



HADM 4180/HADM 6180

Technology for Bootstrapped Entrepreneurship

Course Manual Fall 2018

391 Statler Hall

1:40PM-2:55PM M/W

Course Overview: This course prepares students who have entrepreneurial intentions through a process of identifying, evaluating, and designing cloud-based technology to enhance service delivery in either a for-profit or non-profit venture using a bootstrapped approach. Through the lens of entrepreneurial theory and practice, students will develop a new perspective on contemporary issues in cloud-based computing. Students will work with BMFiddle as a tool to model a business idea in the cloud for collaborative feedback, eventually using it as the base for the creation of a strategic technology plan that integrates many types of cloud-based technology vendors (Google Apps, Grasshopper, Smartsheet, Salesforce, etc...) to maximize the execution and growth of a start-up entity or add value to an existing venture at the lowest possible cost. The objectives of the course are achieved through entrepreneurial pitching activities, hospitality case studies, alumni interview case development, reflective assignments, and a strategic technology business planning project.

Course Overview:

HADM 4180: https://sha.cornell.edu/admissions-programs/undergraduate/academics/courses/course.html?ps_course_id=366213

HADM 6180: https://sha.cornell.edu/admissions-programs/undergraduate/academics/courses/course.html?ps_course_id=366214



HADM 4180/6180: Technology for Bootstrapped Entrepreneurship Cornell University Fall 2018

Mondays and Wednesdays (1:25PM-2:40PM) in Statler 391

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 interviews; e) reflective logs; f) presentations; and g) 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 (**Outcome 1**).
- Evaluate cloud-based technical resources in relationship to technology needs and service points (**Outcome 2**).
- Create a technology plan for a specific entrepreneurial venture given an established budget and communicate the technology plan publicly and in writing in multiple formats for different stakeholder groups (**Outcome 3**).
- Highlight the difference between using technology for entrepreneurship versus innovation and how this impacts entrepreneurship as a discipline and the hospitality industry (**Outcome 4**).
- Illustrate a service delivery plan using cloud-based technology (**Outcome 5**).
- Examine cloud-based technical resources available for bootstrapped entrepreneurial ventures (**Outcome 6**).

Enrollment: Elective, three-credit course. Synchronous instruction. Co-meets with HADM 6180. No prerequisites. Graduate students must enroll in HADM 6180. Letter grades only. Auditing prohibited.

Prerequisites: N/A. Note: **The course is highly interactive.** This three-credit course is designed to meet the standards set by The New York State Board of Regents, through the State Education Department’s Office of Higher Education (<http://www.highered.nysed.gov/ocue/ded/policies.html>).

Add/Drop Deadlines: The following deadlines (<https://registrar.cornell.edu/Student/KeyAcademicDatesIndex.html>) must be adhered to for this class:

- Add Deadline: September 6
- Drop Deadline: October 18 **Note: If you drop a class after this date, the letter "W" will appear on your transcript. Further, withdrawal requires a petition to the registrar’s office. Petitions can be declined. Requests to drop the course must be emailed to kaw296@cornell.edu and cc’d to olsen@cornell.edu.*

Course Materials: Handouts, readings, assignments, entrepreneurship resources, and grading rubrics will be available on the Learning Management System (LMS) that Cornell uses called Blackboard at <https://blackboard.cornell.edu> and www.monaanitaolsen.com/teaching. You will need access to a video camera and microphone (most students use the functionalities on their cell phones). You will also need to take the Gallup's Builder Profile (BP10) Assessment (<https://www.gallup.com/builder/225332/builder-profile-10.aspx>).

Teaching Assistant (TA) Office Hours:

Posted on the LMS. **Take advantage of office hours to preview your work, ask questions, or catch-up on coursework.**



Main Point of Contact for You:

Academic Administrative Assistant: Kimberly Whiffen (541 Statler Hall), kaw296@cornell.edu

Kimberly joined the School of Hotel Administration (SHA) as an Academic Administrative Assistant IV in July 2014, after fifteen plus years in administrative and human resource positions. Kimberly also has an extensive background in the hospitality industry and served in many roles in both hotel and bistro environments. Since joining SHA, Kimberly has been highly effective in her work supporting five professors each semester. She has a wealth of knowledge and has excelled in her role especially through the merging of SHA, Dyson, and Johnson, which is now the SC Johnson College of Business. In the Fall of 2017, she took on a new role as a Program Assistant to the Entrepreneurial Bootcamp for Veterans with Disabilities Program in addition to completing her role as an Administrative Assistant. She has a great passion for Cornell. She loves working with the students and seeing them grow. Outside of Cornell she loves spending time with her family.



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. Request one at www.monaanitaolsen.com.

Mona Anita K. Olsen is an assistant professor at the School of Hotel Administration in the Cornell SC Johnson College of Business and the Academic Program Advisor for General Education of the VinUniversity Project. Olsen is a Faculty Fellow for Risley Residential College for the Creative and Performing Arts for Yogibana (weaving Yoga + Ikebana in 12 steps) and the founder of Innovation Barn AS in Borhaug, Norway.

