

Entrepreneurship

Course Code:



Lecturer:

**Andalas University Institutional Compulsory Course Team (MKWI)
Entrepreneurship Field**

**Andalas University
Padang, 2021**



Learning Outcomes

Students are able to develop their potential and *soft skills* in entrepreneurship which can be applied in the business world and daily life and are able to plan and process the establishment of a new business.



SUBJECT		CODE	Subject Group	Weight [Credit]	Semester	Date of Compilation
Entrepreneurship			Creative Skills Course/MKKB	3	5/6	March 2021
AUTHORIZATION		RPS Development Lecturer		MK Cluster Coordinator		Person responsible
		MKWI Entrepreneurship Team, Andalas University		Hafiz Rahman, SE, MSBS, Ph.D		Vice Chancellor for Academic Affairs, Andalas University
Learning Outcomes (CP) Notes : S : Attitude P : Knowledge KU: General Skills KK : Special Skills	CP Program					
	S	Demonstrate positive individual character in entrepreneurship, be able to communicate ideas and opinions logically and effectively, and have high motivation and discipline in order to improve individual performance.				
	P	Have knowledge of the concept of entrepreneurship in general and be able to analyze various case studies in the field of entrepreneurship				
	MY	Able to understand the entrepreneurial process and know the steps in implementing various business ideas into a start-up business				
	KK	Able to identify, formulate, analyze, implement and evaluate steps in developing a business				
	Course CP					
	1	Students realize the importance of the meaning and role of entrepreneurship and the existence of the business world in creating added value and increasing the competitiveness of the regional economy.				
	2	Students are able to understand, explain, and analyze factors and concepts related to entrepreneurship.				

	3	Students are able to understand, study, and explain the entrepreneurial process, starting from the process of finding business ideas to the formation of a start -up <i>business</i> which is outlined in a written concept in the form of a Business Plan.
	4	Students are able to formulate, present and realize the results of studies, planning and management related to a business/enterprise.
Short Description Subject	This course is oriented towards strengthening and empowering students' personal capacities, as well as developing positive individual characteristics as the basic capital to be applied in the process of establishing a new business/start -up . Therefore, students will also be equipped with understanding and knowledge from the perspective of the field of entrepreneurship. Thus, the focus of learning will not only be directed at the elements of entrepreneurship as a process that includes aspects of <i>personality, spirit, and individual characters</i> that can be applied in various organizations - but also further how students use them in the process of establishing a new business/ <i>new venture</i> , starting from the process of finding business ideas to the stages of business management. Students are also guided to develop a practical, high-standard business plan, a written outline of their business idea, taking into consideration various influencing factors. This business plan focuses not only on establishing a new business but also on expanding existing businesses and implementing other business ideas within existing ones. Students will also be equipped with knowledge of various analytical tools to assess the feasibility of a new venture. This course combines <i>knowledge, practice, and personal reflection</i> , with a focus on stimulating the cognitive, affective, and psychomotor aspects of students. Students are challenged specifically by applying entrepreneurial principles, concepts, and frameworks to a real-life business.	
Learning Materials/Topics	1. Introduction and orientation regarding Entrepreneurship 2. Motivation, spirit, characteristics and character to become an entrepreneur 3. Profile of successful entrepreneurs 4. Factors of success and failure in entrepreneurship 5. Cultural context in entrepreneurship 6. <i>Design thinking</i> in the process of developing business ideas 7. Planning, establishing and managing a business 8. <i>Social Entrepreneurship</i> 9. <i>Business Plan</i> 10. The contextual scope of entrepreneurship is in accordance with the study program and faculty of each student. 11. <i>Business Plan</i> Presentation	

	12. Link the entrepreneurship course with the Unand Independent Learning-Independent Campus (MB-KM) Entrepreneurship Program and the KBMI Program of the Directorate General of Higher Education - Ministry of Education and Culture
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Reference	Main :	• Kuratko, D.F. (2017). <i>Entrepreneurship: Theory, Process, Practice</i>, 10th Ed. Cengage Learning, Boston, MA: USA. • Rahman, H. (2020). <i>Entrepreneurship + Entrepreneurs: A Multi-Perspective Review</i>, RAH Multimedia • Carter, S., Jones-Evans, D. (2000). <i>Enterprises and Small Business: Principles, Practice and Policy</i>, Prentice-Hall: London.
	Supporters:	• Donard Games, (2017), <i>New Generation of Indonesian Entrepreneurship</i>, RumahKayu publishing • Rahman, H., Besra, E., & Nurhayati, N. (2021). <i>Entrepreneurial Failure: Causes, Construction, and Impact in the Entrepreneurial Process</i>, Rumah Kayu Publisher, Padang: Indonesia • Other books and related journal articles
Instructional Media	Software :	Hardware :
	Microsoft PowerPoint	LCD & Projector and Laptop
Team Teaching	The Teaching Team for the Entrepreneurship Course within the scope of the MKWI Entrepreneurship at Andalas University	
Assessment	Written Test, Student Participation (discussion), Individual Assignments, Group Assignments	
Course Requirements		

Implementation of 3 Credits Lecture

Sunday	Expected Final Abilities/Competencies	Study Materials	Learning Methods and Time Allocation	Student Learning Experience	Assessment Criteria (Indicators)	Weight ed Value (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Students know the orientation and learning plan as well as learning objectives in detail – as part of an effective effort to achieve learning outcomes.	- o RPS - o Orientation and rules of lectures - o Reference - o Forms of assignments and assessments	- o Lecturer's lecture/presentation: 90 minutes - o Discussion and <i>feedback</i> from students: 60 minutes	- o Students obtain complete information regarding the scope of the courses they are taking. - o Students understand how to communicate opinions well and ethically	Indicator: 1. The existence and completeness of the Semester Learning Plan/RPS and the clarity of the lecturer in providing information regarding lecture orientation.	

					2. Students have ethical behavior in discussions and a disciplined attitude.	
2	Students are able to understand and explain: 1. Entrepreneurship and entrepreneurs as a scientific concept 2. The role and impact of entrepreneurship on the growth and development of a region's economy 3. Characteristics and traits of an entrepreneur	- o Introduction to entrepreneurship, entrepreneurs, - o Elements of entrepreneurship, - o The difference between entrepreneurs and company managers/directors, and - o Entrepreneurship and its impact on the economy	- o Lecturer presentation: 90 minutes - o Discussion: 60 minutes	- o Students gain knowledge about entrepreneurship and entrepreneurs in general from a scientific perspective. - o Students understand the difference between entrepreneurs and managers/directors - o Students understand the role of entrepreneurship in the regional economy - o Students learn to express opinions and be ethical in discussions.	- Student attendance and activeness Indicator: 1. Accuracy in answering questions asked by lecturers during discussions 2. Ethical behavior in discussions	3
3	Students are able to understand, absorb and internalize various forms of motivation, positive character and soft skills needed to become an entrepreneur.	Motivation/spirit, character and <i>soft skills</i> in entrepreneurship	- o Lecturer presentation: 90 minutes (<i>delivered by guest lecturer entrepreneur</i>) - o Discussion: 60 minutes	- o Students gain first-hand perspective on entrepreneurial motivation as well as the character and soft skills needed for entrepreneurship from entrepreneurs who are guest lecturers. - o Students get used to discussing and expressing opinions with other parties outside the campus.	- Student presence, activeness, and understanding Indicator: 1. Ability to absorb information regarding lecture topics 2. The ability to self-reflect on positive character traits and soft skills that have and have not been possessed 3. The ability to identify and internalize various forms of motivation in entrepreneurship 4. Ethical behavior in class discussions	4

4	Students are able to understand, explain, study and express opinions about: 1. Various forms of success factors that entrepreneurs need 2. Various forms of factors that cause entrepreneurial failure that must be avoided 3. The construction of every business failure and success 4. The impact of entrepreneurial success and failure experienced by entrepreneurs 5. Forms and types of individual learning obtained from success and failure	Success factors and failure factors in entrepreneurship	- o Lecturer presentation: 90 minutes - o Discussion: 60 minutes (<i>small group discussion method</i>)	- o Students gain knowledge and understanding about success factors and failure factors in business. - o Students broaden their insight into the impact of success and failure and the forms of learning from business success and failure. - o Students learn to convey ideas, concepts and be ethical in discussions.	Student presence, activeness, and understanding Indicator: 1. Accuracy in answering the issues raised in the discussion 2. The ability to practice good communication skills in explaining ideas 3. Ethical behavior in class discussions 4. analytical and critical thinking skills in discussing innovation concepts (this week: article on the challenges of implementing business innovation)	3
5	Students are able to identify the <i>design thinking process</i> in entrepreneurship and apply it in the process of developing business ideas and innovation. 1. The process of empathy towards the surrounding environment 2. The process of identifying environmental phenomena that occur 3. The process of generating business ideas and innovations as a follow-up to points 1 and 2 4. What are the things that need to be considered in the prototype development process?	<i>Design thinking</i> for developing business ideas and innovation	- Lecturer presentation: 90 minutes - Discussion: 60 minutes (<i>personal discussion method</i>)	- Students gain an understanding of <i>the design thinking process</i> in business ideas and innovation. - Students understand the process of empathy, identification, generating business ideas and innovations, thinking about and developing product and business prototypes and conducting simple tests on business ideas and innovations directed at potential consumers on a limited basis.	- Student presence, activeness and understanding Indicator: 1. Accuracy in answering the issues raised in the discussion 2. Ability to practice good communication skills in class presentations 3. Ethical behavior in class discussions 4. analytical and critical thinking skills in discussing innovation concepts (this week: consumer response to innovation)	7

