

## COURSE SYLLABUS

# ENTREPRENEURSHIP

### A. GENERAL INFORMATION

1. **Course name (Vietnamese)** : **Khởi nghiệp Kinh doanh**
2. **Course name (English)** : **Entrepreneurship**
3. **Course code** : **MAG317**
4. **Level** : **Graduate**
5. **Major** : **Business Administration and others**
6. **Number of credits** : **03**
  - Theory : 5/3 credits (or 25 class hours)
  - Discuss & assignment : 01 credits (or 15 class hours)
  - Practice : none
  - Others (assignment reports) : 1/3 credits (or 05 hours)
7. **Time allocation** :
  - In class : 45 class hours
  - At home : 90 class hours – lesson preparation, self-studying, group assignment
  - Others : none
8. **Department/ Faculty in charge of course** : **Business Administration Faculty**
9. **Prerequisite requirements** : **Corporate Finance**
10. **Course description**

The course is of the professional programs of Business Administration which provides students with the foundation of knowledge and applied skills from the fields of management, finance, human resources, and marketing to formulate ideas and realize startup ideas. The content includes idea creation, planning and organizing for start-ups. After studying, students have the ability of: 1. Searching and evaluating ideas; 2. Analyzing the market and the demand for products; 3. Building a

business plan; 4. Implementing the business start-up plan; 5. Orientation to become an entrepreneur

## 11. Course objectives and Learning outcome of program

### 11.1. Course objectives

Course objectives	Description	PLOs assigned to the course (description)	PLO
(a)	(b)	(c)	(d)
CO1	Analyze and select reasonable business ideas	The ability to identify, analyze, and apply in-depth knowledge of strategic management, operations, marketing, accounting, finance, projects and supply chains to effectively solve problems, develop solutions application in business administration.	PLO6
CO2	Develop an idea into a business plan and organize its implementation	The ability to identify, analyze, and apply in-depth knowledge of strategic management, operations, marketing, accounting, finance, projects and supply chains to effectively solve problems, develop solutions application in business administration.	PLO6
CO3	Applying acquired knowledge to outline, operate and develop a harmonious and smooth business structure in line with social standards and international context	Ability to apply ethical standards and cultural values culture, communication skills, communication and understanding of organizational behavior in order to effectively exploit resources people and formation professional behavior in management activities suitable business international scene.	PLO7

CO4	Ability to analyze information and discover new ideas; testing, selecting and organizing the implementation, evaluation and development of business plans	Ability to actively research, create and develop startup ideas; building, implementing and evaluating business projects.	PLO8
CO5	Orient and maintain the entrepreneurial spirit when organizing business activities	Ability to actively research, create and develop startup ideas; build Design, implement and evaluate business projects.	PLO8

### *11.1. Course learning outcome and program learning outcome*

Course learning outcome	Description	Competence level (The Bloom Scale)	Course objectives	Expected learning outcome of the program
(a)	(b)	(c)	(d)	(e)
CLO1	Assess the feasibility of the business idea	4	CO1	PLO6
CLO2	Make a business plan in line with resource conditions and external contexts	4	CO2	PLO6
CLO3	Make a business plan in line with resource conditions and external contexts	4	CO3	PLO7
CLO4	Developing appropriate strategies as the business environment changes	4	CO4	PLO8
CLO5	Ready to adapt, discover business solutions based on the development of science and technology	4	CO5	PLO8

### **11.2. CLOs and PLOs matrix**

<b>PLOs</b>	<b>PLO6</b>	<b>PLO7</b>	<b>PLO8</b>
<b>CLOs</b>			

<b>CLO1</b>	4		
<b>CLO2</b>	4		
<b>CLO3</b>		4	
<b>CLO4</b>			4
<b>CLO5</b>			4

<sup>1</sup> Note: CO – Course objective; PLO –program learning outcome; CLO – Course learning outcome

## **12. Teaching and learning methods**

The training philosophy of "student-centered" is applied. Therefore, the teaching method is student-oriented to actively participate to develop learners' capacity. Expected learning outcomes are expected to be achieved through teaching methods with 40% of the time lecturers giving theoretical lectures, 60% of the time students doing group exercises, discussions, presentations, and self-study.

In class, the teacher explains basic definitions and principles; pose problems, present situations, guide and encourage students to solve; then summarize the content of the lesson. In addition, the lecturer spends a considerable amount of time answering students' questions related to the lesson, guiding the self-study content. Lecturers also coordinate discussion and presentation activities.

Students should listen and take notes and are encouraged to ask questions, solve problems, and discuss to understand the topics covered under the guidance of the instructor. Students also need to fully perform the activities required by the lecturer along with self-study with the contents guided by the lecturer in order to gain the initiative in grasping knowledge and skills and building appropriate attitudes. relevant to the profession through lessons learned from situations, topics of discussion and presentations.

## **13. General rules**

Students will only be assessed as passing the course when they have the total course score when (1) they have a process score, (2) they have a final exam score (in case a student receives a score of 0 due to absenteeism, it is not recorded as have test scores), (3) have a total course score of 4 or more.

Depending on the number of students, the lecturer decides the number of study group members.

Students attending classes must comply with the School's code of conduct; Students must come to class on time, ensure class time, have a serious and proactive attitude, be positive in studying and researching.

Students consciously prepare textbooks, learning materials, personal computers (when necessary) to serve the learning process.

## **14. Course materials**

### ***14.1 Main textbook***

[1] Bruce R. Barringer & R. Duane Ireland (2016). Entrepreneurship: Successfully launching new Ventures (5ed). Pearson Education.

### ***14.2 Additional reading materials***

[2] Eric Ries, The Lean Startup, Business Intelligence Bookcase – PACE publisher, 2020

[3] Bill Aulet, Disciplined Entrepreneurship: 24 Steps to a Successful Startup, Lao Dong Xa Hoi publisher, 2019

## **B. ASSESSMENT METHODS**

### **1. Assessment factors**

<b>Assessment factors</b>	<b>Methods</b>	<b>CLO</b>	<b>Weight (%)</b>
A.1. Process assessment	A.1.1. Diligence	CLO5	10%
	A.1.2. Group assignment	CLO1, CLO2, CLO3, CLO4, CLO5	20%
	A.1.3. Group presentation	CLO1, CLO2, CLO3, CLO4, CLO5	20%
A.2. Final assessment	A.2.1. Start-up business plan	CLO1, CLO2, CLO3, CLO4, CLO5	50%

### **2. Content and assessment method**

#### **A.1. Process assessment**

### ***A.1.1 Diligence***

#### **❖ *Content***

Assessment of student presence and engagement in the learning process at classes

#### **❖ *Method and organization of the assessment***

Attendance is done on the official list of classes provided by the school

The recognition of participation in the learning process is assessed through the number of times students express their opinions to build the lesson

### ***A.1.2 Group assignment***

#### **❖ *Content***

Complete the assignment, express personal opinions and creativity, learn other new and novel contents to develop the topic.

#### **❖ *Method and organization of the assessment***

Instructors guide students to form groups with the right number of members depending on the size of the class and the length of the course. Instructors can have students do one of the following two exercises:

Choose a start-up story and analyze the start-up process, advantages, disadvantages, strengths, weaknesses, give recommendations and lessons learned or a certain topic that needs to be exploited to clarify the content. of the subject.

Or students use A0 paper to design illustrations for business ideas, vision, mission, product features, and differences with competitors.

In the case of online group exercises, the lecturer selects the appropriate type of exercise and informs the students at least 1 week before the deadline for submission of the contents of the group assignment requirements, assessment criteria, and time. submission deadline and online submission method and other necessary information for students to understand the requirements and how to complete the assignment.

### ***A.1.3 Group presentation***

#### **❖ *Content***

Assess your ability to design a convincing business plan with a team presentation.

#### **❖ *Method and organization of the assessment***

Instructors guide students to form groups with the right number of members depending on the size of the class and the length of the course.

Students design each element of the business plan under the guidance of the instructor to

complete a business plan for the group's idea.

Students present each part of the business plan in front of the class as a form of progress reporting to the instructor and let class members and the instructor contribute to the team's better performance.

In the last sessions, students present the entire business plan in front of the class and the lecturer to assess the persuasiveness of the plan and also listen and explain the unclear points in the group's plan to the class.

## A.2 . Final assessment

### A.2.1 Start-up business plan

#### ❖ Content

Assessing students' ability to develop business start-up plans after completing the course

#### ❖ Method and organization of the assessment

Students work in groups of 3-5 students to develop a business startup plan. Submit on the exam day.

## 3. Rubrics

### A.1. Process assessment

#### A.1.1 Diligence

**Evaluation criteria table (rubric)**

Criteria	Weight (%)	Grade			
		Below 5	5 – below 7	7 – below 9	9 - 10
<b>Presence</b>	70%	Below 5 days	From 5 to 6 days	From 7 to 8 days	From 9 to 10 days
<b>Participating</b>	30%	Not engaged in the class progress	Contribute from 1 to 2 ideas to the class progress	Contribute from 3 to 5 ideas to the class progress	Contribute from more than 5 ideas to the class progress

#### A.1.2 Group assignment

**Evaluation criteria table (rubric)**

Criteria	Weight (%)	Grade			
		Below 5	5 – below 7	7 – below 9	9 - 10
Form and layout	30%	Layout is inappropriate and unclear.	Layout is appropriate and clear	Reasonable layout, clear, easy to follow.	Nice and reasonable layout, clear,



		Do not use use picture pictures, expressions map, figure  Lack of investment	Monotonous, unattractive images and charts	Nice, attractive images and charts.  Manipulate creative ways to make the form more attractive	easy to follow  Attractive pictures, charts, bring highly illustrative.  Show serious, creative, careful and meticulous investment
Content and solution	70%	Present some opinions and arguments, but most do not fully explain the requirements set forth	Expresses correct opinions and arguments  Come up with some creative ideas.	Express creative ideas  Opinions fully developed with solid base.	Well-analyzed ideas  Creative arguments and solid evidence to back up opinion.

### A.1.3 Group presentation

**Evaluation criteria table (rubric)**

Criteria	Weight (%)	Grade			
		Below 5	5 – below 7	7 – below 9	9 - 10
Content	50%	Ideas is not creative  Sketchy content and lack of investment  Unreasonable and lack of logic	Ideas lack of not creative  The basic content is not reasonable, not realistic and not convincing	Creative ideas  Good investment in content is well invested, persuasive and reasonable  Creates a sense of attraction  Not really realistic	Breakthrough, novel, highly attractive ideas  Highly invested meticulous and careful kidney content  Highly reasonable and realistic
Presentation skills	30%	Just read text on slide, ignore listener  Speaking speed is too fast or too slow	The demeanor is a bit timid, no communicate a lot with the listeners  Speaking is not fluent, coherent, and interrupted  Moderate speaking speed.	Confident attitude, interact with listener  Speak fluently, coherently, without interruption.  Speak at a moderate pace, easy to listen to.	Confident, communicative attitude with listeners  Speak fluently, coherently, without interruption.  Speak at a moderate pace,

					expressive voice, reasonable ups and downs, emphasizing important points
Form and layout	20%	Layout is inappropriate and unclear.  Do not use use picture pictures, expressions map, figure	Layout is appropriate and clear  Unattractive images and charts	Reasonable layout, clear, easy to follow.  Nice, attractive images and charts.  Manipulate creative ways to make the form more attractive	Nice and reasonable layout, clear, easy to follow  Attractive pictures, charts, bring highly illustrative.  Creative, careful and meticulous performance

**A.2. Final assessment**

**A.2.1 Start-up business plan**

Students can develop an existing business plan in a process review or present a business start-up plan for a new one.

Criteria	Weight (%)	Grade			
		Below 5	5 – below 7	7 – below 9	9 - 10
Form and layout	10%	Layout is inappropriate and unclear.  Do not use use picture pictures, expressions map, figure	Layout is appropriate and clear  Unattractive images and charts	Reasonable layout, clear, easy to follow.  Nice, attractive images and charts.  Manipulate creative ways to make the form more attractive	Nice and reasonable layout, clear, easy to follow  Attractive pictures, charts, bring highly illustrative.  Creative, careful and meticulous performance
Products	20 %	Product description is not clear  Difficult to identify products	Product description is clear  The description helps readers easily visualize the product	Describe clearly and in detail each part of the product  The description helps distinguish products clearly from others	Describe clearly and in detail each part of the product  The description helps

