



ENTREPRENEURSHIP

Faculty of Economic and Management Sciences

Study guide compiled by: Stephan van der Merwe

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North-West University



It all starts here

- Ranked in the top 5% of universities globally by the QS-rankings
- Contribute the second largest number of graduates annually to the labour market

Dit begin alles hier

- As een van die top 5% universiteite wêreldwyd deur die QS-ranglys aangewys
- Lewer jaarliks die tweede meeste graduandi aan die arbeidsmark

Gotlhe go simolola fano

- Re beilwe mo gare ga diyunibesiti tse 5% tse di kwa godimo go ya ka peo ya maemo ya QS
- Ngwaga le ngwaga go abelwa palo ya bobedi ka bogolo ya badiri mo maketeng ya badiri

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Module information

Module code	MBAD 823
Module credits	12
Module name	Entrepreneurship
Name of lecturer(s)	Prof SP van der Merwe
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Module outcomes

Upon the completion of this module the student should demonstrate the following:

- A comprehensive and systematic knowledge of Entrepreneurship with special reference to the information needed by entrepreneurs and prospective entrepreneurs to identify opportunities in the market, investigating the opportunities further and to establish and manage sustainable businesses.
- An ability to identify, analyse and solve complex and real world problems related to Entrepreneurship and to select and apply workable solutions with evidence based on theoretical argumentation.
- Demonstrate an ethical and professional code of conduct and to critically contribute to make ethical decisions in complex organisational and professional issues.
- Master the application of research methods, techniques and technologies relevant to entrepreneurship with the ability to undertake a research project and, if selected, complete a mini-dissertation in entrepreneurship under supervision.
- Apply problem solving in an individual or in group context to integrated business scenarios and to effectively use and apply ethically established norms and values.

Skills / Level descriptors	After completion of the module, the student will be able to demonstrate the ability to:		
	a. integrate the scope of knowledge		
	b. apply knowledge literacy		X
	c. apply appropriate methods & procedures		X
	d. address problem solving		X
	e. integrate managerial ethics		
	f. to do research to access, process & manage information		X
	g. to communicate effectively		
	h. to make appropriate level interventions re context and systems		X
	i. to develop the management of learning		
	j. be accountable		

Assessment criteria

The module outcomes will be mastered if you are able to:

- Demonstrate specialist Entrepreneurship knowledge through arguments and debates in written and/or oral format.
- connect concepts and techniques in Entrepreneurship to the real world situations and use these cases and manager's comments on real company issues to solve problems in complex situations.
- Successfully complete written assignments in an academic acceptable manner.

Assessment methods

Assessment will be in both formal and summative format. Formal assessments will be in the form of class activities, analyses of case studies, individual and group assignments. Summative assessment will be in the form of a formal four-hour open-book examination.

Assessment plan

Formal (Participation mark)

Assessment method	Number	Maximum marks	Weight
Individual assignment	1	100	50
Group assignment	1	100	40
Class activities (Group)	2	100	10

Summative (Examination mark)

Assessment method	Number	Maximum marks	Weight
Examination	1 x 4-hour	100	100

Module mark = Participation : Examination = 50 : 50

Prescribed textbook

- **SPINELLI, S. & ADAMS, R. 2016.** New Venture Creation: Entrepreneurship for the 21st century. 10th ed. New York: McGraw-Hill.
(ISBN 978-981-4577-46-5)

Study programme (Potchefstroom and Vanderbijlpark students)

SESSION	DATE - 2020	TOPIC	PREPARATION*	WORK TO BE SUBMITTED FOR GRADING
Study school	20 - 24 July	Theme 1: The entrepreneurial environment Introduction to the Entrepreneurship module Defining entrepreneurship Theme 2: Case study analysis	Theory: S&A Chapter 1 [Contact session]	
1	01 August/ 03 August	Theme 3: Predictive vs creative logic Effectuation Overview of the training philosophy (flip class room, self-study, contact sessions, case studies, group activities) Theme 2: Case study analysis	[Contact session] Application: Case studies ImageCafé (S&A, 2016: 21-27) Lakota Hills (S&A, 2016: 64-73) [Self-study & group activities]	
2	15 August/ 17 August	Theme 4: The entrepreneurial mind and fit Theme 2: Case study analysis	Theory: S&A Chapters 2 [Contact session] Application: Case studies Roxanne Quimby & Burt's Bees (S&A, 2016: 90-95; 137-142) [Self-study & group activities]	

SESSION	DATE - 2020	TOPIC	PREPARATION*	WORK TO BE HANDED IN FOR GRADING
3	29 August/ 31 August	Theme 5: Idea generation and screening venture opportunities The entrepreneurial process Screening venture opportunities Social entrepreneurship Theme 2: Case study analysis	Theory: S&A Chapter 3-6 [Contact session] [Self-study and flip class room] Application: Case studies Jim Poss (S&A, 2016: 105-112) Northwest Community Ventures (S&A, 2016: 153-160) [Self-study & group activities]	Group activity 1: Case studies Analysing the ImageCafé, Lakota Hills and Roxanne Quimby case studies (10% of Group assignment mark)
4	05 September/ 07 September	Theme 6: Design thinking Part 1, 2 & 3 Theme 7: The founder and the team Theme 8: The business plan Ethics Theme 2: Case study analysis	Design thinking [Contact session] Theory: S&A Chapter 7, 8 & 9 [Self-study and flip class room] Application: Case study Newland Medical Technologies (S&A, 2016: 184-191) [Self-study & group activities]	Individual assignment: (100% of Individual assignment mark)
5	12 September/ 14 September	Theme 9: Resource requirements Financing the venture Theme 10: The start-up and beyond Theme 2: Case study analysis (Self-study & Group activities)	Theory: Chapter 10 Theory: S&A Chapters 11-15 Theory: S&A Chapters 16 & 18 [Self-study and flip class room]	

SESSION	DATE - 2020	TOPIC	PREPARATION*	WORK TO BE HANDED IN FOR GRADING
6	03 October/ 05 October	Lean Start-ups Business Models: The Osterwalder Business Model Canvas Modern entrepreneurship: An integrated approach	Study material and notes posted on e-fundi	Group assignment: (80% of group assignment mark)
7	10 October/ 12 October	Theme 12: The family as an entrepreneur Theme 13: Corporate entrepreneurship (intrapreneurship) Theme 2: Case study analysis (Self-study & Group activities)	Study material and notes posted on e-fundi Theory: S&A Chapter 17 [Self-study and flip class room] Application: Case study Indulgence Spa Products (S&A, 2016: 444-451)	Group activity 2: Contribution of entrepreneurs (10% of Group assignment mark)
8	24 October/ 26 October	Theme 11: SA business environment (Global Entrepreneurship Monitor Report) Theme 14: The Entrepreneurship Ecosystem Summary of the module Revision questions and final problems	[Contact session] Study material and notes posted on e-fundi	

Students should prepare the chapters in the prescribed text and case studies before contact sessions (refer to chapters and pages in textbook).

SPINELLI, S. & ADAMS, R. 2016. New Venture Creation: Entrepreneurship for the 21st century. 10th ed. New York: McGraw-Hill.

Study programme (Mafikeng students)

DATE/SESSION	TOPIC	PREPARATION*
Friday, 21 August 2020 08:30 – 10:00	Theme 1: The entrepreneurial environment Introduction to the Entrepreneurship module	Theory: S&A Chapter 1 [Contact session]
Friday, 21 August 2020 10:00 – 10:30	Tea	
Friday, 21 August 2020 10:30 – 12:00	Theme 1: The entrepreneurial environment Defining entrepreneurship	Theory: S&A Chapter 1 [Contact session]
Friday, 21 August 2020 12:00 – 13:00	Theme 3: Predictive vs creative logic Effectuation Theme 2: Case study analysis	[Contact session] Application: Case studies ImageCafé (S&A, 2016: 21-27) Lakota Hills (S&A, 2016: 64-73) [Self-study & group activities]
Friday, 21 August 2020 13:00 – 14:00	Lunch	
Friday, 21 August 2020 14:00 – 15:00	Overview of the training philosophy [flip class room, self-study, contact sessions, case studies, group activities]	
Friday, 21 August 2020 15:00 – 16:30	Theme 2: Case study analysis (approach and feedback)	Application: Case studies All prescribed case studies [Self-study & group activities]

- * Take note of the submission dates of the Group activities (3 activities), the Individual assignment and Group assignment (refer to the Assignments section in the study guide).

We will finalise the submission date of Class Activity 1 during the first study block (21 August to 23 August 2020)

DATE/SESSION	TOPIC	PREPARATION*
Saturday, 22 August 2020 08:30 – 10:00	Theme 4: The entrepreneurial mind and fit Theme 2: Case study analysis	Theory: S&A Chapters 2 [Contact session] Application: Case studies Roxanne Quimby & Burt's Bees (S&A, 2016: 90-95; 137-142) [Self-study & group activities]
Saturday, 22 August 2020 10:00 – 10:30	Tea	
Saturday, 22 August 2020 10:30 – 13:00	Theme 5: Idea generation and screening venture opportunities The entrepreneurial process Screening venture opportunities Social entrepreneurship Theme 2: Case study analysis	Theory: S&A Chapter 3-6 [Contact session] [Self-study and flip class room] Application: Case studies Jim Poss (S&A, 2016: 105-112) Northwest Community Ventures (S&A, 2016: 153-160) [Self-study & group activities]
Saturday, 22 August 2020 13:00 – 14:00	Lunch	

- * Take note of the submission dates of the Group activities (2 activities), the Individual assignment and Group assignment (refer to the Assignments section in the study guide).

We will finalise the submission date of Class Activity 1 during the first study block (21 August to 23 August 2020)

DATE/SESSION	TOPIC	PREPARATION*
Saturday, 22 August 2020 14:00 – 16:30	Theme 6: Design thinking Part 1, 2 & 3 Theme 7: The founder and the team Theme 8: The business plan Business Models: The Osterwalder Business Model Canvas Ethics Theme 2: Case study analysis	Design thinking [Contact session] Theory: S&A Chapter 7, 8 & 9 [Self-study and flip class room] Application: Case study Newland Medical Technologies (S&A, 2016: 184-191) [Self-study & group activities]
Sunday, 23 August 2020 08:30 – 10:00	Theme 9: Resource requirements Financing the venture Theme 10: The start-up and beyond Theme 2: Case study analysis (Self-study & Group activities)	Completing design thinking exercises Theory: Chapter 10 Theory: S&A Chapters 11-15 Theory: S&A Chapters 16 & 18 [Self-study and flip class room]
Sunday, 23 August 2020 10:00 – 10:30	Tea	
Sunday, 23 August 2020 10:30 – 13:00	Theme 13: Corporate entrepreneurship (intrapreneurship)	Notes

- * Take note of the submission dates of the Group activities (2 activities), the Individual assignment and Group assignment (refer to the Assignments section in the study guide).

We will finalise the submission date of Class Activity 1 during the first study block (21 August to 23 August 2020)

DATE/SESSION	TOPIC	PREPARATION*
Saturday, 26 September 2020 08:30 – 10:00	Theme 12: The family as an entrepreneur Theme 2: Case study analysis (Self-study & Group activities)	Theory: S&A Chapter 17 [Self-study and flip class room] Application: Case study Indulgence Spa Products (S&A, 2016: 444-451) [Self-study and group activities]
Saturday, 26 September 2020 10:00 – 10:30	Tea	
Saturday, 26 September 2020 10:30 – 13:00	The Lean Start-up Modern entrepreneurship: An integrated approach	[Contact session] Study material and notes posted on e-fundi
Saturday, 26 September 2020 13:00 – 14:00	Lunch	
Saturday, 26 September 2020 14:00 – 16:30	Theme 11: SA business environment (GEM reports) Theme 14: The Entrepreneurial ecosystem Summary of the module Revision questions and final problems	[Contact session] Study material and notes posted on e-fundi

* Students should prepare the chapters in the prescribed text before the contact sessions (refer to chapters and pages in textbook).

Take note of the submission dates of the Group activities (2 activities), the Individual assignment and Group assignment.

SPINELLI, S. & ADAMS, R. 2016. New Venture Creation: Entrepreneurship for the 21st century. 10th ed. New York: McGraw-Hill.

Action verbs

The following action words/ verbs are included to provide clarity on what is expected of you. Please study them and make sure that you understand the meaning of every one.

- **Analyse:**
Identify parts or elements of a concept and describe them one by one.
Example: Analyse the Roxanne Quimby case study.
- **Apply:**
To explain the relevance of something to a given situation. Often used when asked to explain how theory can be appropriately applied in practice.
Example: Apply the theory discussed in the learning material to your own organisation.
- **Clarify:**
To explain and make clearly understood.
Example: Clarify the term intrapreneurship.
- **Comment:**
Briefly stating your own opinion on the subject.
Example: Comment on the following statement, "Entrepreneurs are born".
- **Compare:**
Point out the similarities and the differences between objectives, ideas or points of view. The word *contrast* may also be used. When you compare two or more aspects or issues, you should do so systematically, completing one point at a time and using your own words.
Example: Contrast and compare a Business Trust and a Closed Corporation as possible business entities for a new venture.
- **Define:**
Give the precise meaning of a term or concept. Definitions are often quoted verbatim from a text.
Example: Define the concept entrepreneurship.
- **Demonstrate:**
Include and discuss examples. You have to prove that you understand how a process works or how a concept is applied to real-life situations.
Example: Demonstrate the importance of the fit between the entrepreneurial team, the opportunity and the resources.
- **Describe:**
To give an account of the characteristics or nature of something, and an explanation of how something works. No opinion or argument is needed.
Example: Describe in your own words the differences between an idea and an opportunity.

- **Discuss:**
Comment on something, using your own words and compare or give two or more viewpoints of different possibilities.
Example: Discuss business pressures that have led to intrapreneurship.
- **Distinguish:**
To point out the difference between objectives, different ideas, or points of view in your own words.
Example: Distinguish between the significance of management skills and knowledge and entrepreneurial skills.
- **Evaluate:**
To assess, estimate or rate a given circumstance or event to determine both the achievements and the deficiencies that have eventuated.
Example: Evaluate the PC Build, Inc. business plan.
- **Give an example:**
A practical illustration of a concept or theory is required.
Example: Under what circumstances would an entrepreneur choose not to grow his or her venture? Give examples.
- **Explain:**
Clarify or give a reason for something, usually in your own words. You must prove that you understand the content. It may be useful to use examples or illustrations.
Example: Explain why traditional corporate management has not been conducive to intrapreneurship.
- **Generate:**
To make a list of, for example, new venture ideas mainly by means of brainstorming sessions.
Example: Generate as many new business ideas as possible.
- **Identify:**
Give the essential properties or aspects of a phenomenon.
Example: Identify some advantages and disadvantages of Partnerships.
- **Illustrate:**
Draw a diagram or make a verbal sketch using examples, to show the representation of a phenomenon or idea.
Example: Illustrate the balance between the entrepreneur or entrepreneurial team, the opportunity and the resources by means of a diagram.
- **List:**
Simply provide a list of names, facts or items asked for. A particular category or order may be specified.
Example: List examples of new products or services that have resulted from the technological revolution in the nineties.

- **Substantiate:**
Give an explanation of the reasons for your statements or views to convince the reader that your view is the correct one.
Example: Do you agree that there is an entrepreneurial revolution in South Africa? Substantiate your point of view on the situation in America.
- **Outline:**
Highlight or emphasise the major features, structures or general principles of a topic. A brief explanation of each feature is required.
Example: Outline the Timmons model.
- **State:**
Supply the required information without any further discussion.
Example: State three advantages of intrapreneurship for corporations.
- **Summarise:**
Give a structured overview of the key or most important aspects of the given topic or issue.
Example: Summarise the main issues with regard to financing the new venture.

Mode of presentation

Before a contact session students have to prepare prescribed readings from text books and case studies. This ensures that they will contribute positively to class discussions, allowing the lecturer to devote less time to theoretical discussions during contact sessions. As a result, more time will be available for a practical assessment in class. The practical application of theoretical principles will be emphasised.

The module will accomplish the learning objectives through the following mix of methods and activities:

- Analyses and discussions of actual cases
- In-class group assignments and exercises
- Lectures and presentations
- Related readings and videos

Assignments

The individual and group assignments will be discussed and finalised during the study school.

Group activity 1 (10% of group assignment)

Submission date: 29/31 August 2020

Refer to the following three case studies in the prescribed textbook (Spinelli & Adams, 2016):

- ImageCafé (Spinelli & Adams, 2016:21-27)
- Lakota Hills (Spinelli & Adams, 2016:64-73)
- Roxanne Quimby (Spinelli & Adams, 2016:90-95; 137-142)

Analyse the three case studies in depth and answer the following questions:

1. With reference to the case studies above, answer the following question: “Who can be an entrepreneur?” By referring to all three cases, assess the suitability of the three lead entrepreneurs to succeed in their respective business ventures. Discuss, among others, the influence of role models, their childhood experience with regard to entrepreneurship, their prior experience before self-employment and their current strengths and weaknesses that could influence the success of the venture. Provide examples from the three case studies above to motivate your point of view.
2. “Entrepreneurs think and act ingeniously when it comes to resources”. Apply this statement to the Roxanne Quimby case. Discuss how Roxanne bootstrapped the resources needed to establish and build Burt’s Bees, and provide practical examples to motivate your point of view.

Group activity 2 (10% of group assignment)

Submission date: 10/12 October 2020

Critically analyse the contribution of entrepreneurs to economic development, job creation and the creation of wealth in the world, Africa and Southern Africa.

Entrepreneurship research focus

The research philosophy of the Faculty of Economic and Management Sciences is to focus research on specific focal areas. The Entrepreneurship cluster of the Potchefstroom Business School is leading the way at the PBS and has the highest output with regard to national and international conference papers and accredited journal publications.

The following topics on entrepreneurship research will be encouraged:

Stimulating entrepreneurial behaviour in corporate organisations

Are you employed by a corporate organisation? Evaluate the entrepreneurial behaviour of the employees or managers of your organisation by means of existing questionnaires. Consider the benefits of this research to both yourself and your organisation.

Female entrepreneurship

The 2007 South African GEM Report highlighted the important role women play in new venture creation and economic growth in South Africa. Become involved in breakthrough research on this topic.

Family businesses

Family business research in South Africa is gaining momentum. Join the highly experienced team of family business researchers. Students are encouraged to utilise valid and reliable family business instruments to do their research.

Entrepreneurial development

Entrepreneurship plays a vital role in economic growth and wealth creation in South Africa. Scientifically based research on this topic in South Africa, particularly in the informal sector, is scant and urgent research is needed on this topic. Your research can help build the body of knowledge of this very significant field of study.

Warning against plagiarism

ASSIGNMENTS ARE INDIVIDUAL TASKS AND NOT GROUP ACTIVITIES. (UNLESS EXPLICITLY INDICATED AS GROUP ACTIVITIES)

Copying of text from other learners or from other sources (for instance the study guide, prescribed material or directly from the internet) is **not allowed** – only brief quotations are allowed and then only if indicated as such.

You should **reformulate** existing text and use your **own words** to explain what you have read. It is not acceptable to retype existing text and just acknowledge the source in a footnote – you should be able to relate the idea or concept, without repeating the original author to the letter.

The aim of the assignments is not the reproduction of existing material, but to ascertain whether you have the ability to integrate existing texts, add your own interpretation and/or critique of the texts and offer a creative solution to existing problems.

Be warned: students who submit copied text will obtain a mark of zero for the assignment and disciplinary steps may be taken by the Faculty and/or University. It is also unacceptable to do somebody else's work, to lend your work to them or to make your work available to them to copy – be careful and do not make your work available to anyone!

