**Proposal for New Module**

**Faculty/School: NUS Business School**

**Department/Programme: Strategy and Policy / BBA and BBA(Acc) Programs**

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| **Part A**  *(Please provide the ‘why’ and ‘what’ of the new module which are stable and not expected to change.)* | | | |
| **1.** | **Module Code and Title**:  (Title should be succinct, and generally not exceed 55 characters, including spacing.  Please indicate character count.) | BSN4711 Validating Your Business for Success  *(18 characters, including spacing)* | |
| **2.** | **Modular Credits** [MC]: | 4 MC | |
| **3.** | **Module Description**:  (Of publishable quality for NUS Bulletin and website; to include major topics to be covered; maximum 100 words. Please indicate word count.) | To ensure the creation of a successful new business venture based on a viable market and competitive product differentiation.  The purpose of this course is to:   * Help students understand the process, challenges, risks and rewards of starting new business and a new product or service * Equip students with the tools to successfully identify the real market opportunity and translate it into a competitively viable product and business venture * Improve the chances of success in building a sustainable business   *(75 words)* | |
| **4.** | **Learning Outcomes**:  (Specify the knowledge and abilities that students are expected to acquire.) | Learning objectives are:   * Ability to create and assess business models * Ability to define customer segment for the identified business idea/product concept * Ability to complete competitive assessment around business idea/product concept and translate into product features * Develop a framework for product development and feature/functionality validation * Understand how to allocate funds to build product * Form and work successfully within a team | |
| **5.** | **Rationale for introducing this module**:  (Describe how the module fits with the overall programme curriculum.)  (Are there similar modules offered in other Departments/ Faculties? If so, how different is this proposed module?) | A core module within the Innovation & Entrepreneurship (I&E) specialization is New Venture Creation (BSN3702). This module is designed as end-to-end coverage of the new venture creation process, from ideation to product or service development/ design and presentation. To help students better understands specifics within the new venture creation process, the department offers three modules that provide depth on specific aspects of the process. The other two modules are based on (1) market validation and (2) new venture creation. All 3 modules are based on applied learning to ensure that students practice all taught concepts. As such, it complements and fits well into the overall design and intent of the educational process in the I&E Specialization.  This module will be offered as an elective in the I&E specialization. | |
| **6.** | **Pre-requisite(s):**  (If applicable, state module code(s) & title(s).) | Nil | |
| **7.** | **Co-requisite(s)**:  (If applicable, state module code(s) & title(s).) | Nil | |
| **8.** | **Preclusion(s)**:  (If applicable, state module code(s) & title(s).) | Nil | |
| **9.** | **Cross Listing**:  (If applicable, state module code(s) & title(s).)  (Cross-listed modules have the same assessment modes and are marked on the same grade distribution curve.) | Nil | |
| **10.** | **Grading Basis:**  (Default is ‘Graded’. Otherwise, please indicate accordingly.) | □ CS/CU  □ Others (If applicable, please specify): | |
| **11.** | **Workload hours per week:**  (The weekly workload for a 4-MC module must add up to 10 hours—e.g., 2 hours lecture; 1 hour tutorial; 7 hours preparatory work. The number of hours of preparatory work is the time a student is expected to spend in preparing for tutorials, projects, assignments, etc.) | (i) Lecture: | 3 |
| (ii) Tutorial/Seminar: | 1 |
| (iii) Laboratory: | - |
| (iv) Fieldwork, projects, assignments, etc.: | 4 |
| (v) Preparatory work: | 2 |
| **Total:** | 10 |
| **12.** | **Offered with effect from**: | Semester 2 of AY2019/20 | |

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| **Part B**  *(Please provide operational details which may vary every time the module is taught, subject to the approval of the Department.)* | | | | |
| **1.** | **Module Lecturer(s)**:  (Indicate Name and Department.) | (i) Principal lecturer(s): | Sharmita Natarajan | |
| (ii) Alternative lecturer(s): | Laina Greene | |
| **2.** | **Maximum Class Size**: |  | | |
| **3.** | **Syllabus**:  (Elaboration of major topics to be covered.) | Students will learn the process of new business creation through actually working through the process themselves. Participants will:   * Develop an idea for a new business/product concept * Define customer segment for the idea * Complete competitive assessment for product differentiation * Develop a framework for product development and validation * Understand fund allocation for product build * Create a presentation based on the business idea/product concept   Each presentation will need to include:   * Details on the business idea/product concept * Viable customer segment * Competitive assessment and product differentiation factors * Product roadmap and development process based on market feedback * Utilization of funds to build business idea/product concept   By the end of the course, each student team should have produced a business model that then can be utilized to build a business and financial plan.  Schedule:   |  |  | | --- | --- | | Week 1 | Creating new business idea based on viable customer segment  Learning about market and product validation  Product validation methodology application | | Week 2 | Utilizing of product validation process to secure potential customer feedback  Detailing competitors for product differentiation  Building product roadmap based on product differentiation factors | | Week 3 | Initial product idea development (by teams based on provided cases) | | Week 4-6 | Fieldwork (with ongoing interaction with professors) | | Recess Week |  | | Week 7 | Preliminary presentation on fieldwork (for discussion | | Week 8-11 | Field work (with ongoing interaction with professors | | Week 12 | Final idea presentation (by teams) | | Week 13 | Final idea presentation (by teams) | | | |
| **4.** | **Assessment (%)**:  (Please indicate the % breakdown for each continuous assessment [CA] component, and for the Final Examination.)  (Please indicate the appropriate descriptors, e.g., mid-term test, class participation, final project, etc.)  (Please elaborate on the assessment tasks in Section 5 below, in relation to the modes of teaching and learning.) | CA Components: | | |
| 1. Participations (Individual & Group):   Individual 5% Group – 5% | | 10% |
| (ii) Business Idea Presentation:  Individual – 40% Group – 30% | | 70% |
| (iii) Presentation and Documentation  Individual 5% Group – 15% | | 20% |
| **Total for CA** | | 100% |
| **Total for Final Examination** | | -% |
| **Total Assessment**: | | **100%** |
| **5.** | **Modes of Teaching and Learning**:  (E.g., lectures, regular tests, Q&A, LumiNUS, problem-based learning, blended learning.) | Classes will consist of lectures and field work, both of which are compulsory. The lectures and field work will facilitate the construction of the new business idea. Relevant topics will be covered at the outset to help students conceptualize a business idea, conduct validation and translate into product features and initial business model. Field work will be used to validate and refine the business idea.  All will require active discussion and participation. Specifically students will be expected to participate actively in class through problem solving group discussions, detail field work findings and a final presentation to the class. | | |
| **6.** | **Illustrative Reading List**:  (a) Compulsory reading: | Text & Readings   1. The Other Side of Innovation – Vijay Govindarajan & Chris Trimble 2. The Innovator’s Dilemma & The Innovator’s Solution - Clayton M. Christensen 3. The Innovator’s DNA: Mastering the Five Skills of Disruptive Innovators – Jeff Dyer, Hal Gregersen, Clayton M. Christensen 4. Crossing the Chasm: Marketing and Selling High-Tech Products to Mainstream Customers – Geoffrey A. Moore 5. Dealing with Darwin : How Great Companies Innovate at Every Phase of Their Evolution - Geoffrey A. Moore 6. [Business Model Generation](https://www.amazon.com/gp/product/0470876417?ie=UTF8&tag=wwwsteveblank-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=0470876417) and [Value Proposition Design](http://www.amazon.com/gp/product/1118968050/ref=as_li_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=1118968050&linkCode=as2&tag=wwwsteveblank-20&linkId=MI44WUDA3TGHFUS4): by Alexander Osterwalder 7. [The Lean Startup](http://www.amazon.com/gp/product/0307887898/ref=as_li_tf_tl?ie=UTF8&tag=wwwsteveblank-20&linkCode=as2&camp=217145&creative=399373&creativeASIN=0307887898): by Eric Ries 8. Four Steps to the Epiphany by Steve Blank 9. The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company by Steve Blank and Bob Dorf | | |
| (b) Supplementary reading: | The following supplementary readings on entrepreneurship, while not required, are highly recommended:   1. The Entrepreneur's Guide to Business Law – C. Bagley and C. Dauchy 2. The 10 Commandments for Building a Growth Company – S. Berndt 3. Rules for Revolutionaries – G. Kawasaki 4. The High Tech Entrepreneur's Handbook – J. Lang 5. High Tech Start Up: The Complete Handbook for Creating Successful New High Tech Companies – John L. Nesheim 6. The Origins and Evolution of New Businesses – A. Bhide 7. The Silicon Valley Edge – C.M. Lee 8. High Technology Entrepreneurship – E.B. Roberts 9. New Business Ventures and the Entrepreneur – H.H. Stevenson | | |
| **7.** | **Declaration by proposer(s):** | √ We/I have informed and sought the approval of our/my HoD(s) for this proposal.  √ We/I have informed and sought the approval of our/my Faculty/School Curriculum Committee for this proposal. | | |
| **8.** | **Comments/Views from Faculty/School Curriculum Committee (or equivalent), if any.** | Supports the proposal. | | |