

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Entrepreneur Essentials
Course Code	: GEQ2001
Department	: Department of Social Sciences and Policy Studies & CEIE
Credit Points	: 1
Contact Hours	: 13 Classroom/lecture session: 6 contact hours Entrepreneurship & Innovation Activities by CEIE: 6 contact hours Presentation, Course debriefing, reflection and group sharing(s): 1 contact hour
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Developing entrepreneurial attributes is important to the young generation in meeting the dramatic changes in the 21st century. It is necessary to nurture entrepreneurship among our undergraduate students to conceive new ideas, turn ideas into actions, remain positive in uncertainties, and make the best of the opportunities ahead. Hence, this course focuses on hands-on practice to develop positive values and attitudes, generic skills, and knowledge that enable students to identify and realize opportunities from an entrepreneur's perspective. The key hands-on entrepreneurial skills and attributes in this course include but are not limited to opportunity seeking, visionary leadership, image building and branding, marketing, creative thinking, strategic thinking and planning skills, financial management, risk management skills, people skills and networking, business management and operational skills, etc.

Apart from lectures, CEIE will arrange workshops conducted by professional trainers or industry practitioners. Topics covered may include:

- Image building to enhance the professional executive image across different industries
- Sharing of entrepreneurial journey by founders to start the business
- Social media marketing tips by KOLs / YouTubers / Industry Leaders

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Analyse the concepts of entrepreneurship and innovation as well as the role of entrepreneur in the new enterprise formation process;
- CILO₂ Generate creative ideas for developing innovative products/services;
- CILO₃ Construct a concise business plan for launching the innovative products/services to the market.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Compare entrepreneur, leader and manager. Introduction to entrepreneur and entrepreneurship, the role of entrepreneur, the business startup process, the motivation to be an entrepreneur and difficulties facing by an entrepreneur.	CILO _{1,2,3}	Lecture, role play, internet information and group discussion
Compare creativity and innovation. The idea generation process, tools for creation of business ideas (such as brainstorming, mindmap, visual organisers, etc.). The process to develop products/services from the business ideas.	CILO _{1,2,3}	Lecture, brainstorming, case studies and practice for generating ideas for new products/services.
Identify a business opportunity and plan, evaluate the feasibility of an idea and assess the potential of the market, explore the risks and rewards of entrepreneur, refine the business strategy, marketing, and financial decisions.	CILO _{1,2,3}	Lecture, case studies, group discussion on the feasibility of an innovative product/service to market.

Course Content	CILOs	Suggested Teaching & Learning Activities
Experience of entrepreneurship: Motivations for Entrepreneurship: Different motivations, such as the desire for autonomy, passion for a particular idea or industry, the pursuit of financial rewards, and the drive to make a positive impact on society. Impacts, knowledge and professionalism: 1) The positive and negative effects of entrepreneurship, including job creation, innovation, economic growth, social change, and environmental sustainability. 2) Professional skills and competencies required for entrepreneurship, including networking, negotiation, leadership, and adaptability. Common challenges, such as securing funding, managing cash flow, navigating legal and regulatory frameworks, building a customer base, and dealing with uncertainty; and solutions to overcome these difficulties, including business planning and risk management.	CILO _{2,3}	Founders and representatives of startups, social enterprises or social innovation projects will be invited to share their experience in the entrepreneurship journey.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group project of 4 to 6 students for developing a 7-minute video in explaining their business ideas and business plan, its contribution (to society/community/specific group), and justify its feasibility. This task will be assessed based on both individual contribution (70%) and the produced video (30%). Members within the same group may receive various grades for this assignment.	100%	CILO _{1,2,3}
(b) Reflection and evaluation of activities attended (500 words) Students are required to complete an assessment form with a reflection at the end of each E&I activity to identify a key knowledge or skill learnt from the E&I activity and describe how it would enhance: (i) their skills of analysis to identify strategies (ii) their innovation	Pass/Fail	CILO _{1,2,3}

Assessment Tasks	Weighting (%)	CILO
For details and assessment of the E&I activities organised by CEIE, please refer to the attached supplementary information which is also available at https://ceie.eduhk.hk/ei-activities-supporting-ge-curriculum/		

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Taherdoost, Hamed. (2023). *E-Business Essentials : Building a Successful Online Enterprise* (1st ed. 2023.). Springer Nature Switzerland.

Turner, R. (2023). *The essential entrepreneur : what it takes to start, scale, and sell a successful business* (Second edition.). John Wiley & Sons, Incorporated.

7. Recommended Readings

Singh, S., & Diamond, S. (2020). *Social media marketing* (Fourth edition.). For Dummies.

Mazzarol, T. and Reboud, S. (2020). *Entrepreneurship and Innovation*. (4th ed.). Springer Nature, Singapore.

Power, R. (2017). *The entrepreneur's book of actions : essential daily exercises and habits for becoming wealthier, smarter, and a more successful entrepreneur* (1st edition). McGraw-Hill education.

Uzunidis, D., & Saulais, P. (Eds.). (2017). *Innovation engines : entrepreneurs and enterprises in a turbulent world*. ISTE, Ltd.

Johnson, K. D. (2013). *The entrepreneur mind : 100 essential beliefs, characteristics, and habits of elite entrepreneurs*. Johnson Media Inc.

Mullins, J. W. (John W. (2013). *The new business road test : what entrepreneurs and executives should do before writing a business plan* (4th edition.). Pearson.

Albee, Ardath. (2010). *eMarketing strategies for the complex sale*. McGraw-Hill.

Lee, I. (2007). *E-business innovation and process management*. CyberTech Publishing.

Miller, D. Q. (Daniel Q. (2005). *The generation of ideas: a thematic reader*. Thomson/Wadsworth.

8. Related Web Resources

Byron, K., Keem, S., Darden, T., Shalley, C. E., & Zhou, J. (2023). *Building blocks of idea generation and implementation in teams: A meta-analysis of team design and team creativity and innovation*. *Personnel Psychology*, 76(1), 249–278.

Ellis, L. (2021). Online Marketing Blog: B2B Marketing News: Brand Social Media Expectations Study, Google Postpones Cookie Changes, & B2B Buyer Behavior Report. *In Newstex Trade & Industry Blogs*. Newstex.

Haag, A. B. (2013). *Writing a successful business plan: an overview*. *AAOHN Journal*, 61(1), 19–29.

9. Related Journals

Fernando Antonio Monteiro Christoph D’Andrea, & Luce, F. B. (2021). *A strategic marketing perspective on entrepreneurs & innovation*. *Revista Brasileira de Marketing*, 20(3), 602–605.

Emami, A., & Dimov, D. (2017). *Degree of innovation and the entrepreneurs’ intention to create value: a comparative study of experienced and novice entrepreneurs*. *Eurasian Business Review*, 7(2), 161–182.

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

11. Others

Nil

September 2025