

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Exploring Innovative Entrepreneurship
Course Code	: GEL4001
Department	: Social Sciences and Policy Studies (partnering with Entrepreneurship & Innovation Education Unit, Library)
Credit Points	: 3
Contact Hours	: Lecture/Discussion/Seminar/Tutorial/Exhibition/Field visits/Workshop/ Web and Literature Research: 12 contact hours
	Experience-based Activities: 36 hours (6 hr. for formulation of business plan; 6 hr. for preparation of business; 21 hr. for operating the business; and 3 hr. for review of business) (1.5 hours out-of classroom activities equal to 1 classroom contact hour, counted as 24 contact hours)
	Reflection and Group Sharing: 3 contact hours
	Total: 39 contact hours (across 2 semesters)
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Level	: 4

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:

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| 1. Problem Solving Skills | 4b. Written Communication Skills |
| 2. Critical Thinking Skills | 5. Social Interaction Skills |
| 3. Creative Thinking Skills | 6. Ethical Decision Making |
| 4a. Oral Communication Skills | 7. Global Perspectives |

1. Course Synopsis

Entrepreneurship refers to the process of developing a business venture. Among the important elements of entrepreneurship, innovation is an important determinant for gaining competitive advantage and strong positioning of sustainable business. Innovation and entrepreneurship lead individuals to make possible changes and identify business opportunities. Innovative entrepreneurship contributes to personal development and economic growth. It creates innovative products and services, and/or innovates the business process which leads to efficiency and effectiveness.

This course is an experiential learning course. It enables students to broaden their horizon on the cutting edge of various business running models as well as essential skills and knowledge of new business. It provides opportunities to students to learn innovative entrepreneurship through personal and collaborative experience in planning, developing and running a new small business in an innovative way. This involves activities in (a) exploring and analyzing new business opportunities and new business ideas, (b) determining the resources required, (c) planning for various functions such as marketing, human resources and finance, (d) justifying the feasibility of the business plan, (e) implementing the business plan, (f) evaluating its performance and (g) reflecting the whole business process with reference to the concepts learnt in the course.

The course is organized in three stages. The first stage focuses on idea generation and team formation. Various new business models as well as necessary skills for business planning and business operation are introduced to allow students to brainstorm their ideas and form a business team. In the second stage, students are required to participate in a business event organized by EIEU on campus and/or other relevant event(s) to achieve learning by doing and to work collaboratively with teammates in their business (Attachment I). Students will be provided a small amount of seed money for starting up and running of their proposed business within a timeframe as part of their performance evaluation in the course. Students who form teams can pool together their seed money for their business with the prior approval of the lecturer-in-charge. Students in teams who plan to partner with external parties which must be NGOs or non-profit making organizations and must seek Course Instructor's prior approval. Mentors with appropriate business background would be assigned to business teams to provide guidance and consultation to enrich students' learning and experience on starting up and running a business in an authentic context. Students would be encouraged to execute their innovative ideas and to realise their business opportunity. The third stage allows students to reflect on the whole business process, comments and suggestions from mentoring, learn from the experience of collaborating with team members, and revise and update the original business plan for the success of the business.

2. Course Intended Learning Outcomes (CILO_s)

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

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| CILO ₁ | Critically analyse the concepts of innovative entrepreneurship and brainstorm the possible innovative entrepreneurship in a specific context; |
| CILO ₂ | Demonstrate an ability to engage in innovation and entrepreneurial processes with a proper documentation of records; |

- CILO₃ Create a well-structured and feasible innovative business plan with consideration on ethical issues in business;
- CILO₄ Use learning-by-doing approach to learn and work collaboratively with teammates and business stakeholders in running the innovative entrepreneurship.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<p>Exploring cutting-edge business models to meet the changes in customer behavior, corporate social responsibility, globalization and technological innovation: such as bricks and clicks business model, collective business model, cutting out the middleman model, fee in-free out model, freemium business model, pay what you can model, value-added reseller model.</p> <p>Innovative concepts and practices in entrepreneur: such as equal entrepreneur, social entrepreneur, cultural entrepreneur, feminist entrepreneur, trans-entrepreneur, nascent entrepreneur, project-based entrepreneur, etc.</p> <p>Innovative ways of business running/operation: such as virtual office, online business with online payment, design thinking, prototyping, digital marketing, e-supply chain, etc.</p>	CILO ₁	<p>Discussions / lectures / seminars / guest talks / informative interviews / exhibitions and field visits / apps development workshop / 3D-printing workshop / webpage design workshop / web and literature research (8 hr. approximately)</p>
<p>Team building and networking in business running: the process, role of members, communication, the dissolution of disputes among members, etc. Students from different backgrounds are expected to form teams to generate synergy. For example, CCA students are responsible for advertising design, SES students develop products, MIT students construct apps and website, BAFS students estimate the cost, handle marketing and financial reporting, etc.</p> <p>Formulation of a feasible and ethical innovative business plan: to identify the market needs and business potential, generate creative ideas for competitive advantage, determine resources and</p>	CILO _{1,2,3}	<p>Discussions / lectures / seminars / guest talks / informative interviews / brainstorming/ team meetings (4 hr. approximately)</p> <p>A field visit to Qianhai SZ-HK Youth Innovation and Entrepreneurial Hub and/or manufacturers in innovative industry, such as Huawei Technologies Co. Ltd. (華為技術有限公司), ZTE Corporation (中興通訊股份有限公司), BYD Co. Ltd. (比亞迪股份有限公司), Foxconn Technology</p>

