

**THE UNIVERSITY OF HONG KONG  
FACULTY OF BUSINESS AND ECONOMICS  
SCHOOL OF BUSINESS**

**BUSI3602 IT and Entrepreneurship  
Semester II of 2011/2012**

**I. INFORMATION ON INSTRUCTOR AND TEACHING ASSISTANT**

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Thursday 10:30 am – 12:25 pm

**II. COURSE INFORMATION**

Course Description

The proliferation of the Internet, the remarkable growth and development of information technologies (IT) and the integration of IT and mobile devices in the past decade or so have provided people around the world with not just lots of challenges but also unprecedented new venture creation opportunities. How to capture these opportunities, however, is not trivial. The main objectives of this course are to introduce students with the core concepts of entrepreneurship with a special emphasis on those entrepreneurial settings involving the use of IT and to provide them with opportunities to meet with successful IT entrepreneurs and to develop an entrepreneurial business plan that could be presented to potential investors and venture capitalists.

Required Text and Reading Materials

There is no required textbook for the course but there is a recommended reference:

Jeffrey A. Timmons and Stephen Spinelli, *New Venture Creation: Entrepreneurship for the 21<sup>st</sup> Century*, Eighth edition, McGraw Hill, 2009.

Class notes and readings will be distributed during class and/or by e-mail.

Prerequisites

BUSI1003 Introduction to MIS and BUSI1007 Principles of Management

### III. COURSE OBJECTIVES

- To introduce students with the core concepts of entrepreneurship with a special emphasis on those entrepreneurial settings involving the use of IT;
- To give students an exposure of the key processes, challenges, risks and rewards of starting up an entrepreneurial business; and
- To provide an opportunity to students to apply the concepts and knowledge learned in the course to develop an entrepreneurial business plan that could be presented to potential investors and venture capitalists.

### IV. COURSE LEARNING OUTCOMES

Upon completion of the course, you will be able to:

- CLO-1. Understand the key processes of starting up an entrepreneurial business
- CLO-2. Appreciate the potential use of IT as a core in a new entrepreneurial business
- CLO-3. Comprehend ways to assess the opportunities, challenges, rewards and risks of setting up new business ventures
- CLO-4. Develop an entrepreneurial business plan
- CLO-5. Understand the situation of developing entrepreneurs and entrepreneurship in Asia
- CLO-6. Have experiences in meeting with entrepreneurs
- CLO-7. Demonstrate effective communication skills

### V. ALIGNMENT OF PROGRAM AND COURSE LEARNING OUTCOMES

<b>Program Learning Outcome</b>	<b>Course Learning Outcome</b>
1. Acquisition and internalization of knowledge of major business disciplines	CLO-1, CLO-2, CLO-3
2. Application and integration of knowledge	CLO-2, CLO-3, CLO-4
3. Inculcating professionalism and leadership	CLO-4, CLO-5, CLO-6
4. Developing global outlook	CLO-5, CLO-6
5. Mastering communication skills	CLO-4, CLO-6, CLO-7

## VI. TEACHING AND LEARNING ACTIVITIES

The course will be delivered with multiple teaching and learning activities. Topics to be discussed in this course will be approached using a combination of lectures, case studies, guest talks and project presentations. **ACTIVE** class participation is expected.

- TLA-1. The lectures will go through important knowledge and concepts of the topics covered.
- TLA-2. In-class discussion will be conducted to stimulate thinking and learning of the knowledge, concepts and issues covered among students during class.
- TLA-3. Guest talks will expose students with real-life cases of entrepreneurial start-ups.
- TLA-4. Project presentations and write-up will provide students with opportunities to integrate and present what they have learned in the course.

## VII. ASSESSMENT

There are four main components in assessing whether the students have attained the course learning outcomes.

- AT-1. Individual Class Participation (20%)  
There is one-fifth of the overall grade that will be allocated for class participation, which is defined as contributing to class discussion or demonstrating in other ways that you are making an effort to succeed in the class.
- AT-2. Individual Written Assignment (20%)  
You will have several times to meet with entrepreneurs during the course. After each meeting, you are asked to write up a “reflection paper” on both your feeling of the meeting and the things that you have learnt from the meeting. Your paper should be no more than 1000 words. For course grading purpose, only the best two papers will be counted towards the overall grade (with 10% each). Therefore, it is up to you to decide to submit two or more of your reflection papers. The deadline for submitting your reflection paper (hard copy, no soft copy) is 5 pm of the next Monday after the meeting. You are asked to put it in the Assignment Box of this course, which is located on the 7<sup>th</sup> floor of Meng Wah Complex.
- AT-3. Individual Test (30%)  
This is a 90-minute in-class test to assess your understanding and comprehension of the core concepts and knowledge of “IT and entrepreneurship” taught in the course.
- AT-4. Group Project (30%)  
A major assignment in this course is to do a group project on planning, designing and developing a new business venture with IT as an important

element. You will be evaluated as a group and will be required to do the following two components:

- **Business Idea Proposal (formative)**
  - As a group, you are asked to write up a business idea proposal of not more than 1000 words for your new business venture. The document outlines the main idea underlying the business venture you want to start and you are asked to describe why and what you plan to do. You will give a 12-minute presentation of your business idea proposal in class, followed by an 8-minute Q&A session. You need to hand in your written proposal at the beginning of the class scheduled for the presentation.
  - This is an exercise with a “formative” assessment meaning that comments, suggestions and feedback will be given to you by both me and your classmates but your performance, technically speaking, will not directly count towards your overall performance in the course. However, the comments, suggestions and feedback you obtain will help you do a better job in the second component of this exercise described below.
- **Final Business Plan (30%)**
  - You are asked to carry out a more detailed and thorough analysis and design of the proposed business idea after receiving comments, suggestions and feedback given by me and your classmates during your business idea presentation. The written plan will be worth 20% of the overall grade while the oral presentation will be worth 10% of the overall grade. The oral presentation will consist of a 20-minute presentation and a 10-minute Q&A session. You need to hand in your written plan at the beginning of the class scheduled for the presentation.

### VIII. ALIGNMENT OF COURSE LEARNING OUTCOMES, TEACHING & LEARNING ACTIVITIES AND ASSESSMENT

<b>Course Learning Outcome</b>	<b>Teaching and Learning Activity</b>	<b>Assessment</b>
CLO-1	TLA-1, TLA-2, TLA-3, TLA-4	AT-1, AT-2, AT-3, AT-4
CLO-2	TLA-1, TLA-2, TLA-3, TLA-4	AT-1, AT-2, AT-3, AT-4
CLO-3	TLA-1, TLA-2, TLA-3, TLA-4	AT-1, AT-2, AT-3, AT-4
CLO-4	TLA-1, TLA-2, TLA-3, TLA-4	AT-1, AT-4
CLO-5	TLA-1, TLA-2, TLA-3	AT-1, AT-2, AT-3, AT-4
CLO-6	TLA-3	AT-1
CLO-7	TLA-1, TLA-2, TLA-3, TLA-4	AT-1, AT-2, AT-4

## IX. STANDARDS FOR ASSESSMENT

The four assessment components are graded using the following criteria and rubrics.

### AT-1. Individual Class Participation (20%)

<b>Performance Level</b> (with Score Range)	<b>Assessment Criteria</b>
	➤ Quantity and quality of class participation
Outstanding (80 - 100)	Extremely well prepared for class discussion and very active in sharing views, raising thoughtful questions and suggesting creative and insightful solutions and ideas.
Proficient (70 - 79)	Consistently well prepared for class discussion and very active in sharing views, raising thoughtful questions and suggesting creative and insightful solutions and ideas occasionally.
Competent (60 - 69)	Well prepared for class discussion most of the time and active in sharing views, raising questions and suggesting solutions and ideas.
Adequate (50 - 59)	Participated in class discussion at least half of the time and shared views, raised questions and suggested solutions and ideas occasionally.
Fail (< 50)	Limited or no participation in class discussion at least half of the time and seldom shared views, raised questions and suggested solutions and ideas.

### AT-2. Individual Written Assignment – Two Reflection Papers (10% each)

<b>Performance Level</b> (with Score Range)	<b>Assessment Criteria</b>
	➤ Quality of the reflection in terms of what and how much ➤ you have learned from the meeting and ➤ ideas and/or viewpoints that you have generated from the meeting.
Outstanding (80 - 100)	All your reflection points are very clear and well-articulated.
Proficient (70 - 79)	Most of your reflection points are very clear and well-articulated.
Competent (60 - 69)	Your reflection points are in general clear and well-articulated.
Adequate (50 - 59)	At least half of your reflection points are clear and well-articulated.
Fail (< 50)	More than half of your reflection points are not clear and/or not well-articulated.

