

**THE UNIVERSITY OF HONG KONG
HKU BUSINESS SCHOOL**

BUSI3711 New Business Generation - A Strategic and Operational Approach

GENERAL INFORMATION

Instructor: Mr. Baniel Cheung
Email: baniel@hku.hk, baniel@gmail.com
Consultation times: by appointment

Tutor: N/A

Pre-requisites: N/A

Co-requisites: N/A

Mutually exclusive: N/A

Course Website:

Other important details:

COURSE DESCRIPTION

“New Business Generation - A Strategic and Operational Approach” is designed to equip students with a practical understanding of how to develop a new business under a startup environment or within a sizable organization in a real-world situation. The course will cover idea generation, business model formulation, strategic planning, financial modelling, resource and operational planning, pitching to external investor and/or internal management team, etc.

The course will integrate what the students have learnt via various business and management courses, as well as applying them in a corporate scenario. Application of taught concepts / knowledge of entrepreneurship, design thinking, product / service development, strategic planning, financial forecasting, and/or marketing and promotion, etc. will be required throughout the course.

In order to enhance the practical aspects of the course, various senior industry professionals in the areas of product development, strategic planning, marketing, finance, operation, venture capital, etc. will be invited to conduct lecture, provide coaching and evaluate student presentation / business proposal. Knowledge exchange will be a core component to enrich students' overall learning experience of this course.

COURSE OBJECTIVES

1. To allow students to understand the processes, challenges and obstacles when forming a new business under a startup environment or within a sizable corporation.
2. To develop students' understanding of the key strategic components involving in a new business formulation.
3. To facilitate students to integrate / apply their learnt concepts via various business and management courses in a practical situation.
4. To allow students to focus in knowledge exchange - obtain advice / support from senior industry professionals / mentors and develop practical industry knowledge / knowhow to apply in a real-world scenario.
5. To enable students to acquire research tools and skills for exploring and addressing different business issues.
6. To facilitate students to apply a business consultancy approach to identify issues / opportunities, collect data and conduct analysis, develop strategic and operational plans, and provide business recommendations to external investor and/or internal management team.

FACULTY LEARNING GOALS

FLG 1: Acquisition and internalization of knowledge of the programme discipline

FLG 2: Application and integration of knowledge

FLG 3: Inculcating professionalism

FLG 4: Developing global outlook

FLG 5: Mastering communication skills

FLG 6: Cultivating leadership

COURSE LEARNING OUTCOMES

Course Learning Outcomes	Aligned Faculty Learning Goals
CLO1 Understand how to integrate and apply various learnt concepts studied via business and management courses in a practical situation;	FLG 1, 2
CLO2 Appreciate the process of new business development, covering the stages of idea generation, strategy formulation, and strategy execution;	FLG 1, 2, 4
CLO3 Acquire practical industry knowhow via knowledge exchange – coaching, mentoring, and advice from teacher and senior industry professionals;	FLG 2, 3, 4, 5
CLO4 Apply a business consultancy approach to analyze real-world business issues, obtain in-depth insights, develop strategic and operational plans, and provide business recommendations;	FLG 1, 2, 3, 4, 5, 6
CLO5 Demonstrate effective written and verbal communication and teamwork skills through group project presentations and reports of the new business proposal.	FLG 3, 5, 6

COURSE TEACHING AND LEARNING ACTIVITIES				
Course Teaching and Learning Activities		Expected Study Hours	Study Load (% of Study)	
T&L1. Interactive lectures, professional guest lectures, and firm visits		39	32	
T&L2. Professional coaching and mentoring		35	28	
T&L3. Case-based study and analysis		20	16	
T&L4. Self study		20	16	
T&L5. Presentation		10	8	
Total		124	100%	
Assessment Methods		Brief Description (Optional)	Weight	Aligned Course Learning Outcomes
A1. Individual contribution and participation in class and professional guest lectures.			20%	CLO 1, 2, 3
A2. Individual reflection paper			20%	CLO 1, 2, 4, 5
A3. Group project - presentation			25%	CLO 1, 2, 3, 4, 5
A4. Group project - written report			35%	CLO 1, 2, 4, 5
Total			100%	
STANDARDS FOR ASSESSMENT				
Course Grade Descriptors				
A+, A, A-	Consistently demonstrate a thorough grasp of the subject as evidenced by achieving an outstanding performance in understanding of business / management principles and concepts, critical analysis and synthesis, application of knowledge, formulation of solutions, written and verbal communication and teamwork skills.			
B+, B, B-	Frequently demonstrate a substantial grasp of the subject as evidenced by achieving a proficient performance in understanding of business / management principles and concepts, critical analysis and evaluation, application of knowledge, formulation of solutions, written and verbal communication and teamwork skills.			
C+, C, C-	Occasionally demonstrate a general grasp of the subject as evidenced by achieving a moderate performance in understanding of business / management principles and concepts, analysis and evaluation, application of knowledge, formulation of solutions, written and verbal communication and teamwork skills.			
D+, D	Demonstrate a partial grasp of the subject as evidenced by achieving an adequate performance in understanding of business / management principles and concepts, analysis and evaluation, application of knowledge, formulation of solutions, written and verbal communication and teamwork skills.			
F	Demonstrate a poor grasp of the subject as evidenced by achieving a poor performance in understanding of global business / management principles and concepts, analysis and evaluation, application of knowledge, formulation of solutions, written and verbal communication and teamwork skills.			

Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)

AT1: Individual Contribution and Participation (40%):

Performance Level	Assessment Rubrics for Class Contribution and Participation
A+, A, A-	<ul style="list-style-type: none"> ▪ All or almost all oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Consistently actively contribute to the inside / outside class discussions and activities by providing relevant and helpful examples and analyses, suggesting creative and insightful solutions, raising thoughtful questions, synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with thoughtful improvement suggestions in the future.
B+, B, B-	<ul style="list-style-type: none"> ▪ Most oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Actively contribute to the inside / outside class discussions and activities by providing relevant examples and analyses, suggesting creative solutions, raising some thoughtful questions, occasionally synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with good improvement suggestions in the future.
C+, C, C-	<ul style="list-style-type: none"> ▪ Some oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Contribute to the inside / outside class discussions and activities by providing some relevant examples and analyses, suggesting solutions but lacking of creativity, raising questions for clarification, sharing ideas only based on required readings, and/or describing the group process and individual contribution to the group work with limited improvement suggestions in the future.
D+, D	<ul style="list-style-type: none"> ▪ Few oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Contribute to the inside / outside class discussions and activities by providing limited relevant examples and analyses, suggesting incomplete solution, raising questions and sharing ideas not closely related to the topic being discussed, and/or including incomplete descriptions of the group process and individual contribution to the group work without improvement suggestions in the future.
F	<ul style="list-style-type: none"> ▪ Very few or no oral/written responses are clear, accurate, and/or with sufficient elaboration as required. ▪ Do not contribute or have limited contribution to the inside / outside class discussions and activities by providing irrelevant examples, analyses, and solutions, raising questions and sharing ideas unrelated to the topic being discussed, and failed to reflect on the group process and individual contribution to the group work and to suggest improvement in the future or the reflection is unrelated to the objectives.

AT2: Group Proposal (5%):

Performance Level	Assessment Rubrics for Group Project Proposal
A+, A, A-	<ul style="list-style-type: none"> ▪ The descriptions of new business are thorough, precise, articulated with clarity and fluency. ▪ Demonstrates a profound understanding of the new business. ▪ The new business is skillful at arousing and maintaining interests, well organized with clear coherence and smooth progression of ideas.
B+, B, B-	<ul style="list-style-type: none"> ▪ The descriptions of new business are generally thorough, precise, clear and fluent. ▪ Most critical issues of the new business are clearly and accurately identified. ▪ The new business is generally able to arouse and maintain interests, well organized with

	coherence and progression of ideas.
C+, C, C-	<ul style="list-style-type: none"> ▪ The descriptions of new business are moderately thorough, precise, clear and fluent. ▪ Some critical issues of the new business are clearly and accurately identified. ▪ The new business shows attempts to arouse and maintain interests and is organized with some coherence and progression of ideas.
D+, D	<ul style="list-style-type: none"> ▪ The descriptions of new business are adequately thorough, precise, clear and fluent. ▪ Few critical issues of the new business are clearly and accurately identified. ▪ The new business shows adequate effort to arouse and maintain interests and is adequately organized with some lapses in coherence or progression of ideas.
F	<ul style="list-style-type: none"> ▪ The descriptions of new business are missing most important parts, imprecise, unclear, halting, and/or inconsistent. ▪ All or almost all issues of the new business identified are uncritical and irrelevant. ▪ The new business shows no or little effort to arouse and maintain interests and is poorly organized with serious problems in coherence or progression of ideas.

