

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Management**  
**with effect from Semester A 2017 /18**

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**Part I Course Overview**

**Course Title:** Developing and Presenting a Business Plan

**Course Code:** MGT4305

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** B4

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to provide students with the knowledge and skills needed to generate a business idea, explore and analyze the feasibility of that idea, craft a viable business model based on that ideas, and ultimately to develop a presentable business plan for a product or service to capitalize on that idea.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand the steps involved in the process of transforming a business idea into a business venture, and challenges associated with the process.	20%	√	√	
2.	Generate a new product or service idea and analyse its feasibility.	15%	√	√	
3.	Craft a viable business model for a new product or service.	15%	√	√	√
4.	Develop a comprehensive business plan for a new venture or a significantly-changed existing venture.	30%		√	√
5.	Effectively present a business plan to potential investors and other stakeholders	20%		√	
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing/constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Short lectures	A series of short lectures will describe and explain the process from generating a business idea to developing and presenting a business plan. Entrepreneurs may be invited to be guest speakers in order to share their experiences.	√	√	√	√	√	<b>up to 1.5 hrs</b>

Discussions, exercises and assignments	Discussions, exercises and assignments will provide students with the opportunity to analyze and evaluate practical issues related to <ul style="list-style-type: none"> <li>i. the generation of a business idea,</li> <li>ii. the elaboration of an idea into a viable business model,</li> <li>iii. the development of a business model into an investment-attractive business plan,</li> <li>iv. the presentation of a business plan to potential investors and other appropriate stakeholders,</li> <li>v. the transformation of a business plan into a real-world venture.</li> </ul> <p>Activities may include reports and presentations, critiques of existing plans, discussions of cases and issues related to different aspects of business model and plan development, and reflections on the challenges at different stages of the business plan development &amp; presentation process.</p>	√	√	√	√	√	<b>up to 1.5 hrs</b>
Consulting and advice to students	Guidance will be provided to students as they generate an idea for a product or service, develop it into a viable business model, and then craft an investment-attractive business plan.	√	√	√	√	√	<b>up to 1 hr</b>
	Students may be encouraged to participate in local or international business plan competitions.					√	

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Indicative Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: <b>100 %</b>							
Business Idea and Model Reports and/or Presentations (individual and group)		√	√			<b>20 %</b>	Short written and/or verbal reports to present and evaluate new business ideas and business models.
Business Plan Report and Presentation (group)				√	√	<b>50 %</b>	Students will develop feasible ideas into investment-attractive business plans.

Class participation and reflection on discovery and learning (individual)	√					<b>30 %</b>	Students will be asked to critique the business ideas, models and plans of others, and to reflect on their discovery and learning experience.
<b>Examination : 0%</b>							
<i>*The weightings should add up to 100%.</i>						<b>100%</b>	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
<ul style="list-style-type: none"> <li>- Generating a Business Idea</li> <li>- Crafting a Business Model</li> <li>- Developing a Business Plan</li> <li>- Presenting the Business Plan</li> <li>- Reflecting on the Learning Experience</li> </ul>	Quality	<ul style="list-style-type: none"> <li>• Exhibits mastery of the key principles and practices as well as tools and techniques presented and discussed in class</li> <li>• Demonstrates the ability to <i>select</i> and <i>apply effectively</i> appropriate tools and techniques to generate a business idea, craft a business model, develop and present a business plan, and reflect on their learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits good knowledge of most principles and practices as well as tools and techniques presented and discussed in class</li> <li>• Demonstrates the ability to <i>select</i> and <i>apply appropriately</i> most of the tools and techniques to generate a business idea, craft a business model, develop and present a business plan, and reflect on their learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits knowledge of most key principles and practices as well as tools and techniques presented and discussed in class</li> <li>• Demonstrates the ability to <i>select</i> and <i>apply</i> many of the basic tools and techniques to generate a business idea, craft a business model, develop and present a business plan, and reflect on their learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits limited knowledge of the key principles and practices as well as tools and techniques presented and discussed in class</li> <li>• Demonstrates a limited ability to <i>select</i> and <i>apply</i> the tools and techniques to generate a business idea, craft a business model, develop and present a business plan, and reflect on their learning experience.</li> </ul>	<p>Little evidence of familiarity with the subject matter; weakness in developmental, analytic and/or communication skills; limited or irrelevant use of key tools and techniques.</p>

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus** (*An indication of the key topics of the course.*)

**Entrepreneurship, intrapreneurship and innovation**

Re-introduction of entrepreneurship, intrapreneurship and innovation.

**Generating and evaluating a business idea**

Examples of successful and unsuccessful business ideas; Recognition of opportunities and threats; Generating new business ideas or adapting existing ideas; Evaluating the feasibility of a business idea.

**From an idea to a business model**

Business model components and alternatives; Crafting a model; Assessing the viability of a model; Market research; Competitor analysis; Competitive advantage; Cost analysis; Supply chain analysis.

**The importance of a business plan**

Vision for your venture; What makes a business attractive; What causes a business to fail; Why take the time and effort to develop a plan?

**From a model to a plan**

Stakeholders – the audience for your plan; Writing a business plan; Key components of a business plan; Describing the product or service; Defining the target market; Environmental analysis; Key threats and opportunities; The organization and leadership/management team; Key strengths and weaknesses; Competitive strategy, including positioning and pricing; Marketing plan; Ethical and social issues.

**Financing for your business plan**

Importance of financing; Financing sources: Family and friends, Banks, Angel investors, Venture capitalists; Financial plan.

**Presenting your business plan**

Business communication; Substance and style; Content; Format; Beyond Text; Tables and Diagrams; Infographics; Know your audience; Present your plan effectively and efficiently.

**From a plan to a venture**

Business registration; Intellectual property; Management – building a team; Marketing; Sourcing; Operations; Recruiting and selecting employees; Management control; Financial control.

**2. Indicative Reading List**

**2.1 Required Readings**

1.	Osterwalder, Alexander and Pigneur, Yves (2010). <u>Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers</u> , Wiley.
2.	Barringer, Bruce R. (2014). <u>Preparing Effective Business Plans: An Entrepreneurial Approach</u> , 2/e, Pearson Entrepreneurship (Prentice Hall).

**2.2 Additional Readings** (*for students to expand their knowledge about the subject.*)

1.	Kawasaki, Guy and Filby, Liam (2015). <u>The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything</u> , Portfolio.
2.	“10 Great Ways to Generate Business Ideas” ( <u>Entrepreneur</u> magazine) and similar articles