1. **Title of the module**

BUSN8870 (CB887): Entrepreneurship

1. **Division or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTs)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

N/A

1. **The programmes of study to which the module contributes**

Masters of Business Administration

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate systematic understanding of the global, institutional and cultural context of enterprise and its impact on entrepreneurial activities, as well as the link of these to innovation and sustainable organizational performance

8.2 Demonstrate detailed knowledge of the challenges associated when working within an entrepreneurial team and be able to manage effectively, ethically and responsibly.

8.3 Conceive of and develop an attractive entrepreneurial idea, and explore strategies to exploit this opportunity

8.4 Demonstrate a critical understanding and utilisation of the tools/ frameworks in practicing entrepreneurship

8.5 Develop the skills required to successfully "pitch" an entrepreneurial idea

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate complex problem solving and decision making skills

9.2 Demonstrate advanced research and critical thinking skills

9.3 Learn through reflection on practice and experience

9.4 Work and study independently and in groups, and utilise resources effectively

9.5 Demonstrate comprehensive communication and report writing skills

1. **A synopsis of the curriculum**

In this module the nature of entrepreneurship and the importance of entrepreneurship for the vitality of a national economy with specific emphasis on the UK and European context will be discussed. This module is hands-on in nature and the focus is on experiential learning. Through a simulation game, students gain an understanding of the complexity of initiating a business, the array of decisions that are required based on incomplete information, and the dynamic and competitive nature of the marketplace in which new products and services are introduced. Using simulation as an educational tool, students engage in entrepreneurial core activities: Identifying and exploiting market opportunities.

Much attention will be paid to the concept of business models, the search for an appropriate business model and the validation of business models. This module also features voices from the world of entrepreneurship, i.e. entrepreneurs that speak to students in class and interaction with entrepreneurs through visits to start-ups.

A critical aspect of any entrepreneurial activity is the acquisition of resources, primarily financial and human resources. Different alternative funding mechanisms will be discussed. In addition, various strategies will be highlighted to profit from an innovation created by entrepreneurs.

Further, we discuss the internationalisation aspects of entrepreneurship, and strategies to internationalize new ventures. Finally, the module stresses that entrepreneurial activity may not only occur through individual efforts by entrepreneurs, but may also occur in existing corporate settings.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

This module requires students to become familiar with a mix of classics and more contemporary works in entrepreneurship. Below is a non-exhaustive list:

Blank, S. (2013). Why the lean start-up changes everything. *Harvard Business Review*, 91(5): 63-72.

GEM Report 2016/2017. Global Entrepreneurship Report. <http://www.gemconsortium.org/report>

Isenberg, D. (2010). How to start an entrepreneurial revolution*. Harvard Business Review*, 88(6): 42-51

Miller, D. (2015). A downside to the entrepreneurial personality. *Entrepreneurship Theory and Practice*, 39(1): 1-8.

Schjoedt, L., and Krause, S. (2009). Entrepreneurial teams: definition and performance factors. *Management Research News*, 32(6): 513-524.

Spigel, B. (2015). The Relational Organization of Entrepreneurial Ecosystems. *Entrepreneurship Theory and Practice*, forthcoming.

1. **Learning and teaching methods**

Contact hours: 36

Private study hours: 114

Total hours: 150

1. **Assessment methods**

**13.1 Main assessment methods**

1. Entrepreneurial Team Pitch 15%
2. Team-based simulation report, 15%
3. Individual Essay, 3500 words, 70%
   1. Re-assessment methods

100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X | X | X | X | X |
| Simulation game |  | X | X | X | X | X |  | X | X |  |
| Pitching |  |  |  |  | X |  |  |  |  | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Entrepreneurial Team Pitch |  |  |  |  | X |  |  |  |  | X |
| Team-based simulation report | X | X | X | X |  | X | X | X | X | X |
| Individual essay – 3500 words | X | X | X | X |  | X | X | X | X | X |

Students must achieve a pass in the Entrepreneurial Team Pitch to ensure all module learning outcomes are met.

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

**Canterbury**

1. **Internationalisation**

The module on Entrepreneurship highlights the international and global dimensions of entrepreneurship in various ways. In the lecture sessions this module touches on subject matter that relates to differences in entrepreneurial activity across countries due to differences in institutional context, and political, social and economic factors. One session deals with the internationalization process of start-ups, and uses the so-called born-globals, start-ups that internationalized from inception (Google, Yahoo, biotechs, Twitter etc.) as a key exemplar of new venture internationalization. I discuss the different modes of internationalization; exporting, international licensing, joint ventures, FDI available to start-ups and SMEs. I also use case studies set in the US, China, and Austria. The simulation game that students use to simulate how start-ups develop over time, also includes an option to internationalize beyond UK borders. The module this year featured a guest speaker from Australia with experience in France, Australia and the UK. The final report that students prepare in teams on the simulation they performed over the course of 1 month touches on the internationalization strategy adopted by their venture in the simulation, using export agents to facilitate that process. Finally, this module also includes a site visit to a local start-up that operates not only in the UK, but is or has plans to internationalize to international markets

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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