

The Wharton School
The University of Pennsylvania

Management 230:

ENTREPRENEURSHIP

Course Syllabus

Spring 2014

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TA –

Day, Time:
Classroom:

I. OVERVIEW

“You miss 100% of the shots you never take” (Wayne Gretzky)

MGMT 230 is the entry level course in Entrepreneurial Management and is a prerequisite to all other courses in the Wharton entrepreneurship curriculum. It is an integrative course—one that combines material introduced to you in core courses and applies it to the design and implementation of new ventures. Accordingly, students are encouraged to have completed at least one course in each of marketing, management, OPIM, accounting, and finance (though exceptions can be made on a case-by-case basis).

The course may appeal to individuals who want to launch their own business or pursue employment with a start-up firm. Students who intend to work in the venture capital industry or in professional businesses supporting entrepreneurial firms will also benefit from the course.

The course is designed to be an experiential learning experience. In addition to cases and lectures, you and a group of peers will launch a functioning micro-business where you will apply course concepts in a series of challenges against your classmates. You will not be graded on the results of these competitions – though there will be rewards for the winners – but rather on blog posts where you reflect on what went well, what didn’t, and what you learned from each challenge. The best posts may be picked up by the Wharton Entrepreneurship Blog (<http://beacon.wharton.upenn.edu/entrepreneurship/>), and/or the Wharton Blog (<http://whartonmagazine.com/blog/>).

You will also have the chance to research and develop a business model for a more ambitious startup of your own design. While all types of ventures are theoretically ‘in-bounds’ here, you will be encouraged to work on an idea that has *high growth potential and distinguishes itself from existing companies through innovation* – for example, through an innovative product or service, an innovative production process, a new business model, or a new market.

II. ASSIGNMENTS AND GRADING

Individually Assigned Grades	55%
Memo of Introduction	--
Idea analysis blogs x 4 (2.5% each)	10%
Entrepreneurship reflection blog	10%
Class participation	25%
Peer evaluation x 2 (5% each)	10%
-One for the Entrepreneurship	
-One for Business Model Canvas	
Group Assignments	45%
Team blogs x 8 (2.5% each)	20%
Business Model Canvas	25% (15% write-up; 10% presentation)
<u>ASSIGNMENTS ARE DUE BEFORE CLASS, OR BEFORE NOON</u>	
<u>IF THE DEADLINE IS NOT ON A DAY WHERE THE CLASS MEETS</u>	
<u>LATE SUBMISSIONS WILL NOT BE ACCEPTED</u>	

Memo of Introduction (MOI)

The purpose of this assignment is for you to let me know a bit about you are and what makes you tick. This will help me to tailor some of the course material to your interests and experiences, and is helpful in terms of just knowing who I'm talking to every Monday and Wednesday.

Your MOI should include (but need not be limited to):

- A bit about where you're from and how you ended up at Wharton
- Something interesting about yourself
- Entrepreneurship experience (let me know if you've worked for a startup or venture fund, if your family has a business, what it does, etc...)
- What you want to get out of this course

Submission Guidelines: Post to your individual Blog. ~500 words.

Team Blogs

Reflecting the experiential nature of the class, I'm going to ask you and your team to blog every Wednesday (with a few exceptions noted on the Topics Outline, below) about the progress you're making with your venture. The idea is to reflect on how the readings, challenges, cases, lectures, etc, apply to your venture and how this is reflected in the progress that you're making.

Keep in mind, you don't need to limit your blogs to the last lecture/case/challenge, everything is in-bounds here – I just want to see that you're thinking about course concepts and moving forward with your venture idea. This will also provide you with a series of snapshots of your venture/learnings which you can refer back to over time.

Submission Guidelines: Post to your team's Blog. ~500 words.

Idea Analysis Blogs

The second half of this class focuses on developing a business model canvas for a high potential venture. As a lead up to this, I want you to start thinking about your idea early in the class and begin tracking the industry that you're interested in entering so that you can hit the ground running in March.

The first of these blogs will cover the idea that you're interested in pursuing, providing an overview of the product/service, the need it addresses, and the feasibility of development.

After this, blogs will focus on identifying trends in the industry you are interested in entering. This will include identifying the key players, latest trends, investment patterns, etc. It is important here to do your research. You will be evaluated on the quality and depth of the insights that you're generating. Summarizing TechCrunch, Mashable, etc, isn't going to cut it.

Submission Guidelines: Post to your individual Blog. ~300 words.

Entrepreneurship Reflection Blog

In a more expansive blog, you will individually analyze your individual and team experience in the Entrepreneurship exercise. Analysis will focus on lessons learned from the exercise, and your own strengths and opportunities for development as an entrepreneur. The goal of this assignment is to make sense of your entrepreneurial experience in the Entrepreneurship exercise and reflect on its meaning and implications for you personally as an entrepreneur.

Submission Guidelines: Post to your individual Blog. ~1800 words.

Preliminary Business Model Canvas

Final Business Model Canvas

Final Presentation

Peer Evaluation

Details to be provided

Class Participation

Participation is a big part of effective learning, and I recognize that this can take a variety of forms. To this end, I'll give you a number of ways to get participation points. There is no need to do all of these to get a good mark, though you're certainly welcome to. These include:

1. **Attending class** – pretty basic.
2. **Participating in classroom discussions** – quality is important here; try to link your comments to the readings, relevant personal experiences, or previous class discussions.
3. **Written reflections on class discussions/readings** – a couple of paragraphs outlining your thoughts, insights, or connections with the venture that you're working on.
4. **Performance in ongoing challenges** – as a part of your team, you'll be participating in a variety of challenges over the semester. Do well, get participation points.
5. **Written comments to your peers** – each group will be presenting a number of times throughout the semester. If you want to write down some of your thoughts and send them to another team, cc' me and I'll give you get credit for it.
6. **Pre-class polls** – there will be polls before each session where we discuss a case (and for many others as well: I'll give you lots of notice).
7. **In person chat during office hours** – I always enjoy chatting entrepreneurship and bouncing ideas.

I don't follow a set method for quantifying participation. I'll make a note each time you do one of the above and how well you do it. At the end of the semester, everything will come together into a global assessment of your participation.

I'll give you monthly updates on which quartile you're currently in for participation and am happy to discuss options for getting your score up.

III. TOPICS OUTLINE AT A GLANCE – MGMT 230 Spring 2012, Prof. Wry

Session		Topic	Milestones	Blogs	
Nu.	Date			Ind.	Team
1	W. Jan 15	Introduction & Course Overview			
	M. Jan 20	<i>Martin Luther King Junior Day (No class)</i>			
2	W. Jan 22	Skills for Startups: Creativity and Idea Generation	<i>MOI due before class Entrepreneurship Teams formed</i>		
3	M. Jan 27	Entrepreneurship Launch!	Idea Presentations		
4	W. Jan 29	Challenge 1: Hypothesis testing			Y
5	M. Feb 3	Guest Speaker: TBC		Y	
6	W. Feb 5	Presentations and debrief- Challenge 1			Y
7	M. Feb 10	Challenge 2: Building Blockbuster Products		Y	
8	W. Feb 12	No Class: Teamwork Time			
9	M. Feb 17	Presentations and debrief - Challenge 2		Y	Y
10	W. Feb 19	Challenge 3: Generating Buzz			
11	M. Feb 24	Skills for Startups: Crowdfunding		Y	
12	W. Feb 26	Presentations and debrief - Challenge 3			Y
13	M. Mar 3	Final Entrepreneurship Presentations!	<i>Entrepreneurship Ends – Feb 24, midnight</i>		
14	W. Mar 5	Final Entrepreneurship Presentations!		Y	
March 8-16		<i>Spring Term Break (No classes)</i>			
15	M. Mar 17	Donation Ceremony and Social Entrepreneurship			
16	W. Mar 19	Venture-palooza!	Team Formation		
17	M. Mar 24	The Business Model Canvas			
18	W. Mar 26	Skills for Startups: Teambuilding			
19	M. Mar 31	Skills for Startups: Crafting and Assessing Business Models	<i>Preliminary Canvas Due</i>		Y
20	W. April 2	Defending your model			
21	M. April 7	Skills for Startups: Preparing for customer contact			Y
22	W. April 9	Live Case: Dr. Mean, Dr. Lean			
23	M. April 14	Skills for Startups: Pitching			Y
24	W. April 16	Skills for Startups: VC Funding <i>Venture Capitalist panel</i>			
25	M. April 21	Skills for Startups: Managing Growth			Y
26	W. April 23	No Class: Teamwork Time			
27	M. April 28	Business Model Canvas Presentations	<i>Final Canvas Due</i>		
28	W. April 30	Business Model Canvas Presentations			

IV. READING LIST – MGMT 230 Spring 2013, Prof. Wry

Session 1: Introduction & Course Overview

“The Questions Every Entrepreneur Must Answer” by A. Bhidé, *Harvard Business Review*, November-December 1996, pp. 120-130 (reprint 96603).

