

**The Wharton School
University of Pennsylvania**

MGMT 801: Entrepreneurship (0.5 cu)

Prof. Ethan Mollick

Fall 2013 Q2

Steinberg Hall – Dietrich Hall 2015

Mon, Wed. 10:30-12, 1:30-3 & 3-4:30

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I. OVERVIEW AND PROCEDURES

You may want to start a new venture. You may find yourself starting a new venture in the future. You may find yourself working for an entrepreneur, funding entrepreneurs, or having to work with them. Or you may simply want to be more entrepreneurial in your own career. The purpose of Management 801 is to be helpful to you under any of these circumstances with a whirlwind tour of the many dimensions of new venture creation and growth. We will be concerned with issues that relate to conceptualizing, developing and managing successful new ventures. As the entry level course in Entrepreneurial Management, MGMT 801 serves a gateway for the other courses to help you further pursue your interests and develop expertise in a particular domain, e.g. venture capital investment, through the many course offerings at the Wharton Entrepreneurial Programs.

The emphasis in this course is on applying and synthesizing concepts and techniques from the functional areas of accounting, finance, managerial economics, marketing, operations management, and organization behavior in the context of new venture development. The class sessions are designed to familiarize you with the many dimensions of entrepreneurship and new venture development. While most of the examples in class will be drawn from new venture formation, the principles also apply to entrepreneurship in corporate settings and to non-profit entrepreneurship.

Those interested in writing and implementing a comprehensive business plan should enroll in MGMT 806, a semester-long class that emphasizes venture implementation. It is open to students who have completed MGMT 801.

II. READINGS

All of the readings are available in the Coursepack through Study.net and Wharton Reprographics.

III. GRADING

35% Daily 'poll' & active class participation
15% Individual exercise
50% Team project

Daily ‘Poll’ & Active Class Participation (35%) You are expected to come to class well prepared to discuss the case studies and reading materials. Class attendance is very important in this course. Especially in an area like entrepreneurship, learning occurs through interaction, and accordingly respect for your colleagues’ comments will be expected at all times. *Do not come late to class.* Tardiness disrupts case discussions and devalues the effort of everyone else who does show up on time. Class participation grade is also affected by any class that you miss beyond one absence. I ask that if you must use a laptop during class, that you disable your wireless internet connection. To ensure that the class is highly interactive, each student is asked to bring his/her name plate to each and every class meeting.

A survey question will be posed in the “assessments” section of Canvas before each class session. The survey typically requires you to make a decision based on the readings [e.g. “Mr. Smith should/should not pursue the X opportunity”] and indicate, in bullet point form, the main reasons for your choice. Answering the question will not take much time beyond your normal preparation for class. You are responsible for responding to the poll no later than 8:00 AM the day of class.

- Canvas tracks / credits your responses. AVOID SUBMITTING ANSWERS VIA E-MAIL.
- Keep a record of your response and bring it with you to class.

Individual Paper (15%) . Students should post completed work to their personal Canvas folder (under ‘Individual Exercise & Papers’ folder).

- The submissions are due no later than 5:00 PM the day of class. No late work.
- You may be asked to present your answers to the class.
- This is an individual assignment, though you may later choose to develop your concept in a business plan as part of the Team Project.

The goal of the paper is to expose yourself to a wider range of venture ideas, and by extension, expand your network at Penn, and beyond. The individual paper is a 2-page assignment in which the goal is to outline the basics of a venture idea or opportunity. The catch is that it must be an opportunity that you identify from a new contact or source, rather than a prior idea, or one from brainstorming or talking with only fellow Wharton students. Potential sources:

1. Individuals in academic programs at Penn outside of Wharton. Consider visiting open houses or seminars at other departments (for example, http://www.grasp.upenn.edu/seminars_events, <http://www.lrsm.upenn.edu/>)
2. A university technology transfer office. Penn has an extensive site (<http://www.ctt.upenn.edu/index.php?category=49>) but you can use other universities as well.
3. People in your selected industry of interest. Consider interviewing a couple individuals to find potential problems that might be solvable, or user innovations that might be exploitable, as discussed in class.

You need not develop the idea completely, nor do you need to perform any in-depth market or feasibility analysis. Your assignment should outline the basics of the idea, how you discovered it, and what your next steps would be to assess the idea further. Please make the paper two pages, double spaced, 12-point font.

Team Project (50%) A mini-business plan is required. The team size will be 5 people. As you form the team keep in mind that the most effective submissions are often a result of a joint effort using the diverse skills of all team members.

Mini Business Plan: The purpose of the mini business plan is to give you an opportunity to develop your original venture idea in a realistic way. The evaluation criteria are as follows:

- *Value Proposition:* Specify the venture concept and value proposition (e.g., why the demand is not being met currently, or how you would generate demand for the offering).
- *Market & Competition:* Analyze the market potential and competitive pressure for your entrepreneurial venture. Ask why others have not fully taken advantage of the opportunity.
- *Financial prospects:* Present a pro-forma financial plan and statement of likely financial capital sources. If appropriate, consider how equity would be divided.
- *Risks, Uncertainties, and Hypotheses Testing.* Analyze key challenges and risks associated with the offering, together with ways your team might address those challenges. Identify 1-3 key assumptions in your business: assumptions that are critical to your business, and have high levels of uncertainty. Pick at least one of these and develop a falsifiable hypothesis, and a way to test it using MVPs, Customer Discovery, or another approach. Consider the risk of false positives, false negatives, and sequencing of tests.
- *Research:* Where possible, don't just make guesses about your market, your margins, or how you might implement a business plan – talk to potential suppliers, survey customers, or engage in other research efforts that might give you insight into how your plan will work in the real world. Even better, conduct an experiment identified in the risks section above.

Resources: For those writing business plans, you may want to look at the samples on Canvas.

Deliverables: Timely delivery of the following submission is required.

- *Outline (5%):* Each team should post a 2-3 page outline on Canvas. It should include a statement of the topic of your mini business plan, as well as an outline. We regard this submission as a binding statement of your term project. Please make sure that names of all team members are on the submission. We will set up appointments to discuss the outline.
- *Hypothesis Draft (10%):* Each team will provide an outline of key hypotheses and how to test them. This will be used during the Testing Lab.
- *Final report (35%):* Each team should post on Canvas a business plan no longer than 20 pages (double-spaced, 12 point, Times New Roman font with 1 inch margins), excluding exhibits. The grading criteria are detailed above.
- *Peer evaluation:* The individual final grade will depend on a weighted peer review of effort by your venture team colleagues. You will be asked to rate the contribution of each of the team members by assigning a percentage score to each member. Therefore, individual grades are likely to vary within each team. *The peer evaluation form is due along with the final report.*

TEAM MEMBER EVALUATION FORM	
Team Name:	
Your Name:	
Team Member's Name	% Effort (scale 1-100%)
<i>DO NOT RATE YOURSELF.</i>	

IV. Academic Honesty

Academic Honesty: **Under no circumstances should you pass off the work of another as your own.** That means that you must cite sources, and, if quoting a source, properly indicate which material is quoted and which is original work – never just copy and paste material from a source into a paper. Failure to properly attribute work will result in, at a minimum, a failing grade for an assignment

V. Secrets and Disclosure

Intellectual Property: The philosophy of the class is that you are far more likely to be helped than hurt by talking about your idea with everyone who will listen. Chris Dixon gives an argument about why this is so here: <http://cdixon.org/2009/08/22/why-you-shouldnt-keep-your-startup-idea-secret/>. In any case, you are entirely responsible for protecting your own intellectual property, though intellectual property theft has never been a problem in Management 801. If there is any part of your business idea that you would not like to disclose, then you should simply not disclose it, or select a different business idea. Unfortunately, the instructor cannot sign any non-disclosure agreements related to this course. If you have any questions about this policy, do not hesitate to ask.

