

# THE CHINESE UNIVERSITY OF HONG KONG

## Course Outline Template<sup>1</sup>

Course Code/Section: UGED1796	Year: 2020 - 2021 Term 1
Course Title: Anatomy of an Entrepreneur	
Time/Venue: T3-5 / YIA LT6	Course website: /
Course Teacher: Professor Dominic Chan	Email: <a href="mailto:dominic.chan@cuhk.edu.hk">dominic.chan@cuhk.edu.hk</a> Phone: X35258
Office Location: CYT 956	Office Hours: 8:45 – 17:30
Teaching Assistant/Tutor: /	Email: / Phone: /
Office Location: /	Office Hours: /

<p><b>Course overview:</b> <i>(as per the course description approved by Senate Committee on GE<sup>2</sup>)</i></p> <p>This course is an introduction to the mindset and values of an entrepreneur. The primary objective is to make students appreciate and adapt to change in the world of entrepreneurship. Whether a student takes the entrepreneurial path or chooses to become a manager in the corporate world upon graduation, the entrepreneurial spirit as inspired by the journey of a successful entrepreneur will help produce out-of-the-box ideas and the ability to cope with challenges in the business world.</p> <p>In this course, prominent figures and seasoned entrepreneurs will be invited to share their real stories and experiences regarding creativity, innovation, problem-solving and entrepreneurship in different situations. As “fail early fail fast” has become the unofficial mantra in the Silicon, guest speakers are encouraged to give an honest account of their devastating <i>failures</i> and reveal how they survive, adapt, and achieve eventual success.</p>
<p>Grade descriptors: (based on the grade descriptors approved by Senate Committee on GE)</p> <p>Presentation criteria</p> <ol style="list-style-type: none"> <li>1. Creativity and innovation (25%) Think out of the box, breaking the conventional wisdom, refreshing and surprising to the target organization (the client or the company executives)</li> <li>2. Feasibility (25%) The recommendation is practical and achievable, given the market conditions, target customer preferences, availability of company’s resource, implementation challenges</li> <li>3. Potential impact (25%) The potential values to be created by the recommendation, both tangible ones (such as revenue, profit, cost saving, share prices etc) and intangible ones (such as brand values, customer loyalty, employee loyalty, relationship with partners etc)</li> <li>4. Presentation skills/ Teamwork (25%) The quality of the presentation, such as structure, flow, quality of contents, use of data, charts, reasoning, logic, conclusion, arguments, coherence etc. Do the team members seem to function well as a team, such as division of work/ presentation, transition, support etc.</li> </ol> <p>Excellence (A) A well conducted presentation and three to four of the criteria are above average</p>

<sup>1</sup> Detailed guidelines and procedures for writing course outlines are available at the Course Planning [website of Centre for Learning Enhancement and Research](#). Please read also the [policies for teaching and assessment of GE courses](#) under the staff area of [OUGE website](#).

<sup>2</sup> Approved course design of UGE/CGE courses can be obtained from your department office/ relevant College GE Office.

Very good (A-/B+)

A well conducted presentation and one to two of the criteria are above average

Good and basic (B/B-)

A balanced presentation that offers the basic recommendation for the startup.

Not satisfactory: (C+ or below)

Fail to achieve the "basic" standard

Other consideration:

Feedback provided by the startup entrepreneurs during the presentation.

Individual assignment – essay

Excellence (A)

All the above and able to apply the learning to specific personal circumstances in terms of startup or corporate.

Very good (A-/B+)

All the above and able to apply the learning to general personal circumstances in terms of future / current career plan in startup or corporate

Good and basic (B/B-)

Able to summarise the key points delivered during the lectures by speakers and professor, and make general points on how they can have applied to running a startup or managing a company.

Not satisfactory: (C+ or below)

Fail to achieve the "basic" standard

Other consideration: Using good additional and appropriate examples from outside classes. Using good and sound structure and demonstrate adequate command of English to write the essay. Effective use of the length of the essay allowed.

Learning outcomes: *(based on the learning outcomes approved by Senate Committee on GE)*

- Gain personal insights, creative ideas, and market/business information
- Acquire new and diverse perspectives in identifying opportunities and solving problems
- Network with practitioners and improve on social resources

Learning Activities: *(as per the learning activities approved by Senate Committee on GE)*

- Lecture (3 hours / week)
- Tutorial (Occasional; to be announced)

Teaching Mode:

- (1) Live classes (lectures and guest speakers) with streaming and interactive options through the zoom platform.

