

**Krannert Graduate School of Management
Purdue University**

MANAGEMENT OF NEW AND SMALL FIRMS
MGMT 652

COURSE SYLLABUS – SPRING 2009, 4TH MODULE

T/R: 8:00AM - 9:30PM, RAWLS 3058

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Office hours: By appointment

COURSE DESCRIPTION:

According to Global Economic Monitor Survey, conducted under the auspices of the Kauffman Foundation, approximately 1 person in 8 in the US was involved in either starting or managing a new business. (Interestingly enough, the numbers are higher for men as compared to women and for African Americans as opposed other ethnic groups.) Many others are actively contemplating creating a startup, and still others work for small firms. Moreover, even rank and file managers are increasingly asked to act like entrepreneurs. Sometimes such activity is formalized, in which case it is dubbed intrapreneurship, or entrepreneurship within the confines of a corporation. Clearly, the profile of entrepreneurship and entrepreneurs has never been higher. Further, institutional changes have made it easier for everyone, especially young entrepreneurs to venture out on their own. You should be especially interested in knowing that a significant number of Krannert graduates work for themselves or for companies with fewer than 500 people.

Management of New and Small Firms (MGMT 652) is a course that gives you a solid glimpse at the process of conceiving, structuring and creating a new venture. Although most entrepreneurs are engaged in small, individualistic enterprises, our focus will be on establishing ventures with the potential to become large companies. Accordingly, like other courses in Strategic Management, we take on the perspective of the general manager, who in our context is the entrepreneur, and draw heavily upon knowledge and skills developed in other courses. Our perspective is illuminated by a combination of the case method (which approximates an apprenticeship setting and standard tools are brought to bear on data appropriate to the situation at hand), contact with master practitioners (where there is an opportunity to appreciate the human side of the equation and to ask questions), and by appraising the feasibility of your own business concept. Towards this end all students will actively work on a new business idea and develop a feasibility analysis of it. This constitutes an important part of the start-up process, and should precede business plan writing.

While it is perfectly reasonable to expect that some of these ideas may evolve into new ventures, success in the course is not dependent on this outcome. Rather, our intent is to lay the groundwork for those who may wish to be better prepared to become successful entrepreneurs at a future time. Some will gain experience, accumulate capital and contacts, and move fairly quickly to be involved in entrepreneurial ventures. Others may find that their careers move in unexpected ways. Even if you plan to begin working with an established organization, entrepreneurship may later become an attractive alternative.

Entrepreneurship can be both exciting and challenging. Entrepreneurial ventures often pioneer in the creation of new industries and are major engines of change in our economy. Growth-oriented smaller firms create most of the new jobs. Many other new firms, although less innovative and growth-oriented, enable entrepreneurs to control their own destiny and to do the kind of work they want to do. However, many new ventures fail and others fall short of their founders' goals. Much depends on the entrepreneur, and that person's vision, drive, capabilities, and reputation.

This course should help you to understand what is involved in entrepreneurship and how entrepreneurs think and approach the challenge of new venture creation. It should be understood that no single course will make you an entrepreneur. However, this course should help you to appraise this alternative more fully and to develop capabilities which should help you be successful if you later follow this path. It will also cause you to look introspectively at whether and how you want entrepreneurship to play a role in your career.

COURSE OBJECTIVES

There are a number of ways in which the context of new and small firms differs from the context of established firms that is emphasized in the rest of the curriculum. This unique context suggests a set of underlying goals and themes on which we will build.

Context and Characteristics of the Entrepreneur

In general, there are five distinguishing characteristics of the entrepreneurs' environment.

- The first is *great uncertainty*. Because they are undertaking something new, entrepreneurs face a tremendous range of uncertainty surrounding technological breakthroughs, potential demand, speed of acceptance, competitive response, availability of human and financial capital, etc.
- The second characteristic is *information asymmetry*. Having more insight about growth opportunities than rivals creates an advantage because it opens up the possibility for competitive advantage. However, the entrepreneur is faced with challenges when he/she has more insight into growth opportunities than potential stakeholders. In such situations, it is difficult getting those stakeholders to commit time, energy, and resources on behalf of the venture.

