



GLOBAL SUMMER PROGRAMME 2026

COR-MGMT 1303 ENTREPRENEURSHIP AND BUSINESS CREATION

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COURSE DESCRIPTION

This course traces the steps that entrepreneurs likely encounter between a first recognition of a potential business opportunity to the nascent operation of the actual company. This course teaches students the basic ingredients of a business plan and a short 'pitch' for their ideas, yet shows the limitations of a static document in the changing marketplace. Through the use of real business cases, this course helps students understand various issues that require analysis and resolution before their company can be on a more financially sustainable footing.

LEARNING OBJECTIVES

By the end of the course, students will be able to:

- Appreciate the importance of entrepreneurial spirit and mindset
- Learn entrepreneurial and innovative knowledge and skillsets to manage under uncertainty
- Apply relevant frameworks to recognize and evaluate entrepreneurial opportunities.
- Have a hands-on experience in building their own venture

PRE-REQUISITES / REQUIREMENTS / MUTUALLY EXCLUSIVE COURSE(S)

Please refer to the Course Catalogue on OASIS for the most updated list of pre-requisites / co-requisites for this particular course. Do note that if this course has a co-requisite, it means that the course has to be taken together with another course. Dropping one course during BOSS bidding would result in both courses being dropped at the same time.

ASSESSMENT METHODS

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|----------------------------------|-----|
| • Individual Class Participation | 20% |
| • Individual Elevator Pitch | 20% |
| • Individual Assignment | 30% |
| • Team-based Project | 30% |

TOTAL 100%

INSTRUCTIONAL METHODS AND EXPECTATIONS

The course is designed to be informational, hands-on, and reflective. To achieve the objectives of the course, a variety of instructional methods will be used. These include lectures, small group discussions, experiential exercises, class presentations, study groups, and self-learning. You are expected to be fully

engaged in the entire learning process. This means devoting time and energy to preparation before class, leading case discussions, listening to others during class discussions, and engaging in class discussions. Collective reasoning and discovery are critical to the successful application of the case method.

Evaluation methods include individual class contribution, individual elevator pitch, individual memo, and a final team-based project.

Readings: All articles will be provided via eLearn by Instructor.

Class contribution: Class discussions represent a unique opportunity to develop and enhance your confidence and skills in articulating a personal position, reacting "on the spot" to new ideas, and receiving from and providing critical feedback to a group of assertive and demanding colleagues. This is an opportunity I encourage all of you to seize.

The class contribution consists of: 1) 50% is for being present in class (and turning on webcam if it is an online session, and 2) another 50% for class participation based on the following understanding.

You are expected to come to each class with the case and readings prepared and to contribute to class discussion, either by starting the class session or by building on the contributions of others to move it ahead. Your contribution to the learning of others, through sharing the experience and insights you have, is a key part of the learning process. To build on the comments of others, it requires you to listen and to consider the timing of your contribution.

Point Value	Category (Frequency)	Components of in-class contribution
3	Outstanding	The comment adds substantial value to the discussion. Breaks new ground and raises the flow of discussion to a higher level, often by synthesizing material and applying unique perspectives.
2	Significant	There is evidence of analysis rather than just the expression of opinion (although some espousal of opinion is acceptable, even desirable in certain circumstances). Comments are linked to those of others, including questions from the professor, facilitating the flow of the discussion. Demonstrates knowledge of readings and other relevant course material.
1	Good	The comment advances the flow of the discussion, including responses to questions from the professor. Demonstrates clear grasp of case material and information presented is relevant to the discussion.
0	No Contribution Uncommon	Is silent or absent.
-1	Unsatisfactory Rare	Lack of preparation for class discussion; failure to listen. Direct criticisms at others versus towards their ideas. Exhibits defensive behaviour (e.g., aggression or withdrawal) Repeats what others have said. Distracting to me or to others in the class.

Individual elevator pitch: Entrepreneurs need to sell their ideas constantly, and concisely. They should captivate their audience in the first few minutes he or she listens to their ideas. To prepare you for such an opportunity, every student is given the opportunity to present his or her business idea in a elevator-pitch style. This is an individual assignment.

Entrepreneur interview/ Company Visit Individual Assignment. You are required to interview an entrepreneur and assess the venture he or she has started. For your benefits, it would be ideal if the entrepreneur operates in a business you are interested in. The goal is to get a comprehensive understanding of the venture creation process and the role personal agency plays in it. In this interview, you want to highlight information such as the entrepreneur's background, how he or she recognized an opportunity to pursue, the factors that enabled the entrepreneur to grow the venture, and the reasons for exit. I will later distribute an interview protocol to help you. It would be helpful if you record the interview first before later extracting it.

You should provide contact information of your entrepreneur (entrepreneur's name, business name, business address, and contact number). Also, take a photo with the entrepreneur. If the person is overseas and you conduct the interview online, take some screenshots instead of a physical photo. You are welcome to interview individually, or in a team if it is more convenient and sensible – but each student must submit an individual assignment that includes personal reflection as this is still an individual assignment. Different students are also welcomed to interview the same entrepreneur or different ones, and in areas related to your team project or not.

Team-based project: The final project will be a business plan of your start-up company. You select a team of 4-6 members; try to have at least 2-3 majors represented in your team. This will be your start-up team for the new business. I will brief you more about the final project in class and time will be allocated in class to work on your project.

CONSULTATIONS

The best way to consult me is to approach me in class. Otherwise please email me to make an appointment. Your email should indicate the course and section you are in, as well as an agenda for the meeting to ensure that we have a productive conversation.

RECOMMENDED TEXT AND READINGS

Optional:

Robert Hisrich, Michael Peters, Dean Shepherd, International Edition 2017, *Entrepreneurship* (10th ed.), McGraw-Hill [Subsequently referred to as HPS].

Randy Komisar, 2000, *The Monk and Riddle: The Education of the Silicon Valley Entrepreneur*, Harvard Business School Press.

W. A. Sahlman, 2008, *How to Write a Great Business Plan*, Harvard Business School Press

UNIVERSITY POLICIES

Academic Integrity

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences.

All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offense.

When in doubt, students should consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <https://smu.sharepoint.com/sites/oasis/SitePages/DOS-WKLSWC/UCSC.aspx>.

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Accessibility

SMU strives to make learning experiences accessible for all. If you anticipate or experience physical or academic barriers due to disability, please let me know immediately. You are also welcome to contact the university's accessibility services team if you have questions or concerns about academic provisions: accessibility@smu.edu.sg. Please be aware that the accessible tables in our seminar room should remain available for students who require them.

LESSON PLAN		
LESSONS	TOPICS	REMARKS
LESSON 1	ENTREPRENEURIAL SPIRIT, MINDSET, AND ACTIONS • Course overview • Entrepreneurial spirit, mindset, and actions	
LESSON 2	ENTREPRENEURIAL OPPORTUNITY RECOGNITION AND EVALUATION (Part 1) • Nature of entrepreneurship and importance to the economy • Opportunity recognition and evaluation	
LESSON 3	ENTREPRENEURIAL OPPORTUNITY RECOGNITION AND EVALUATION (Part 2) • Individual Elevator Pitch in Class • Finalize Team Formation	
LESSON 4	ENTREPRENEURIAL STRATEGY • Effectuation and other strategies • Identify 3 prospective ideas	
LESSON 5	BUSINESS MODEL & BUSINESS PLAN • Linking business ideas with business models • Elements in a business plan	
LESSON 6	FIELD STUDY TO INTERVIEW ENTREPRENEUR/ VISIT COMPANY • Submit individual report	TBC
LESSON 7	CREATING AND STARTING THE VENTURE: MARKETING • Marketing plan • Marketing data	
LESSON 8	CREATING AND STARTING THE VENTURE: FINANCE • Sources of capital and risks • Equity allocation	

LESSON 9	ENTREPRENEURIAL SELLING & MANAGING • Use of persuasion and influence • Team project progress discussions	
LESSON 10	ENTREPRENEURIAL JOURNEY: GROWTH, HARVEST, AND EXIT • Management for growth, harvest, and exit • Consultation and work on team project	
LESSON 11	TEAM PRESENTATIONS • Team Presentations	
LESSON 12	TEAM PRESENTATIONS (Cont'd) • Team Presentations Class wrap-up	