	5. Conduct a simple testing process on the prototype that has been produced on a limited basis for potential consumers.					
6	Students are able to identify, review and follow up on the processes in planning and establishing a business. 1. Preparation for establishing a business 2. The short-term, medium-term and long-term planning process for a business 3. Steps in setting up a business 4. Lessons from the experience of innovation-based entrepreneurs	Planning and establishing a new business	- Lecturer/resource person presentation: 90 minutes - Group presentation and discussion on the entrepreneur's business experience: 60 minutes (<i>small group discussions method</i>)	- Students get information about the business experience of entrepreneurs in planning and establishing a business. - Students in groups discuss and analyze effective steps and planning and establishing a business. - Students plan short-term, medium-term and long-term business plans. - Students learn to convey ideas, concepts and be ethical in discussions.	- Student presence, activeness, and understanding Indicator: 1. Ability to understand and analyze business experiences 2. The ability to practice good communication and ethical procedures in discussions 3. Ability to develop short-term, medium-term and long-term plans in a business	3

7	Students are able to understand and explain: 1. The concept of <i>social entrepreneurship</i> 2. Various factors and considerations in <i>social entrepreneurship</i> 3. The potential of social entrepreneurship in entrepreneurship 4. Patterns in social entrepreneurship 5. Elements of <i>social innovation</i> in social entrepreneurship	<i>Social entrepreneurship</i>	- Guest lecturer presentation: 90 minutes - Discussion: 60 minutes on the latest developments in social entrepreneurship in Indonesia and West Sumatra	- Students gain an understanding of the potential of social entrepreneurship in entrepreneurship - Students discuss and analyze the profiles of social entrepreneurs and social businesses around them in groups. - Students learn to convey ideas, concepts and be ethical in discussions.	- Student presence, activeness, and understanding Indicator: 1. Accuracy in answering the issues raised in the discussion 2. Ability to practice good communication skills in class presentations 3. Ethical behavior in class discussions 4. Analytical and critical thinking skills in discussing the concept of social entrepreneurship, discourse and trends that occur in social entrepreneurship	4
8	Able to understand and explain correctly all questions that summarize topics 1,2,3,4,5,6 and 7	Mid-Semester Exam/UTS	Written test in the form of an essay or summary of learning materials 90 minutes	- Students learn discipline to do the test in a disciplined manner, on time, and comply with all exam regulations. - Students learn to maintain honesty when answering mid-term exam material.	- Student attendance and understanding Indicator: 1. Accuracy and ability to demonstrate analytical thinking for each question given 2. Honesty in answering exam questions	20

9	Students are able to formulate: 1. Market analysis, consumers, competitors and marketing strategy development 2. Business management and organization design	<i>Business Plan 1</i>	- 60 minute presentation - <i>Self-directed learning</i> in groups 90 minutes	- Students absorb and analyze consumers, competitors, market trends - Students learn to develop marketing strategies for the products they produce. - Students carry out organizational arrangements and settings for the planned business. - Students learn to convey ideas, concepts and be ethical in discussions.	- Student presence, activeness, and understanding Indicator: 1. Ability to understand and analyze business experiences 2. Ability to practice good communication procedures in discussions 3. Ethical behavior in class discussions	7
10	Students are able to formulate: 1. Production and operational processes of the business, layout, production and operational financing 2. A simple financial plan in the form of a projected profit and loss statement and cash flow .	<i>Business Plan 2</i>	- 60 minute presentation - <i>Self-directed learning</i> in groups/groups 90 minutes	- Students gain information and understanding regarding the production process, operations and preparation of simple financial reports. - Students prepare production and operations schemes and simple financial reports.	The presence of activeness, understanding of students 1. Ethical behavior in class discussions 2. The ability to think about developing production designs, operations and financial projections.	7
11 12 13	Students are able to understand, study, formulate and implement entrepreneurship based on	Learning Materials According to the Context of Each Study Program and Faculty	-	- Students convey their ideas, concepts and business plans effectively, creatively and with high motivation through		10

