

ET5135 Business Venture Implementation

Course Code	ET5135
Course Title	Business Venture Implementation
Pre-requisites	Minor Pre-requisites : ET5131, ET5132, ET5133, ET5134 Second Major Pre-requisite : ET5211 ; Co-requisite : ET5214
No of AUs	3
Contact Hours	Lectures Presentations External Speakers Business Plan Development Total : 39 hours

Course Aims

PART A

This module enables you to apply and integrate what you have learnt in the compulsory modules of the Minor or Second Major in Entrepreneurship Programme. This is further augmented with a combination of practical and industry perspectives in business venture creation, implementations, and execution. This course will provide you the platform and opportunity to be engaged with the corporate leaders, VCs, government leaders, and startup founders. It will be a wholistic and practical approach to help you grow the startup from its infancy stage to a point that is ready for significant funding at every growth cycle of the startup phases. You will learn, understand, acquire skillset, and knowledge to overcome growing pains of startup operating in different domains. The other important objectives of this course are to cultivate the proactive mindset of the participants to tap into the ecosystems in Singapore, ASEAN, and other major global markets.

You are encouraged during your early stage of the Entrepreneurship programmes to set up your own project startup team members with your course mates. The startup project team should generate business ideas and / or explore various IPs from NTU to commercialise it further. This will better prepare you to effectively participate in this module.

PART B

You will source and seek out business ideas and can explore the NTU intellectual properties with market potential and translate it into potential commercial success. If you decide to work on the NTU IP, you will be given the opportunity to work with the NTU professors and researchers who are the inventors of the IPs. You will form a team with your course mates to develop your business ventures with a business plan, develop a minimum viable product (if possible), and pitch this business idea to a group of investors. Throughout the course, you will be able to have hands on and practical experience in founding and developing startups.

Minor :

Pre-requisites - ET5131, ET5132, ET5133 and ET5134

Second Major :

Pre-requisite - ET5211

Co-requisite - ET5214

Intended Learning Outcomes (ILO)

Upon completing this course, the participants should be able to:

1. Develop a new and viable business venture with co-founders.
2. Manage collaborators in the business venture with different talents and expectations.
3. Apply business management principles such as business development, financial management human resource planning, leadership skills and business negotiations.
4. Recognise and identify every business opportunity with feasibility analysis.
5. Handle, manage, and resolve real world business problems and challenges.
6. Apply real world knowledge and business theory.
7. Handle professional networking, business collaborations, and opportunities.
8. Gain essential entrepreneurial skillsets through the guidance of industry leaders.

Course Content

Part A

1. Course introduction & review on the Entrepreneurship core topics
2. Ideas generation and IP reviews with inputs from NTUitive, project teams, and trainers
3. Assess business opportunities on the shortlisted IPs and business ideas
4. Undertake comprehensive market research and analysis on its viability
5. Propose Business Plan Development & Presentation
6. Prepare a full fledged Business Plan Report
7. Consultations with inventors, investors, industry partners, and trainers
8. Challenges, issues, and problems faced by entrepreneurs
9. Organize meetings and discussions with business partners
10. Business Venture Showcase
11. Submission of Group Report and Group Peer Appraisal

Part B

1. Develop the business plan and minimum viable product (if possible)
2. Prepare presentation deck for a comprehensive pitching to investors
3. Organize meetings and discussions with business partners
4. Submission of Individual Report

Assessment (includes both continuous and summative assessment)

Component	ILO	Related Programme ILO	Weightage	Team /	Assessment
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	Tested	or Graduate Attributes		Individual	Rubrics
1. Part A: Ideation & Business Plan Development	1 to 9	Communication, leadership, teamwork, character building, mutual respect, innovative & creative thinking, cross- discipline, collaboration, professionalism.	35%	Team	Appendix 1 (Refer to Appendix 1.1 for Peer Evaluation)
2. Part A: Pitching & Fundraising			20%	Individual	
			15%	Team	Appendix 1 (Refer to Appendix 1.1 for Peer Evaluation and Appendix 1.2 for Intra Group Peer Evaluation)
3. Part B: Student report	2,3,7,8	Competence, self- discipline, communication	20%	Individual	Appendix 2
4. Class participation		Communication, innovative and creative thinking, collaboration	10%	Individual	Appendix 3
Total			100%		

Formative feedback

The participants will receive constructive feedback through both written and verbal responses on their group presentations reports and individual report at every development stage.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Project Discovery	This course adopts the “Project Discovery and Executive” approach. It focuses on inculcating a culture of proactive individual and collaborative learning. The instructors, trainers, and guest speakers are to facilitate discussion and to guide the participants to acquire fundamental concepts and theories. The participants are expected

	to adopt, adapt and synthesize the acquired concepts and theories into practice.
Presentations	Every participant is required to present his/her research and findings to their peers. This supports their peer-learning as well as developing research and presentation skills.
Group Work	This will provide opportunity for the course participants to learn from each other and to contribute actively throughout their learning process. The group-based learning will help the participants to develop skills that are highly valued by employers (such as problem solving, conflict resolutions, business negotiations, leadership skills, critical thinking and time management.

Reading and References

1. Bruce R Barringer and R. Duane Ireland R. D. (2012) *Entrepreneurship: Successfully Launching New Ventures*, 4th Edition, Prentice Hall.

Course Policies and Student Responsibilities

(1) General

You 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. Participants must take responsibility to follow up with course notes, assignments, and course related announcements for seminar sessions missed. Throughout the session, students are encouraged 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.

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.