As an assistant professor, she developed and currently teaches courses focused on entrepreneurship theory and practice. Olsen led Cornell to win a grant from Norway's Centre for International Cooperation in Education (SIU). Olsen also wrote the grant to lead Cornell's participation in the International Academic Partnership Program (IAPP) Cuba, a core initiative of the Institute of International Education's Center for International Partnerships in Higher Education, which seeks to increase the number of international partnerships between higher education institutions in the U.S. and Cuba. She is the recipient of a Small Private Online Class (SPOC) grant from the Office of the Vice Provost to create HADM 4180x MAD Clouds: Making a Difference with Cloud-Based Technology in Entrepreneurial Business Planning, the Mario Einaudi Center for International Studies Small Grant for the course development of HADM 4133/6133: Global Conversations with Entrepreneurs, and the Luigi Einaudi Chair Innovation Grant for the International Academic Partnership Program (IAPP) Norway, where she serves as Cornell's representative. Olsen was an Engaged Cornell Fellow and created the Seed the Bloom Program (sowing ideas, cultivating community).

From 2013 to 2016, Olsen served in the academic directorship of the Leland C. and Mary M. Pillsbury Institute for Hospitality Entrepreneurship at Cornell. Olsen led initiatives to expand and enrich the Pillsbury Institute's multifaceted work on entrepreneurship education. She engaged partners at all levels to integrate the work of the Pillsbury Institute into ongoing efforts within the Hotel School, Cornell University more broadly, and internationally, including engagement with entrepreneurs at all stages, Cornell alumni, entrepreneurs in residence, academics, and corporate affiliates. Prior to joining the Cornell faculty, Olsen was a U.S. Fulbright Grantee to Norway, awarded by the United States Department of State and the J. William Fulbright Foreign Scholarship Board. Olsen embraced her experience in Norway, where she focused on growing iMADdu, the educational nonprofit (501c3) 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. Olsen was the assistant director of the Mason Small Business Development Center at the Office of Research and Economic Development at George Mason University. She also worked as a worldwide sales analyst for Four Seasons Hotels and Resorts.



Course Schedule: Due dates for evaluation to ensure completion of review and reflection from the content from guest speakers/lectures are firm and outlined in the evaluation methods section clearly. **No late work is accepted.**

Evaluation Methods (Letter Grade, Three-Credit Course):

You can earn up to 1000 points in the course which are based on the components below:

- (1) Engagement 200 points
- (2) Reflection Activities Blog 200 points
- (3) Vlogs 100 points
- (4) Make a Difference Portfolio 500 points

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

A+	100 percent
A	95-99 percent
A-	90-94 percent
B+	86-89 percent
B	83-85 percent
B-	80-82 percent
C+	77-79 percent
C	74-76 percent
F	Below 74 percent

***All assignments are due by 12:00PM (noon) EST on the day they are due unless otherwise noted.**

If you have a concern about a grade in the course, explain it **in writing** using the Grade Change Request Consideration Online Form at www.monaanitaolsen.com/teaching **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. I do not accept late work. I suggest you submit as much as you have completed by the submission time in order to get partial points. Anything submitted after the submission time will not be graded. Extra credit opportunities are periodically provided during the semester. I **highly** suggest you take advantage of them.

Engagement:**200 points towards your grade**

You will be evaluated based on your engagement in the course. Engagement consists of participation and professionalism. My expectation is that you participate actively in activities and in your critical friend pair teams. Active participation and attendance is worth two points each class. Missing a portion of class will result in loss of points for the class. Students can miss up to two classes without penalty. If you accumulate more than four unexcused absences, you will be given a failing grade for the course.

- Participation (up to 100 points): Participation is a result of attendance and active participation.

(a) Attendance (up to 2 points per attended class session): This class goes very quickly. Attendance will be recorded as it is crucial to your learning experience. Merely coming to class and listening is not sufficient. **I recognize that you have many opportunities while at Cornell and that you balance many priorities. However, do not contact me with excuses for lack of attendance or tardiness. Personal illness, job interviews, travel plans, etc... are not considered excused absences by university policy.**

- I need your help to learn your name.** You are responsible to have your name tents placed in front of you during the entire lecture and for returning your name tent and folder to the TA each week when exiting the classroom. Failure to use or return your name tent and folder will result in 0 points being awarded for attendance for the class.
- I plan to respect your time and close out class on time. I expect the same respect. You are expected to arrive on time to class as you would be expected to arrive to an entrepreneurial meeting or other professional appointment.**
- Impressions matter. Guest speakers travel long to Ithaca to share their journeys in class. You are expected to stay for the entire duration of the class.** Leaving the class early will result in half of the points being awarded for the attendance for the class session.
- The university has guidelines for attendance. I enforce an attendance policy.** If you accumulate more than four unexcused class session absences, you will be given a failing grade for the course.

