursdays, 5:00pm – 6:30pm (Pacific Daylight Time)
Course is “Live” on Brightspace

Students are required to participate in “real time” MarshallTALK online sessions on Thursdays, 5:00 pm – 6:30 pm PDT, in addition to completing other online content. Only register for this class if you can log on for the Thursday evening MarshallTALK online sessions.

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Office hours: By appointment

Please use my email or voicemail to discuss items of a personal nature. Any questions about the course material, content, or procedures should be posted on the Blackboard discussion board, where responses will be available to benefit all class members or addressed during our MarshallTALK sessions.

Prerequisites: None

Required Readings: There is no text or course reader; however, readings and/or cases may be assigned throughout the semester. Readings and cases will be posted to Blackboard.

Course Learning Outcomes

- Evaluate challenges relating to new ventures
- Assess new venture opportunities
- Analyze strategic choices in relation to new ventures

Course Description

This course provides students with insight into the issues, challenges and opportunities involved in the creation and management of a new venture over its full life cycle. Typically, entrepreneurs are consumed with their product or service and are not prepared to lead the venture strategically nor tactically.

In this course, students will have an opportunity to learn from and engage with proven entrepreneurs who have started businesses and who have faced the many issues, challenges and opportunities that come-up in early to mid-stage ventures. Through this course, students will gain an understanding of what it takes to start and lead a venture to sustainability and possible exit. This course will focus on the issues, challenges and opportunities typically facing an early stage to emerging venture with annual revenues of \$0 to over \$100 million to help you prepare to launch your venture.

The course is divided into modules which correspond with weeks. Students are required to complete all the reading assignments, pre-recorded lectures, interactive exercises, and homework assignments at their own pace during the week *before* attending the live video conference (aka MarshallTALK) session, where they will interact with one another and with faculty at the same time to apply the concepts they've learned throughout the week. It is estimated that students will spend approximately 9 hours per week to complete each module in a 3-unit course.

Course Topics

In this course, you will have an opportunity to explore several issues in an early to mid-stage venture such as:

- What entrepreneurs do (or fail to do) to prepare themselves to launch their venture
- Starting a new business in an industry where the entrepreneur has a passion but no background. Wise? What are the added costs, issues, challenges?
- How entrepreneurs react to the daily ups and downs of leading a venture
- The personal toll on the entrepreneur, his/her family and friends when launching a new venture
- How early-stage businesses create culture
- How to identify and select outside service providers (attorneys, accountants, bankers, etc.) who understand the difficulties of early-stage businesses?
- How to grow sales with limited resources, *i.e.*, bootstrapping
- Growth through mergers and acquisitions
- How to secure outside funding – debt and equity
- How to prepare for succession planning
- How to prepare your company for exit. And when is the best time to sell
- Transitioning from entrepreneur to “*Entrepreneur CEO*”
- What is the value of patent protection?
- How to develop and execute a franchise business model
- When to recognize, as the entrepreneur, it's time to step aside and let someone else lead the venture

Grading

Activity	Maximum Points
Class Participation	50
8 Pre-Class Papers (required but not graded separately from post-class papers)	n/a
Post-Class Papers; up to 8 submissions x 200 points each	1,600
Rules of the Road	300
Presentation (4-minute presentation with slides)	50 [All presentations are awarded 50 points.]
TOTAL	2,000

Your final course grade will represent how you perform in the course relative to other students and not by percentage of points achieved.

All written assignments must be properly uploaded into Blackboard for grading. It is the student's sole responsibility to make certain her/his assignments are posted to Blackboard.

Course Assignments

Weekly Vignettes:	Required reading – Not graded
Pre-Class Paper:	Must submit 8 – Required but not graded separately
Post-Class Paper:	Must submit 8 – 200 points each. Submitted with pre-class paper
Student Presentations:	Must present either a pre-class or a post-class paper – 200 points

LATE WORK WILL LOSE 10% of the POINTS for **each week** it is late. After the second week, you will not receive a grade. Always post your work to Blackboard before the respective MarshallTALK session.