					distinguish products clearly from others  The description combines figures, pictures, and other illustrations to make it stand out product
Industry and market	20 %	Failing to present clear information about industry and market attractiveness  The information is not convincing	Provide clear information  There are figures and arguments that prove the attractiveness of the industry and the market	Provide clear information  There are up-to-date and innovative figures and arguments that prove the attractiveness of the industry and the market	Provide clear information  Up-to-date and creative figures and arguments  Have primary data to increase persuasion
Organizing activities	20 %	Not present clearly organizational plans to implement the business idea	Clearly present the organizational plans to implement the business idea such as organizing functional activities, organizational structure, human resource management	Clearly present the organizational plans to implement the business idea  Ways to organize is proper with start-ups	Clearly present the organizational plans to implement the business idea  Ways to organize is proper with start-ups  Ways of organizing shows the update of new trends and is creative
Financial plans	15%	Failure to clearly present and distinguish the components of a financial plan for start-up activities	Clearly present the components of the financial plan such as capital sources, revenue, and profit forecasts	Clearly present the components of the financial plan  Convincing financial plan  The figures is projected clearly	Convincing financial plan  Analyze potential and outstanding factors in the financial plan
Risks	15 %	Failure to identify risks	Identify and differentiate the	Identify and differentiate the	Identify and differentiate

		with the business plan	risks of a business plan	risks of a business plan	the risks of a business plan
		Proposing a superficial and unconvincing solution	Proposing reasonable solutions, suitable for each type of risk	Proposing reasonable solutions, suitable for each type of risk  Arguments for solution design is persuasive	Proposing reasonable solutions, suitable for each type of risk  Using scientific way to identify and deal with risks

### C. DETAILED TEACHING PLAN (content of lesson)

Class hours	Detailed teaching contents	Course learning outcomes	Teaching and learning activities	Assessment methods	Course materials
5	<p><b>CHAPTER 1: AN OVERVIEW OF ENTREPRENEURSHIP</b></p> <p><b>1.1. Some basic definitions</b></p> <p>1.1.1 Entrepreneurship</p> <p>1.1.2 Opportunity</p> <p>1.1.3 Feasibility</p> <p><b>1.2. The importance of entrepreneurship to the economy.</b></p> <p>1.2.1 Jobs creation</p> <p>1.2.2 Creativity and flexibility</p> <p>1.2.3. Social and economic development</p> <p><b>1.3. Types of start-ups</b></p> <p>1.3.1. Types by legal forms</p> <p>1.3.2. Types by scales</p> <p>1.3.3. Types by business industries</p> <p><b>1.4. The Entrepreneurial Process</b></p> <p>1.4.1 Decision to Become an Entrepreneur</p> <p>1.4.2 Developing Successful Business Ideas</p> <p>1.4.3 Moving from an Idea to an Entrepreneurial Firm</p> <p>1.4.4 Managing and Growing an Entrepreneurial Firm</p> <p><b>1.5 Characteristics of a entrepreneur</b></p> <p>1.5.1 Passion for the business</p> <p>1.5.2 Product/Customer focus</p> <p>1.5.3 Tenacity despite Failure</p> <p>1.5.4 Execution intelligence</p>	CLO5	<p><b>LECTURER:</b></p> <ul style="list-style-type: none"> <li>- Introduction about the subject</li> <li>- Disseminate regulations on evaluation form</li> <li>- Introduction of chapter objectives and content</li> <li>- Explain and discuss theoretical content</li> <li>- Illustrated case resolution instructions</li> <li>- Answer students' questions</li> <li>- Assign and guide group exercises to form business ideas at home</li> </ul> <p><b>STUDENT:</b></p> <ul style="list-style-type: none"> <li>- In class:</li> <li>+ Listen to lectures, discuss and solve situations</li> <li>+ Ask questions</li> </ul>	<p>A.1.1</p> <p>A.1.2</p> <p>A.1.3</p> <p>A.2.1</p>	<p>[1] <i>Chapter 1</i></p> <p>[2] <i>Part I</i></p> <p>[3]</p>

	<p><b>1.6. Starting a business in the digital age</b>  1.6.1. Background introduction  1.6.2. Impact of the digital age on start-ups  16.3. Business start-up trends in the digital age</p>		<p>+ Group formation and group management  - At home:  + Read and review lessons learned  + Organize assigned group exercises  + Read in advance the contents of the material in the next chapter to prepare for the next lesson</p>		
8	<p><b>CHAPTER 2: PERCEIVED BUSINESS OPPORTUNITIES AND IDEAS BUILDING.</b>  <b>2.1. Ways to identify opportunities</b>  2.1.1 Observing trends  2.1.2 Solving a problem  2.1.3 Finding gaps in the marketplace  2.1.4 Personal characteristics of the entrepreneur  <b>2.2 Techniques for generating ideas</b>  2.2.1 Brainstorm  2.2.2 Focus groups  2.2.3 Library and Internet research  <b>2.3. Feasibility analysis</b>  2.3.1 Product/Service feasibility analysis  2.3.2 Industry/Target market feasibility analysis  2.3.3 Organizational feasibility analysis  2.3.4 Financial feasibility analysis</p>	<p>CLO1  CLO5</p>	<p><b>LECTURER:</b>  - Introduction of chapter objectives and content  - Explain and discuss theoretical content  - Illustrated case resolution instructions  - Answer students' questions  - Assign and guide group homework  - Evaluate students' group work  <b>STUDENT:</b>  - In class:  + Listen to lectures, discuss and solve situations</p>	<p>A.1.1  A.1.3  A.1.2  A.2.1</p>	<p>[1] <i>Chapter 2+3</i>  [2] <i>Part II</i>  [3]</p>

			<ul style="list-style-type: none"> <li>+ Ask questions</li> <li>+ Present the results of the group exercise using brainstorming to complete the business idea</li> <li>+ Give suggestions and listen to suggestions from other groups and lecturer</li> <li>- At home: <ul style="list-style-type: none"> <li>+ Read and review lessons learned</li> <li>+ Organize assigned group exercises</li> <li>+ Read in advance the contents of the material in the next chapter to prepare for the next lesson</li> </ul> </li> </ul>		
10	<p><b>CHAPTER 3: DEVELOPING THE IDEAS AND BUILDING BUSINESS PLAN</b></p> <p><b>3.1. Develop an effective business model</b></p> <p>3.1.1. Business model definition</p> <p>3.1.2. The importance of business models</p> <p>3.1.3. The diversity of business models</p> <p>3.1.4. Building a business model</p> <p>3.1.5. Components of a business model</p> <p>3.1.6. Introducing a few digital business models</p> <p><b>3.2. Identify strategies for start-ups</b></p> <p>3.2.1 Setting goals</p> <p>3.2.2 Identifying target customers and their values</p>	<p>CLO2</p> <p>CLO4</p> <p>CLO5</p>	<p><b>LECTURER:</b></p> <ul style="list-style-type: none"> <li>- Introduction of chapter objectives and content</li> <li>- Explain and discuss theoretical content</li> <li>- Illustrated case resolution instructions</li> <li>- Answer students' questions</li> <li>- Assign and guide</li> </ul>	<p>A.1.1</p> <p>A.1.2</p> <p>A.1.3</p> <p>A.2.1</p>	<p>[1] <i>Chapter 4+5+6</i></p> <p>[2] <i>Part III</i></p> <p>[3]</p>

	<p>3.2.3 Industry analysis  3.2.4 Selecting a strategy  <b>3.3. Outline of the Business Plan</b>  3.3.1 Executive summary  3.3.2 Company description  3.3.3 Industry and Target market analysis  3.3.4 Operational plan  3.3.5 Marketing plan  3.3.6 Product design and Development plan  3.3.7 Management team and Company structure  3.3.8 Financial projections</p>		<p>group homework  - Guide students to create the structure of the business plan and complete the components learned in the previous chapters into the business plan  - Evaluate students' group work  <b>STUDENTS:</b>  - In class:  + Listen to lectures, discuss and solve situations  + Ask questions  + Presenting the results of group exercises  + Give suggestions and listen to suggestions from other groups and lecturer  - At home:  + Read and review lessons learned  + The organization designs the structure of the business plan and the elements learned in the previous chapter</p>		
--	--	--	--	--	--



			+ Read in advance the contents of the material in the next chapter to prepare for the next lesson		
7	<b>CHAPTER 4: MARKETING FOR START-UPS</b> <b>4.1 Foundation for marketing activities</b> 4.1.1 Segmenting the Market 4.1.2 Selecting a Target Market 4.1.3 Crafting a Unique Market Position <b>4.2 The marketing mix</b> <b>4.3 Marketing tactics</b> <b>4.4 E – marketing</b> <b>4.5 The role of branding</b>	CLO2 CLO4 CLO5	<b>LECTURER:</b> - Introduction of chapter objectives and content - Explain and discuss theoretical content - Illustrated case resolution instructions - Answer students' questions - Guide students to implement the marketing component of the group's business plan - Evaluate students' group work <b>STUDENTS:</b> - In class: + Listen to lectures, discuss and solve situations + Ask questions + Presenting the results of group exercises + Give suggestions and listen to	A.1.1 A.1.2 A.1.3 A.2.1	[1] <i>Chapter</i> <i>11</i> [2] [3]

			<p>suggestions from other groups and lecturer</p> <ul style="list-style-type: none"> <li>- At home:</li> <li>+ Read and review lessons learned</li> <li>+ Organize the implementation of the marketing component</li> <li>+ Read in advance the contents of the material in the next chapter to prepare for the next lesson</li> </ul>		
10	<p><b>CHAPTER 5: ORGANIZING FOR START-UPS</b></p> <p><b>5.1 Selection of legal forms of business</b></p> <p><b>5.2 Location and facilities</b></p> <p><b>5.3 Business structure</b></p> <p><b>5.4 Organizational culture</b></p> <p><b>5.5 Human resource management activities</b></p>	<p>CLO2</p> <p>CLO3</p> <p>CLO4</p> <p>CLO5</p>	<p><b>LECTURER:</b></p> <ul style="list-style-type: none"> <li>- Introduction of chapter objectives and content</li> <li>- Explain and discuss theoretical content</li> <li>- Illustrated case resolution instructions</li> <li>- Answer students' questions</li> <li>- Guide students to implement the organizational component of start-up activities</li> <li>- Guide students to self-study the financial planning part to actively</li> </ul>	<p>A.1.1</p> <p>A.1.2</p> <p>A.1.3</p> <p>A.2.1</p>	<p>[1] <i>Chapter</i></p> <p>7+9</p> <p>[2]</p> <p>[3]</p>

			<p>complete the financial component of the business plan</p> <ul style="list-style-type: none"><li>- Evaluate the presentations of the groups</li></ul> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"><li>- In class:<ul style="list-style-type: none"><li>+ Listen to lectures, discuss and solve situations</li><li>+ Ask questions</li><li>+ Presentation on the marketing component of the business plan</li><li>+ Give suggestions and listen to suggestions from other groups and lecturer</li></ul></li><li>- At home:<ul style="list-style-type: none"><li>+ Read and review lessons learned</li><li>+ Adjust the components of the business plan if necessary</li><li>+ Organizing the implementation of the organizational component of startup activities and the financial component</li></ul></li></ul>		
--	--	--	--	--	--

			+ Read in advance the contents of the material in the next chapter to prepare for the next lesson		
5	<p><b>CHAPTER 6: CAPITAL SOURCES AND FINANCIAL PLANS</b></p> <p><b>6.1 Financial objectives</b>  <b>6.2 Develop financial plans</b>  <b>6.3 Capital plans and sources</b>  <b>6.4 Assess financial performance of business operations</b>  <b>6.5 Risks in start-up activities</b></p>	<p>CLO2  CLO3  CLO4  CLO5</p>	<p>LECTURER:  - Introduction of chapter objectives and content;  - Consolidate and re-explain the theoretical content that students do not understand  - Evaluate the presentations of the groups</p> <p>STUDENTS:  - In class:  + Listen to lectures  + Ask questions  + Present and defend the entire business plan of the group in front of the class  + Give suggestions and listen to suggestions from other groups and lecturer.</p>	<p>A.1.1  A.1.2  A.1.3  A.2.1</p>	<p>[1] <i>Chapter 8</i>  + 10  [2]  [3]</p>

**HEAD OF DIVISION**

**LECTURER IN CHARGE OF SYLLABUS**

**Dr. Nguyen Van Thuy**

**Dang Truong Thanh Nhan**

**HEAD OF FACULTY**

**CONFIRMATION OF THE RECTOR**

**Dr. Nguyen Van Tien**