Course Specification

Institution
Siam University

Section 1 Course characteristics and general information

1. Course Code and Title

117-603 Business Canvas and Project Management for Sustainable

2. Total Credits

3 Credits 3(2-2-5)

3. Program and Type of Course

General Education (Module 3: Entrepreneurship, Innovation and Sustainable)

Module Learning Outcome

Learners will have a growth mindset, knowledge, and skills to create and manage projects that have a positive and sustainable impact on the economy, society, and the environment, with a focus on SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 11 (Sustainable Cities and Communities), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), and SDG 17 (Partnerships for the Goals). This will lead to an entrepreneurial mindset, incorporating the principles of the Sufficiency Economy Philosophy into their approach.

4. Faculty Member Responsible for the Course (Coordinator)

4.1 Lecturers

Nisachon Rattanamanee, Ph.D.
Srisuda Chongsithiphol, Ph.D.
Asst.Prof.Yuttana Srisavat, Ph.D.
Asst.Prof. Somruedee Thaiphanit, Ph.D.
Poohridate Arpasat, Ph.D.
Oranuch Intawongse
Aegapop Maneenart
Ladapa Napasiri

4.2 Invited speakers

PMI Project Management Ready™ Team (ARIT)
Chee Han Wen (International Business Development and Strategy Management, Cho Thavee Public Company Limited)
Ungkana Kerttongmee Warnett (Business Development, Data, Analytics & AI Office Director, Bangkok Cable Co., Ltd.)

4.2 Course Manager

Nisachon Rattanamanee, Ph.D.

5. Semester and Year of Study

2st semester of the 1st year student

6. Pre-requisite(s) (If any) No
7. Co-requisite (If any) No
8. Venue Siam University
9. Latest Date of Course Specification (TQF 3) Development or Modification January, 2026

Section 2 Objectives

1. The aim of the course

To develop undergraduate students' competencies in applying the Business Canvas framework and project management techniques for sustainable business development.

2. The objective in developing the course

The course emphasizes efficient production and transportation processes, integrating resource management, finance, marketing, human resource management, and risk mitigation. Students will explore sustainability principles through the circular economy (BCG model) and apply project management tools such as the Plan-Do-Check-Act (PDCA) cycle, critical path analysis, Gantt charts, and prototypes to create and manage various types of businesses, including social enterprises. By combining theoretical knowledge and practical skills, the course prepares students to lead successful, innovative, and sustainable projects.

Section 3 Course Description and Implementation

1. Course Description

Optimizing product and service management through efficient production and transportation processes, covering project management concepts such as resource management, finance, marketing, human resource management, and risk management, with an emphasis on sustainability through the principles of the circular economy (BCG), and prepares students to manage startups by implementing project management techniques like the Plan-Do-Check-Act (PDCA) cycle, identifying critical paths, and utilizing Gantt charts, business models, or project management software, promoting sustainable project management by developing prototypes to create various types of businesses, including social enterprises, and equipping students with the skills necessary for practical operation and successful, sustainable business management.

2. Number of Hours per Semester

Interactive lecture	Tutorial	Practice/Field Experience/Internship	Self-directed Learning
30	-	30	75

3. Number of hours provided for academic advice and guidance to students

4 hours per week

Section 4: Development of Student Learning Outcomes

Course Learning Outcomes

Sub-Module 8 PMI Project Management Ready™ Certification

Students will be able to demonstrate the ability to apply project management concepts, including resource management, finance, marketing, human resource management, and risk management, to effectively enhance the efficiency of processes, products, and services.

Sub-Module 9 Design sustainable business models and prototypes using circular economy principles (BCG model)

Students will be able to demonstrate the ability to design business models and develop prototypes that emphasize sustainability, applying circular economy principles (BCG model) to effectively address contemporary business management challenges.

Sub-Module 10 Startup enterprise

Students will be able to demonstrate the ability to apply theoretical knowledge and skills from their field of study to analyze real-world market conditions, develop actionable business ideas, and create and enhance a startup enterprise.

