NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
POTCHEFSTROOM CAMPUS

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|---|---|---|---|---|---|---|---|
| Module code: | MBAD 823 | Method of delivery: | Part-time Centrums | | | Date: | 10/11/2017 |
| Type of assessment: | Exam 1st opportunity | Exam paper number: | 1 | Session: | 09:00 | Duration: | 4 hour |

| Module description: | Room: |
|---|---|
| ENTREPRENEURSHIP | |

| (1) **Combined** Afrikaans/English exam paper | | (2) Exam paper for a **specific language** | | | |
|---|---|---|---|---|---|
| Number of students: | 45 | | Afrikaans | English | Other language |
| | | Number of students: | 0 | 0 | 0 |

| **Necessities** for the exam paper | | Number per student | **Necessities** for the exam paper | | Number per student |
|---|---|---|---|---|---|
| Answer scripts | X | 4 | Multi-choice cards (A5 – 40 questions) | | |
| Attendance slips (Fill-in paper) | | | Multi-choice cards (A4 – 115 questions) | | |
| Scrap paper | | | Graph paper | | |

| | | | |
|---|---|---|---|
| Is there an **appendix**? | No | If **Yes** give a short description: | |

**NB: Exam Section does not check content or page numbers of appendixes.**

| **Resources** e.g. Dictionaries, calculators, etc.: | | |
|---|---|---|
| **Open book – any printed study material (text books, study guides, slides, notes)** | | |

| | |
|---|---|
| Submission of answer scripts: | **Ordinary** |

**Examiner(e):**

(1) **PROF SP VAN DER MERWE** Ext.: **991414**

Cell nr.: **082 225 0578** Signature

University number: 10065458

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University number:

**Moderator:**

(1) **DR HENRY LOTZ** Ext.: **991635**

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University number: 10192360

**External Moderator:**

(1) **PROF E VENTER** Cell nr.:

**Secretary/Coordinator of School/Person who collects the exam papers for distance:**

(1) **STEPHAN VAN DER MERWE** Ext.: **991414**

File reference: 7.1.9.3.

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| Requirements for this paper:/Benodigdhede vir hierdie vraestel | | | |
|---|---|---|---|
| Answer scripts:/ Antwoordskrifte | X | Multi-choice cards (A5):/ Multikeusekaarte (A5) | |
| Attendance slips (Fill-in paper):/ Presensiestrokies (Invulvraestel) | | Multi-choice cards (A4):/ Multikeusekaarte (A4) | |
| Scrap paper:/ Rofwerkpapier | | Graph paper:/ Grafiekpapier | |

| Resources/Hulpmiddels |
|---|
| **Open book – any printed study material (text books, study guides, slides, notes)** |

| | | | | |
|---|---|---|---|---|
| Type of Assessment/ Tipe Assessering: | **Exam 1st opportunity Eksamen 1e geleentheid Exam Paper/Vraestel 1** | Qualification/ Kwalifikasie: | **MBA** | |
| Module code/ Modulekode: | **MBAD 823** | Duration/ Tydsduur: | **4** | **hour uur** |
| Module description/ Module beskrywing: | **ENTREPRENEURSHIP** | Max/ Maks: | **100** | |
| Examiner(s)/ Eksaminator(e): | **PROF SP VAN DER MERWE** | **Date/ Datum:** | **10/11/2017** | |
| | | Time/ Tyd: | **09:00** | |
| Moderator(s): | **DR HENRY LOTZ** | | | |
| External Moderator(s)/ Ekterne Moderator(s): | **PROF E VENTER** | | | |

## QUESTION 1/VRAAG 1 (25)

Technology is an enabler to change the future classroom for entrepreneurship education. Since technology is growing so fast in the teaching and educational spheres, the virtual classroom could one day substitute the ‘brick and mortar’ experience. Business schools could, therefore, utilise technology to provide an MBA offering where students do not have to attend classes.

The NWU Business School’s business model in terms of their MBA offering is based on the traditional classroom model with face-to face lecturing on the three sites of delivery. To stay on the cutting edge of business education in a very dynamic and fast changing environment, it is envisioned that the SBG should over time migrate to a business model offering a combination of synchronous and asynchronous e-learning. Synchronous e-learning involves online studies through chat and videoconferencing in real time. Asynchronous learning, on the other hand, is a general term used to describe forms of education and learning that do not occur in the same place or at the same time. Lectures are, for instance, recorded to enable students to later on view the lectures in their own time.

The value propositions offered by the traditional classroom model to the students, however, differ significantly from the model offered by digital or e-learning. Utilise Osterwalder's Business Model Canvas as a guideline to **map out** and **discuss** the nine dimensions for the **traditional class room** offering (brick-and-mortar) and the **digital** or **e-learning classroom** offering (virtual classroom). A clear distinction should be made between the **value propositions** (and for the other dimensions of the model) for the two business models based on the learning models.

