

MGT4313: STRATEGIC ENTREPRENEURSHIP

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Strategic Entrepreneurship

Subject Code

MGT - Management

Course Number

4313

Academic Unit

Management (MGT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

MGT2324 Introduction to Entrepreneurship

Precursors

Nil

Equivalent Courses

CB4304 Entrepreneurship in Emerging Economies

Exclusive Courses

Nil

Part II Course Details

Abstract

- a. Introduce the different elements, categories, and pathways of entrepreneurship, including strategic entrepreneurship.
- b. Develop students' understanding of the processes, methods, and tools that are critical in 'doing' entrepreneurship.

- c. Develop the student's ability to conduct strategic entrepreneurship analysis in the context of mature, large firms.
- d. Introduce students to regional characteristics that affect entrepreneurial opportunities, with an emphasis on Hong Kong and surrounding regions.
- e. Develop the written and oral communication skills needed to be an effective entrepreneur.
- f. Embrace the Discovery Enriched Curriculum (DEC) via multiple active learning projects, including development of an original business plan, interview with an actual entrepreneur, and a real-world exercise in negotiation.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Analyze the different elements, categories, and pathways of entrepreneurship, and sources of entrepreneurial opportunities.		x		
2	Analyze the role and use of 'entrepreneurial method' as a tool to deal with uncertainty in new market/venture creation.		x	x	
3	Apply the concepts in 'strategic entrepreneurship analysis'.			x	x
4	Describe the role of entrepreneurial failure and learning as opportunities to enhance future entrepreneurial acts.			x	
5	Demonstrate the necessary communication skills to prepare and present business opportunities to investors.				x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Learning through lectures and assigned readings	Students will engage in lectures and discussion on the assigned readings.	1, 2, 3, 4	
2	Case analysis discussion	Students will demonstrate their critical thinking by comparing, analysing, and evaluating a firm's context and situation and providing customized solutions to the firm.	1, 2, 3, 4, 5	

3	Study of local entrepreneurs	Student teams will identify a local small business or start-up, and interview a key member. Insights will be shared in class and in writing.	1, 2, 3, 4, 5	
4	Learning through self-reflection	Students will write a personal reflection “is this an entrepreneurial opportunity for me?”	1, 2, 3, 4	
5	Mock Business Plan	Students will write a proposal to establish a new venture within a large company.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	In-class discussion: Involvement in weekly class discussions and activities.	1, 2, 4	25	-	No
2	Individual Opportunity: Individual activity in immersing, identifying and thinking of an entrepreneurial idea.	2, 3, 4, 5	10	-	No
3	Individual Case Analysis: To facilitate our use of the case method, students should prepare a case analysis of one assigned case.	2, 3, 4, 5	15	-	No
4	Team Project: Presentation (10%) and Paper (25%): Students work with team members to identify a new market opportunity, either as a start-up or as a new venture within an existing firm. Teams are expected to deliver both oral report and written report.	2, 3, 5	35	-	No

5	Entrepreneur Interview: Student teams will interview an entrepreneur who is either currently operating, or has plans to operate a new business. Teams will prepare both written (8 pages) and oral (12 minutes) reports.	1, 3, 4	15	-	No
---	---	---------	----	---	----

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

In-class discussion

Criterion

Preparation for the class; punctuality; class attendance; offering ideas; asking questions

Excellent (A+, A, A-)

Student is almost always prepared for class with relevant class materials. Student is almost always punctual and attends full-time. Student almost always contributes to class by offering ideas and asking questions more than once per class. Contribution is meaningful and inspiring.

Good (B+, B, B-)

Student is frequently prepared for class with relevant class materials. Student is frequently punctual and attends full-time. Student frequently contributes to class by offering ideas and asking questions once per class. Contribution is sensible.

Fair (C+, C, C-)

Student is occasionally prepared for class with relevant class materials. Student is occasionally late to class and leaves early. Student occasionally contributes to class by offering ideas and asking questions. Contribution is minimal.

Marginal (D)

Student is almost never prepared for class with relevant class materials. Student is almost always late to class and leaves early. Student almost never contributes to class by offering ideas and asking questions. Contribution is lacking.

Failure (F)

Not attending 70% of classes and lack of participation in class.

Assessment Task

Individual Opportunity

Criterion

Understanding in entrepreneurial opportunities; analytical skills and creativity.

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair (C+, C, C-)

Understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Assessment Task

Individual Case Analysis

Criterion

Original thinking; understanding in strategic entrepreneurship; analytical skills and creativity.

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair (C+, C, C-)

Understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Assessment Task

Team Project: Presentation and Paper

Criterion

Original thinking; understanding in strategic entrepreneurship; analytical skills and creativity; ability in writing structured reports and making presentations.

Excellent (A+, A, A-)

Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

Good (B+, B, B-)

Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with the subject matter.

Fair (C+, C, C-)

Understanding of the subject; ability to develop solutions to simple problems in the material.

Marginal (D)

Sufficient familiarity with the subject matter to enable the student to progress.

Failure (F)

Little evidence of familiarity with the subject matter; weakness in critical and analytical skills; limited or irrelevant use of literature.

Assessment Task

Entrepreneur interview

Criterion

Original thinking; understanding in strategic entrepreneurship; analytical skills and creativity; ability in writing structured reports and making presentations.

Excellent (A+, A, A-)

As in B, but with higher degree of originality and evidence of internalization into a personalized model of practice. Good evidence of reflection on own performance based on theory. Generalizes principles, models or practices to new and unfamiliar real-life contexts.

Good (B+, B, B-)

The evidence presents a good appreciation of the general thrust of the project. Good coverage with relevant and accurate support. A clear view of how various aspects of the project integrate to form a thrust or purpose. Good evidence of application of course content and one's own creative views to practice.

Fair (C+, C, C-)

The evidence is relevant, accurate and covers a fair number of issues. However, there is little evidence of an overall view of the project. Demonstrates declarative understanding of a reasonable amount of content. Able to discuss content meaningfully but little application or integration of items.

Marginal (D)

Pieces of evidence are relevant and accurate, but are isolated, addressing a limited number of issues. Demonstration of understanding in a minimally acceptable way.

Failure (F)

Inability to address even simple issues and problems by logically applying the subject matter. Poor understanding of subject matter.

Part III Other Information

Keyword Syllabus

Strategic entrepreneurship
Entrepreneurship as Method
Idea screening
Market opportunity analysis

Entrepreneurial failures

Reading List

Compulsory Readings

Title	
1	Byers, T., Dorf, R., Nelson, A. (2019). Technology Ventures: From Idea to Enterprise (5th Eds) McGraw Hill Education
2	Cases to be assigned by instructor.

Additional Readings

Title	
1	Thiel, P. 2014. Zero to one: Notes on start-ups, or how to build the future. Penguin Random House UK
2	Chandra, Y. and Coviello, N. 2010. Broadening the concept of international entrepreneurship: Consumers as international entrepreneurs. Journal of World Business, 45 (3): 228 – 236.
3	Morris, M., Schindehutte, M., & Allen, J. 2005. The entrepreneur's business model: toward a unified perspective. Journal of Business Research, 58(6), 726-735.
4	Cardon, M. S., Stevens, C. E., & Potter, D. R. 2011. Misfortunes or mistakes? Cultural sensemaking of entrepreneurial failure. Journal of Business Venturing, 26(1), 79-92.