- The next characteristic is *rapid growth*. Precisely because there is so much uncertainty, the expected return from a new venture is unlikely to be high enough unless it is in a field where rapid growth can be anticipated. While there are some exceptions to this, annual revenue growth rates of 30%-60% are typical. This requires the entrepreneur to deal with such issues as attracting sufficient people, assuring adequate supply and distribution of the product or service, and developing enough infrastructure to prevent the venture from spinning out of control.
 - Fourth, entrepreneurs are *creators of fundamental and radical change*. The source of this change may be in product or process technology, or in distribution, or in the basic business model and type of organization, or by changing the structure of an industry or creating new industries and markets. But it always involves moving from something that is known and familiar to something that is only conceived in the mind.
 - Finally, entrepreneurs *operate under conditions of extremely limited resources*. The main reason for this is that because of the tremendous uncertainty, investors typically will only commit limited resources to a venture, preferring to invest in smaller, successive rounds of financing as events suggest an increasing probability of success.
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CONFIDENTIALITY POLICY

Throughout the semester, students will be exposed to proprietary information from other students and faculty. It is the policy of the course instructors that all such information is to be treated as confidential. By enrolling in and participating in MNSF, students agree not to disclose this information to any third parties without specific written permission from students or faculty, as applicable. Students further agree not to utilize any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

COURSE REQUIREMENTS

Your course grade is a function of the requirements listed below. Be aware that for team projects some consideration will be given to how teammates evaluate your performance.

1. **Class Participation (30%)** - Active participation is an extremely important component of any case-based class (See case packet note on "Learning and the Case Method" for explanation of the case approach we adopt here). Entrepreneurship is inherently collaborative - a social process. Entrepreneurs find opportunities, adapt, change, and improve themselves by listening and learning from others. Please come to class prepared to participate in the day's activities. Coming prepared entails having read the assigned readings for that day and having analyzed the case. Participation points will be awarded for participation in case study discussions only.

How is Participation graded? Every student starts off with a low "C" (i.e., 70%) for participation and accumulates points through their contributions to case discussions. Class participation points are based on the *quality* of the student's discussion to key issues in the case, not on attendance. You can drop below a "C" for participation if you: (1) demonstrate that you are poorly prepared for discussion, or (2) have more than two unexcused absences. Please see instructor for additional work if you miss more than two case discussions.

What is a "quality" contribution? A quality contribution does not recite facts from the case, but integrates perspectives or demonstrates analytical rigor.

I will provide you with feedback at the mid-point of the course and will be pleased to meet with you to help develop strategies to increase your contribution to the classroom discussion. Getting your ideas and opinions on the table in a group setting is an important business skill - more difficult for some, but valuable to all.

2. **Group Written Case Analysis (25%)**

Kate Spade: New York

Your written analysis should specifically respond to the preparation questions (see April 13 class). An adequate submission will require at least 5-6 pages double-spaced, 12 point font. This should be a deep analysis and is an opportunity for you to focus on your written communication skills. You should use a business report format rather than essay style.

3. **Take an Entrepreneur to Dinner (10%)**

You are expected to arrange and conduct an interview of an entrepreneur (you are not really required to take him/her to dinner, although that would be more fun!). The entrepreneur's business should be less than 7 years old. You should avoid doing your interview on your family's business or that of a close friend. You may work in two-person teams. You will be expected to turn in a typed report summarizing not only your interviewee's answers to your questions, but most importantly your "take aways" (i.e., your interpretation of what the entrepreneur had to say, and what you learned and did not learn). These write-ups will be graded according to the system of "check" (85%), "check-minus" (75%), and "check-plus" (95%). Submissions should be 3-5 pages double-spaced, 12 point font.

Questions you might consider include the following:

- To what extent has the owner chosen the business to increase his/her earnings potential versus choosing an occupation that interests him/her?
- How did the individual identify the opportunity?
- How did he/she assess the value, timeliness and durability of the opportunity?

- How did he/she assess his/her fit to the opportunity?
- How did he/she evaluate the market?
- What were the major uncertainties at the time the venture started and how were they overcome?
- How did the entrepreneur go about starting the business? What problems were encountered?
- What motivated the person? What were his/her primary goals?
- Who did the entrepreneur work with in getting started? To what extent did others provide help?
- What are the major problems confronting the business at this time?
- How does the entrepreneur feel about starting and managing a business? Would he/she do it again? Would they do anything differently the next time?

4. A Feasibility Assessment (Presentation - 10%, Written Report - 25%)

You will generate, along with your team, a feasibility assessment for a proposed venture (see Appendix A for how a feasibility study is different than a business plan). The written assignment is due on or before April 27. The teams will present their feasibility assessment during the last two classes (April 27 and April 29).

Required Text: Mullins, John (2008). *The new business road test: What entrepreneurs and executives should do before writing a business plan*, 2nd edition. Financial Times Press. ISBN-13: 978-0273708056

Regarding Academic Integrity: see www.purdue.edu/odos/administration/integrity.htm

COURSE SCHEDULE

Module I: What is an Entrepreneurial Manager?	
March 9 Monday	<p><u>Read:</u> "Learning by the Case Method" CP - Article 1), Introduction to Financial Ratios and Financial Statement Analysis" (CP- Article 2), "The Questions Every Entrepreneur Must Answer" (CP - Article 3), and "Systematic Entrepreneurship" (CP - Article 4)</p> <p><u>Key Learning Objectives:</u></p> <ul style="list-style-type: none"> • Defining entrepreneurship • Understanding why entrepreneurial opportunities exist • Understanding why individuals start businesses • Interpreting Financial Statements
March 11 Wednesday	<p><u>Case:</u> "R&R" (CP - Article 5)</p> <p><u>Preparation Questions:</u></p> <p>Calculate the breakeven level of sales units for Bob Reiss and two other stakeholders. (Use the actual numbers in the case, not the forecasted numbers)</p> <ol style="list-style-type: none"> 1. What did each of the parties contribute? 2. Why did they agree to this? Upside versus downside? 3. What was breakeven and profit potential under the business? Is it more attractive than having the resources in-house? Could TV Guide have hired Bob Reiss and had as much success? 4. Could someone other than Bob Reiss have done this? For example, a young person out of Purdue? Why could he move so quickly? Would this approach have worked for Parker Brothers or Milton Bradley? 5. What are your recommendations regarding the Whoozit opportunity? <p><u>Key Learning Objectives:</u></p> <ul style="list-style-type: none"> • Nature of entrepreneurial management • Managing risk and reward • Generating business ideas
March 16-21	Spring Vacation --- no class sessions.
Module II: Getting Started: Recognizing Opportunity and Developing Business Models	
March 23	<p><u>Read:</u> "Purposeful Innovation and the Seven Sources for Innovative Opportunity" (CP- Article 7)</p> <p><u>In-Class:</u> Watch "Startup.com"</p>
March 25	<p><u>Case:</u> Beta Golf (CP - Article 8)</p> <p><u>Preparation Questions:</u></p> <ol style="list-style-type: none"> 1. Why does the Beta Group exist? What economic function does it serve? What is the business model for Beta? What does this tell us about translating innovation into value? 2. What is a sensible development plan for the HXL technology? Of the various choices for exploiting the technology, which would you choose? Why? In what order? 3. Given the response from Calaway, what should XZider and Krumme do next? 4. What would happen to this project if it were developed inside an existing industry competitor? What would a venture capitalist do with Beta Golf? <p><u>Key Learning Objectives:</u></p> <ul style="list-style-type: none"> • Identifying business opportunities