Tegnologie is in staat om die toekomstige klaskamer vir entrepreneurskapsonderrig te verander. Aangesien tegnologie so vinnig in die onderrig- en opvoedkundige sfere groei, kan die virtuele klaskamer eendag die 'steen en mortel'-ervaring vervang. Besigheidskole kan dus tegnologie gebruik om ŉ MBA-aanbod te bied waar studente nie klasse hoef by te woon nie.

Die NWU Besigheidskool se besigheidsmodel in terme van hul MBA-aanbod is gebaseer op die tradisionele klaskamermodel met die oog op die lesing op die drie afleweringpunte. Om op die voorpunt van besigheidsonderrig in ŉ baie dinamiese en vinnig veranderende omgewing te bly, word beoog dat die SBG met verloop van tyd moet migreer na ŉ besigheidsmodel wat ŉ kombinasie van sinchroniese en asinchroniese e-leer bied. Sinkroniese e-leer behels aanlynstudies deur middel van gesels en videokonferensies in reële tyd. Asinchroniese leer, aan die ander kant, is ŉ algemene term wat gebruik word om vorms van onderwys en leer te beskryf wat nie op dieselfde plek of op dieselfde tyd voorkom nie. Lesings word byvoorbeeld opgeneem om studente in staat te stel om later die lesings op hul eie tyd te besigtig.

Die waardeproposisies wat deur die tradisionele klaskamermodel aan die studente aangebied word, verskil egter aansienlik van die model wat deur digitale of e-leer aangebied word. Gebruik Osterwalder se Business Model Canvas as riglyn en **plot** (*map out*) en **bespreek** die nege dimensies vir die twee afleweringsmetodes. ŉ Duidelike onderskeid moet getref word tussen die **waardeproposisies** (en vir die **ander dimensies** van die Osterwalder-model) vir die twee besigheidsmodelle gebaseer op dié leermetodes (tradisionele klaskamer en die digitale of e-leer (virtuele) klaskamer)

**QUESTION 2/VRAAG 2** **(20)**

The training philosophy of the Entrepreneurship module is based on the notion that entrepreneurship entails both managerial thinking (predictive reasoning/logic) and entrepreneurial thinking (creative reasoning/logic). Entrepreneurs should, therefore, be able “to use both entrepreneurial and managerial thinking to be successful”.

Critically discuss the above-mentioned statement and make a clear distinction between these two approaches, as well as how these two approaches could/should complement each other. In your answer, provide practical examples to motivate your point of view and to illustrate your insight into the essence of entrepreneurship, the entrepreneurial method and entrepreneurial process.

Die opleidingsfilosofie van die Entrepreneurskapsmodule is gebaseer op die beginsel dat entrepreneurskap beide bestuursdenke (voorspellende beredenering/logika) en entrepreneuriese denke (kreatiewe beredenering/logika) behels. Entrepreneurs behoort dus “beide entrepreneuriese en bestuursdenke te kan gebruik om suksesvol te wees.”

Bespreek die bovermelde stelling krities en tref ’n duidelike onderskeid tussen hierdie twee benaderings, sowel as hoe hierdie twee benaderings mekaar kan/behoort te komplimenteer. In u antwoord, verskaf praktiese voorbeelde om u sienswyse te motiveer en om u insig tot die essensie van entrepreneurskap, die entrepreneuriese metode en die entrepreneuriese proses te motiveer.

**QUESTION 3/VRAAG 3** **(15)**

In recent years, a new methodology was introduced that could change the way that corporate organisations plan and implement new products, processes and services. **Lean start-up** is a methodology for the development of businesses and products that aims to shorten product development cycles by adopting a combination of business-hypothesis-driven experimentation, iterative product releases, and validated learning.

The concept was first introduced by Eric Ries in 2009 and then published in a book titled *"The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses."* In a recent article published in the *Harvard Business Review* in May 2013, *"Why the lean start-up changes everything"*, Steve Blank elaborate on this new way of thinking. He explains:

*"Launching a new enterprise—whether it's a tech start-up, a small business, or an initiative within a large corporation—has always been a hit-or-miss proposition. According to the decades-old formula, you write a business plan, pitch it to investors, assemble a team, introduce a product, and start selling as hard as you can. And somewhere in this sequence of events, you'll probably suffer a fatal setback. The odds are not with you: As new research by Harvard Business School's Shikhar Ghosh shows, 75% of all start-ups fail.*

*But recently an important countervailing force has emerged, one that can make the process of starting a company less risky. It's a methodology called the "lean start-up," and it favors experimentation over elaborate planning, customer feedback over intuition, and iterative design over traditional "big design up front" development. Although the methodology is just a few years old, its concepts—such as "minimum viable product" and "pivoting"—have quickly taken root in the start-up world, and business schools have already begun adapting their curricula to teach them.*

