



北京大學
汇丰商学院

Peking University HSBC Business School

MGT 530

Entrepreneurship

Module 1, 2016-2017

Course Information

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Classes:

Lectures: Tue+Fri 10:30-12:20

Venue: PHBS Building, Room 225

Course Website:

cms.phbs.pku.edu.cn – Please locate our class and make sure you are able to receive notices.

1. Course Description

1.1 Context

Course overview:

Entrepreneurship is the study of new venture creation and management and it occurs in a myriad of ways depending on the interactions of the entrepreneur and the opportunity. This course, Entrepreneurship, provides a general overview of creating a business, ranging from opportunity recognition and evaluation to resource acquisition. The course is designed to appeal to individuals with strong desires to become entrepreneurs, to join startup companies, or to work in the venture capital industry.

Prerequisites:

None

1.2 Textbooks and Reading Materials

Required: Articles and cases as outlined in Section 3 of this syllabus. If the article or case is not publicly available it will be posted on the course website otherwise you will be responsible for finding the materials.

Supplemental:

Bruce R. Barringer and R. Duane Ireland (2012). Entrepreneurship: Successfully Launching New Ventures (Fourth Edition). Prentice Hall.

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Yes
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Yes
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes
	2.2. Students will be able to apply leadership theories and related skills.	Yes
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	
	3.2. Our students will practice ethics in the duration of the program.	Yes
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	Yes
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Yes
	5.3. Our students will demonstrate competency in critical thinking.	Yes

2.2 Course specific objectives

The course objectives are threefold: 1) to develop a scientific understanding of entrepreneurship, the theoretical framework for that understanding, and the empirical evidence in support of theory; 2) to transform this scientific understanding to practice; and 3) to provide firsthand experience with start-up ventures and entrepreneurial uncertainty.

Upon completion of this course the student should have:

- 1) Knowledge to understand the entrepreneurial process: How to identify and pursue a business opportunity.
- 2) Tools to analyze various challenges: How to define the fundamental issues of starting a business? How to assess a venture' s risks, problems, and rewards.
- 3) Skills to bridge the gap between theory and practice: How to transform ideas into action items. How to learn from your peers and role models. How to design and execute strategies.

2.3 Assessment/Grading Details

All work must be submitted as a typed hardcopy unless otherwise noted.

1: Class Participation	15%
2: Interview with an entrepreneur presentation	10%
3: Case Study Reports	20%
4: Reflection Questions	15%
5: Business Plan:	
Business Idea Page	5%
Written Report	20%
Presentation	15%

1: Class Participation (15%): For you to benefit most from the lecture and discussion, it is important that you prepare for each class session. To participate in class means to attend class regularly, to complete the assigned readings prior to each class, and to actively participate in class discussion in a professional and value-adding manner. This does not mean that I will call on you but your participation in class is tracked and used to calculate this part of your grade. Any peer evaluation that may happen in class can also be reflected in your participation score as it will relate to your professionalism.

2: Interview with an Entrepreneur (10%): Interview an entrepreneur and assess the venture he or she has started. The person your team interviews *must* have started his or her own business, or been part of the founding team. Success or failure of the venture is not important. Get a comprehensive understanding of the venture creation process and the role played by personal agency. In this interview, highlight the entrepreneur's background, how he or she recognized an opportunity to pursue, the factors that enabled the entrepreneur to grow the venture, and the reasons for exit. This is a group assignment. Each team will have to present their findings to the class. Further, you will need to record your interview and provide the instructor with a typed transcript of your interview (in English).

3: Case Study: Your ability to function on a team and your ability to "sell" your work are essential skills for managers and entrepreneurs. For the case study, you will be randomly assigned to teams and you will apply what you are learning by analyzing realistic issues and managing team processes. To make these exercises more realistic, teams are expected to self-manage, and all team members will receive the same grade. You are encouraged to use resources OUTSIDE of the textbook. All team members should be actively involved in all processes. Each team will submit a written report (up to 4 pages) for each case. The purpose of these exercises is to help you to learn to think analytically about real business situations. Assignments are due at the beginning of the session listed. Late work will not be accepted.

The written report should include but not be limited to the following items:

- 1) Introduction of the company and the business
- 2) The managerial issue
- 3) Analyses of the issues in the case
- 4) Recommended solutions
- 5) Implementation plan

4: Reflection Questions (15%): For each class where there is an assigned reading (not just a case) you will turn in a reflection on the readings. You should do one of the following with your reflection: 1) relate the work to your own personal growth, 2) discuss its meaning for your own business ideas or your team's business plan, or 3) relate the work to the course as a whole. The main goal is to integrate the ideas from the reading into the course and your learning. What you should not do is summarize the readings. You should apply the readings to another context or critically reflect on the implications that come from them.

