

**Washington State University
Carson College of Business**

**Management, Information Systems &
Entrepreneurship Department**

**ENTRP 489: Entrepreneurial Management
Professor: T. H. Allison**

WELCOME

Class Version 2, Syllabus Revision 9 - Updated 21 March 2018

Fall 2018 | 2.9

Section:

01 : TTH 1200-1315



Carson College of Business

WASHINGTON STATE UNIVERSITY

Fall 2018 in **Todd 411**

Section 01: TTH 12.00-13.15

Office: Todd 440C

Office Hours: 13.15-14.45 TTH & by appointment with schedule conflict

Professor: Thomas H. Allison

T/As: TBA

LMS: learn.wsu.edu (Blackboard)

Need help? Can't find answer on Blackboard?

E-mail: ent.mgmt@wsu.edu

Required Materials:

1. (EM) **The E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It** (Paperback) by Michael E. Gerber [ISBN-10: 9780887307287 | ISBN-13: 978-0887307287]
2. (HT) **The Hard Thing About Hard Things: Building a Business When There Are No Easy Answers** Hardcover by Ben Horowitz [ISBN-10: 0062273205 | ISBN-13: 978-0062273208]

Advisory – *The materials (books and film(s)) used in this class contain coarse language. They also contain some language that is (or may be) deeply offensive. Contact the instructor if you believe this will cause you offence and/or impact your ability to learn. Where possible, your instructor has excluded such passages from assigned readings.*

ABOUT THE COURSE

Course Objective- You've written a compelling business plan, secured ample seed funding, hired your initial team, signed a lease for your initial facilities, and you've opened your doors for business. Now what? The purpose of this course is to enable you to discover and maximize your leadership style, to learn to distinguish appropriately between leading versus managing and to know when and how to balance these two important skills. You will also learn to successfully manage and grow a new venture, whether it be a for-profit or a not-for-profit entity, through each of the stages of growth that new firms undergo. A successful entrepreneur needs to be able to not only envision and launch a new company but also, and perhaps more important, be able to manage a new company well and grow it successfully from being a mere start-up to a successful, on-going, business organization where other people like to work and can succeed.

This Course is *NOT an overview of the field of entrepreneurship* or the process of entrepreneurship. Other courses within the COB entrepreneurship curriculum go into depth on ideation, feasibility analysis, and business planning.

Special Class Policies for E-489: No computers, phones, tablets, mobile or electronic devices permitted. This class emphasizes class discussion and these devices squelch discussion. Research has shown that students who take notes on paper learn more. Research has also shown that students who sit next to students who use phones/laptops for non-scholarly purposes perform worse than those who do not. Bottom line? No use of laptops, tablets, phones, etc. in class: they affect your ability to participate.

Your Professor- Thomas (Tom) Allison, Ph.D. is a former entrepreneur (5 years, enterprise middleware development, dozen employees, 2mm gross sales) who discovered a love for teaching and went back to school to get a PhD from the University of Oklahoma. My research specialty is entrepreneurial finance and entrepreneurial resource acquisition.

LEARNING GOALS AND OUTCOMES FOR CLASS & PROGRAM

Entrepreneurship 489 is a required course within Entrepreneurship major. At the end of this course, students should be able to:

1. Understand the challenges involved in managing an entrepreneurial venture.
2. Understand how to grow an entrepreneurial venture.
3. Learn skills relevant to balancing the conflicting demands of venturing, managing, and operating the business.
4. Learn how to recruit, retain, and motivate a team, including hiring, firing, and headcount reduction activities.

Major Learning Goals and endpoints in Course:

Overall Entrepreneurship major learning goals: (Goals advanced in this class are 1 and 4; bolded below).

1. Entrepreneurship majors will be able to **explain the unique nature of entrepreneurship** (e.g., discovering and evaluating business opportunities, thinking creatively and critically to solve business problems, **recognizing, assessing, and managing risk**).
2. Entrepreneurship majors will be able to demonstrate knowledge of the entrepreneurial process (e.g., evaluate business opportunities, engage in primary and secondary research, develop a quality business plan, understand and create financial statements).
3. Entrepreneurship majors will develop relevant skills necessary to found new entrepreneurial ventures (e.g., exhibit strong verbal pitch and presentation skills, create supporting materials for presentations, define and size market and describe customer archetypes).
4. Entrepreneurship majors will develop **relevant skills necessary to effectively manage within new ventures and existing companies** (e.g., managing innovation and change, **managing teams**).

