



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM493H1

Entrepreneurship

Fall 2014

L0101: Wednesday 1-3 WW 121

L0201: Wednesday 3-5 WW 121

Instructor: Becky Reuber, Room RSM 7015; Phone 416-978-5705

E-Mail: reuber@rotman.utoronto.ca

Office Hours: Wednesday 9am-10am or by appointment

Teaching Assistant: **TBA**

Course Prerequisites

RSM392H1 Strategic Management

COURSE SCOPE AND MISSION

“You miss 100% of the shots you never take.” –Wayne Gretzky

This course is all about “taking shots”. We will go through the experience of starting a new business: identifying and evaluating new opportunities, pitching ideas to others, crafting strategy, and working with a team. This course will be directly useful for those with an interest in starting a new business or working in a start-up environment; and provide an “entrepreneur’s view” for those planning to work in banking, finance, or consulting.

REQUIRED READINGS

A highly recommended book for this course is *The Lean Startup*, by Eric Ries (Crown Business, 2011, ISBN 978-0-307-88789-4). Options for buying it are listed on [The Lean Startup website](#).

A coursepack can be purchased at: **TBA**. You will need to create an account if you don’t already have one, and you can select a print or digital copy. Access to the digital coursepack is for a period of 30 days from the date of purchase. Once it has been downloaded to your computer, you will have digital access until the course ends. For technical assistance, contact Ivey directly at cases@ivey.ca or 800-649-6355. The hours are Monday to Thursday 8am to 4:30pm and Friday 8am to 4pm. This is copyrighted material, so do not distribute or post it. Please keep in mind we are giving you an academic rate for these cases.

The remainder of the course material is available free-of-charge. Some will be posted on Blackboard, some is available online directly through hyperlinks on this outline, and some is available from the university library through hyperlinks on this outline. Sometimes the library’s link to an article changes in the middle of the term, so I’ve given you enough information to be able to retrieve library articles through a search or to get help from library staff.

Click [here](#) for links to websites of interest to startups (such as the Canadian Intellectual Property Office and Industry Canada sites) as well as a link to the BIC’s Career Guide for Entrepreneurs site.

EVALUATION AND GRADES

<u>Individual Assignments</u>	<u>Weight</u>	<u>Due Date</u>
Class Preparation	10%	Ongoing
Class Contribution	30%	Ongoing
Venture Concept Pitch	10%	Week 4 (Written content due 8pm Sun Sept 28)
Venture Concept Analysis	10%	Week 5 (Due start of class Oct 8)
<u>Group Assignments</u>		
Concept Development Worksheet	10%	Week 8 (Due 4pm, Sunday Oct 26)
Business Plan Presentation	10%	Weeks 11 (Nov 19) + 12 (Nov 26), in class
Written Business Plan	20%	Week "13" (Due 4pm, Wed Dec 3)

COURSE FORMAT AND EXPECTATIONS

This course will challenge you to shift from being a receiver of ideas, facts, concepts, and techniques. Instead you will generate ideas, analyze and evaluate alternatives, and formulate workable action plans. The goal is to put what you have learned in other courses and from past experience into practice.

THE NEW VENTURE DEVELOPMENT EXPERIENCE

This course requires you to develop and present a business plan for a new venture. Towards this end, the course is divided into two parts.

Part 1: You'll work individually on generating and screening venture concepts. Good venture opportunities don't just happen, they emerge from an iterative process of recognition, research, reflection and refinement. So that you get to understand this process better, each of you should start a Venture Concept Diary, keeping track of your ideas for new ventures. It will probably contain a mix of ideas that you've rejected, ideas that you've explored a little and are ambiguous about, and ideas that you think might be viable. In recording and evaluating your ideas, the screening criteria that you're implicitly using will emerge. It is useful to write these down. You are likely to reject many of your ideas very quickly, and so the description of these ideas will be brief. You should spend more time exploring the ideas that pass your (perhaps unconscious) screening criteria. In order to assess them more thoroughly, talk about the most promising ideas with people who know you well, with people who are knowledgeable about the industry, and with potential customers. Bring your Diary to the first three classes. It will not be handed in and will not be graded.

