ET 9131
Venturing into Entrepreneurship

Course Code | ET 9131  
Course Title | Venturing into Entrepreneurship  
Pre-requisites | NA  
No of AUs | 3 credits  
Contact Hours | 39 hours – Lecture(s) 2-hours & Tutorial(s) 1-hour x 13 lessons

Course Aims

In this course, you will gain valuable insights into how entrepreneurs start and grow ventures. We will explore how to identify opportunities for your new idea to act on it, how to build a sustainable business model and how to go to market. Through engaging lectures and hands-on projects, you will discover practical tools by entrepreneurs. By the end of the course you will understand what is meaning of the entrepreneurial mindset and what it takes to thrive in your own venture.

Intended Learning Outcomes (ILO)

On completion of this course, students should be able to:

ILO1: appreciate the key principles and theories in Entrepreneurship.  
ILO2: understand and practice idea generation and screening methods.  
ILO3: analyze the feasibility studies of a start-up venture.  
ILO4: deliver an elevator pitch for a new venture.  
ILO5: synthesize the business model components of an entrepreneurial venture.  
ILO6: practice the skills necessary to successfully plan and launch a new venture.  
ILO7: use effective written and oral forms of communication.

Course Content

1. Entrepreneurship related Concepts  
2. Business Ethics and Social Responsibilities  
3. Business Analysis – PESTEL, 5 Forces  
4. SWOT, TOWS  
5. Feasibility Testing  
6. Business Model Canvas  
7. Product – Levels of Product  
8. Price – Pricing Methods  
9. Place – Channel Structure and Strategy  
10. Promotion – Creative Appeal & Promotional Tools
<table>
<thead>
<tr>
<th>Assessment / Learning Objectives</th>
<th>A1 (10%) Class Participation</th>
<th>A2 (10%) MCQ Quiz</th>
<th>A3 (40%) Group Report</th>
<th>A4 (20%) Group Oral Presentation</th>
<th>A5 (20%) Individual Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 Principles &amp; concepts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>LO2 Idea Generation</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>LO3 Analyze Feasibility</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>LO4 Elevator Pitch</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>LO5 Business Modelling</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>LO6 Venture Planning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>LO7 Oral &amp; Written Communication</td>
<td>X</td>
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</table>

**Assessment (includes both continuous and summative assessment)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Course ILO Tested</th>
<th>Graduate Attributes – NTU’s 5Cs</th>
<th>Weighting</th>
<th>Team/Individual</th>
<th>Assessment rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>ILO 1,2,3,4,5,6 &amp; 7</td>
<td>Competence Communication</td>
<td>10%</td>
<td>Individual</td>
<td>Appendix 1</td>
</tr>
<tr>
<td>2. MCQ Quiz</td>
<td>ILO 1,3,5 &amp; 6</td>
<td>Competence</td>
<td>10%</td>
<td>Individual</td>
<td>Appendix 1</td>
</tr>
<tr>
<td>3. Group Written Report</td>
<td>ILO 1,2,3,4,5,6 &amp; 7</td>
<td>Creativity Competence</td>
<td>40%</td>
<td>Team</td>
<td>Appendix 1</td>
</tr>
<tr>
<td>4. Group Oral Presentation</td>
<td>ILO 1,3,4,5,6 &amp; 7</td>
<td>Communication Competence</td>
<td>20%</td>
<td>Team</td>
<td>Appendix 1</td>
</tr>
<tr>
<td>5. Reflection</td>
<td>ILO 1 &amp; 7</td>
<td>Character &amp; Civic mindedness</td>
<td>20%</td>
<td>Individual</td>
<td>Appendix 1</td>
</tr>
</tbody>
</table>

**Total** 100%

**Formative feedback**

Students will receive formative and verbal feedback through in-class discussion, and presentation, as well as summative feedback on the group written report.
Learning and Teaching approach

This course will be delivered as *e.g. 2 hours lecture and 1-hour tutorial per week*. It is expected that you will spend at least ten hours per week studying this Unit of Study (including lecture and tutorial time). This time should be made up of reading, research, working on exercises and group work. In periods where you need to complete assignments or prepare for tests, the workload may be greater.