The learning goals for the BABA degree program are as follows:

1. Graduates will be able to solve business problems, supported by appropriate analytical techniques.
 2. Graduates will demonstrate cultural awareness and will be able to identify and evaluate the global implications of business decisions.
 3. Graduates will demonstrate professional, socially responsible, and ethical awareness.
 4. Graduates will be effective business communicators.
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COURSE REQUIREMENTS OVERVIEW

Assignment	Points	Percent
<i>Essay Exams</i>		
Exam 1	250	25.0%
Exam 2	250	25.0%
<i>Practice and Application</i>		
Homework (4)	100	10.0%
Written Case Study Evaluation and Response	150	15.0%
<i>Participation</i>		
In-Class Assignments, Activities, Reading Quizzes	150	15.0%
Class Participation/Professionalism	100	10.0%
	1000	100.0%

Tentative Grading Scale:

1000 – 930 = A	869 – 830 = B	769 – 730 = C	669 – 600 = D
929 – 900 = A-	829 – 800 = B-	729 – 700 = C-	599 – 0 = F
899 – 870 = B+	799 – 770 = C+	699 – 670 = D+	

Letter grades are based on points, not percentages. Because of this, grades will not be rounded.

Exams:

There will be two essay exams, completed in-class. The exams will include a selection of questions about things you have read and things we have discussed in class. For example, I might ask you to identify the three personalities discussed in the E-Myth, ask you to define and describe each, and describe how the personalities conflict. Other questions will be application/problem-solving in nature. For example, I might present you with a management problem facing either a small business (E-myth) or a scaled business (The Hard Thing About Hard Things), and ask you to articulate a management solution, *drawing upon principles you've learned in the readings and class discussions.*

No make-up exams will be offered for exams unless you arrange it with me prior to the exam.

Unscheduled quizzes (reading or “Quick” quizzes) will be held during class on occasion. These are part of your participation grade. In addition, some reading quizzes may be posted on the class LMS page for you to complete prior to class.

Practice and Application

During the semester, you will complete approximately a series of homework assignments that give you the opportunity to learn and apply the analytical and projection techniques we discuss.

A final project will consist of an in-depth, research-supported case study evaluation, analysis, and response. The details of this project will be discussed in class.

Class Participation:

I will track your attendance because the material in the course is relatively complex and if you miss often you will have a hard time performing well. Also, your attendance affects others. If people miss regularly, the dynamics of the in class interaction changes dramatically. I expect students to be respectful in my class, and not to detract from others' learning. I expect students to arrive on time and to be prepared to discuss the day's material. I expect you to turn off your cell phone and not spend the time texting. As an

incentive for preparation, I may give several very quick and simple pop quizzes during the semester. I expect all students to participate in class discussions. In addition to doing the assigned readings, students will find that following stories in the financial and business press (e.g., CNBC, Business Week, Wall Street Journal, etc.), as well as the drawing on the business experiences of friends and family will often prove relevant to the discussions at hand.

I expect you to be able to tell relevant stories about business experiences (your own or those you know). I expect you to be able to raise questions and stimulate further discussion. In contrast, simply answering questions is not enough for a high-level participation grade.

I expect students to attend class and to be regular participants in the discussion. Attendance is a necessary but not sufficient component of participation. I look for the same things you would in any good conversation. Fundamentally, a good conversationalist is someone who can develop a position and express it civilly. In addition, we all have the responsibility to create an environment where each member of the class feels comfortable discussing his or her

I assume that you are self-motivated to contribute to the class. I encourage you to share your knowledge in an active manner. Use class participation as an opportunity to learn and exchange knowledge. You may participate by contributing creative ideas during lectures, presenting relevant examples of companies practicing concepts being discussed, and bringing your own unique perspective to the case discussions. In addition to linking the concepts of strategy to current business situations you have read about or seen in the media, you could also relate class material to your own personal work experiences.