*The lean start-up movement hasn't gone totally mainstream, however, and we have yet to feel its full impact. In many ways it is roughly where the big data movement was five years ago—consisting mainly of a buzzword that's not yet widely understood, whose implications companies are just beginning to grasp. But as its practices spread, they're turning the conventional wisdom about entrepreneurship on its head. New ventures of all kinds are attempting to improve their chances of success by following its principles of failing fast and* *continually learning. And despite the methodology's name, in the long term some of its biggest payoffs may be gained by the* large *companies that embrace it."*

**Critically analyse how corporate organisations can utilise the lean start-up methodology to innovate new processes, products and services in a large organisation. Provide practical examples to motivate your point of view.**

In onlangse jare is 'n nuwe metodologie ingestel wat die manier waarop korporatiewe organisasies nuwe produkte, prosesse en dienste beplan en implementeer, kan verander. Die '*lean start-up'* is 'n metodologie vir die ontwikkeling van besighede en produkte wat daarop gemik is om produkontwikkelingsiklusse te verkort deur 'n kombinasie van besigheidshipotese-gedrewe eksperimentering, iteratiewe produkvrystellings en gevalideerde leer aan te neem.

Die konsep is in 2009 deur Eric Ries bekendgestel en gepubliseer in 'n boek getiteld: *The lean upstart: How today's entrepreneurs use continuous innovation to create radically successful businesses.* In 'n onlangse artikel wat in die *Harvard Business Review* in Mei 2013 gepubliseer is, *"Why the lean up-start changes everything",* brei Steve Blank uit oor hierdie nuwe denkwyse. Hy verduidelik:

"Launching a new enterprise—whether it's a tech start-up, a small business, or an initiative within a large corporation—has always been a hit-or-miss proposition. According to the decades-old formula, you write a business plan, pitch it to investors, assemble a team, introduce a product, and start selling as hard as you can. And somewhere in this sequence of events, you'll probably suffer a fatal setback. The odds are not with you: As new research by Harvard Business School's Shikhar Ghosh shows, 75% of all start-ups fail.

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The lean start-up movement hasn't gone totally mainstream, however, and we have yet to feel its full impact. In many ways it is roughly where the big data movement was five years ago—consisting mainly of a buzzword that's not yet widely understood, whose implications companies are just beginning to grasp. But as its practices spread, they're turning the conventional wisdom about entrepreneurship on its head. New ventures of all kinds are attempting to improve their chances of success by following its principles of failing fast and continually learning. And despite the methodology's name, in the long term some of its biggest payoffs may be gained by the *large* companies that embrace it."

**Ontleed krities hoe korporatiewe organisasies die *lean start-up*-metodologie kan gebruik om nuwe prosesse, produkte en dienste in groot organisasies te innoveer. Gee praktiese voorbeelde om jou standpunt te motiveer.**

**QUESTION 4/VRAAG 4** **(15)**

Discuss in detail how corporate organisations (or public organisations) can keep the entrepreneurial spirit alive.

Bespreek volledig wat korporatiewe ondernemings (of publieke ondernemings) kan doen om 'n entrepreneuriese kultuur binne die onderneming te koester.

**QUESTION 5/VRAAG 5** **(25)**

In July 2010, the *Harvard Business Review* published an article by Daniel Isenberg, professor of Entrepreneurship Practice at Babson College, titled "How to Start an Entrepreneurial Revolution."

In this article, Isenberg describes the environment in which entrepreneurship tends to thrive. Drawing from examples from around the world, the article proposes that entrepreneurs are most successful when they have access to the human, financial and professional resources they need, and operate in an environment in which government policies encourage and safeguard entrepreneurs. This network is described as the entrepreneurship ecosystem.

The Babson College Entrepreneurship Ecosystem Project then categorises this framework into these domains: policy, finance, culture, supports, human capital and markets:

- Policy covers government regulations and support.
- The finance domain includes the full spectrum of financial services available to entrepreneurs.
- Culture covers societal norms and success stories that help to inspire people to become entrepreneurs.
- The support domain includes non-governmental institutions, infrastructure and professional support such as investment bankers, technical experts and advisors.
- Markets cover entrepreneurial networks and customers.
- Human capital includes the education system and the skill level of the workforce.

**Critically analyse the South African entrepreneurial ecosystem and make recommendations on what should be done to improve the entrepreneurship ecosystem in Southern Africa.**

**Doen ʼn kritiese ontleding van die Suid-Afrikaanse entrepreneuriese ekosisteem en maak aanbevelings oor wat gedoen behoort te word om die entrepreneuriese ekosisteem in Suider Afrika te verbeter.**

**TOTAL/TOTAAL: 100**