



UNIVERSITY VISION

The Technological University of the Philippines (TUP) shall be the premier state university in technology and the model of excellence in industrial technology education. It shall ensure the highest standards in all the programs of instruction, research, extension, and production to meet the demands for world-class technologists, engineers, technicians and other technical specialists in a knowledge-based economy of the 21st century.

UNIVERSITY MISSION

The University shall provide higher and advanced vocational, technical, industrial, technological and professional education and training leading to certificates, diplomas, and degrees. It shall provide progressive leadership in applied research, development studies in technical, industrial, and technological fields and production using indigenous resources; effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth centers.” (as embodied in P.D. No. 1518)

COLLEGE GOAL

The College of Liberal Arts (CLA) shall provide basic quality education and turn out highly competent managers and entrepreneurs who will provide leadership and job opportunities in a rapidly changing environment and ensure its continued relevance and responsiveness to the challenges of globalization.

Course Title: IT 421 Technopreneurship	Date Effective: November, 2017	Date Revised: November, 2017	Prepared by: KEVIEN P. CABARRUBIAS Ph.D. Instructor	Approved by: PROF. RITA G. AGUDON Head, Social Science
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COURSE SYLLABUS

1. **Course Code:** IT 421
2. **Course Title:** Technopreneurship
3. **Pre-requisite:**
4. **Co-requisite:** None
5. **Course Description:**

Creating a new business is a challenging and complex task. The road to entrepreneurial success is long, winding and strewn with pitfalls, obstacles and blind turns. The risks of starting a new business are high, as illustrated by the high failure rates for new ventures.

The purpose of this course is to:

- Help students understand the process, challenges, risks and rewards of starting up a new business
- Equip them with the tools required to start their own business
- Improve their chances of successfully starting their own business

Learning objectives are:

- Ability to create and assess business ideas
- Develop creative problem-solving skills required in entrepreneurial businesses
- Ability to create a business plan, including:
- Ability to analyze market opportunities
- Develop a business model and strategy
- Form and work successfully in a team
- Make a professional presentation

6. **Credit/ Class Schedule:** 3 units; 3 hours a week

7. **Program Outcomes and Relationship to Program Educational Objectives:**

Program Outcomes		Program Educational Objectives		
		1	2	3
(a)	Apply their knowledge and understanding, and problem solving abilities in new environments within broader (or multidisciplinary) contexts related to their field of study;			
(b)	Identify and analyze well-defined problems reaching substantiated conclusions using codified methods of analysis specific to their field of activity			
(c)	Equip with the ability to identify and use data to formulate responses to well-defined concrete and abstract problems;			
(d)	Design solutions for well-defined problems and assist			

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	with the design of systems, components or processes to meet specified needs with appropriate consideration for health and safety, cultural, societal, industrial and environmental considerations.			
(e)	Apply their knowledge and understanding in a manner that indicates a professional approach to their work, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;			
(f)	Acquire the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;			
(g)	Develop learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.			
(h)	Understand and commit to professional ethics and responsibilities and norms of industrial management practice.			
(i)	Function effectively as an individual and as a member in diverse management teams			
(j)	Communicate effectively on well-defined management activities with the management community and with society at large, by being able to comprehend the work of others, document their own work, and give and receive clear instructions.			
(k)	Demonstrate knowledge and understanding of management principles and apply these to one's own work, as a member or leader in a team and to manage projects in multidisciplinary environments			
(l)	Recognize the need for, and have the ability to engage in independent updating in the context of specialized management knowledge.			

8. Course Coverage:

WEEK	HOURS	TOPIC	METHODOLOGY & STRATEGY	EVALUATION TOOLS
1		Class Orientation <ul style="list-style-type: none">Discussion of the	Lecture and Q & A	Rubric for expectation setting

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		University Vision and Mission, College Goals, and Program Objectives <ul style="list-style-type: none">Overview of the subject/courseClass Expectation SettingAssignment of topics and projects for the semester		
2		<ul style="list-style-type: none">Why entrepreneurship and introduction to business plans	Lecture Concept framing Open Forum (Q&A)	Rubric for participation
3		<ul style="list-style-type: none">Generating, evaluating and presenting scalable business ideas	Presentation of Topic Lecture Concept framing Open Forum (Q&A)	Rubric for assessment
4		<ul style="list-style-type: none">Innovation and value proposition	Presentation of Topic Lecture Concept framing Open Forum (Q&A)	Rubric for assessment
5		<ul style="list-style-type: none">Market identification and analysis	Presentation of Topic Lecture Concept framing Open Forum (Q&A)	Company Case Output Rubrics for Assessment
6		<ul style="list-style-type: none">Marketing and sales strategy	Presentation of Topic Lecture Concept framing Open Forum (Q&A)	Problem Set Rubrics for Assessment
7		<ul style="list-style-type: none">Creating competitive advantage	Presentation of Topic Lecture Concept framing Open Forum (Q&A)	Rubrics for Assessment