Sessions 2: Creativity and Opportunity Identification

“Good Ideas and How to Generate Them” from B. Nalebuff and I. Ayres, *Why Not?* Harvard Business School Press, 2003, pp. 13-42.

“Identifying Venture Opportunities” Stanford E-323

Skim:

“Microenterprise” <http://en.wikipedia.org/wiki/Micro-enterprise>

“Microenterprise in the Economy”

http://www.microbiz.org/wp-content/pdfs/SOR_2010_MicroEnterpriseReport.pdf

Session 4: Hypothesis testing

“Hypothesis driven entrepreneurship: The lean startup” by T. Eisenmann, E. Ries, S. Dillard, HBS Note 9-812-095.

Session 7: Designing and Building Blockbuster Products

I'll give you some follow-up readings after the class session

“Startups Rarely do Anything Well” <http://venturefizz.com/blog/startups-rarely-do-anything-well>

Session 10: Generating Buzz and Marketing for Startups

Case Study: Ford Fiesta Movement: Using Social Media and Viral Marketing to Launch Ford's Global Car in the United States, INSEAD case 05/2010-5664.

“Why Startups Need to Blog”

<http://www.bothsidesofthetable.com/2011/03/27/why-startups-need-to-blog-and-what-to-talk-about/>

Session 11: Crowdfunding

“The dynamics of crowdfunding: An exploratory study”. by E. Mollick. *Journal of Business Venturing*, 2013 (link to be provided)

Session 17: The Business Model Canvas

“Business Model Generation” by A. Osterwalder & Y. Pigneur, 2009, pp. 1-56.

“How to Write a Great Business Plan” by W.A. Sahlman, *Harvard Business Review*, July-August 1997,

pp.98-108 (reprint 97409) and the short Q&A “Updating a Classic” <http://hbswk.hbs.edu/item/5993.html>

Session 18: Issues in Team Building

“The New Venture Team” by J.A. Timmons, Chapter 8 in *New Venture Creation*, Irwin McGraw-Hill, 1999, pp. 277-287.

“Zero Deficit Hiring” <http://www.inc.com/magazine/19980301/889.html>

“Hiring Wharton Engineers” – I’ll post it to Canvas

And check out:

Whartonite Seeks Code Monkey <http://whartoniteseekscodemonkey.tumblr.com>

Session 19: Crafting and Assessing Business Models

Case study: “Zipcar: Refining the Business Model” HBS Case 9-803-096.

“Business Model Analysis for the Entrepreneur” HBS note 9-812-096.

Session 21: Preparing for Customer Contact

“Customer discovery and validation for entrepreneurs” by F. Cespedes, T. Eisenmann, S. Blank. HBS note 9-812-097

“Customer visits for entrepreneurs” by F. Cespedes, HBS note 9-812-098

<http://giffconstable.com/2010/07/12-tips-for-early-customer-development-interviews/>

Session 22: Dr. Mean, Dr. Lean

Review:

“The Hypothesis Driven Startup” by T. Eisenmann, E. Ries, S. Dillard, HBS Note 812095.

Bring to class:

“Business Model Analysis for the Entrepreneur” HBS note 9-812-096.

Session 23: Pitching

“How to Pitch a Brilliant Idea” by K. Elsbach, *Harvard Business Review*, September 2003, p. 117.

“Defend your Research: We can Measure the Power of Charisma” by A. Pentland, *Harvard Business Review*, Summer 2009, p. 35.

And compare them to:

“How Facts Change Everything (if you let them)” by E. Tufte, *MIT Sloan Management Review*, Summer 2009, p. 35.

“Entrepreneur Passion and Preparedness in Business Plan Presentations: A Persuasion Analysis of Venture Capitalists’ Funding Decisions” by X.P. Chen, X. Yao, and S. Kotha, *Academy of Management Journal*, 2009, 52, p. 199 [read the introduction, pp. 199-200, and discussion pp.209-211]

Session 24: Financing your Venture

“An Entrepreneurs Guide to the Venture Capital Galaxy”, by D. DeClerq et al., *Academy of Management Perspectives*, 2006.

Session 25: Managing Growth

Case study: “Crunch”, HBS case 9-899-233.