

MHR 441/741

Technology Entrepreneurship

Spring 2013

Prof. Phillip Kim (pkim@bus.wisc.edu)

Meeting Time: MW 11:00 AM to 12:15 PM

Office: Grainger 5283; Phone: 608.265.0574

Location: Grainger 2170

Office Hrs: W 2 PM to 3 PM or by appointment (preferred)

Course webpage:

<http://courses.bus.wisc.edu/>

Course Assistant: Joe Raffiee

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Course Description

This course is designed for students interested in learning about the fundamental issues related to starting and managing technology-based new ventures. The course encourages students to consider how technology-based solutions can solve economic and socially oriented problems. The course prepares students for more intensive entrepreneurship courses, such as Venture Creation and Entrepreneurial Growth Strategies, which focus on testing, developing, and growing new businesses. Students are also strongly encouraged to participate in extracurricular activities, such as the Wisconsin School of Business Burrill and Wisconsin Governor's Business Plan Competitions.

Why should you take this course?

- You are interested in becoming an *inventing entrepreneur* by starting a technology-based company as someone without a business background or working with an inventing entrepreneur as someone without a science background.
- You are interested in a career that involves technology entrepreneurship, such as working for a start-up, venture capital firm, economic development agency, or technology transfer office.

This course builds topics covered in the introductory entrepreneurship course (MHR 422/722) and draws on concepts addressed in the introductory accounting and marketing courses.

Teaching Philosophy

In this course, you will “learn by doing”. You will learn from other entrepreneurs by discussing cases and listening to their presentations. You will learn on your own by developing your personal, technology “dream project”. This is a time-intensive course that requires considerable commitment and passion on your part. We will employ a number of cooperative-learning techniques that require each student to play an active role. Given the range of topics we will encounter in the course, at times, we may not find the right answers, or all the answers. What is important, however, is the process you employ to learn new concepts and to analyze issues critically.

What this course is not:

MHR 441/741 is not intended to be a complete overview of technology entrepreneurship. It makes no effort to deal with all the complex issues related to the field. The course is not focused on buyouts, franchising, or launching new ventures within larger organizations. Many of the concepts discussed in the course, however, can easily apply to these scenarios. Topics such as managing growth, franchising, or buying businesses are not directly covered in the course. Other courses within the School of Business's Entrepreneurship curriculum go into greater depth in many of these issues. Students interested in a **general overview of entrepreneurship** should enroll in **MHR 422/722 (Entrepreneurial Management)**. Students with a viable business concept and interested in the practical aspects of launching a business should enroll in **MHR 434/734 (Venture Creation)**.

Rules of the Road

1. We start and end class on time - please arrive on time!
2. Turn off cell phones.
3. Check the course Web page regularly.
4. We will follow the School of Business Policy on Use of Personal Electronic Technology by Students in the Classroom:

The Wisconsin School of Business policy is that students are not permitted to use personal electronic technology such as computers, cell phones, mp3 players (i.e. iPods), recording devices or other hand-held devices during class periods unless specifically permitted by the course instructor. We believe that classroom use of such technology can serve as a distraction for the user, classmates, and the instructor, and can hinder instruction and learning. In establishing restrictions, instructors are expected to make reasonable accommodations for students with disabilities.

Contacts

You can reach me by email at pkim@bus.wisc.edu. For simple questions, that is the fastest and quickest way to reach me. I will typically respond within 48 hours. For more difficult questions, please come see me during office hours or set up an appointment. I encourage you to stay in contact with me regarding any issues concerning the requirements of this course.

How to succeed in this class:

- Commit to investing time to research your idea adequately
- Come to class and participate in discussions
- Prepare for class by completing assignments
- Ask questions when necessary
- Learn how to use the library and other available resources
- Stay engaged with current events and be prepared to discuss them
- Anticipate potential problems or other obstacles and react quickly to them

Academic Integrity

The faculty of the School of Business emphasizes that honesty, integrity, and respect for others are fundamental expectations in our School. We will follow the guidelines set by the MBA Honor Board. Please read carefully the provisions of the policies, make certain you understand and adhere to them, and ask me to clarify any questions you have regarding them. These policies are in effect

for all exams, quizzes, and assignments. Take advantage of the many resources available throughout the University!

Details about the MBA Honor Board:

<http://bus.wisc.edu/mba/academics/honor-code>

Here's a link to policy on Academic Integrity:

http://students.wisc.edu/saja/misconduct/academic_misconduct.html

Also, here's a link to the Writing Center: <http://www.wisc.edu/writing/Handbook/index.html>

And tips on avoiding plagiarism:

http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html

Course Materials

We will use the following texts in this course. I refer to the texts by their short names in []. The following texts are available at the University Book Store:

[INVENT] George, Gerard and Adam J. Bock. 2009. *Inventing Entrepreneurs: Technology Innovators and their Entrepreneurial Journey*. Upper Saddle River, NJ: Pearson Prentice Hall.

[POWER] Elbow, Peter. 1998. *Writing with Power: Techniques for Mastering the Writing Process*. New York: Oxford.

[CASE] We will study several cases of technology entrepreneurs, their firms, and their technology-related issues. Copyrighted materials are available through Harvard Business School Press and ordering information will be made available through the course site.

Recommended resources:

[WEB 2.0] Shuen, Amy. 2008. *Web 2.0: A Strategy Guide*. Sebastopol, CA: O'Reilly Media, Inc.

- o This book is a helpful resource on Web 2.0 business models.

Other readings will be available through the course web page. We will also make use of other media forms, such as audio/video segments online.

I also suggest purchasing a notebook, such as one of the Moleskin products, to record your ideas throughout the semester. You may also try voice-recognition software, such as Dragon Naturally Speaking (available for free as an iPhone app), to improve your power writing and idea generation abilities.

Attendance

It is not a good strategy to miss class. It is also disruptive to come to class late. Most of your actual learning takes place when we are in class together, so I expect each of you to take responsibility for the learning effectiveness of our sessions. We will discuss materials in class that may not appear in the readings or on the course website. If you know you'll be out of town and have to miss a class, or will be late, please let me know ahead of time. Also, if a family emergency comes up, please let me know.

Format and Preparing for Class

I plan to be prepared for every class and I hope you will do the same. This class will require your participation in several ways. We will spend a majority of class time in discussion with one another. I frequently call on students whose hands are not raised. Your contributions to class discussions will be more effective if you prepare in advance by completing the required reading assignments. Bring your notes to class and prepare to engage with your classmates in small group discussions. Find ways to link the concepts covered in the readings with your business idea, current events, and other aspects of your daily lives.

Our class is 75 minutes in length – plan to set aside at least the same amount of time before each class for the assignments. Please let me know before the start of the class if some emergency has made it impossible for you to be prepared adequately for that class. This avoids embarrassment for us both.

Evaluation

Your course grade is based upon several items. For all written assignments, **please post an electronic copy (as a PDF) to the course website prior to the start of class.** I prefer that you convert your files to a PDF to avoid difficulties in accessing your file on the course website.

Dream Manifesto Project

- The major project for the course is to develop your personal dream project that involves technology entrepreneurship that you plan to undertake at some point in your career.
- Your project will require extensive preparation – plan and commit to it!
- Please review the “Dream Manifesto Assignment Outline” for more details.
- There are several milestones in this project:
 - Digital Introduction: **6 Feb**
 - Dream Synopses Polished Draft: **13 Feb**
 - Dream Synopses Final Draft: **4 Mar**
 - Rough Cut Video and Polished Draft: **10 Apr**
 - Dream Manifesto Video and Trailers: **24 April**
 - Video Premieres: **29 April – 1 May**
 - Dream Manifesto Letter Final Draft: **1 May**
- **Assignments are due at the beginning of class. Please post it electronically as a PDF on course website.**

Peer Reviews

You will conduct two peer reviews of your classmate’s Dream Manifesto Project:

- Peer Review #1: Comment on your classmates’ Rough Cut. Your first review is due on **15 April.**
- Peer Review #2: Comment during the Video Premiere Sessions.
- Please read the individual assignment overview sheets for more details.
- **Assignments are due at the beginning of class. Please post it electronically as a PDF on course website.**

Web Technologies Training

- This assignment will allow you to acquire or develop technical skills associated with running a web-based business.
- Please review the “Web Technologies Training Assignment” for more details.
- **Due dates:**
 - 30 Jan: Submit training proposal
 - 27 Feb: Submit evaluation memo #1
 - 20 Mar: Submit evaluation memo #2
 - 6 May: Submit evaluation memo #3

Patent and Trademark Search Memo

- This assignment is designed to give you hands-on training for searching patent and trademarks. You will prepare a memo that describes your search process and answers questions about intellectual property protection issues.
- Please review the “Patent and Trademark Search Assignment” for more details.
- Due date: **11 Mar**

Course Reflection

- At the mid-point and end of the semester, you will have an opportunity to summarize the key themes you learned.
- See the “Course Reflection Assignment” outline for more details.
- Course Reflection assignments are due **13 Mar and 8 May**.
- **Assignments are due at the beginning of class. Please post it electronically as a PDF on course website.**

Final Exam

The final exam will cover all the materials discussed throughout the semester and scheduled for **16 May (12.25 P- 2.25P)**. Location is TBD.

- **Please review your exam schedule now to determine if any potential conflicts exist.**

The Fine Print: Students who can demonstrate by the end of the second week of class that the final in this course overlaps with the final in another course they need to take to graduate in a timely manner will be granted a make-up exam at a time that does not create another exam conflict and is agreeable to the instructor. Students must notify the instructor of the final exam conflict (and demonstrate that conflict to the instructor) by the end of the **second week** of class to be granted a make-up.