AT3: Group Presentation (25%):

Performance Level	Assessment Rubrics for Group Presentation
A+, A, A-	<ul style="list-style-type: none"> ▪ Identifies and addresses the new business clearly, including their subsidiary, embedded or implicit aspects. ▪ Consistent perceptive and critical engagement with the business plan based on comprehensive understanding of relevant concepts and theories, with effective analysis, synthesis and application of knowledge. ▪ Demonstrates a comprehensive command of existing arguments relevant to the new business, and examines the issues from all important perspectives. ▪ The arguments fit together logically and build a compelling case. ▪ The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters). ▪ Presenters show full command and understanding of the presented contents (e.g., powerpoint files, if any), which are predominantly their own writing. ▪ Presenters engage the audience at all times through good communication skills (e.g., eye contact, gestures and variation in tone) and adhere strictly to the set time limits.
B+, B, B-	<ul style="list-style-type: none"> ▪ Identifies and addresses the new business, but not all of the subsidiary, embedded or implicit aspects. ▪ Generally perceptive and critical engagement with the business plan based on good understanding of relevant concepts and theories, as well as effective analysis, synthesis and application of knowledge. ▪ Demonstrates a good command of existing arguemnts relevant to the new business, and examines the issues with regard to some important perspectives. ▪ The arguments fit to form a clear own position, but some arguments are underdeveloped and some considerations overlooked. ▪ The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters). ▪ Presenters show good command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly their own writing. ▪ Presenters engage the audience through good communication skills (e.g., eye contact, gestures and variation in tone) most of the time and adhere to the set time limits.

C+, C, C-	<ul style="list-style-type: none"> ▪ Identifies and addresses the new business, but not the subsidiary, embedded or implicit aspects. ▪ Only occasional perceptive and critical engagement with the business plan reflecting mostly superficial understanding of relevant concepts and theories, with some inaccurate analysis, synthesis and application of knowledge. ▪ Demonstrates insufficient command of existing arguemnts relevant to the new business, and not all main arguments or counter-arguemtnes examined. ▪ Offers own position but the reasoing is sometimes impaired by weak, emotive or inconsistent argumentation. ▪ The presentation has an outline, structure and conclusion, but the transition between different parts (by different presenters) is not clear. ▪ Presenters show insufficient command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing. ▪ Some presenters engage the audience relatively ineffectively and some are slightly off the set time limits.
D+, D	<ul style="list-style-type: none"> ▪ Identifies and addresses the new business only partially. ▪ Very limited critical engagement with business plan, rarely goes beyond reproduction of relevant concepts and theories, and with some inaccuracies even doing so. ▪ Demonstrates a lack of understanding of existing arguemnts relevant to the new business. ▪ Offers own position but the arguments are poorly made and not well supported. ▪ The presentation is not well structured, and the transition between different parts (by different presenters) is not clear. ▪ Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing. ▪ Some presenters fail to engage the audience and some are off the set time limits.
F	<ul style="list-style-type: none"> ▪ Failure to identify and address any new business. ▪ No critical engagement with any business plan, little mentioning and application of relevant concepts and theories, and with some inaccuracies when doing so. ▪ Demonstrates a lack of understanding of existing arguemnts relevant to the new business. ▪ No coherent own position and the arguments are confused and flawed. ▪ The presentation is not structured, and the transition between different parts (by different presenters) is illogical. ▪ Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are not their own writing. ▪ The presenters fail to engage the audience and some are off the set time limits.

AT4: Group Written Report (30%):

Performance Level	Assessment Rubrics for Group Written Report
A+, A, A-	<ul style="list-style-type: none"> ▪ The business plan is thorough, precise, articulated with clarity and fluency, and consistent with the proposed analyses and recommendations followed. ▪ Demonstrates a profound understanding of the new business and generates insightful overall findings by sophisticatedly synthesizing across analyses. ▪ The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful fact/data, and effective application of appropriate concepts/techniques/examples which are nicely integrated to the analysis. ▪ The overall analysis demonstrates a profound understanding of the new business and generates insightful overall findings by sophisticatedly synthesizing across analyses.