Participation also involves attentive listening to your classmates and suggesting supporting or alternative views. The participation grade will be based on your completion of in-class assignments, activities, and brief quizzes, as well as observations of your in-class participation, completion of solicited feedback, and randomly-taken class attendance. Unless you attend class, you cannot share your knowledge with the class adequately. This makes attendance an important indicator of active involvement, your proclivity to share knowledge, and your attitude toward learning. Sporadic attendance signals to me that you place a low priority on this course. By enrolling in this course you are, in effect, agreeing to do your best to attend and contribute to the group learning experience. If you do have to miss a class, it is your responsibility to find out from your classmates what was covered in class. Absences are excused for religious holidays, illness, family emergencies, and whenever authorized by university policy or administrators. See academic regulation 73 for details. In the event that a student misses in-class activities given for participation points (solicited feedback, quizzes, worksheets, debates, other activities) due to a valid and verified excused absence, the associated participation activity will be dropped for the student and the balance of the student's participation activities used in determining the participation grade. If you need to submit an excused absence for the class, email me and include your name, student ID, section number, the date of the absence, the reason for the absence, any required supporting documentation, and identify the registrar academic regulation that excuses your absence. *Use of electronic devices for non-scholarly purposes is not allowed and will result in a loss of participation points.*

Participation is evaluated as follows:

Grade	Criteria
0	Absent.
1	Present, not disruptive.

	<p>Tries to respond when called on but does not offer much.</p> <p>Demonstrates very infrequent involvement in discussion.</p>
2	<p>Demonstrates adequate preparation: knows basic assignment or reading facts, but does not show evidence of trying to interpret or analyze them.</p> <p>Offers straightforward information (e.g., straight from the assignment or reading), without elaboration or very infrequently (perhaps once a class).</p> <p>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</p> <p>Demonstrates sporadic involvement.</p>
3	<p>Demonstrates good preparation: knows assignment or reading facts well, has thought through implications of them.</p> <p>Offers interpretations and analysis of assignment material (more than just facts) to class.</p> <p>Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</p> <p>Demonstrates consistent ongoing involvement.</p>
4	<p>Demonstrates excellent preparation: has analyzed assignment exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</p> <p>Offers analysis, synthesis, and evaluation of assignment material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.</p> <p>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</p> <p>Demonstrates ongoing very active involvement.</p>

Solicited Feedback: In order to ensure accurate records of attendance and participation, and to facilitate communication between you and me, you will give me feedback in response to sporadic requests throughout the class. These may take the form of in-class paper submissions and/or electronic surveys completed on the class LMS.

It is a serious breach of ethical student conduct to sign an attendance roster or turn-in participation or feedback assignments for a student that is missing (except with instructor permission). I may from time-to-time ask you to describe your participation in class. It is also a serious breach of ethical student conduct to invent participation. If you are having trouble in class (e.g. with participation, assignments, other team members, etc.), I want to know about it **as soon as possible**. I will do my best to help students who, despite a sincere and solid effort, are experiencing difficulty. Please do NOT bring such issues to me at the end of the semester when nothing can be done to help you.

POLICIES AND PROCEDURES

If you have not done so already, please familiarize yourself with WSU's Academic Policies:

<http://app.leg.wa.gov/wac/default.aspx?cite=504-26>.

Academic Integrity: Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office of Student Conduct. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions.

I encourage you to work with classmates on assignments. However, each student must turn in original work. No copying will be accepted. Students who violate WSU's Standards of Conduct for Students will receive an F as a final grade in this course, will not have the option to withdraw from the course and will be reported to the Office of Student Conduct. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions

Academic integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by cheating, will fail the assignment and be reported to the Office of Student Conduct. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3).

Assignment Submission: Assignments will be submitted to the designated Blackboard location in the absence of other directions.

Attendance: Participation is a major component of this course and failure to be present will generally negatively impact participation grades. Your lowest two scores from the objective participation items will be dropped, this provides a facility to miss class with no grade penalty when necessary. Additional absences are excused only where designated "excused" under WSU academic regulations. If you need to submit an excused absence for the class, email me, include your name, student ID, section number, the date of the absence, the reason for the absence, any required supporting documentation, and identify the registrar academic regulation that excuses your absence. See the "Exams, Make-up Exams" policy for information on policies that apply to missed classes on Examination Dates.