Class Participation

During the semester, we will work together to learn and apply course concepts to our respective projects in a seminar-style format. I expect each student to participate actively in class discussions. In this course, I would like for you to develop a comfort with speaking and defending your ideas in public. If you prepare adequately for each class, all of you will have many opportunities contribute to the class discussion. Usually, a disproportionate number of students continue to be silent in class even when they demonstrate in one-on-one conversations that they have plenty to say. Informal research on this topic reveals this to be a common problem. Often those who sit silent in class regularly identify something they would like to say, but for many reasons, they mentally rehearse their contribution to point that by the time they're ready to speak, the discussion has moved on to new things.

Given the highly interactive nature of the course, it is helpful for you to think about your in class discussion contributions using the following framework:

Outstanding discussant – In-class contributions reflect exceptional preparation. Ideas offered are substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that this person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not a member of the class, the quality of our discussions would be greatly diminished.

Good discussant – In-class contributions reflect thorough preparation. At a minimum, I expect and hope that all class members to fall into this category. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are generally well supported and often persuasive, and reveal that this person is a good listener. Comments usually help others to improve their thinking. If this person were not a member of the class, the quality of our discussions would be diminished considerably.

Adequate discussant – Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others, and indicate that this person is a passable listener. If this person were not a member of the class, the quality of our discussions would be diminished somewhat.

Unsatisfactory discussant – Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. This person does very little to further the thinking and potential contributions of others.

Non-participant – The student said little or nothing in this class and so has not contributed anything, bordering on detracting from the overall quality of the session. The student was not prepared to kick off the class discussion. Such persons are free-riders because they have benefited from the thinking and courage of their peers but have offered little in return. If this person were not a member of the class, the quality of the discussion would be unchanged or possibly improved.

There are 15 designated sessions when class discussion will be evaluated – they are noted with an * on the schedule at the end of the syllabus. Choose 13 out of 15 possible sessions. You can earn up to 2 points for each session for a maximum of 26 points. (There is no extra credit.) Moreover, you will need to be present at the end of the class period and turn in the Class Participation Worksheet (to be passed out in class) to get full credit for that day's class participation. If you need to leave class early, you will earn at most 1 point for that session.

On some days, typically when we have guest speakers, your participation score will be based on the successful completion of a short response exercise after the class concludes and prior to the following class session.

I invite any student to discuss with me their concerns about this assignment; we can develop strategies to develop the confidence you need to succeed.

Components of your Grade:

In this course, a grade of B means the student has done solid work and even excelled in some areas. A grade of B/C means that the student's performance meets basic standards with some areas of concern. A grade of C or below reflects performance by the student that has not met the core learning objectives in the course. Inconsistent attendance and missed deadlines contribute to lower performance. An A indicates the student has produced unusually outstanding work in all areas.

Component	Percentage
Digital Introduction	1
Synopses (Polished and Final Drafts)	6
Rough Cut Video and Polished Draft	2
Dream Manifesto Final (Written)	10
Dream Manifesto Final (Video)	10
Peer Reviews	4
Course Reflection	10
Class Participation	26
Final Exam	10
Patent & Trademark Search Memo	5
Web Technologies Training	16
Total	100%

Grade	%	Grade	%
A	≥ 95	A/B	90-94
B	83-89	B/C	80-82
C	70-79		
D	60-69		
F	< 60		

Note: Fractions of a point will be rounded down (e.g., 89.9 = B).

Writing Fellows

We are fortunate to have peer writing tutors, called Writing Fellows, assigned to our course this semester. They will work with undergraduate students in class individually outside the classroom to help you improve the clarity and effectiveness of your writing. All writers, no matter how accomplished, can improve their writing by sharing works in progress and making revisions based on constructive criticism.

Writing Fellows Are:

- undergraduate students who will read your writing and make constructive suggestions for revision
- trained in how to critically evaluate and respond helpfully
- supervised closely by your professor

Writing Fellows Do Not:

- grade your papers or teach you course-specific content

How It Works:

The Writing Fellows will work with you on two different assignments: the Dream Manifesto Synopsis and the Rough Cut Assignments. In each case, you will submit a polished draft* of your paper to me on the assigned due date. I will pass it on to your Writing Fellow, who will carefully read your paper, make comments on your draft, and then meet with you individually for a conference to discuss your writing and suggestions for revision. You will then revise your paper and submit *both* the original draft and your revised version on the specified revision date. Please include a cover letter briefly explaining how you responded to each of your Writing Fellow's comments.

***What is a Polished Draft?**

A polished draft represents your best effort at the assignment that you would turn in for grading.