(2) Online Pre-recorded video of lectures and guest speakers

Weekly Course Schedule and reading assignment:

Week/Date	Topic	Required readings <sup>3</sup> /other requirements
1. Sep 8	<b>Introduction of the course:</b> Outline the course content and structure, introducing the concepts on what it takes to be an entrepreneur in terms of mindset and skills, and the challenges that entrepreneurs face. Entrepreneurs as leaders: From Employees to Business Owner The entrepreneurs' startup journey: From idea generation to reality <ol style="list-style-type: none"><li>Generate a killer idea</li><li>Writing the business plan</li><li>Building the team</li><li>Executing the plan</li><li>Validating the market</li><li>Adapt and move forward</li></ol>	No special reading requirement
2. Sep 15	<b>Generating business ideas:</b> <ol style="list-style-type: none"><li>Where good innovative ideas come from</li><li>How to become creative again</li><li>How to spot market trends and identify opportunities</li><li>Conduct brainstorming session in the class to generate business ideas</li></ol>	No special reading requirement
3. Sep 22	<b>Guest speaker + Student presentation: Taking risk, The Entrepreneurial Mindset vs The Professional Mindset.</b> What separate entrepreneurs from professionals? One of the key differences is on taking risk and assuming responsibilities. <ol style="list-style-type: none"><li>0-2 student teams will present their understanding and findings of the captioned topic</li><li>Guest speaker(s) will share their experience on the captioned topic</li></ol>	No special reading requirement
4. Sep 29	<b>Guest speaker + Student presentation: Industry Veterans vs Outsider disrupter.</b> Entrepreneurs are often market disrupters, but does it take an experienced industry veterans to disrupt the market or can some	No special reading requirement

<sup>3</sup> Please specify chapters/pages to be read.

	<p>outsiders revolutionise the industry from the outside?</p> <p>a. 0-2 student teams will present their understanding and findings of the captioned topic</p> <p>b. Guest speaker(s) will share their experience on the captioned topic</p>	
5. Oct 6	<p><b>Bootstrapping a startup with minimal resources:</b></p> <p>a. How to form a company</p> <p>b. The basic resources requirements of running a company</p> <p>c. The basics of managing a company</p>	No special reading requirement
6. Oct 13	<p><b>Guest speaker + Student presentation: David vs Goliath</b></p> <p>Startups, by definition are small, how can they compete with the established companies?</p> <p>a. 0-2 student teams will present their understanding and findings of the captioned topic</p> <p>b. Guest speaker(s) will share their experience on the captioned topic</p>	No special reading requirement
7. Oct 20	<p><b>The enabler site visit:</b> Government incubator, private accelerator or coworking space</p>	No special reading requirement
8. Oct 27	<p><b>Managing a startup:</b></p> <p>a. Understanding user experience</p> <p>b. Service/ Product prototyping</p> <p>c. Market validation</p> <p>d. Growth hacking</p> <p>e. Recruiting and managing talents</p>	No special reading requirement
9. Nov 3	<p><b>Guest speaker + Student presentation: The enablers</b></p> <p>Who are enablers that are helping the startup, how are they helping them, what kind of assistance do they provide. Why do they do it</p> <p>a. 0-2 student teams will present their understanding and findings of the captioned topic</p> <p>b. Guest speaker(s) will share their experience on the captioned topic</p>	No special reading requirement
10. Nov 10	<p><b>Guest speaker + Student presentation: Pitching to investors</b></p>	No special reading requirement

	<p>How to pitch to an investor, what do investors look for in a startup.</p> <p>a. 0-2 student teams will present their understanding and findings of the captioned topic</p> <p>b. Guest speaker(s) will share their experience on the captioned topic</p>	
11. Nov 17	<p><b>Guest speaker + Student presentation: Endurance and Dedication</b>, how to weather through the storms. Being an entrepreneur and running a startup may look glamorous on the outside, it is in fact a very tough journey.</p> <p>a. Two student teams will present their understanding and findings of the captioned topic</p> <p>b. Guest speaker(s) will share their experience on the captioned topic</p>	No special reading requirement
12. Nov 24	<b>Group presentation on innovative business idea</b>	No special reading requirement

<p><u>Required readings and other recommended readings/ learning resources:</u></p> <p>Required readings</p> <ul style="list-style-type: none"> <li>● Part 1 – 3 "Entrepreneurship" - Successfully Launching New Ventures - Fourth Edition by Bruce R. Barringer and R. Duane Ireland</li> </ul> <p>Recommended readings</p> <ul style="list-style-type: none"> <li>● "Start-up Nation" by Dan Senor and Saul Singer</li> <li>● "The Lean Startup" by Eric Ries</li> <li>● "Zero to One" by Blake Masters and Peter Thiel</li> <li>● "Rich Dad Poor Dad" by Robert Kiyosaki and Sharon Lechter</li> <li>● "Lean in" by Sheryl Sandberg</li> <li>● "Elon Musk: Tesla, SpaceX, and the Quest for a Fantastic Future" by Ashlee Vance</li> <li>● "The Innovator's Dilemma" by Clayton M. Christensen</li> <li>● The 4-Hour Workweek by Tim Ferriss</li> <li>● The Virgin Way: If It's Not Fun, It's Not Worth Doing by Richard Branson</li> </ul>
--

<u>Assessment scheme:</u>			
Assessment component	Description	Weight (%)	Backup plan
Group presentation on speaker's company issues	<p>Presentation criteria</p> <p>1. Creativity and innovation (25%) Think out of the box, breaking the conventional wisdom, refreshing and surprising to the target organization (the client or the company executives)</p> <p>2. Feasibility (25%) The recommendation is practical and</p>	35%	The group presentation can be conducted online using zoom in case we cannot do it live in a classroom.

