

COURSE PLAN

NEW VENTURE CREATION





Lecturers:

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**BUSINESS EDUCATION STUDY PROGRAM
FACULTY OF ECONOMIC AND BUSINESS EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2021

	COURSE PLAN	Doc Number.:
	NEW VENTURE CREATION	Revision: Date: Page:
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Lecturer	Curriculum Development Team of Study Program	Head of Business Education Study Program
COURSE PLAN		
1. Course Identity Study Program Name : Education Business Eye name lecture : <i>New Venture Creation</i> Eye Code lecture : MB543 Eye Group lecture : Study Program Selected Expertise Courses (MKKPPS) Credit Weight : 3 Level : S-1 Semester : Odd/5 Precondition : Status (required / optional) : Optional Lecturer name and code : Prof. Dr. B. Lena Nuryanti, M.Pd		

2. **Course Description**

This course provides students with knowledge, understanding and understanding in order to master the process of starting a new business through planning and organizing, growing a business, successfully harvesting it, and starting again.

3. **Referred Study Program Learning Outcomes**

- a. S1 Showing the educative, religious, scientific attitude and behaviour which controbutes to the improvement of the lives as part of society, nation and country as a whole, as advised by the academic norms and ethical values;
- b. KU1 Integrating learning and innovation skills, mastery of technology and information, career development and life skills to become lifelong learners;
- c. KU2 Applying logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology which applies humanity values according to the field of expertise;
- d. KK3 Utilizing and resolve problems based on data literacy in accordance with the demands of their professional duties in the era of the industrial revolution 4.0;
- e. KK5 Utilizing the concept of Business Education in community empowerment.

4. **Subject Learning Outcomes**

After attending this lecture, students are expected to:

- a. M1 Can understand, understand and explain Identifying & analysis the gap for the new business;
- b. M2 Can understand, understand and explain Scanning for opportunity;
- c. M3 Can understand, understand and explain Positioning the new venture;
- d. M4 Can understand, understand and explain Analyzing for opportunity;
- e. M5 Able to understand, understand and explain Gaining commitment;
- f. M6 Can understand, understand and explain Sustaining competitiveness;
- g. M7 Can understand, understand and explain Gaining financial support: issues and approaches;
- h. M8 Can understand, understand and explain The dimensions of business growth;
- i. M9 Can understand, understand and explain Strategies for expansion;
- j. M10 Can understand, understand and explain Organizational growth and development;
- k. M11 Can understand, understand and explain leadership, power, and motivation in entrepreneurial ventures;

- l. M12 Can understand, understand and explain Consolidating the venture;
 m. M13 Can understand, understand and explain The changing role of the entrepreneur in the consolidated organization.

5. Description of the Lesson Plan

Enco unter	Indicators of Subject Learning Outcomes	Subject matter	Learning Objects						Interaction (Communica tion)	Activity Learn	Learning Resources	Allocatio n Time
			Text	Picture / Video	Audio	Video / Animati on	Simul ation	Assessment				
1	Students understand and explains Identifying & analysis the gap for the new business	<i>Identifying & analysis the gap for the new business</i>	√	√		√		Google form	Synchronous Asynchronous	Synchronous - Lecturers deliver self-introductions through Zoom or Google Meet - The lecturer delivers lecture orientation accompanied by delivery of Rules and Assessment - Lecturers use the slido.com application to accommodate student discussion forums Asynchronous - asked to Students are download material in the form of a PPT	1. spot.upi.edu 2. googleform.com 3. slido.com	150 minutes

2	Students understand and explain Scanning for opportunity	<i>Scanning for opportunity</i>	√	√		√		Use wordsearchlab.com regarding forms social entrepreneurship in accounting	Synchronous Asynchronous	<p>Synchronous</p> <ul style="list-style-type: none"> - Lecturers facilitate discussion forums with students using slido.com - Lecturers provide an assessment of social entrepreneurship forms using wordsearchlab.com <p>Asynchronous</p> <p>Students are asked to download material in the form of a PPT</p>	<ul style="list-style-type: none"> ▪ spot.upi.edu ▪ slido.com ▪ wordsearchlab.com 	150 minutes
3	Students understand and explain Positioning the new venture	<i>Positioning the new venture</i>	√	√	√		√	Assessment using google form in essay form	Synchronous Asynchronous	<p>Synchronous</p> <ul style="list-style-type: none"> - Lecturers facilitate discussion forums with students using slido.com - Lecturers provide an assessment on how to identify Social Entrepreneurs in everyday life using Google Form in the form of essays <p>Asynchronous</p> <ul style="list-style-type: none"> - Students are asked to download 	<ul style="list-style-type: none"> ▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com 	150 minutes

										material in the form of a PPT		
4	Students understand and explain Analyzing for opportunity	<i>Analyzing for opportunity</i>	√	√	√		√	Assessment using google form in multiple choice form	Synchronous Asynchronous	<p>Synchronous</p> <ul style="list-style-type: none"> - Lecturers facilitate discussion forums with students using slido.com - Lecturers provide an assessment of social-change theories using google form in multiple choice form <p>Asynchronous</p> <ul style="list-style-type: none"> - Students are asked to download material in the form of a PPT 	<ul style="list-style-type: none"> ▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com 	<ul style="list-style-type: none"> ▪ 150 minutes
5	Students understand and explain Gaining commitment	<i>Gaining commitment</i>	√	√	√		√	Assessment using google form in multiple choice form	Synchronous Asynchronous	<p>Synchronous</p> <ul style="list-style-type: none"> - Lecturers facilitate discussion forums with students using slido.com - Lecturers provide an assessment of equilibrium and complexity using Google Form in a multiple choice form <p>Asynchronous</p> <ul style="list-style-type: none"> - Students are asked to download 	<ul style="list-style-type: none"> ▪ Googleform.com ▪ Spot.upi.edu 	<ul style="list-style-type: none"> ▪ 150 minutes

										material in the form of a PPT		
6	Students understand and explain sustaining competitiveness	<i>Sustaining competitiveness</i>	√	√	√		√	Assessment using google form in multiple choice form	Synchronous Asynchronous	<p>Synchronous</p> <ul style="list-style-type: none"> - Lecturers facilitate discussion forums with students using slido.com - The lecturer provides an assessment of social emergence theory using google form in multiple choice form <p>Asynchronous</p> <ul style="list-style-type: none"> - Students are asked to download material in the form of a PPT 	<ul style="list-style-type: none"> ▪ Googleform.com ▪ Spot.upi.edu 	<ul style="list-style-type: none"> ▪ 150 minutes
7	Students understand and explains Gaining financial support: issues and approaches	<i>Gaining financial support: issues and approaches</i>	√	√	√		√	Assessment using google form in multiple choice form	Synchronous Asynchronous	<p>Synchronous</p> <ul style="list-style-type: none"> - Lecturers facilitate discussion forums with students using slido.com - Lecturers provide a social capital assessment using Google Form in a multiple choice form <p>Asynchronous</p> <ul style="list-style-type: none"> - Students are asked to download 	<ul style="list-style-type: none"> ▪ Googleform.com ▪ Spot.upi.edu 	<ul style="list-style-type: none"> ▪ 150 minutes

										material in the form of a PPT		
8	Midterm exam Synchronous (in the form of Zoom to convey the rules of the Mid-Semester Exam, then use the Assessment using the assessment on Edmodo.com in the form of multiple choice and essays)											
9	Students understand and explains the dimensions of business growth	<i>The dimensions of business growth</i>	√	√		√		Using wordsearch lab.com about social networks terms	Synchronous Asynchronous	Synchronous - Lecturers facilitate discussion forums with students using slido.com - The lecturer provides an assessment of social network terms using wordsearchlab.com Asynchronous - Students are asked to download material in the form of a PPT	<ul style="list-style-type: none"> ▪ spot.upi.edu ▪ slido.com ▪ wordsearchlab.com 	150 minutes
10	Students understand and explains Strategies for expansion	<i>Strategies for expansion</i>	√	√	√		√	Assessment using google form in multiple choice form	Synchronous Asynchronous	Synchronous - Lecturers facilitate discussion forums with students using slido.com - The lecturer provides a personal trait identification assessment using google form in a multiple choice form	<ul style="list-style-type: none"> ▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com 	150 minutes

