



## 1. General Information

Course Subject	BUSI
Course Number	3711
Course Title	New Business Generation - a Strategic and Operational Approach
Academic Years	2023-2024
Grading Method	Letter

## 2. Instructors

Mr Cheung, Baniel  
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Subclasses: 1A

## 4. Course Description

Course Description	<p>“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.</p> <p>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.</p> <p>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.</p>
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## 5. 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. Course Objectives

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.

## 6. Faculty Learning Goals

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

Goal 2: Application and integration of knowledge

Goal 3: Inculcating professionalism

Goal 4: Developing global outlook

Goal 5: Mastering communication skills

Goal 6: Cultivating leadership

## 7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Understand how to integrate and apply various learnt concepts studied via business and management courses in a practical situation	✓	✓	✓			
CLO2. Appreciate the process of new business development, covering the stages of idea generation, strategy formulation, and strategy execution	✓	✓	✓	✓		
CLO3. Acquire practical industry knowhow via knowledge exchange – coaching, mentoring, and advice from teacher and senior industry professionals		✓	✓	✓	✓	✓
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	✓	✓	✓	✓	✓	✓
CLO5. Demonstrate effective written and verbal communication and teamwork skills through group project presentations and reports of the new business proposal			✓		✓	✓

## 8. Course Teaching and Learning Activities

Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lecture and guest lecture	24	16
T&L2. Project-based study and analysis	96	64
T&L3. Mentoring session	30	20
	Total: 150	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Class Participation in Lecture and Guest Lecture	<p>New business generation and its important implication to entrepreneurship will be elaborated in detail. Practical sharing and experience in creating new business will be utilized as one of the core components of the learning process.</p> <p>Another core component of this course is to include experienced entrepreneurs and investors to conduct professional lectures to enrich students' practical understanding of how entrepreneurs and investors judge whether a new business model is feasible or not. This course has a strong emphasis on knowledge sharing to ensure the practical aspects of new business generation are embedded inside the course content.</p> <p>Reflective learning is a very important component during the learning process of this course. Verbal / written feedback from lecturer and guest lecturers will be used to facilitate continuous learning.</p>	20%	1,2,3
A2. Individual Reflection Paper	Students are expected to discuss the insights and knowledge obtained in the guest lecture related to the components of idea generation, business model formulation, strategic planning, financial modelling, resource and operational planning, pitching to investors, etc.	20%	1,2
A3. Group Project (Written Report and Presentation)	<p>Students will develop a new business idea, formulate business model, write business plan, prepare financial forecast, and conduct investor pitching presentation.</p> <p>Professional Mentors in specific industries will be assigned to each group to provide support to their group project preparation, which will include idea generation, business model development, business plan writing, strategic analysis, financial planning, investor pitching, etc. Students are required to seek advice from teacher and mentors for their group project.</p> <p>Each group is required to make an investor pitching presentation by the end of the course and submit a written report afterwards.</p>	60%	1,2,3,4,5

Assessment Rubrics	
A1. Class Participation in Lecture and Guest Lecture	
A+,A,A-	<p>-All or almost all oral/written responses are clear, accurate, and/or with sufficient elaboration as required.</p> <p>-Consistently actively contribute to the 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' perspective, and/or reflecting the group process and individual contributions to the group work with thoughtful improvement suggestions in the future.</p>
B+,B,B-	-Most oral/written responses are clear, accurate, and/or with sufficient elaboration as required.

Assessment Rubrics	
	-Actively contribute to the 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' perspective, and/or reflecting the group process and individual contributions to the group work with good improvement suggestions in the future.
C+,C,C-	-Some oral/written responses are clear, accurate, and/or with sufficient elaboration as required. -Contribute to the 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	-Few oral/written responses are clear, accurate, and/or with sufficient elaboration as required. -Contribute to the 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	-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 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.
A2. Individual Reflection Paper	
A+,A,A-	-All or almost all important problems and/or critical issues are accurately identified and clearly addressed. -The analysis is insightful, critical, thorough, systematic, consistent, with sufficient supports of relevant and helpful facts/data, and effective application of appropriate concepts/techniques which are nicely integrated to the analysis. -Reflected learnings are well thought-out and well-articulated with logical flow, consistent, feasible, and highly innovative. -The report is well organized with clear coherence and smooth progression of ideas, appropriate length and tone, and free of most writing errors.
B+,B,B-	-Most important problems and/or critical issues are accurately identified and clearly addressed. -The analysis critical, thorough, systematic, and consistent with supports of relevant and helpful facts/data and application of appropriate concepts/techniques. -Reflected learnings are generally clear, logical, consistent, feasible, and innovative. -The report is well organized with coherence and progression of ideas, appropriate length and tone, and generally free of most writing errors.
C+,C,C-	-Some important problems and/or critical issues are accurately identified and clearly addressed. -The analysis is systematic, with insufficient elaboration, some inconsistency, supported by relevant facts/data but not directly helpful to the analysis, and application of some appropriate concepts/techniques. -Reflected learnings are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for feasible and innovative solutions. -The report is generally organized with some coherence and progression of ideas, appropriate length and tone, and a few noticeable writing errors.
D+,D	-Less important problems and/or basic issues are identified and addressed. -The analysis lacked of a clear focus, insufficient consistency, largely descriptive, with limited support of helpful and relevant facts/data and application of appropriate

