Course Overview: Technology for Bootstrapped Entrepreneurship (HADM 4180/HADM 6180) provides an overview of how to identify, evaluate, and design technology to enhance service delivery in bootstrapped entrepreneurial ventures. The course prepares students who have entrepreneurial intentions in a bootstrapped venture, whether for-profit or non-profit, to view contemporary issues in service delivery through the prism of entrepreneurial theory and practice. The class starts out using BMFiddle as a tool to model a business idea in the cloud for collaborative feedback. As the semester progresses, this model becomes the basis for the final project, the creation of a strategic technology plan that integrates many types of cloud-based technology vendors to maximize the execution and growth of a start-up entity. This objective is achieved through lectures and hands-on activities utilizing a mix of instructional methods, alumni interview case development, reflective logs, pitch assignments, and project-based written assignments.
Online from May 27, 2015 through June 19, 2015
Online Courses Overview: https://www.sce.cornell.edu/ss/courses/on/courses.php?v=2933

Course Objectives/Format: The course is designed to yield six outcomes that provide a “techie” enabled approach to service delivery over the course of the semester. This objectives of the course are achieved through a) lectures; b) hands-on activities utilizing a mix of instructional methods; c) case studies; d) alumni interview case development; e) reflective logs; f) presentations; and g) and written assignments.

Upon successful completion of HADM 4180/HADM 6180, you should be able to:
- Translate service delivery points from various stakeholders into technology needs assessments (Course Outcome 1).
- Evaluate cloud-based technical resources in relationship to technology needs and service points (Course Outcome 2).
- Create a technology plan for a specific entrepreneurial venture given an established budget and communicate the technology plan publically and in writing in multiple formats for different stakeholder groups (Course Outcome 3).
- Highlight the difference between using technology for entrepreneurship versus innovation and how this impacts entrepreneurship as a discipline and the hospitality industry (Course Outcome 4).
- Illustrate a service delivery plan using cloud-based technology (Course Outcome 5).
- Examine cloud-based technical resources available for bootstrapped entrepreneurial ventures (Course Outcome 6).


Prerequisites: N/A. Note: The course is highly interactive. This three-credit course requires each student to allocate an average of 3.5 hours/day to lectures, assignments, career development work, projects, etc…for the full duration of the summer session.
Faculty: Mona Anita Olsen, Ph.D. (545B Statler Hall)
Contact Information: olsen@cornell.edu (email is the best way to contact me)
Office hours: By appointment only. Request an online appointment at http://tinyurl.com/officehourswithprofessorolsen.
This link is also posted on Blackboard under Course Resources.

Mona Anita K. Olsen is a visiting assistant professor and the assistant academic director of the Leland C. and Mary M. Pillsbury Institute for Hospitality Entrepreneurship. Olsen teaches courses in entrepreneurship. She is the recipient of a Small Private Online Class (SPOC) Grant from the Office of the Vice Provost for her course Technology for Bootstrapped Entrepreneurship, and of the Zalaznick Teaching Assistantship Award. Olsen also serves as the project director for the Coleman Faculty Fellows Entrepreneurship Program at Cornell, and as the Cornell representative for the International Academic Partnership Program Norway. Prior to joining the SHA faculty, Olsen was a U.S. Fulbright Grantee to Norway. She was awarded a Fulbright U.S. Student Program scholarship in education by the United States Department of State and the J. William Fulbright Foreign Scholarship Board. While in Norway, Olsen continued to build the growing structure for the educational nonprofit, iMADdu, which she founded in 2010. iMADdu stands for "I Make A Difference, Do you?" and empowers young entrepreneurs through mentoring and participation in its Student Apprenticeship Program. Previously, Olsen was the assistant director of the Mason Small Business Development Center in the Mason Enterprise Center at the Office of Research & Economic Development at George Mason University. She also worked as a worldwide sales analyst for Four Seasons Hotels and Resorts. Olsen received her PhD from the Graduate School of Education at George Mason University. She holds a master's in management of information technology from the University of Virginia's McIntire School of Commerce, and a Bachelor of Science with distinction from the Cornell School of Hotel Administration.

