

# The Chinese University of Hong Kong

## EPIN 2010

### Toolkit for Entrepreneurs

First Term 2021/2022

(Version 3.0, July 2021)

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Period & Location:	Tuesday 2:30PM - 5:15PM;
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#### A. PEDAGOGIC DESIGN

The EPIN minor is designed around three areas, namely mindset and values, skills and knowledge, and practice. It aims to educate students to develop an entrepreneurial mindset, which is to get one's hands dirty to solve problems. This usually means starting something new. Many people interpret starting new as venturing into a startup, but it can also mean endeavouring a new project within established organizations.

This course is designed jointly by practitioners and the faculty member. As such, the classes will involve a number of practitioners with academic interest and background. It is an intermediate level course and assumes students to have basic knowledge on business and entrepreneurship, either from class learning or practice themselves. With its emphasis on skills, we will be doing some exercises, in-depth case discussion, or tutorial exercises in every class rather than running as lecture classes. Throughout the course, students shall work with a new venture, to practice their skills. Our aim is to combine good theory and meaningful knowledge with meaningful practices, so that students will learn theory and practices of being an entrepreneur, an innovative manager, or a creative practitioner.

#### B. OBJECTIVES

Building on the introductory courses, such as Anatomy of Entrepreneurs, this course aims to prepare students with skills essential for "pursuing opportunity without regard to resources currently at hand." It will introduce to and develop in students several key entrepreneurial skills

rather than covering comprehensive topics as in an introductory course. I particularly want students to gain a hands-on experience and develop a do-it attitude. Since pursuing an entrepreneurial endeavour has to overcome obstacles and deal with challenges in novel and uncertain situations, we must transform and give new emphasis to skills commonly used in other problem-solving situations. Also, we will learn a number of new processes and accompanying languages for entrepreneurial practices. By the end of the course, students should become more effective in using some of the skills and feel more confident in implementing their entrepreneurial plan or innovation project. Accordingly, the objectives of this course are as follows:

- (1) To pick up knowledge and also *skills* essential for entrepreneurial success;
- (2) To demonstrate the ability to plan and work out specifics of an entrepreneurial endeavour;
- (3) To propose and defend entrepreneurial or innovative projects with confidence and acumen.

This course will cover a number of areas of skills including go-to-market, competences for operations, teamwork and communication, and resource planning and exit in an entrepreneurial context. These areas are designed to suit students from different disciplines including arts, social science, business, engineering and science.

### C. COURSE REQUIREMENTS

Peer evaluation	15%
Elevator pitch and 1-page summary	15%
Market validation report	20%
Business plan presentation (powerpoint or equivalent)	50%

You will need to form groups of 4-6 members and work on a startup venture.

#### Assignment to be submitted by each group:

- (a) 28 Sep 2021: 1-minute Elevator pitch (during class), 1-page project summary
- (b) 26 Oct 2021: 2-page Market validation report
- (c) 30 Nov 2021: Business plan presentation

- (a) 1-page project summary
  - What is the market pain point to be addressed?
  - Who are the target customers?
  - What is your [preliminary] solution?
  - What is your [preliminary] business/revenue model?

- (b) 2-page Market validation report (suggested structure)
  - Validation analysis on
    - Target user
    - Market size
    - Business model

- (c) Business plan presentation (suggested structure)
  - Market pain point
  - Target customers
  - Solution to the pain point
  - Business/revenue model

- Go to market strategy
- Competition
- Financial
- Milestones
- And more...

## **FINAL PRESENTATION AND GROUP REPORT**

You will need to form groups of 4-6 members and work on a startup venture or project, and present your work with a set of slides to explain how the startup works. You can model on what we discussed in class and showed in the textbook; specifically, you can refer to the example set in the “week 7” power-point slide in the Blackboard. I expect you to produce 10-15 slides and give a presentation about 15-20 minutes. Note that all the members need to work on and show up in these presentations, but not all of them need to present in the event. I will give you guidance and will be made available for consultation.

## **CLASSWORKS AND TUTORIAL EXERCISES**

Students should expect to participate actively. As an intermediate course, you will be required to analyze difficult business cases independently. Difficult cases refer to business situation in which there may exist no clear problem, solution, and analysis method. Students are expected to read the case and answer the assigned questions before each class (3 to 4 of them). In addition, there will be exercises that involve the class as a group or as an individual, for example, negotiation exercise, meditation practice, etc. I will need the whole class to involve for the better learning outcomes.

## **D. READINGS**

### **Required**

Aulet (2013). *Disciplined entrepreneurship: 24 steps to a successful startup*. John Wiley & Sons.