<p>competencies required, provide products or services in an innovative way and in an authentic situation.</p>		<p>Group (富士康科技集團) in Shenzhen.</p>
<p>Implementation of innovative business plan in team and recording the implementation process in a portfolio.</p>	<p>CILO_{1,2,3,4}</p>	<p>Students in team execute their innovative business plan with guidance of mentor to develop and manage a small business on our University campus together with the application of online business model.</p> <p>EIEU may organize one or some of the following business events on our campus for students to run their business: a student fair with stalls operated by student teams; or a consignment shop (格仔舖) set up at “EI Hub” in MMW Library which will accommodate showcase boxes for each student team. Each student team will be assigned a box to showcase their products and/or services, and a QR code will be provided on the box redirecting interested visitors to the student team’s dedicated webpage to learn more about their products/services and to make enquiries. Promotional images and videos of products will also be shown inside and outside MMW Library. (6 hr. for formulation of business plan; 6 hr. for preparation of business; 21 hr. for operating the business; and 3 hr. for review of business. It makes a total of 36 hr. approximately)</p>
<p>Evaluation and reflective learning on the innovative business in different stages including idea generation and team formation, business planning, implementation and ongoing operation</p>	<p>CILO_{1,2,3,4}</p>	<p>Reporting, discussing, sharing, appraising and reflecting on the experiences of forming and operating a small business and online shop in team (3 hr. approximately)</p>

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(a) <u>Innovative Business Plan</u> Students form team to develop an innovative business plan which includes generating innovative business ideas and opportunity identification, determining the products and services to be provided and the resources required, making an operation plan for various functions including marketing, human resources and finance, as well as justifying feasibility of the business plan with the criteria of attractiveness of products/services, cost required and value provided, market size and condition, matching of resources and competencies with the scale of operation, etc. Assessment is based on:</p> <ul style="list-style-type: none"> • Make use of market information from multiple perspectives to create innovative business ideas. • Aware of local culture and recognize the related global issues. • Formulate a business plan to address on identified opportunity with clear and specific mission and objectives. • Use evidence to support analysis and justification. • Initiate and maintain relationship among team members with respect. <p>(about 1,000-1,200 words)</p>	15%	CILO _{1,2,3}
<p>(b) <u>Experience in Execution of Innovative Business Plan</u> Students work in team to implement the innovative business plan in the form of an online business and an authentic shop and/or other relevant event(s) (such as a consignment shop) on our University campus. Collecting and recording artifacts created in running the business as well as evaluation from customers and comments from mentors. Students are required to record regularly in written, audio, video, photographs and/or other form of media of learning progress throughout the experiential activity. Assessment is based on:</p> <ul style="list-style-type: none"> • Implement the business plan and monitor the process. • Establish rapport with teammates/ mentors/ customers/ other stakeholders involved in running the business. • Aware of local culture and initiate interactions with other cultures. • Use proper verbal and non-verbal communication to engage the audience. • Interact with teammates appropriately including practice with negative assertions and managing conflicts. <p>(about 1,500-2,000 words)</p>	30%	CILO _{1,2,4}

- Kuratko, D.F. (2014). *Entrepreneurship: theory, process, practice* (9th ed.). Mason, Ohio: South-Western Cengage Learning.
- Margretta, J. et.al. (2019). *HBR's 10 must reads on business model innovation*. Boston, Massachusetts: Harvard Business Review Press.
- 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* (3rd 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* (8th 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
- Nikkei Asia- Business* (<https://asia.nikkei.com/Business/Finance>)
- The Straits Times – Business* (<https://www.straitstimes.com/business>)

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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Entrepreneurship and Innovation Education Unit of Library will provide logistics support, such as liaisons with mentors, organisation of field visit, provisions of shared office spaces and business venues at EI Hub.