Proofread carefully to remove any grammar or spelling errors. This will ensure that when you meet, your Writing Fellow can focus on larger issues like organization, presentation, and clarity of style.

A Note on Confidentiality

As a student in this course, you will work with confidential business information. By enrolling in this course, you agree to keep this information private. This includes avoiding discussions with friends and family members about private information we discuss in class and taking prudent steps to maintain privacy of client information. You also agree not to utilize any such proprietary information for your own personal commercial advantage or for the commercial advantage of any third party.

The Weinert Center for Entrepreneurship is well respected in the community. As a student of the Center, you benefit from our reputation, and have an obligation to maintain it. Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Wisconsin-Madison University Governance Policies and procedures and to any remedies that may be available by law.

The Weinert Center for Entrepreneurship, the School of Business, and the University of Wisconsin-Madison disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in the Entrepreneurship Program classes or events. 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 Center. Enrollment in the course is evidence that you understand this policy and will abide by it.

Spring 2013 Schedule

(Tentative – Check course site for updates and additional details. Graded discussion session and briefing memos noted with *)

Monday		Wednesday	
1/21 Dr. Martin Luther King Day	Topic	1/23 Class 1 Introduction	Topic Course goals and requirements
1/28 Class 2 Read and watch online materials	Entrepreneurial motivation	1/30 Class 3 Read and watch online materials	Entrepreneurial passion Due: Web Technologies Proposal
2/4 Class 4 * Read and watch online materials	Entrepreneurial creativity	2/6 Class 5 * Guest: Mark Daugherty, H2Scan	Entrepreneurial action Prepare a 60 second video introduction
2/11 Class 6 * Read and watch online materials	Entrepreneurial opportunities and the “inevitableities”	2/13 Class 7 * Read and watch online materials	Entrepreneurial stories Due: Dream Synopses Polished Draft
2/18 Class 8 * [CASE] “Note on Business Model Analysis” and “Platform-Mediated Networks: Definitions and Concepts”	Business models	2/20 Class 9 * [CASE] Kizz TV	Platform mediated networks

2/25 Class 10 *		2/27 Class 11 *	
[CASE] Atheros	Platform standards	[CASE] DriveAlternatives	Platform start-up lessons Due: Web Technologies Memo #1
3/4 Class 12		3/6 Class 13	
Guest: Nancy Spitzer, Wendt Library	Intellectual property search techniques Due: Dream Synopses Final Draft	Intellectual Property Search Work Session	
3/11 Class 14		3/13 Class 15	
[CASE] X-IT and Kidde	Legal issues Pt 1 Due: Patent & Trademark Search Memo	Guest: Eric Englund & Anne Smith, UW Law & Entrepreneurship Clinic	Legal issues Pt 2 Due: Course Reflections #1
3/18 Class 16		3/20 Class 17	
Guest: Ben Sperry & Max Lynch, Codiqa	Mobile and Web Programming	Guest: TBD	Mobile and Web Programming Due: Web Technologies Memo #2
	Spring Break – Week of 25 March		
4/1 Class 18 *		4/3 Class 19 *	
[CASE] Condor [INVENT] Ch 2-3	Entrepreneurial role and identity	Guest: Dr. David Van Sickle, Founder, Asthmapolis [INVENT] Ch 5, 8	Markets for inventions
4/8 Class 20		4/10 Class 21 *	
Guest: Dr. Adam Bock, Author, <i>Inventing Entrepreneurs</i> [INVENT] Ch 6-7	Entrepreneurial journeys	[CASE] Windlift [INVENT] Ch 9	Industry and market analysis Due: Rough Cut Video and Polished Drafts

4/15 Class 22 Guest: Rafael Diaz, WARF [INVENT] Ch 4	Licensing agreements Due: Peer Review #1	4/17 Class 23 * Guest: Dr. Mike Ciuchta, U. of Central Florida	Small Business Innovation Research (SBIR) Grants
4/22 Class 24 * [CASE] Segway	Business Model Review	4/24 Class 25 * [CASE] Segway	Due: Dream Manifesto Video and Trailers
4/29 Class 26 Video Premieres Pt 1 Guest: TBD		5/1 Class 27 Video Premieres Pt 2 Guest: TBD	Due: Dream Manifesto Letters
5/6 Class 28 Course wrap up Pt 1 Guest: TBD	Growth & Exit Due: Web Technologies Memo #3	5/8 Class 29 * Course wrap up Pt 2 [CASE] Barry Nalls	Due: Course Reflections #2
Monday 5/16 Final Exam 12.25P – 2.25P			

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Syllabus Acknowledgement Form

- I have read the syllabus and calendar of assignments and understand what is expected of me in this course, including the grading criteria to be used for assessing my performance.
- I will do my best to abide by the School of Business Policy on Use of Personal Electronic Technology.
- I have reviewed the course website.

Name (**print** and sign):

Date:
