



TAGBILARAN CITY COLLEGE
College of Business and Industry
Tagbilaran City, Bohol



Vision	A stable and vibrant learning institution molding the youth into professionals and skilled workers who are competent and ready for employment.
Mission	To provide equal access to quality college education and vocational training to Boholanos.
Goals	<p>To periodically update the curricular offerings of TCC to respond to the demands of the community and the business industries.</p> <p>To enhance students' academic performance and work-related skills development.</p> <p>To instill values and work ethics in consonance with social responsibility awareness.</p>
Program	Bachelor of Science in Entrepreneurship

PROGRAM OUTCOMES	PERFORMANCE INDICATORS
<p>Graduates of Bachelor of Science in Entrepreneurship are expected to:</p>	
<p>PO1. Analyze/scan the environment to determine business opportunities and develop their profitability profiles from which entrepreneurial ventures can be selected from</p>	<ul style="list-style-type: none"> • Prepare industry or sector analysis and discussion of business opportunities within the industry or sector • Prepare location analysis and site mapping
<p>PO2. Prepare a business plan</p>	<ul style="list-style-type: none"> • Prepare marketing plan • Prepare production and operations plan • Prepare financial plan, with capital budget, master budget, five-year projections and formal income statements • Complete detailed business plan
<p>PO3. Operate and manage the enterprise as good governance and social responsibility.</p>	<ul style="list-style-type: none"> • Successfully operate a micro-venture for at least one school year, with fully accomplished business registration and detailed business performance review
<p>PO4. Articulate and discuss the latest developments in the specific field of practice.</p>	<ul style="list-style-type: none"> • Engage in trainings, workshops, seminars, fora on business and industry trends • Initiate activities promoting Information and Communication Technology (ICT)

<p>PO5. Effectively communicate orally and in writing using both English and Filipino.</p>	<ul style="list-style-type: none"> • Conduct interviews with successful entrepreneurs and industry practitioners • Organize and conduct school activities • Prepare technical papers on related business fields • Present business proposals
<p>PO6. Work effectively and independently in multi-disciplinary and multi-cultural teams.</p>	<ul style="list-style-type: none"> • Join professional organizations related to the field • Join local, national and international competitions
<p>PO7. Act in recognition of professional, social, and ethical responsibility.</p>	<ul style="list-style-type: none"> • Participate in community outreach programs with People’s organizations, NGOs and private sectors • Conduct information, education and communication campaigns on environmental conservation
<p>PO8. Preserve and promote <i>“Filipino historical and cultural heritage”</i></p>	<ul style="list-style-type: none"> • Participate in historical and cultural activities conducted by the government • Organize and conduct school activities to promote awareness on history and cultural heritage

COURSE SYLLABUS

Second Semester: First Semester 2021-2022

Course Code	Entrep211	Instructor	Bituin A. Acera
Course Title	Opportunity Seeking	Email	bacera@tccollege.com.ph
Course Credits	3	Contact Number	09287411718
Course Classification	Core	Consultation Hours	
Pre-Requisite(s)	None	Consultation Venue	Faculty Room

COURSE OUTCOMES	PROGRAM OUTCOMES							
After the completion of this course, students should be able to:	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1. Introduce to various ways of scanning the environment and identifying business opportunities.	O				L			
CO2. Learn proven techniques for identifying the opportunity, assessing the opportunity, hypothesis testing, and creating a prototype.	O	P			P			
CO3. Apply evaluation process to opportunities, and use them to discover new ones with greater potential growth.					O			

Legend:

- *L - Facilitate LEARNING of the competencies (input is provided and competency is evaluated)*
- *P - Allow student to PRACTICE competencies (no input but competency is evaluated)*
- *O - Provide OPPORTUNITY for development (no input or evaluation, but there is opportunity to practice the competencies)*

COURSE DESCRIPTION

This course is designed to identify the needs of society, to actively seek and search to these needs in the form of new products or services, to quantify the risk of offering these products or services to the market, and to evaluate the resulting projects in terms of societal priorities and the well-being of the larger community. The student builds the underline principles that he should to generate a fair return by meeting the needs of his customers, rather than emphasizing purely on his own interests and concerns.

