



北京大學
汇丰商学院

Peking University HSBC Business School

MGT 530 Entrepreneurship Module 1, 2017-2018

DRAFT

Course Information

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Classes:

Lectures: Mon+Thu 10:30-12:20

Venue: PHBS Building, Room 335

Course Website:

Once class starts please enrol in our course page at <http://cms.phbs.pku.edu.cn/>.

Announcements, documents, etc. will be posted to this site and it is your responsibility to make sure you keep up with them.

Please also make sure that you are on turnitin.com:

Class ID – 16041311; Password – Ent2017m1

-All assignments must be turned into Turnitin by the due date.

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: Cases and articles as assigned in the course schedule. All articles should be available through the CMS.

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 through Turnitin unless otherwise noted. All assignments submitted to Turnitin should be titled with your student ID and if you are in a group it should include all of your student IDs. Furthermore, assignments due on Turnitin are due by 10am on the given day. Late work will not be accepted.

1: Professionalism, Participation, and Peer Evaluation	15%
2: Interview with an entrepreneur presentation	5%
3: Case Study Reports	25%
4: Reflection Questions	15%
5: Business Plan: Business Idea Page	5%
Written Report	20%
Presentation	15%

1: Professionalism, Participation, and Peer Evaluation (15%):

Professionalism and Participation:

To get the most out of this class it is important for you to be prepared for each class. This will provide you with the most benefit and will also provide the most benefit for your classmates. Being prepared will allow you to keep up with your classmates in discussion and provide your experiences and insight. Your participation will be tracked throughout the class and you will be graded on your level of participation.

I will also evaluate your professionalism in the class. This does not mean that you should not speak until spoken to or that you should not challenge my ideas or the ideas of your classmates but that you should maintain a respectful atmosphere for everyone to pursue their ideas. Please be upfront with your team. You may want to set some goals and put plans in place to deal with issues that may come up along the way. You are always welcome to come to me if issues arise in your group but it will be a far better experience if you have the communication paths set up to deal with these ahead of time. I also expect you to treat my class as you would a job, keeping in mind the expectations that stem from that.

Peer Evaluation

For this course you will also evaluate your teammates. To garner the best possible team peer evaluation, it will be necessary for you to know what your responsibilities are and to execute those for your team. It is imperative that you communicate often, attend meetings, complete your assignments on time, and help lead the team to success. Be sure to use each team member's resources as you would in any organization. It isn't necessary for every member to work an equal amount in every area. Peer evaluations will reflect the amount of effort put forward by each team member in total. Peer evaluations will be used to adjust each individual's participation and professionalism score at the end of the class.

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 Reports: 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 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 text. All team members should be actively involved in all processes. Each team will submit a written report 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.

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.

Important Note – You will be in two groups within this course. One for the case study reports, which will be assigned by the professor, and one for your final business plan project, which you will choose.

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	Work
1	Overview of course	
2	Introduction to entrepreneurship	
3	Nature versus nurture	-2012. Can Entrepreneurship be Taught? Wall Street Journal. -Eisenmann, T. et al. 2013. Hypothesis-driven entrepreneurship: The lean startup. Harvard Business School.
4	Recognizing opportunities and generating ideas	-2008. Identifying venture opportunities. Stanford Graduate School of Business. E-323
5	Causation vs. effectuation	-Sarasvathy, S.D. 2001. Causation and Effectuation: Toward a Theoretical Shift from Economic Inevitability to Entrepreneurial Contingency. Academy of Management Review. -Business Idea Page
6	Feasibility analysis	-Case I: Average is Beautiful: An Opportunity Worth Pursuing?
7	Writing a business Plan	-Blank, S. 2013. Why the Lean Start-Up Changes Everything. Harvard Business Review. -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.
8	Interview Presentations	-Case II: Decofruta: New Flavors in the Business Model -Interviewing an Entrepreneur Presentation
9	Industry and competitor analysis	-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	-Eisenmann, T. 2014. Business model analysis for entrepreneurs. Harvard Business School.
11	Assessing financial	-Case III: Business Model Innovation at Wildfang

	strength and viability	
12	Building a new venture team	-Lemberg, P. Giving it away – The art of delegation. -Williams, S. Delegating strategically. -Wasserman, N. 2012. Assembling the Startup Team.
13	Marketing Issues	-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	-Ignatius, A. 2013. In Search of the Next Big Thing. Harvard Business Review. -Hellmann, T. 2006. A Note on Valuation of Venture Capital Deals.
15	Funding	Case IV: WebTracker
16	Growth	-Eisenmann, T., and Wagonfeld, A.B. 2014. Scaling a Startup: People and Organizational Issues.
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): -Business Planning for Enduring Social Impact
18	Business Plan Presentation	-Business Plan Final Report