


**BIZ3143-01 ( 1ST SEMESTER, 2020 )**


Created Date	2019-12-14 13:39:32	Last-Modified	2019-12-14 13:40:25
Course Title	ENTREPRENEURIAL MANAGEMENT	Credit	3
Location	BizH103	Time	Tue5,6,Thu4

Instructor	CHUNG, SEUNGWHA	Department	경영대학 경영학과
Office	643	Telephone	
e-mail & Office Hour	Tue. 7		

Target Students	<ol style="list-style-type: none"> <li>1. Elective for business administration major and venture studies joint major</li> <li>2. Elective for those who are interested in new businesses</li> </ol>
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Course Description & Goals	This course aims to help students understand basic concepts and institutional arrangements in entrepreneurial activities. It covers comprehensive topics in founding a firm, developing products and markets, and managing growth, change and exit. Students are supposed to integrate various functional concepts in business and practical ideas in a creative and feasible manner.
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Prerequisite	No prerequisite.
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Course Requirements	This course combines lectures, exercises, case studies, and feasibility studies to understand the entrepreneurial processes in a realistic manner. Students are expected to analyze entrepreneurial cases and develop their own business ideas into a feasible business plan.
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Grading Policy(Absolute)	<ol style="list-style-type: none"> <li>1. Assignments and Participation: 20 %</li> <li>2. Team Projects: 30 %</li> <li>3. Review Exam: 50 %</li> </ol>
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Texts & References	Entrepreneurship/Bygrave, William D./John Wiley & Sons, Inc./2014 / 3rd ed
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Instructor's Profile	<p>* Currently:</p> <ul style="list-style-type: none"> <li>- Professor of Management, School of Business, Yonsei University</li> </ul> <p>* Formerly:</p> <ul style="list-style-type: none"> <li>- Dean, Global Learning Institute, International Campus, Yonsei University</li> <li>- Director, Center for Business and Government, Institute of Convergence Science, Yonsei University</li> <li>- Visiting Scholar: University College Dublin (Smurfit School of Business), INSEAD (Abu Dhabi), San Jose State University (Global Leadership Advancement Center), Keio Business School, UCLA (Center for Korean Studies)</li> <li>- Director, Leadership Center, Yonsei University</li> <li>- Chair, Joint Major Program in Venture Studies</li> <li>- Editor, Korean Venture Management Review</li> <li>- Vice Dean, Graduate School of Business, Yonsei University</li> <li>- Visiting Scholar: Ohio State University (Fisher College of Business), Imperial College London (Tanaka Business School), University of Pennsylvania (Wharton School)</li> <li>- Associate Professor of Management, College of Business, Yonsei University</li> <li>- Assistant Professor of Management, College of Business, Yonsei University</li> <li>- Assistant Professor, Faculty of Business Administration, National University of Singapore</li> </ul>
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	<ul style="list-style-type: none"> <li>- Lecturer, The Wharton School, University of Pennsylvania</li> <li>* Education: <ul style="list-style-type: none"> <li>- Ph.D. in Management, Wharton School, University of Pennsylvania, 1993</li> <li>- M.A. in Organizational Behavior, Yale University, 1989</li> <li>- M.A. in Business Administration, Graduate School, Yonsei University, 1985</li> <li>- B.A. in Business Administration, Yonsei University, 1983</li> </ul> </li> </ul>
TA's Name & Contact Information	Lifang Zhao (jillzhao@yonsei.ac.kr)
Syllabus in English	N/A

Week	Period	Weekly Topic & Contents	Course Material Range & Assignments	Reference
1	2020-03-16 2020-03-22	INTRODUCTION TO ENTREPRENEURSHIP	Chapter 1	(3.16.) 개강 (3.19. - 3.23.) 수강신청 확인 및 변경 * 비대면·온라인 강의 Online/Non-face-to-face classes
2	2020-03-23 2020-03-29	ENTREPRENEURIAL PROCESS	Chapter 2	(3.19. - 3.23.) 수강신청 확인 및 변경 * 비대면·온라인 강의 Online/Non-face-to-face classes
3	2020-03-30 2020-04-05	BUSINESS OPPORTUNITY  - Exercise * Personal entrepreneurial strategy	Chapter 3	
4	2020-04-06 2020-04-12	BUSINESS MODEL AND ENTRY STRATEGY  - Case study * Howard Schultz and Starbucks Coffee Company, Harvard Business School Case # 9-801-361, 2001.	Chapters 4 & 5  - Case assignment questions: 1. In the early 1980s, how did Howard Schultz view the possibilities for the fledgling specialty coffee market? What were the most important factors in shaping his perspective? 2. In 1987, Schultz bought Starbucks from its original founders. At the time, the Seattle-based coffee bean retailer had six stores and a roasting plant. By the end of the twentieth century, Starbucks had	