COURSE CONTENT

TOPICS	HOURS	LEARNING OBJECTIVES	STRATEGY/ METHODOLOGY/ ACTIVITIES	EVALUATION METHODS
Introduction to Opportunity Seeking	3	<ul style="list-style-type: none">• Define opportunity seeking.• Discuss entrepreneurs as opportunity seekers• Identify the many sources of opportunities.• Explain the importance of Opportunity Seeking.	<ul style="list-style-type: none">○ Downloadable self-paced modular learning materials○ Online Active Lecture○ PPT○ Research work	Online/Written Test
The Macro Environmental Sources of Opportunities	3	<ul style="list-style-type: none">• Discuss the macro environmental sources of opportunities.• Identify the categories in macro environmental sources of opportunities.• Recognize the steps in STEEP analysis in taking business decisions.• Discuss the relevant opportunities and threats in macro environmental sources of opportunities.	<ul style="list-style-type: none">○ Downloadable self-paced modular learning materials○ Online Active Lecture○ Online group discussion using MS Teams platform/Practice	Online/Written Test Group document file using rubric
Industry and Market Sources of Opportunities	3	<ul style="list-style-type: none">• Defining what constitutes in an industry.• Describe the participants in an industry.• Employ industry and environment analysis in identifying business opportunities.	<ul style="list-style-type: none">○ Downloadable self-paced modular learning materials○ Online Active Lecture	Online/Written Test Document file

		<ul style="list-style-type: none"> • Explain the other sources of opportunities. • Describe Micromarket as potential business opportunity. 	<ul style="list-style-type: none"> ○ Individual Analysis/Practice 	using rubric
Entrepreneurial Opportunity	3	<ul style="list-style-type: none"> • Define entrepreneurial opportunity. • Discuss theories of opportunity by Joseph Schumpeter. • Identify the key drivers of opportunity. 	<ul style="list-style-type: none"> ○ Downloadable self-paced modular learning materials ○ Online Active Lecture ○ PPT 	Online/Written Test
Opportunity Models and Strategies	5	<ul style="list-style-type: none"> • Describe a business model. • Recognize the creation and transformation of business model in terms of content, process, and context elements. • Relate the business model to the exploration and exploitation of business opportunity and competitive advantage. • Develop a business model canvas • Discuss the importance of business strategy. 	<ul style="list-style-type: none"> ○ Downloadable self-paced modular learning materials ○ Online Active Lecture ○ Online group discussion using MS Teams platform/Practice 	<p>Online/Written Test</p> <p>Group document file using rubric</p>
Business Opportunities: Its Types and Elements	3	<ul style="list-style-type: none"> • Identify the different types of business opportunities and its elements. • Determine the characteristics of a good business opportunity. • Explain the importance of sensing business opportunity. 	<ul style="list-style-type: none"> ○ Downloadable self-paced modular learning materials ○ Online Active Lecture ○ PPT 	Online/Written Test
Business Opportunity Guidelines and the Law	3	<ul style="list-style-type: none"> • Discuss the importance of knowing the guidelines for choosing business opportunities. • Recognize the business laws and legal requirements in the Philippines. 	<ul style="list-style-type: none"> ○ Downloadable self-paced modular learning materials ○ Online Active Lecture ○ PPT 	Online/Written Test
Guidelines for Choosing a Business	3	<ul style="list-style-type: none"> • Develop guidelines for business opportunity. • Evaluate a potential opportunity. 	<ul style="list-style-type: none"> ○ Downloadable self-paced modular learning materials 	Online/Written Test