Course		Knowledge		Skills			Ethics			Character		
Course Code	Course Title	1.1	1.2	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3
117-603	Business Canvas and Project Management for Sustainable	●	●				●				●	

Sign: ● Major Responsibility O Minor Responsibility

Knowledge

Knowledge to be Acquired	Teaching Methods	Evaluation Methods
- Be able to summarize fundamental concepts, theories and general knowledge in daily life (1.1) - Be able to apply knowledge to further entrepreneurship and diverse perspectives (1.2)	- Manage teaching in an integrated manner and emphasize active learning - Manage teaching using problem-based learning - Introduce self-learning and self-research methods and give practice	- Evaluate from exams based on standardized assessment criteria - Evaluate the quality of reports/ projects / class discussion / cooperative learning - Observe and assess participation in discussions

Moral and Ethic

Morals and Ethics to be Developed	Teaching Methods	Evaluation Methods
- Have an understanding of ethical principles and their application in real life. (3.1)	- Integrate ethical thinking and practices by inserting experiences and case studies - Present, discuss, exchange opinions, and reflect in the classroom	- Observe and evaluate students' ethical behavior and morality - Academic misconduct, if proven, will result in punishment according to university regulations, as determined by the faculty committee and considered as the final decision. - Observe and evaluate the participation behavior in classroom discussions

Character

Interpersonal Skills and Responsibilities to be Developed	Teaching Methods	Evaluation Methods
- Have entrepreneurial mindset (4.2)	- Manage teaching using problem-based learning Cooperative learning - Manage teaching using project-based learning - Organizing activities that involve presenting works/ outcomes related to the entrepreneurial mindset	- Observe and evaluate the behaviors of participation and responsibility in discussions and group activities - Evaluate the quality of group work, including reports/ projects that demonstrate entrepreneurial thinking, work planning, and problem-solving skills

Section 5 Teaching and Evaluation Plans

1. Teaching Plan						
	Topics	**No. of Hours**	**Teaching & Learning Activities**	**Instructional Media (If any)**	**Evaluation**	**Lecturer(s)**
1 (16 Jan 26)	**Introduction** **Business Startup - Entrepreneurship, Innovation and Sustainable Overview** • How to start a business and Generate ideas	4	– Explain about class in general and grading system – Lecture and group discussion – Students collaborating on project activities – Ask and answer – **E-learning : Innovation Management 101**	– PowerPoint – Work sheet – Assignment	– Attendance – Cooperative learning evaluations – Work sheet – Certification	Course Instructors NIA Academy Moocs (Thailand)
2 (23 Jan 26)	**Design Thinking for Startup Thailand League 2026 Project**	4	– Lecture and group discussion – Students collaborating on project activities – Ask and answer – **E-learning : Business based on BCG concept**	– PowerPoint – Media	– Attendance – Cooperative learning evaluations – Work sheet – Certification	Course Instructors NIA Academy Moocs (Thailand)

1. Teaching Plan						
	Topics	**No. of Hours**	**Teaching & Learning Activities**	**Instructional Media (If any)**	**Evaluation**	**Lecturer(s)**
3 (30 Jan 26)	**Business Feasibility** • Market Feasibility • Technical Feasibility • Financial Feasibility • Legal & Regulatory Feasibility • Organizational Feasibility	4	– Lecture and group discussion – Students collaborating on project activities – Ask and answer – Group discussion	– PowerPoint – Media	– Attendance – Cooperative learning evaluations – Work Sheet	Course Instructors and *Invited speakers
4 (6 Feb 26)	**Lean Canvas and Business Canvas for entrepreneurs and business leaders** • Understand the Basics and How to Use the Business Canvas • Use Templates and Tools • Learn from Case Studies (Success case and Success story) • Practical Exercises Apply in Real Projects (Assignment)	4	– Lecture and group discussion – Students collaborating on project activities – Ask and answer – **E-learning: Structuring Business Model**	– PowerPoint – Work sheet –	– Attendance – Cooperative learning evaluations – Work sheet – Certification	Nisachon Rattanamanee Ladapa Napasiri and *Invited speakers NIA Academy Moocs (Thailand)

