

MGPO 362: Fundamentals of Entrepreneurship Fall 2020

General Information

Course #	MGPO 362
Section #	003
Term	Fall
Year	2020
Course pre-requisite(s)	INTG 201 and INTG 202 for non-Management students Open only to U2 and U3 students
Course co-requisite(s)	INTG 202 can be taken concurrently by non-Management students
Course schedule (day and time of class)	TR 11:35am – 12:55pm EST
Number of credits	3

Instructor Information

Name and Title	Matthew Corritore (he/him/his), Assistant Professor of Strategy & Organization
E-mail	matthew.corritore@mcgill.ca
Virtual office hours	Fridays, 10-11am, 3-5pm EST
Communication plan	I will be available at the Zoom link above during office hours. Otherwise, please email me and we will find another time for a Zoom meeting.

I strongly encourage you to post any questions you have about course logistics and content to the myCourses discussion forums, so that other students can see the answer. However, please email me with any sensitive questions and concerns. Please allow 12 hours for me to respond during the week, and 24 hours on weekends. I strive to be especially responsive prior to deadlines and assessments.

Course Overview

Management Policy : Study of the key aspects involved in starting and managing a new venture: identifying opportunities and analyzing new venture ideas, identifying common causes of failure and strategies for success, and comparison of multiple modes of funding. Applies to for-profit and not-for-profit start-ups.

Remote Delivery

This class will be delivered remotely, with a mix of synchronous and asynchronous learning. Remote learning presents many challenges, especially for student engagement. I am committed to learning about the challenges that you face in engaging with the class, and will do my best to provide a supportive and accommodating learning environment. With some patience, we will make the most of a difficult situation. Please see the “Course Information” section on myCourses for remote learning guidelines and resources.

Learning Outcomes

This course is intended to provide students with an understanding of the key concepts and processes involved in entrepreneurship. It seeks to give students an in-depth overview of the challenges involved in identifying and developing an opportunity for an entrepreneurial venture. More specifically, this course will provide both conceptual and practical methods to help students:

- Comprehend entrepreneurship as a social process and recognize the diverse set of experiences entrepreneurs can face
- Understand the basic processes involved in starting and managing a new venture
- Identify market opportunities and effectively analyze new venture ideas
- Identify common causes of failure and strategies for success and apply these to case settings
- Compare multiple modes of funding and evaluate their accompanying risks and rewards
- Recognize challenges associated with growing a venture and strategies for successful scaling
- Develop written and oral communication skills

Upon completing the course, students will understand how to conceptualize, develop, and manage successful new ventures. The lessons from this course are applicable to both social enterprises and for-profit ventures.

Instructional Method

The instructional methods include lecture, readings, both asynchronous and synchronous discussion, and small group work.

The class requires extensive use of Zoom and myCourses. You will need a webcam and microphone to participate in discussions, meet with your group project teammates, etc. Please see the Course Information section under Content on myCourses for a useful collection of remote learning resources.

The typical week will include both asynchronous and synchronous learning. I will post one recorded lecture to myCourses each Tuesday by our regularly scheduled class time. We will then have a live, synchronous class session via Zoom during our Thursday class time. We will discuss Tuesday's lecture, as well as any assigned readings and cases.

Some of you may have difficulty regularly attending our live Thursday discussion due to extreme time zone differences or technological limitations. Please contact me to discuss accommodations. I will do my best to ensure that any problems created by remote learning do not critically impact your learning or my ability to fairly evaluate your performance. Discussion attendance can be excused in extreme circumstances, a recording of each discussion will be posted to myCourses, and you will have plenty of opportunities for class participation outside of our synchronous sessions.

Expectations for Student Participation

Student participation is essential in this class, and your participation will be evaluated based on the quality of your contributions. A stronger contribution helps clarify a course concept, see an issue from a new and useful perspective, compares/contrasts two or more readings or cases, etc. A weaker, but still useful, contribution recalls a simple fact about a reading or concept. While I expect you to contribute regularly, I place more emphasis in my evaluations on quality rather than quantity.

One way that you can contribute is during our synchronous discussion classes on Thursdays. You should be ready to engage with the class via video, audio, and chat on Zoom. I expect you to have your webcam on, and be ready to speak into the microphone when appropriate. Please contact me as soon as possible with any questions or concerns.

Preparation is essential for learning and participation. Most of our Thursday classes will involve some discussion of assigned readings and/or HBS cases. Importantly, I expect you to do more than just read the assignments – you should come to class prepared to engage critically with each reading. For example, do you have a persuasive argument that you would like to make about a particular reading? Which arguments in the reading are persuasive, which are lacking, and why? It is especially important to prepare in this way for our discussion of the HBS cases, which will be driven by student interaction.

You will also have ample opportunity to participate asynchronously via engagement with the myCourses discussion forums. The "Course Content" forum includes separate topics for each course topic. This is where you will create new threads and respond to existing threads about a particular issue related to that course topic.