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	<ul style="list-style-type: none"> Appraising what activities to keep inside the firm
March 30 Monday	<p><u>Read:</u> "The New Business Road Test Chapter 1 (CP - Article 9), "Value Innovation: The Strategic Logic of High Growth" (CP - Article 10), and The Five Competitive Forces that Shape Strategy" (CP - Article 11)</p> <p>Presentations - Written and Oral Assignment Due</p> <p>Each venture team will make a 5 minute presentation of their venture concept to the class. These are the ventures for which you will be conducting feasibility assessments.</p> <p>Turn in: A description of the concept and an evaluation of the opportunity (See Appendix B "Developing a Business Concept Description and Evaluation of an Opportunity").</p>
April 1 Wednesday	<p><u>Read:</u> "Why Business Models Matter?" (CP - Article 12) and "The Business Model" (CP - Article 13)</p> <p><u>Case:</u> "Zipcar: Refining the Business Model" (CP - Article 14)</p> <p><u>Preparation Questions:</u></p> <ol style="list-style-type: none"> Evaluate this potential venture and the progress that Chase has made. What is the business model, and how has it changed between December 1999 and May 2000? What do the data from actual operations in September say about how the business model is playing out in practice? Does this data give you comfort or concern? What recommendations do you have for Chase as a result of the September operating results? <p><u>Key Learning Objectives:</u></p> <ul style="list-style-type: none"> opportunity recognition dynamic business models
Module III:	Managing Uncertainty and Mobilizing Strategic and Financial Resources for Start-up Ventures
April 6 Monday	<p><u>Read:</u> "How Venture Capitalists Evaluate Potential Venture Opportunities" (CP - Article 24)</p> <p><u>Guest Speaker:</u> Scot Swenberg - Managing Partner CID Capital</p> <p><u>Note:</u> Mr. Swenberg's talk is scheduled in the evening of April 6 (Monday) from 6:30 - 8:00 pm in <u>Krannert G16</u>. Accordingly, there will be no class session on April 6 (Monday) from 8-9:30.</p>
April 8 Wednesday	<p><u>Read:</u> "Franchising" (CP - Article 17)</p> <p><u>Case:</u> Noodles & Co. (CP - Article 18)</p> <p><u>Preparation Questions:</u></p> <ol style="list-style-type: none"> Do you recommend Noodles & Company expand by franchising or company-owned stores? What are the quantitative and qualitative implications of each alternative? What issues would you recommend Kennedy include in his presentation to the board? <p><u>Key Learning Objectives:</u></p> <ul style="list-style-type: none"> assessing business models from the perspective of the franchisor
April 13 Monday	<p><u>Read:</u> "Bootstrap Finance: The Art of Start-ups" (CP - Article 19), and "Evolution and Revolution as Organizations Grow" (CP - Article 20))</p> <p><u>Case:</u> "Kate Spade: New York" (CP - Article 21)</p> <p><u>Preparation Questions:</u></p>