AT-3. Individual Test (30%)

<b>Performance Level</b> (with Score Range)	<b>Assessment Criteria</b>
	<ul style="list-style-type: none"> <li>➤ Correctness of the answers to multiple-choice questions (60%)</li> <li>➤ Correctness and clarity of the answers to essay questions (40%)</li> </ul>
Outstanding (80 - 100)	<p>Multiple-choice questions</p> <ul style="list-style-type: none"> <li>- 80-100% of the answers are correct.</li> </ul> <p>Essay questions</p> <ul style="list-style-type: none"> <li>- All or almost all of the answers are clear, well organized and with sufficient elaboration.</li> </ul>
Proficient (70 - 79)	<p>Multiple-choice questions</p> <ul style="list-style-type: none"> <li>- 70-79% of the answers are correct.</li> </ul> <p>Essay questions</p> <ul style="list-style-type: none"> <li>- Most of the answers are clear, well organized and with sufficient elaboration.</li> </ul>
Competent (60 - 69)	<p>Multiple-choice questions</p> <ul style="list-style-type: none"> <li>- 60-69% of the answers are correct.</li> </ul> <p>Essay questions</p> <ul style="list-style-type: none"> <li>- The answers are in general clear and with sufficient elaboration.</li> </ul>
Adequate (50 - 59)	<p>Multiple-choice questions</p> <ul style="list-style-type: none"> <li>- 50-59% of the answers are correct.</li> </ul> <p>Essay questions</p> <ul style="list-style-type: none"> <li>- At least half of the answers are clear and with sufficient elaboration.</li> </ul>
Fail (< 50)	<p>Multiple-choice questions</p> <ul style="list-style-type: none"> <li>- Fewer than 50% of the answers are correct.</li> </ul> <p>Essay questions</p> <ul style="list-style-type: none"> <li>- More than half of the answers are not clear and/or with insufficient elaboration.</li> </ul>

AT-4. Group Project – Business Plan (30%)

Oral Presentation (10%)

<b>Performance Level</b> (with Score Range)	<b>Assessment Criteria</b>
	<ul style="list-style-type: none"> <li>➤ Organization, clarity, delivery, handling Q&amp;A and time management</li> </ul>
Outstanding (80 - 100)	<p>The presentation is extremely well organized, clear and fluent, with smooth progression of ideas, effective use of presentation aids, and appropriate length, pace and tone.</p> <p>The presentation group skillfully engages the audience and demonstrates a consistently high level of confidence, enthusiasm and capability in handling Q&amp;A.</p>
Proficient (70 - 79)	<p>The presentation is well organized and coherent, making generally effective use of presentation aids. It is of an appropriate length, pace and tone.</p> <p>The presentation group is generally able to engage the audience and demonstrates a consistently high level of confidence, enthusiasm and capability in handling Q&amp;A.</p>
Competent (60 - 69)	<p>The presentation is organized, moderately clear and fluent, with appropriate use of presentation aids. It is more or less of an appropriate length, pace and tone.</p> <p>The presentation group shows effort to engage the audience and demonstrates a</p>

	moderate level of confidence, enthusiasm and capability in handling Q&A.
Adequate (50 - 59)	The presentation is adequately organized with some use of presentation aids. It is satisfactory in terms of length, pace and tone. The presentation group attempts to engage the audience, and demonstrates confidence, enthusiasm and capability in handling Q&A.
Fail (< 50)	The presentation is poor and not well-organized, unclear and not fluent, ineffective use of presentation aids, and inappropriate length, pace and tone. The presentation group makes little effort to engage the audience and demonstrate low level of confidence, enthusiasm and capability in handling Q&A.

### Written Plan (20%)

<b>Performance Level</b> (with Score Range)	<b>Assessment Criteria</b> ➤ Organization, clarity, flow, coherence, accuracy and fluency
Outstanding (80 - 100)	<p><b>Business Idea</b></p> <ul style="list-style-type: none"> <li>- The idea is clearly thought-out, well presented and well-articulated.</li> </ul> <p><b>Market and Competitive Analysis</b></p> <ul style="list-style-type: none"> <li>- The analysis is insightful, critical, thorough, systematic, consistent, sufficiently supported by relevant and helpful fact/data, and effective applications of appropriate concepts, techniques or examples, which are nicely integrated to the analysis.</li> </ul> <p><b>Business Strategy and Operation</b></p> <ul style="list-style-type: none"> <li>- The proposed strategy and operation are clearly thought-out, well presented and shown to have effective applications of appropriate concepts and knowledge in business management.</li> </ul> <p><b>Implementation Plan</b></p> <ul style="list-style-type: none"> <li>- The implementation plan is logical, practical, well organized and justified with sufficient evidence. The plan aligns with the organizational business strategy and operation.</li> </ul> <p><b>Financial Projection</b></p> <ul style="list-style-type: none"> <li>- The projection is clear and clean with assumptions well justified with sufficient data, figures or evidence.</li> </ul> <p><b>Risk Analysis</b></p> <ul style="list-style-type: none"> <li>- The analysis is thorough, logical, systematic, well organized and justified with sufficient evidence.</li> </ul> <p><b>Overall Organization, Presentation and Use of Language of the Proposal</b></p> <ul style="list-style-type: none"> <li>- The proposal effectively arouses and maintains the reader's interest. It is well organized, with clear coherence and smooth progression of various components of the proposal, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations without errors.</li> </ul>
Proficient (70 - 79)	<p><b>Business Idea</b></p> <ul style="list-style-type: none"> <li>- The idea is generally thought-out, well presented and well-articulated.</li> </ul> <p><b>Market and Competitive Analysis</b></p> <ul style="list-style-type: none"> <li>- The analysis is thorough, systematic, consistent, sufficiently supported by relevant and helpful fact/data, and effective applications of appropriate concepts, techniques or examples, which are nicely integrated to the analysis.</li> </ul> <p><b>Business Strategy and Operation</b></p> <ul style="list-style-type: none"> <li>- The proposed strategy and operation are generally thought-out, well presented and shown to have effective applications of appropriate concepts and knowledge in business management.</li> </ul> <p><b>Implementation Plan</b></p>

	<ul style="list-style-type: none"> <li>- The implementation plan is logical, practical, well organized and justified with sufficient evidence. The plan aligns with the organizational business strategy and operation.</li> </ul> <p>Financial Projection</p> <ul style="list-style-type: none"> <li>- The projection is clear and clean with assumptions well justified with sufficient data, figures or evidence.</li> </ul> <p>Risk Analysis</p> <ul style="list-style-type: none"> <li>- The analysis is logical, systematic, well organized and justified with sufficient evidence.</li> </ul> <p>Overall Organization, Presentation and Use of Language of the Proposal</p> <ul style="list-style-type: none"> <li>- The proposal generally arouses and maintains the reader’s interest. It is well organized, with clear coherence and smooth progression of various components of the proposal, articulated with clarity and fluency. It is of an appropriate length and tone, including proper and consistent referencing and citations except just a few errors.</li> </ul>
<p style="text-align: center;">Competent (60 - 69)</p>	<p>Business Idea</p> <ul style="list-style-type: none"> <li>- The idea is moderately well presented and well-articulated.</li> </ul> <p>Market and Competitive Analysis</p> <ul style="list-style-type: none"> <li>- The analysis is systematic, consistent, sufficiently supported by relevant and helpful fact/data, and effective applications of appropriate concepts, techniques or examples.</li> </ul> <p>Business Strategy and Operation</p> <ul style="list-style-type: none"> <li>- The proposed strategy and operation are generally thought-out and well presented.</li> </ul> <p>Implementation Plan</p> <ul style="list-style-type: none"> <li>- The implementation plan is logical, practical and well organized. The plan aligns with the organizational business strategy and operation.</li> </ul> <p>Financial Projection</p> <ul style="list-style-type: none"> <li>- The projection is clear and clean with assumptions well justified with sufficient data, figures or evidence. A few mistakes in the analysis are identified.</li> </ul> <p>Risk Analysis</p> <ul style="list-style-type: none"> <li>- The analysis is logical, systematic, and justified with sufficient evidence.</li> </ul> <p>Overall Organization, Presentation and Use of Language of the Proposal</p> <ul style="list-style-type: none"> <li>- The proposal generally is clearly written with coherence and smooth progression of various components of the proposal, articulated with clarity and fluency. It is of an appropriate length and tone, but with some referencing and citation errors.</li> </ul>
<p style="text-align: center;">Adequate (50 - 59)</p>	<p>Business Idea</p> <ul style="list-style-type: none"> <li>- The idea is presented and articulated adequately.</li> </ul> <p>Market and Competitive Analysis</p> <ul style="list-style-type: none"> <li>- The analysis is adequately conducted and presented with little support by relevant and helpful fact/data.</li> </ul> <p>Business Strategy and Operation</p> <ul style="list-style-type: none"> <li>- The proposed strategy and operation are thought-out and presented adequately.</li> </ul> <p>Implementation Plan</p> <ul style="list-style-type: none"> <li>- The implementation plan is logical but brief. The plan barely aligns with the organizational business strategy and operation.</li> </ul> <p>Financial Projection</p> <ul style="list-style-type: none"> <li>- The projection is adequate but brief. Some mistakes in the analysis are identified.</li> </ul> <p>Risk Analysis</p> <ul style="list-style-type: none"> <li>- The analysis is adequate but barely justified with sufficient evidence.</li> </ul> <p>Overall Organization, Presentation and Use of Language of the Proposal</p> <ul style="list-style-type: none"> <li>- The proposal shows adequate effort to arouse and maintain the reader’s interest. It is adequately written with some lapses in coherence and smooth progression</li> </ul>

	of various components of the proposal. It is of an appropriate length and tone, but with some referencing and citation errors.
Fail ( $< 50$ )	<p><b>Business Idea</b></p> <ul style="list-style-type: none"> <li>- The idea is poorly presented and/or articulated.</li> </ul> <p><b>Market and Competitive Analysis</b></p> <ul style="list-style-type: none"> <li>- The analysis is inadequately conducted and/or presented with little or no support by relevant and helpful fact/data.</li> </ul> <p><b>Business Strategy and Operation</b></p> <ul style="list-style-type: none"> <li>- The proposed strategy and operation are brief and/or unclearly presented adequately.</li> </ul> <p><b>Implementation Plan</b></p> <ul style="list-style-type: none"> <li>- The implementation plan is brief and not logical in several places. There is little or no indication showing its alignment with the organizational business strategy and operation.</li> </ul> <p><b>Financial Projection</b></p> <ul style="list-style-type: none"> <li>- The projection is brief with many mistakes identified.</li> </ul> <p><b>Risk Analysis</b></p> <ul style="list-style-type: none"> <li>- The analysis is inadequate with little or no justification/support by evidence.</li> </ul> <p><b>Overall Organization, Presentation and Use of Language of the Proposal</b></p> <ul style="list-style-type: none"> <li>- The proposal shows little or no effort to arouse and maintain the reader's interest. It is poorly written without coherence and smooth progression of various components of the proposal.</li> </ul>

## X. COURSE FINAL GRADE

The course final grade will be computed based on the following table:

Grade	Cumulative Score of All Assessment Components
A+, A, A-	80% - 100%
B+, B, B-	70% - 79%
C+, C, C-	60% - 69%
D	50% - 59%
F	$< 50\%$

## XI. COURSE POLICIES

All assignments are to be turned in on or before the due date and time. Late submissions will have points taken off (10% of base mark per day). There should be no copying or sharing of material among individual students and/or teams. Plagiarism will be reported to the University and the student(s) involved will be penalized according to the University's policy.

Attendance of all classes is not mandatory but strongly encouraged, as 20% of the overall grade will be allocated for class participation.

## XII. SESSION SCHEDULE

Week	Date	Format	Topic
1	17/Jan	L	Introduction to the Course
	19/Jan	L	What is an Entrepreneur? And Are You?
2	24/Jan	N	<i>Chinese New Year Holidays</i>
	26/Jan	N	<i>Chinese New Year Holidays</i>
3	31/Jan	L	Entrepreneurs and the Continuing IT Revolution (I)
	2/Feb	L	Entrepreneurs and the Continuing IT Revolution (II)
4	7/Feb	G	Meeting an Entrepreneur (I)
	9/Feb	L	IT Entrepreneurs in Asia
5	14/Feb	L	The Entrepreneurial Process
	16/Feb	L	Recognizing Venture Opportunities (I)
6	21/Feb	L	Recognizing Venture Opportunities (II)
	23/Feb	L	Screening and Seizing Venture Opportunities (I)
7	28/Feb	G	Meeting an Entrepreneur (II)
	1/Mar	L	Screening and Seizing Venture Opportunities (II)
8	6/Mar	N	<i>Reading Week</i>
	8/Mar	N	<i>Reading Week</i>
9	13/Mar	P	Business Idea Presentations (I)
	15/Mar	P	Business Idea Presentations (II)
10	20/Mar	G	Meeting an Entrepreneur (III)
	22/Mar	L	Putting Thought in Action (I) –Writing the Business Plan
11	27/Mar	L	Putting Thought in Action (II) – Forming the Team
	29/Mar	L	Putting Thought in Action (III) – Securing the Finance
12	3/Apr	L	Managing the Business beyond Start-up
	5/Apr	L	Learning “How to Let Go and Move On”
13	10/Apr	L	Ethics and Integrity
	12/Apr	A	Assessment - Test
14	17/Apr	L	Entrepreneurs and Entrepreneurship in Asia
	19/Apr	L	Group Project Presentations (I)
15	24/Apr	P	Group Project Presentations (II)
	26/Apr	P	Group Project Presentations (III) and Course Wrap-up

L : Lecture

G : Guest Talk

P : Presentation

A : Assessment

N : No Class