Opportunity			<ul style="list-style-type: none"> ○ Online Active Lecture ○ PPT 	
New Product Development	3	<ul style="list-style-type: none"> ● Discuss what drives the new product development. ● Recognize the product development process. ● Identify the interconnected factors of social change, economic trends, and technological innovation that would lead to product opportunity gap in the marketplace. 	<ul style="list-style-type: none"> ○ Downloadable self-paced modular learning materials ○ Online Active Lecture ○ PPT ○ Individual Market Scanning/Practice 	<p>Online/Written Test</p> <p>Document file using rubric</p>
Managing the Product Life Cycle Stages	3	<ul style="list-style-type: none"> ● Identify the market condition of a product in every life-cycle stage. ● Determine the strategies and opportunities to prolong the life of a product. ● Tell the importance of a pre-planning. 	<ul style="list-style-type: none"> ○ Downloadable self-paced modular learning materials ○ Online Active Lecture ○ PPT 	Online/Written Test
Keys to Conducting a Market Opportunity Analysis	3	<ul style="list-style-type: none"> ● Identify the key steps to evaluate the attractiveness of a new market opportunity. ● Recognize the benefits in market opportunity analysis. ● Employ market opportunity analysis to a small business idea. 	<ul style="list-style-type: none"> ○ Downloadable self-paced modular learning materials ○ Online Active Lecture ○ Online Group Collaboration using MS Teams platform ○ Practice 	<p>Online/Written Test</p> <p>Group document file using rubric</p> <p>Peer Assessment</p>

FINAL COURSE OUTPUT

The students will be divided into groups and each group will present a write-up of their market opportunity analysis to their selected business idea or opportunity. Each member will form part in writing the analysis that would help in determining the business potential of the desired business activity. SWOT analysis will be employed by the students. Through this technique, the students would be able to answer following questions: Can the product or service convince the target markets? Does the business possess resources to deliver the product or service? Will the business be better than competitors? Will the business be profitable?

Each group will submit a document file answering the questions outlined with the inclusion of the SWOT analysis. A document file

format will be provided to each group for unified system in the presentation of output. This will be presented virtually.

RUBRIC FOR ASSESSMENT

Criteria	Exemplary (4)	Proficient (3)	Progressing (2)	Not Met (1)
Comprehensibility of Documentation (30%)	The documentation is professionally written and clearly explains the project and its findings.	The documentation is well written and clearly explains the project and its findings.	The documentation is somewhat useful in understanding the project.	The documentation does not help the reader understand the project.
Market Analysis Structure (20%)	The group come up a professionally written analysis of the business opportunity.	The group had come up a well written analysis of the business opportunity well.	The group somewhat come up a good analysis of the business opportunity good	The group do not come up an analysis of the business opportunity.
Amount of Communication (15%)	All relevant information was professionally communicated by the group.	Most relevant information was communicated by the group.	Some relevant information communicated by the group.	No relevant information communicated
Presentation (15%)	The presentation delivery is animated and persuasive. Done in a professional manner.	The presentation delivery is animated and persuasive	The delivery shows limited animation or persuasion.	The delivery shows no animation or persuasion.
Assignment Instructions and Formatting (10%)	The student was able to follow all the given instructions and formatting	The student was able to follow the given instructions and formatting	The student somewhat able to follow the given instructions and formatting	Instructions and formatting were not followed

Promptness (10%)	Work was submitted prior to the due date	Work was submitted on due date	Work was submitted 1 day late	Work was submitted 2 or more days late
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GRADING SYSTEM	
Prelim to Tentative Final Grade:	
Conception Activities	- 10%
Performance Tasks	- 40%
Quizzes	- 20%
Major Exam	- <u>30%</u>
Total	100%
Prelim Grade = grade computed for the prelim period	
Midterm Grade = grade computed for the midterm period	
Tentative Final Grade= grade computed for the final period	
Final Grade = 25% of Prelim + 25% of Midterm + 50% of Tentative Final Grade	
<i>Passing rate: 40%</i>	

LEARNING MATERIALS
<i>Online References:</i> www.entrepreneur.com www.igi-global.com www.scribd.com , R.Castro,2018. www.prezi.com , M. Stacruz, Opportunity Seeking, 2017.

Prepared by: Bituin A. Acera Faculty	Noted by: Mitzi S. Fortich, MBA, MIS Program Head
Date: August 17, 2021	Date:

Approved by:
Director
Date: