**Professor:** Dr. Franz W. Kellermanns

**Course:** [Entrepreneurship - 16167 - MBAD 6191 - U90](#)

**Time:** On face to face days: 5:30pm to 8:15pm in 606 City Center. See schedule for meeting days.

**Office Hours:** via Skype by appointment and before or after face to face classes

**Tel:** (704) 687-1421  
**Fax:** (704) 687-1380  
**Email:** kellermanns@uncc.edu

**Required Text:** Corporate Entrepreneurship & Innovation, 3rd edition, by Michael H. Morris, Donald F. Kuratko and Jeffrey G. Covin (Southwestern, Cengage Learning).


**Required Cases:** Please access, download, and pay for the cases for this class at:  
[https://cb.hbsp.harvard.edu/cbmp/access/27373163](https://cb.hbsp.harvard.edu/cbmp/access/27373163)

**Course Description/Design**

This course focuses on the characteristics of both entrepreneurs and of successful entrepreneurial teams. It also helps students identify their own entrepreneurial opportunities and provides an appreciation for the major aspects of starting a new company. The course considers similarities and differences between technology intensive ventures and traditional small businesses, and helps students consider emerging entrepreneurial opportunities across different industries. In addition, the course puts a strong emphasis on corporate entrepreneurship. By the end of the course, students will appreciate the drive, customer insight and team building skills needed to be a successful entrepreneur, and understand if they have what it takes to be one.

The course is applied and is designed to help students understand the process of entrepreneurship and whether to pursue a career as an entrepreneur. Students will learn about the different roads to business ownership and which types of entrepreneurial ventures are most attractive to them. The class will then focus on the initial steps required to start a business including how to assess a business’s market and create a competitive advantage, how to put together a winning start-up team, and where to get the financing for the business. How technology and innovation can aid an entrepreneur and impact an entrepreneurial venture will also be highlighted. The course concludes with a discussion on the keys to entrepreneurial success and the changing role of the entrepreneur.

This course is designed to provide you with the conceptual foundation for understanding what it takes to become a successful entrepreneur and to help you decide if
entrepreneurship is for you. Exercises are used to help students develop the skills needed to lead an entrepreneurial venture and to critically think about the people and resources necessary to successfully launch a business. Students learn the differences between building a business from scratch, buying an existing business and starting a franchise. This course will assist students in understanding the interplay of various complex factors that need to be considered before starting a business. These factors include idea generation, competitive advantage, business environment, market development, team building and financing.

This course offers you the opportunity to improve your research and analytic skills through class assignments and team projects, and your communication skills through class discussions and presentations. By being a member of a team, you will learn how to effectively work with individuals and how to form a venture team.

This class is a seminar course. In general, a class will consist of three key components:
1. Review and discussion of the basic/theoretical issues related to the day’s topic.
2. An in-depth discussion of the case and/or readings.
3. Application of the key ideas to other companies/situations, often using recent examples.

I expect to incorporate in-class, group exercises on an ad-hoc basis. A general schedule of the topics to be covered in each class is provided in the course outline.

Course Information Guidelines

1. **Statement on Diversity.** We strive to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.
2. **Documented Disability.** Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs.
3. **Severe Weather.** Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work.
4. **Classroom expectations.** This syllabus contains the policies and expectations I have established for this section of MBAD 619M. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.
5. **Orderly and productive classroom conduct.** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including
mine, is welcome. However, I will exercise my responsibility to manage the
discussions so that ideas and argument can proceed in an orderly fashion.

6. **Group Evaluation and Dismissal.** Every group member will have to rank the participation of the other group members. Unless the participation deviates significantly between group members, every member in the group will receive the same grade. If group members unanimously agree on a lower grade for an individual, I will drop the grade by at least two letter grades. If the group unanimously agrees to “fire” an individual for lack of participation, the individual will receive an F with no opportunity to make up the work in an individual or other group project. Teams are to submit a short statement describing work assignments and conditions of dismissal proposed for any non-cooperative team member.

7. **Academic integrity.** Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the Code of Student Academic Integrity which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: [http://www.legal.uncc.edu/policies/ps-105.html](http://www.legal.uncc.edu/policies/ps-105.html). All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.

8. **Materials.** All materials submitted as part of course requirements become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.

9. **Communication devices in classroom.** The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

10. **Computers in the classroom.** Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period and will be counted as absent for the class.

**Exams:**

One exam will be given during the course. Exam questions may be taken from class discussion, case materials and assigned textbook readings. The exam can include multiple-choice, true-false and/or essay questions. Unless otherwise announced, the exam will consist of a combination of all three components.

**If the exam is missed, there will be no make-up exams, unless it is confirmed that you had a valid reason to miss the exam. Failure to take one exam results in a failing grade.**
I will deduct points for misspellings and poor grammar on any assignment completed outside class.