											Asynchronous - Students are asked to download material in the form of a PPT		
11	Students understand and explains Organization al growth and development	<i>Organizational growth and development</i>	√	√	√		√	Assessment using google form in multiple choice form	Synchronous Asynchronous	Synchronous - Lecturers facilitate discussion forums with students using slido.com - Lecturers provide an assessment of dynamic accounts in social entrepreneurship using Google Form in multiple choice form Asynchronous - Students are asked to download material in the form of a PPT	<ul style="list-style-type: none"> ▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com 	150 minutes	
12	Students understand and explains leadership, power, and motivation in entrepreneuri al ventures	<i>Leadership, power, and motivation in entrepreneurial ventures</i>	√	√	√		√	Assessment using google form in multiple choice form	Synchronous Asynchronous	Synchronous - Lecturers facilitate discussion forums with students using slido.com - Lecturers provide an assessment of the types of leadership using google form in the form of multiple choices	<ul style="list-style-type: none"> ▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com 	150 minutes	

											Asynchronous - Students are asked to download material in the form of a PPT		
13	Students understand and describes Consolidating the venture	<i>Consolidating the venture</i>	√	√	√		√	Assessment using google form in multiple choice form	Synchronous Asynchronous	Synchronous - Lecturers facilitate discussion forums with students using slido.com - Lecturers provide an assessment of insurmountable problems and conflict using Google Form in multiple choice form Asynchronous - Students are asked to download material in the form of a PPT	<ul style="list-style-type: none"> ▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com 	150 minutes	
14	Students understand and explains The changing role of the entrepreneur in the consolidated organization	<i>The changing role of the entrepreneur in the consolidated organization</i>	√	√	√		√	Assessment using google form in multiple choice form	Synchronous Asynchronous	Synchronous - Lecturers facilitate discussion forums with students using slido.com - The lecturer provides an assessment of the entrepreneurship model using google form in a multiple choice form	<ul style="list-style-type: none"> ▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com 	150 minutes	

15	College student understand and explain The changing role of the entrepreneur in the consolidated organization	<i>The changing role of the entrepreneur in the consolidated organization</i>	√	√	√		√	Assessment using google form in multiple choice form	Synchronous Asynchronous	<p>Asynchronous</p> <ul style="list-style-type: none"> - Students are asked to download material in the form of a PPT <p>Synchronous</p> <ul style="list-style-type: none"> - Lecturers facilitate discussion forums with students using slido.com - The lecturer provides an assessment of the entrepreneurship model using google form in a multiple choice form <p>Asynchronous</p> <ul style="list-style-type: none"> - Students are asked to download material in the form of a PPT 	<ul style="list-style-type: none"> ▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com 	150 minutes
16	Final exams											
	Synchronous (in the form of Zoom to convey the rules of the Mid-Semester Exam, then use the Assessment using the assessment on Edmodo.com in the form of multiple choice and essays)											

6. References

Wickham, PA. 2001. Strategic Entrepreneurship: A Decision-Making Approach to New Venture Creation and Management. Pearson Education.

7. Attachment

Appendix 1. New Ventura Creation Teaching Materials

Appendix 2. New Ventura Creation Assessment Instruments

1. Evaluation of student learning outcomes
 - a. Minimum 80% attendance requirement
 - b. The weighting of the assessment is based on:
 - Tasks (10%)
 - Quiz (30%)
 - UTS (30%)
 - UAS (30%)
 - c. FINAL SCORE = 10% Assignment + 30% (QUIZ + UTS + UAS)

2. Criteria for the final value

Grade Categories			Level of Competency	Remarks
Letter	Point	Degree of Quality		
A	4,0	Excellent	92-100	
A-	3,7	Almost Excellent	86-91	
B+	3,4	Very Good	81-85	
B	3,0	Good	76-80	Passing grade for Doctoral levels
B-	2,7	Fairly Good	71-75	Passing grade for Master levels
C+	2,4	More than Sufficient	66-70	
C	2,0	Sufficient	60-65	
D	1,0	Insufficient	55-59	Passing grade for Diploma 3 and Bachelor degrees

E	<1,0	fail	Less than 55	Must re-take
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