My goal is to foster a culture of *interaction* in the forums, especially student-to-student interaction. While I as the instructor will monitor all discussions and occasionally interject, the primary purpose of the forums is to encourage students to respond to one another. Part of what makes this culture of interaction work is that you need to be willing to take risks with your comments and make mistakes, just as you would in an in-

person class. If you have a question or concern about something that is unclear, it's likely that other students have it as well, and you'll be rewarded for surfacing it.

Importantly, the discussion forums provide you an opportunity to engage with issues that are germane to entrepreneurship but not explicitly covered in class. For example, you might discover that a current event sheds some light on a course concept, or vice-versa, and make that connection in the forums.

I expect you to check your email and myCourses regularly in order to stay abreast of and participate in the evolving class discussion on the forums.

Recording of sessions

All asynchronous lectures will be recorded and posted to myCourses. All synchronous sessions, namely our Thursday discussions, will also be recorded and posted to myCourses.

Please read the Guidelines on Remote Teaching and Learning [<https://www.mcgill.ca/tls/instructors/class-disruption/strategies/guidelines-remote>] and the course outline for this course in myCourses. Class sessions may be recorded, and your image, voice and name may be disclosed to classmates. Note that by remaining in sessions that are being recorded, you are agreeing to the recording.

Required Course Materials

- Textbook: *Disciplined Entrepreneurship: 24 Steps to a Successful Startup*, Bill Aulet, Wiley Publishers, 2013. E-book available from the bookstore.
- Six HBS Cases: these can be purchased from HBR press at this link: <https://hbsp.harvard.edu/import/741931> You qualify for a student discount if you register.
- Required readings: Available for download on myCourses under 'Content.'

Please see the Course Content section of this outline for detailed information about the assigned readings.

You will need a webcam and microphone to participate in discussions, meet with your group project teammates, etc.

Course Content

Broad Topic	Date	Description	Readings and Assignments Due
Entrepreneurship Theory	TH: September 3 Zoom Discussion	Introduction	Complete myCourses "Introductions" survey
	T: September 8 Recorded Lecture TH: September 10 Zoom Discussion READING QUIZ 1	<ul style="list-style-type: none"> • What is Entrepreneurship? • Why become an Entrepreneur? 	<ul style="list-style-type: none"> • Wasserman, N. The Founder's Dilemma, 2013, Ch. 2. • Carter, Nancy M. et al. 2003. "The Career Reasons of Nascent Entrepreneurs." • Nanda, R. and Sørensen, J. 2010. "Workplace Peers and Entrepreneurship" (sections 1, 2, and 5)
	T: September 15 Recorded Lecture TH: September 17 Zoom Discussion READING QUIZ 2	<ul style="list-style-type: none"> • Who (gets to) become an Entrepreneur? • What does a typical start-up look like? 	<ul style="list-style-type: none"> • Kim, P. H., et al. (2006). "Access (Not) Denied: The Impact of Financial, Human, and Cultural Capital on Entrepreneurial Entry in the United States." • Sørensen, J. 2007. "Bureaucracy and Entrepreneurship: Workplace Effects on Entrepreneurial Entry" (pp. 387-393, 407-409) • Audia, P and Rider C. 2005. "A Garage and an Idea: What more does an Entrepreneur Need?"
	T: September 22 Recorded Lecture TH: September 24 Zoom Discussion PROJECT TEAMS ASSIGNED READING QUIZ 3	<ul style="list-style-type: none"> • Who Succeeds? • Gender and Race 	<ul style="list-style-type: none"> • Gompers et al. 2010. "Performance persistence in entrepreneurship." • Gupta, Vishal K. et al. 2009. "The Role of Gender Stereotypes in Perceptions of Entrepreneurs and Intentions to Become an Entrepreneur." • Anonymous, "What It's Like Raising Money as a Woman in Silicon Valley" <i>Forbes</i>, Aug 2014. • Younkin and Kuppuswamy, 2020. "The Colorblind Crowd? Founder Race and Performance in Crowdfunding." • OPTIONAL: Hoogendoorn et al., 2013. "The Impact of Gender Diversity on the Performance of Business Teams: Evidence from a Field Experiment." (sections 1, 4, and 5)
	T: September 29 Recorded Lecture TH: October 1 Zoom Discussion REFLECTION 1 DUE	<ul style="list-style-type: none"> • Recognizing Opportunities & Generating Ideas • Assembling the Team 	<ul style="list-style-type: none"> • Barringer, B. & Ireland, R. 2015. (Ch. 2 Recognizing opportunities and generating ideas) in <i>Entrepreneurship: Successfully Launching New Ventures</i>. • CASE: "Smartix Swinging for the Fences" <p>Guest Speaker: Prof. Marie-Josée Lamothe from the Dobson Centre for Entrepreneurship</p>
	T: October 6 Recorded Lecture TH: October 8 Zoom Discussion TEAM PROJECT	<ul style="list-style-type: none"> • Who is my Customer? 	<ul style="list-style-type: none"> • Aulet, B. Disciplined Entrepreneurship, 2013, ch. 1-3 • Aulet, B. Disciplined Entrepreneurship, 2013, ch. 4 & 5. • CASE: "Eventbrite"

