



**The Lee Kong Chian School of Business**  
**Academic Year 2024/25**  
**Term 2**

**MGMT334 SUSTAINABLE ENTREPRENEURSHIP PRACTICUM**

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**COURSE DESCRIPTION**

Sustainable Entrepreneurship involves the application of business solutions to societal problems. It entails new ways of creating, capturing, and delivering sustainable impact in a commercially viable way.

At the core of the course is the process of developing low-cost experiments to learn about the viability of new processes, products, or services that create, capture, or deliver sustainable impact. There will be multiple iterations of the idea until an attractive variant is identified or an avenue to an adjacent space is explored. The course also familiarizes students with how best to present their market validation information and the initial outlines of their business models or cost-benefit analysis to stakeholders including internal corporate champions or external early-stage investors in the social impact space.

The course will guide students in the process of developing and validating new ideas to create sustainable impact either through a new venture or with a company. Students will work in teams, and each team will be assigned to a mentor who will provide the team with feedback over the course of the project.

**LEARNING OBJECTIVES**

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

- Identify customer and beneficiary needs through prototyping
- Develop mock prototypes of their new processes, products or services
- Understand who are “lead users” or “early-evangelist” for the new idea
- Develop networking strategy to reach “lead users” or “early-evangelist” consumers
- Develop simultaneous trials to get feedback from “lead users” or “early-evangelist” consumers
- Understand the drivers of roles and incentives for a new business team
- Understand how to outline a business model for a new idea
- Present their market-validated new business idea to internal champions, investors and industry experts

**PRE-REQUISITE/ CO-REQUISITE/ 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.

It is recommended that you have taken MGMT 223 Sustainable Entrepreneurship or MGMT 218 Entrepreneurship and Business Creation before taking this class.

**Course enrolment**

For this term, students in this practicum will work on problem statements by Changi Airport Group aimed at improving the inclusion of individuals with intellectual disabilities among their corporate partners. More information about this project is available here: [www.inclusiveorg.com](http://www.inclusiveorg.com).

Students are to indicate their interest in enrolling for this course here: <https://smu.sg/wzv7>

## ASSESSMENT METHODS

Criterion for your grade is the process you have followed in completing all components of the course, not the outcome of the business idea. These components include:

- 1) attending all sessions and actively participating in class discussions;
- 2) completing all classroom and field tasks;
- 3) developing a mock prototype of your product or service;
- 4) incorporating feedback from faculty, mentors, and the market to pivot your business idea;
- 5) completing two or more market validation trials;
- 6) developing an initial business and revenue model.

### Individual components

Class contribution:	20% (ongoing)
Individual report:	20% (Week 12)
Individual contribution to team deliverables:	20% (ongoing)

### Team components

Initial learnings:	5% (Week 4)
Prototype mock-up:	10% (Week 5)
Field trials report:	15% (Weeks 7 & 10)
Team presentation:	10% (Week 12 & 13)

## INTELLECTUAL PROPERTY INTEGRITY

Please disclose only information that your team is comfortable putting into the public domain. You should not disclose proprietary information (see <http://www.uspto.gov/> and <https://www.ipos.gov.sg/> for more information on how to protect the team's intellectual property rights).

## INSTRUCTIONAL METHODS AND EXPECTATIONS

You are expected to be fully engaged in the entire learning process. This means devoting time and energy to preparation before class, being active and engaged in team meetings, 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.

I ask each of you to contribute to the success of this course by being professional in your actions in class and your interactions with me and your classmates. This does not mean that we have to agree with all the views expressed, but it does mean that we respect and encourage the variety of perspectives and opinions expressed. Learning in this course is a collective activity and I expect all of you to take responsibility for each other's learning.

Additionally, external mentors have agreed to commit time to advise student teams. There will be pre-arranged consultations sessions with the instructor and mentors in class and outside of class. It is important that you meet the instructor and mentors regularly. Norms of conduct during meetings with external mentors (and other parties) should uphold the highest standards of professionalism as they reflect on yourselves and SMU.