Campus Safety: Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act" protocol for all types of emergencies and the "Run, Hide, Fight" response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able). Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's Run, Hide, Fight video and visit the WSU safety portal. Please review the information at the following links to be better prepared: <http://safetyplan.wsu.edu> and <http://oem.wsu.edu/emergencies>

Changes: I reserve the right to alter any part of the syllabus/schedule as necessary to meet the needs of our class. Changes will be announced in class or via the LMS. If you have concerns with announced changes, please speak with me as soon as possible. If you have comments or suggestions for tailoring the course more to your interests or making improvements on something that just is not working for you, please let me know. The only way you are going to learn is if you are interested in the material.

Class Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to the established code of conduct may be subject to disciplinary action. Faculty have professional responsibility to set reasonable standards and behavioral expectations for their classroom and the obligation to take the appropriate course of action when student behavior substantially interferes with the ability of a faculty member to teach or the ability of other students to learn. Such behaviors can include:

- Making loud and distracting noises

- Audible phone/electronic device usage, including notification sounds and vibration, other than in a bona-fide personal, family, or community emergency
- Exhibiting erratic, irrational behavior
- Persisting in speaking without being recognized
- Behavior that distracts the class from the subject matter or discussion
- Refusal to comply with faculty direction
- Repeatedly leaving and entering the classroom during class without authorization
- Making physical or verbal threats to the faculty member or fellow classmates
- Other behavior prohibited by University Policy (Chapter 504-26 WAC)

Communication: I will communicate any necessary information in class, via e-mail, and the LMS. If you do not check your WSU e-mail account each day, you should have your e-mail forwarded to the account that you do check daily. At a minimum, you should check the LMS weekly. Keep in mind that I rarely respond to e-mails at night or over the weekend.

Entire Agreement & Scope: This syllabus, as modified, is the entire agreement between instructor and student. It represents the instructor's professional obligations and duties, as well as the obligations and procedures the student agrees to by enrolling and remaining in the course. It supersedes any prior syllabus version. Where conflict exists between this syllabus and other course documents or course procedures, this syllabus shall govern. Communications and statements from the instructor do not supersede this syllabus unless the instructor makes an affirmative statement of such. Where the announced change is at least seven days in the future, instructor will modify the syllabus to reflect said change if possible. This syllabus is subject to the policies, procedures, and regulations of Washington State University, including Title 504 WAC. Where a conflict arises between the syllabus and institutional policy, procedure, or regulations (including applicable state and federal law, as well as judicial orders), instructor and students understand that the higher authority must govern. In the event of the invalidation of any provision of this syllabus, the invalidated provision will be stricken or reformulated, and the surviving provisions shall remain in force.

Exams, Final Exam (This policy also applies to Scheduled Quizzes): **Exam dates are published in the course schedule on the first day of the semester.** To preserve exam integrity and validity, no make-up exams will be given, except as specified by academic regulations and with appropriate documentation where applicable. Where these conditions are met, the absence must be for a valid reason as specified in academic regulations 73(a-c), 82, or 83, and this reason must be documented by the student in writing if required by policy. Student must provide supporting documentation. As is stipulated by academic regulation, anticipated absences must be for a purpose that is (a) compelling to the interests of the University, or (b) compelled by exigent and non-deferrable circumstances. Students must provide as much prior notice of an anticipated absence as is possible and must make arrangements to take the exam *prior* to the absence. Unanticipated absences on exam days require exigent circumstances at the level of a bona-fide emergency and must be substantiated by valid documentation of an actual emergency. No other reason will be acceptable. Where such an absence is excused by university policy, the exam may only be made-up only within 7 calendar days of the student's return to school. The same applies to exams not taken prior to an expected absence where the reason for the absence (i.e. medical) precludes the student having taken the exam prior to the absence. Students arriving to class late on an exam day will only have until the regular exam period ends to complete the exam. WSU Academic Regulations 74-83 govern final examinations. Please note regulation 80: "A student will not be granted special examinations for the purpose of leaving the institution before the close of the semester." If a student requests accommodation of their final exam in this course under regulation 78 and documentation is provided, student may choose to take the exam for this course with any other section taught by the same instructor. Except as provided for by university policy, no other alternate exam times are available under regulation 78.

