

**City University of Hong Kong  
Course Syllabus**

**Offered by Department of Management  
with effect from Semester B 2020/21**

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**Part I Course Overview**

**Course Title:** Strategic Entrepreneurship

**Course Code:** MGT4313

**Course Duration:** One Semester

**Credit Units:** Three

**Level:** B4

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Proposed Area:**  
*(for GE courses only)*

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* MGT2324 Introduction to Entrepreneurship

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* CB4304 Entrepreneurship in Emerging Economies

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

*This course aims to:*

1. Introduce the different elements, categories, and pathways of entrepreneurship, including strategic entrepreneurship.
2. Develop students' understanding of the processes, methods, and tools that are critical in 'doing' entrepreneurship.
3. Develop the student's ability to conduct strategic entrepreneurship analysis in the context of mature, large firms.
4. Introduce students to regional characteristics that affect entrepreneurial opportunities, with an emphasis on Hong Kong and surrounding regions.
5. Develop the written and oral communication skills needed to be an effective entrepreneur.
6. Embrace the Discovery Enriched Curriculum (DEC) via multiple active learning projects, including development of an original business plan, interview with an actual entrepreneur, and a real-world exercise in negotiation.

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

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

| No. | CILOs <sup>#</sup>  | Weighting*<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|---|-------------------------------|---|----|----|
|     |   |                               | A1  | A2 | A3 |
| 1.  | Analyze the different elements, categories, and pathways of entrepreneurship, and sources of entrepreneurial opportunities. |                               | ✓   |    |    |
| 2.  | Analyze the role and use of 'entrepreneurial method' as a tool to deal with uncertainty in new market/venture creation.     |                               | ✓   | ✓  |    |
| 3.  | Understand and apply the concepts in 'strategic entrepreneurship analysis'  |                               |   | ✓  | ✓  |
| 4.  | Understand the role of entrepreneurial failure and learning as opportunities to enhance future entrepreneurial acts         |                               |   | ✓  |    |
| 5.  | Develop the necessary communication skills to prepare and present business opportunities to investors.                      |                               |   |    | ✓  |
|     |   | <b>100%</b>                   |   |    |    |

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical*

thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA   | Brief Description  | CILO No. |   |   |   |   | Hours/week<br>(if applicable) |
|---|--|----------|---|---|---|---|-------------------------------|
|   |  | 1        | 2 | 3 | 4 | 5 |                               |
| Learning through lectures and assigned readings | Instructor will present advanced topics on entrepreneurship. During lectures, students will be expected to actively participate.   | ✓        | ✓ | ✓ | ✓ |   |                               |
| Case analysis discussion                        | Students will demonstrate their critical thinking by comparing, analysing, and evaluating a firm's context and situation and providing customized solutions to the firm. | ✓        | ✓ | ✓ | ✓ | ✓ |                               |
| Study of local entrepreneurs                    | Student teams will identify a local small business or start-up, and interview a key member. Insights will be shared in class and in writing.                             | ✓        | ✓ | ✓ | ✓ | ✓ |                               |
| Learning through self-reflection                | Students to write a personal reflection "is this an entrepreneurial opportunity for me?"   | ✓        | ✓ | ✓ | ✓ |   |                               |
| Mock Business Plan                              | Students to write a proposal to establish a new venture within a large company.  | ✓        | ✓ | ✓ | ✓ | ✓ |                               |

#### 4. Assessment Tasks/Activities (ATs)

(Ats are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities  | CILO No. |   |   |   |   | Weighting*  | Remarks |
|--|----------|---|---|---|---|-------------|---------|
|  | 1        | 2 | 3 | 4 | 5 |             |         |
| <b>Continuous Assessment: 100%</b>   |          |   |   |   |   |             |         |
| <b><u>In-class discussion</u></b><br>Involvement in weekly class discussions and activities.   | ✓        | ✓ |   | ✓ |   | <b>25%</b>  |         |
| <b><u>Individual Opportunity</u></b><br>Individual activity in immersing, identifying and thinking of an entrepreneurial idea  |          | ✓ | ✓ | ✓ | ✓ | <b>10%</b>  |         |
| <b><u>Individual Case Analysis</u></b><br>To facilitate our use of the case method, students should prepare a case analysis of one assigned case.  |          | ✓ | ✓ | ✓ | ✓ | <b>15%</b>  |         |
| <b><u>Team Project: Presentation (10%) and Paper (25%)</u></b><br>Students work with team members to identify a new market opportunity, either as a start-up or as a new venture within an existing firm. Teams are expected to deliver both oral report and written report. |          | ✓ | ✓ |   | ✓ | <b>35%</b>  |         |
| <b><u>Entrepreneur Interview:</u></b><br>Student teams will interview an entrepreneur who is either currently operating, or has plans to operate a new business. Teams will prepare both written (8 pages) and oral (12 minutes) reports.                                    | ✓        |   | ✓ | ✓ |   | <b>15%</b>  |         |
|  |          |   |   |   |   | <b>100%</b> |         |