			3,300 locations in 17 countries and was the leading specialty coffee purveyor in the world. What were the critical drivers of Starbucks` success? 3. What is the source of Starbucks` competitive advantage? Is it sustainable? What should the company do next to enhance its position in the market?	
5	2020-04-13 2020-04-19	FOUNDING TEAM - Exercise * Venture opportunity screening	Chapter 6	(4.14. - 4.17.) Course withdrawal period (4.15.) Tentative holiday
6	2020-04-20 2020-04-26	BUSINESS PLAN - Exercise: * Business plan guide - Case study * Heather Evans, Harvard Business School Case # 9-384-079, 1998.	Chapters 7 & 8 - Case assignment questions: 1. Evaluate the opportunity for Heather Evans. 2. Evaluate Heather`s efforts to date. 3. Evaluate the business plan.	(4.21.) One third of the semester ends
7	2020-04-27 2020-05-03	LEGAL PROTECTION - Proposal for team projects	Chapter 12	(4.30.) Buddha's Birthday
8	2020-05-04 2020-05-10			(5.5.) Children's Day (5.6. - 5.12.) Midterm Examinations
9	2020-05-11 2020-05-17	VENTURE FINANCING AND VALUATION	Chapters 9 &10	(5.6. - 5.12.) Midterm Examinations
10	2020-05-18 2020-05-24	FUNDING SOURCES - Case study * Spotfire: Managing a Multinational Start-up, Harvard Business School Case # 9-900-078, 2004.	Chapter 11 - Case assignment questions: 1.What is the nature of the opportunity for Spotfire? What strategy should the company pursue over the next 3-5 years?	

			<p>2. Spotfire expects to raise additional capital in December 1998. How much capital is needed? What is the valuation of the company? Under what terms should Spotfire seek to raise capital?</p> <p>3. Spotfire's development group and the rest of the firm work in geographically separate locations (Goteborg, Sweden and Boston). Is this strategy sustainable? Why? Why not?</p>	
11	2020-05-25 2020-05-31	<p>GROWTH STRATEGY</p> <p>SOCIAL ENTREPRENEURSHIP</p> <p>- Case study * GolfLogix: Measuring the Game of Golf, Harvard Business School Case # 9-503-004, 2002.</p>	<p>Chapters 13 &amp; 14</p> <p>- Case assignment questions:</p> <p>1. Will golfers like/use the GolfLogix systems?</p> <p>2. Why even offer the Complete System?</p> <p>3. What should GolfLogix do?</p>	(5.29.) Second third of the semester ends
12	2020-06-01 2020-06-07	REVIEW EXAM	* The review exam covers text materials only.	(6.6.) Memorial Day
13	2020-06-08 2020-06-14	<p>CASE RESEARCH REPORT</p> <p>- Team project presentation</p>	<p>- Startup case research paper</p> <p>1. Founding team and business idea</p> <p>2. Early stage development</p> <p>3. Later stage growth</p>	
14	2020-06-15 2020-06-21	<p>BUSINESS PLAN COMPETITION</p> <p>- Team project presentation</p>		
15	2020-06-22 2020-06-27			<p>(6.22. - 6.27.) Final Examinations</p> <p>* 2020-1학기는 15주에 종강합니다.</p> <p>Spring 2020 is a 15-week semester.</p>

16	2020-06-22 2020-06-27		(6.22. - 6.27.) Final Examinations * 2020-1학기는 15주에 종강합니다. Spring 2020 is a 15-week semester.
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\* Changes in Management of Academic Semester

During the midterm examinations (2020.5.6. - 5.12.) and final examinations (2020.6.22. - 6.27.) period, classes or self-study should be continued unless there is an exam scheduled during the week.

\* According to the University regulation section 57-2, students with disabilities can request special support related to attendance, lectures, assignments, or exams by contacting the course professor at the beginning of semester. Upon request, students can receive such support from the course professor or from the Office for Students with Disabilities(OSD). The following are examples of types of support available in the lectures, assignments, and exams:

(However, actual support may vary depending on the course.)

[Lecture]

- Visual Impairment: alternative, braille, enlarged reading materials, note-taker
- Physical Impairment: alternative reading materials, access to classroom, note-taker, assigned seat
- Hearing Impairment: note-taker/stenographer, recording lecture
- Intellectual Disability/Autism: note-taker, study mentor

[Assignments and Exam]

- Visual, Physical, Hearing Impairment: extra days for submission, alternative type of assignment, extended exam time, alternative type of exam, arranging separate exam room, and proctors, note-taker
- Intellectual Disability/Autism: personalized assignments, alternative type of evaluation

