



TQF3 Course Specification

Section 1 General Information

1. Course Code and Title

In Thai พื้นฐานความเป็นผู้ประกอบการ

In English Essentials of Entrepreneurship

2. Number of Credits 4

(Theory 4 hrs. Self-study 0 hrs. Practice 8 hrs. / week)

3. Curriculum and Course Type

3.1 Program of Study International Bachelor's Degree

3.2 Course Type General Education

3.3 Please Specify Course's Literacy

- MU Literacy (Core Values, SEP, GE for Human Development)
- Health Literacy (Health, Sport)
- Digital Literacy (ICT, Applied Mathematics)
- Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)
- Communication Literacy (language, Academic Communication)
- Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)
- Finance and Management Literacy (Finance, Management, Entrepreneur)

3.4 Please Specify Relationship between course and corporate culture

- M - Mastery รู้แจ้ง รู้จริง สมเหตุ สมผล
- A - Altruism มุ่งผลเพื่อผู้อื่น
- H - Harmony กลมกลืนกับสรรพสิ่ง
- I - Integrity มั่นคงยิ่งในคุณธรรม
- D - Determination แน่วแน่ทำ กล้าตัดสินใจ
- O - Originality สร้างสรรค์สิ่งใหม่
- L - Leadership ใฝ่ใจเป็นผู้นำ

4. Course Coordinator and Instructor

4.1 Course Coordinator

Name: Assoc. Prof. Dr. Sarayut Nathaphan

Department: Business Department

Phone no.: 089-7725544

E-mail address: sarayut.mark@gmail.com



4.2 Instructor

Name: Assoc. Prof. Dr. Sarayut Nathaphan
Department: Business Department
Phone no.: 089-7725544
E-mail address: sarayut.mark@gmail.com

4.3 Teacher Assistants

Name: Mr. Taradon and Mr. Ryyu
Company: BMG Advisory and Consultant Co.Ltd
E-mail address:

5. Trimester/Class Level

5.1 Trimester All trimesters (including summer session) / for all students in all International College Undergraduate Programs

5.2 Number of Students Allowed Approximately 40 Students

6. Pre-requisite N/A

7. Co-requisites N/A

8. Study Site Location Online via <https://mahidol.webex.com/meet/sarayut.nah>



Section 2 Aims and Objectives

1. Course Goals

Entrepreneurs are essential to our society. They help create job opportunities. They help spur economic growth. They bring in varieties for the societies through developments of new products and services to satisfy the demand gaps. They foster technological and social change, offering innovation and creativity that foster technological and social change/development. They help provide strength to other small businesses so niche markets and small firms could flourish into mass market and larger firms, fueling the economy of the country. As such, it is vital to understand how entrepreneurs create new businesses, capture new markets, and enhance organizational effectiveness so the economy as a whole could benefit. With disruptive environment due to new technologies and new innovation, it is crucial to understand how to deal with the disruptive changes as the new generation entrepreneurs.

2. Objectives of Course Development/Revision

2.1 Course Objectives

This course provides students with opportunities to learn and practice entrepreneurship under disruptive innovation concepts. It offers both practical and theoretical perspective into issues faced by entrepreneurs. Various perspectives, such as marketing, opportunity recognition, creative problem-solving, will be taught in an effort to help students capitalize on their own entrepreneurial potential in a disruptive innovation context.