All new ventures are characterized by uncertainty and successful entrepreneurs are able to identify and manage these uncertainties, and persuade others that they can become overcome. So that you come to understand this process better, each of you will pitch your most promising venture concept to the class in Week 4 (October 1), and hand in a written analysis of it in Week 5 (October 8). I recognize that your ideas will be very early-stage and tentative, which is characteristic of this stage of the entrepreneurial process. Nevertheless, doing this assignment will enable you to express your ideas more concretely and improve your ability to convince us of their potential.

Part 2: You'll work in a team with the objective of getting market traction for a venture concept and developing a business plan. You should keep in mind that this is ultimately an educational exercise which must be completed during a one-term course. However, your finished product will be better and the process will be more fun if you treat your venture as real. There are few restrictions on the type of venture you may consider, although it must be legal and ethical. Most ventures developed in this course are both new and independent, but you can consider an acquisition (with a substantial turnaround planned) or a corporate venture ("intrapreneurship"). Your venture concept must be innovative and have the potential to create wealth beyond a "normal" salary for its founders.

Note: Real estate development ventures, retail businesses (e.g. restaurants), and certain service businesses (e.g. investment funds and management consulting ventures) will not be permitted for this course. If in doubt, please check with the instructor.

Transition from Part 1 to Part 2: As in the real world, resources are scarce and at most 8 venture concepts in each class can be “funded” with presentation time. (There are no exceptions to this, so please don’t ask.) This means that we need a mechanism to go from the venture concepts pitched by individuals in Week 4 to the venture concepts worked on by teams starting in Week 5. ***It also means that you may not be able to work on your own venture concept and you may not be able to pick the team you work with.***

After doing your pitch in Week 4, you need to decide whether or not you want to become a CEO of the venture you pitched. If you do, you need to recruit other people to your management team who will work with you to develop this venture concept during the rest of the course. You’ll recruit them into a specific management role. If you don’t wish to continue developing the concept, or if you are unable to attract a sufficiently large number of people to work with you, you need to be recruited into a management role on another student’s team. The pitch book will help people decide what venture is attractive to them, and/or find the skills needed to fill out their team.

Teams will have a maximum of 5 people and a minimum of 2 people, but team size depends on enrolment in your section. I will confirm team size in Week 4 once the pitches are done and enrolment in your section has stabilized. All teams need to be approved by Week 5 (October 8).

CLASS PREPARATION AND CONTRIBUTION

Class preparation. The in-class portion of this course relies on analyses and discussion. To encourage class preparation, for most classes, there will be one or more SurveyMonkey prep questions requiring several bullet points of commentary (200 words or less), ***due at 11pm on the Monday before class.*** Responses will be taken off SurveyMonkey at the time due, and so *late responses cannot be accepted.* If you don’t include your name with your answer, there is no way for me to determine that you submitted an answer, so *responses without names cannot be accepted.* Simply submitting your SurveyMonkey answers on time is a big part of the Class Participation grade, making it “easy”. The most important part of these preparation assignments is that they will help you contribute your own analysis, conclusions, and recommendations during in-class discussion.

Class contribution. In a typical class, one or more class members will be asked to start the session by addressing a specific question. After a few minutes of initial analysis and recommendations, the instructor will open the discussion to the rest of the class. Because of the varied backgrounds of those in the class, my experience is that the discussion is often improved if we bring in a variety of opinions by calling on people other than those who volunteer. If you do not wish to be called on during a class, please let me know beforehand.

While you are expected to be an active participant throughout the course, the *frequency* of your participation in class is not the only criterion for assessing your class contribution: the *quality* of your participation is most important. Criteria I will use to assess this quality include:

- (1) Is the participant a good listener?
- (2) Are the points made relevant to the discussion? Are they linked to the comments of others?
- (3) Is there willingness to test new ideas or are all comments “safe” (for example, repetition of case facts without analysis or conclusions)?
- (4) Do comments lead to a clearer statement of the concepts being covered and the problems being addressed?

A few points I want to emphasize:

- (1) Well-posed questions are not only a legitimate way to interact, but should be an important part of the discussions.

- (2) In most of the cases we discuss, there will be many different actions and plans that could be undertaken. Enlightened debate about the best plan to implement adds significantly to the understanding of the issues.
- (3) Because of the varied backgrounds in the class, many of you will have important contributions to make based on your personal experience. I will try to learn about your backgrounds over the course of the term, but you are encouraged to bring these experiences to bear on the analysis of the issues discussed.
- (4) Disruptive class behaviour (e.g. side discussions with classmates, texting, emailing and web browsing during class) will negatively affect your contribution grade.