	<ul style="list-style-type: none"> ▪ Recommendations are well thought-out and well-articulated with logical flow, consistent, responsive, feasible, and highly innovative. ▪ Almost all pros and cons of alternatives are thoroughly and critically evaluated. ▪ The report is skillful at arousing and maintaining interests, well organized with clear coherence and smooth progression of ideas, very effective introduction and conclusion, articulated with clarity and fluency, appropriate length and tone, free of most writing errors, and proper and consistent referencing and citations without errors.
B+, B, B-	<ul style="list-style-type: none"> ▪ The business plan is generally thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. ▪ Most critical issues of the new business are clearly and accurately identified. ▪ The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful fact/data and application of appropriate concepts /techniques/examples. ▪ The overall analysis demonstrates a good understanding of the new business and a capability of generating overall findings with some insights by synthesizing across analyses. ▪ Recommendations are generally clear, logical, consistent, responsive, feasible, and innovative. ▪ Most pros and cons of alternatives are sufficiently examined. ▪ The report is generally able to arouse and maintain interests, well organized with coherence and progression of ideas, good introduction and conclusion, generally clear and fluent, appropriate length and tone, generally free of most writing errors, and consistent referencing and citations with only a few minor mistakes.
C+, C, C-	<ul style="list-style-type: none"> ▪ The business plan moderately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. ▪ Some critical issues of the new business are clearly and accurately identified. ▪ The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant fact/data but not directly helpful to the analysis, and application of some appropriate concepts /techniques/examples. ▪ The overall analysis demonstrates a moderate understanding of the new business and progress in generating overall findings with developing skills in synthesizing across analyses. ▪ Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for responsive, feasible, and innovative solutions ▪ Some pros and cons of alternatives are examined with some elaboration. ▪ The report shows attempts to arouse and maintain interests and is organized with some coherence and progression of ideas, moderately clear introduction and conclusion, moderately clear and fluent, some inappropriate length or tone, a few noticeable writing errors, and some inconsistent referencing and citations with a few noticeable mistakes.
D+, D	<ul style="list-style-type: none"> ▪ The business plan is adequately thorough, precise, clear, fluent, and consistent with the analyses and recommendations followed. ▪ Few critical issues of the new business are clearly and accurately identified. ▪ The analysis lacks of a clear focus, with insufficient elaboration, insufficient consistency, largely descriptive, with limited support of helpful and relevant data/facts and application of appropriate concepts/techniques/examples. ▪ The overall analysis demonstrates a limited understanding of the new business and needs further work to generate overall findings by synthesizing across analyses. ▪ Recommendations are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for responsive, feasible, and innovative solutions ▪ Some pros and cons of alternatives are identified with limited elaborations. ▪ The report shows adequate effort to arouse and maintain interests and is adequately organized with some lapses in coherence or progression of ideas, introduction and conclusion with some inconsistency, adequately clear and fluent, inappropriate length and/or tone, some noticeable writing errors, and/or inconsistent referencing and citations with some noticeable mistakes.

F	<ul style="list-style-type: none"> ▪ The business plan is missing most important parts, imprecise, unclear, halting, and/or inconsistent with the analyses and recommendations followed. ▪ All or almost all issues of the new business identified are uncritical and irrelevant. ▪ The analysis is missing or descriptive with no or little supports of relevant data/facts and application of appropriate concepts/techniques/examples. ▪ The overall analysis does not demonstrate an understanding of the new business and any work to generate overall findings by synthesizing across analyses. ▪ Recommendations are not well thought-out, lack of logical flow, inconsistent, not responsive, impractical, not innovative, and/or even biased. ▪ Very few or no pros and cons of alternatives are identified. ▪ The report shows no or little effort to arouse and maintain interests and is poorly organized with serious problems in coherence or progression of ideas, missing introduction and/or conclusion, unclear, halting, inappropriate length and tone, writing errors so serious that meaning is obscured, and/or many inconsistent referencing and citations with a number of noticeable mistakes.
---	--