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

1. CLO1 Identify growth opportunity as an entrepreneur given a disruptive business environment
2. CLO2 Describe business management tools when face with business challenges
3. CLO3 Choose appropriate business actions both fund raising and using complying with good corporate governance
4. CLO4 Formulate a business plan



Section 3 Course Description and Implementation

1. Course Description

In Thai: การสร้างธุรกิจใหม่ การจับตลาดใหม่ การพัฒนาประสิทธิภาพขององค์กร ทฤษฎีและกรอบความคิด เรื่องการเป็นผู้ประกอบการ การฝึกปฏิบัติด้านการส่งเสริมและการจัดการธุรกิจเปิดใหม่ วงจรชีวิต ของผู้ประกอบการ การนำแนวความคิดไปปฏิบัติ เส้นทางของผู้ประกอบการ การวิเคราะห์ลูกค้า การตลาดแบบบูรณาการ การระดมทุน การปกป้องและการจัดการต้นทุน การจัดการทุนมนุษย์ ภายใต้สภาพแวดล้อมที่เปลี่ยนแปลงอย่างรวดเร็ว

In English: Creating new businesses, capturing new markets, enhancing organizational effectiveness, entrepreneurship theories and frameworks, practices of promoting and managing start-ups, the life-cycle of an entrepreneurial venture, concept implementation, entrepreneurial pathway, customer analysis, integrated marketing, funding, securing and managing capital, human capital management under the disruptive environment.

2. Number of Hours Per Trimester

Theory (hours)	Practice (hours)	Self-study (hours)
48 hours (4 hours x 12 weeks)	0	96 hours (8 hours x 12 weeks)

3. Number of Hours per Week for Individual Advice

- Responsible lecturer with office hour 4 hours per week
- Students could make requests for appointments when necessary during available office hour



Section 4: Development of the expected learning outcomes

1. A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)

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

 1. CLO1 Identify growth opportunity as an entrepreneur given a disruptive business environment
 2. CLO2 Describe business management tools when face with business challenges
 3. CLO3 Choose appropriate business actions both fund raising and using complying with good corporate governance
 4. CLO4 Formulate a business plan
2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

Course Code	Teaching and learning experience management	Learning outcome measurements
CLO1	Interactive lecture Individual assignments	Quizzes and participation Evaluate on assigned work
CLO2	Interactive lecture Individual assignments	Quizzes and participation Evaluate on assigned work
CLO3	Interactive lecture Individual assignments	Quizzes and participation Evaluate on assigned work
CLO4	Interactive lecture Individual assignments	Quizzes and participation Evaluate on assigned work



Section 5 Lesson Plan and Evaluation

1. Lesson Plan

Week	Topic	Number of Hours		Teaching Activities/ Media	Lecturer
		Lecture Hours	Lab/Field Trip/Internship Hours		
1-2	Introduction to the entrepreneurship 1 Starting the journey: <ul style="list-style-type: none"> ● What the entrepreneurship is? ● What are the common hurdles to starting an how to overcome them? 2. Identify Opportunity Process: <ul style="list-style-type: none"> ● What is the problem or pain to be solved and how to filter them? ● Teaming: design a well-rounded team and setting expectations 	4		Interactive lecture, assignments, and discussion In class Activity: “My own future” 1. Listing your own frustration 2. Looking at current solutions and asking is there a better way? 3. Listening to your (potential) customers Workshop: Creative Exercises 1. Two words 2. Mind mapping 3. Brick Test Let’s name what business you want to own. Answer the following questions in menti.com:	SRN



	<p>The Fourth Industrial Revolution Thailand 4.0</p> <p>Why large corporations fail? (The 6 disasters)</p>			<ol style="list-style-type: none"> 1. Who is (are) your target customer(s)? 2. What pains or problems are you trying to solve? 3. What industry you interest in? 4. Given the industry, what business we want to own? 5. What is the objective of owning a business? <p>Participation Score: 10 points</p>	
3	<p>Disruptive Technology and impacts on Entrepreneurship Innovator's DNA</p> <p>Assignment 1: Disruptive Technology and Opportunity (10 points)</p> <p>Each student submits PPT indicating disruptive technology with potential opportunity for a business. (5 minutes presentation)</p> <p>PPT Structure:</p> <ol style="list-style-type: none"> 1. Pain point(s) of selected product or service 2. Current product/service 3. Disruptive technology 	4		<p>Interactive lecture, assignments, and discussion</p> <p>Entrepreneurial Activity: 5 points</p> <p>Students will be divided into groups to discuss the following topics</p> <ol style="list-style-type: none"> 1. What is the goal in life for an individual? 2. What is the goal of an entrepreneur? 3. Explain briefly reasons of the above 2 goals whether they are the same 	SRN



	<p>that may be used to solve pain point(s) in 1</p> <p>4. Define target users (Individual work)</p> <p>Note: If the presentation cannot be completed in the second week, some presentations will be conducted in the third week.</p>			<p>or different why so?</p> <p>Each discussion group will submit their work in MS Words by the end of the class to the email: sarayut.mark@gmail.com</p> <p>Each discussion group prepare PPT for class discussion</p> <p>Disruptive Technology Presentation (5 minutes): Score 5 points</p>	
4	<p>Entrepreneurial pathways: Finding an opportunity in an existing business</p> <p>Who are your customers? Explore your market Market Landscape Innovation Theorem</p>	4		<p>Interactive lecture, assignments, and discussion</p> <p>Workshop: Each student will participate in menti.com for this activity to earn 5 points</p> <p>Assignment 2 (Case study): 5 points</p> <p>Each group explores and determine market landscape for a selected business of your choice. Indicate your potential and target market.</p>	SRN



				Submission: each group requires to submit PPT of your case study to the email sarayut.mark@gmail.com	
5	<p>Integrated marketing: Jobs To Be Done</p> <p>Topic and Project Proposal Presentation (10 Points) cover the following topics:</p> <ol style="list-style-type: none"> 1. What is your project motivation? (e.g. better-quality product with a cheaper price (Disruptive Innovation), non-existing product in the market (Non-Consumer Market), there is no such product solving the pain points in the existing market (Underserved), etc.) 2. Industry Landscape (Ecosystem, market size, key players, current market situation, market trend, etc.) 	4		<p>Interactive lecture, assignments, and discussion</p> <p>Topic Presentation worth 10 points</p> <p>For group presentation, only student who joins the presentation session will earn the point. Absent student will not earn any point from group work except be hospitalized or have evident with official approval such as joining university activity or MUIC activities.</p> <p>For any incomplete presentation, not covering required topics as stated in the syllabus will earn maximum of 75% of the presentation score. Extra topic or contents can be</p>	SRN



	3. What is your product or service covering product features and technology used?			added and extra score will be considered.	
6	<p>Design Thinking Deep Dive (Ideo) Essential business foundation: Finance, Marketing, and Operations</p>	4		<p>Interactive lecture, assignments, and discussion Assessment 1: Essential business tools for entrepreneur 10 points Assessment 2: Essential business tools for entrepreneur 10 points No makeup for assessment</p>	SRN
7	<p>Entrepreneurial pathway: The business plan Business Model Canvas (BMC)</p> <p>The Second Presentation: (15 points) Topics to be covered 1. What is the circumstances identifying the customer jobs to be done? 2. What is the Jobs customers try to get done?</p>	4		<p>Interactive lecture, assignments, and discussion The second presentation 15 points For group presentation, only student who joins the presentation session will earn the point. Absent student will not earn any point from group work except be hospitalized or</p>	SRN



	<p>(Survey or in-depth interview indicating pain points or expected gains of the customers)</p> <p>3. Why your product or services? (is your product different from those in the market? In which aspects? What is the uniqueness of your product/service compared with those in the market?</p> <p>4. Who is (are) the leader(s) in the industry (incumbent firm(s))?</p> <p>5. What is your product/service price charged? Is the price charged competitive? Why?</p> <p>6. What the cost of your products? Briefly explain operational process and related cost of your product(s)/service(s).</p>			<p>have evident with official approval such as joining university activity or MUIC activities.</p> <p>For any incomplete presentation, not covering required topics as stated in the syllabus will earn maximum of 75% of the presentation score. Extra topic or contents can be added and extra score will be considered.</p>	
8	<p>Entrepreneurial pathway: The business plan Value Proposition Canvas (VPC) Quiz (10 points)</p>	4		<p>Interactive lecture, assignments, and discussion</p> <p>Reading Quiz 10 points</p>	SRN
9	SWOT Analysis and Strategic Formulation	4		Interactive lecture, assignments, and discussion	SRN
10	Integrated Accounting:	4		Interactive lecture, assign-	SRN



	Financial Statements Financial Statement Analysis			ments, and discussion	
11	Final Project Presentation With Peer Evaluation	4		Interactive lecture, assignments, and discussion	SRN
12	Final Project Presentation With Peer Evaluation	4		Interactive lecture, assignments, and discussion	SRN
	Total	48			

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

During the term, each student is required to submit assignments aiming at assessing student strength in entrepreneurial skills. Students are required to submit assignments as follow:

1. Summary what is entrepreneurs and its benefits.
2. Term project topic
3. No more than five sentences of key message learned from the assigned topic.

b. Summative assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Assessment Methods	Assessment Ratio (Percentage)	
CLO1 Identify growth opportunity as an entrepreneur given a disruptive business environment	Quiz / Assignment/ Presentation/Participation	20	20
CLO2 Describe business management tools when face with business challenges	Quiz / Assignment/ Presentation/ Participation	15	15
CLO3 Choose appropriate business actions both fund raising and using complying with good corporate	Quiz / Assignment/ Presentation/ Participation	15	15



governance			
CLO4 Formulate a business plan	Group Report	50	50
Total		100	100

Note: Score of term project for individual student depends on peer-evaluation of each group member. That means member of the same group can earn different score affected by peer-evaluation.

(2) Measurement and evaluation

For Grade A-F

GRADE	ACHIEVEMENT	FINAL SCORE (% RANGE)	GPA
A	Excellent	90-100	4
B+	Very Good	85-89	3.5
B	Good	80-84	3
C+	Fairly Good	75-79	2.5
C	Fair	70-74	2
D+	Poor	65-69	1.5
D	Very Poor	60-64	1
F	Fail	Less than 60	0

(3) Re-examination (if the course allows any)

N/A - (Not applicable with MUIC).

3. Students' Appeal

Student can fill out the form at the division or at the office of academic affairs for appeals



Section 6 Teaching Resources

1. Required Texts

1) Christensen, Clayton M (1997), The innovator's dilemma: When new technologies cause great firms to fail, Boston, Massachusetts, USA: Harvard Business School Press

2. Suggested Materials

1) Clayton M. Christensen, Taddy Hall, Karen Dillon, David Duncan (2016), Competing against luck, Harper Collins Publisher

3. Other Resources (if any)

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Section 7 Evaluation and Improvement of Course Implementation

1. Strategy for Course Effectiveness Evaluation by Students

1.1 Evaluation of peers by students: to ensure that each group member has put his/her best effort on the assign project. The average percentage for each group member will be used to calculate final project score for each student. For example, Group A with a term project consists of 4 students and earns 30 points on final project. Each group member will earn 30 points if peer evaluation for a students is 90-100%, if the weighted percentage from peer evaluation is 50%, the specific student earns 50% of the group project score which is 15 points.

1.2 Student evaluation

- a. Course content
- b. Course management
- c. Suggestions
- d. Overall opinion

2. Strategy for Teaching Evaluation

2.1 Student feedback and evaluation at the end of the semester

2.2 Random class observations

3. Teaching Improvement

3.1 Continual research/consultation/workshop into current issues relating to entrepreneurship

3.2 Collegial sharing and reflection

4. Verification of Standard of Learning Outcome for the Course

Analysis of student's learning outcomes using scores from class attendance, quizzes, written examinations and/or individual/group activity/presentation/assignment/project.

5. Revision Process and Improvement Plan for Course Effectiveness

Review by the Program Director and instructor.



Score Allocation

Item	Percentage
Quizzes and Assessments	30%
Assignments	10%
Participation	10%
Term Project	
Topic (The first presentation)	10%
Job-to-be done + VPC (The second Presentation)	10%
Final Project (Subjected to Peer Evaluation)	30%



Appendix

Relations between the course and the General Education

Table 1 Relations between CLOs and MU-GE Module LOs (numbers in the table = Sub LOs)

ICGE141	Learning Outcomes in General Education (MU-GE LOs)								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1 Identify growth opportunity as an entrepreneur given a disruptive business environment	1.4								
CLO2 Describe business management tools when face with business challenges		2.2 2.3							
CLO3 Choose appropriate business actions both fund raising and using complying with good corporate governance		2.1		4.3		6.2 6.3			
CLO4 Formulate a business plan		2.2 2.3		4.3					9.1 9.2



Table 2 LOs that the course is responsible for

MU-GE LOs	Sub LOs
MLO1 Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1.4 synthesize information to arrive at logical reasoning
MLO2 Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	2.1 Apply simple mathematical methods to the solution of 'real-world' problems
	2.2 Make judgment & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives
	2.3 Apply concept of process management to solve problems
MLO4 Create a novel or unique ideas, question, format, or product within a particular framework	4.3 Implement innovation through process management approach
MLO6 Act autonomously within context of relationships to others, law, rules, codes, and values	6.2 Identify the national & global challenges associated with current economic, political, and social systems
	6.3 Exhibit characteristics of responsible citizenship
MLO9 Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	9.1 Collaborate effectively with others as a responsible team member to achieve team goals in time
	9.2 Interact with others respectfully, either as a team member or leader, to create a productive teamwork



MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
<p>1. Critical thinking & Analysis: Use various sources and methods to collect and manage data & information and make a logical judgement and decision to arrive at a solution or problem solving relevant to real-world issues/problems</p>	<p>1. Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments</p>	<p>1. Identify concepts related to the context of learned issues/topics 2. Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information 3. Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. Synthesize information to arrive at logical reasoning</p>
	<p>2. Select & use techniques and methods to solve open-ended, ill-defined and multistep problems</p>	<p>1. Apply simple mathematical methods to the solution of 'real-world' problems 2. Make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. Apply concept of process management to solve problems</p>
<p>2. Creativity & Innovation: Show capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/ results by applying the evidence-based process management concepts</p>	<p>3. Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation</p>	<p>1. Connect, synthesize and/or transform ideas or solutions within a particular framework 2. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question</p>
	<p>4. Create a novel or unique ideas, question, format, or product within a particular framework</p>	<p>1. Create an original explanation or solution to the issues/problems 2. Articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. Implement innovation through process management approach</p>
	<p>5. Explore and situate oneself in a new physical environment and intellectual perspectives</p>	<p>1. Demonstrate cultural competencies and adaptabilities in different working environments 2. Resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problems or situation at hand</p>



Competences	LOs:	Sub LOs:
<p>3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically-engaged and responsible member of the society</p>	<p>6. act autonomously within context of relationships to others, law, rules, codes, and values</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. Identify the national & global challenges associated with current economic, political, and social systems 3. Exhibit characteristics of responsible citizenship 4. Work effectively in diverse team (and multi-cultural settings)
	<p>7. Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others</p>	<ol style="list-style-type: none"> 1. Identify ethical issues and recognize different viewpoint and ideologies 2. Guide & lead others 3. Apply principles of ethical leadership, collaborative engagement, and respect diversity
<p>4. Communication: Communicate effectively and confidently using oral, visual, and written language</p>	<p>8. Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.</p>	<ol style="list-style-type: none"> 1. Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports. 2. Prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. Prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. Demonstrate competence in a second or additional language
<p>5. Collaboration and Working with team: Collaborate and work effectively with team to arrive at team goals</p>	<p>9. Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time</p>	<ol style="list-style-type: none"> 1. Collaborate effectively with others as a responsible team member to achieve team goals in time 2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork