



BAEP 451: The Management of New Enterprises

Syllabus, Fall 2014

Tuesday/Thursday – 2:00-3:50pm, Room ACC310

Professor: Patrick Henry
Office: Bridge Hall One, basement level
Phone: Cell (310) 990-3100
Office Hours: Tu/Th 10am - noon; 1-1:30pm
E-mail: patrick.henry@marshall.usc.edu

Individual appointments – You can come to BR1One during office hours or if this timing doesn't work, I am very happy to schedule an individual meeting with you that fits both our schedules. Email is the preferred format for messages and setting up appointments.

I. COURSE OVERVIEW AND LEARNING OBJECTIVES

Course Description

This course provides an introduction and overview for the fundamental development of analytical and conceptual skills in entrepreneurship and venture management, presenting an integrative perspective into the process of starting a new venture.

Becoming the CEO of Me, Inc. - Entrepreneurship is an attitude and mindset in addition to a set of skills. Whether you start your own business or bring an entrepreneurial approach to your work for an organization, you will ensure your success by always assuming the role as the CEO of Me, Inc. At its heart is your ability to look creatively at business opportunities to create value in all its forms: money, independence, and influence. We will explore a set of tools and techniques for identifying new entrepreneurial opportunities by learning about an industry in depth.

Entrepreneurship is about finding your passions and talents and putting them to work in a marketplace that is changing. It's also about challenge, persistence and generating market impact by creating new execution strategies for doing old things in new ways. It is not for the faint of heart, the timid, those who hate ambiguity or want everything in black and white. It is for the self-motivated, independent, persistent individual, who has a sense of humor, can learn and bounces back from failure. The Entrepreneur is willing to take and manage calculated risks and adjust to market reactions. BAEP 451 is a "think about it" course in which you will learn the 'mindset' of an entrepreneur and will prepare you for further studies in our program.

This course is not a "**spectator**" course. Be prepared to continue to get out into the real world and **Get Dirty**. You will be actively researching, testing and putting to work your ideas and concepts. Consequently, you are required to undertake a significant amount of work outside of class. By taking this course, you are agreeing to complete all of your work in a timely fashion without excuse. You also agree and understand that you will spend time in the marketplace doing research and collecting data for your ideas and concepts.

Be Real, Get Dirty and Make it Happen!

In this course, you will

1. Develop an understanding of the differences between an idea, a concept, a feasibility analysis and a business plan,
2. Develop an understanding of business models and how they evolve to meet the realities of the marketplace and the needs of the customer;
3. Gain knowledge from beginning and seasoned entrepreneurs and what actions they took to launch their venture.

In addition, this course also provides an opportunity for you to develop your **personal capabilities**. Specifically, you will develop:

1. Analytical skills: thinking, problem solving, and decision-making:
 - Analyze and critically evaluate alternative courses of action
 - Find and use resources to answer your questions
 - Learn to formulate the right questions, rather than seeking answers
 - Not be resource bound in launching a new venture
 - Form conclusions and recommendations supported by logic and evidence
2. Oral and written communication skills including your ability to:
 - Deliver oral presentations to a large audience
 - Ask questions and present viewpoints in discussions
 - Write well-structured, clear, and concise documents
3. Skills in managing work load:
 - Improve your ability to plan and structure tasks
 - Learn to better manage your time
 - Work effectively as part of a team

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 lectures.

Required Materials

TEXTBOOKS:

Effectual Entrepreneurship: Read, Sarasvathy, Dew, Wiltbank & Ohlsson Routledge Press
<http://www.amazon.com/Effectual-Entrepreneurship-Stuart-Read/dp/0415586445>

Just Start: Schlesinger, Keifer & Brown Harvard Business Review Press
http://books.google.com/books/about/Just_Start.html?id=H3g_4TpRWw8C

READINGS: We will use the textbooks as well as additional readings will be posted on BB. Each reading has questions that help you to get the most out of the reading. You are required to bring a one page typed paper to turn in during class for each reading. Students are expected to come prepared to discuss and apply the readings as assigned in Class Schedule – this is part of your participation grade. You can volunteer as well as be randomly called to lead class in discussion.

Living Cases: During the semester, entrepreneurs and experts in their fields will be guest speakers – you will have opportunity to learn from the pros. Attendance at these sessions will be critical for developing your execution plan.

Course Notes

Session slides will be posted on Blackboard the day after each class. (They are not posted before class because the slides will frequently contain material about cases or in-class exercises that students should not view beforehand.)

Course Communication

When contacting me, email (patrick.henry@marhsall.usc.edu) is the most effective means of communication. Course communication will take place through announcements in class, emails, and the Blackboard system. By default, Blackboard uses your USC email address (username@usc.edu) for sending emails; if this is not your primary email account, please make sure to change the Blackboard email setting or to forward your USC email to the account you use. You are responsible for ensuring that messages will not bounce back due to your storage quota being full.

Two key points:

- All material posted or emailed by the professor in Blackboard will be assumed communicated to students and they are responsible accordingly.
- All papers will be due in a 'hard copy' in class; bring two hard copies to each class - one to turn in prior to class and one for discussion as well as posted in Blackboard. Note, you only need to bring original of the E-Interview & Final Project to turn in plus posting in BB.

III. CLASS ASSIGNMENTS AND GRADING

The attached class schedule lists the topics, outlines the assignments and defines the due dates for the semester. I am certain that there will be some confusion and you need only ask for clarification in advance. Being late or not meeting the expectation after the fact or because you did not understand the assignment is disappointing for both of us. **YOU ARE RESPONSIBLE TO BE ON TIME!**

Due	Assignment	Points
11-Sep	Questionnaire with Picture	25
11-Sep	Entrepreneur or Corporate Route Case	50
18-Sep	Ocean 911 Case	50
29-Sep	Mini-Challenge	200
2-Oct	Declare Industry: E-Interviewee: St. Log #1	100
14-Oct	Make the Break Case	50
16-Oct	Entrepreneur Interview	400
30-Oct	Trade Association of Industry (St. Log #2)	100
25-Nov	Opportunity Recognition Project	450
2-Dec	Fast Pitch	100
2-Dec	St. Log #3 + Semester Summary	100
4-Dec	Top Ten Ventures 3-minute pitch	50
4-Dec	Top 10 Golden Nugget Reflection (pass/fail)	50
---	Class Participation	200
	Quizzes	100
---	GOTO	25
---	Thank You Letters (10 pts. each; max. 5)	50
	TOTAL POINTS	2100

Participation requirements & Quizzes

1. Attendance at class sessions is critical. We may discuss material not found in the textbook or articles as well as conduct in-class exercises. You can miss one class without penalty—no questions asked, no need to let me know. Further absences will reduce your participation grade as you can't participate if you aren't in class. If you miss a class, you are responsible for staying up-to-date on course content and assignments. Please download class slides from Blackboard and check with classmates or me regarding potential handouts and announcements.

2. Show up on time and stay until the end (**no bathroom breaks unless emergency**) —it is disruptive to your classmates' learning experience if you arrive late or leave early.
3. Complete the assigned readings for the class and complete any associated hand ins.
4. Participate actively in classroom discussions and in-class exercises. Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key entrepreneurial skill.
5. Make good use of guest presenters' time. **Come prepared to class with questions for professor and especially Living Case speakers!** Thoughtful questions are indication of learning.
6. **QUIZZES** - For most classes, specific issues are outlined from the readings as part of the discussion – about 4 times a year, I will 'pop' 25 point quizzes (25 pass/fail) on the readings due for that day.

Participation is evaluated based on your level of involvement in class discussions – both the quality (relevance and insightfulness) and quantity (frequency) of your participation plus attendance. At the end of the semester you will be asked to complete a self-assessment of your participation (pg. 11 Syllabus).

Project Deliverables

All papers, cases will follow the format:

- One inch margins all around – 1½ line space
- 12 point font size (sans serif font; Arial preferred)
- Stapled if more than 2 pages (not stapled -10%)
- Grader attached to front of assignments (no grader -10%)
- Your name and page numbers on each page
- Proper citations (personal interviews much more valuable than web searches)
- Turned in Electronically to Blackboard (Safety Net) by due date
- Hard Copy turned in before the beginning of class with Grader attached stapled to minor assignments, tucked in loosely to two major, spiral bound assignments

Project Presentations

Individual students and Teams will be asked to present various assignments and projects. Come to class prepared with two sets of PowerPoint ("PPT") for your presentation. One set printed 3 slides to a page to give to professor prior to presentation for notes and feedback and one PPT printed full size in color **and** on an external drive or USB key to class for your presentation – **no searching for online email attachments.**

Writing Style

Entrepreneurs and their resources do not have time to read novels! All papers must meet the **three C rule** - **C**lear, **C**oncise and **C**ompelling. Please make conclusions up front and clear, using headings, bullet points, and other simple ways to convey your point of view to allow the reader to grasp your message quickly! The easier the reader can understand the paper, the better the score of the paper. (Use the syllabus as an example of CCC writing style.)

On-time paper delivery is in class before the beginning of the class starting time (9:59AM). Students and teams must also upload assignments to Blackboard prior to in-class deadline. **The following deductions apply for late submission of the course work:**

Submission after beginning & end of class:	10% loss of score
Submission between the end of class and 48 hours	20% loss of score
Submission after 48 hours:	NO SCORE

If you are excused or must be absent for a class meeting, deliver your hard copy of your work to the office at Bridge Hall #1 before the class time in order to be considered on time. Assignments will only be accepted in class on the due date. All late submissions need to be turned in to the office to be date and time stamped.

Returned Paperwork

All of your assignments will be graded and are available for you to pick up at the Greif Center office in Bridge Hall #1. Unclaimed assignments by a student, will be discarded after four weeks and hence will not be available should a grade appeal be pursued by a student following receipt of his/her course grade.

Evaluation of Your Work:

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 expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. 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 a memo (turned into Greif office & time stamped) in which you request that I re-evaluate the assignment and explain fully and carefully why you think the assignment should be re-graded. Turn in the original assignment with copy of the email memo to the Greif office. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

Thank You Letters – 50 Points Possible:

We expect to have several guest entrepreneurs. They will tell of their venture and journey; we may have the opportunity of having them to lunch with a few volunteer students. Among them may be mentors, industry contacts, someone who would hire you as intern, etc. You may send up to four letters for credit (15 points each = up to 60 points) to reach out to with a professionally crafted and written letter thanking them for their time and creating potential connection due to develop a link between you two down the line. Check BB for a sample of a letter.

It must be turned in class (not mailed) and delivered the **next class after their visit** and follow the following format to receive credit:

- Professionally printed letter (create a letterhead), signed and folded inside an unsealed envelop (not hand written) with proper postage.
- Copy of the letter paper clipped to outside the envelop for grading
- Only professional letters meeting the standards will receive points and mailed by your professor.

GO TOs (GOOD OF THE ORDER): 25 points

Students are urged to report in class, presentations of special entrepreneurial ‘extras’ encountered. This may be an article, an event you attended, a special stranger meeting, etc. Email a short description of your GOTO and a 2-3 minute PPT to patrick.henry@marshall.usc.edu for clearance & schedule (your presentation will be loaded on the class PC). Bring one set of hard copies of PPTs, printed 3-up to a page for grading. Part of your grade will be based by the quality of the learning and the discussion it engenders. **Last class for GOTOs will be November 25th**

GRADING

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for undergraduate elective classes at the Marshall School has been 3.3 (B+). Your final grade will be assigned based on your total points from the various assignments and other course evaluation components (listed in the table on page 3), the overall average points within the class, and your ranking among all students in the class.

If you have any questions about your grade during the semester, please make an appointment to see me to discuss your concerns. Do not wait until the end of the semester to do so!

IV. COURSE POLICIES

Add/Drop Process

Please follow the USC procedures for adding or dropping the course. In Fall 2014, the last day to drop a Monday-only class without a mark of “W” and receive a 100% refund is September 12. The last day to drop a class with a mark of “W” is November 14.

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 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 use 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 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.

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. Videotaping or audiotaping faculty lectures is not permitted due to copyright infringement regulations. Use of any distributed material is reserved exclusively for the USC students registered in this class.

Statement for Students with Disabilities

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 as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit www.usc.edu/disability

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please make sure you have access to the course in Blackboard; this will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

BAEP 451: Fall 2014 Class Schedule

(Schedule subject to change during semester)

BOLDED, UNDERLINED ASSIGNMENTS TURNED IN

Week 1

<u>August 26</u> Introduction <ul style="list-style-type: none">➤ Course Overview, Syllabus, Goals & Grades➤ The goal is to 'get dirty'➤ What's a Stranger?➤ Proper filling out of Questionnaire➤ Who is ProfPH? Be prepared to discuss: <ul style="list-style-type: none">➤ How would you define entrepreneurship?➤ Why are you here? What do you want to accomplish	<u>August 28</u> Required Reading <ul style="list-style-type: none">➤ Chapters 1 Text EE➤ "New Word for Entrepreneurship" – Posted BB➤ First major assignment - Entrepreneur Interview Be prepared to discuss: <ul style="list-style-type: none">➤ Examples of made & found opportunities?➤ How could the Curry-in-Hurry entrepreneur approach opportunities differently based on made vs. found models?➤ When have you been an 'entrepredoer' Lessons from recent Alums of Greif Program
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Week 2

<u>September 2</u> Required reading <ul style="list-style-type: none">➤ Chapters 1 & 2 Text EE➤ "How to Raise an Entrepreneur" – Posted BB➤ Croker Library Resource Guide – (BB – print out bring to class) Be prepared to discuss: <ul style="list-style-type: none">➤ Examples of success not built on the 'great idea'➤ What do we mean – 'there is no good idea'➤ Which ventures in chapter provided you with greatest insights?➤ Pick two traits of raising an entrepreneur & give examples where you demo'd in your early days.	<u>September 4</u> Required reading <ul style="list-style-type: none">➤ Chapters 3 Text EE Be prepared to discuss: <ul style="list-style-type: none">➤ What characteristics did you think made an entrepreneur successful coming into class?➤ Define 'risk' - are entrepreneurs risk takers? Are you?.➤ How did Shoen - U-Haul - make decisions? Introduction to Wall Street Journal Living Case: Andrew Silberstein & Ariel Lee – www.boomrat.com (sign up prior to class)
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Week 3

<u>September 9</u> Required reading - Chapters 4 Text EE Be prepared to discuss: <ul style="list-style-type: none">➤ Is 'not having money' an asset? Why/why not?➤ Is selling skill necessary for an entrepreneur?➤ Define "bootstrapping" and what are advantages to entrepreneurs?➤ Explain Vidal Herrera's unlikely keys to success? WSJ Assignment – come prepared to share with class an article that creates entrepreneurial opportunities which could impact your journey.	<u>September 11</u> <u>QUESTIONNAIRE WITH PHOTO</u> <u>ENTREPRENEUR OR CORPORATE ROUTE CASE</u> <u>(team of two)</u> Required reading - Chapters 5 Text EE Be prepared to discuss: <ul style="list-style-type: none">➤ Are entrepreneurs better predictors of the future than 'managerial' types? Explain➤ What lessons did you take away from Sigg & Freitag? Who thought more 'effectually'?➤ We're launching a new venture to open 'marijuana shops' (think Starbucks) when legal – what things can you control – what can't you? David Reynaldo – recent grad sharing his journey
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Week 4

<p><u>September 16</u> Required reading:</p> <ul style="list-style-type: none">➤ Chapter 6 Text EE➤ “Six degrees of Lois Weisberg”- Posted BB <p>Be prepared to discuss:</p> <ul style="list-style-type: none">➤ How did Lois structure her network effectively?➤ What are your life lessons from Lois?➤ Explain what researchers found as the key to happiness? How is yours same AND different?➤ What are key decisions in taking the plunge?➤ What are your lessons from EBay founding? <p>THE YARN GAME</p>	<p><u>September 18</u></p> <p><u>OCEAN 911 (posted in BB)</u> (One Page Maximum – team of two)</p> <p>One Page Maximum:</p> <ul style="list-style-type: none">➤ ‘Yes’ or ‘No’, is this a good idea? Why?➤ What are the controllable & uncontrollable factors?➤ How much capital needed to expand his business (even if you say ‘no’)➤ Give broad categories for the “use of capital” <p>Living Case – David LaMontagne - Venture Hotels LLC</p>
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Week 5

<p><u>September 23</u></p> <p>Team Building Exercise</p> <p>Mini-Challenge Assignment – handed out in class</p> <p>Guest Expert – Kim Esser – Crocker Library – How to learn about your industry, market & competitors.</p> <p>Required reading (bring to class)</p> <ul style="list-style-type: none">➤ Crocker Library Reference Guideline – you MUST go to Crocker Library prior to class to become familiar & prepared to ask questions to make lesson more effective	<p><u>September 25</u></p> <p>Required reading</p> <ul style="list-style-type: none">➤ Chapter 7 Text EE (possibly most important one)➤ “Skills to be an Entrepreneur (posted BB) <p>Be prepared to discuss (one page write up):</p> <ul style="list-style-type: none">➤ Site at least two examples of ventures around you that have applied the four principles. Explain.➤ How has this changed your view about entrepreneurship?➤ What is the application to a ‘corporate job’? <p>Living Case – Scott Yamano – www.dedicatedmedia.com – Greif Alumnus of the Year 2012</p>
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Week 6

<p><u>September 30</u> MINI-CHALLENGE Turn in sealed envelope to Bridge Hall One by noon 9/29:</p> <p>In-Class Presentation of Mini Challenge:</p> <ul style="list-style-type: none">➤ Key Who/Whom/What(s) of Team – impact on venture➤ Product/Service – Benefit Statement➤ Revenue Model(s)➤ Changes made during execution➤ What did you learn from exercise?➤ Accounting Recap <p>Required Reading - BB:</p> <ul style="list-style-type: none">➤ ‘The Road less Traversed’➤ Skills to be an Entrepreneur <p>Be prepared for discussion</p> <ul style="list-style-type: none">➤ 3-4 Insights that will shape your E-Journey	<p><u>October 2</u> <u>DECLARE INDUSTRY; E-INTERVIEW & SL#1</u></p> <p>Required Reading</p> <ul style="list-style-type: none">➤ Chapter 8 EE➤ How David Beats Goliath - Gladwell (BB) <p>Be prepared for brisk in-class discussion:</p> <ul style="list-style-type: none">➤ How is failure in your culture?➤ Role of EGO in dealing with failure➤ What are smart ways to fail?➤ What are advantages of entrepreneurial venture vs corporate player? <p>Little Us versus Big Them Presentation 1-</p>
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Week 7

October 7 Required Reading - Chapter 9 & 10 EE - Be prepared for discussion <ul style="list-style-type: none">➤ Create your personal 'who/whom/what' grid & share with class➤ What 'slack' resources are around you?➤ Are you an 'adapter' or 'resaper'?➤ What are the competitive advantages of being an entrepreneurial venture versus large corporate?	October 9 Living Case – Jonathan Nostrant – www.helloivie.com – launched in BAEP 451 REST IS YOUR CLASS – Mid semester evaluation & course correction to make best class at USC!
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Week 8

October 14 MAKE THE BREAK CASE (BB) Email entrepreneur@marshall.usc.edu by 3pm 9/13 – In "Subject" a Yes/No and \$\$\$ amount (nothing in body) One Page Due in Class: <ul style="list-style-type: none">➤ Yes/No -\$\$ Needed to launch (even if "no"), Why?➤ How would you coach him (even if 'no')➤ General categories of Use of Funds➤ Any ethical questions? Read Final Project – Questions & teaming Up	October 16 ENTREPRENEURIAL INTERVIEW In-Class Presentations of E-Interview <ul style="list-style-type: none">➤ 3-minute presentation (10% deduction for going over – stopped at 3:15 even if not finished) 6 volunteers & 6 random calls (two PPTs in hard copy – one full size to present from 'doc camera' & one 3-slides to page for ProfPH)
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Week 9

October 21 Required readings: <ul style="list-style-type: none">➤ Men-Women Communications➤ How women-men brains difference➤ Kick Starter Closes the Gap Fabulous Females of Entrepreneurship <ul style="list-style-type: none">➤ Renee Fraser – Fraser Communications www.frasercommunications.com➤ Anna Ouroumian – Academy of Business Leadership - www.goabl.org	October 23 Turn In – Team for Final Project Required readings Chap 11 EE & Why Gen Y Unhappy <ul style="list-style-type: none">➤ What are you willing to lose?➤ What are the lessons learned from Ruth Owades?➤ Where do you see you and parents in Gen Y?➤ Where is it off?➤ What will you do to make your journey successful
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Week 10