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Week	Subject	Supplement/Reference	Remark
1	New Business Generation – Challenges and Obstacles - Explore Entrepreneurship and Intrapreneurship - Relationship between Business Transformation and Change Management - Comparison of Startup vs. Inhouse Business Innovation	- Reference Book Chapters 2 & 6 - Refer to Course Outline, Additional Readings and Lecture Handout	
2	New Business Generation – Ideas, Objectives and Business Model - Process of Business Idea Generation and Screening - Business Objectives and Resources Allocation - Business Model Development and Feasibility Study	- Reference Book Chapters 1, 3 & 4 - Refer to Additional Readings and Lecture Handout	
3	Professional Guest Lecture – Session One - Development of New Business in Startup Organization vs Sizable Corporation - CSFs of a Sustainable Business Model		Group Forming
4	Planning, Strategy and Execution - Alignment of Business Strategy with Corporate Resources and Business Objectives - Development of Strategic Plan and Operational Plan - Financial Modelling and Forecasting	- Reference Book Chapters 13, 14 & 16 - Refer to Additional Readings and Lecture Handout	Group Forming Completed
5	Business Strategy Formulation - Product and Service Scopes, Target Market and Customer Segments, Differentiation and Positioning, etc. Functional Strategy Formulation - Sales and Marketing, Human Resources, Customer Service, Information Technology, Administration and Logistic, etc.	- Reference Book Chapters 7 & 15 - Refer to Additional Readings and Lecture Handout	
6	Professional Guest Lecture – Session Two - Develop New Business with a Sound Business Model - Importance of Strategic plan and Operational Plan to the Success of a New Business		Submission of Group Written Proposal
7	Funding and Investment Support - Explore External Funding Sources such as Venture Capital,	- Reference Book Chapters 8, 10 & 12	

	<i>Private Angel, Family Office, etc.</i> - Business Plan for Investor and/or Management Team Review - CSFs for a Competitive Investor and/or Management Team Pitching	- Refer to Additional Readings and Lecture Handout	
8	Professional Guest Lecture – Session Three - Discuss Various Government and Private Funding Sources - Study the Evaluation Criteria of a New Business from the Perspectives of an External Investor and an Internal Management Team		
9	Group Project Coaching and Mentoring		Senior Professional Mentors in specific industries will be assigned to each group to provide support to their group project preparation. Students are required to seek advice from teacher and mentors for their group project.
10	Group Project Coaching and Mentoring		Senior Professional Mentors in specific industries will be assigned to each group to provide support to their group project preparation. Students are required to seek advice from teacher and mentors for their group project.
11	Student Presentation Session One		Each Group will be allocated 40 minutes (including setup time and Q&A) for their presentation of group project.
12	Student Presentation Session Two		Each Group will be allocated 40 minutes (including setup time and Q&A) for their presentation of group project.

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

Reference Book:

The New Business Road Test: What entrepreneurs and investors should do before launching a lean start-up (5th Edition), by John Mullins, FT Press

Additional teaching materials, readings, and cases will be provided and distributed in class

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- conducting mid-term survey in additional to SETL around the end of the semester
- Online response via Moodle site
- Others: SETL (please specify)

COURSE POLICY (e.g. plagiarism, academic honesty, attendance, etc.)

HKU Regulations on Academic Dishonesty:

The University Regulations on academic dishonesty will be strictly enforced.

- Academic dishonesty includes, but is not necessarily limited to, the following types: plagiarism, paraphrasing of someone else's ideas, unauthorized collaboration on out-of-class projects, cheating on in-class exams, and unauthorized advance access to an exam.
- Students are expected to be aware of what plagiarism is and how to avoid it. Please refer to the HKU policies on plagiarism.
- Students should also be familiar with the HKU regulations and policies particularly on attendance, absence, examination, and copyright. Please refer to the HKU Undergraduate Student Handbook and HKU Examination Unit webpage.

ADDITIONAL COURSE INFORMATION (e.g. e-learning platforms & materials, penalty for late assignments, etc.)

Late Assignment Penalty:

- All assignments are required to be submitted on or before the specified due date and time to the assignment submission destination. The penalty policy for any late assignments will be as follows:

<u>No. of days later than the due date</u>	<u>Deduction of the total point</u>
1 day	deduct 10%
3 days	deduct 30%
5 days	deduct 100%