ET5215 COURSE OUTLINE

Academic Year	2022-2023	**Semester**	1
Course Coordinator	Dr Xia Zhiqiang		
Course Code	ET5215		
Course Title	Entrepreneurial Business Development		
Pre-requisites	Nil		
No of AUs	3		
Contact Hours	Lectures and tutorials: 39 (with Business Case Studies and Business Case Presentations)		
Proposal Date	29 Dec 2020		

Course Aims

This course aims to introduce you to an overall framework of entrepreneurial business development, equip you with theories and tools to develop specific business development strategies, and engage you in applying the theories and tools learned in class to real-life business cases. This course focuses on practical scenarios and cases involving strategic decisions that have significant impact on organizations in both short- and long-term basis.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

Outcome OT1:   Gain an understanding of the functional role of business development and marketing in the wider context of a business and entrepreneurship setting.

Outcome OT2:   Address crucial business development questions to product identification, target customers, and marketing strategies.

Outcome OT3:   Design a business development plan

Outcome OT4:   Define and discuss the role of business development from both a conceptual and entrepreneurial real-world application basis

Course Content

- Business Development in Entrepreneurial Context
- Business Development Challenges and Projects
- Marketing Principles & Strategies
- Omnichannel Strategy
- Franchising and Licensing
- Customer Development Model
- Entrepreneurial Strategy
- Blue Ocean Strategy
- Business Model Innovation
- Business Prototyping
- Business Development Strategies and Applications

Assessment (includes both continuous and summative assessment)

This course has no final examination. The assessment is based on a 60/40 weightage split for team/individual.

S/N	Component	Format	Weight %	Rubrics
1	Class Participation	Individual	15	Appendix 1
2	Mid-Term Assessment	Individual	25	MCQ
3	Project Presentation[1]	Team	35	Appendix 2
4	Final Written Report[2]	Team	25	Appendix 3
	Total		**100**	

Class Participation:

This course requires both individual study and group interactive learning. Participation in class discussions is critical and will be assessed throughout the course as an important component to develop and assess analytical thinking. It is essential that all students bring into the classroom their related experiences, observation, thoughts, and share in the class.

Mid-Term Assessment:

There will be a mid-term assessment scheduled in class in Week 7. Students will be given 30

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[1] Peer evaluation will be used in moderating the grading of project presentation and final written report for each individual team member's score.

[2] Peer evaluation will be used in moderating the grading of project presentation and final written report for each individual team member's score.

minutes to complete the mid-term assessment during the class session. Topics covered from Week 1 to Week 6 will be tested. The assessment format will be multiple-choice questions (MCQs).

Project Presentation

Students will work in a group, supervised by the course instructor. Each team will need to work out a business development plan with detailed analysis for a real-life case, by applying the theories and tools learned in this course. At the end of the course, each team needs to submit a deck of powerpoint slides for the final project presentation (maximum presentation time of 20 minutes and every team member must present – videos and other props can be included in the presentation – and 10 minutes of Question-and-Answer).

Final Written Report

Each team shall submit a final written report between 10 and 20 pages (Times New Roman 12-font size, double spacing, excluding cover page, tables, figures, charts, references and appendices).

A team representative may upload the report into NTULearn's 'Assignments' section.

The Plagiarism Declaration Statement (PDS) shall be included in the submission. Non-submission of PDS will result in a penalty of 10% deduction of the marks awarded for the assignment. You must follow the format of the declaration statement as stated below:

We, <insert names> <insert matriculation numbers>, declare that this assignment is our own work, unless otherwise referenced, as defined by the NTU policy on plagiarism. We have read the NTU Honour Code and Pledge.
Signed………………………………………. Date …………………………….

PLEASE COPY AND PASTE THE DECLARATION IN ABOVE BOX AT THE FRONT OF YOUR ASSIGNMENT ON A NEW PAGE. THE E-SIGNATURE MUST BE INCLUDED IN THE DECLARATION.

Learning Feedback

Feedback will be provided timely in class and during consultation in response to students' learning needs and progress. Quality of participation to look for includes level of engagement and quality of contribution, which consists of i) analytical and integrated thinking ability, ii) relevance of issues raised, and iii) quality of the discussions and comments. Ideas will be adjudged on its merit, impact, and feasibility. The project presentation will be assessed on the depth of insights into the case, sourcing and application of suitable theories and tools, feasibility and impact of the plan, and clarity and engagement of the presentation.

Learning and Teaching Pedagogy

The course pedagogy involves a real-life business development project, seminar workshops, case analysis, engagements with industry speakers, and team-based learning.

Seminar workshops will discuss theories and real-world cases and practices in relation to

addressing entrepreneurial business development challenges.

Students are strongly encouraged to engage in class and group discussions, share and integrate ideas, and give constructive feedback to mutually discover, learn and assimilate knowledge, refine skills, inculcate positive attitudes, and apply learning to solve problems.

To facilitate this process, students are to meet and engage with founders or key management staff of selected entrepreneurial ventures ("project clients"). They are to "go out of the classroom" to gain real-life experiences of challenges faced by their respective project clients. A central component of this learning process is students' involvement and willingness to share, and engagement in peer-to-peer (P2P) learning.

Reading and References

1. Sørensen, H. E. (2012). *Business Development: a market-oriented perspective*(Chapter 2 & 3). John Wiley & Sons Ltd.
2. Case: Jibo - A Social Robot for the Home
3. Philip Kotler & Kevin Lane Keller (2016).*Marketing Management*(15th Edition) (Chapter 2, 9,10). Pearson Education Limited.
4. A Case Study Octobox: Hands down cheaper, faster, easier. *The Straits Times.*
   a. https://www.straitstimes.com/tech/hands-down-cheaper-faster-easier
   b. https://www.enterprisesg.gov.sg/inspiring-stories/octobox
5. Franchise resources & information from the International Franchise Association https://www.franchise.org/franchise-information
6. Blank, S.(2013).*The Four Steps to the Epiphany: Successful Strategies for Products that Win* pp.1-33
7. Blank, S.(2013). Why the Lean Start-Up Changes Everything. *Harvard Business Review*, 91(5): 63-72.
8. Joshua Gans, Erin L. Scott, and Scott Stern, 2018. Spotlight: Do Entrepreneurs Need a Strategy. *Harvard Business Review*, May-June 2018 Issue.
9. Joshua Gans, Startup Strategy: https://www.youtube.com/watch?v=mNmcvwnVUt4&list=ULWQKAh9CQ2K0&index=37
10. A Case Study: Tata Nano
11. W. Chan Kim & Renee Mauborgne, Value Innovation: The Strategic Logic of High Growth, *Harvard Business Review*, July-August 2004
12. W. Chan Kim and Renee Mauborgne, Blue Ocean Strategy, *Harvard Business Review*, October 2004
13. C. Zott & R. Amit, Business Model Design: An Activity System Perspective. *Long Range Planning,* 2010
14. S. Kavadias, K. Ladas & C. Loch, The Transformative Business Model, *Harvard Business Review*, 2016
15. Gallo, A.(2017). A Refresher on Discovery-Diven Planning. *Harvard Business Review*
    a. https://hbr.org/2017/02/a-refresher-on-discovery-driven-planning
16. Amarsy,N.(2015). How to Prototype Radically Different Business Models. *Strategyzer.*
    a. https://www.strategyzer.com/blog/posts/2015/9/24/how-to-prototype-radically-different-business-models
17. https://www.designabetterbusiness.tools/tools/prototype-canvas

Course Policies and Student Responsibilities

(1) General

Students are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. Students are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions which they have missed. Students are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect overall course grade. Valid reasons include

falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

In the event of absenteeism, a student must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If a student is sick and not able to attend the mid-term assessment, the student must submit the original Medical Certificate (or another relevant document) to the administration to obtain official leave. In this case, the missed assessment component will not be counted towards the final grade. There will be no make-up assessment for this component.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, and collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information.

Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructor

Dr Xia Zhiqiang, Director (Graduate Programmes), Nanyang Technopreneurship Center

Course Schedule and Content

Session	Outcome Alignment	Topics	Selected Readings
1	OT1	**Business Development in Entrepreneurial Context** • Welcome & introduction • Course overview • Entrepreneurship key concepts: review, reflection & critical thinking • Market-oriented business development • Project briefing & kick off • Team Formation	• Book: Sørensen, H. E. (2012). Business Development: a market-oriented perspective. John Wiley & Sons Ltd.- Chapter 2 & 3
2	OT1,2	**Business Development Challenges and Projects** • Uncertainty vs Risk • Resource & capability • Challenges in business development: what and why • Case study • Choice of challenges and projects	• Case: Jibo - A Social Robot for the Home • This case illustrates the entrepreneurial company's business development strategy and discusses several specific questions related to business development.
3	OT1,2	**Marketing Principles & Strategies** • Marketing fundamentals • 4P & STP • Connecting marketing strategics to business model and business development	• Book: Philip Kotler & Kevin Lane Keller, Marketing Management, 15th Edition: Chapter 2, 9,10
4	OT2,3	**Omnichannel** • Marketing channels • Fundamental areas essential to retail success • O2O	• Case: Semir E-Commerce
5	OT2,3	**Omnichannel Strategy** • Omnichannel Business Models • Omnichannel strategy: the path to value	• Case: Octobox: Hands down cheaper, faster, easier • https://www.straitstimes.com/tech/hands-down-cheaper-