5: Business Plan: You will be asked to form your own teams of up to 5 members to prepare for the following tasks:

Business Idea Page (5%): Each team will submit a memo (up to 2 pages) introducing a business idea and how each member will contribute to the group effort.

Business Plan Written report (20%): Each team will submit a final report (up to 15 pages). I will evaluate your final report based on effort/motivation, information, logic, and persuasiveness. Reports are due at the beginning of the session listed. Late work will not be accepted.

Business Plan Presentation (15%): Each team will present a business idea, provide its opportunity evaluation and offer a decision regarding to the future viability of the opportunity (approx. 10 minutes for the presentation and 5 minutes for Q&A). Entrepreneurship is more than just having a great idea. It is ultimately about convincing others, especially holders of critical resources, that your venture is seeking a value-creating opportunity and that your product/service will add value to their lives. Seen this way, how entrepreneurs present themselves and their product/service is critical to their success. In this spirit, you are urged to think creatively and engagingly about your presentation.

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

3. Topics, Teaching and Assessment Schedule

The schedule below is subject to change with notification.

Class	Topic	Chapter	Work
1	Overview of course		
2	Introduction to entrepreneurship	Chapter 1	
3	Nature versus nurture		-Segal, D. 2010. Just manic enough: Seeking perfect entrepreneurs. New York Times. -2012. Can Entrepreneurship be Taught? Wall Street Journal.
4	Recognizing opportunities and generating ideas	Chapter 2	-2008. Identifying venture opportunities. Stanford Graduate School of Business. E-323
5	Causation vs. effectuation		-Case I: Noma: A Lot on the Plate. 2014. Harvard Business School 9-814-097 -Sarasvathy, S.D. 2001. Causation and Effectuation: Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency. Academy of Management Review.
6	Feasibility analysis	Chapter 3	-Eisenmann, T. et al. 2013. Hypothesis-driven entrepreneurship: The lean startup. Harvard Business School. -Business Idea Page
7	Writing a business Plan	Chapter 4	-Sahlman, W.A. 1997. How to write a great business plan. Harvard Business Review. -Sahlman, W.A. 2008 Updating a classic: Writing a great business plan. http://hbswk.hbs.edu/item/5993.html
8	Interview Presentations		-Case II: Makerbot: Challenges in Building a New Industry. 2015. Babson BAB706 -Interviewing an Entrepreneur Presentation
9	Industry and competitor analysis	Chapter 5	-Usttadt, B. 2010. What Amazon fears most: Diapers. Bloomberg Business Week. -MacMillan, I.C., and McGrath, R.G. 1997. Discovering new points of differentiation. Harvard Business Review.
10	Developing an effective business model	Chapter 6	-Eisenmann, T. 2014. Business model analysis for entrepreneurs. Harvard Business School.

11	Assessing financial strength and viability	Chapter 8	-Case III: Waze: Product Evaluation and Fundraising. 2014. Stanford Graduate School of Business E-500
12	Building a new venture team	Chapter 9	-Lemberg, P. Giving it away – The art of delegation. http://www.talkbiz.com/digest/emt17.html -Lencioni, P.M. 2003. The trouble with teamwork. Hill Consulting Group -Williams, S. Delegating strategically. http://www.wright.edu/~scott.williams/LeaderLetter/delegating.htm
13	Marketing Issues	Chapter 11	-Kawasaki, G. 2001. The top ten lies of entrepreneurs. Harvard Business Review. -Elsbach, K.D. 2003. How to pitch a brilliant idea. Harvard Business Review.
14	Funding	Chapter 10	Case IV: WebTracker. 2015. Harvard Business School 9-915-543
15	Funding		-Roberts, M.J., and Barley, L. 2004. How venture capitalists evaluate potential venture opportunities. Harvard Business School.
16	Growth	Chapter 13+14	-Goleman, D. 2000. Leadership that gets results. Harvard Business Review. -Bhide, A. 1996. Note on building the self-sustaining firm. Harvard Business School.
17	Social Entrepreneurship		-Dees, J.G. 1998, Revised 2001. The meaning of “social entrepreneurship”. -Phills, J.A. Jr., et al. 2008. Rediscovering social innovation. Stanford Social Innovation Review. **Not Required (interesting but long): http://www.rootcause.org/docs/Resources/Books/Business-Planning-for-Enduring-Social-Impact/Business_Planning_for_Enduring_Social_Impact.pdf
18	Business Plan Presentation		-Business Plan Final Report