

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Bachelor of Education (Honours) (Secondary) (Five-year Full-time); All undergraduate Programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Running a Small Business in Practice
<b>Course Code</b>	: BUS4030
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: Lecture/Discussion/Seminar/Tutorial/Exhibition/Field visits/Web and literature research: 9 contact hours Experience-based Activities: 36 hours (= 4 hours per week x 9 weeks in total) (1.5 hours out-of classroom activities equal to 1 classroom contact hour, counted as 24 contact hours) Reflection and Group Sharing: 6 contact hours Total: 39 contact hours (across 2 semesters)
<b>Pre-requisite(s)</b>	: Entrepreneurship and Small Business Management (IBS3151)
<b>Medium of Instruction</b>	: English
<b>Level</b>	: 4

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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

This course intends to provide students with an experience to work in groups and present a business start-up plan which includes intended business aims and objectives, products and services to be provided, and a detailed implementation plan. The start-up business may be in the mode of association with an organization, social enterprise, online business and/or a small business on our University campus. Providing justifications for the business plan is expected. Relevant practical theories and strategies on starting and running a small business are provided through lectures, seminars, professional talks, informative interviews, exhibitions and field visits.

Students are expected to apply research skills such as internet searching, literature review and observations to identify market needs which meet with their business aims, own resources and competence as well as ethical responsibility, and then work out a feasible business plan with implementation process. Following the execution of the business plan, students will implement and measure the outcomes, evaluate the results with their preset business objectives and reflect on the process for further improvements.

Throughout the progress, students will document a reflection report on their small business through writing, video, and/or photography, etc. Students will prepare their small business video which should include a description of the business, the business process, the results of the implementation, and their reflections from multiple perspectives.

## 2. Course Intended Learning Outcomes (CILO<sub>s</sub>)

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

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|-------------------|---|
| CILO <sub>1</sub> | Identify the difficulties and risks of small business operations and the core competencies needed to overcome them;   |
| CILO <sub>2</sub> | Evaluate the market needs, generate innovative ideas, develop and implement a feasible business plan to provide products or services in an authentic situation; |

- CILO<sub>3</sub> Use an activity-based approach to learn and work collaboratively with groupmates to make ethical business decisions and uphold ethical responsibility;
- CILO<sub>4</sub> Organize and record the business, evaluate the process and outcomes;
- CILO<sub>5</sub> Develop skills required for the business operations including social interaction skills, communication skills, social media skills, ethical decision making, creative and critical thinking, competencies and problem-solving proficiencies.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Acquisition of basic theories and strategies on starting and running a small business in practice	CILO <sub>1,2,5</sub>	Discussions / lectures / seminars / guest talks / informative interviews / exhibitions and field visits / web and literature research (6 hr approximately)
Formulation and development of a feasible business plan: to identify the market needs and the possible ways of catering for the needs	CILO <sub>1,2,3,5</sub>	Discussions / lectures / seminars / guest talks / informative interviews / exhibitions and field visits / web and literature research / hand-on practice (3 hr approximately)
Implementation and evaluation	CILO <sub>1,2,3,4,5</sub>	Students execute their business plan in groups in association with an organization, social enterprise, online business and/or a small business on our University campus (36 hr as at 4 hr per week in a total no. of 9 weeks approximately)
Sharing and publishing results and reflection	CILO <sub>1,2,3,4,5</sub>	Reporting, discussing and appraising on the experiences of operating a small business in groups and share with course mates. (6 hr approximately)

### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) <u>Group business start-up and running plan</u> A business start-up and running plan which includes intended business aims and objectives, products and services to be provided, and a detailed implementation plan. Providing	20%	CILO <sub>1,2,3,5</sub>

justifications for the business plan is expected. (about 1,000-1,200 words)		
(b) <u>Experience</u> Students implement the business start-up and running plan in an organization, social enterprise, online business and / or a small business on our University campus. Artifacts created by collecting comments from customers and / or other stakeholders. Update regularly the records of the learning progress throughout the experiential activity and review on the process of participation. (about 1,500-2,000 words)	40%	CILO <sub>2,3,4,5</sub>
(c) <u>Individual Reflection Report and Group Presentation</u> An individual reflection report upon the insight / experiences gained upon the participation of the process: identification of market needs, formulation of business mission and objectives, development / selection of products and services, problems in operations and solutions made to overcome them, evaluation of business outcomes, insights gained from the business, and suggestions for improvements. The report is required to attach appendices of written and / or multi-media forms of artifacts created in the experiential activity. Students are also required to share in group their reflection among their course mates. (about 1,800-2,100 words)	40%	CILO <sub>1,2,3,4,5</sub>

## 5. Required Text(s)

Nil

## 6. Recommended Readings

Book, L. & Philips, D.P. (2013). *Creativity and entrepreneurship: changing currents in education and public life*. Cheltenham: Edward Elgar.

Drucker, P.F. (2011). *Innovation and entrepreneurship: practice and principles* (Rev ed.). Abingdon, Oxon: Routledge.

Foster, T.A. (2017). *Budget Planning, Budget Control, Business Age, and Financial Performance in Small Business*. ProQuest Information and Learning Co., Walden University.

Kuratko, D.F. (2014). *Entrepreneurship: theory, process, practice* (9<sup>th</sup> ed.). Mason, Ohio: South-Western Cengage Learning.

McCann, T. & Coldiron, J. (2012). *The art of the app store the business of Apple development*. Indianapolis, Ind.: Wrox/John Wiley & Sons.

- Praszkier, R. & Nowak, A. (2012). *Social entrepreneurship: theory and practice*. Cambridge: Cambridge University Press.
- Pierce, T. (2014). *The business of iOS app development: for iPhones, iPads and Pod Touches* (3<sup>rd</sup> ed.). New York: friends of ED: Apress.
- Santos, S.C. (2017). *The emergency of entrepreneurial behavior: intention, education and orientation*. Northampton, MA: Edward Elgar Pub.
- Turban, E. (2015). *Electronic commerce: a managerial and social networks perspective* (8<sup>th</sup> ed.). Cham: Springer.
- World Bank (2014). *The big business of small enterprises: evaluation of the World Bank Group experience with targeted support to small to medium-size businesses*. Washington, District of Columbia: The World Bank.

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

## 8. Related Journals

- 信報
- 香港經濟日報
- 企業雄才
- 資本雜誌

## 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

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