You will be able to reach 100 points on the exam; the exam grade distribution will be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>(100-94+)</td>
<td>4</td>
<td>(73-76.5)</td>
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<tr>
<td>9</td>
<td>(90-93.5)</td>
<td>3</td>
<td>(70-72.5)</td>
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<tr>
<td>8</td>
<td>(87-89.5)</td>
<td>2</td>
<td>(67-69.5)</td>
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<tr>
<td>7</td>
<td>(83-86.5)</td>
<td>1</td>
<td>(63-66.5)</td>
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<tr>
<td>6</td>
<td>(80-82.5)</td>
<td>0</td>
<td>(62 or below)</td>
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<tr>
<td>5</td>
<td>(77-79.5)</td>
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There will not be any exceptions to this policy.

Class Contribution:

An important part of effective mastery of this subject is active involvement in class discussion (includes face to face as well as discussion boards) of the assigned cases, exercises and readings. Your insight during class discussions aids others in the learning process. Demonstration of insight and understanding are strongly rewarded. Remember, you should always have sound reasoning behind your judgments and conclusions. Your grade in class participation will be based on the quantity and quality of your participation. Please note that contributions are not equivalent to only attending class.

Attendance:

All students are encouraged to attend all classes (we only meet a few times), in order to be well prepared for the exams and to achieve high grades in class participation. As we do not have many face to face classes, attendance is mandatory. Failure to attend will result in a 5% deduction from the final grade.

Group Assignments:

5 case studies will be assigned to the groups. Each group each will be responsible for guiding the discussion of the case. For each of the cases discussion questions are provided (see back of the syllabus). Note, the groups are not supposed to present the solution, but to guide the class to the solution, doing so, however implies that you know the solution! At a minimum, the provided questions should be answered by the class, and insights above and beyond that can be drawn from the case are desirable outcomes of the discussion.
Group Formation

Students will be assigned to three(ish) member groups; depending on the total number of students enrolled. These groups will be used for the group projects and other ad-hoc group assignments. Periodic ad-hoc, in-class assignments may also require group activity and informal presentations of group discussions.

Every group member will have to rank the participation of the other group members. Unless the participation deviates significantly between group members, every member in the group will receive the same grade. If group members unanimously agree on a lower grade for an individual, I will drop the grade by at least two points. Group composition will remain stable during the entire semester. If the group unanimously agrees to “fire” an individual for lack of participation, the individual will receive a 0 with no opportunity to make up the work in an individual or other group project. Teams are to submit a short statement describing work assignments and conditions of dismissal proposed for any non-cooperative team member.

Graded Assignments:

All assignments are to be typed, double spaced, Times New Roman 12pt font (1 inch margins).

1. (20%) Individual and Team Activity: Develop a BUGS list consisting of 50 items. Think about this seriously. Each of you are to develop a list of 50 things that really irritate you… things that could be done differently, better, more efficiently, etc in any phase of your life or experience. After student parking, high price for football tickets, etc deeply search. I really do expect 50 items (no repetitions). Your teams will then pick one which will be the basis for your team feasibility analysis. Submit the individual assignment to me. DUE: September 4th (Please email the list.) The top 3 items will be presented to class by every individual September 4th. Then, with your assigned team, pick one item from your lists and complete a written feasibility analysis using secondary data from the library. Due November 20th. (See me for approval of the idea before you start the research. DUE: October 2nd). Deliverable on November 20th is a minimum 10 pages, double spaced, 12 Times Roman font, 1.00 inch margins. A 20 minute final presentation will be made by each group on November 20th.

2. (30%) Discover Opportunities and Create Value: You have to make as much money as possible until you present your project on October 26th. The business can have a for-profit or social orientation. Rules: Make as much money without breaking any laws and without doing anything that is not moral or ethical. You cannot get bankrupt. You are allowed to raise more money for your venture. The presentation will be made on October 25th. (20 Minute presentations).

3. (15%) Interview a Local Entrepreneur: Team Activity. The team will produce a report, not to exceed three pages (12pt font double spaced), describing the opportunity the entrepreneur identified, the business model,
the challenges faced and how they were overcome or are still being addresses. What’s the entrepreneur’s story? The report will be posted online. DUE: October 16th. Share what you have learned! Other groups/class members are expected to comment online.

4. 15% Class participation, moodle participation.
5. Exam (20% total)

Grade Compositions

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1 Exams</td>
<td>20%</td>
</tr>
<tr>
<td>BUGS LIST</td>
<td>20%</td>
</tr>
<tr>
<td>Discover Opportunities</td>
<td>30%</td>
</tr>
<tr>
<td>Entrepreneur-Interview</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

Final Course Grades:

Grades will be assigned for each of the performance criteria discussed above based upon the following straight scale. Final grades will be based upon the weighted average of all of the performance criteria, calculated at the end of the semester by multiplying the score of each performance criterion by its assigned weight. Note that grades below C are not acceptable for graduate work.