	their respective scientific perspectives.			available learning media. - Students proportionally have an understanding of entrepreneurship from their respective scientific perspectives.		
14	Students are able to communicate their business ideas and convince the audience about the feasibility of their business ideas and plans.	Group Business Plan Presentations from weeks 9 and 10	- Full presentation 150 minutes	- Students convey their ideas, concepts and business plans effectively, creatively and with high motivation through available learning media.	Indicator: 1. Accuracy in answering the issues raised in the discussion 2. Ability to practice good communication skills in class presentations 3. Ethical behavior in class discussions 4. Analytical and critical thinking skills in discussing the concept of social entrepreneurship, discourse and trends that occur in social entrepreneurship	8
15	Students are able to express their opinions regarding learning experiences in class as well as concrete steps to improve future lectures.	<i>Wrap-up</i> and evaluation of the lecture material that has been completed	- 90 minute discussion	- Students gain <i>awareness</i> and recognition of the implementation of lectures - Students express their opinions positively and constructively	- Student presence, activeness, and understanding Indicator: 1. The ability to put forward opinions critically and review lecture experiences 2. Ability to practice good communication procedures in discussions 3. Ethical behavior in class discussions	3
16	Submitting final assignment	Final Semester Exam/UAS	Business Plan group assignment		- Student attendance and understanding Indicator:	21

					1. Accuracy and ability to demonstrate analytical thinking for each question given 2. Honesty in answering exam questions	
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Learning methods:

The Entrepreneurship course utilizes a *student-centered learning method*, which focuses on *small group discussions, personal reflection, and personal discussion*. The focus on material and concepts is placed before *the mid-term exam*. Students are also asked to discuss articles and cases relevant to the week's material and apply their knowledge to design an effective and efficient business.

Next, after *the mid-semester/UTS*, the focus of learning is directed at preparing the final assignment for this course, namely a group assignment in the form of a Business Plan in accordance with the scientific background and passion of students in planning and establishing a business.

Academic Norms:

■ *Attendance at lectures and participation in class*

Students are expected to attend all lectures and actively participate in all academic activities. Classroom performance is assessed not only on the ability to prepare assignments and presentations, but also on the ability to express academic and scientific ideas—both pro and con/critical of the topics and presentations.

For attendance, each student is required to attend at least 75% (minimum 11 lectures) of all lectures during the current semester. Failure to attend lectures according to this minimum standard will result in the student being disqualified from the final exam.

Thus, students are ONLY allowed to be absent from lectures FOR ANY REASON a maximum of 3 (three) times throughout the semester/lecture period.

■ *Tasks*

Assignments in this course have specific deadlines set by the instructor. Failure to submit an assignment by the deadline will result in the instructor rejecting the assignment. Therefore, any assignment submitted that does not meet the deadline will receive no grade.

■ *Plagiarism and Academic Dishonesty*

Plagiarism will always be considered academic dishonesty – and students are expected to avoid this issue as much as possible in every assignment. Any confirmed plagiarism or any other type of cheating will result in either [a] no grade being awarded for the submitted assignment, or [b] being awarded the lowest possible grade – a 0 (zero) grade, which is equivalent to an E.

- *Classroom atmosphere and learning climate*

The lecturer will try his best to create and maintain a conducive and supportive learning climate. Students are expected to comply with all administrative rules related to lectures set by lecturers and institutions. The forms of standard rules that are set include, among others: (a) attending lectures on time, (b) prohibited from using cell phones during lectures, (c) not allowed to smoke during lectures, (d) concentrating during lectures, (e) tolerance for lateness (only) five minutes, (f) no t-shirts, (g) no sandals.

- *Complaints about grades and remedial*

Students are permitted to ask questions about their grade composition and, furthermore, file a grade complaint after considering the six points that form the grade in the portal. To do so, students are REQUIRED to contact and meet directly with the lecturer in question—without using social media, telephone, SMS, or any other form of communication. However, this course DOES NOT OFFER REMEDIALS and various forms of additional assignments or other value-enhancing elements as an effort to improve students' grades.