	<p>achievable, given the market conditions, target customer preferences, availability of company's resource, implementation challenges</p> <p>3. Potential impact (25%) The potential values to be created by the recommendation, both tangible ones (such as revenue, profit, cost saving, share prices etc) and intangible ones (such as brand values, customer loyalty, employee loyalty, relationship with partners etc)</p> <p>4. Presentation skills/ Teamwork (25%) The quality of the presentation, such as structure, flow, quality of contents, use of data, charts, reasoning, logic, conclusion, arguments, coherence etc. Do the team members seem to function well as a team, such as division of work/ presentation, transition, support etc.</p>		
<p>Group presentation on an innovative business idea (Suggested content: - Market pain point(s) - Target customers - Solution / Value Proposition - Revenue model - Go-to-market strategy)</p>	<p>Presentation criteria</p> <p>1. Creativity and innovation (25%) Think out of the box, breaking the conventional wisdom, refreshing and surprising to the target organization (the client or the company executives)</p> <p>2. Feasibility (25%) The recommendation is practical and achievable, given the market conditions, target customer preferences, availability of company's resource, implementation challenges</p> <p>3. Potential impact (25%) The potential values to be created by the recommendation, both tangible ones (such as revenue, profit, cost saving, share prices etc) and intangible ones (such as brand values, customer loyalty, employee loyalty, relationship with partners etc)</p>	35%	The group presentation can be conducted online using zoom in case we cannot do it live in a classroom.

	<p>4. Presentation skills/ Teamwork (25%)</p> <p>The quality of the presentation, such as structure, flow, quality of contents, use of data, charts, reasoning, logic, conclusion, arguments, coherence etc. Do the team members seem to function well as a team, such as division of work/ presentation, transition, support etc.</p>		
Individual assignment	<p>Excellence (A)</p> <p>All the above and able to apply the learning to specific personal circumstances in terms of startup or corporate.</p> <p>Very good (A-/B+)</p> <p>All the above and able to apply the learning to general personal circumstances in terms of future / current career plan in startup or corporate</p> <p>Good and basic (B/B-)</p> <p>Able to summarise the key points delivered during the lectures by speakers and professor, and make general points on how they can have applied to running a startup or managing a company.</p> <p>Not satisfactory: (C+ or below)</p> <p>Fail to achieve the "basic" standard</p> <p>Other consideration: Using good additional and appropriate examples from outside classes. Using good and sound structure and demonstrate adequate command of English to write the essay. Effective use of the length of the essay allowed.</p>	30%	This is an individual essay assignment that can be submitted online/ by email, there is no need for a back up plan.

Academic honesty and plagiarism:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/> .

With each assignment, students are required to submit a [signed declaration](#) (attachment 1) that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via **VeriGuide**, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

#### Feedback for evaluation

- a. Course and teaching evaluation survey will be conducted in the second last week of the course. Students are reminded of their responsibility and right to give feedback to facilitate enhancement of the course.
- b. Students are welcome to give feedbacks to the course teacher at any time in person or through emails.



Declaration for written assignment

I am/we are submitting the assignment for:

- an individual project or
- a group project on behalf of all members of the group. It is hereby confirmed that the submission is authorized by all members of the group, and all members of the group are required to sign this declaration.

I/We declare that the assignment here submitted is original except for source material explicitly acknowledged, the piece of work, or a part of the piece of work has not been submitted for more than one purpose (i.e. to satisfy the requirements in two different courses) without declaration, and that the submitted soft copy with details listed in the <Submission Details> is identical to the hard copy(ies), if any, which has(have) been / is(are) going to be submitted. I/We also acknowledge that I am/we are aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the University website <http://www.cuhk.edu.hk/policy/academichonesty/>. In the case of a group project, we are aware that each student is responsible and liable to disciplinary actions should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

It is also understood that assignments without a properly signed declaration by the student concerned and in the case of a group project, by all members of the group concerned, will not be graded by the teacher(s).

---

 Signature(s)

---

 Date

---

 Name(s)

---

 Student ID(s)

---

 Course code

---

 Course title

July 2020