	CHOICES DUE		
	READING QUIZ 4		
	T: October 13 Recorded Lecture TH: October 15 Zoom Discussion REFLECTION 2 DUE	<ul style="list-style-type: none"> Engaging the Customer 	<ul style="list-style-type: none"> Aulet, B. Disciplined Entrepreneurship, 2013, ch. 6-8. Owen, D. "Hands Across America", The New Yorker, March 4, 2013. Aulet, B. Disciplined Entrepreneurship, 2013, ch. 10 & 11. CASE: "Dropbox: It Just Works"
	T: October 20 Recorded Lecture TH: October 22 Zoom Discussion READING QUIZ 5	<ul style="list-style-type: none"> Customer Acquisition 	<ul style="list-style-type: none"> Aulet, B. Disciplined Entrepreneurship, 2013, ch. 12-14. "At Melissa & Doug: Thriving on the Basics", <i>New York Times</i>, June 8, 2013
Getting it Right	T: October 27 Recorded Lecture TH: October 29 Zoom Discussion REFLECTION 3 DUE	<ul style="list-style-type: none"> Business Models & Monetization 	<ul style="list-style-type: none"> Aulet, B. Disciplined Entrepreneurship, 2013, ch. 15 & 16. Aulet, B. Disciplined Entrepreneurship, 2013, ch. 17 & 19. CASE: "The Michelin Restaurant Guide: Charting a New Course"
	T: November 3 Recorded Lecture TH: November 5 Zoom Discussion REFLECTION 4 DUE	<ul style="list-style-type: none"> Design & Build 	<ul style="list-style-type: none"> Aulet, B. Disciplined Entrepreneurship, 2013, ch. 20-23. CASE: "Clocky"
	T: November 10 Recorded Lecture TH: November 12 Zoom Discussion DEBATE WRITE-UP DUE	<ul style="list-style-type: none"> Getting Capital Where should we Locate? IN-CLASS DEBATE	<ul style="list-style-type: none"> Zider, B., "How Venture Capital Works", Harvard Business Review, 1998. Milian, M. "Rejected by VCs, Pebble Watch Raises \$3.8M on Kickstarter", Bloomberg, April 17, 2012 Saxenian, A. 1996. "Silicon Valley: Competition and Community" in <i>Regional Advantage</i>.
	T: November 17 Recorded Lecture TH: November 19 Zoom Discussion GROUP PROJECT DUE	<ul style="list-style-type: none"> Scaling – Management & Culture 	<ul style="list-style-type: none"> Schein, E. 1983 "The Role of the Founder in Creating Organizational Culture." <i>Organizational Dynamics</i>. Baron, J. and Hannan, M. 2002. "Organizational Blueprints for Success in High-Tech Start-Ups" Corritore, Goldberg, and Srivastava 2019. "Duality in Diversity", pp. 1-11 CASE: "Keeping Google 'Googly'"
	T: November 24 No Lecture TH: November 26 Zoom Discussion	<ul style="list-style-type: none"> Conclusion Final Exam Review 	<ul style="list-style-type: none"> Gladwell, Malcom. "The Gift of Doubt", The New Yorker, June 24, 2013 CONTINUE DISCUSSING GROUP PROJECTS ON MYCOURSES
	T: December 1		

	No Lecture		MYCOURSES
	December TBD FINAL EXAM		

Evaluation

Name of Assignment	Due Date(s)	% of final grade
Class Participation	N/A	15
Five short myCourses Reading Quizzes	see above	10
Four, one-page Reflection Papers	see above	10
Debate Write-up	Nov. 5	5
Group Project	Nov. 19	30
Timed, Open-book Final Exam	TBD	30

In lieu of a formal midterm, you will complete a series of short myCourses reading quizzes covering the reading for that week, as well as write four one-page Reflection Papers on the cases. The reading quizzes will be available on myCourses under 'Content' beginning Monday at 11:30am EST, and are due by Thursday at 11:30am EST. There is no time limit, although they are designed to take no more than 10-15 minutes. Instructions for the reflection papers are available in myCourses under 'Assignments.'

A formal, open-book final exam will be administered during the final exam period. You will be able to access it within a 48 hour window on myCourses, but once you access it you will only have three hours (+ a 30 minute grace period in case of technical issues) to complete it and submit it via myCourses. The final exam is cumulative in that it covers content from the entire course.

Information about the other assignments can be found under 'Assignments' on myCourses. All assignments should be submitted via myCourses. See the 'Course Information' section of myCourses for tips on using myCourses.

Late submissions will not be accepted.

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [McGill's guide to academic honesty](#) for more information).

Additional Information

- The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations.
- © Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.
- As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.
- McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.
- [End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified in-class and by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.
- In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.