			faster-easier • https://www.enterprisesg.gov.sg/inspiring-stories/octobox
6	OT2,3	**Franchising and Licensing** • Franchising business: what and why • Licensing vs franchising • Keys to franchise success • Franchising strategies • Financial considerations	• Franchise resources & information from the International Franchise Association: https://www.franchise.org/franchise-information
7	OT2,3	**Customer Development Model** • Customer Need Analysis • Customer Development Model • Workshop: Customer Discovery	• Blank, S. The Four Steps to the Epiphany: Successful Strategies for Products that Win pp.1-33 • Blank, S. 2013. Why the Lean Start-Up Changes Everything. Harvard Business Review, 91(5): 63-72.
8	OT2,3	**Entrepreneurial Strategy** • Entrepreneurial Strategy: What, Why & How • Entrepreneurial Strategy Compass • Mid-term assessment	• Joshua Gans, Erin L. Scott, and Scott Stern, 2018. Spotlight: Do Entrepreneurs Need a Strategy. Harvard Business Review, May-June 2018 Issue. • Joshua Gans, Startup Strategy:https://www.youtube.com/watch?v=mNmcvwnVUt4&list=ULWQKAh9CQ2K0&index=37
9	OT2,3	**Blue Ocean Strategy** • Workshop on Blue Ocean Strategy • Value Innovation • Strategy Canvas	Case: Tata Nano • W. Chan Kim & Renee Mauborgne, Value Innovation: The Strategic Logic of High Growth, Harvard Business Review, July-August 2004 • W. Chan Kim and Renee Mauborgne, Blue Ocean Strategy, Harvard Business Review, October 2004
10	OT2,3	**Business Model Innovation** • Business model design parameters • Business model Innovation • Building business development plan	• C. Zott & R. Amit, Business Model Design: An Activity System Perspective. *Long Range Planning,* 2010 • S. Kavadias, K. Ladas & C. Loch, The Transformative Business Model, Harvard

			Business Review, 2016
11	OT3,4	**Business Prototyping** • Prototyping: What, Why & How • Prototyping Tools • Team trial presentations • Pitching & Storytelling	• https://hbr.org/2017/02/a-refresher-on-discovery-driven-planning • https://www.strategyzer.com/blog/posts/2015/9/24/how-to-prototype-radically-different-business-models • https://www.designabetterbusiness.tools/tools/prototype-canvas
12	OT3,4	**Business Development Strategies and Applications – DEMO 1** • Team final presentations • Expert critics and learning review	
13	OT3,4	**Business Development Strategies and Applications – DEMO 2** • Team final presentations • Expert critics and learning review • Debrief & wrap-up	

Appendix 1: Assessment Criteria for Class Participation (15%)

Criteria	Weighting	Performance Level		
		Fail standard (0-39)	**Pass standard** (40-70)	**High standard** (71-100)
Level of engagement	7.5%	Contributed infrequently to the course in terms of offering of ideas/ asking of questions/ volunteering answers	Contributed to the course by offering ideas/ asking questions/ volunteering answers at least once in each session.	Proactively contributed to the course by offering ideas/ asking questions/ volunteering answers multiple times every session.
Quality of contribution	7.5%	Contributions were not relevant and did not reflect understanding of the topics, draw connections, build upon remarks of other students, nor demonstrated critical thinking.	Average number of contributions were relevant and reflected understanding of the topics, draw connections, build upon remarks of other students, and/or	Majority of contributions were relevant and reflected understanding of the topics, draw connections, build upon remarks of other students, and/or

			demonstrated critical thinking.	demonstrated critical thinking.
Total	**15%**			

Appendix 2: Assessment Criteria for Project Presentation (35%)

Criteria	Weighting	Performance Level		
		Fail standard (0-39)	**Pass standard** (40-70)	**High standard** (71-100)
Depth of insights into the case	5%	Lack of insights into the client's needs and challenges.	Derived sufficient depth of insights into the client's needs and challenges.	Derived a good depth of insights into the client's needs and challenges, and through close collaboration with project client.
Sourcing and application of suitable theories and tools	10%	Poor efforts in sourcing and applying theories and tools.	Satisfactory efforts in sourcing and applying theories and tools.	Excellent efforts in sourcing and applying suitable theories and tools.
Feasibility and impact of the plan	10%	The plan is based on too many or unfounded assumptions, and degree of impact on the client's business is rather unclear.	The plan is reasonably feasible and with some degree of impact on the client's business.	The plan is evidently feasible and with direct significant impact on the client's business.
Clarity and engagement of the presentation	10%	The presentation is boring and not engaging.	The presentation is succinct and engaging.	The presentation is succinctly creative and very engaging.
Total	**35%**			

Appendix 3: Assessment Criteria for Final Written Report (25%)

Criteria	Weighting	Performance Level		
		Fail standard (0-39)	**Pass standard** (40-70)	**High standard** (71-100)
Organization of report	5%	Poorly organised; lacking in opening, closing and transition between sections; improper use of and reference to appendices.	Reasonably organised; proper opening, closing and transition between sections; proper use of and reference to appendices.	Well organised; smart opening, closing and transition between sections; clever use of and reference to appendices.
Application of relevant theories, tools and frameworks covered in the course to address the entrepreneurial business development challenge.	10%	Poor effort in applying theories, tools and frameworks covered in the course to address the entrepreneurial business development challenge.	Satisfactory effort in applying theories, tools and frameworks covered in the course to address the entrepreneurial business development challenge.	Exemplary effort in applying theories, tools and frameworks covered in the course to address the entrepreneurial business development challenge.
Review of the team problem-solving approaches and discussion of the effectiveness and limitation of the approaches in addressing the challenge of this project.	10%	Very limited review, analysis and discussion of the team problem-solving approaches.	Reasonable effort in reviewing, analysing and discussing the problem-solving approaches.	Comprehensive review, in-depth analysis and discussion of the team problem-solving approaches.
Total	**25%**			

Peer Evaluation

Peer Evaluation will be used to moderate the overall project marks for both project presentation and final written report. Rate each member in your group (excluding yourself) on four dimensions by using the 1 to 10 evaluation scale shown below. Input a whole number (no decimals) from 1 to 10 for each dimension. The corresponding % of group grades for each rating is shown below the scale for reference only.

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        Poor                      Average                    Excellent
1_____2_____3_____4_____5_____6_____7_____8_____9_____10
|        |        |        |        |        |        |        |        |        |
*    (<2)40%    (<3)50%   (<4)60%   (<5)70%  (< 6)80%  (<7)90%     (7 and above)100%

        corresponding % of group grades allocated to a member for each rating
              *average rating of less than 2 will be investigated by your instructor
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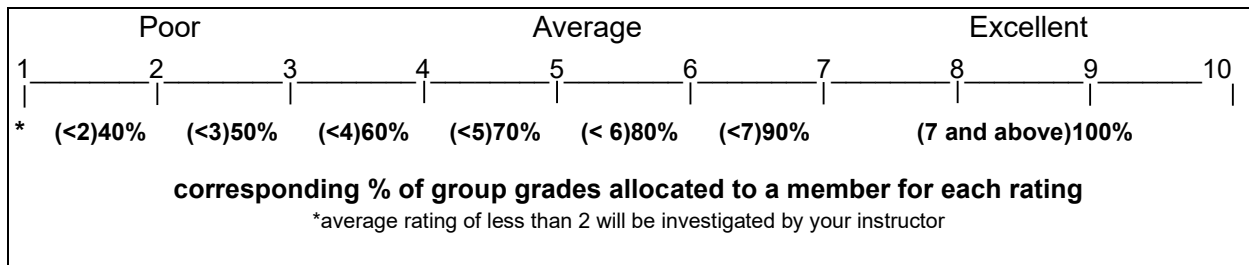
Names of group members	Effort put into the project: The amount of work put into the project, such as coming to meetings on time; contributing ideas; performing assigned duties comprehensively; helping to organize meetings.	Merit of contribution: The strength of contribution, such as the effectiveness of contributions in terms of quality of outputs; creativity of ideas.	Constructive team behaviours: Listens attentively to and seeks inputs from others; helps smooth functioning of the group; respect for others; fosters group camaraderie.	Commitment to the team: Behaves ethically by accepting full responsibility for assigned duties; exhibits group citizenship behaviour, such as helping others when needed; places priority on group meetings.	Average Score: Sum up the ratings and divide by 4. If the average rating is less than 8, please provide a brief explanation at the next page.
1.					
2.					
3.					
4.					
5.					
6.					

Names of group members	Please provide comments and a brief explanation to justify the rating for each member. You may attach supporting documents (like emails and screenshots), if any to support your explanations.
1.	
2.	
3.	
4.	
5.	
6.	

Project Group Number : _____

Your name and signature : _____   Date : _____