Course Instructors

Instructor	Office Location	Phone	Email
Frankie Lee		96915078	Frankie.lee@ntu.edu.sg

Planned Weekly Schedule

Week	Topic	Course ILO	Readings/ Activities
1	<ul style="list-style-type: none"> Team to brainstorm and present their proposed business ideas New Business Venture Seminar I Business Plan preparations 	1, 3 to 8	In-class lecture, discussions, group formation, and reading materials update.
2	<ul style="list-style-type: none"> New Business Venture Seminar II New Concept of doing Deep Tech Startups – Venture Co-creation 	1, 3 to 8	In-class lecture, discussions, and reading materials update.
3	<ul style="list-style-type: none"> New Business Venture Seminar III Deep Tech Ecosystem in Singapore and the region 	1, 3 to 8	In-class lecture, discussions, and reading materials update.
4	<ul style="list-style-type: none"> IP Law & Corporate Law (Seminar) 	3 to 8	Sharing sessions by practitioners
5	<ul style="list-style-type: none"> Startup CEOs (Seminar) 	3 to 8	Sharing sessions by practitioners
6	<ul style="list-style-type: none"> VCs & Corporate Investors (Seminar) 	3 to 8	Sharing session by practitioners
7	<ul style="list-style-type: none"> New Business Venture Seminar IV Market Access into China, Japan, and South East Asia 	1, 3 to 8	In-class lecture, discussions, and reading materials update.
8	<ul style="list-style-type: none"> Consultation & Business Project Development 	All	Group Discussion
9	<ul style="list-style-type: none"> Team presentations on the market analysis 	All	Group Presentation

10	<ul style="list-style-type: none"> • Consultation & Business Project Development 	All	Group Discussion
11	<ul style="list-style-type: none"> • Consultation & Business Project Development 	All	Group Discussion
12	<ul style="list-style-type: none"> • Consultation & Business Project Development 	All	Group Discussion
13	<ul style="list-style-type: none"> • Ideation, Business Plan Development, Pitching & Fundraising 	9, 10	Group and Individual Presentation; Submission of Individual Report & Intra-Group Peer Appraisal

Appendix 1: Assessment Criteria for Part A - Team & Individual (70%)
(Refer to Appendix 1.1 for Peer Evaluation and 1.2 for Intra-Group Peer Evaluation)

Part A of the module contribute to 70% of the assessment.

Students will form groups of more than 3 but fewer than 7 and each group is required to launch an actual business or a project of entrepreneurial endeavour. They shall be assessed through:

1. Ideation & Business Plan Development (Team:35%) – A written comprehensive business plan with gradings from instructors
2. Pitching & Fund Raising (35% - Team:15% & Individual:20%) – Presentation of business idea and pitching to corporate investors, VCs, startups, CEOs, and instructors.

Ideation & Business Plan Development: 35% (Team)					
Criteria	Far exceed expectation	Exceed expectation	Meet expectation	Below expectation	Far below expectation
(1) Ideation & Business Plan Development Clarity, easy to understand format, follow Instructions, use of Business Model and Strategy inclusive of Marketing Plan, Operational Plan, Financial Plan, Sound Exit Strategy	31-35%	26-30%	21-25%	16-20%	<16%

Pitching and Fund Raising: 35% (Team – 15% ; Individual – 20%)					
Criteria	Far exceed expectation	Exceed expectation	Meet expectation	Below expectation	Far below expectation
(2) Pitching & Fund Raising Team -15% To present the Business plan and pitching presentations to VCs, startup CEOs, and trainers. Presentation deck is easy to follow, exciting, clear and	14-15%	12-13%	10-11%	8-9%	<8%

convincing					
Individual -20% Smoothness and confidence of delivery, Clarity of presentation, Ability to handle Q & A session	19-20%	16-18%	13-15%	10-12%	<10%

Appendix 2: Assessment Criteria for Part B - Individual (20%)

Students and participants are required to submit a consolidated student report individually on all the seminars attended individually. Student Report (20%) – a **student report** at the end of the module. They shall be assessed with the following guidelines:

1. Report Presentation format (5%)
2. Language (5%) – Flow of report, grammatical errors
3. Description of events (5%) – a reflection report at the end of the module
4. Discussion/learning points/suggestion (5%) – Relevance, areas of learning, depth of analysis

1. Presentation format: 5%					
Criteria	Far exceed expectation	Exceed expectation	Meet expectation	Below expectation	Far below expectation
(1) Report Presentation – 5% Clarity, easy to understand format	5%	4%	3%	2%	0-1%

2. Language: 5%					
Criteria	Far exceed expectation	Exceed expectation	Meet expectation	Below expectation	Far below expectation
(2) Language – 5% Flow of content, consistent usage of tenses, minimal grammar errors	5%	4%	3%	2%	0-1%

3. Description of Events: 5%					
Criteria	Far exceed expectation	Exceed expectation	Meet expectation	Below expectation	Far below expectation
(3) Events Description – 5% Relevance of events, structured events in a coherent and logical manner	5%	4%	3%	2%	0-1%

4. Discussion / learning points / suggestions: 5%					
Criteria	Far exceed expectation	Exceed expectation	Meet expectation	Below expectation	Far below expectation
(4) Discussion / learning points / suggestions – 5%	5%	4%	3%	2%	0-1%

Presents and analyses gathered information, make appropriate analysis of events, depth and relevance of learning points, make thoughtful and practical recommendations					
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Appendix 3: Assessment Criteria for Class Participation (10%)

Class Participation : 10% (Individual)			
Criteria	7% - 10%	4% - 6%	0% - 3%
Level of Engagement, Contributions to Class	Proactively contributes to class by offering ideas and/or asks questions frequently and/or works consistently on group project the entire time. Comments are highly relevant and reflect understanding in course materials; stimulating idea creations.	Contributes to class by offering ideas and asking questions at times. Comments are sufficiently engaging when prompted.	Rarely or never contributes to class by offering ideas. Seldom take part by asking questions.