Assessment Rubrics	
	<p>concepts/techniques.</p> <ul style="list-style-type: none"> <li>-Reflected learnings are basically logical, but with insufficient thoughts and elaborations, some inconsistency, and showing only adequate attempt to look for feasible and innovative solutions.</li> <li>-The report is adequately organized with some lapses in coherence or progression of ideas, inappropriate length and/or tone, and/or some noticeable writing errors.</li> </ul>
F	<ul style="list-style-type: none"> <li>-Problems and/or issues identified are superficial inadequate, irrelevant, or absent.</li> <li>-The analysis is missing or descriptive with no or little supports of relevant facts/data and application of appropriate concepts/techniques.</li> <li>-Reflected learnings are not well thought-out, lack of logical flow, inconsistent, impractical, not innovative, and/or even biased.</li> <li>-The report is poorly organized with serious problems in coherence or progression of ideas, inappropriate length and tone, and writing errors so serious that meaning is obscured.</li> </ul>
A3. Group Project (Written Report and Presentation)	
A+,A,A-	<ul style="list-style-type: none"> <li>-Consistent perceptive and critical engagement with the company and issues based on comprehensive understanding of relevant concepts and theories, with effective analysis, synthesis and application of knowledge.</li> <li>-Demonstrates a comprehensive command of existing arguments relevant to the company, and examines the issues from all important perspectives.</li> <li>-The arguments fit together logically and build a compelling case.</li> <li>-The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters).</li> <li>-Presenters show full command and understanding of the presented contents (e.g., powerpoint files, if any), which are predominantly their own writing.</li> <li>-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.</li> <li>-Demonstrates a profound understanding of the issue and generates insightful overall findings by sophisticatedly synthesizing across analyses.</li> <li>-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.</li> <li>-The overall analysis demonstrates a profound understanding of the issue and generates insightful overall findings by sophisticatedly synthesizing across analyses.</li> <li>-Recommendations are well thought-out and well-articulated with logical flow, consistent, responsive, feasible, and highly innovative.</li> <li>-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.</li> </ul>
B+,B,B-	<ul style="list-style-type: none"> <li>-Generally perceptive and critical engagement with the company and issues based on good understanding of relevant concepts and theories, as well as effective analysis, synthesis and application of knowledge.</li> <li>-Demonstrates a good command of existing arguments relevant to the company, and examines the issues with regard to some important perspectives.</li> <li>-The arguments fit to form a clear own position, but some arguments are underdeveloped and some considerations overlooked.</li> <li>-The presentation has a succinct outline, structure and conclusion, with clear transition between different parts (by different presenters).</li> <li>-Presenters show good command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly their own writing.</li> <li>-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.</li> <li>-Most critical issues of the issue are clearly and accurately identified.</li> <li>-The analysis is critical, thorough, systematic, and consistent with supports of relevant and helpful fact/data and application of appropriate concepts /techniques/examples.</li> <li>-The overall analysis demonstrates a good understanding of the issue and a capability of generating overall findings with some insights by synthesizing across analyses.</li> </ul>