Please let me know ahead of time if you will miss a class. Also note that I have a “no excuses” policy regarding absences—I trust you to use your own judgment about your reasons for missing class and whether you can afford to do so. Your class contribution grade will suffer directly for every absence beyond 2 missed classes. Use these “free” absences as you like (job interview, illness, sports tournament, personal matters, religious holidays). You may choose any day for a free absence except a day when you’re scheduled to present. If you miss a day when an assignment is due, you still need to get the assignment to me physically (not emailed) before the start of class.

WRITTEN ASSIGNMENTS

There are two individual and two group writing assignments in the course. Please note that clear, concise and correct writing will be considered in grading the written assignments. Good writing is not easy (for most of us). Page limits for the written assignments in this class are short, so you will face hard decisions about what NOT to include. If you use a bunch of complex terminology or try to hit every potentially relevant point, you will run out of space. I will evaluate these assignments based on the quality of your writing as well as your ideas and analysis. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. *Please do not submit written work with a font less than 11-pitch.*

Students who would like additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

The written portion of the *Venture Concept Pitch* consists of two one-page (maximum) elements. The first is a one page explanation of your venture idea. The second is a one page description of you, in terms of what you bring to your venture concept or to the development of another venture concept. Both of these written elements are distributed in the class “pitch book”, so think of them as a companion to your verbal pitch. They can be in any format you like (e.g. text in paragraphs, bullet points, pictures, tables, diagrams, or a combination of these) as long as they capture the important aspects of what you need to get across to your audience, the class. You will email a copy of them to the instructor and the TA. Together these are worth half of the Venture Concept Pitch grade; the other half is the verbal pitch itself.

The *Venture Concept Analysis* should draw on material discussed in the first four classes (included the in-class reactions to your pitch). Focus in particular on ideas in *The Lean Startup* and the two readings: *A Business Plan or a Journey to Plan B?* and *Disciplined Entrepreneurship*. Your analysis can be a maximum of 1,000 words (please submit a word count), and should be structured into two parts:

1. A description of the opportunity, in terms of the product or service offered, the target market and your value proposition. Summarize what you know now about its technical, market and financial feasibility. Identify any analogs or antilogs you are drawing on, and leaps of faith you are making.

2. An analysis of the uncertainties associated with the opportunity and how they can be tested. Rank the 2-3 hypotheses about your venture concept that are most critical to test. For each:
(a) State and justify the hypothesis; (b) Indicate whether it is a deal-killer or a big bet and why; and (c) Describe how you can “test early, test cheaply.”

The *Concept Development Worksheet* is the beginning of your team’s Business Plan. This will allow you to receive interim feedback. The goal is to help you achieve excellence—the more thought and effort put into the CDW, the better feedback you can get. You will be provided with a template for the CDW. It is due at 4 pm on Sunday, October 27 and is important in helping me understand your progress to-date before I meet with your team the following week.

The *Business Plan* is your team’s final product, outlining the key issues in making your venture idea a reality. You will be provided with a template for the Business Plan. Late submissions will NOT be accepted. No excuses.

PRESENTATIONS

The course requires one individual presentation and one group presentation. Like good writing, a good presentation is not an easy thing to do, but it is an essential skill to develop for success in the business world. We look at several examples of successful presentations in class, but always remember that *enthusiasm* and *preparation* both go a long way.

The actual *Venture Concept Pitch* is a **one minute** pitch where you communicate the essentials of your venture idea. The goal is to convince other members of the class that they should want to work with you on your idea. These pitches will take up the entire class in Week 4.

The *Business Plan Presentation* is a **12 minute** presentation of the essentials of your business plan, similar in format to a presentation you would do for investors. These presentations will take up the last two weeks of the course.

TEAMWORK

Course participants are required to form new venture teams of students whose talents, skills and knowledge (in the ideal case) are complementary. ***Extensive group work outside of class is an essential part of this course.*** Other factors crucial to your team’s functioning are the management and coordination of group effort by appropriate means (telephone, e-mail, sub-group meetings, etc.). Each team will produce an original and comprehensive Business Plan as its major final product and will present the the plan in class.

