



ENTP6378: Scaling New Ventures

Spring 2026 / Section 001: Th 4:00-6:45 pm

Location: JSOM 14.501

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Office hours:	By appointment		

Course Pre-requisites, Co-requisites, and/or Other Restrictions

The prerequisites for this course other than acceptance and enrollment into a graduate program at the University of Texas at Dallas are successful completion of ENTP 6370 or consent of the instructor. Course participants are not expected to have a formal business or management background.

Course Description

Management guru Peter Drucker once observed that: “Unless a new venture develops into a business and makes sure of being ‘managed’, it will not survive no matter how brilliant the entrepreneurial idea, no matter how much money it attracts, no matter how good its products, nor even how great the demand for them.”

Entrepreneurship involves a lot more than finding a new opportunity or coming up with a great idea. Not all entrepreneurs succeed – and few ever walk away rich. Thousands of new opportunities and great ideas are presented to venture capitalists every year – but less than 5% of these get a serious look, less than 1% are funded, and of those that are funded, only 15-20% ever generate any serious returns.

This course is about how to *build* an entrepreneurial company – the challenges and hurdles that must be overcome to make the transition from an entrepreneurial startup to an organization capable of sustained and profitable growth...on the way to \$50 or \$500 million...within a few years. The challenges for the entrepreneur are both *organizational* (defining strategy, products and marketing, building a management team, acquiring resources, building infrastructures, etc.) and *personal* (acknowledging personal strengths and limitations and defining an appropriate leadership role). The selection of cases is biased toward technology-based product companies, but the principles are applicable to non-technology-based and service companies as well.

This is not a subject that can easily be captured in a textbook – which may explain why there are none available. Rather, we will rely on readings, case studies, and guest lectures from current or former CEOs of entrepreneurial companies. Group assignments will be required, with class participation comprising 25% of the final grade, and group assignments accounting for the remainder.

Student Learning Objectives/Outcomes

Upon successful completion of this course, students will:

- Understand the challenges and hurdles that must be overcome in building an entrepreneurial company – making the transition from an entrepreneurial startup to an organization capable of sustained and profitable growth.
- Understand a set of concepts and theoretical frameworks that can be used to better understand and interpret the processes and challenges encountered in a new and emerging organization.
- Demonstrate the ability to apply the concepts, tools and frameworks presented in the readings and lectures to the analysis, interpretation and prioritization of organizational issues presented in case studies.
- Demonstrate the ability to develop and communicate appropriate recommendations for action with respect to organizational problems presented in case studies.

Required Textbooks and Materials

- G. Kawasaki. 2015. The Art of the Start 2.0 Portfolio – the Penguin Group. NY. ISBN 978-1-59184-7
- **Cases:** Course pack available online at <https://hbsp.harvard.edu/import/1380102>
- **Electronic Readings:** Download selected readings from eLearning and **eJournals** from the UTD McDermott Library Website (see ASSIGNMENTS below). Instructions for accessing eJournals:

Getting to the full text in HBR

1. From the library's website www.utdallas.edu/library click on Find Articles & Databases in the left screen.
2. Next, click on the letter B.
3. In the next screen scroll down to click on the database Business Source Complete, which will be the last on the list
4. From off-campus you will be prompted to enter your NetID and password (the same as used in Galaxy and eLearning)
5. In the database click on Publications in the blue toolbar
6. In the next screen type Harvard Business Review into the second search box and click the Browse button (The search box listed under the header Publications and has the Browse button – not the Search button)
7. In the result screen click on the blue hyperlink for Harvard Business Review
8. In the next screen click on either Search within this Publication in the left screen or click on the year needed
9. Clicking on Search Within This Publication will navigate to the search interface where it is possible to search by an author or title.
10. The first search box will already have Harvard Business Review in it; so add any additional search terms into the second and third search boxes.

Course Access and Navigation

The course can be accessed using the UT Dallas NetID account at: <https://elearning.utdallas.edu>. Please see the course access and navigation <http://www.utdallas.edu/elearning/students/getting-started.html#courseaccessandnav> section of the site for more information.

To become familiar with the eLearning tool, please see the Student eLearning Tutorials <http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html>. UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The eLearning Support Center <http://www.utdallas.edu/elearninghelp> services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the eLearning Tutorials webpage <http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html> for video demonstrations on eLearning tools.

Interaction with Instructor: The instructor will communicate with students mainly using the Announcements and Discussions tools. Students may send personal concerns or questions to the instructor using the course email tool. The instructor will reply to student emails or Discussion board messages within 3 working days under normal circumstances.