## Assessment Rubrics

	<ul style="list-style-type: none"> <li>-Recommendations are generally clear, logical, consistent, responsive, feasible, and innovative.</li> <li>-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.</li> </ul>
C+,C,C-	<ul style="list-style-type: none"> <li>-Only occasional perceptive and critical engagement with the company and issues reflecting mostly superficial understanding of relevant concepts and theories, with some inaccurate analysis, synthesis and application of knowledge.</li> <li>-Demonstrates insufficient command of existing arguments relevant to the company, and not all main arguments or counter-arguments examined.</li> <li>-Offers own position but the reasoning is sometimes impaired by weak, emotive or inconsistent argumentation.</li> <li>-The presentation has an outline, structure and conclusion, but the transition between different parts (by different presenters) is not clear.</li> <li>-Presenters show insufficient command and understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing.</li> <li>-Some presenters engage the audience relatively ineffectively and some are slightly off the set time limits.</li> <li>-Some critical issues of the issue are clearly and accurately identified.</li> <li>-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.</li> <li>-The overall analysis demonstrates a moderate understanding of the issue and progress in generating overall findings with developing skills in synthesizing across analyses.</li> <li>-Recommendations are logical, consistent, with insufficient depth of thoughts and elaborations, and showing attempts to look for responsive, feasible, and innovative solutions.</li> <li>-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.</li> </ul>
D+,D	<ul style="list-style-type: none"> <li>-Very limited critical engagement with the company and issues, rarely goes beyond reproduction of relevant concepts and theories, and with some inaccuracies even doing so.</li> <li>-Demonstrates a lack of understanding of existing arguments relevant to the company.</li> <li>-Offers own position but the arguments are poorly made and not well supported.</li> <li>-The presentation is not well structured, and the transition between different parts (by different presenters) is not clear.</li> <li>-Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are mostly not their own writing.</li> <li>-Some presenters fail to engage the audience and some are off the set time limits.</li> <li>-Few critical issues of the issue are clearly and accurately identified.</li> <li>-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.</li> <li>-The overall analysis demonstrates a limited understanding of the issue and needs further work to generate overall findings by synthesizing across analyses.</li> <li>-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.</li> <li>-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.</li> </ul>
F	<ul style="list-style-type: none"> <li>-No critical engagement with any issue, little mentioning and application of relevant concepts and theories, and with some inaccuracies when doing so.</li> <li>-Demonstrates a lack of understanding of existing arguments relevant to the company.</li> <li>-No coherent own position and the arguments are confused and flawed.</li> <li>-The presentation is not structured, and the transition between different parts (by different presenters) is illogical.</li> </ul>

## Assessment Rubrics

	<ul style="list-style-type: none"> <li>-Presenters show little understanding of the presented contents (e.g., powerpoint files, if any), which are not their own writing.</li> <li>-The presenters fail to engage the audience and some are off the set time limits.</li> <li>-All or almost all issues of the issue identified are uncritical and irrelevant.</li> <li>-The analysis is missing or descriptive with no or little supports of relevant data/facts and application of appropriate concepts/techniques/examples.</li> <li>-The overall analysis does not demonstrate an understanding of the issue and any work to generate overall findings by synthesizing across analyses.</li> <li>-Recommendations are not well thought-out, lack of logical flow, inconsistent, not responsive, impractical, not innovative, and/or even biased.</li> <li>-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.</li> </ul>
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## 10. Course Grade Descriptors

A+,A,A-	Consistently demonstrate a thorough grasp of the subject as evidenced by achieving an outstanding performance in application of 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 application of 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 application of 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 application of 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 application of management principles and concepts, analysis and evaluation, application of knowledge, formulation of solutions, written and verbal communication and teamwork skills.

## 11. Course Content and Tentative Teaching Schedule

Topic/ Session	Date	Content	Other information
1		<p>New Business Generation and Existing Business Enhancement – Challenges and Obstacles</p> <ul style="list-style-type: none"> <li>- Explore Entrepreneurship and Intrapreneurship</li> <li>- Process of Business Idea Generation and Screening</li> <li>- Problem Identification Techniques</li> <li>- Business Objectives and Resources Allocation</li> <li>- Business Model Development and Feasibility Study</li> </ul>	