(b) Active Participation (up to 2 point per attended class session): Participation is a result of attentiveness and active engagement during class. One of the major objectives of this course is to build your networking skills which requires you to engage with others during class. Besides active engagement, you will be evaluated based on your level of interaction and follow-up during in-class activities such as in-class worksheets, diagrams, and peer critiques. State your name each time you speak in class, so we can build an entrepreneurial network in the class throughout the semester.

- Professionalism (up to 100 points)

A lot of planning goes into this course. To promote a stimulating and effective class experience, the following rules apply:

- Engage in the moment. Join the conversation.** Mobile phones/laptops/tablets are not permitted during class unless requested as part of class.
- First impressions matter. Each week you get to expand your network. I encourage you to dress business as much as you can but especially for guest speakers.**
- We are fortunate to have access to a classroom filled with technology.** Food and drink are not permitted in the classroom. Bottled water is the only exception.
- There are a wealth of ideas and diversity of perspectives in the class. Respect for all in the room is not negotiable.** You are expected to behave appropriately in the classroom. Loud conversation, showy gestures, inconsiderate communication, leaving the class, or other disruptive behaviors will result in your expulsion from class.

Rubric	0	60	80	100
Professionalism	Shows no professionalism; shows no respect and consideration for the viewpoints of others and class policies.	Some interactions show respect and interest to others' viewpoints and class policies.	Generally, shows respect and interest to others' opinions and class policies.	Always shows respect and interest to others' opinions and is sensitive to peers' diversity and different opinions and class policies.



Reflection Activities Blog

200 points towards your grade

Being successful in business and in life requires reflection. You will be evaluated on your submission of a Reflection Activities Blog to the LMS. Reflection Activities Blog directions will be posted to the LMS. When citing outside sources, use APA citation. Point allocations for questions will also be posted on Blackboard. ***NOTE: Points will not be awarded if your name is missing on your submission. Do not email your submission to me—your submission will only be accepted via LMS. Plan accordingly to get your submission uploaded on time. Late submissions will not be accepted but submissions can be submitted early if that aligns more effectively with balancing your work from other classes and life commitments. Submit partial work by the submission time for partial points. Feedback on submissions will be provided via the LMS.**

Due by 12:00PM (noon) EST to the LMS	Reflection Activities Written Blog
Wednesday, November 14, 2018	Reflection Activities Written Blog

Vlogs (up to 50 points each assignment):

100 points towards your final grade

Communication skills are necessary to becoming a successful entrepreneur. Vlogs (video blogs) provide you with the opportunity to work on your pitching skills. You will be evaluated on your submissions Vlogs to the LMS. Vlog directions (prompts) will be posted to the LMS. **Note: Do not email your submission to me—your submission will only be accepted via LMS. Plan accordingly to get your submission uploaded on time. Late submissions will not be accepted but submissions can be submitted early if that aligns more effectively with balancing your work from other classes and life commitments. Submit partial work by the submission time for partial points. Feedback on submissions will be provided via the LMS.**

Guiding questions on the LMS will be useful in helping you succeed at the vlog and video links/articles will help you to better understand the topic for each vlog. No Google links are accepted, the file must be uploaded through the LMS. No exceptions. Make sure you understand the upload specifications allowed on the LMS (leverage campus resource link for The LMS support for assistance). Feedback on submissions will be provided via the LMS.

Vlogs are due by 12:00PM (noon) EST to the LMS on the days outlined below:

Vlog 1: Wednesday, September 19, 2018
Vlog 2: Wednesday, October 31, 2018



Make a Difference Portfolio

500 points towards your grade

***Due by Thursday, December 13, 2018 at 4:30PM EST (this is the university-assigned final time) to the LMS.**

*The Make a Difference Portfolio is setup to showcase your semester efforts and your ability to complete and compile several types of writing and presentations necessary to be an effective entrepreneur. You will be evaluated on your submissions to the LMS. Directions will be posted to the LMS. **Note: Do not email your submission to me—your submission will only be accepted via LMS. Plan accordingly to get your submission uploaded on time. Late submissions will not be accepted but submissions can be submitted early if that aligns more effectively with balancing your work from other classes and life commitments. Submit partial work by the submission time for partial points. Feedback on submissions will be provided via the LMS.**



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 Code of Academic Integrity (<http://cuinfo.cornell.edu/aic.cfm>).
 - 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 always. 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 Code of Academic Integrity, 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 before the add date for 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. 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 must 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; and
 - 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 because of a religious observance providing I have been notified in writing to olsen@cornell.edu a minimum of 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 this class and can also help you connect with campus resources.

Sharing Policy:

- If you find it helpful to study with other students and share ideas, I strongly encourage you to do so. However, the work you turn in should ALWAYS be your own and all work created for this class should NEVER be shared without the written consent of your peer.

Campus Resources:

- [Office of Student Services](#)
- [The Learning Strategies Center](#)
- [Cornell Health](#)
- [Communication Center](#)
- [Empathy Assistance and Referral Service](#)
- [Cornell Library](#)



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I have received the course manual for Fall 2018 for HADM 4180/HADM 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: _____



Standard Release

I am 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 myself, Cornell and/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: Mona Anita Olsen Lecture and Classes

Signature

Date

Please Print

Address