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	<ol style="list-style-type: none"> 1. What are the most important things the founders have done to grow the business and build shareholder value? 2. Can the business continue to grow this way? Why? Why not? 3. How should Kate Spade best organize to meet, at the end of 1997, its "desire to professionalize the business?" 4. Is this a good time to sell? What criteria should we use to evaluate the proposed deals? 5. Evaluate the four deal options at the end of the case. What would you do? <p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • Risk reduction as a systematic process • Managing rapid growth and increased complexity • Strategic partnering versus sale <p>Turn in: Written Case Analysis Due</p>
<p>April 15 Wednesday</p>	<p>Read: "Note on Attracting Stakeholders" (CP - Article 22) Case: "Ockham Technologies" (CP - Article 23) Preparation Questions:</p> <ol style="list-style-type: none"> 1. What is your assessment of the job Jim Triandiflou has done getting started and assembling key human resources? 2. How will the current fund-raising efforts affect the formation of Ockham's board of directors? What board-related factors should Triandiflou consider when deciding which financing offer to accept? 3. If you were Jim Triandiflou, how would you handle the increasing tension between you and Mike Meisenheimer? <p>Key Learning Objectives:</p> <ul style="list-style-type: none"> ○ Understanding and acting upon the challenges of attracting strategic human resources in a start-up firm. <p>Turn in: Take an Entrepreneur to Dinner Assignment Due</p>
<p>April 20 Monday</p>	<p>Read: "Managing Risk and Reward in Entrepreneurial Ventures" (CP - Article 15) and "Some Thoughts on Business Plans" (CP - Article 16) Guest Speaker: Chad Barden - President and CEO Quadraspec, Inc. Note: Mr. Barden's talk is scheduled in the evening of April 20 (Monday) from 6:30 - 8:00 pm in Krannert G16. Accordingly, there will be no class session on April 20 (Tuesday) from 8-9:30.</p>
<p>April 22 Wednesday</p>	<p>Read: "Raising Money and Securities Regulation" (CP - Article 25), and "The Process of Going Public in the United States" (CP - Article 26) Case: "Sirtris Pharmaceuticals" (CP - Article 27) Preparation Questions:</p> <ol style="list-style-type: none"> 1. At the time Westphal joined Sirtris, what is your assessment of the odds that the company will ever generate substantial revenues? If you were Westphal, would you have left Polaris for Sirtris? 2. Should Sirtris do the deal with the pharmaceutical company? Why or why not? If you recommend a deal, which equity stake (20% or 51%) would you prefer? 3. Should Sirtris launch SRT501 nutraceuticals business? Why or why not? 4. Suggest a launch plan for a nutraceuticals business? <p>Key Learning Objectives:</p> <ul style="list-style-type: none"> • To understand the way value is created in biotechnology firms and other science-based businesses. • To understand how strategic decisions affect uncertainty in outcomes and payoffs of early stage ventures.

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	<ul style="list-style-type: none">• To think about the incentive structures and pros and cons of strategic partnerships, especially from the perspective of the smaller partner.
April 27 Monday	Presentation of Feasibility Assignments and class feedback <u>Turn in:</u> Written Feasibility Assessments on or before April 29
April 29 Wednesday	Presentation of Feasibility Assignments and class feedback <u>Turn in:</u> Written Feasibility Assessments on or before April 29

APPENDIX A¹

The Feasibility Study and the Business Plan: How or they Different?

Customer Focus

The feasibility study is focused on the customer. As Peter Drucker wrote many years ago, the purpose of any business is to win a customer. The feasibility study hones in on that purpose, one quite different from that of most business plans - to win an investor. Without the likelihood of there being customers, there will be no investors.

Fundamental economics

The feasibility study addresses succinctly the fundamental economics of the business, by identifying the key drivers of cash flow: revenue, customer acquisition and retention costs and timelines, gross margins, required capital investment, and the working capital characteristics of the operating cash cycle. If these drivers are satisfactory, then detailed strategies - for marketing, operations and financing can probably be developed to make the venture economically viable, provided the market, industry and team elements are sufficiently attractive. If they are not, there is little point in wasting time developing such strategies.

Mindset

The customer-driven feasibility study asks the critical questions necessary to satisfy the entrepreneurial team's curiosity about the attractiveness of the opportunity itself, and makes it possible to answer these questions before developing the detailed strategy necessary for the completion of a business plan. Thus the required mindset is to ask (and answer) questions, not to sell the venture's merit. In contrast, the business plan organizes the answers delivered by the feasibility study and goes on to develop marketing, operating and financing strategies in an effort to sell the opportunity, in a sharply focused way, to investors and other stakeholders.

Why Bother?

You might ask, "Are these differences worth the effort?" Why shouldn't you simply skip the feasibility study and proceed directly to preparing a business plan?