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

| Assessment Task        | Criterion  | Excellent<br>(A+, A, A-)  | Good<br>(B+, B, B-)  | Fair<br>(C+, C, C-)  | Marginal<br>(D)   | Failure<br>(F)   |
|------------------------|--|---|--|--|---|--|
| In-class discussion    | Preparation for the class; punctuality; class attendance; offering ideas; asking questions | Student is almost always prepared for class with relevant class materials. Student is almost always punctual and attends full-time. Student almost always contributes to class by offering ideas and asking questions more than once per class. Contribution is meaningful and inspiring. | Student is frequently prepared for class with relevant class materials. Student is frequently punctual and attends full-time. Student frequently contributes to class by offering ideas and asking questions once per class. Contribution is sensible. | Student is occasionally prepared for class with relevant class materials. Student is occasionally late to class and leaves early. Student occasionally contributes to class by offering ideas and asking questions. Contribution is minimal. | Student is almost never prepared for class with relevant class materials. Student is almost always late to class and leaves early. Student almost never contributes to class by offering ideas and asking questions. Contribution is lacking. | Not attending 70% of classes and lack of participation in class.             |
| Individual Opportunity | Understanding in entrepreneurial opportunities; analytical skills and creativity.          | Strong evidence of original thinking; good organization, capacity to analyze  | Evidence of grasp of subject, some evidence of critical capacity   | Understanding of the subject; ability to develop solutions to simple problems  | Sufficient familiarity with the subject matter to enable the student to progress.   | Little evidence of familiarity with the subject matter; weakness in critical |

|  |   |   |  |   |   |  |
|--|---|---|--|---|---|--|
|  |   | and synthesize;<br>superior grasp of<br>subject matter;<br>evidence of<br>extensive<br>knowledge base.  | and analytical<br>ability; reasonable<br>understanding of<br>issues; evidence of<br>familiarity with<br>the subject matter.  | in the material.  |   | and analytical skills;<br>limited or irrelevant<br>use of literature.  |
| Individual Case<br>Analysis                | Original thinking;<br>understanding in<br>strategic<br>entrepreneurship;<br>analytical skills and<br>creativity.  | Strong evidence<br>of original<br>thinking; good<br>organization,<br>capacity to<br>analyze and<br>synthesize;<br>superior grasp of<br>subject matter;<br>evidence of<br>extensive<br>knowledge base. | Evidence of<br>grasp of subject,<br>some evidence<br>of critical<br>capacity and<br>analytical ability;<br>reasonable<br>understanding of<br>issues; evidence<br>of familiarity<br>with the subject<br>matter. | Understanding of<br>the subject; ability<br>to develop<br>solutions to<br>simple problems<br>in the material. | Sufficient<br>familiarity with the<br>subject matter to<br>enable the student to<br>progress. | Little evidence of<br>familiarity with the<br>subject matter;<br>weakness in critical<br>and analytical skills;<br>limited or irrelevant<br>use of literature. |
| Team Project:<br>Presentation and<br>Paper | Original thinking;<br>understanding in<br>strategic<br>entrepreneurship;<br>analytical skills and<br>creativity; ability in<br>writing structured<br>reports and making<br>presentations. | Strong evidence<br>of original<br>thinking; good<br>organization,<br>capacity to<br>analyze and<br>synthesize;<br>superior grasp of<br>subject matter;  | Evidence of<br>grasp of subject,<br>some evidence<br>of critical<br>capacity and<br>analytical ability;<br>reasonable<br>understanding of<br>issues; evidence  | Understanding of<br>the subject; ability<br>to develop<br>solutions to<br>simple problems<br>in the material. | Sufficient<br>familiarity with the<br>subject matter to<br>enable the student to<br>progress. | Little evidence of<br>familiarity with the<br>subject matter;<br>weakness in critical<br>and analytical skills;<br>limited or irrelevant<br>use of literature. |

|                        |   |   |  |  |  |  |
|------------------------|---|---|--|--|--|--|
|                        |   | evidence of extensive knowledge base.   | of familiarity with the subject matter.  |  |  |  |
| Entrepreneur interview | Original thinking; understanding in strategic entrepreneurship; analytical skills and creativity; ability in writing structured reports and making presentations. | As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts. | The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content and one's own creative views to practice. | The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items. | Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way. | Inability to address even simple issues and problems by logically applying the subject matter. Poor understanding of subject matter. |

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

(An indication of the key topics of the course.)

Strategic entrepreneurship  
Entrepreneurship as Method  
Idea screening  
Market opportunity analysis  
Entrepreneurial failures

**2. Reading List**

**2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

|    |   |
|----|---|
| 1. | Byers, T., Dorf, R., Nelson, A. (2019). <i>Technology Ventures: From Idea to Enterprise</i> (5 <sup>th</sup> Eds) McGraw Hill Education |
| 2. | Cases to be assigned by instructor.   |

**2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

|    |  |
|----|--|
| 1. | Thiel, P. 2014. <i>Zero to one: Notes on start-ups, or how to build the future</i> . Penguin Random House UK   |
| 2. | Chandra, Y. and Coviello, N. 2010. Broadening the concept of international entrepreneurship: Consumers as international entrepreneurs. <i>Journal of World Business</i> , 45 (3): 228 – 236. |
| 3. | Morris, M., Schindehutte, M., & Allen, J. 2005. The entrepreneur's business model: toward a unified perspective. <i>Journal of Business Research</i> , 58(6), 726-735.                       |
| 4. | Cardon, M. S., Stevens, C. E., & Potter, D. R. 2011. Misfortunes or mistakes?: Cultural sensemaking of entrepreneurial failure. <i>Journal of Business Venturing</i> , 26(1), 79-92.         |