Academic Administrative Assistant: Kimberly Whiffen (545 Statler Hall), kaw296@cornell.edu

Graduate Teaching Assistant: Heather Linton, hl942@cornell.edu. Heather is a PhD Student in the School of Hotel Administration. She has worked for multiple small businesses, and understands many of the challenges that a startup faces. Heather will be your first line of contact for any questions, and is available by email (with a maximum 4-hour response time during weekdays EST, 6 hours on weekends), and by phone or Skype by appointment if a more in-depth discussion is needed.
## Course Schedule (Subject to Change):

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION 1</td>
<td>Highlight the difference between using technology for entrepreneurship versus innovation and how this impacts entrepreneurship as a discipline and the hospitality industry.</td>
</tr>
<tr>
<td>SECTION 2</td>
<td>Translate service delivery points from various stakeholders into technology needs assessments.</td>
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<td>SECTION 6</td>
<td>Create a technology plan for a specific entrepreneurial venture given an established budget and communicate the technology plan publically and in writing in multiple formats for different stakeholder groups.</td>
</tr>
</tbody>
</table>
Course Materials:
(1) Handouts, readings, assignments, entrepreneurship resources, and grading rubrics will be available on Blackboard at https://summer.blackboard.cornell.edu.

Course Schedule: This course allows for scheduling flexibility during the summer 2015 session. Students can complete items at any time within the week leading up to an assignment deliverable. Due dates for evaluation are firm and outlined in the evaluation methods section clearly. No late work is accepted.

Evaluation Methods (Letter grade only, 3 credits):

There are three components for evaluation that total 300 points and are weighted as indicated below:

(1) Engagement (Reflections/Professionalism/Participation) 100 points total (20% of the final grade)
(2) Written Assignments 150 points total (40% of the final grade)
(3) Presentations 50 points total (40% of the final grade)

The grading scale used to convert numerical grades to a final letter grade at the end of the semester is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100 percent</td>
</tr>
<tr>
<td>A</td>
<td>95-99 percent</td>
</tr>
<tr>
<td>A-</td>
<td>90-94 percent</td>
</tr>
<tr>
<td>B+</td>
<td>86-89 percent</td>
</tr>
<tr>
<td>B</td>
<td>83-85 percent</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 percent</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 percent</td>
</tr>
<tr>
<td>C</td>
<td>74-76 percent</td>
</tr>
<tr>
<td>F</td>
<td>Below 74 percent</td>
</tr>
</tbody>
</table>

If you have a concern about a grade in the course, explain it in writing using the Grade Change Request Consideration Online Form on Blackboard (under Course Resources) within one week of the grade being posted in order to be considered. Requests filed after one week of the grade being posted will not be considered. Extra credit opportunities are periodically provided during the semester. I highly suggest you take advantage of them.
Engagement (up to 100 points total)  
*My expectation is that you participate actively in online activities and in serving as critical friend pair teams with other students.

a) _Reflection Activities (20 points each or 60 points total)_  
Entrepreneurs have to make decisions constantly—the ability to process ideas and decisions is an important skill to cultivate. As such, you will be evaluated on your submission of Reflection Activities to Blackboard. Reflection Activities directions, rubrics with detailed point allocations for each Reflection Activity, and Reflective Thinking Guidelines to guide your work will be posted on Blackboard. Overall evaluation of each portion of the Reflection Activities will be as follows:

| Full credit | Excellent work, student has gone beyond expectations. |
| Half credit | Work that is at a satisfactory level. |
| No credit   | Work that shows deficiencies in understanding, and/or lacks in effort, and/or does not follow directions of the activity. |

*The Reflection Activities submissions are due on Blackboard as noted in the schedule below. Blackboard will be set up to allow submission of any given assignment only up until 11:59PM EST on the date it is due. Do not email your submission to me—your submission will only be accepted via Blackboard. Late submissions will not be accepted but submissions can be submitted early if that aligns more effectively with balancing your work from other classes.*

<table>
<thead>
<tr>
<th>Due on Blackboard</th>
<th>Reflection Activities Value Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday, June 6, 2015</td>
<td>Reflection Activities 1 (Section 1-2)</td>
</tr>
<tr>
<td>Saturday, June 13, 2015</td>
<td>Reflection Activities 2 (Section 3-4)</td>
</tr>
<tr>
<td>Thursday, June 18, 2015</td>
<td>Reflection Activities 3 (Section 5-6)</td>
</tr>
</tbody>
</table>

b) _Peer Evaluation (40 points total)_  
*Authentic assessment is an important element to being able to innovate in an entrepreneurial journey. Through peer evaluation, I hope to help you build life skills to encourage you to develop your skills of receiving and providing feedback to others.*
(2) Written Assignments (up to 150 points total)  

*All written assignments are setup to mirror the many types of writing styles necessary to be an effective entrepreneur. All written assignments must be submitted on the due date, electronically via Blackboard. I will provide assessments of your work and specific feedback on your papers via Blackboard. I want to support your growth in the learning of the content and assist in your writing skills development. Blackboard will be set up to allow submission of any given assignment only up until 11:59PM EST on the date it is due (with the exception of your final project). All completed paper submissions are final and may not be revised at a later time. The rubrics for evaluation (and point allocations) for written assignments will be posted on Blackboard. Late submissions will not be accepted but submissions can be submitted early if that aligns more effectively with balancing your work from other classes.