University Policies

Please review UT-Dallas Syllabus Policies and Procedure link at <https://go.utdallas.edu/syllabus-policies> for additional information.

Technical Support. If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Off-campus Instruction and Course Activities. Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course: none.

Student Conduct & Discipline. The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, A to Z Guide, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Series 50000, Board of Regents, The University of Texas System, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>. A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity. The faculty and administration of the Jindal School of Management expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success.

The Judicial Affairs website lists examples of academic dishonesty at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>. Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:

- Individual Written Assignments – zero for the assignment
- Group Written Assignments and Presentations – zero for the assignment for all group members

These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student's Office. In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record. Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA. The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

Copyright Notice. The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-1.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

Email Use. The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.

Withdrawal from Class. The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures. Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy. As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services. The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22 (972) 883-2098 (voice or TTY)
PO Box 830688 disabilityservice@utdallas.edu
Richardson, Texas 75083-0688

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days. The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Assignments & Academic Calendar

The descriptions and timelines are subject to change at the discretion of the Professor.

SESSION DATE	SESSION TOPIC/PREPARATION	ASSIGNMENT
S01 1/22	<p><u>Introduction: The Art of the Start</u> Kawasaki: The Art of Starting: 5-27 Eisenmann: Why start-ups fail? HBR (2021) (eJournal)</p>	
1/29	<u>Snow day</u>	
S02 2/5	<p><u>Models of Organizational Development</u> Teaching Note: Models of Organizational Growth and Evolution (eLearning) O'Reilly & Tushman: The ambidextrous organization (2004) (eJournal) <u>Bootstrapping</u> Kawasaki: The Art of Bootstrapping: 85-100 Smith: Why Every Startup Should Bootstrap Mar. 2, 2016 (eJournal) Rutherford: Bootstrap Strategically (Ch. 5, 2015) (eJournal) Case: On the bubble: Startup Bootstrapping HBS 9-822-033</p>	Discussion Board 1 (All discussions are open from Friday at 9 am to Wednesday at 11:59 pm of the week) Group 1 On the Bubble
S03 2/12	<p><u>Setting the Direction</u> Kawasaki: The Art of Launching: 31-65; The Art of Pitching: 139-172. McGrath & MacMullen: Discovery-driven Planning (1995) (eJournal) Case: MoviePass HBS 9-619-052</p>	Discussion Board 3 Group 2 MoviePass
S04 2/19	<p><u>Innovation & Product Development: Defining the Offering</u> Teaching Note: Using a Weighted Criterion Decision Matrix (eLearning) Brown: Design Thinking (2008) (eJournal) Case: Cathay Pacific's customer-centric design-thinking journey, from business transformation to digital innovation HBP# HK1473</p>	Discussion Board 4 Group 3 Cathay Pacific
S05 2/26	<p><u>Marketing: Strategic Choices</u> Kawasaki: The Art of Socializing: 214-241; The Art of Rainmaking: 242-255. Moore: Crossing the Chasm – and Beyond. Excerpt from Inside the Tornado (Ch 2, 1995) (eLearning) Case: Rivian Automotive: Crossing the chasm W38874</p>	Discussion Board 5 Group 1 Rivian
S06 3/5	<p><u>Building an Organization and a Team</u> Kawasaki: The Art of Leading: 66-84, The Art of Building a Team: 173-189. Applegate: Becoming an Entrepreneurial Leader (2024) Case: Five Hole for Food: Entrepreneurial strategy W13240</p>	Discussion Board 6 Group 2 Five Hole for Food
S07 3/12	<p><u>Infrastructure Processes: Managing the Customer Relationship</u> Zoltner, Sinha, & Lorimer: Match Your Sales Force to Structure to Your Business Life Cycle (2006) (eJournal) Case: DigitalThink: Building a sales force HBS 9-898-193</p>	Discussion Board 7 Group 3 DigitalThink

S08 3/26	<p><u>Building the Operational and Product Development Infrastructures</u></p> <p>Adner: Match Your Innovation Strategy to Your Innovation Ecosystem (2006) (eJournal)</p> <p>Fisher: What is the Right Supply Chain for your Product? (1997) (eJournal)</p> <p>Video: IDEO – The Deep Dive (ABC News Nightline)</p> <p>Case: N12 Technologies: Building an organization and building a business HBS 9-316-002</p>	Discussion Board 8 Group 1 N12
S09 4/2	<p><u>Acquiring and Managing Financial Resources</u></p> <p>Kawasaki: The Art of Fundraising: 102-138.</p> <p>Teaching Note: Teaching Note on Financial Analysis and Projections (eLearning)</p> <p>Zider: How Venture Capital Works (1998) (eJournal)</p> <p>Case: Evaluating Venture Capital term sheets</p>	Discussion Board 9 Group 2 VC term sheet
S10 4/9	<p><u>Management Systems and Governance</u></p> <p>Kaplan & Norton: Mastering the Management System (2008) (eJournal)</p> <p>Case: ATH Technologies, Inc.: Making the numbers HBS 9-117-012</p>	Discussion Board 10 Individual Written assignment: ATH Technologies, Inc.
S11 4/16	<p><u>Entrepreneurial Leadership: From Entrepreneur to CEO</u></p> <p>Readings:</p> <p>Pickens: From founder to CEO: An Entrepreneur’s Roadmap (eLearning)</p> <p>Case: Better Place: An entrepreneur’s drive goes off track IMD-7-1981</p>	Discussion Board 11 Group 3 Better Place
S12 4/23	<p><u>Developing and Managing the Culture</u></p> <p>Kawasaki: The Art of Being a Mensch: 287-290.</p> <p>Meyer: Build a Corporate Culture that Works (2024) (eJournal)</p> <p>The Founder’s Role in Shaping Company Culture Link</p> <p>Case: Bringing vision to life: Culture development at CEL W18205</p>	Discussion Board 11 Group 1 CEL
S13 4/30	<p><u>Managing Risks: Anticipating the Unthinkable</u></p> <p>Watkins & Bazerman: Predictable Surprises: The Disasters You Should Have Seen Coming (2003) (eJournal)</p> <p>Royer: Why Bad Projects Are So Hard to Kill (2003) (eJournal)</p> <p>Case: Good Shepherd Pharmacy and Remedi Chain NACRA NA0613</p>	Discussion Board 12 Group 2 Good Shepherd Pharmacy and RemediChain
S14 5/7	<p><u>Murphy’s Law: Managing through Crises</u></p> <p>Katsos & Miklian: A New Crisis Playbook for an Uncertain World (eJournal)</p> <p>Case: The Honest Company: Managing Crises in a Health-Conscious Celebrity-led Start-up W47119</p>	Discussion Board 13 Group 3 Honest Company
Final Week	<u>Final Takehome Exam</u>	Final Takehome Exam Due on 5/14

Course Requirements and Grading

The list of assigned readings and cases is detailed by session in the COURSE OUTLINE below. Supplemental materials may be provided or posted electronically. Advance preparation and enthusiastic participation in class discussions is an important part of the learning experience in this course and will be evaluated. 30% of your grade will be based on group exercises and written assignments, whereas 70% will be based on individual exercises, individual assignments and class participation.

Individual in-class participation	25%
Individual discussion board participation	10%
Individual case assignment (1)	10%
Individual final takehome exam	25%
Group case analysis (4)	30%

Total	100%

Course and Instructor Policies

Peer Evaluation

A peer evaluation process will be utilized to adjust individual grades on all group assignments. The peer evaluation form (attached) should be completed individually and submitted using course Assignments tool to the instructor by May 14th.

Late Work

Work submitted after the deadline will not be accepted.

Class Participation

Class participation is an important part of this class. It is not just amount of class participation but also the quality of your participation. Thoughtful comments and questions not only help you understand materials better but create a better environment for your peers to learn from your participation.

Classroom Citizenship

Please use proper netiquette when interacting with class members and the professor.

Formation of Groups

Much of the work in this course will be performed in groups. Students should form small groups (4 members maximum). It is important that you select your groups to include a diverse set of skills and make sure that at least one member is proficient in accounting and spreadsheet analysis.

Lecture Notes

The MS PowerPoint slides used in lectures and case discussions and other course-related materials will be posted on eLearning (<http://eLearning.utdallas.edu>) under course ID ENTP 6378. You should be able to access eLearning with your UTD NetID and password. Call UTD Computer Help Desk at (972) 883-2911 if you need assistance.

Class Session Discussions

You will be expected to participate regularly in class discussions. A great deal of learning takes place when you share your experiences with others. The professor will post questions and comments to each session discussion board related to the lectures, assigned cases or assigned videos which you can respond to. It is absolutely necessary that you participate regularly. In order to receive participation points you must post 1-2 value-added comments in 10 different discussion sessions during the course (13 available). You will not get full credit for doing comment posting many times in the last few sessions. It is often the case that students lose a letter grade because they are not participating, so please make a point to do this.

Typically, posting periods will last from Friday morning until Wednesday evening.

Guidelines for Written Assignments

Due Dates. Written assignments will be due on the scheduled dates and submitted using course Assignments tool. Late papers are not accepted. Consideration may be given for extenuating circumstances with prior notification.

Format. Your name (or the group identification and names of all group members) the course number and the date should appear in a header at the beginning of each page of the document. The body of each written assignment should comply with the page length guidelines specified for the assignment. The use of charts and exhibits is encouraged, to the extent that they help you make your points. Charts and exhibits should be numbered and appropriately referenced in the document. A list of references should be attached as required. Cover pages, charts or exhibits, and lists of references are not included in the page count. The manuscript should use 11-12 point type, double-spaced, with 1" margins all around. Appropriate titles and section headings should be used. Number the pages.

Electronic Submissions. Submit your paper using course Assignments tool, the file name should identify the course, assignment number and your name or group ID. For example, "ENTP 6378_2_JSmith.doc" would identify John Smith's written assignment 2.

Case Analysis Guidelines

Written assignments and exams will often require the analysis of case situations. Case analysis assignments are designed to evaluate and develop your skills in:

- **Identifying** key organizational issues (decisions or actions required in a given situation).
- **Analyzing** the situation (identifying problems; understanding the underlying causal factors; and identifying and evaluating options)
- **Recommending** specific actions (what should be done, by whom, when and in what sequence) to address the key issues.

I have provided specific questions for each case to focus your analysis. In general, there are no "right" or "wrong" answers for a specific case – different approaches and insights are possible, depending on your individual perspective and approach. Regardless of your approach and conclusions, I expect you to make recommendations that: (1) address the identified issues; (2)

follow logically from your analysis and conclusions; and (3) make sense (are feasible) in the context of the case situation.

Assignment submission instructions

You will submit your assignments (in the required file format with a simple file name and a file extension) by using the Assignments tool on the course site. Each assignment link will be deactivated after the assignment due time. After your submission is graded, you may go to My Grades on the course menu and click the score link to check the results and feedback.

For the team project assignment, one group member will submit the assignment for the group to the Instructor via email and cc it to all group members.

Discussion Questions for Case Analysis:

The following discussion questions are provided to help you complete a structured analysis focusing on the key issues in each case. Presenting teams are encouraged and expected to come up with their own questions that are deemed important for the discussion of the case.

S02: On the bubble: Startup bootstrapping HBS 9-822-033

1. Do you think the founding team made a mistake to bootstrap for six years versus raising capital to hire a team and fuel their growth?
2. Would you take capital now? Why or why not?
3. If so, who would you hire and why?

D03: MoviePass HBS 9-619-052

1. How would you apply business model framework to MoviePass? How does multi-sided platform work? What are the value propositions for each side of the platform?
2. What are the key unknowns that Mitch Lowe needs to test?
3. Try to apply the discovery-driven planning framework to help Mitch Lowe.

S04: Cathay Pacific's customer-centric design-thinking journey, from business transformation to digital innovation HBP# HK1473

1. What are key elements of design thinking, and how did Cathay Pacific apply them during its design-thinking journey?
2. How do Cathay Pacific's frameworks in the case relate to design thinking?
3. How did design thinking help Cathay Pacific improve its operations and customer services, as well as to respond to various challenges and changes the aviation industry has undergone?
4. Why is customer journey important for design thinking, and how did it help Cathay Pacific adopt the discipline?
5. How did design thinking guide Cathay Pacific in striking a balance between human interactions and digitization of services?
6. How did Cathay Pacific use design thinking to put a cross-disciplinary process in place?

S05: Rivian Technologies: Crossing the chasm W38875

1. Evaluate the competitive dynamics and disruption driven by vehicle electrification and software defined mobility in the automotive industry.
2. What is Rivian's business model and what are its key advantages as an emerging EV manufacturer?
3. Assess Rivian's future growth prospects and its ability to compete against Tesla and other EV companies.
4. What would you suggest that Rivian's CEO Scaringe do for the next three to five years?

S06: Five Hole for food: Entrepreneurial strategy W13240

1. What are the key success factors for Five Hole for Food?
2. How did Five Hole for Food grow from an idea to an organization?
3. What strategic directions would you recommend for Five Hole for Food? Should Five Hole for Food continue as an independent non-profit or as a charitable organization, and if so, how should it continue to grow? Alternatively, should Loat and his team look toward an exit strategy, and if so, what exit strategy should they choose?
4. How can Five Hole for Food maintain its organizational culture while simultaneously maintaining its growth trajectory?
5. In the months outside of the Cross-Canada tour, what can Five Hole for Food do to engage its followers and participants? What are the strategic options for the development of this organization into a year-round entity?

S07: DigitalThink: Building a sales force HBS 9-898-193

1. What is the most appropriate value discipline (*Customer Intimacy and Other Value Disciplines*) around which DigitalThink should build its sales strategy? Why? What are the pros and cons of the alternatives? What obstacles will they encounter in achieving parity in the other disciplines?
2. Who is the customer (who selects, recommends, influences, and approves the purchase of services)? Who controls the resources? What kind of relationship with the customer is required to support the sale?
3. Describe the sales cycle. What are the key milestones? What kinds of support will be required? What kind of information will be required to manage the process? Consider the guidelines provided in *Staple Yourself to a Sales Order*. What should the infrastructure process look like (develop a flow chart).
4. What kind of sales organization will be required? Why direct sales? Why not independent reps or distribution? Analyze these issues based on *Matching Your Sales Force Structure to the Business Life Cycle*. How would you structure an incentive compensation program (targeted compensation, base/incentive split, timing, etc.)? Address the issues detailed on pages 13-14 of the case.

S08: N12 Technologies: Building an organization and building a business HBS 9-316-002

1. What were the major stages of N12's scaling up process? What were the primary challenges? How effectively did the company manage the transition from four to 27 employees?
2. What has been N12's approach to (a) building an organization and (b) building a business? What is the coaction between the two?
3. How would you describe the roles, responsibilities, and relationships of (a) Berkson and Flavin, (b) Williamson and Deptiarov, and (c) Jarosz and Goldstone? How have their jobs

- changed over time? How would you advise them going forward?
4. What is your evaluation of N12's future prospects? What do you see as the biggest opportunities? The primary threats or challenges? What should they do differently?

S09: Evaluating venture capital term sheets

1. What items should the entrepreneurs focus most carefully on?
2. How do various terms impact their return if the company does well?
3. How were the venture capital term sheets affected by the outstanding convertible notes?
4. What is missing from these term sheets?
5. If they run into trouble, how would they fare under each of the offers?
6. How, if at all, should they negotiate these terms?
7. With only a few days before the term sheet expire what should they do?

S10: ATH Technologies, Inc.: Making the numbers HBS 9-117-012

Please answer the questions on the case. However, you may add opening and concluding remarks to elaborate on your answers.

S11: Better Place: An entrepreneur's drive goes off track IMD-7-1981

1. What makes Agassi a charismatic leader? What verbal and non-verbal cues do you see?
2. Would you invest in Agassi's business? Why or why not?
3. What led to the spectacular collapse of Agassi's business?
4. What are the key facts we know about Agassi as a leader? What were the milestones in his career?
5. Better Place Chairman Ofer said "building and operating a company are different things which require different skills." Looking at the different roles of leaders, in what roles did Agassi's strengths lie?
6. Is some degree of narcissism necessary for CEOs? Did Agassi display productive narcissism? How did specific behaviors help/hurt him attract investments?

S12: Bring vision to life: Culture development at CEL W18205

1. Describe the current organizational culture at CEL.
2. In what ways are the values of the organization (as shown in Exhibit 1) misaligned with its apparent culture?
3. What process should CEL follow to further define its vision and values?
4. How should CEL strategically incorporate its revised vision and values into the company?

S13: Good Shepherd Pharmacy and RemediChain: Will this blockchain deliver donated drugs to needy patients? NACRA NA0613

1. Is blockchain a disruptive IT innovation?
2. What business risks might Phil Baker face if RemediChain is rushed to market or if the project to develop it experiences long delays?
3. Assume that RemediChain team will commit to a final design by September 1, 2019. Based on the information on the case as of May 2019, evaluate forceable challenges of the blockchain software development process, per six levels of high-level IT project risk: size, requirements clarity, team's technical expertise, organizational readiness, time pressure, and system interdependence.
4. Taking into consideration your answer to questions above, offer Phil Baker and Jason Fisher appropriate and actionable recommendations regarding RemediChain software

development project.

5. What has Phil Baker learned about technical, operational, or economic feasibility in the first few months of The remediChain web site and the April 2019 ScriptRide beta test? How can similar scale pilot testing help the RemediChain team evaluate the technical, operational, and economic feasibility of these planned blockchain?

S14: Honest Company: Managing crises in a health-conscious celebrity-led startup W47119

1. What were the key challenges and crises that Honest faced over time, and how did the company deal with them?
2. What are the strategic implications of having a celebrity co-founder? In what ways did Alba's celebrity capital help the company, and where did it create risks?
3. How should the Honest Company handle the lawsuit it faced?
4. If you were the CEO of the Honest Company, what strategic priorities would you focus moving forward?
5. What lessons can be learned from the Honest Company's journey about building and scaling a purpose-driven, health-conscious startup?