

**Course Outline**

**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours) (Five-year Full-time); All undergraduate Programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Entrepreneurship and Small Business Management
<b>Course Code</b>	: IBS3151
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 3

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**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

## 7. Global Perspectives

### 1. Course Synopsis

Entrepreneurship plays a significant role in the economy through stimulating business start-ups, providing employment opportunities, and nurturing a culture of innovation and creativity in society. Throughout this course, participants will be provided opportunities to examine the nature and the context of entrepreneurship as well as the issues related to the management and growth of small business. In addition, students are equipped with skills and knowledge to develop plan for a start-up business.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub>: Examine the nature and importance of entrepreneurship and small business in society
- CILO<sub>2</sub>: Describe the roles of the entrepreneur and the environment for entrepreneurship
- CILO<sub>3</sub>: Acquire the essential skills and knowledge for entrepreneurial start-up
- CILO<sub>4</sub>: Identify the critical issues related to small business start-up and management
- CILO<sub>5</sub>: Develop plan for a start-up business

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Nature and importance of entrepreneurship and small business, e.g. innovation, wealth creation, contribution to employment and economic development, ethical and social responsibilities	CILO <sub>1</sub>	Lecture, group discussion, case study
Who is the entrepreneur? Their key attitudinal and behavioural characteristics, skills and knowledge required	CILO <sub>2,3,5</sub>	Self-evaluation test, case study, group discussion
Entrepreneurial environment in Hong Kong	CILO <sub>2,4</sub>	Information search, presentation, group discussion, lecture
Key considerations in business start-up: grasping market opportunities, nurturing creativity and innovation, soliciting venture and human capital, forming the entrepreneurial team	CILO <sub>2,3,4,5</sub>	Brainstorming exercises, discussion, lecture, case study
Managing a small business: managing people and finance, managing time, and managing growth and crisis	CILO <sub>3,4</sub>	Lecture, case study, best practice
Marketing in small business: marketing segmentation, marketing tools, marketing mix	CILO <sub>3,4,5</sub>	Lecture, discussion, case study
The business plan: its scope and value, key components, and information required	CILO <sub>2,3,4,5</sub>	Group-based activities for business planning, illustration, discussion; directed studies for business plan writing

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(a) <u>In-Class Progress Task I &amp; II</u></p> <p>I. Designed to evaluate students' progress toward the final business project. Students are required to formulate a creative business idea and justify it by using analytical tool. It will examine students' abilities in gathering information and addressing the complexities inherent in their chosen idea.</p> <p>II. Assess student's storytelling ability to clearly and succinctly convey the business idea in a short period of time.</p>	<p>15%</p> <p>15%</p>	<p>CILO<sub>3, 4, 5</sub></p>
<p>(b) <u>Group Project Presentation</u></p> <p>Students are required to present their group work of business plan in class, defend their logic behind and give arguments with sufficient supporting, by using different analytical tools and concepts taught in this course.</p>	<p>35%</p>	<p>CILO<sub>1,2,3,4,5</sub></p>
<p>(c) <u>Individual Paper</u></p> <p>Student are required to sum-up all the information / analysis and write up an individual business plan (max 1,500 words) with his/her own style, logic-of-thought and arguments.</p>	<p>35%</p>	<p>CILO<sub>1,2,3,4,5</sub></p>

#### 5. Required Text(s)

Scarborough, N.M & Cornwall, J. (2018). *Essentials of entrepreneurship and small business management* (9th ed.). Upper Saddle River: Pearson.

#### 6. Recommended Readings

- Blackwell, E. (2011). *How to prepare a business plan*. (5th ed.). London: Kogan Page.
- Bornstein, D. & Davis, S. (2010). *Social entrepreneurship: what everyone needs to know*. New York: Oxford University Press.
- Burns, P. (2016). *Entrepreneurship and Small Business: Start-up, Growth and Maturity* (4<sup>th</sup> ed.). London: Macmillan Education.
- Down, S. (2010), *Enterprise, entrepreneurship and small Business*. London: Sage.
- Drucker, P.F. (2011). *Innovation and entrepreneurship: Practice and principles* (Rev ed.). Abingdon, Oxon: Routledge.
- Hisrich, R.D., Peters, M. and Shepherd, D.A. (2013). *Entrepreneurship*. (9th ed.). New York: McGraw-Hill.
- Kuratko, D.F. (2014). *Entrepreneurship: Theory, process, practice* (9<sup>th</sup> ed.). Mason, Ohio: South-Western Cengage Learning.
- Molloy, T. (2011) *Entrepreneurship and positive attitudes for the road to business success* [electronic resource]. Upper Saddle River, N.J.: FTPress.
- Molloy, T. (2011). *Entrepreneurship and integrity* [electronic resource]. Upper Saddle River,

N.J.: FTPress.

Santos, S.C. (2017). *The emergency of entrepreneurial behavior: Intention, education and orientation*. Northampton, MA: Edward Elgar Pub.

Spinelli, S. & Adams, R. J. (2016). *New venture creation: Entrepreneurship for the 21st century* (10th ed.). Dubuque, IA: McGraw-Hill Education.

Wagner, M. (ed.). (2012). *Entrepreneurship, innovation and sustainability*. Sheffield: Greenleaf Pub.

## 7. Related Web Resources

Bplans.com (<http://www.bplans.com/index.cfm>)

Getting Start (<http://smallbusiness.yahoo.com>)

Global Entrepreneurship Monitor(<http://www.gemconsortium.org/>)

SME Centre of Trade Development Council (<http://sme.tdctrade.com/>)

US Small Business Administration (<http://www.sba.gov/>)

Toolkits by nesta (<https://www.nesta.org.uk/toolkit/>)

## 8. Related Journals

信報

香港經濟日報

企業雄才

資本雜誌

*Fortune* (<http://money.cnn.com/magazines/fortune/>)

## 9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 10. Others

Nil

*Aug 2024*