  a) Entrepreneurial Resume (5 points) Due on Friday, May 29
  b) Business Plan Map (10 points) Due on Sunday, May 31
  c) Security/Privacy Tradeoff Exercise (5 points) Due on Friday, June 5
  d) Alumni Case Study Interview Completion (20 points) Due on Thursday, June 11
  e) Critical Friend Peer Critique (10 points) Due on Friday, June 12
  f) Technology Plan (100 points) *Due at 12PM EST on Friday, June 19

(3) Presentations (up to 50 points total)  

*Communication skills are necessary to being a successful entrepreneur and the presentations provide you with the opportunity to work on your pitching skills and your formal presentation skills. The rubrics for evaluation (and point allocations) for presentations will be posted on Blackboard. Late presentations will not be accepted but submissions can be submitted early if that aligns more effectively with balancing your work from other classes.

  a) Weekly Pitches (15 points each/30 points total): You will record your three minute pitches and post them online. The two pitches will be about a variety of entrepreneurial topics due on Monday, June 1 and Monday, June 8.
  b) Alumni Case Study Podcast (20 points): You will record your five minute pitch and post the podcast online by Thursday, June 11.
Policies:

Academic Integrity:
- Each student is expected to fully abide by the Cornell University Code of Academic Integrity. Familiarize yourself and precisely follow the University’s Academic Integrity Code [http://cuinfo.cornell.edu/Academic/AIC.html](http://cuinfo.cornell.edu/Academic/AIC.html).
  - This code includes but is not limited to, “A Cornell student’s submission of work for academic credit indicates that the work is the student’s own. All **outside assistance should be acknowledged**, and the student’s academic position truthfully reported at all times. In addition, Cornell students have a right to expect academic integrity from each of their peers.” If you use outside assistance, cite with APA citation.
- Any student caught breaking the Academic Integrity code, or helping another student break the code, or having any knowledge of other students breaking the code will be subject to penalties.

Accommodations for Students with Disabilities:
- In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

Inclusivity Statement:
- We understand that our members represent a rich variety of backgrounds and perspectives. The Leland C. and Mary M. Pillsbury Institute for Hospitality Entrepreneurship at The School of Hotel Administration at Cornell University is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:
  - Share their unique experiences, values and beliefs
  - Be open to the views of others
  - Honor the uniqueness of their colleagues
  - Appreciate the opportunity that we have to learn from each other in this community
  - Value each other’s opinions and communicate in a respectful manner
  - Keep confidential discussions that the community has of a personal (or professional) nature
  - Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Cornell community.
Faith Observances:
- Cornell University policy states that no student should be refused admission or be expelled because he or she is unable to participate in any examination, study, or work requirements because of his or her religious holy day requirements. An opportunity will be provided to make-up any examination, study, or work requirements that may have been missed as a result of a religious observance providing I have been notified in writing to olsen@cornell.edu one week prior to absence.

Stress:
- If you are experiencing personal or academic stress at any time during the semester, or if you need to talk with someone about a personal problem, please seek support as soon as possible. I am available to talk with you about stresses related to your work in HADM 4180/HADM 6180 and can also help you connect with campus resources.

Campus Resources:
- HADM 4180/6180 Library Guide
- Entrepreneur-in-Residence Counseling Sessions
- The Leland C. and Mary M. Pillsbury Institute for Hospitality Entrepreneurship
- Student Services Office
- Cornell Learning Strategies Center
- Gannett Health Services
- Communication Center at The School of Hotel Administration
- Career Management Services at The School of Hotel Administration
- Let’s Talk Walk-In Consultations at Gannett
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I have received the course manual for Summer 2015 for HADM 4180/6180: Technology for Bootstrapped Entrepreneurship. I have reviewed the course manual in full and acknowledge understanding of the course manual in full.

Printed Name: ________________________________
Signature: ________________________________
Date: ________________________________
HADM 4180/6180: Technology for Bootstrapped Entrepreneurship
Summer 2015

Standard Release

Cornell University is hereby granted the right to record and use, to the extent that it desires, any images (including, but not limited to: visual images, graphics, spoken word, vocal or instrumental music/sound effects) or activity in which I (or my establishment/organization) have taken part on behalf of Cornell, or its representatives. Recording methods and distribution media may include, but are not limited to: videotape, audiotape, motion picture film, still photographs (analog or digital), DVD, CD or web pages. I further understand that this authorization shall extend to their grantees, lessees or licensees in perpetuity.

Event: __________________________________________

Signature __________________________ Date __________

Please Print __________________________

Company/Organization (If applicable)

Address __________________________