For the NWU link for plagiarism, go to http://www.nwu.ac.za/webfm_send/25355

Outcomes per theme

The outcomes and objectives are clearly listed at the beginning of every chapter in Spinelli and Adams. Ensure that you study these pages as you proceed through the chapter. In addition to these outcomes, you are also required to achieve the outcomes per theme as formulated below.

1 THE ENTREPRENEURIAL ENVIRONMENT

Outcomes of theme 1

Students should be able to:

1. Have a comprehensive knowledge of what entrepreneurship is;
2. Critically analyse the contribution of entrepreneurship to economic development, job creation and their creation of wealth in the world, Africa and Southern Africa;
3. Critically debate the key issues of whether entrepreneurs are born or whether it can be acquired; and who can be an entrepreneur;
4. Debate the evolution of entrepreneurship;
5. Explore the motivational factors for self-employment; and
6. Debate the benefits and drawbacks of entrepreneurship and critically analyse their personal attitude to entrepreneurship.

2 CASE STUDY ANALYSIS IN ENTREPRENEURSHIP

Outcomes of theme 2

Students should be able to:

1. Prepare an entrepreneurship case study and analyse the content critically;
2. Debate the entrepreneurship and business applications and solutions applicable to the case study;
3. Effectively communicate and demonstrate that they have an understanding of the topics covered in a specific case study and master the ability to analyse any entrepreneurship case study scientifically; and
4. Connect concepts and techniques in entrepreneurship to the real world and use real cases on entrepreneurship issues to solve problems in ill-defined contexts.

3 PREDICTIVE VS CREATIVE LOGIC

Outcomes of theme 3

Students should be able to:

1. Distinguish between predictive (managerial) and creative (entrepreneurial) logic and apply these principles in practice; and
2. Debate the implications of the difference between predictive and creative logic to entrepreneurship.

4 THE ENTREPRENEURIAL MIND AND FIT

Outcomes of theme 4

Students should be able to:

1. Critically analyse the entrepreneurial attributes, competencies and skills that an entrepreneur should possess to be successful in a turbulent and fast changing business environment;
2. Critically analyse the fit between their competencies and skills and the requirements of entrepreneurship;
3. Debate their attitude to entrepreneurship; and
4. Develop a personal entrepreneurial strategy and action plans to reap the benefits of entrepreneurship.

5 IDEA GENERATION AND VENTURE OPPORTUNITIES

Outcomes of theme 5

Students should be able to:

1. Distinguish between an idea and a viable business opportunity by analysing the characteristics or anchors of superior business opportunities;
2. Understand the principles of creativity and apply these principles to identify business opportunities;
2. Do a comprehensive feasibility study on a new venture idea and/ or opportunity to distinguish between a high and low potential business opportunities;
4. Debate the issues of sustainability and green commerce and how it can change an entrepreneur's approach to new venture opportunities; and
5. Anticipate future developments that could spawn entrepreneurial opportunities in the Southern African and global business environments and prepare to reap the benefits by integrating it into their personal entrepreneurial strategy and action plans.

6 DESIGN THINKING

Outcomes of theme 6

Students should be able to:

1. Understand the stages of the design thinking process; and
2. Applying the design thinking process to solve business problems.

7 THE FOUNDER AND THE ENTREPRENEURIAL TEAM

Outcomes of theme 7

Students should be able to:

1. Critically analyse and debate the role that the lead entrepreneur and the entrepreneurial team play in the successful start-up and management of the entrepreneurial venture;
2. Distinguish between and compare the attitudes, behaviours and mind-sets of the most effective and ineffective leaders and managers they have worked with;
3. Investigate the stages that most businesses experience as they grow and critically analyse the management issues and requirements anticipated at every stage;
4. Demonstrate the application of an effective multidisciplinary team approach in their studies and work environment

8 THE BUSINESS PLAN AND OSTERWALDER'S BUSINESS CANVAS

Outcomes of theme 8

Students should be able to:

1. Critically analyse a business plan and identify shortcomings in the plan; and
2. Master the process of developing a business plan and demonstrate their ability by developing a business plan for a new venture.
3. Have a coherent and critically understanding of the Osterwalder's business model canvas.
4. Apply the Osterwalder's business model canvas to map out the business model of organisations, institutions and businesses.

