

**CB747**

**INTERNATIONAL  
ENTREPRENEURSHIP**

**2018/19**



**Autumn 2018/2019**

### ***CB747 International Entrepreneurship***

Recent technological advancements such as big data, additive manufacturing ('3D printing'), increased cyber-physical connectivity (the Internet of Things) and artificial intelligence are poised to fundamentally challenge established business theories and practices for existing firms. Many businesses will have to find new ways to leverage new technology and create value through international and cross-industry partnerships. New companies and products will emerge in this new and disruptive landscape, either to challenge existing business or introduce entirely new products/services. In this new era of entrepreneurship, new international start-ups are becoming increasingly important in the economic landscape because of their potential for explosive success.

This 15 credit module is designed to inspire students with the vision and opportunities inherent in international entrepreneurship, to heighten their awareness of the inherent challenges and dilemmas in the new industrial age and to equip students with the insights, tools, concepts, and skills necessary to successfully overcome the obstacles and achieve the vision of international entrepreneurship. It is intended to introduce the new dynamics of the new industrial revolution and the potential it brings to the new business landscape, particularly in the context of international entrepreneurship. The module focuses on theoretical concepts and real-life practices associated with international opportunities, to help students to identify these opportunities, the factors critical to their initial success and subsequent growth.

**Module Convenor (Canterbury): *Dr Maggie Zeng***

**Contact details: [j.zeng@kent.ac.uk](mailto:j.zeng@kent.ac.uk)**

**Office hours: Thursday 10.30-11.30am (or by appointment) (Chipperfield Building G. 302)**

## Contents

<b>Part 1: Module Content and Delivery</b>	<b>4</b>
<b>Teaching Aims</b>	<b>4</b>
1. Module introduction and objectives	
2. Intended subject specific learning outcomes	
3. Intended generic learning outcomes	
<b>Assessment</b>	<b>5</b>
1. General	
2. Coursework	
3. Examination	
<b>Personal Development</b>	<b>6</b>
1. Developing personal skills	
<b>Part 2: Policies and Guidance</b>	<b>7</b>
<b>Coursework Submission and Feedback</b>	<b>7</b>
1. Submission of coursework	
2. Return of coursework/receiving feedback	
3. Ethics and confidentiality	
<b>Academic Support</b>	<b>8</b>
1. Student support, guidance and complaints procedure	
2. School and University policy on avoiding plagiarism	
<b>Learning Resources</b>	<b>11</b>
1. Moodle	
2. Library	
<b>Part 3: Module Organisation</b>	<b>12</b>
<b>Organisation and Content</b>	<b>12</b>
1. Teaching and learning methods	
2. Attendance	
3. Administration	
4. Syllabus outline	
5. Core and recommended reading	
6. Session timetable	

# Part 1: Module Content and Delivery

## Teaching Aims

### 1. Module introduction and objectives

This module offers both theoretical frameworks and practical guidance for students to understand and evaluate the entrepreneurial opportunities, global expansion path, entrepreneurial decision-making, and entrepreneurial mobility in the context of international entrepreneurship. The overall aim is to obtain a holistic as well as nuanced global perspective related to international entrepreneurship.

### 2. Intended subject specific learning outcomes (Subject LOs)

*By the end of this module students should be able to:*

- 1) A critical understanding of the key concepts, theories and issues in international entrepreneurship, with a focus on the analysis of the global business environment in which international entrepreneurs operate.
- 2) The ability to critically comprehend and utilize key concepts and theories in understanding contemporary issues in international entrepreneurship and apply them to practice.
- 3) A holistic and comprehensive understanding of the stages of international entrepreneurial processes facing the entrepreneur.
- 4) A balanced view towards the opportunities and barriers to entrepreneur's global expansion path and the strategic decisions necessary to ensure the growth of firms.
- 5) The ability to critically evaluate the factors that influence the growth, development, and exit strategies for international entrepreneurs.

### 3. Intended generic learning outcomes (Generic LOs)

*By the end of this module students should be able to:*

- 1) The ability to work in interdisciplinary areas relating theories from different subjects.
- 2) The capability to plan work, study independently and use relevant resources.
- 3) The ability to structure and develop appropriate and effective communications, critically and self-critically, orally and in writing.
- 4) The ability to receive and use criticism and advice to learn from others constructively.
- 5) The ability to produce work in appropriate formats, demonstrating an understanding of academic conventions and nurturing a critical thinking approach.
- 6) The ability to understand global phenomenon related to entrepreneurship/ enterprise critically.
- 7) The ability to work efficiently and effectively in multicultural teams.

## Assessment

### 1. General

This module is assessed by:

	Weighting	Subject LOs	Generic LOs
Group Presentation	30%	2. 1) – 5)	3. 1) – 7)
3500 Individual Project Report	70%	2. 1) – 5)	3. 1) – 7)

## 2. Coursework

The coursework consists of two elements:

a) a group presentation (**30%**) in which students, working in groups of four or five, are required to identify an international opportunity, test appropriate business models, design appropriate global expansion plans; present in the form of a group PowerPoint presentation of 20 minutes. It is intended to emphasise the practical aspects of international entrepreneurship. It tests students' teamwork skills and their interpretation and communication in different contexts. It is of significant importance that each student contributes to this group work. This group work is the most valuable learning opportunity for students to learn from each other through collaborative efforts and contributions. Each group will maintain a log to record individual group member contributions. (Both week 10 and 11)

b) an individual project report of **3,500 words (+/- 10%) (70%)** in which students are required to investigate a case study of an international entrepreneur based on a specific topic of international entrepreneurship, critically analysing the case situation, and making recommendations for improvements rooted in relevant theoretical underpinnings. It is intended to test individual understanding of the key theories and practical implications of international entrepreneurship in various institutional and cultural contexts. It also tests the student's ability to structure an argument and provide relevant examples in support of that argument. The deadline for essay submission is 12 Midday, 19<sup>th</sup> December (Wednesday), 2018.

The coursework has to be submitted on-line through **MOODLE**. This module will make use of the *Turnitin Software*. *Turnitin* is computer software that addresses plagiarism problems when submitting essays. The software will check all essays submitted and will indiscriminately be checked for possible plagiarism. The University's code of conduct and further information on the use of software can be found in: <http://www.kent.ac.uk/uelt/ai/students/index.htm>

## Personal Development

### 1. Developing personal skills

*By the end of this module, you will have developed skills:*

- for linking lecture material with seminar exercises
- for linking taught material with outside reality
- to work individually and within allocated working groups
- to work effectively on module coursework activities as requested in an academic environment

- to revise effectively for an examination
- to communicate ideas in a business-like environment.

## Part 2: Policies and Guidance

### Coursework Submission and Feedback

#### 1. Submission of Coursework

##### a) How to submit your coursework

- All coursework must be submitted by the deadline as stipulated in the module outline. Any general enquiries regarding coursework submission i.e. issues with Moodle/Turnitin links should be referred to the relevant KBS office (Canterbury or Medway) in the first instance.

For undergraduate students at Canterbury coversheets can be downloaded from the KBS Undergraduate Student Office Moodle (Topic: Useful documents) at:

<https://moodle.kent.ac.uk/2016/course/view.php?id=2816>

*(Please copy and paste the above link into the Browser address bar to access)*

For postgraduate students at Canterbury coversheets can be downloaded from the Postgraduate Information Board at: <https://moodle.kent.ac.uk/2016/course/view.php?id=2817>

*(Please copy and paste the above link into the Browser address bar to access)*

For undergraduate and postgraduate students at Medway coversheets can be downloaded from KBS Medway School Office at: <https://moodle.kent.ac.uk/2016/course/view.php?id=2875>

*(Please copy and paste the above link into the Browser address bar to access)*

- Students MUST submit the electronic copy to Moodle, and the Paper copy to the Student Office, by the deadline specified. No email notice will be sent to the student to remind them of this deadline.
- The electronic copy MUST be IDENTICAL to the typewritten hard copy submitted to the KBS Student Office.
- Extensions for submission of coursework cannot be granted. If you are unable to meet a coursework deadline for *exceptional* reasons you must submit concessionary evidence. Where your concession is not approved, a mark of '0' - zero will be recorded for late work. Please see further guidance at: <https://www.kent.ac.uk/kbs/support/concessions/index.html>

##### b) Policy on attendance at scheduled assessments and examinations

If you fail to attend a scheduled assessment e.g. in-course test or group presentation, or the end-of-year examination you will normally be awarded a mark of zero for that assessment component.

Please note that alternative assessments will not be provided for any missed pieces of work. Please refer to the Concessions procedures available online at:

<https://www.kent.ac.uk/kbs/support/concessions/index.html>

#### 2. Return of coursework/receiving feedback

- Coursework will normally be returned within three calendar weeks\* of the published deadline, except where this period is interrupted by the Winter or Spring vacations, in which circumstance the work in question will be returned by the end of the first week of the following term.

- All work is normally returned during seminars or other classes. Where a module has finished work may be left with the KBS Student Office for collection and you should collect this promptly. Please bear in mind reviewing feedback is essential for effective learning.
- In the event of delay in return of coursework within three calendar week, the KBS Student Office will advise students via email of the expected date of return.

*\* This does not apply where the sole piece of assessment is a project/dissertation weighted at 85% or more of the overall module.*

### **3. Ethics and Confidentiality**

All student research projects involving human participants (e.g. online surveys, questionnaires, face to face or telephone interviews, focus groups, visiting and observing organisations or using secondary data where the participants are identifiable) must have ethical approval from the KBS Research Ethics Advisory Group before the data collection takes place. Failure to obtain this approval or to follow good ethical practice in your research project will result in disciplinary action. In order to obtain this approval, you will be asked to complete an ethics checklist and provide a draft of the information sheet and participant consent form as part of your project proposal submission. This must be signed by your project supervisor before your project proposal submission.

Student researchers are responsible for familiarising themselves with University requirements for ethical review and approval of research and for carrying out their study in compliance with good research practice and professional ethical guidance relevant to their subject area. Your project supervisor is responsible for ensuring that you are aware of University research ethics review and approval procedures and that you follow the appropriate ethical review procedure. Supervisors of student research are ultimately responsible for the ethical conduct of the research and the student researcher. See here for more information:

<https://moodle.kent.ac.uk/2016/course/view.php?id=2897>

*(Please copy and paste the above link into the Browser address bar to access)*

## **Academic Support**

### **1. Student support, guidance and complaints procedure**

All feedback from students is highly valued by the University and the Kent Business School (KBS). One key source of feedback is module evaluations which are completed online via Moodle at the end of each taught module. Please complete module evaluations when reminded to do so. These enable us to identify issues and pick up suggestions for improvement. Programme specific feedback can also be given to your Student Representative to feedback at the relevant Board of Studies for your degree programme.

To support your learning experience you are allocated an Academic Adviser when you join the Kent Business School. In addition you can also seek guidance and advice from your Director of Studies (UG students) or Programme Director (PG students). Alternatively, you may wish to engage with the Student Representative for your programme of study.

All students are entitled to receive competent teaching and to expect reasonable measures to be put in place to ensure delivery of this. Usually queries or issues which arise during the course of a module can be resolved straightaway, in most cases by talking them through with the seminar leader or module convenor respectively, depending on the exact nature of the issue. If you have a matter

which requires clarification or on which you wish to offer feedback, you can consult with the Student Representative for your degree programme who can refer the matter to the relevant Director of Studies (UG) or Programme Director (PG) directly or via the Student-Staff Consultative Committee. However, occasionally a situation may arise where the avenues above are not appropriate. In such cases the procedure outlined below should be followed. Please note however that academic judgement cannot be questioned and marks are not subject to negotiation/change.

Student Support, Guidance and Complaints Procedure

<https://moodle.kent.ac.uk/2016/course/view.php?id=2816>

*[Please copy and paste the above link into the Browser address bar to access](https://moodle.kent.ac.uk/2016/course/view.php?id=2816)*

**Please note:**

It is always better to address issues of concern sooner rather than later.

If putting a complaint in writing, please state the facts as concisely and accurately as possible and always provide your full name (as registered with at the University) your degree programme and where relevant, stage of study). It is fine to use email but please ensure any such communications are sent from your University of Kent email account and in accordance with the guidance document above.

## **2. School and University policy on avoiding plagiarism**

### **What is plagiarism?**

Plagiarism is a form of academic misconduct. Plagiarism may be committed in a number of ways, including:

- Copying another person's work or ideas. This includes copying from other students and from published or unpublished material such as books, internet sources, paper mills, computer code, designs or similar
- Submitting previously submitted or assessed work of your own without attribution
- Submitting work solicited from (or written by) others
- Failing to adequately reference your sources

**Plagiarism** and **duplication of material**, as defined below, are cited in the regulations as examples of breaches of General Regulation V.3:

- **Plagiarism:** Reproducing in any work submitted for assessment or review (for example, examination answers, essays, project reports, dissertations or theses) any material derived from work authored by another without clearly acknowledging the source
- **Duplication of material:** Reproducing in any submitted work any substantial amount of material used by that student in other work for assessment, either at this University or elsewhere, without acknowledging that such work has been so submitted

Common to all forms of plagiarism is that you intentionally or unintentionally present someone else's arguments, information or words as your own. You plagiarise, for example, if:

1. You copy sentences or parts thereof verbatim from any source without quotation marks, thereby suggesting that the copied words are your own when they are not.

2. You paraphrase sentences or paragraphs very closely.
3. You use arguments, information or verbatim quotes from a source without acknowledging the source by providing a reference every time you use information, arguments or verbatim quotes from that source.

Anything written or said by someone else is a source, including articles, books, lectures, lecture notes, web pages, dictionaries, speeches, interviews, radio and TV programmes, other students' essays, etc.

Just to make it absolutely clear:

- Every time you use a quote (i.e. you copy sentences or parts thereof verbatim) you have to use quotation marks and provide a reference, including the page number. Every time you state an argument or information from a source in your own words you have to provide a reference. Current Harvard Reference Guidelines are available at [www.kent.ac.uk/ai/Harvard-Style-Guide-Dec-2014.pdf](http://www.kent.ac.uk/ai/Harvard-Style-Guide-Dec-2014.pdf)

Duplication of material is a lesser known academic offence which nevertheless carries the same penalties as plagiarism. Duplication of material refers to the submission for assessment of any work or substantial parts thereof that you have previously submitted for assessment at the University of Kent or elsewhere without acknowledging that you are doing so.

### **What are the penalties for plagiarism and duplication of material?**

The penalties can be severe. They include marks of zero for individual coursework and de-registration from university for serious or repeat offences. Additionally, offences may be noted in your student record.

For more information on plagiarism (and referencing) please see the KBS Student Handbook and the universities policy on academic discipline (Annex 10 of the Credit Framework) which can be found at: <http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex10.html>

**Therefore it is vital that you ensure all assignments are your own work and follow good academic practice, including the correct academic referencing.**

Advice on avoiding plagiarism and the University's guide to academic integrity, plagiarism and Turnitin, the plagiarism detection software used by the University, can be found at:

<http://www.kent.ac.uk/uelt/ai/students/>

<http://www.kent.ac.uk/uelt/ai/students/avoidingplagiarism.html>

## **Learning resources**

### **1. Moodle**

Moodle is the virtual learning environment (VLE) used by the University. This module has a Moodle site where relevant module materials and information including the module guide are available. It is important to refer to Moodle regularly as all updated information will appear here. You can also evaluate each module via the appropriate link in Moodle and you will be prompted to do so in the final weeks of the term in which the module runs.

## **2. Library**

The most up to date module reading list is available on Talis via the relevant Moodle module. Kent Business School has a subject librarian who can be contacted for any specific enquiries regarding module resources available in the Library. See:

<http://www.kent.ac.uk/library/templeman/contacts/index.html?tab=subject-support&tab2=social-sciences> (Templeman Library, Canterbury)

or

<http://campus.medway.ac.uk/study-resources/librarians.html> (Drill Hall Library, Medway)

## Part 3: Module Organisation

### Organisation and content

#### 1. Teaching and learning methods

##### Lectures

This module includes twelve sections (weeks 13-18, 20-24). Each section will be made up of a one-hour lecture and one-hour seminar as indicated (there are no seminars in week 13). Lectures will cover basic frameworks and theories, will provide overviews of topics important to international entrepreneurship, and will also include, where appropriate, analysis and discussion of real world examples and case studies. Lectures and the lecture material should not be seen as a complete substitute for the prescribed reading. Lectures will take place as follows:

- Lecture: Thursday 900 – 1000 HRS Location: SLT1 (Stacey Lecture Theatre 1) (Canterbury)

##### Seminars

Seminars will require active student participation and will include topics and cases for investigation, group exercises, debates and plenary discussions.

Seminars: Students will be allocated a seminar group by the UG office.  
Seminars commence in Week 2.  
Any seminar change requests to UG office only!

Students will get information lecture/seminar activities during Weeks 1 and 2 of the term. However, the teaching team reserves the right to change a seminar activity, should an appropriate material highly relevant to the material taught occur in quality daily press (i.e. The Financial Times, The Economist, etc.). Students will be notified in advance should this occur.

It is important that all students should:

- Prepare beforehand by reading the case studies, reading material and references provided for each lecture and seminar to formulate their own ideas and opinions.
- Take an active part in group discussions and case study analysis during seminars.

#### 2. Attendance

##### Attendance at lectures

Attendance at lectures is not compulsory but highly recommended. Lectures will cover key material, frameworks and theories and will also include analysis and discussion of real world examples and case studies. In addition the lecturer will make a use of 'gap lecture slides', incorporate audio and video material followed by discussions and debates which are difficult to replicate outside the lecture room.

## **Attendance at seminars**

Attendance at seminars is **compulsory**. Seminars are fundamental in reaching the learning outcomes of the module; and are important in developing key skills, such as oral communication and working in groups. Non-attendance at seminars will lead to disciplinary action and students may be required to have an interview with the Business School's Senior Tutor to explain their absences; the penalties include the denial of an opportunity to re-sit failed modules leading to a student having to withdraw, or the requirement to withdraw from the University before the examinations.

## **Changing seminar groups**

Seminar changes are only permitted during the first two weeks of term – and on the following reasons:

- A timetable clash
- Childcare/primary carer commitments (these tend to be limited in number due to student body demographic)
- Part-time work commitments **ONLY** where documentary proof in the form of a letter from employer on company paper is received.

After the two-week deadline, students are not allowed to attend alternative seminar groups unless approval has been granted by the Student Support Officer – please contact the Student Support team at [kbs\\_tutor@kent.ac.uk](mailto:kbs_tutor@kent.ac.uk)

## **Attending alternative seminar groups is not allowed**

Please ensure that you attend the seminar group that you have been assigned to. Do not attend alternative seminar groups as you will be marked absent. It is to the discretion of the seminar leader to allow you to attend an alternative seminar (at a one-off basis) should you not want to miss the seminar material discussed – but your attendance record for that event will still be recorded as *'absent'* as you failed to attend your official seminar group.

## **Absences cannot be authorised without valid evidence**

If students miss a seminar or seminars and have a valid reason for doing so (e.g. illness or family emergency), students must submit a concessions form and supporting evidence. The Business School's Concessions Committee will review evidence, and where it is felt a student has missed a seminar or seminars for a valid reason the attendance record will be altered to show any such absences as *'authorised'*.

*The Module Convenor and/or Seminar Leader are not permitted to grant authorised absences.*

## **Overseas students**

If students are 'an overseas student' they must demonstrate a good record of attendance otherwise students may be in danger of having their VISA confiscated, and run the risk of being unable to remain in the UK.

Please refer to the **Business School's Student Handbook** available on-line via Moodle, for more information on the School's attendance procedures.

### **3. Administration**

Notices will be posted to all using MOODLE e-mail facilities. Problems with individual lectures, seminars, workshops and coursework assessments should be discussed with the module convenor only, either in person or via e-mail. All lecture notes and materials relevant to the module will be placed on MOODLE.

This module guide and lecture slides **will not** be distributed in hard copy. All lecture slides and relevant seminar material will be available on MOODLE and students need to download slides for the relevant lecture.

#### 4. Syllabus outline

Week / Lecture Date	Lecture topic
1	<i>Introduction to the international entrepreneurship: Overview of the module</i>
2	New industrial revolution: the impact of technology on organization
3	The age of platform and platform international entrepreneurship
4	The evolving nature of business model
5	International entrepreneurship: Start up <b>1</b> (idea formation)
6	International entrepreneurship: Start up <b>2</b> (idea execution)
<b>Reading week</b>	
8	International entrepreneurship: Scale up <b>1</b> (Resource orchestration)
9	International entrepreneurship: Scale up <b>2</b> (Funding and scalability)
10	Guest Speaker
11	Entrepreneurial mobility ( entrepreneurs in cross culture context)
12	Looking forward: the age of artificial intelligence and its impact on international entrepreneurship

*Note: Indicative content – if something more appropriate becomes available, changes to the lecture and seminar content by the teaching team will be made as appropriate.*

#### 5. Core and recommended reading

This module covers a wide range of ideas and concepts within a relatively short time. It is therefore of **VITAL** importance that students read as widely as possible to reinforce and supplement the ideas introduced in the lectures. **It will not be enough to rely on the lectures to get through this module. Students must at least read the main text and other related material posted on MOODLE.**

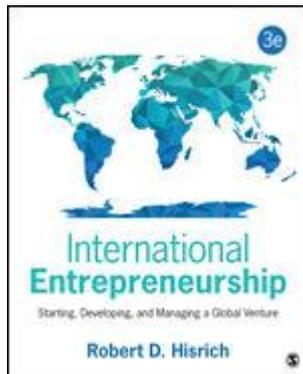
The following book is the key recommended text for this module:

**Main Textbook:**

Author: **Robert D. Hisrich**

Title: **International Entrepreneurship Starting, Developing, and Managing a Global Venture 3<sup>rd</sup> edition**

Publisher: Sage Publishing, London



**Other very useful texts**

Harari, Y. N (2016) Homo Deus: A Brief History of Tomorrow. Harvill Secker

Pink. D. H (2009). The Surprising Truth About What Motivates Us: Drive. Penguin Group. NY.

Etemad, H., Madsen, T. K., Rasmussen, E.S. and Servais, P. (2013) Current Issues in International Entrepreneurship, Cheltenham, UK: Edward Elgar

Gabrielsson, M. and Kirpalani, V.H.M. (2012) Handbook of Research on Born Globals, Cheltenham, UK: Edward Elgar

**Recommended Academic Journals**

Entrepreneurship, theory and practice; Journal of business venturing; Strategic Entrepreneurship Journal; Entrepreneurship and Regional Development; International Small Business Journal

**Supplementary Reading**

For each session in this course, there is a list of additional reading. Students are NOT expected to read all of these. They are simply designed to guide students to further sources of information should students want to read more in order to understand a topic or if students are particularly interested in a subject. Some interesting articles will be also available electronically on the MOODLE web page of the module.

Students will find many other sources of good reading by doing simple library searches in journals and International Entrepreneurship books. A good starting point is the references cited in the bibliography at the end of a relevant article or chapter. This will give students an idea of what sources the author has used to do his/her research. Web searches (Google Scholar etc.) and searches of on-line journals (Web of Science, EBSCO etc.) will also be useful.

It is absolutely vital that students quickly become familiar with how to use the library as they will be responsible for guiding much of students' own research and reading. If students do not do this, they will not succeed in achieving the objectives of the course.

## **6. Session timetable**

### **Week 1**

#### **1. Introduction to international entrepreneurship**

The aim of this first session is to familiarise students with the context, content and administration of the module. The first lecture will provide all necessary information about the module and will also present an overview of the topics that will be covered during this module. In addition, this lecture will introduce the topic of international entrepreneurship.

#### **Recommended Reading**

Hisrich, R.D. (2016). International Entrepreneurship: Starting, Developing, and Managing a Global Venture, 3rd Edition, London: Sage Chapter 1.

Youtube:

What can you really get out of Business School in the new industrial revolution?

<https://www.youtube.com/watch?v=AXFeHFG0Hs0>

### **Week 2**

#### **2. New industrial revolution: the impact of technology on organization**

The aim of this session is to introduce the dynamics of the new industrial revolution that is characterized by big data, additive manufacturing, Internet of Things and artificial intelligence, and to discuss how this new industrial revolution is different from previous industrial revolutions as well as offer explanations on the impact of changing technology on organization.

#### **Recommended Reading:**

#### **Youtube**

The future of humanity-with Yuval Noah Harari:

<https://www.youtube.com/watch?v=XOmQqBX6Dn4>

How AI can bring on a second Industrial Revolution | Kevin Kelly

<https://www.youtube.com/watch?v=ljbTiRbeNpM>

## **Webpage**

Forbes: What Everyone Must Know About Industry 4.0

<https://www.forbes.com/sites/bernardmarr/2016/06/20/what-everyone-must-know-about-industry-4-0/#3a4a63ce795f>

Financial Times: The internet of things: industry's digital revolution

<https://www.ft.com/content/99399b86-59c3-11e7-9bc8-8055f264aa8b>

## **Seminar Activity**

Your task is to familiarise themselves with the rest of the seminar group. In addition, students should use this as an opportunity to ask any questions about the module aims, content, scope and assessment. Students will also be provided with some insight into learning to facilitate their understanding of what they need to do to relate to the module content and learn from it.

## **Week 3**

### **3. The age of platform and platform entrepreneurship**

The aim of this session is to introduce a different form of organization platform that is heavily dominating our business landscape today such as Facebook, Google and the Apple IOS system, to discuss how such a new organizational form is different from the traditional companies as well as offer insights into how such firms require a different path to international entrepreneurship.

#### **Recommended Reading**

Zeng, J. and Glaister, K. (2016). Competitive Dynamics between Multinational Enterprises and Local Internet Platform Companies in the Virtual Market in China. *British Journal of Management*, 27:479-496.

#### **Youtube:**

Beyond Uber: How the platform business models connects the world

<https://www.youtube.com/watch?v=SnSpK-17V-M>

## **Seminar Activity**

Your task this week will be discussing the following questions within your groups and present it to the rest of the seminar groups:

- 1) What jobs/industries will be most affected by the new industrial revolution?
- 2) What jobs/industries will be created as the result of such technological change?
- 3) What opportunities will be created for start-ups as result of the new technological change?

## **Week 4**

### **4. The evolving nature of business model**

This session will discuss the evolving nature of business model, how international start-ups are changing their business model as the business grows, and how platform business model is different from the traditional business model.

### **Recommended reading**

Morris, M and Schindehutte, J. A, (2005) The entrepreneur's business model: toward a unified perspective. *Journal of Business Research*. 58(6): 726-735.

Amit, R and Zott, C (2012). Creating value through business model innovation. *MIT Sloan Management Review*. 6, 36-45.

### **Seminar Activity**

Your task this week will be to choose a platform and discuss

- 1) the unique value creation of this platform
- 2) how is it different from traditional companies
- 3) how did and how will this platform achieve sustainable competitive advantages in a unpredictable business environment

## **Week 5**

### **5 International Entrepreneur 1): Idea formation**

Using research examples, this session will discuss the process of how international entrepreneurs introduced new ideas into market. Students will be introduced to the theoretical framework and business practices of engaging in the first step of being an international entrepreneur.

### **Recommended Reading**

#### **Youtube:**

Whatsapp founder- start from nothing to 1 billion users-Jan Koum:

<https://www.youtube.com/watch?v=puVxnKuFarA>

### **Seminar Activity**

Your task this week will be to research 1) companies that adopt innovative business models to penetrate market or 2) how different start-ups' business model evolve over time.

## **Week 6**

### **6 International Entrepreneur 2): Idea execution**

This session is designed to discuss how to execute your ideas as start-ups. We will use many empirical examples to investigate how start-ups turn their ideas into company and execute such ideas into realities and how relevant theory can be used explain their actions.

### **Recommended Reading**

#### **Youtube:**

The art of product management with Sachin Rekhi

<https://www.youtube.com/watch?v=huTSPanUIQM&t=29s>

### **Seminar Activity**

Your task this week is to identify a start-up company and discuss how this firm was first established and evolved during the first three years of its business.

### **Week 7: Reading Week**

**No Lecture or Seminar Activity this week!**

**It is expected that students will use the reading week to do just that – read! Students should before reading week have their assessment essay framework and literature ready and use this week to start writing their essay. I encourage students to work with their fellow group members!**

### **Week 8**

#### **8. International Entrepreneur 2: Scale up (Resource orchestration)**

Scaling up for a start-up firm is rather challenges for many international Entrepreneurs. We will be discussing relevant theories and empirical examples to show how scaling up a start-up can be achieved through various method.

#### **Recommended Reading:**

Pink. D. H (2009). The Surprising Truth About What Motivates Us: Drive. Penguin Group. NY.

Youtube:

Brian Chesky on launching Airbnb and the challenges of Scale.

<https://www.youtube.com/watch?v=W608u6sBFpo&t=4s>

### **Seminar Activity**

Your task this week is to gather news from current start-ups from all around world and discuss the problems this start-up is trying to solve, what resources/capabilities they have, and their current status. We will be sharing our news with each other and discuss relevant theories that may help you to understand their activities.

### **Week 9**

#### **9 International Entrepreneur 2: Scale up (Funding opportunities in the international context and scalability)**

This session is designed to remove the mystique of VC and bring some case examples to bear to bring it all to life. We will, hopefully, make this session interactive with a real VC through Skype to get some tips and ideas on how to find channels to get funding for your business, how to approach them and how to pitch your ideas to potential investors.

## **Recommended Reading**

### **Youtube:**

Watch and Learn From This Startup's Pitch to VC Tim Draper:

<https://www.youtube.com/watch?v=18H5FBoGL3o>

Watch These Entrepreneurs Pitch Their Startups to Judges from Techstars and

AlleyNYC [https://www.youtube.com/watch?v=rX1d\\_uS-JTE](https://www.youtube.com/watch?v=rX1d_uS-JTE)

### **Seminar Activity**

Your task this week is work together in preparations for the first presentation assessment. The presentation assessment will be recorded for the moderation purpose.

## **Week 10**

### **Guest Speaker**

#### **Recommended Reading**

Al-Aali, A., and D.J. Teece (2014). "International Entrepreneurship and the Theory of the (Long-Lived) International Firm: a Capabilities Perspective," *Entrepreneurship: Theory & Practice* 38 (1): 95-116.

Youtube:

Clayton Christensen (The Innovator's Dilemma) on How to Build a Disruptive Business | Startup Grind: <https://www.youtube.com/watch?v=Zn6-KksdOgE>

#### **Seminar Activity**

A group presentation (30%), in which students, working in groups of four or five, are required to identify an international opportunity, test appropriate business models, design appropriate global expansion plans; present in the form of a group PowerPoint presentation of 20 minutes.

## **Week 11**

### **11 Entrepreneurial mobility (transnational entrepreneurs/returnee entrepreneurs)**

This session will discuss issues of entrepreneurial mobility focusing on transnational entrepreneurs/returnee entrepreneurs, the unique capabilities, advantages and challenges of being transnational entrepreneurs/returnee entrepreneurs.

#### **Recommended Reading**

Drori, I., B. Honig, and M. Wright (2009). "Transnational Entrepreneurship: An Emergent Field of Study," *Entrepreneurship Theory and Practice* September, 1042-2587.

Liu, X.H., J.Y. Lu, I. Filatotchev, T. Buck, and M. Wright (2010a). "Returnee Entrepreneurs, Knowledge Spillovers and Innovation in High-Tech Firms in Emerging Economies", *Journal of International Business Studies* 41(7), 1-15.

#### **Seminar Activity**

A group presentation (30%), in which students, working in groups of four or five, are required to identify an international opportunity, test appropriate business models, design appropriate global expansion plans; present in the form of a group PowerPoint presentation of 20 minutes.

### **Week 12**

#### **12 Looking forward: the age of artificial intelligence and its impact on international entrepreneurship**

This session will touch upon the opportunities that will be created by the artificial intelligence and how such opportunities will drive the next generation of international entrepreneurs.

#### **Seminar Activity**

This session will offer some general guideline for your second assessment and also gather some constructive feedback for the development of the module.