



GLOBAL SUMMER PROGRAMME 2020

MGMT218S ENTREPRENEURSHIP IN ASIA

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A. COURSE DESCRIPTION

This course traces the steps that entrepreneurs likely encounter from a first recognition of a potential business opportunity to the nascent operation of the actual company. This course teaches students the basic ingredients of a business plan and a short 'pitch' for their ideas.

Through exposure to start-up communities in Singapore (a key entrepreneurial hub in Asia's young and fast-growing economic region), the use of relevant business cases, and rigorous problem-based learning, this course helps students address various start-up issues and become more familiar with the nuances of starting up in Asia.

B. LEARNING OBJECTIVES

By the end of the course, students will be able to:

- Write a business plan and develop a short description about an entrepreneurial idea,
- Assess the feasibility of business ideas and opportunities,
- Have a sense of what to expect and what to look out for when starting a new business,
- Understand and work toward resolving the limitations of a static business plan.

C. PRE-REQUISITES / REQUIREMENTS / MUTUALLY EXCLUSIVE COURSES (IF ANY)

This course does not require any pre-requisite.

D. ASSESSMENT METHODS / GRADING DETAILS

Individual Class Participation	15%
Individual Elevator Pitch	15%
Individual Quiz	15%
Team-based Project Presentation	25%
Team-based Project Report	30%
Total	100%

E. ACADEMIC INTEGRITY

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences.

All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offense.

When in doubt, students should consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <http://www.smuscd.org/resources.html>.

F. ACCESSIBILITY

SMU strives to make learning experiences accessible for all. If students anticipate or experience physical or academic barriers due to disability, please let the instructor know immediately. Students are also welcome to contact the university's disability services team if they have questions or concerns about academic provisions: included@smu.edu.sg.

Please be aware that the accessible tables in the seminar room should remain available for students who require them.

G. INSTRUCTIONAL METHODS AND EXPECTATIONS

The course is designed to be informational, hands-on, and reflective. To achieve the objectives of the course, a variety of instructional methods will be used. These include lectures, small group discussions, experiential exercises, class presentations, study groups, and self-learning. You are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, leading case discussions, listening to others during class discussions, and engaging in class discussions. Collective reasoning and discovery are critical to the successful application of the case method.

Evaluation methods include individual class contribution, individual elevator pitch, individual memo, individual quiz, and a final team-based project.

Readings: You are responsible for purchasing the course pack from the library. If the articles are not included in the course pack, you are responsible for locating them via the Library's Praxis Catalogue.

Class contribution: Class discussions represent a unique opportunity to develop and enhance your confidence and skills in articulating a personal position, reacting "on the spot" to new ideas, and receiving from and providing critical feedback to a group of assertive and demanding colleagues. This is an opportunity I encourage all of you to seize.

You are expected to come to each class with the case and readings prepared and to contribute to class discussion, either by starting the class session or by building on the contributions of others to move it ahead. Your contribution to the learning of others, through sharing the experience and insights you have, is a key part of the learning process. To build on the comments of others, it requires you to listen and to consider the timing of your contribution.

Individual elevator pitch: Entrepreneurs need to sell their ideas constantly, and concisely. They have to captivate their audience in the first few minutes he or she listens to their ideas. To prepare you for such an opportunity, every student is given the opportunity to present his or her business idea in a two-minute elevator-pitch style. I will provide a guideline and tips for this elevator pitch. This is an individual assignment.

Individual quiz: The quiz will take place in Lesson 10; it consists of MCQ and/or short answers to test key concepts from the readings and/or class discussions. If you go through suggested reading materials and pay attention in class, you should do just fine.

Team-based project: The final project will be a business plan of your start-up company. You select a team of 4-6 members; try to have at least 2-3 majors represented in your team. This will be your start-up team for the new business. You should have your team and idea for business start-up as early as possible starting from Lesson 4. I will brief you more about the final project in class and time will be allocated in class to work on your project.

*If you choose to use business ideas from a previous module for your final project, please inform me and submit the previous project (in soft copy) alongside with your final project. I will not grade the project from the previous module but would like to see how your final project of this module builds on your previous projects.

H. CLASSROOM POLICIES

Etiquette: While you should enjoy the process of starting up a company and have fun in class, you should also treat each other with courtesy. I ask each of you to contribute to the success of this course by being professional in your actions in class and your interactions with me and your classmates. This does not mean that we have to agree with all the views expressed, but it does mean that we respect and encourage the variety of perspectives and opinions expressed. Learning in this course is a collective activity and I expect all of you to take responsibility for each other's learning.

Attendance: You are expected to be punctual for class. Late attendance will be noted and may affect your contribution grade for that class. If you miss a class, you will not receive any contribution credit for that class; there is no way to "make up" for a missed day. If you anticipate difficulties attending classes, you should consider taking the course in a different semester. The reason there is such a strict attendance policy for this course is because we will learn from the varied experiences, perspectives, and analytical frames that students bring to the course. The only exceptions made are for University-approved absences (e.g., documented medical reasons, official religious events).

Note-taking: Detailed note-taking during class can often be distracting for others and counterproductive to your own learning. Instead, I would advise you to be selective in taking notes during class. At the end of each class or at the end of the day it is a good idea to consolidate what you have learned.