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8		<ul style="list-style-type: none">Building, managing and motivating teams	Presentation of Topic Lecture Concept framing Open Forum (Q&A)	Rubrics for Assessment
9		<ul style="list-style-type: none">Financial Management, valuation and forecasting	Presentation of Topic Lecture Concept framing Open Forum (Q&A)	Rubrics for Assessment
10		<ul style="list-style-type: none">MIDTERM EXAMINATION		
11		<ul style="list-style-type: none">Execution, operations and expansion	Presentation of Topic Lecture Concept framing Open Forum (Q&A)	Rubrics for Assessment
12		<ul style="list-style-type: none">Fund raising and the financial markets	Presentation of Topic Lecture Concept framing Open Forum (Q&A)	Rubrics for Assessment
13		<ul style="list-style-type: none">Winning negotiations	Presentation of Topic Lecture Concept framing Open Forum (Q&A)	Rubrics for Assessment
14-15		Business Plan Presentation	Group Research Activity	Rubric for Assessment
	54 hours	This course outline is tentative, and will be adjusted as needed according to the vagaries of time and at the whim of the instructor.		

9. Contribution of Course to Meeting the Professional Component:

Topics: 80%

General Education Component: 20%

10. Textbook:

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Bruce R. Barringer and R. Duane Ireland. (2011). Entrepreneurship: Successfully Launching New Ventures (4th Edition).Pearson Education

Robert A. Baron and, Scott A. Shane (2008).Entrepreneurship: A Process Perspective 2nd Edition. Thomson South-Western.

Kotler, P., & Keller, K. L. (2009). Marketing management. Upper Saddle River, N.J: Pearson Prentice Hall.

Boone, Louise E., and Kurtz, David L. (2004). Contemporary Marketing, 9th Ed. New York, NY: Dryen/Harcourt Brace.

Kotler, Philip, and Armstrong, Gary (2003). Marketing: An Introduction, 11 ed. Englewood Cliffs, NJ: Prentice-Hall

Practical Entrepreneurship Guides

Lang, J.(2002), The High Tech Entrepreneur's Handbook, Ft.com

Weintraut,J.N. and C.Barr(2002), Lightspeed Business, Wiley

Nesheim, John L., High Tech Start Up: The Complete Handbook for Creating Successful New High Tech Companies, The Free Press

More Scholarly Work on the Entrepreneurship Process

Bhide,A.(2000), The Origins and Evolution of New Businesses, Oxford University Press

Lee,C.M. et.al (2000), The Silicon Valley Edge, Stanford Business Press

Paulos, John Allen (2003), A Mathematician Plays the Stock Market, Basic Books

Journalistic Accounts of High Tech Start Ups and Silicon Valley

Kaplan,J.(1994), Start Up: A Silicon Valley Venture, Houghton Mifflin

Komisar(2000), The Monk and the Riddle: Education of a Silicon Valley Entrepreneur, Harvard Business School Press

Kuo,D. (2002), dot.bomb: My days and nights at an Internet Goliath, Little Brown

David Sheff (2002), China Dawn: The Story of a Technology and Business Revolution, HarperBusiness

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11. Course Evaluation:

Students will be tested and graded on the following performance indicators:

Midterm

Class Performance - 60%	Exam – 40%
Classroom Activity Output & Strategic Challenge Presentation- 35%	
Assignment, Case Studies	- 30%
Recitation	- 30%
Attendance	– 5%

Final

Participation (25%)

Participation marks will depend on in-class participation as well as the individual’s contribution to the final business plan. All team members will be required to write peer reviews.

Business Plan (50%)

Plans will be evaluated on the quality of the idea, and the thoroughness and professionalism of the plan.

Business plans are restricted to a maximum of 25 pages.

Each business plan should include:

- Value proposition and innovation
- Market identification and analysis
- Marketing and sales strategy
- Sustainable competitive advantage
- Company products and services
- Team
- Expansion plan
- Operational plan
- Financials

By the end of the course, each student team should have produced a business plan that could be presented to an angel investor or a venture capitalist

Presentation (25%)

Presentations will be evaluated on their persuasiveness and professionalism.

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Participation marks will be by individual. Presentation and Business Plan marks will be by group. In cases where individuals did not contribute proportionately to the business plan or presentation, their marks may be adjusted accordingly.

Students are required to be prepared to be called on randomly in class to respond to questions, to make presentations, etc.

12. Other References: Books on *Technopreneurship* and *Internet* sources

13. Course Materials Made Available:
- Course goals and instructional Objectives
 - Course schedule for lecture and examinations
 - Company Cases
 - Worksheets
 - Sample of written examinations of students
 - Video Presentations

14. Faculty: KEVIEN P. CABARRUBIAS, Ph.D.

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