Management 801: Course Outline in a Glance (Prof Mollick)

Fall 2012, Quarter 2

No.	Day	Date	Topic	Assignment Due
1	Mon.	10/21	Intro & Overview	
2	Wed.	10/23	The Startup Game*	<i>Startup Game (in class)</i>
3	Mon.	10/28	Generating Ideas*	
4	Wed.	10/30	Power and Money*	Exploration Paper Due
5	Mon.	11/4	Like a Boss: Hiring and Firing*	Outline Due
6	Wed.	11/6	Building for the Future*	
7	Mon.	11/11	Lean Startups and Hypothesis Testing*	
8	Wed.	11/13	Testing Lab	Hypo Draft Due
9	Mon.	11/18	Financing	
10	Wed.	11/20	Business Models*	
11	Mon.	11/25	<i>Team Day (no class)</i>	
12	Mon.	12/2	Sales and Marketing*	
13	Wed.	12/4	Managing Growth*	
14	Mon.	12/9	Exit and Harvest*	Final Project Due

* Daily poll on these days, poll closes 8am on the day of class.

Management 801: Required Course Readings

Please note that the following are required readings. You can find optional readings expanding on these materials at my website at <http://www.startupinnovation.org/resources-and-readings/>.

Introduction

Readings

1. *Case study*: Apple's Core, HBS case 9-809-063

Study questions about "Apple's Core":

- Is this a good founding team?
- What should Wozniak do now?

The Startup Game

Readings

2. "Business Model Analysis for Entrepreneurs" by Tom Eisenmann, HBS Note 9-812-906
3. Highland Capital Partner's very short "Writing a Business Plan"
http://www.hcp.com/writing_business_plans

Important Note: We will not be discussing these readings directly in class. They serve as useful background for the final project, so you need not have read them before this session of class starts. However, as you think about your business plan, refer to page 16 of Business Model Analysis for Entrepreneurs.

Details for this class:

- Make sure you have read the instructions for The Startup Game.
- If you are a founder, please make sure that you have coordinated with your co-founder.

Generating & Evaluating Venture Ideas

Readings:

4. "Good Ideas and How to Generate Them" from B. Nalebuff and I. Ayres, *Why Not?*, Harvard Business School Press, Boston, 2003, pp. 13-42.
5. "Identifying Venture Opportunities" Stanford E-323

Study questions for this class:

- Think about when you have been most creative or innovative. What were the circumstances that enabled you to feel that way?
- Which of the approaches outlined in "Good Ideas and How to Generate Them" seemed most useful? Which seemed most problematic?

Power and Money, Money and Power

Readings

6. *Case study*: Evan Williams, HBS case 9-809-088
7. “A Note on the Legal and Tax Implications of Founders' Equity Splits” by Noam Wasserman and Lauren Barley, HBS Note 809110

Study questions for Evan Williams:

- How has Evan Williams gotten himself into this mess?
- What should he do now?

Like a Boss: Hiring and Firing

Readings

8. Firing simulation packet
9. “Zero Defect Hiring,” available here:
http://www.inc.com/magazine/19980301/889_Printer_Friendly.html
10. Browse: *Whartonite Seeks Code Monkey*, try not to wince:
<http://whartoniteseekscodemonkey.tumblr.com/>
11. “Note on Firing” Stanford E-299
12. “Why It’s So Hard to Be Fair,” Joel Brockner, *HBR*, 2006

Study question for this class

- How do you find the right technical hires and avoid being listed on Whartonite Seeks Code Monkey?
- How does process fairness apply to startups?

Prepare for the firing simulation

Building for the Future

Readings

13. “Organizational Blueprints for Success in High-Tech Start-Ups: Lessons from the Stanford Project on Emerging Companies,” James N. Baron and Michael T. Hannan, *California Management Review*, Spring 2002.

Study questions on building new companies:

- What makes some blueprints more attractive than others? What is the role of the entrepreneur in establishing blueprints?
- What were the organizational blueprints of the companies you worked for prior to the MBA? What worked and what didn’t work for you about these cultures?

Lean Startups and Hypothesis Testing

Readings

14. *Case Study*: Rent the Runway, HBS case 812077

15. *The Four Steps to the Epiphany*, Chapters 1-2, by Stephen Blank, 2006. You need only skim Chapter 1.
16. “The Hypothesis Driven Startup” by Thomas R. Eisenmann, Eric Ries, Sarah Dillard, HBS Note 812095.

