COURSE PLAN

NEW VENTURE CREATION

Lecturers:
Prof. Dr. B. Lena Nuryanti, M.Pd
Sulastri, S.Pd., M.Stat., MM

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

2021

	COURSE PLAN	Doc Number.: ..... Revision: .....
	NEW VENTURE CREATION	Date: ……. Page: …….
Made by: Sulastri, S.Pd., M.Stat., MM NIP. 920171219820323201	Checked by: Prof. Dr. B. Lena Nuryanti, M.Pd NIP. 196107091987032001	Approved by: Dr. Puspo Dewi Dirgantari, S.Pd., MT., MM NIP. 198208302005022003
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	: *New Venture Creation*
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

Sulastri, S.Pd., M.Stat., MM

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**

Encounter	Indicators of Subject Learning Outcomes	Subject matter	Learning Objects						Interaction (Communication)	Activity Learn	Learning Resources	Allocation Time
			Text	Picture / Video	Audio	Video / Animation	Simulation	Assessment				
1	Students understand and explains Identifying & analysis the gap for the new business	*Identifying & analysis the gap for the new business*	√	√		√		Google form	Syncronous Asychronous	**Syncronous** - 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 **Asychronous** - 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	*Scanning for opportunity*	√	√		√		Use wordsearch lab.com regarding forms social entrepreneurship in accounting	Syncronous Asychronous	**Syncronous** - Lecturers facilitate discussion forums with students using slido.com - Lecturers provide an assessment of social entrepreneurship forms using wordsearchlab.com **Asychronous** Students are asked to download material in the form of a PPT	▪ spot.upi.edu ▪ slido.com ▪ wordsearchlab.com	150 minutes
3	Students understand and explain Positioning the new venture	*Positioning the new venture*	√	√	√		√	Assessment using google form in essay form	Syncronous Asychronous	**Syncronous** - 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 **Asychronous** - Students are asked to download	▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com	150 minutes

										material in the form of a PPT		
4	Students understand and explain Analyzing for opportunity	*Analyzing for opportunity*	√	√	√		√	Assessment using google form in multiple choice form	Syncronous Asychronous	**Syncronous** - Lecturers facilitate discussion forums with students using slido.com - Lecturers provide an assessment of social-change theories using google form in multiple choice form **Asychronous** - Students are asked to download material in the form of a PPT	▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com	▪ 150 minutes
5	Students understand and explain Gaining commitment	*Gaining commitment*	√	√	√		√	Assessment using google form in multiple choice form	Syncronous Asychronous	**Syncronous** - 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 **Asychronous** - Students are asked to download	▪ Googleform.com ▪ Spot.upi.edu	▪ 150 minutes

										material in the form of a PPT		
6	Students understand and explain sustaining competitiveness	*Sustaining competitiveness*	√	√	√		√	Assessment using google form in multiple choice form	Syncronous Asychronous	**Syncronous** - 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 **Asychronous** - Students are asked to download material in the form of a PPT	▪ Googleform.com ▪ Spot.upi.edu	▪ 150 minutes
7	Students understand and explains Gaining financial support: issues and approaches	*Gaining financial support: issues and approaches*	√	√	√		√	Assessment using google form in multiple choice form	Syncronous Asychronous	**Syncronous** - Lecturers facilitate discussion forums with students using slido.com - Lecturers provide a social capital assessment using Google Form in a multiple choice form **Asychronous** - Students are asked to download	▪ Googleform.com ▪ Spot.upi.edu	▪ 150 minutes

										material in the form of a PPT		
8	***Midterm exam*** Sycronous (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	*The dimensions of business growth*	√	√		√		Using wordsearch lab.com about social networks terms	Syncronous Asychronous	**Syncronous** - Lecturers facilitate discussion forums with students using slido.com - The lecturer provides an assessment of social network terms using wordsearchlab.com **Asychronous** - Students are asked to download material in the form of a PPT	▪ spot.upi.edu ▪ slido.com ▪ wordsearchlab.com	150 minutes
10	Students understand and explains Strategies for expansion	*Strategies for expansion*	√	√	√		√	Assessment using google form in multiple choice form	Syncronous Asychronous	**Syncronous** - 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	▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com	150 minutes

										Asychronous - Students are asked to download material in the form of a PPT		
11	Students understand and explains Organizational growth and development	*Organizational growth and development*	√	√	√		√	Assessment using google form in multiple choice form	Syncronous Asychronous	**Syncronous** - 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 **Asychronous** - Students are asked to download material in the form of a PPT	▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com	150 minutes
12	Students understand and explains leadership, power, and motivation in entrepreneurial ventures	*Leadership, power, and motivation in entrepreneurial ventures*	√	√	√		√	Assessment using google form in multiple choice form	Syncronous Asychronous	**Syncronous** - 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	▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com	150 minutes

										Asychronous - Students are asked to download material in the form of a PPT		
13	Students understand and describes Consolidating the venture	*Consolidating the venture*	√	√	√		√	Assessment using google form in multiple choice form	Syncronous Asychronous	**Syncronous** - 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 **Asychronous** - Students are asked to download material in the form of a PPT	▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com	150 minutes
14	Students understand and explains The changing role of the entrepreneur in the consolidated organization	*The changing role of the entrepreneur in the consolidated organization*	√	√	√		√	Assessment using google form in multiple choice form	Syncronous Asychronous	**Syncronous** - 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	▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com	150 minutes

										Asychronous - Students are asked to download material in the form of a PPT		
15	College student understand and explain The changing role of the entrepreneur in the consolidated organization	*The changing role of the entrepreneur in the consolidated organization*	√	√	√		√	Assessment using google form in multiple choice form	Syncronous Asychronous	**Syncronous** - 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 **Asychronous** - Students are asked to download material in the form of a PPT	▪ Googleform.com ▪ Spot.upi.edu ▪ Slido.com	150 minutes
16	***Final exams*** Sycronous (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