After the pitches in Week 4, you need to decide whether to recruit other people to develop your venture concept, or to be recruited to another student’s team. The pitches and the pitch book will help people decide what venture is attractive to them, and/or find the skills needed to fill out their team. All teams need to be approved by Week 5.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students and you need to become familiar with Rotman Commerce expectations regarding team-related behaviour and contributions. Please read the document entitled, “*Working in Teams: Guidelines for Rotman Commerce Students*” which is available on the RC portal under the Academic Services tab.

When working as a group, you are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Establish a positive and productive team dynamic;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

Project work is challenging; conflicts can and do occur. Conflicts are part of the team's process of learning how to work together effectively and can actually generate exciting debate and creative solutions, if managed appropriately. Teams are expected to resolve disputes or misunderstandings as soon as they arise (and prior to submission of the business plan). When a team is unable to reach a mutually agreeable solution, the entire team must meet with the Rotman Commerce Team Coach, Nikoleta Vlamis, as soon as possible. Nikoleta is an expert on team dynamics and facilitation. Her role is to provide support and guidance on team matters, not to formally evaluate teamwork for academic purposes. She will listen to the team and help develop options for improving the team process. All members of the project team must commit to and utilize their action plans. You can contact Nikoleta at nikoleta@nikoletaandassociates.com to set up an appointment.

COURSE FAQ:

Q: What if I do not have a brilliant idea?

A: First, don't despair. Whether any idea is brilliant or not will only become clear over time. Second, there are many more ideas for businesses than can possibly be realized. If you set aside a few minutes each day for thinking about ideas, or if you engage in regular brainstorming with your friends, you'll get plenty of ideas. Third, even if your team doesn't pursue your idea, you will still get to enjoy the pleasure and pain of developing a new business.

Q: What if after working on the venture idea for a few weeks your team realizes that the idea is not quite as brilliant as you had originally thought?

A: First, regarding the brilliance of an idea, see (1). In most cases, more analysis and research than is possible in this course will be required to determine the ultimate feasibility and quality of the opportunity. Nonetheless, the project will give you a good idea of what it takes to turn an idea into a successful business venture. Second, the selection process among venture ideas that takes place at the beginning of the course usually assures that ideas which appear less promising are filtered out, and more appealing ideas are pursued. Third, it is understood that your initial venture concept may change, sometimes substantially, by the time it is researched and further developed. Fourth, very few venture projects actually turn out to be clear "dogs." However, should you find out through analysis that your business is really infeasible or economically unattractive, this would be a respectable course outcome. At least now you know what will not work—a great insight that will spare you time, talent, and money in the future.

Q: What is the course policy on non-disclosure agreements and intellectual property protection?

A: Sometimes students ask to be excused from pitching a venture concept in case someone takes their idea, and/or they would like the instructor or other students to sign a non-disclosure agreement. In order to preserve an open, academic environment with the free exchange of ideas, I am not able to accommodate these requests.

In this class you are entirely responsible for protecting your own intellectual property. If there is any part of your business idea that you would not like to disclose, then you should simply not disclose it. Obviously, any material not disclosed cannot be evaluated for grading. If you are concerned about disclosing your ideas, then it would be prudent to work on someone else's venture concept during the course. Completing a business plan on another concept will enable you to develop your own more effectively and efficiently afterwards. If you have any questions about this policy, do not hesitate to ask.

POLICIES AND PROCEDURES

Missed Assignments

Students who miss an assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation ([Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within one week of the originally scheduled due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the deliverable.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

Late Assignments

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions will be penalized by 20% if the assignment is late by 48 hours or less. After 48 hours late assignments will not be accepted. The individual Survey Monkey submissions for class preparation count for very little and will not be accepted late under any circumstance.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://www.accessibility.utoronto.ca/>.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Blackboard and the Course Page

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and Help at www.portalinfo.utoronto.ca/students and review the Frequently Asked Questions.

In-Class Technology Policy

It is expected that students will use technology responsibly, with consideration for class participants. With the permission of the instructor, students may use electronic devices for note taking and web access related to our discussion. Electronic devices are not to be used for email, instant messaging, web browsing, and any other activity that is disruptive to other students, the instructor or the classroom environment in general. Disruptive use may negatively affect your class contribution grade. It is not permitted to make an audio or video recording of any class.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

WEEKLY SCHEDULE

* Question to be answered through a 200 (max) word answer via a SurveyMonkey survey by 11 pm on the Monday before class. Remember to put your name at the top of your answer!