- First, researching and preparing a customer-driven feasibility study gives you a chance to opt out early in the process, before investing the time and energy in preparing a complete business plan. Thus it can save weeks or months of time that might be wasted on a fundamentally flawed opportunity.
- Second, for opportunities that do look promising, the feasibility study jump-starts the business planning process and provides a clear, customer-focused vision about why your proposed venture makes sense - from market, industry and team perspectives, viewed independently and collectively. It identifies the customer pain and how you will resolve it, and the one or two domains that make the opportunity stand out. These factors become the drivers of your business plan.
- Third, by ensuring that all aspects of the opportunity are examined, your analysis reduces the risk of entering a fatally flawed venture.

¹ Source: Mullins, John W. (2003). The New Business Road Test. Prentice Hall: London.

What is entailed in a feasibility study?

- 1.) Executive summary that summarizes what follows.
- 2.) Macro-level market assessment
 - a. Overall market size and growth rate.
 - b. Macro-trends analysis to assess future market growth and attractiveness.
- 3.) Micro-level market assessment
 - a. Target market's pain identified; compelling benefits of your solution identified, with evidence that those in this segment are willing to pay.
 - b. Target market segment, size and growth rates.
 - c. Options to grow into other segments.
- 4.) Macro-level industry assessment
 - a. Five forces analysis to determine whether industry is attractive.
 - b. Identify changes in forces that bear upon the opportunity.
- 5.) Micro-level industry assessment to address how venture will have a competitive advantage
 - a. Proprietary elements?
 - b. Superior organizational processes, capabilities or resources identified that are not easily duplicated.
 - c. Early mover advantages that stem from learning curve, network externalities, buyer uncertainty, or buyer switching costs.
 - d. Economic viability and business model established (see note in case packet on "Why Business Models Matter?):
 - i. Describe how your business model meets the *narrative* test. This section elaborates on all the key assumptions of the business, and validation of these assumptions. Emphasis should be placed on the unique aspects of how the business revises the generic business value chain in the industry. The emphasis should be on assumptions with the business as it relates to its prospective customers and suppliers.
 - ii. Demonstrate that your business model meets the *numbers* test. This section uses the assumptions elaborated upon in point (1) to demonstrate that the entrepreneur and all relevant suppliers (of financial capital, materials, and human capital) have a financial incentive to participate in the venture.
 1. revenue forecast
 2. customer acquisition and retention costs, and time required to obtain a customer
 3. gross margins
 4. capital investment required
 5. operating cash cycle characteristics
- 6.) Team Assessment:
 - a. Team's mission, aspirations, and propensity to work
 - b. Team's ability to execute
 - c. Team's connectedness up, down, and across the value chain
- 7.) Summary and conclusions
 - a. Why is - or isn't- this opportunity attractive? On what domains do you rest your case (surely, not all domains)?

APPENDIX B: Developing a Business Concept Description and Evaluation of an Opportunity

Your March 30th presentations and written reports should have two components: a) the description of the business concept and b) an initial appraisal of the opportunity. These two components are described below.

Description of the Business Concept²

This addresses the four questions below. Assume that your business concept is about importing unique types of furniture from all parts of the world.

- 1) **What is the product or service being offered?** In this case it is a product – furniture – and a service that will provide U.S. retailers with access to furniture that they could not achieve on their own.
- 2) **Who is the customer?** The customer is the smaller U.S. retailer of furniture.
- 3) **What is the benefit?** The retailer can purchase from one supplier (you, the importer) to find unique pieces of furniture from many parts of the world. In short, the benefits are convenience and access.
- 4) **How do you get the product or service to the customer?** You plan to reach the customer through a combination of catalog service, web site, and showroom. You will warehouse the furniture and deliver direct to the customer.

By answering the four questions, you can arrive at an effective business concept that can be tested. The complete concept statement might look like this:

Worldwide imports provides smaller U.S. furniture retailers with the ease and convenience of worldwide access to unique pieces of furniture. Worldwide will reach its customers through a catalog service, web site, and showroom, and will deliver direct to the customer from its warehouse.

or

The business concept for Amazon.com was to offer an Internet-based service that allowed customers to search for and order discounted books for fast delivery from a warehouse. The company has since extended the concept to other products.