Weekly Vignettes

Over the course of the semester, 9 separate topics will be presented via weekly vignettes. Each student, at his/her sole discretion, shall select 8 of the 9 topics to submit both a pre-class and a post-class paper to Blackboard. The first 8 post-class submissions (a single submission comprising both the pre-class and post-class papers) will receive points. To submit a post-class paper, a student must submit an ungraded pre-class paper, posted to Blackboard only, before the start of MarshallTALK session in which the topic will be presented. [Note: Blackboard will not accept late submissions.] No exceptions.

8 Pre-Class Papers (Required but not graded separately)

Each week the faculty will post a vignette introducing the next week's topic. If a student wishes to submit a graded post-class paper, She/He must post this pre-class paper to Blackboard before the start of the MarshallTALK session in which the vignette will be discussed. This paper should be no more than one page in length and outline the student's initial thoughts presented in the vignette. The pre-class paper will be reviewed at the time the post-class paper is evaluated as set forth below.

Note: A pre-class paper submission to Blackboard and Marshall Talk session attendance is an absolute pre-requisite to submitting a post-class paper. No exceptions.

8 Post Class Papers (200 points each)

The post-class paper shall comprise of two parts. Part one is the student's pre-class paper. Part two shall be a discussion of (1) what the student learned from the online guest speaker, (2) how the student's pre-class thoughts aligned or differed with the class discussion and (3) the student's key takeaway elements. Including the pre-class paper, the post-class paper may not exceed 3 pages in length. Post-class papers will be evaluated based upon the student's pre-class paper and presentation of the three discussion points. Post-class papers are to be submitted to Blackboard.

Papers will receive points based upon the following evaluation scale:

200 points – outstanding issue insight	175 points – good issue insight
150 points – fair issue insight	125 – minimal issue insight

Note: if the pre-class paper is not included with the submission of the post-class paper, the maximum available point total for the paper is 175 points.

Student Presentations

One 2-minute presentation with presentation slides (50 presentation points/student-not graded)

For each MarshallTalk session, students may sign-up to give one 2-minute presentation during the semester of key thoughts for a maximum of 50 presentation points. Presentations may not be more than 2 minutes and must use up to two presentation slides.

Please sign-up on Blackboard before class (MarshallTALK) if you would like to present. There are no "make-ups" for this activity. Please sign-up early to assure yourself of a presentation slot. Presentations should discuss the student's key takeaways, lessons learned and personal perspectives-both pro and con and should not repeat the underlying facts.

MarshallTalk Presentation Options:

Pre-class thoughts: Modules 1-9 [Maximum 3 students/pre-class module]

Post class thoughts: Modules 1-9 [Maximum 3 students/post class module]

Rules of the Road: August 3 [Maximum 3 students]

The Rules of the Road

By the final week of the course, the student will have crafted eight (8) post-class papers in response to issues, challenges and opportunities involved in the creation and managing of a new venture over its full life cycle. Due on the last day of class, each student will submit a final project presenting their rules of the road learned when creating and managing a new venture over its full life cycle. There is no length requirement, and the student may submit the project in any form of their choosing. Though only eight of the topics have been submitted for evaluation, the student may include thoughts from the other three weeks. The Rules of the Road is worth **300 points**. The assignment will be evaluated based upon both content and form with content counting 200 points and form 100 points.

Rules of The Road Late Penalty. A different and separate penalty schedule applies to the Rules of the Road assignment as follows: **The Rules of the Road Assignment is due Thursday, August 1, 2024.** A 10% penalty of your grade will be deducted for assignments submitted after 5:00 pm on the day it is due. **An additional 20% daily penalty** will apply for each day thereafter until your assignment is submitted to Blackboard.

Participation and Class Assignments

MarshallTALK Attendance

The Entrepreneur Program is a real-life experience and as such expects real world professionals. The motto is “*treat each other as you would a customer.*” Therefore, tardiness and absences without notice are not acceptable. If you have a customer meeting, you will be on time. If you cannot be on time, you will call well in advance. Similar etiquette is required in this program. **MarshallTALK sessions are a mandatory requirement to submitting a Post-Class Paper. There are no make-ups or excuses.**

Join Zoom Meeting

Join Zoom Meeting

Meeting ID: TBA

Class (MarshallTALK) participation:

MarshallTALK participation is a critical element in the success of the course. Accordingly, participation points will be awarded as follows:

- **50 points** – student is highly engaged in MarshallTALK session on a weekly basis contributing insightful questions and thoughts.
- **30 points** – student is moderately engaged in MarshallTALK session on a periodic basis and occasionally contributes insightful questions and thoughts.
- **20 points** – student is somewhat engaged in MarshallTALK session contributing obvious questions and thoughts.
- **0 points** – student does not contribute in MarshallTALK session.

Live Guest Speakers during Our Thursday MarshallTALK Class Sessions

The speakers you will be viewing via the Blackboard were recorded during a residential BAEP 553 class session. Though we will make every effort to have a few [not all] of these guests join us during a Thursday session when we are discussing their topic, we make no guarantees of their availability.

Course Etiquette and Online Guest Speakers

Treat your professors and classmates as you would a customer. You will get in return what you give. There are no excuses. We operate this class like the business world.

As online guest speakers share their personal stories, please note that the content may at times be mature in nature and/or differ with your personal beliefs. The intent is not to offend students; yet

the content is presented for students to learn from other entrepreneurs and their journeys. Also, please be aware that most guests are not available to join us in our weekly online class sessions.

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 the 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 The Entrepreneur Program classes or events.

Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

Statement on Academic Conduct

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" 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, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symlicity.com/care-report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Support Systems

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

The Office of Disability Services and Programs – (213) 740-0776

[The Disability Services and Programs](#) (DSP) office 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 DSP each semester.

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. Go to: [USC Engemann Student Health Center Website](#)

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. Go to: [National Suicide Prevention Lifeline](#)

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. Go to: [USC Engemann RSVP Services](#)

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: [Sexual Assault Resource Center](#)

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. Go to: [Office of Equity and Diversity Website](#)

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. Go to: [USC Student Affairs - Bias Assessment Response and 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. Go to: [USC Student Affairs - Student Support and Advocacy](#)

Diversity at USC – [Diversity Matters](#)

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

American Language Institute - [ALI](#)

Students whose primary language is not English should check with the *American Language Institute*, which sponsors courses and workshops specifically for international graduate students.

No AI usage permitted

Since creating, analytical, and critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student working individually. Students may not have another person or entity complete any substantive portion of the assignment.

Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated tools is prohibited in this course, will be identified as plagiarism, and will be reported to the Office of Academic Integrity.

USC Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

System Requirements

Technical Support

- For Blackboard support go to USC ITS Services Website or call USC ITS at 213.740.555
- For MarshallTALK (Zoom) support go to Zoom Support or call (888) 799-9666, ext. 2

Required Equipment

- Computer (PC or Mac)
- Headset or built-in speakers & microphone
- HD Webcam
- High speed Internet connection
- Up-to-date internet browser (Chrome, FireFox, Safari, or Internet Explorer)

Marshall Learning Environment: Open Expression and Respect for All

The USC Marshall School of Business shares the University's [Unifying Values](#):

- We act with integrity in the pursuit of excellence.
- We embrace diversity, equity and inclusion to promote well-being.
- We engage in open communication and are accountable for living our values.

We value each person's humanity and voice and strive to ensure that every member of our community feels that they belong and are respected.

We support the USC Statement protecting free speech and the academic freedom of faculty and students. Certain limited categories of speech are not protected by the law, such as expression that is defamatory, incites violence, constitutes a true threat or unlawful harassment, or violates privacy, confidentiality, or intellectual property rights. But other than the limited categories of legally unprotected speech, we are committed to fostering a learning environment where free inquiry and expression are encouraged and celebrated and for which all members of the Marshall community share responsibility. We recognize that speech that is deeply offensive may nevertheless be legally protected and seek to restrain ourselves from responding with censorship or reprisal.

The classroom is an environment in which students and faculty should not feel they will be punished, ostracized, or humiliated for speaking up with ideas, questions, or concerns, or for making mistakes. As part of the educational process, students and faculty will discuss topics that may make some people uncomfortable, unhappy, distressed, or even offended. Sometimes there will be strong disagreements about these topics, and the care with which they are discussed is paramount. It is the shared responsibility of members of our community: to treat each other with courtesy, dignity and respect; to appreciate the spectrum of viewpoints on an issue; and to be actively involved in working through contentious issues together.

Module 1:	“Growing a Business in a New Industry Segment.”
Outcomes	<ul style="list-style-type: none"> • Recognize the challenges of growing a business in a new industry • Better understand what it takes to compete against a large industry player
Activities	<p><u>1. Blackboard Content:</u></p> <ul style="list-style-type: none"> • Introduction • Syllabus & Course Expectations • Readings: Vignette Module 1 <p><u>2. Assignment:</u></p> <ul style="list-style-type: none"> • Pre-Class Paper (due before MarshallTALK Session on May 23) <p><u>3. MarshallTALK:</u></p> <ul style="list-style-type: none"> • MANDATORY synchronous session with faculty and student presenters. Thursday, May 23, 5:00pm – 6:30pm <ul style="list-style-type: none"> ○ Pre-Class Paper Presentations <p><u>4. Blackboard Content:</u></p> <ul style="list-style-type: none"> • “Growing a Business in a New Industry Segment.” • Ken Pavia, Founder, MMAgents <p><u>5. Assignment:</u></p> <ul style="list-style-type: none"> • Post-class paper (due before next MarshallTALK Session)
Module 2:	“How to Prepare Your Venture for Eventual Sale to a Strategic Buyer.”
Outcomes	<ul style="list-style-type: none"> • Identify the qualities Fortune 500 companies seek when acquiring early-stage ventures • Assess an early-stage venture’s timing and approach when positioning itself for acquisition

Activities	<p><u>1. Blackboard Content:</u></p> <ul style="list-style-type: none"> • Readings: Vignette Module 2 <p><u>2. Assignment:</u></p> <ul style="list-style-type: none"> • Pre-Class Paper (due before MarshallTALK Session) <p><u>3. MarshallTALK:</u></p> <ul style="list-style-type: none"> • MANDATORY synchronous session with faculty and student presenters. Thursday, May 30, 5:00pm – 6:30pm <ul style="list-style-type: none"> ○ Post-Class Paper Presentations ○ Last Week’s Speaker (if available) ○ Pre-Class Paper Presentations <p><u>4. Blackboard Content:</u></p> <ul style="list-style-type: none"> • “How to Prepare Your Venture for Eventual Sale” • Scott McGregor, CEO, Broadcom <p><u>5. Assignment:</u></p> <ul style="list-style-type: none"> • Post-class paper (due before next MarshallTALK Session)
Module 3:	“When your best strategy is to pivot.”
Outcomes	<ul style="list-style-type: none"> • Explain strategic decisions and positions to take in new ventures
Activities	<p><u>1. Blackboard Content:</u></p> <ul style="list-style-type: none"> • Readings: Vignette Module 3 <p><u>2. Assignment:</u></p> <ul style="list-style-type: none"> • Pre-Class Paper (due before MarshallTALK Session) <p><u>3. MarshallTALK:</u></p> <ul style="list-style-type: none"> • MANDATORY synchronous session with faculty and student presenters. Thursday, June 6, 5:00pm – 6:30pm <ul style="list-style-type: none"> ○ Post-Class Paper Presentations ○ Last Week’s Speaker (if available) ○ Pre-Class Paper Presentations <p><u>4. Blackboard Content:</u></p> <ul style="list-style-type: none"> • “When your best strategy is to pivot.” • Mark Friedman, Founder & CEO, Perfect Fitness <p><u>5. Assignment:</u></p> <ul style="list-style-type: none"> • Post-class paper (due before next MarshallTALK Session)
Module 4:	“Scaling a stagnant company backed by venture capital.”
Outcomes	<ul style="list-style-type: none"> • Describe how a stagnant company backed by venture capital finds ways to grow and expand