“Entrepreneurship” in Coursera (<https://www.coursera.org/learn/entrepreneurship>)

### **Referenced**

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Anderson, C. (2008). *The long tail: Why the future of business is selling less of more*. New York: Hyperion.

Blank, S., & Engel, J. (2015). *The National Science Foundation innovation crops: Teaching handbook*. [[https://venturewell.org/wp-content/uploads/NSF\\_Handbook\\_Web.pdf](https://venturewell.org/wp-content/uploads/NSF_Handbook_Web.pdf)]

Gelobter, M. (2015). *Lean startups for social change: The revolutionary path to big impact*. Oakland: Berrett-Koehler, Incorporated.

Kupor, Scott. (2019). *Secrets of Sand Hill Road: Venture Capital and How to Get it*. Penguinrandomhouse.

Liedtka, O., Ogilvie, T., & Brozenske, R. (2014). *The designing for growth field book: A step-by-step project guide*. NY: Columbia Business School Publishing.

Osterwalder, A., Pigneur, Y., & Clark, T. (2010). *Business model generation: A handbook for visionaries, game changers, and challengers*. Chichester: John Wiley & Sons, Incorporated.

Read, S. (2011). *Effectual entrepreneurship*. London; New York: Routledge.

Thiel, P., & Masters, B. (2014). *From zero to one: Notes on startups, or how to build the future*. New York: Crown Business.

Tan, C. (2012). *Search inside yourself: Increase productivity, creativity, and happiness*. London: HarperCollins.

Kawasaki, G. (2004). *The art of the start: The time-tested, battle-hardened guide for anyone starting anything*. New York: Portfolio.

## E. SCHEDULE

#	Date	Topic	Theme	Description
1	07/09/2021	Introduction	Entrepreneurship background	Introduction of the course What is Entrepreneurship? Entrepreneurship / Intrapreneurship / Professional
2	14/09/2021	Creativity and Innovation	Develop Idea	Preparing for your future. Becoming creative. Where to look for start-up opportunities.
3	21/09/2021	Value Proposition Design	Develop Idea	What are you really offering to stakeholders? Is it compelling? Is it disruptive?
4	28/09/2021	Business Model	Develop Idea	What is a business model? How to make it work?
5	05/10/2021	Opportunity evaluation	Validate Market	How to validate your market and estimate the size and chances of success?
6	12/10/2021	Customer discovery	Validate Market	Customer journey discovery
7	19/10/2021	Writing a business plan	Write B-plan	How to write a business plan to impress investors
8	26/10/2021	Startup financing	Write B-plan	What is startup financing? What are the metrics?
9	02/11/2021	Entrepreneurship in Asia	Entrepreneurship background	Comparing Entrepreneurship in selected Asian areas
10	09/11/2021	Leadership	Managing a company	Leading a startup
11	16/11/2021	Team building	Managing a company	How to lead teams
12	23/11/2021	Crisis Management	Managing a company	How to weather through a crisis
13	30/11/2021	Business plan presentation	Business Pitching	Presentation

## F. ACADEMIC HONESTY

The Chinese University of Hong Kong places very high importance on honesty in academic work submitted by students, and adopts a policy of zero tolerance on cheating in examinations and plagiarism. Any related offence will lead to disciplinary action including termination of studies at the University. See details about the policy at <http://www.cuhk.edu.hk/policy/academichonesty/>

## G. GRADE DESCRIPTORS

Grade criteria

1. Creativity and innovation (25%)  
Think out of the box, breaking the conventional wisdom, refreshing and innovative ideas
2. Feasibility (25%)  
The business plan is practical and achievable, given the market conditions, target customer preferences, availability of resource, implementation challenges etc
3. Potential impact (25%)  
The potential values to be created by the business plan, both tangible ones (such as revenue, profit, cost saving and social values etc) and intangible ones (such as social impact, brand values, customer loyalty, employee loyalty, relationship with partners etc)
4. Presentation skills and/or 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.

Grade description of Business Plan Presentation

Excellence (A/A-)	A well conducted presentation and three to four of the criteria being above average
Very good (A-/B+)	A well conducted presentation and one to two of the criteria being above average
Good and basic (B+/B/B-)	A balanced presentation that offers the basic of the criteria
Not satisfactory (C+ or below)	Fail to achieve the "basic" standard

Overall grade description

A	Outstanding performance on all learning outcomes and demonstrating them behaviourally with success.
A-	Generally outstanding performance on all (or almost all) learning outcomes and demonstrating them behaviourally with some success.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.