It is important to state your business concept in a couple of clear and concise sentences, so that when someone asks you about your new business, you can get the information out quickly rather than stammering and talking around the key points. Some entrepreneurs refer to this two-sentence statement as their “elevator pitch”. Here is an example of an effective concept statement done in elevator pitch style.

I'm working on a concept for a health education company called Smart Choice Software that helps young college students learn about the dangers of substance abuse. I plan to develop and distribute interactive software on CD-ROM that delivers objective, non-threatening, entertaining, and flexible programs to my customers, college and university health centers, to help them reduce the overall costs of dealing with drug and alcohol related issues.

Basic Five-step Process of Evaluating an Opportunity³

1. **Capabilities:** Is the venture opportunity consistent with the capabilities, knowledge, and experience of the team members?
2. **Novelty:** Does the product or service have significant novel, proprietary, or differentiating qualities? Does it create significant value for the customer—enough so that the customer wants the product and will pay a premium for it?
3. **Resources:** Can the venture team attract the necessary financial, physical, and human resources consistent with the magnitude of the venture?
4. **Return:** Can the product be produced at a cost so that profit can be obtained? Is the expected return of the venture consistent with the risk of the venture?

Commitment: Do the entrepreneurial team members feel compelled to commit to this venture? Are they passionate about the venture?

² Source: Allen, Kathleen R. (2003). *Launching New Ventures: An Entrepreneurial Approach*, 3rd Edition, Houghton Mifflin Company: Boston, pp. 103-104.

³ Source: Dorf, Richard C. and Byers, Thomas H. (2005). *Technology Ventures: From Idea to Enterprise*, McGraw Hill: Boston.

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Name (Last Name, First Name): _____

Name you prefer to be called: _____

Contact Information: _____

Major/Concentration: _____

Undergrad Major: _____

Nationality (optional): _____

Countries or Regions visited around the world:

Briefly describe your work experience:

Career Interests:

Companies or industries you would like to learn more about:

Learning objectives / goals for the class:

Something interesting about yourself or something else you would like me to know:

About Your Professor



I am an Associate Professor Management at Purdue University's Krannert School of Management and a Visiting Professor at EM Lyon Business School in Lyon France. I have taught courses in strategy or entrepreneurship at Krannert, and at various schools in Europe and Asia. I am also Director of BIOMEDSHIP, a program designed to study and provide leadership in biomedical entrepreneurship and innovation.

My research focuses on determinants of performance, entry, and survival of entrepreneurial firms; the management of strategy under uncertainty; and firm entry and exit. The medical device and biotechnology industries have been the focus of much of this research. I have published in *Administrative Science Quarterly*, *Industrial and Corporate Change*, *Journal of Economic Behavior and Organization*, *Journal of Business Venturing*, *Journal of*

Management, *Managerial and Decision Economics*, *Strategic Management Journal*, and elsewhere. I received two "Best Paper" Awards in the Academy of Management: Business Policy and Strategy (BPS) Division (1994), and Entrepreneurship Division (1992), and another Best Paper Award from the Small Business Administration. I am on the editorial boards for the *Strategic Management Journal*, *Strategic Entrepreneurship Journal*, and the *Journal of Business Venturing*, and review for a number of other journals.

When I am not teaching or doing research, I have served the broader academic community in several capacities, including as a member of the Executive Committee for the BPS Division (2003-2005), the Chair for the BPS Doctoral Consortium in 2004 & 2005, and past member of the Research Committee for the BPS Division. Locally, I am board member of the West Lafayette School Education Foundation. I also try to keep active physically by running, hiking, playing basketball, lifting weights, skiing, biking, or playing with my four children. We live in West Lafayette.

I look forward to working with you this semester.

Best Regards,

Tim

Professor Timothy B. Folta