Week	Date	Topic/ Guest Speaker	Readings
PART 1: SELECTING OPPORTUNITIES			
1	Sep 10	Course Overview	<ul style="list-style-type: none"> Mullins, J. & Komisar, R. A Business Plan or a Journey to Plan B? MIT SMR, March 2010. Rich, N. Pitch. Eat. Sleep. NY Times Magazine, May 2013 The Economist Special Report on Tech Startups, January 18, 2014 (posted) What interests you about new ventures and why?*
2	Sep 17	Recognizing Opportunities	<ul style="list-style-type: none"> Buchanan, L. How Great Entrepreneurs Think, Inc. Feb 2011 Case: Evan Williams: Blogger to Odeo (A) <p>Prep: Compare Evans' motivations in starting Blogger and Odeo. List up to 4 key differences between the founding of Blogger and Odeo.* What should Evan do now?</p>
3	Sep 24	Screening Opportunities	<ul style="list-style-type: none"> Hedlund, M. Why Wesabe Lost to Mint, Blog, October 2010 <i>The Lean Startup</i> (chapters 1-5) Sull, D.N. Disciplined Entrepreneurship. MIT SMR, Fall 2004. Green Moving Solutions (posted) <p>Prep: What are key hypotheses (up to 3) to be tested in launching Green Moving Solutions, and how would you test them?*</p>
* Your one page resume and one page written pitch are due by 8pm, Sunday September 28 (by email)			
4	Oct 1	Pitching Opportunities	
PART 2: DEVELOPING OPPORTUNITIES			
* Your Concept Analysis is due at the start of class on Wednesday October 8			
5	Oct 8	Discovering the Market	<ul style="list-style-type: none"> Macht, J. The New Market Research. Inc., July 1998 (posted) Note on Market Research (with coursepackage) <i>The Lean Startup</i> (chapters 6-8) G. Constable, 12 Tips for Early Customer Interviews, June 2010 Case: Cork'd: Building a Social Network for Wine Lovers. <p>Prep: What is the value proposition for users and wineries? Should they charge wineries \$999? Have ads and/or wine sales? What are the 2 most important things Lindsay needed to do when she arrived? Why?*</p>

6	Oct 15	Preparing a Business Plan Guest: David Scrymgeour, serial entrepreneur	<ul style="list-style-type: none"> • Ronick, D. Business Plans Do's and Don'ts. Inc., April 27, 2011. • Prep questions to be posted
7	Oct 22	Obtaining Financing Guest: Jared Gordon, Investment Manager, MaRS Investment Accelerator Fund	<ul style="list-style-type: none"> • De Clercq, D., Fried, V.H., Lehtonen, O. & Sapienza, H.J. An Entrepreneur's Guide to the Venture Capital Galaxy. AMP, August 2006 • Mollick, E. The Dynamics of Crowdfunding. Journal of Business Venturing, January 2014 (optional) • Case: PunchTab: Prep: Is PunchTab an attractive investment opportunity? Does it make sense to do a seed round of financing? What should Kumaran do and why? *
* Concept Development Worksheets are due by 4pm, Sunday, October 26 (by email)			
8	Venture group meetings with instructor (no class meeting on Wednesday October 29)		
9	Nov 5	Developing Reputation Guest: Megan Bingley, Founder and General Manager of Indie88	<ul style="list-style-type: none"> • Reuber, A. R & Fischer, E. Building International Sales in a Digitized Economy, Conference Board of Canada, 2011 (posted) • Case: Icebreaker: Prep: What are the essential ingredients in Icebreaker's success-to-date? What is Moon's model of adoption for his American customers? What are Moon's options for channels for a US entry? Which channel should Moon focus on, and why? *
10	Nov 12	Managing Growth	<ul style="list-style-type: none"> • Hambrick, D.C. & Crozier, L.M. Stumblers and Stars in the Management of Rapid Growth. Journal of Business Venturing, Winter 1985 • <i>The Lean Startup</i> (chapters 9-12) • Prep questions to be posted
11	Nov 19	Business Plan Presentations	
12	Nov 26	Business Plan Presentations	
Written Business Plans are due at the Rotman Commerce office 4pm, Wednesday, December 3. There is no final exam.			