<table>
<thead>
<tr>
<th>Approach</th>
<th>How does this approach support students in achieving the learning outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Present and clarify relevant entrepreneurial concepts for building their understanding and interests.</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Share actual real-world examples for application and to encourage the students to deploy the concepts into their chosen company</td>
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</tbody>
</table>

Reading and References

*List of readings and references used in the course*

**Primary Text(s):**

**Sources of Entrepreneurship Journals:**

1. Journal of Social Entrepreneurship
2. International Journal of Entrepreneurship and Innovation
3. Journal of Business Venturing
4. Journal of Entrepreneurship and Public Policy
5. Journal of Enterprising Communities: People and Places in the Global Economy
6. Journal of Entrepreneurship and Emerging Economies
7. Journal of International Entrepreneurship
8. The Journal of Small Business and Enterprise Development
9. Entrepreneurship and Regional Development
10. Entrepreneurship: Theory and Practice
11. Journal of Small Business and Entrepreneurship
12. Journal of Small Business Management
13. Harvard Business Review
Course Policies and Student Responsibilities

(1) General

Students are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. Students are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. Students are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU’s approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to attend a quiz or midterm, you must submit the original Medical Certificate (or another relevant document) to the administration to obtain official leave. In this case, the missed assessment component will not be counted towards the final grade. There are no make-up quizzes or make-up midterm.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Course ILO</th>
<th>Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Entrepreneurship&lt;br&gt;Idea Generation</td>
<td>ILO 1&lt;br&gt;ILO 2</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Ethics and Social Responsibility&lt;br&gt;Elevator Pitch (1 min)</td>
<td>ILO 1&lt;br&gt;ILO 4</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Inside the Entrepreneurship Mindset&lt;br&gt;Blue-Ocean Strategy</td>
<td>ILO 1&lt;br&gt;ILO 2</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Feasibility Testing I&lt;br&gt;PESTEL (Country), 5 Forces (Industry)</td>
<td>ILO 3</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>Feasibility Testing II&lt;br&gt;Value Chain, SWOT and TOWS</td>
<td>ILO 3</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>6</td>
<td>Class Quiz for Chapter 1, 2, 3, 4&lt;br&gt;Project Consultation</td>
<td>ILO 1, 3, 5 &amp; 6</td>
<td>Chapter 1 to 4</td>
</tr>
<tr>
<td>7</td>
<td>Business Plan I&lt;br&gt;Business Model Canvas 1-4</td>
<td>ILO 5</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>8</td>
<td>Business Plan II&lt;br&gt;Business Model Canvas 5-9</td>
<td>ILO 5</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>10</td>
<td>Go-to-Market Strategy I&lt;br&gt;Product &amp; Price</td>
<td>ILO 6</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>11</td>
<td>Go-to-Market Strategy II&lt;br&gt;Place &amp; Promotion</td>
<td>ILO 6</td>
<td>Chapter 8</td>
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<tr>
<td>12</td>
<td>Go-to-Market Strategy III&lt;br&gt;People, Process Physical Evidence</td>
<td>ILO 6</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>13</td>
<td>Entrepreneurial Pitch&lt;br&gt;Q&amp;A</td>
<td>ILO 7</td>
<td>NA</td>
</tr>
</tbody>
</table>
Appendix 1: Assessment Criteria & Marking Rubric

Assessment 1: Class Participation - 10%

Instruction(s) for Individual:
This is an assessment based on the student’s ongoing contribution in class - in term of the quality and quantity – to delve into the concepts discussed in class and to enhance the overall learning experiences of others. Substance – Do your comments make a real contribution to the ideas being exchanged? Has anything new been gained from your contribution to the discussion?

The 5Cs of an NTU graduate
Attribute(s) to nurture: Competence & Communication

Intended Learning Outcome(s): 1,2,3,4,5,6 & 7

Assessment 2: MCQ Quiz – 10%

Instruction(s) for Individual:
This is to review the concepts learnt till date, in the “MCQ” format, 20 questions in 30 mins, from Chapter 1,2,3 & 4.

The 5Cs of an NTU graduate
Attribute(s) to nurture: Competence

Intended Learning Outcome(s): 1,3,5 & 6

Assessment 3: Group Written Report – 40%

Instruction(s) for Group:
This is a venture-proposal report.
FORM a team of 5; min 4, max 6 - to propose a TECH-related business idea, to conduct a feasibility test and to develop executable go-to-market strategies.

Requirements:
4000 words report (+/- 10%)

The 5Cs of an NTU graduate
Attribute(s) to nurture: Creativity & Competence

Intended Learning Outcome(s): 1,2,3,4,5,6 & 7
**Marking Scheme:**
Structure – 5%
Feasibility Analysis – 10%
Business Model – 10%
Marketing Plan – 10%
References – 5%

**Report Guidelines(s):**
1.0. Introduction of the idea 300 words

2.0. Feasibility Analysis
   2.1. Viability 400 words
   2.2. Scalability 400 words
   2.3. Sustainability 400 words
   2.4. Outcome

3.0. Business Model & Plan
   3.1. Business Model Canvas 1200 words
   3.2. Go-to-Market Strategy 1200 words

4.0. Conclusion 100 words

5.0. Reference List Min. 10 academic journals.

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TOTAL 4,000 words

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**Assessment 4: Group Oral Presentation**

**Instruction(s) for Group:**
This is a Pitch Deck
Present your entrepreneurial pitch verbally – to either (1) VC, (2) Business Angels, (3) Crowdfund, or (4) Simply a showcase of idea – based on the nature of the venture.