**Readings:** You are responsible for purchasing the course pack from the library. If the articles are not included in the course pack, you are responsible for locating them via the Library's Praxis Catalogue.

**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.

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.

I evaluate class contribution based on the following 5-point scale:

Point Value	Category (Frequency)	Components of in-class contribution
3	Outstanding Rare (0-10%)	The comment adds substantial value to the discussion. It breaks new ground and raises the flow of discussion to a higher level, often by synthesizing material and applying unique perspectives.
2	Significant Frequent (10-30%)	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 Common (50-70%)	The comment advances the flow of the discussion, including responses to questions from the professor. Demonstrates clear grasp of case material. Information presented is relevant to the discussion.
0	No Contribution Uncommon (0-10%)	Is silent. Is absent.
-1	Unsatisfactory Rare (0-5%)	Lack of preparation for class discussion; failure to listen. Direct criticisms at others versus towards their ideas. Exhibits defensive behavior (e.g., aggression or withdrawal) Repeats what others have said. Distracting to me or to others in the class.

### Course milestones

1. Week 4 Initial learnings. Each team will produce a video presentation of their initial learnings from their site visits and deep dive into the beneficiary population. The video presentation should be no more than 10 minutes.
2. Week 5 Initial prototypes and trials. Each team will present mock-ups of their prototypes or trials in Week 5. The presentation will include information on the options they have considered, the design constraints, discussion of failed or discarded ideas, and the reasons for the current idea chosen. Satisfactory progress will be based on how close the team has come to a minimum viable product (MVP), the alternate versions a team has of the MVP, and their creativity in conducting trials to obtain feedback given the time and budget constraints.
3. Week 6 & 9 Field trials. Week 6 & 9 will be set aside for teams to conduct field trials and interviews with “lead users” or “early-evangelist”. Students are expected to complete this assignment during class time and their own time.
4. Week 7 1<sup>st</sup> field trials report. Teams will report their learnings from the qualitative and quantitative data they have gathered. Mentors and the instructors will provide detailed feedback on how to incorporate the learnings and “pivot” to retest the revised product or service.
5. Week 10 2<sup>nd</sup> field trials report. Teams will report their learnings from the 2<sup>nd</sup> field trials. The field trials will be assessed based on how close the teams came to interacting with “lead-users” or “early evangelist” consumers as well as on the number of these consumers contacted, interviewed, and presented with the teams’ MVP. In addition, the teams’ presentation of what they have learned and the changes they have made following the 1st and 2nd field trials will be assessed. Teams are advised to maintain an online field trial journal with a real-time summary of their interactions with consumers.
6. Week 12 Individual report: Each student will write a report (max **1300 words**) regarding what he/she has learned and how he/she will outline the process of validating his/her next idea. The final individual report should be based on each students’ reflections of his/her entries in their individual course journal.

In grading these reports, I will focus on the following dimensions:

1. Quality of reflection: Ability to integrate learning into real-world experiences and analyze issues with a critical attitude
2. Presentation: Articulation and organization of ideas and perspectives
3. Completeness: Incorporation of the journal entries into a whole, demonstration of the learning process

7. Week 13 class presentation. Teams will present their solutions to the corporate partner, mentors, and the instructor. Projects will be graded in terms of the viability of the idea, what the team has learned, and the changes they have made over the course of the project.

## Teamwork

For all team components, one assessment is made on the satisfactory progress of the entire team on the learning objectives. Formal peer feedback will also be collected at the mid-term and at the end of the course. Submission of formal peer feedback for their team members is compulsory for all students. I will assign a grade of each student's "**Individual contribution to team deliverables**" based on an evaluation of this feedback.

However, if any team member does not perform his or her share of the tasks and learning assignments as mutually agreed by the team members, it is the team's responsibility to raise this with the instructor as soon as this happens. The team is expected to find mutually acceptable divisions of labour, taking into consideration the instructor's feedback. There will be no change in team composition during the course. Any disagreements among a team are to be treated as part of normal working relationships, i.e.; differences are bound to crop up; each team still needs to pursue the team's goal by consensus with regard to market validating the new business idea, even if you have personal or intellectual disagreements with your team members.

**Classroom Policies:** You are expected to treat each class as you would a professional meeting in a corporate environment. I ask each of you to contribute to the success of this course by being professional in your actions in class and in your interactions with me and your classmates. This does not mean that we have to agree with all the views expressed, but it does mean that we respect and encourage the variety of perspectives and opinions expressed, because learning occurs through the resolution of paradoxical and conflicting perspectives.

### Attendance

Participation in seminars is vital. To derive maximum benefit from the seminars, you are expected to be present for the full session of the seminar. If you miss a class in whole or in part, you will not receive any contribution credit for that class; there is no way to "make up" for a missed day. If you anticipate difficulties attending class, you should consider taking the course during a different session. The reason there is such a strict attendance policy for this course is because we will learn from the varied experiences, perspectives, and analytical frames that students bring to the course. The only exceptions made are for University-approved absences (e.g., documented medical reasons, official religious events, etc.).

My policy for absences in relation to the final grade will be as follows:

- 4 or more absences (F grade)
- 2 absences (C grade or lower)

You are expected to be punctual for class. Late attendance and leaving class early will be noted and may affect your contribution grade for that class.

### Prohibited information

Unless explicit instructions are received from your instructor to the contrary, your preparation must be limited to the information provided by your instructor(s), plus your own experience and that of your class peers. Class contributions should be based exclusively on your preparation and discussions with members of your learning team, and not augmented with information obtained anywhere else. Information related to cases that has been obtained from sources other than your instructor in paper, electronic or verbal form is not permitted to be used for class contribution purposes. Such prohibited information includes, but is not limited to, the following:

- Hand-outs, including follow-on ("B") cases
- Exam or report feedback (related to a particular case) for other students or provided in previous years
- Notes, spreadsheets, etc. specific to cases (obtained before the case has been taught) prepared by students in other classes
- Company information that is not provided in the case (and that is not derived from your own experience)
- Teaching notes

If it is determined that such prohibited information is used in class discussions, such an incident will be deemed to be a violation of the SMU Code of Academic Integrity. Providing prohibited information to other students or uploading it onto the web in any form will also be deemed a violation of the Code of Academic Integrity.

### Use of computers and mobile devices in class

Laptops are NOT needed in class (unless noted in the weekly syllabus). Students are NOT permitted to surf the web, check e-mail, engage in instant messaging, play games, trade shares, swipe Tinder profiles, catch Pokemon, etc. on their mobile devices. Such behaviour is distracting, counterproductive, and violates our norms. If you choose to violate this rule, your contribution grade will suffer.

### Food

Out of respect to the diverse preferences and backgrounds of your classmates, eating is prohibited in class. Non-alcoholic beverages are permitted.

## **CONSULTATIONS AND CLASS TIMINGS**

This course will be taught in one 3-hour session per week. If you need to meet me at any other times, please contact me to make an appointment. My office and contact information are listed at the top of this course outline. I am also readily available by emails.

## **RECOMMENDED TEXT AND READINGS**

1. Course Pack of Cases [necessary].
2. Goh, K. T., Mack, D.Z, & Ang, J. (2023). The Inclusive Organizing Playbook
3. Listed readings by session all available from the library [necessary and free!].

## **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>.

### **Copyright Notice**

Please note that all course materials are meant for personal use only, namely, for the purposes of teaching, studying and research. You are strictly not permitted to make copies of or print additional copies or distribute such copies of the course materials or any parts thereof, for commercial gain or exchange.

For the full copyright notice, please visit <https://researchguides.smu.edu.sg/copyright>.

### **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 student accessibility support team if you have questions or concerns about academic provisions: [accessibility@smu.edu.sg](mailto:accessibility@smu.edu.sg). Please be aware that the accessible tables in our seminar room should remain available for students who require them.

### **Digital Readiness for Teaching and Learning (DRTL)**

As part of emergency preparedness, instructors may conduct lessons online via the Zoom platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the Zoom platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.

**WEEKLY LESSON PLANS (Subject to change)**

Week No.	Date	Session Title	Learning objectives	Pre-class readings	Activity	Mentor panel activity
1		Accomplishing social/environmental impact through business	Course introduction	Meet with corporate partners and mentors. Understanding work flows, routines, cost structure.  Article: 3 Myths of inclusivity	Introductions and to come up with a plan for their site visits in Week 2.	Introduce mentors
2		Site visits: Deep dive into business operations		The Inclusive Organizing Playbook	Brief in-class meeting to review Week 2 and Week 3 assignment  Students visit respective sites to better understand business operations <b>Brief class meeting</b>	
3		Deep dive into beneficiary populations		Think again Chpt 1 - 4	Students meet with external experts or conduct their own research to learn about beneficiary population <b>No class meeting</b>	
4		Prototyping and trials	Learn different types of prototypes and different ways of prototyping/trials.	Chapter 5.11-14 Kumar, V. (2012). 101 design methods: A structured approach for driving innovation in your organization. John Wiley & Sons.	In class discussion	
		Identifying “lead” users”, “early-evangelist” consumers, and beneficiaries	Learn iterative process to identify “lead users” and beneficiaries.	Chapter 5 in (Blank, S., & Dorf, B. (2012). The startup owner’s manual: The step-by-step guide to building a great company. (Franke, N., Von Hippel, E., & Schreier, M. (2006).  Finding commercially attractive user innovations: A test of lead-user theory. Journal of product innovation management, 23(4), 301- 315.)		
5		Teams present their initial prototypes and trials			10-minute presentation of initial ideas and proposed trials to obtain feedback	Mentors attend the session and give detailed team specific feedback in class on the prototypes.
6		First field trial		Chapter 6 Get out of the Building in (Blank, S., & Dorf, B. (2012). The startup owner's manual: The step-by-step	Teams collect feedback from field trials in field diary. Document	

				guide to building a great company.) Watch 3M videos on 'lead-user' identification	learning in field diary <b>No class meeting</b>	
7		Learning from the first field trial	Learn how to interpret feedback, when, why, and what to pivot to.	BeSt Map	Report outcomes of the field trials.  Discussion on pivoting.  1 <sup>st</sup> field trial report due.	Mentor feedback and suggestions on how to pivot based on field trials
<b>8</b>		<b>Mid-term Break</b>				
9		Second field trial			Teams collect feedback from field trials. Complete the field report of each meeting.  <b>No class meeting</b>	
10		Learning from the second field trial			Report outcomes of the field trials.  Discussion on pivoting.  2 <sup>nd</sup> field trial report due	Mentor feedback and suggestions
11		Financials: Modelling costs/benefits, developing a business model  Fund-raising and sources of funds	Developing a financial model.  Learn about sources of funds, types of securities, and fund-raising strategies.	Note on Business Model Analysis for the Entrepreneur HBS: 9-802-048  Videos on business model canvas (see Reading List)  <b>Watch pre-class</b> Business Model Canvas Explained: <a href="https://youtu.be/QoAOzMTLP5s">https://youtu.be/QoAOzMTLP5s</a>  Business Model Canvas – 9 steps: <a href="https://youtu.be/IP0cUBWTgpY">https://youtu.be/IP0cUBWTgpY</a>	Discuss and review financial models for their projects	
12		Group presentations		Presentations and reports due		
13		Group presentations		Presentations due		Investors, industry experts, and entrepreneurs
<b>14</b>		<b>Reading week</b>				