Activities	<p><u>1. Blackboard Content:</u></p> <ul style="list-style-type: none"> • Readings: Vignette Module 4 <p><u>2. Assignment:</u></p> <ul style="list-style-type: none"> • Pre-Class Paper (due before MarshallTALK Session) <p><u>3. MarshallTALK:</u></p> <ul style="list-style-type: none"> • MANDATORY synchronous session with faculty and student presenters. Thursday, June 13, 5:00pm – 6:30pm <ul style="list-style-type: none"> ○ Post-Class Paper Presentations ○ Last Week’s Speaker (if available) ○ Pre-Class Paper Presentations <p><u>4. Blackboard Content:</u></p> <ul style="list-style-type: none"> • “Scaling a stagnant company backed by venture capital.” • Carey Ransom, CEO, RealPractice <p><u>5. Assignment:</u></p> <ul style="list-style-type: none"> • Post-class paper (due before next MarshallTALK Session)
Module 5:	“Growth Through Mergers & Acquisitions.”
Outcomes	<ul style="list-style-type: none"> • Describe the difference between organic growth and growth through M & A • List the risks associated with organic growth and growth through M & A
Activities	<p><u>1. Blackboard Content:</u></p> <ul style="list-style-type: none"> • Readings: Vignette Module 5 <p><u>2. Assignment:</u></p> <ul style="list-style-type: none"> • Pre-Class Paper (due before MarshallTALK Session) <p><u>3. MarshallTALK:</u></p> <ul style="list-style-type: none"> • MANDATORY synchronous session with faculty and student presenters. Thursday, June 20, 5:00pm – 6:30pm <ul style="list-style-type: none"> ○ Post-Class Paper Presentations ○ Pre-Class Paper Presentations <p><u>4. Blackboard Content:</u></p> <ul style="list-style-type: none"> • “Growth Through Mergers & Acquisitions.” • Matt Ohrnstein, Founder & CEO, Caliber Collision Centers <p><u>5. Assignment:</u></p> <ul style="list-style-type: none"> • Post-class paper (due before next MarshallTALK Session)
Module 6:	“What is the value of patent protection?”
Outcomes	<ul style="list-style-type: none"> • State the value of patent protection • List the pros and cons related to patent protection

Activities	<p><u>1. Blackboard Content:</u></p> <ul style="list-style-type: none">• Readings: Vignette Module 6 <p><u>2. Assignment:</u></p> <ul style="list-style-type: none">• Pre-Class Paper (due before MarshallTALK Session) <p><u>3. MarshallTALK:</u></p> <ul style="list-style-type: none">• MANDATORY synchronous session with faculty and student presenters. Thursday, June 27, 5:00pm – 6:30pm<ul style="list-style-type: none">○ Post-Class Paper Presentations○ Last Week's Speaker (if available)○ Pre-Class Paper Presentations <p><u>4. Blackboard Content:</u></p> <ul style="list-style-type: none">• “What is the value of patent protection?”• Rodney Derifield, Founder & CEO, EnviroCooler <p><u>5. Assignment:</u> Post-class paper (due before next MarshallTALK Session)</p>
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Module 7:	“Developing and executing a franchise model.”
Outcomes	<ul style="list-style-type: none"> • State factors associated with developing and executing a franchise model • Learn what a Franchisor must do to be successful
Activities	<p><u>1. Blackboard Content:</u></p> <ul style="list-style-type: none"> • Readings: Vignette Module 7 <p><u>2. Assignment:</u></p> <ul style="list-style-type: none"> • Pre-Class Paper (due before MarshallTALK Session) <p><u>3. MarshallTALK:</u></p> <ul style="list-style-type: none"> • MANDATORY synchronous session with faculty and student presenters. Thursday, July 11, 5:00pm – 6:30pm <ul style="list-style-type: none"> ○ Post-Class Paper Presentations ○ Last Week’s Speaker (if available) ○ Pre-Class Paper Presentations <p><u>4. Blackboard Content:</u></p> <ul style="list-style-type: none"> • “Developing and executing a franchise model.” • Carrie Rezabek, Founder & CEO, Pure Barre <p><u>5. Assignment:</u> Post-class paper (due before next MarshallTALK Session)</p>
Module 8:	“Preparing your business for sale.”
Outcomes	<ul style="list-style-type: none"> • Assess when you should start thinking about an exit • Understand what will drive up exit valuation
Activities	<p><u>1. Blackboard Content:</u></p> <ul style="list-style-type: none"> • Readings: Vignette Module 8 <p><u>2. Assignment:</u></p> <ul style="list-style-type: none"> • Pre-Class Paper (due before MarshallTALK Session) <p><u>3. MarshallTALK:</u></p> <ul style="list-style-type: none"> • MANDATORY synchronous session with faculty and student presenters. Thursday, July 18, 5:00pm – 6:30pm <ul style="list-style-type: none"> ○ Post-Class Paper Presentations ○ Last Week’s Speaker (if available) ○ Pre-Class Paper Presentations <p><u>4. Blackboard Content:</u></p> <ul style="list-style-type: none"> • “Preparing for your business sale.” • Lloyd Greif, Founder and CEO, Greif & Co. <p><u>5. Assignment:</u> Post-class paper (due before next MarshallTALK Session)</p>

Module 9:	“Starting a Silicon Valley venture capital firm and getting it off the ground.”
Outcomes	<ul style="list-style-type: none"> • Describe the components related to securing outside funding • Understand what it takes to launch a Silicon Valley Venture Capital Firm
Activities	<p><u>1. Blackboard Content:</u></p> <ul style="list-style-type: none"> • Readings: Vignette Module 9 <p><u>2. Assignment:</u></p> <ul style="list-style-type: none"> • Pre-Class Paper (due before MarshallTALK Session) <p><u>3. MarshallTALK:</u></p> <ul style="list-style-type: none"> • MANDATORY synchronous session with faculty and student presenters. Thursday, July 25, 5:00pm – 6:30pm <ul style="list-style-type: none"> ○ Post-Class Paper Presentations ○ Last Week’s Speaker (if available) ○ Pre-Class Paper Presentations <p><u>4. Blackboard Content:</u></p> <ul style="list-style-type: none"> • “Starting a Silicon Valley venture capital firm and getting it off the ground.” • Barry Eggers, Partner, Lightspeed Venture Partners <p><u>5. Assignment:</u> Post-class paper (due before next MarshallTALK Session)</p>
Final Class:	<u>Rules of the Road</u>
Outcomes	<ul style="list-style-type: none"> • Student insights
Activities	<p><u>1. Assignment:</u></p> <ul style="list-style-type: none"> • <u>Rules of the Road (due before MarshallTALK Session)</u> <p><u>2. MarshallTALK:</u></p> <ul style="list-style-type: none"> • MANDATORY synchronous session with faculty and student presenters. Thursday, August 1, 5:00pm – 6:30pm <ul style="list-style-type: none"> ○ <u>Post-Class Paper Presentations</u> ○ <u>Rules of the Road Presentations</u> ○ <u>Student insights</u> ○ <u>Wrap-up</u> ○ <u>Course Evaluation</u> <p><u>3. Blackboard Content:</u> Present lessons learned when creating and managing a new venture over its full life cycle</p>

APPENDIX

MARSHALL GRADUATE PROGRAMS LEARNING GOALS

How BAEP 553 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	Degree of Emphasis (1=Low, 2=Moderate, 3=High)	BAEP 553 Objectives that support this goal
<i>Learning Goal #1:</i> Our graduates will be impactful leaders who lead with integrity and purpose.		
1.1 Possess a clear framework and commitment to an organization's culture and core values, with personal integrity.	3	X
1.2 Transcend traditional boundaries with a global mindset, drawing value from diversity and inclusion, and fostering community within and outside of organizations.	2	X
1.3 Exhibit exceptional self-awareness through understanding of personal and career goals; awareness of individual strengths and weaknesses; and engagement in personalized, goal-driven, and lifelong learning.	3	X
<i>Learning Goal #2:</i> Our graduates will be impactful leaders who help identify and execute opportunities in uncertain and complex business environments.		
2.1 Apply an integrated approach to understanding and analyzing significant business problems, which can be complex, messy, unstructured, and beyond formulaic analysis.	3	X
2.2 Use critical and analytical thinking to identify viable solutions that can create short-term and long-term value for organizations.	3	X
2.3 Devise creative, sustainable, and achievable strategies and solutions that allow organizations to take advantage of opportunities that create value for its stakeholders.	2	X
<i>Learning Goal #3:</i> Our graduates will be impactful leaders who achieve results by fostering collaboration on interpersonal, team, and organization levels.		
3.1 Influence and motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes	3	X
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success	3	X
3.3 Lead and participate in helping organizations adapt to a changing business landscape.	3	X