## 11. Course Content and Tentative Teaching Schedule

2		<p>Planning, Strategy and Execution</p> <ul style="list-style-type: none"> <li>- Alignment of Business Strategy with Corporate Resources and Business Objectives</li> <li>- Development of Strategic Plan and Operational Plan</li> <li>- Financial Modelling and Forecasting</li> <li>- Business Justification</li> </ul>	
3		<p>Business Strategy Formulation</p> <ul style="list-style-type: none"> <li>- Product and Service Scopes, Target Market and Customer Segments, Differentiation and Positioning, etc.</li> </ul> <p>Functional Strategy Formulation</p> <ul style="list-style-type: none"> <li>- Sales and Marketing, Human Resources, Customer Service, Information Technology, Administration and Logistic, etc.</li> </ul>	Group Formation Completed
4		<p>Funding and Investment Support</p> <ul style="list-style-type: none"> <li>- Explore External Funding Sources such as Venture Capital, Private Angel, Family Office, etc.</li> <li>- Business / Recommendation Plan for Investor / Management Review</li> <li>- CSFs for a Competitive Investor / Management Pitching</li> </ul>	
5		<p>Professional Guest Lecture 1 (TBC) Dr John Chan, CEO of Mapxus</p> <ul style="list-style-type: none"> <li>- How to Kickoff a Startup Business</li> <li>- Business Idea Generation and How to Turn it into a Business Model</li> <li>- CSFs of a Sustainable Business Model</li> <li>- Advice to Students to Become an Entrepreneur and Develop their Startup Business</li> </ul> <p>Professional Guest Lecture 2 (TBC) Ms. Kathy Tsui, Founder and COO of YOHO</p> <ul style="list-style-type: none"> <li>- Discussion of the latest E-commerce Business Environment in Hong Kong</li> <li>- Sharing of the YOHO's Competitive Business Model and Strategy</li> </ul>	<p>Introduction of Mentors</p> <p>Each group starts to discuss their new business idea of a New Venture Professional Mentors in specific industries will be assigned to provide support to group project preparation. Students are required to seek advice from teacher and mentors for their group project.</p>
6		<p>Professional Guest Lecture 3 (TBC) Mr. Moses Moyung, Investor Director of Eagles Fund Hong Kong and Co-founder of STEAM Academy (TBC)</p> <ul style="list-style-type: none"> <li>- Develop New Business with a Sound Business Model and Financial Planning</li> <li>- Importance of Strategic plan and Operational Plan to the Success of a New Business</li> </ul> <p>Professional Guest Lecture 4 (TBC) Mr. Sammi Wong, Associate Director of HKSTP Ventures</p> <ul style="list-style-type: none"> <li>- Discussion of HK Startup and VC Ecosystem</li> <li>- Explore the Knowledge / Skill in Fund Raising and Investor Pitching</li> </ul>	Group Project Coaching and Mentoring Students will seek advice / support from mentors to develop their business model of the New Business.



11. Course Content and Tentative Teaching Schedule			
7		- No Lecture - Students focus in working on the Group Project	Group Project Coaching and Mentoring Students will seek advice / support from mentors to develop their business model of the New Business.
8		- No Lecture - Students focus in working on the Group Project	Group Project Coaching and Mentoring Students will seek advice / support from mentors to develop their business model of the New Business.
9		- No Lecture - Students focus in working on the Group Project	Group Project Coaching and Mentoring Students will seek advice / support from mentors to develop their business model of the New Business.
10		- No Lecture - Students focus in working on the Group Project	Group Project Coaching and Mentoring Students will seek advice / support from mentors to develop their final presentation.
11		- No Lecture - Students focus in working on the Group Project	Group Project Coaching and Mentoring Students will seek advice / support from mentors to develop their final presentation.
12		Final Group Presentation	Each Group will be allocated 40 minutes (including setup time and Q&A) for their presentation of group project.
13		Final Group Presentation	Each Group will be allocated 40 minutes (including setup time and Q&A) for their presentation of group project.

12. Required/Recommended Readings & Online Materials	
Reading	The instructor will provide additional course materials and instructions on Moodle.

13. 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

#### 14. Course Policy

- Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism and other forms of academic dishonesty are serious acts that erode the University's educational role and degrade the value of one's degree.
- All students should support and share responsibility for the academic integrity in the HKU community, as well as their own work. You are expected to:
  - o Refrain from cheating, plagiarism or other forms of academic misconduct
  - o Not to aid or abet others to commit any form of academic misconduct
  - o Report to teacher or the Faculty Office about any incident of academic misconduct observed
- Plagiarism and cheating are extremely serious intellectual crime and will not be tolerated to any extent in HKU. Any act of plagiarism or cheating is a disciplinary matter that can result in serious consequences, including expulsion from the University.
- Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>. Please also be familiar with the HKU regulations and policies on attendance, absence, examination, and copyright (e.g., HKU Undergraduate Student Handbook).

#### 15. Additional Course Information

I will send announcements about the course via Moodle.

**Please note that teaching materials is intended solely for use of students of this course. Please do not share with non-course students or post on websites without permission. Respecting intellectual property is both professionalism and being ethical.**