9 RESOURCE REQUIREMENTS

Outcomes of theme 9

Students should be able to:

1. Critically analyse the necessary resources during the life cycle of a new business venture;
2. Understand the principles of bootstrapping resources and be able to apply it to their own work environment, venture or personal life; and
3. Master the complex entrepreneurial financial environment and apply the principles to their own situation.

10 MANAGING THE BUSINESS AFTER START-UP

Outcomes of theme 10

Students should be able to:

1. Understand the special problems and the management and leadership challenges of rapid growth;
2. Identify specific signals and clues that can alert entrepreneurial managers to impending crises and approaches in businesses to solve them;
3. Formulate turnaround strategies and action plans to devise intervention in troubled businesses;
4. Have a coherent and critical understanding of the principles of business harvesting and be able to analyse the merits of harvesting at a specific time;
5. Identify, analyse and solve complex and real world problems in an ill-defined business and workplace context, specifically with regard to successfully managing the business after start-up; and
6. Integrate the concept of ethics in their business and entrepreneurial endeavours.

11 THE SOUTH AFRICAN BUSINESS ENVIRONMENT

Outcomes of theme 11

Students should be able to:

1. Critically analyse the South African business environment with specific reference to youth entrepreneurship and female entrepreneurship;
2. Critically analyse the South African business environment and place it in context with globalisation and the international business environment;

3. Debate whether Africa and South Africa can consider themselves as an entrepreneurial continent or country respectively;
4. Analyse the South African Global Entrepreneurship Monitor reports and identify shortcomings hampering entrepreneurial activity in the country;
5. Critically analyse the influence of the government on entrepreneurial activity in South Africa and debate its role in fostering an entrepreneurial culture in the country;
6. Critically analyse and debate the influence of broad-based black economic empowerment on the South African business environment; and
7. Identify the obstacles to entrepreneurship in South Africa and formulate strategies and action plans to encourage and accelerate entrepreneurship in the country.

12 THE FAMILY AS AN ENTREPRENEUR

Outcomes of theme 12

Students should be able to:

1. Have a comprehensive knowledge of the uniqueness of family businesses;
2. Critically analyse and debate the contribution of family businesses to the world economy;
3. Critically debate the contribution of family businesses to poverty alleviation, job creation and the creation of wealth in the Southern African economy;
4. Have a coherent and critical understanding of the unique challenges facing family businesses to ensure their longevity; and
5. Critically analyse the influence of broad-based black economic empowerment on the sustainability of family businesses in South Africa.

13 CORPORATE ENTREPRENEURSHIP

Outcomes of theme 13

Students should be able to:

1. Read the article posted on the Web “How can companies keep the entrepreneurial spirit alive”. Critically analyse the article and debate how corporate organisations can keep the entrepreneurial spirit alive;
2. Coherently demonstrate their understanding of where corporate entrepreneurship fits in with the strategy of a corporate organisation;
3. Critically analyse their own and other organisations with regard to the state of corporate entrepreneurship in the organisation;
4. Formulate a corporate entrepreneurial strategy and action plans for the organisation; and
5. Apply the entrepreneurial principles in their own working environment.

14 ENTREPRENEURAL ECOSYSTEM

Outcomes of theme 14

Students should be able to:

1. Interpret and evaluate a coherent and critical understanding of research methodology and techniques relevant to entrepreneurship;
2. Use effective research methods and techniques to critically analyse entrepreneurship research problems and apply the research skills when solving problems of the South African as well as international entrepreneurial environment;
3. Master the ability to, through insight, advanced information retrieval and processing skills and ability, to effectively present and communicate research results using the resources of an academic discourse; and
4. Master the application of research methods, techniques and technologies relevant to entrepreneurship with the ability to undertake a research project and, if selected, complete a mini-dissertation on entrepreneurship under supervision.