October 28 Required readings - 'I-Pencil' Case (One Page) <ul style="list-style-type: none">➤ Agree/disagree - Human freedom requires private property, free competition, and limited government. Why?➤ Dispersed knowledge and the price system will make individuals do desirable things without being told what to do. Why?➤ Apply article to the differences between US Post Office & FedEx	October 30 TRADE ASSOCIATION & STRANGERS LOG #2 In-class presentations – All students come prepared to make 2/3 minute presentation of the lessons learned. Volunteers and Random Calls Living Case – Brett Adrian – www.trojanstorage.com
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Week 11

<p><u>November 4 (PH at conference)</u></p> <p>ELC Exercise Meet at JKP 301 (top 3 teams get 25 point participation bonus)</p>	<p><u>November 6</u></p> <p>ELC Debrief</p> <p>Required readings ‘Just Start’ Intro & Part One – be prepared to discuss:</p> <ul style="list-style-type: none"> • Why the long introduction? • What is a smart step? • Why is desire so important? <p>Required readings:</p> <ul style="list-style-type: none"> ➤ CA Business Entities (Posted BB) <p>Guest GURU – The Entrepreneurial Lawyer – Rick Citron – www.candlaw.com</p>
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Week 12

<p>Week of November 10 - NO CLASS - IN-OFFICE COACHING for Final Project Electronic sign-up in advance</p>

Week 13

<p><u>November 18</u></p> <p>Life Journey & Trojan Guru – Alex Cappello – Cappello Capital – USC Trustee – Greif Advisory Board - www.cappellocorp.com (Lunch prior to class)</p> <p>How to deliver an Elevator Pitch</p>	<p><u>November 20</u></p> <p>Required readings: - ‘Just Start’ Part Two & Three Be prepared for discussion:</p> <ul style="list-style-type: none"> • How do you deal with surprise? • Who do you need on your team? • When & How do you use Creaction vs Prediction? • When & when won’t this work for you?
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Week 14

<p><u>November 25</u></p> <p><u>OPPORTUNITY RECOGNITION & VALUE CHAIN PAPER</u></p>	<p><u>November 27</u></p> <p>Thanksgiving – No Class</p> <p>Students stuck on campus invited to Henry family for traditional Thanksgiving – first requested, first accepted, limited seating</p>
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Week 15

<p><u>December 2</u></p> <p><u>STRANGERS’ LOG #3 (3 strangers + summary of Minimum 10 for semester)</u></p> <p><u>Fast Pitch</u> - 60-second presentations by all students.</p> <p>Double Attendance Bonus In Effect</p>	<p><u>December 4</u></p> <p><u>4-MINUTE VENTURE RESENTATIONS (TOP 10)</u></p> <p><u>GOLDERN NUGGET PAPER</u></p> <p>Class Wrap Up</p> <p>Double Attendance Bonus In Effect</p>
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Self-evaluation: Participation & Attendance

I want to hear from you on your in-class participation which accounts for about 10% of the total points for the semester:

- Please consider how frequently and insightfully you have participated in class and whether you have been well-prepared
- I want your honest assessment of your attendance and timeliness, please enter the # days you were late to class & absent.

If my assessment of your participation or record of attendance is significantly different than yours, I will email you and we will resolve the difference. **Significantly overestimated your participation will not help your participation score.**

Participating In Class (Circle the rating which best represents you)

<p>Top 5-10% participation - You are in the top of participating students, i.e., there are only a few other students in the class who have participated more actively or equally actively. You have been well prepared for class discussions in every class. Your comments have been insightful.</p>

<p>Top 25% participation - You have volunteered frequently for comments or questions in most classes. You have been well prepared for class discussions in nearly every class. If cold-called, you have been able to provide an insightful, well-prepared comment.</p>

<p>Top 50% participation - You have , selectively, offered quality comments in many classes and have been well prepared for discussions most of the time. If cold-called, you have at least read the material.</p>

<p>Bottom 50% participation - In general, you have spoken up only when cold-called, but have occasionally offered a comment or question proactively. You have not always come prepared to class and been able to provide a well-prepared comment.</p>
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# Times Late	# Times Unexcused Absent