Prohibited information: Unless explicit instructions are received from your instructor to the contrary, your preparation must be limited to the information provided by your instructor(s), plus your own experience and that of your class peers. Class contributions should be based exclusively on your preparation and discussions with members of your learning team, and not augmented with information obtained anywhere else. Information related to cases that have been obtained from sources other than your instructor in paper, electronic or verbal form is not permitted to be used for class contribution purposes. Such prohibited information includes, but is not limited to, the following:

- Hand-outs, including follow-on ("B") cases
- Exam or report feedback (related to a particular case) for other students or provided in previous years
- Notes, spreadsheets, etc. specific to cases (obtained before the case has been taught) prepared by students in other classes
- Company information that is not provided in the case (and that is not derived from your own experience)
- Teaching notes

If it is determined that such prohibited information is used in class discussions, such an incident will be deemed to be a violation of the SMU Code of Academic Integrity. Providing prohibited information to other students or uploading it onto the web in any form will also be deemed a violation of the Code of Academic Integrity.

Use of computers and mobile devices in class: Unless instructed otherwise, laptops are NOT needed in class. Students are NOT permitted to surf the web, check e-mail, engage in instant messaging, playing games, electronic trading, swiping Tinder profiles, catching Pokemon, etc. on their mobile devices. Such behaviour is distracting, counterproductive, and violates our norms. If you choose to violate this rule, your contribution grade will suffer.

Food: Out of respect to the diverse preferences and backgrounds of your classmates, eating is prohibited in class. Non-alcoholic beverages are permitted.

I. IMPORTANT ASSIGNMENT DATES

1.	Individual Elevator Pitch:	Lesson 4
2.	Individual Quiz:	Lesson 10
3.	Team Presentation:	Lesson 12 and 13
4.	Team Report:	One week after Lesson 13

J. CONSULTATIONS

The best way to consult me is to approach me in class. Otherwise please email me to make an appointment. Your email should indicate the course and section you are in, as well as an agenda for the meeting to ensure that we have a productive conversation.

Read this rather light-hearted article if you are unsure about how to craft an email to your professor: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-afcf64ae0e4087#.9yahbyf5t>

K. RECOMMENDED TEXT / READING LIST / CASE STUDIES LIST

Compulsory:

- Robert Hirsch, Michael Peters, Dean Shepherd, International Edition 2017, Entrepreneurship (10th ed.), McGraw-Hill [Subsequently referred to as HPS].

Supplementary References:

- Randy Komisar, 2000, The Monk and Riddle: The Education of the Silicon Valley Entrepreneur, Harvard Business School Press.
- W. A. Sahlman, 2008, How to Write a Great Business Plan, Harvard Business School Press.

LESSON PLAN		
LESSONS	SESSIONS	REFERENCES
LESSON 1 (Tue, 30 June)	ENTREPRENEURIAL SPIRIT, MINDSET, AND ACTIONS <ul style="list-style-type: none"> • Course overview • Entrepreneurial spirit, mindset, and actions • Nature of entrepreneurship and importance to the economy 	HPS Chapter 1
LESSON 2 (Wed, 1 July)	ENTREPRENEURIAL OPPORTUNITY RECOGNITION AND EVALUATION (Part 1) <ul style="list-style-type: none"> • Opportunity recognition and evaluation 	HPS chapters 4 Selected case study Innovator's DNA
LESSON 3 (Thu, 2 July)	ENTREPRENEURIAL STRATEGY <ul style="list-style-type: none"> • Effectuation and other strategies 	HPS chapters 3 Selected articles
LESSON 4 (Tue, 7 July)	ENTREPRENEURIAL OPPORTUNITY RECOGNITION AND EVALUATION (Part 2) INDIVIDUAL ELEVATOR PITCH IN CLASS <ul style="list-style-type: none"> • Team formation 	Selected articles
LESSON 5 (Wed, 8 July)	FIELD TRIP: VISIT TO EMERGING START-UPS <i>*To be determined</i>	SITE VISIT
LESSON 6 (Thu, 9 July)	BUSINESS MODEL & BUSINESS PLAN <ul style="list-style-type: none"> • Linking business ideas with business models • Elements in a business plan • Early consultation of team project 	
LESSON 7 (Tue, 14 July)	CREATING AND STARTING THE VENTURE: MARKETING <ul style="list-style-type: none"> • Marketing plan • Marketing data 	HPS chapters 8
LESSON 8 (Wed, 15 July)	FIELD TRIP: VISIT TO EMERGING START-UPS <i>*To be determined</i>	SITE VISIT
LESSON 9 (Thu, 16 July)	CREATING AND STARTING THE VENTURE: FINANCE <ul style="list-style-type: none"> • Brief financial statements • Sources of capital and risks • Equity allocation 	HPS Chapters 10

<p>LESSON 10 (Tue, 21 July)</p>	<p>ENTREPRENEURIAL JOURNEY: GROWTH, HARVEST, AND EXIT</p> <p>QUIZ IN CLASS</p> <ul style="list-style-type: none"> • Management for growth, harvest, and exit • Business model presentations and discussions (not graded) • Consultation and work on team projects 	<p>HPS Chapters 13, 14, 15</p>
<p>LESSON 11 (Wed, 22 July)</p>	<p>TEAM PRESENTATIONS (Part 1)</p> <p>TEAM PRESENTATION IN CLASS</p>	
<p>LESSON 12 (Thu, 23 July)</p>	<p>TEAM PRESENTATIONS (Part 2)</p> <p>TEAM PRESENTATION IN CLASS</p> <ul style="list-style-type: none"> • Class wrap-up 	