- 90% and above = A
- 80 – 89% = B
- 70 – 79% = C
- Below 70% = U
## Schedule*

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Theme(s)/Chapters of the book*</th>
<th>Assignment</th>
<th>Face to Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/21</td>
<td>Course Introduction</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>2</td>
<td>08/28</td>
<td>Reflections on Entrepreneurship Brikolage</td>
<td></td>
<td>YES</td>
</tr>
<tr>
<td>3</td>
<td>09/04</td>
<td>Feasibility Analysis Family Firm Chapter 2</td>
<td>Bug List Presentation</td>
<td>YES</td>
</tr>
<tr>
<td>4</td>
<td>09/11</td>
<td>Chapter 3</td>
<td>Case 1: Ikea</td>
<td>YES</td>
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</tbody>
</table>

**Case 1: Ikea**
1. What were the sources of IKEA’s successful entry in furniture retailing business in Sweden?
2. How important was internationalization to IKEA? What are the challenges and how did they overcome them?
3. What were the management processes by which IKEA coordinated and controlled its Europe-wide operations? How effective were they?
4. What was Ingvar Kamprad’s role in IKEA’s development?
5. What challenges lie ahead for IKEA and Anders Moberg?

**Case 2: Lucent**
1. From the point of view of the specific NVG enterprises and their founders, assess the benefit and also the problems or tensions associated with starting up within a giant company. Have these ventured encountered the typical dilemmas of newstreams versus mainstreams that occurred in the last wave of corporate venturing?
2. What, if anything can Socolof and the NVG do to increase the advantages and
minimize the tensions, to ensure speedier and easier development of ventures within Lucent?
3. What should Steve Socolof recommend to upper management about the next phase of the NVG? What has the NVG done well, what has it done poorly? In light of the problems at Lucent, should the NVG continue in its present form, change its form, or disband?

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<thead>
<tr>
<th></th>
<th>Date</th>
<th>Chapter</th>
<th>Assignment</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>09/18</td>
<td>Chapter 4 &amp; Chapter 5</td>
<td>Answer posted question on discussion board + Mini Case</td>
<td>NO</td>
</tr>
<tr>
<td>6</td>
<td>09/25</td>
<td>VCs</td>
<td>Watch the movie (e.g., online at Netflix): Something Ventured Questions: What are important lessons learned? What are dangers that VCs pose to the company? Would you ask VCs to fund your business? How much of your business would you give up to keep it alive/or to get it going?</td>
<td>NO</td>
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<tr>
<td>7</td>
<td>10/02</td>
<td>Chapter 6 Chapter 10</td>
<td>Answer posted question on discussion board + Mini Case</td>
<td>NO</td>
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</tbody>
</table>
| 8 | 10/09 | Case 3: Guidiant | 1. How attractive is the radiation therapy opportunity for Guidiant?
2. As Howard considers her recommendation regarding Guidant’s entry into the radiation therapy business, what factors and perspectives does she need to take into account? What should she recommend?
3. How is the case different compared to how a start-up would have pursued the opportunity? To the extent that Guidant’s pursuit strikes you as different, are those differences appropriate to the different circumstances of a large company, or should Guidant be trying to emulate more closely what we would expect to see in a start-up?
4. What are the components of the value chain in the radiation therapy opportunity, and- assuming Guidant decides to enter this business – how should Howard think about assembling the elements required to be successful in this business? | YES      |
Case 4: Dow Chemical
1. What is the relevance of a small project like e-epoxy in a large multi-billion dollar company like Dow?
2. Is e-epoxy the right use of Telford’s talents?
3. Would we tolerate the kind of antics that Telford engages in?
4. Isn’t it true that any kind of change in a large bureaucracy needs a shock to the system?
5. Who is the hero in the case?

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<tbody>
<tr>
<td>9</td>
<td>10/16</td>
<td>Entrepreneur Presentation + Provide Feedback</td>
</tr>
<tr>
<td>10</td>
<td>10/23</td>
<td>Discover Opportunities and Create Value Presentation</td>
</tr>
<tr>
<td>11</td>
<td>10/30</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>12</td>
<td>11/06</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>13</td>
<td>11/13</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>14</td>
<td>11/20</td>
<td>Answer posted question on discussion board + Mini Case</td>
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<tr>
<td>15</td>
<td>11/27</td>
<td>Answer posted question on discussion board + Mini Case</td>
</tr>
<tr>
<td>16</td>
<td>12/10</td>
<td>Prepare Final Presentation</td>
</tr>
</tbody>
</table>

* Changes or additions of topics or readings may occur at the discretion of the instructor.*