Feedback: During this course, I request that you take the time to provide me with any feedback you have about the course. While the university conducts evaluations at the end of each semester, and I make every effort to take these comments on-board, this helps me make *future* classes better. **When you provide me feedback during the class, I**

am often able to make the class more enjoyable and/or more useful for you. If you have concerns, problems, ideas, or suggestions relating to the course, readings, assignments, course policies, the course schedule, your instructor, lecture content, lecture style, or any other aspect of the class, please tell me. I would especially like to know about issues that are making your learning experience non-optimal. **For example, if lectures are too fast for you to follow, or if you find yourself getting bored in lectures, please let me know.** It is my job to provide you with a good education in corporate strategy, and to the furthest extent possible, to make the delivery of that education engaging. Where there is feedback that this is not happening, I will modify the course or my teaching as necessary. I will make these changes as long as they do not materially breach fundamental aspects of the course and as there is no conflict with good pedagogical practice or institutional policy. I believe in your maturity. Please feel free to provide me any such feedback by email or in office hours. I'm looking for frank comments, even if it is critical of the course or something I am doing. I view such comments as evidence of engagement and course participation. All criticism and problems will be taken seriously. Criticism will **never** result in a rebuke or grade penalty.

Grading: Final letter grades are assigned according to the point-based grading scale on page three of this syllabus. Because these are NOT percentages, no rounding occurs in the points to letter grade conversion. I am unable to consider requests to deviate from this policy. I expect you to monitor your performance during the semester using the grades reported back to you on the LMS. If you have concerns – for example, your performance is not as good as you would like it to be – they must be brought to me during the semester. If you wait until the end of the semester to seek additional feedback or help, you will have waited too long. Please don't wait.

Grade Disputes: If you feel your grade on any assignment is inaccurate, I provide the following dispute resolution procedure: You may only dispute a grade for the content of the assignment. Your request for re-grading must be in writing, formatted as a formal memo, and substantively indicate why you believe you deserve a higher score. You must base your argument on material from the book, lectures, and other proper course materials. Be *very* specific. Disputes that fail to meet these criteria will be rejected without review. Keep in mind that re-grading will not necessarily increase your score. **I must receive your written dispute within one week of you receiving the grade for the assignment on the LMS.** I will not accept any grade disputes after this deadline. Assignment grade disputes are not considered following the end of classes EXCEPT for in the one week beginning on the day you receive the grade back. Because of this policy, it is important you review your grades as they are posted. The instructor will not be able to change assignment grades at the end of the semester. Due to confidentiality rules that protect all students, peer evaluation grades are not subject to dispute. However, the instructor will make reasonable efforts to ensure that peer evaluations reflect a group consensus using available evidence. In cases where the instructor believes one or more peer evaluation scores are the result of a violation of university policy, the instructor will use professional judgment to assign a grade, using any other salient, untainted evidence as a guide. (Note: I offer this policy as a courtesy and reserve the right to end the policy during the semester if this privilege is abused.)

Only assignment & exam grades can be reviewed through the grade dispute process. Letter grades are simply the result of the total number of points received across all assignments. If you disagree with your overall grade, FIRST email the instructor and clearly describe your claim in all appropriate details. If any answer resulting from this inquiry is not satisfactory, you may ask the instructor for assistance with the academic complaint process that is available under Academic Regulation 120. He will provide contact information for the department administrator or the department head on request.

Grade Entry with Registrar: Final letter grades will not be changed once entered with the registrar. Thus, you should ensure that your assignment and exam grades are accurate as is reported to you in the LMS. Check all your grades in the LMS between 5:00 PM Pacific on the first working day after finals week and 12:00 PM (noon) the following day. This is your last chance to be sure all your grades are correct. Due to Friday finals, a final points grade will be posted to the LMS by 5:00 Pacific on the first working day after the close of finals week. Students should check their grade at this time as this is the **ONLY** opportunity to address any grade disputes arising from assignments entered during finals week (including the final exam and semester-project grades). Final grades will be submitted to the Registrar's Office no later than 2:00 p.m. on the second working day after the close of finals week.

