COURSE MANUAL WINTER 2015
(January 2 to January 17)

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.
HADM 4180/ HADM 6180: Technology for Bootstrapped Entrepreneurship Winter 2015
The Pillsbury Institute for Hospitality Entrepreneurship at The School of Hotel Administration at Cornell University

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 7 hours/day to lectures, assignments, career development work, projects, etc…for the full duration of the winter session.
Faculty: Mona Anita K. Olsen, Ph.D.
Contact Information: olsen@cornell.edu (email is the best way to contact me)
Office hours: By appointment. Request an appointment at http://tinyurl.com/officehourswithprofessorolsen. This link is also posted on Blackboard under Course Resources. I am here to help you be successful on your entrepreneurial journey.

Academic Administrative Assistant: Melanie Reyes
Contact Information: mr839@cornell.edu

Course Materials:
(1) Course packet materials, handouts, supplemental readings, assignment directions, entrepreneurship resources, and grading rubrics will be on Blackboard at http://blackboard.cornell.edu.
## Course Schedule (Subject to Change):

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Learning Outcome</th>
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</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>January 2-4</td>
<td></td>
</tr>
<tr>
<td>SECTION 2</td>
<td>Translate service delivery points from various stakeholders into technology needs assessments.</td>
</tr>
<tr>
<td>January 5-6</td>
<td></td>
</tr>
<tr>
<td>SECTION 3</td>
<td>Illustrate a service delivery plan using cloud-based technology.</td>
</tr>
<tr>
<td>January 7-11</td>
<td></td>
</tr>
<tr>
<td>SECTION 4</td>
<td>Examine cloud-based technical resources available for bootstrapped entrepreneurial ventures.</td>
</tr>
<tr>
<td>January 12-13</td>
<td></td>
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<tr>
<td>SECTION 5</td>
<td>Evaluate cloud-based technical resources in relationship to technology needs and service points.</td>
</tr>
<tr>
<td>January 14-15</td>
<td></td>
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<tr>
<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>
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<tr>
<td>January 16-17</td>
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</tbody>
</table>
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>
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<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 three days of the grade being posted in order to be considered.

Extra credit opportunities are periodically provided during the semester. I highly suggest you take advantage of them.
MONA ANITA K. OLSEN, Ph.D.

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(1) Engagement (up to 100 points total) 20% of final grade

My expectation is that you participate actively in online activities and in serving as critical friend pair teams with other students.

a) Reflection Activities Value Log (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:

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

The Reflection Activities Value Log 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—you 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>
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</thead>
<tbody>
<tr>
<td>Sunday, January 4</td>
<td>Reflection Activities Value Log 1 (Section 1-2)</td>
</tr>
<tr>
<td>Sunday, January 11</td>
<td>Reflection Activities Value Log 2 (Section 3-4)</td>
</tr>
<tr>
<td>Friday, January 16</td>
<td>Reflection Activities Value Log 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 Saturday, January 3  
b) Business Plan Map (10 points) Due on Wednesday, January 7  
c) Security/Privacy Tradeoff Exercise (5 points) Due on Friday, January 9  
d) Alumni Case Study Interview Completion (20 points) Due on Thursday, January 15  
e) Critical Friend Peer Critique (10 points) Due on Saturday, January 17  
f) Technology Plan (100 points) *Due at 12PM EST on Saturday, January 17

(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, January 5 and Monday, January 12.  
b) Alumni Case Study Podcast (20 points): You will record your five minute pitch and post the podcast online by Friday, January 16.
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Policies:
Academic Integrity:
• You are expected to fully abide by the Cornell University Code of Academic Integrity. Familiarize yourself with the University’s Academic Integrity Code at http://www.theuniversityfaculty.cornell.edu/AcadInteg/code.html and precisely follow it.

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:
  a) Share their unique experiences, values and beliefs
  b) Be open to the views of others
  c) Honor the uniqueness of their colleagues
  d) Appreciate the opportunity that we have to learn from each other in this community
  e) Value each other’s opinions and communicate in a respectful manner
  f) Keep confidential discussions that the community has of a personal (or professional) nature
  g) 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 many have been missed as a result of a religious observance providing the instructor has been notified in writing (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:
• Entrepreneur-in-Residence Counseling Sessions
• 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
• Empathy Assistance and Referral Service
• Cornell Library