Study questions for Rent the Runway and Lean Startups:

- When is “lean” methodology appropriate? When is it a bad idea?
- Think about the timeline of actions undertaken by Rent the Runway’s cofounders. Do you agree with the decision to pursue each action? Which actions were important in validating business model hypotheses and refining the concept? Can you suggest different actions that the cofounders should have taken?
- As the case ends in January 2010, the cofounders are considering whether to: a) stick with their original plan, i.e., pursue operational improvements in 2010, and then raise more capital in early 2011; or 2) accelerate fundraising in order to expand inventory and product range, enabling RTR to serve a broader set of customer segments and usage occasions. What would you do about this decision?

Testing Lab

The Testing Lab will give you a chance to explore a testing methodology. You will be told how to sign up for a particular testing approach, and any pre-readings required for that approach, in class.

Financing

Readings

17. *Case study*: Walnut Venture Associates (A), HBS case 9-899-062.
18. *Case study*: Walnut Venture Associates (D), HBS case 9-899-097.
19. “Pre-Money Post-Money” Online Tutorial/Exercise
20. *Venture Deals* by Brad Feld and Jason Mendelson. You do not have to read the whole book (though it is really good), but you should look up the terms you don’t understand in Walnut D in Chapters 4, 5, & 6.

Study questions about Walnut case:

- Put yourself in Wagner’s shoes for Walnut “A:”
 - What aspects of the potential deal require the most due diligence?
 - Are there any potential deal-breakers?
- Put yourself in O’Conner’s shoes, when you are evaluating Walnut “D”
 - What might trouble you about the terms? Use the Bagley and Dauchy reading to look up terms you don’t know.
 - Why do you think WVA is insisting on these terms?

Business Models

Readings

21. *Case study*: "Zipcar: Refining the Business Model" HBS Case 9-803-096.
22. "Note on Business Model Analysis for the Entrepreneur," HBS 9-802-048.
Important: This reading is different than the similarly titled "Business Model Analysis for Entrepreneurs" that you were assigned earlier in the class
23. Skim: "Creating Value Through Business Model Innovation" by Raffi Amit and Chris Zott, *Sloan Management Review*, 2012

Study questions about Zipcar case:

- What are the biggest potential selling points for Chase to push as she tries to raise capital? What is the potential size of the market for Zipcar?
- What are the key assumptions underlying the May, 2000 Zipcar business model? Or, to put it another way, which elements of the May 2000 plan would you want to monitor most closely during early roll-out in order to ensure that the business could be profitable? You may find it useful to sketch out a conceptual fishbone diagram of the business model, as explained in the "Note on Business Model Analysis."
- Given the data in Table 8b, what actions would you suggest?

Sales and Marketing

24. *Crossing the Chasm* by Geoffrey Moore, pp 1-64
25. *Case Study*: Office Tiger, HBS 9-804-109 (Focus on pages 1-11, and the Exhibits)
26. Elsbach, "How to Pitch a Brilliant Idea", HBR reprint R0309

Study questions about the OfficeTiger case:

- Why did OfficeTiger get off to a slower start than originally planned? Why did it take so long to find its early customers?
- Who were OfficeTiger's earliest customers, and why did they buy the product? How would you use the concepts from Moore's book to describe the initial sales process?

Managing Growth

27. *Case study*: Crunch, HBS case 9-899-233.
28. "Note on Building the Self-Sustaining Firm" by A. Bhidé, HBS Note 9-395-200.

Study questions about the Crunch case:

- Should Crunch buy SportsLife?
- What are the biggest challenges facing Crunch?

Exit and Harvest

29. *Case study*: Nantucket Nectars: The Exit, HBS case 9-810-041.
30. "The Harvest and Beyond" by J.A. Timmons, Chapter 18 in *New Venture Creation*, Irwin McGraw-Hill, 1999, pp. 573-580.

Study questions about the Nantucket Nectars case:

- If you are Tom and Tom, what is the minimum price you expect for Nantucket Nectars?
- If you were advising Tom and Tom, what would you tell them to do?