WSU Policy (Academic Regulation 98) prohibits grade changes for any reason other than clerical error once a grade has been filed with the registrar. Thus, **individual components of your overall grade are only subject to review for clerical error once your overall class grade has been published.** The one-week review requirement also applies. See WSU Academic Regulation 98, “An instructor may not change a grade after it has been filed with the Registrar, except in the case of clerical error, which the instructor may correct by so certifying to the Registrar.”

Late Work and Extra Credit: Neither will be considered in this course. **I do not accept late work**, extra credit work, and—other than documented emergencies—any excuses for missed assignments or subpar work.

Students with Disabilities: I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please contact the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center. Any accommodations specified by the Access Center, The Office of Student Services, or university administrator with responsibility for disability accommodation is automatically approved for this class. Student may choose to use or not use any accommodation or set of accommodations authorized for him by the Access Center. Additional information is available on the DRC website is www.drc.wsu.edu.

COURSE SCHEDULE

Date	Day	TOPIC	READ / DUE
21-Aug	Tue	First Day of Classes: On Entrepreneurship	
23-Aug	Thur	What Is Entrepreneurship? Allen Ch. 1 quiz; Activity; Discussion	Allen Chapter 1
28-Aug	Tue	Where Do Opportunities Come from? Baron Chapter 2 Activity; Discussion	Baron Chapter 2
30-Aug	Thur	If you understand a technical activity, can you run a business that does that technical work?	E-Myth Foreword, Intro, Chapter 1
4-Sep	Tue	Ch 1 continued; Three Roles in the Business	E-Myth (EM) Chapter 2
6-Sep	Thur	Managing Infancy	EM Chapter 3
11-Sep	Tue	Managing Adolescence	EM Chapter 4 HW 1 DUE
13-Sep	Thur	The Choice: Grow, Languish, or Die	EM Chapter 5
18-Sep	Tue	Managing Maturity	EM Chapter 6
20-Sep	Thur	Working on the Business	EM Chapter 9
25-Sep	Tue	Processes for Making the Business Work; Goals and Strategy	EM Chapters 10-13
27-Sep	Thur	Organizing the Business	EM Chapters 14-16 & 18 HW 2 DUE
2-Oct	Tue	Exam 1 Review	
4-Oct	Thur	EXAM 1	
9-Oct	Tue	Startup.com	WSJ Article on Startup.Com / GovWorks
11-Oct	Thur	Startup.com & Discussion	
16-Oct	Tue	Who is Horowitz?	HW3: Startup.Com / GovWorks Assignment DUE The Hard Thing About Hard Things (HT): Page ix-x & Page 7 (Under "SILICON VALLEY") to Page 16
18-Oct	Thur	Venture Management at Scale: Euphoria and Terror	HT: Chapter 2 (Pages 17-37)
23-Oct	Tue	Sixty Days to Live	HT: Chapter 3 (Pages 39-55)
25-Oct	Thur	Catastrophe Disentanglement	HT: Chapter 4 (Pages 57-72)
30-Oct	Tue	Laying People Off; Firing Friends; Why No One Cares How You Feel	Pages 73-84
1-Nov	Thur	Honest Leadership; Dealing with How You Feel; Taking Care of the Team	Pages 85-91; 94-104 HW 4 DUE
6-Nov	Tue	Training: Why its So Hard and So Important for New Ventures; Poaching; The Right Executives	Pages 105-118; 119-138
8-Nov	Thur	Culture and Politics	Pages 147-158

13-Nov	Tue	HR Structures, Titles	Pages 159-169
15-Nov	Thur	Star Employees	<u>Written Case Study Evaluation and Response DUE by close of business TODAY</u>
20-Nov	Tue	<i>Thanksgiving Vacation--ALL UNIVERSITY HOLIDAY</i>	
22-Nov	Thur		
27-Nov	Tue	Seniority	Pages 170-192
29-Nov	Thur	Courage To Lead	Pages 197-223
4-Dec	Tue	On War and Peace	Pages 224-242
6-Dec	Thur	Exam 2 Review	
13 Dec	Wed	EXAM 2 - On Blackboard WEDNESDAY DECEMBER 13 800AM – 10AM	

Note: **This schedule is approximate and may be changed to accommodate such things as interest of students, cancelations due to weather, etc.**