**Requirements:**
10 slides, 10 mins presentation + 10 mins Q&A

The 5Cs of an NTU graduate
**Attribute(s) to nurture:** Competence & Communication

**Intended Learning Outcome(s):** 1,2,3,4,5,6 & 7
Assessment 5: Reflection – 20%

Instruction(s) for Individual:
Reflect for your personal development:
(1) the key takeaways from this module to you as an individual, on Entrepreneurship.
(2) the importance of ethics and how you may incorporate them into your venture.

Requirements:
1000 words essay (+/- 10%), no requirements to cite.

The 5Cs of an NTU graduate
Attribute(s) to nurture: Character & Civic Mindedness.

Intended Learning Outcome(s): 1 & 7
# Overall Marking Rubrics:

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Participation 10%</th>
<th>A+ to A-</th>
<th>B+ to B-</th>
<th>C+ to D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student contribute extensively to the class discussion, enhancing the class experiences.</td>
<td>Student contributes actively to the class discussion, enhancing the class experiences.</td>
<td>Student contribute only occasionally to the class discussion.</td>
<td>Lack of participation, and most of time being absent in class.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment 2</th>
<th>MCQ Quiz 10%</th>
<th>A+ to A-</th>
<th>B+ to B-</th>
<th>C+ to D</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Able to pick the right answer for estimated 90% of the questions</td>
<td>Able to pick the right answer for estimated 70% of the questions</td>
<td>Able to pick the right answer for estimated 50% of the questions</td>
<td>Able to pick the right answer for estimated &lt; 50% of the questions</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment 3</th>
<th>Group Written Report 40%</th>
<th>A+ to A-</th>
<th>B+ to B-</th>
<th>C+ to D</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Systematic presentation, with relevant and updated data cited from credible sources. Students could apply the concepts taught and critically analyse the external environment with its implications</td>
<td>Clear presentation with relevant data, cited from multiple sources. Students could apply the concepts taught and analyse the external environment with its implications</td>
<td>Sound recommendations were offered, supported by logical reasonings and plan – both in the business model canvas and go-to-market strategies</td>
<td>Sketchily piece of work with some data collected from the marketplace. Students barely apply the concepts taught and offer some explanations of information from the external environment.</td>
<td>Lack of evidence in learning or applying the concepts taught. Students did not meet the learning outcomes of this assessment.</td>
</tr>
<tr>
<td></td>
<td>Highly executable recommendations were offered, supported by logical reasonings and plan – both in the business model canvas and go-to-market strategies</td>
<td></td>
<td>Acceptable recommendations were offered, supported by some reasonings and plan – both in the business model canvas and go-to-market strategies</td>
<td>Unacceptable recommendations were offered and not supported by logical reasonings.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment 4</th>
<th>Group Oral Presentation 20%</th>
<th>A+ to A-</th>
<th>B+ to B-</th>
<th>C+ to D</th>
<th>F</th>
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<tbody>
<tr>
<td></td>
<td>Able to inspire and the intended content are well-articulated.</td>
<td>Able to communicate clearly, to share the intended content</td>
<td>Able to share basic ideas of the intended content.</td>
<td>Unable to present, students are not prepared.</td>
<td>Unable to respond to the floor, in Q&amp;A.</td>
</tr>
<tr>
<td></td>
<td>Composed and well-thought responses offered to the floor, in Q&amp;A.</td>
<td>Clear-minded responses offered to the floor, in Q&amp;A.</td>
<td>Sound responses offered to the floor, in Q&amp;A.</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Assessment 5</th>
<th>Reflection 20%</th>
<th>A+ to A-</th>
<th>B+ to B-</th>
<th>C+ to D</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Strong evidence of reflection to encourage personal development and growth, from the depth of contemplation and the breadth of the required topic.</td>
<td>Sound evidence of reflection to encourage personal development and growth, from the depth of contemplation and the breadth of the required topic.</td>
<td>Some evidence of reflection to encourage personal development and growth, from the depth of contemplation and the breadth of the required topic.</td>
<td>Lack of evidence, of reflection to encourage personal development and growth, from the depth of contemplation and the breadth of the required topic.</td>
<td></td>
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