First Class Assignments is published each term to inform students of assignments to be prepared before the first class meeting. These pre-assignments are mandatory for students enrolled in the class and strongly recommended for those who hope to add any of these courses during subsequent phases of registration.

Courses with a Pre-Assignment

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<td>30000-01/02/81 Nikolaev, Valeri</td>
<td>Complete the online homework and work on the cash study (Facebook). Please consult the syllabus for details.</td>
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2. Review file on Erickson Canvas site “First Class Articles.” |
| 30130-01/02/81 Minnis, Michael | There will be an assignment to be completed prior to the first class. Please check the Canvas course site one week before the first class for details. |
| 31403-03 Volden, Richard | Go to the Canvas site. Read the syllabus and complete Assignments 1 and 2 as directed before the first class session. |
| 33001-03/82/85 Frankel, Alexander | Prior to attending the first class, students should watch that week's pre-recorded video lectures (to be posted). Nothing is to be turned in. |
| 33001-04/05/83 Hornbeck, Richard | Check the Canvas site for details on the first class assignment. |
| 33001-06/07 Gibbs, Michael | Please go to our course site on Canvas. Read the most recent version of the syllabus carefully, and any Announcements posted on Canvas. Then begin reading the first chapters of the textbook, and viewing any recorded lectures that are available. |
| 33310-81 Pogrund, David | Go to the Canvas site. Read the syllabus and complete the reading listed for the first class meeting. |
| 33502-01/81/85 Nieman, Brent | I will be posting video material recorded with Panopto on Canvas that I will expect the class to have watched prior to the first class. I will also reference this in my “welcome email” which will be sent about 1 week before the first class. |
| 33914-50 Kamenica, Emir | Read the syllabus and the readings indicated for Week 1 on the syllabus. |
| 34101-01/02/85 Kaplan, Steven | **First Class Assignment for - 34101-01/02**  
For the first class meeting, students should prepare the Yale University Investments Office and Canadian Public Pension Investment Board (CPPIB) cases in the Canvas course site. Students (including those who are attempting to register for the course) should use the detailed questions given in the course packet to organize their thoughts and put together a one- or two-page memorandum that summarizes their analysis. If you are not registered, but are trying to get into the course, please attend.  
**First Class Assignment for - 34101-85**  
For the first class meeting, I will expect you to prepare both the Yale University Investments Office and Canadian Public Pension Investment Board (CPPIB) cases and the ZipFit case in the Canvas course site. For each case, students (including those who are attempting to register for the course) should use the detailed questions given in the course packet to organize their thoughts and put together a two-page memorandum that summarizes their analysis. If you are not registered, but are trying to get into the course, please attend. |
**34102-01 Schrager, James**

Attendance is mandatory if you are registered, or if you want to try to add the course.

**34103-81 Lyman, Lindsey**

### #1: SUBMIT A BRIEF INTRO VIDEO ON CANVAS

Upload a 30 second Panopto video to Canvas, introducing yourself to your classmates and to me. Your video should contain the following:

- The proper pronunciation of your name, and your pronouns if you wish to indicate
- Why you are taking the class / what you hope to get out of the next 10 weeks
- A brief bio highlighting your background and any entrepreneurial experience
- An idea for a product or service that you would like to bring to market. If you want to field a team to work on your idea, this is your opportunity to sell your vision. Please, just provide the 10 second elevator pitch version.

1 Please read the cautionary piece [http://crashdev.com/2014/10/more-bad-startup-ideas/](http://crashdev.com/2014/10/more-bad-startup-ideas/) before thinking about your new business idea. This article is not intended to limit or judge your ideas (you should be as creative and visionary as possible at this stage), but rather to put you in a mindset of being different, which is a theme we will revisit throughout the class.

### #2 COMPLETE THE PRE-READS FOR CLASS 1 (all materials posted on Canvas)

1. Required: Read the Greg Thompson mini-case. There is no formal write-up required for this case, just read and have a point of view regarding what you think Greg should do.
2. Required: Listen to “Startup” podcast (Gimlet Media), Season 1, Episode 1 (try not to get addicted, but most of you will binge the entire season prior to the start of class)
3. Additional Optional videos/readings posted on Canvas

### #3: FORM OR JOIN A YOUR CO TEAM

The majority of your work in this class will be team-based, working on a new venture idea. Everyone will need to be on a team of at least 4 but no more than 5 students (strictly enforced). If you are passionate about an idea that you want to work on, you will want to recruit a team prior to Class 1 who is aligned with working on your idea. Anyone who hasn’t joined a team by the end of Class 1 will be randomly assigned to a team by me.

In order to facilitate team formation, I have created a sign-up sheet via Google Forms (accessible via Canvas and sent to registered students 2 weeks prior to our 1st class). This includes filling in basic information about yourself (e.g. what timezone you’re in, which modality you’re using to take the class) to better match classmates with each other. I highly recommend that teams have a mix of live and remote students within the team so that your team can collectively engage with the course content and with me through multiple touchpoints.

**Instructions for team formation and filling in the Google form can be found under the Assignments tab in Canvas.**

**34302-81 Agnew, Mark / O’Conner, Brian**

Assignment: Download the ETA Student Biography template from the Canvas site and submit your copy with the following information.

The short bio (400-word limit) should include:

1. Where you grew up
2. Work history
3. Work interests after graduation
4. Interests/passions outside of school and work
5. Something unique about yourself that others might be surprised to know (either personal or business-related)
6. Most meaningful event in your life to date
7. Three words that best describe you as a leader
8. Include a picture of yourself (face should be clearly visible)
Check the Canvas site. After reading the syllabus, complete Assignment 0. Do not hand in this assignment. This assignment is a self-test so that you can determine on your own whether you have the necessary technical background for this course. You are expected to know the answers to Questions 1-4 on your own, and you are expected to understand the answers to Questions 5-6 either immediately or after reading a refresher on calculus. If you have too much difficulty with this assignment, then you should seriously consider whether you should take this course. The TAs will discuss this assignment during the review sessions scheduled during the first week of classes.

**35201-01 Born, Laura**

- **Reading Before first class session:**
  (except for BD and HZ readings, all readings may be found on CANVAS – Week 1)

**Required Reading:**
The syllabus
Tips for online learning with Professor Born

**Optional Reading on Valuation:**
“Professor Born’s Valuation Cheat Sheet” by Laura Born (we will not utilize the APV methodology in this class so you may skip those parts)
HZ Chpt 6.1-6.3 (on CANVAS – see Library Reserves Tab) – covers terminal value considerations
HZ, Chpt. 13 (on CANVAS – see Library Reserves Tab) – covers comparable valuation methodologies

**On Comparable Valuation Methodologies:**
BD Chpt 9.4-9.5, 19.1 (on CANVAS – see Library Reserves Tab)
“Introduction to Valuation Multiples” Note 9-206-095, Harvard Business School

**On DCF Valuation Methodology:**
BD Chpt 9 ppgs 290-294 (in BD Chpt 9) - (on CANVAS – see Library Reserves Tab)

**Optional Helpful Reading on WACC as Needed:**
See PowerPoint slides on Canvas – Week 1

**Other Optional Helpful Reading on Valuation:**
“A Note on Discounted Cash Flow Valuation Methods” by Steven Kaplan, as edited by Laura Born (we will not utilize the APV methodology in this class so you may skip those parts). “The Valuation of Cash Flow Forecasts: An Empirical Analysis” by Steven Kaplan and Richard Ruback, Journal of Finance, September 1995

**Watch/Listen to:** Intro to the Class, Basics of Valuation – via2 pre-recorded lectures in CANVAS – Week 1. Slides for these lectures will be on CANVAS

**Prepare:** case in a group of 3-4 students; write up due at first class meeting time – submit via CANVAS: ARAMARK Case.

- **Week 1: ARAMARK Case Discussion**
  Case: ARAMARK Case by Professor Laura Born
  (There is an Excel worksheet with data for the case posted on CANVAS to assist.)
  Case due: ARAMARK Case. Write Up due.
**37200-85 Terrill, Craig**  
**By Class 1 – Saturday, September 26th:**

Read the Course Description & Course Schedule documents found on Canvas. Note that there is no required textbook for this course. Do the following required preparation and group tasks:

- **Required Preparation (materials found on Canvas):**
  - Watch the pre-recorded lecture found in "Modules" >> "Week 1."
  - Read the following:
    - The Voice of the Customer (from the PDMA ToolBook).
    - What’s Next? After Stage-Gate (Research-Technology Management).

- **Required Group Tasks:**
  - **By Tuesday, September 22th:** Please form a team of 5 students, which is the ideal number. Then one person from the group should enter the following information into the online Google Sheet spreadsheet: [37200-85 Fall 2020 Groups & Team Members](#).
    - List ALL Group project team member names (if you don't have all names yet, enter the names that you do have).
    - Identify which team member will serve as the Research Lead for your marketing research efforts with the class platforms:
      - This person ensures the quantitative survey meets the objectives and is properly set-up within Qualtrics. There are training videos available.
  - **By Saturday morning, September 28th:** Hold your first team meeting or phone conference to discuss ground rules, assign roles, and schedule weekly team meetings for the quarter. In addition, for your new product innovation project, discuss your desired focus or target: (a) category/market space, and/or (b) product/service/brand/company.

See the “Student Project Charter Template” on Canvas under “Assignments-Group” >> “Assignment 1” to help guide your discussion. Bring your short list of potential projects for your group to Class #1.

- **Optional Readings (on Canvas except Textbook):**
  - “Best vs. the Rest”, PDMA Visions.
  - “9 Myths About the Voice of the Customer”, PDMA Visions.
  - Textbook: Chapter 1 (Strategic Elements of Product Development).
  - Web/Video link: “Scrum Methodology”

**38001-01/02/85 McGill, Ann**

Welcome to Managing in Organizations. This course is about people – how people think and how people behave – and it is intended to provide core concepts and basic knowledge necessary to manage people individually, in groups, and in organizations effectively.

Before the first class, please prepare the following:
1. Read the syllabus and familiarize yourself with the course requirements.
2. Purchase the required books.
3. Read and prepare for discussion the case A Tale of Two Plants by Keller and Outliers by Gladwell chapters 1 and 2. More information on these assignments is provided in the detailed first assignment instructions posted on Canvas.

**40911-50 Ward, Amy**

Check the Canvas course site.

**41000-02/03/82 Toulis, Panos**

Read the syllabus. From the Canvas site complete homework 0, do no turn in. This “homework” is intended as a self-test of your knowledge of the basic statistical concepts and calculations that are required for 41100 - Applied Regression Analysis. The problems will help you gauge your readiness for 41100.
Reading: the Syllabus
It answers questions related to schedule, submissions, group work, etc.

Case: Moneyball
The case consists of two articles. “The Trading Desk” is a condensed version of Michael Lewis’s book that appeared in the New York Times. “An Economic Evaluation of the Moneyball Hypothesis” is an empirical study of Lewis’s claims. You are not responsible for the finer, statistical issues in the second article but should try to understand the issues at stake, how Hakes and Sauer investigate them, and what the data shows. Note that although the articles make extensive references to baseball, being unfamiliar with the sport won’t put you at any meaningful advantage. Just think of professional teams as firms trying to make money. (If you think background information would be helpful, there are several short videos online that describe the sport’s basic rules. See, for example, this one: https://youtu.be/hLaoqg_uilU.)

Use the questions below to help you prepare, and submit your responses to them via Canvas. (If you do not have access to Canvas in the first week of the course, access the readings and an updated syllabus at the bottom of this page, http://thomaswollmann.com, and email your responses to the TAs, whose addresses are in the updated syllabus.) Be prepared to give clear and concise answers to these questions, but do not confine your preparation to these issues exclusively.

1. Would you rather buy a team like the New York Yankees that wins a lot of games or a team like the Pittsburgh Pirates that don’t typically win many games?
2. Do you think the A’s owners earned excess returns while Billy Beane was GM?
3. What specific fact did the A’s most use to outperform other teams with similar budgets?
4. What broader strategy did they employ to outperform? What assets allow them to do this? How hard would it be for another team to imitate them?
5. (This question requires some thinking outside the confines of the case material. I will not cold call on anyone for it.) Was the broader strategy they used always feasible? Was it possible this opportunity existed since the beginning of baseball? What changes around the 1990s, outside the world of baseball, may have presented the opportunity?

Continued on next page.

6. (This question is also a stretch. Venture a guess if you are not sure.) Hakes and Sauer argue certain skills were underpriced. Managers—strategic, financial, operational, marketing—take actions to exploit market opportunities, so they frequently make arguments like this. These arguments assume that the market is currently “wrong,” which is a dangerous assumptions. Can you give an alternative explanation for these results that do not imply the market was wrong?

Suggested reading: Cabral Chapters 1-3
Chapter 1 provides a brief overview of industrial organization, the subfield of economics that focuses on firm behavior. Chapter 2 and 3 review some basic microeconomic ideas. This should be a review of material with which you’re already comfortable. Skip “prospect theory” in Chapter 2, and stop at the top of page 54 in Chapter 3.

42001-85 Shivakumar, Ram
Please read the 2 case write ups and the article and be prepared to participate in class discussions.

42121-81 Morrissette, Stephen
Please access the Canvas site and complete the tasks listed in the “Pre-Work” folder in the Course Documents area prior to the first class meeting. If you are not yet officially registered for the course and do not have access to the Canvas site for this course, please email the professor at stephen.morrissette@chicagobooth.edu to obtain access to the materials. The Canvas site will open approximately one week before class begins.
Prior to the first class students will be required to complete two assignments. The first assignment will be due on Thursday October 15 at 10pm (a week prior to the first class session) and will take about 60-90 minutes to complete. Students will take a self-guided tour of 12 selected works from the Booth Art Collection (safety protocols permitting) and submit answers to a brief survey about their experience. The second assignment will be due prior to the start of the first class session on October 21 at 1:30pm. Students will review the introductory module on canvas, watch several short video clips, and read 15 pages of text.

Log-in to the Canvas site to familiarize yourself with the materials. Prepare the reading for the first class and review the detailed project document for your project.