1. Teaching Plan						
	Topics	**No. of Hours**	**Teaching & Learning Activities**	**Instructional Media (If any)**	**Evaluation**	**Lecturer(s)**
5 (13 Feb 26)	**Financial Literacy for Startups** • Profit & Loss statement • Cost and pricing assessment • Break-Even Point calculation • Funding sources (Assignment)	4	– Lecture and group work – Students collaborating on project activities – Ask and answer	– PowerPoint – Work sheet	– Attendance – Cooperative learning evaluations – Work sheet	Srisuda Chongsithiphol *Invited speakers
6 (20 Feb 26)	**Digital Marketing for Startup** • Understanding Target Customers and Buyer Persona • Digital Marketing Channels for Startups • Social Media Marketing for Startups • Content Marketing Strategy • Search Engine Marketing (SEO & SEM) • Customer Engagement and Relationship Building	4	– Lecture and group discussion – Students collaborating on project activities – Ask and answer – **E-learning: Branding and Customer Loyalty** 	– PowerPoint – Work sheet	– Attendance – Cooperative learning evaluations – Work Sheet	Ladapa Napasiri and *Invited speakers NIA Academy Moocs (Thailand)
7 (27 Feb 26)	**Storytelling and Pitching Deck** • Business storytelling and creating an attractive Pitching Deck • Storytelling for Products: Why should customers buy from you?	4	– Lecture and group work – Students collaborating on project activities – Ask and answer	– PowerPoint – Canva – Work sheet – Case study – VDO clips	– Attendance – Cooperative learning evaluations – Work sheet	Yuttana Srisavat Nisachon Rattanamanee Ladapa Napasiri (The advisor prepares to supervises the assigned student group)

1. Teaching Plan						
	Topics	**No. of Hours**	**Teaching & Learning Activities**	**Instructional Media (If any)**	**Evaluation**	**Lecturer(s)**
	• The Role of Storytelling in Perceived value and Purchase intention Narrative persuasion and Brand trust **Creating a Prototype and Minimum Viable Product (MVP)** • Overview of Prototype and MVP Concepts • Designing and Building Simple Prototypes		– Follow up on the assignment and provide advice			
8 (6 Mar 26)	**Prototype and Minimum Viable Product (MVP) Preparation** • Creating a Prototype for the Demo Day and Pitching Contest	4	– Lecture and group discussion – Students collaborating on project activities – Ask and answer	– PowerPoint – Work sheet	– Attendance – Cooperative learning evaluations – Work sheet	Course Instructors (The advisor supervises the assigned student group)
9 (13 Mar 26)	**Demo Day and Pitching Contest (Mid-Term Exam)** *Select and integrate information from various learning topics in Module 3 to solve the problems or pain points and to create a Minimum Viable Product and Business Canvas according to group interested business and pitching in the Startup Thailand League 2026 Contest*	4	– Student-centered – Ask and answer	– PowerPoint – Media	– Attendance – Group work evaluations – Minimum Viable Product, – Startup Pitch Deck	Course Instructors and all students *Invited speakers *External committees

1. Teaching Plan						
	Topics	**No. of Hours**	**Teaching & Learning Activities**	**Instructional Media (If any)**	**Evaluation**	**Lecturer(s)**
10 (20 Mar 26)	**Project Management Fundamentals I** *General Project Management Guidelines* • Project Lifecycle • Key Characteristics of the Predictive Approach • Key Characteristics of the Adaptive Approach • Key Characteristics of the Hybrid Approach • Comparison of Predictive, Adaptive, and Hybrid Approaches *The Role of Ethics in Project Management* • Ethics in Project Management Identify ethical issues and solutions and provide an example of a project situation related to ethical issues and how they were addressed	4	– Lecture and group discussion – Students collaborating on project activities – Students engage in language exercises in English to review vocabulary related to project management	– PowerPoint	– Attendance – Cooperative learning evaluations – Work sheet	ARIT
11 (27 Mar 26)	**Project Management Fundamentals II** *Basic Leadership Skills* • The role of motivation in leading others • The role of listening in leadership • Basic strategies in conflict management, such as withdrawal, avoidance, compromise, coercion, supervision, collaboration, and problem-solving	4	– Lecture and group discussion – Students collaborating on project activities – Students engage in language exercises in English to review vocabulary	– PowerPoint – Work sheet	– Attendance – Cooperative learning evaluations – Work sheet	ARIT

1. Teaching Plan						
	Topics	**No. of Hours**	**Teaching & Learning Activities**	**Instructional Media (If any)**	**Evaluation**	**Lecturer(s)**
	Project Communication • The components of effective communication • Appropriate communication methods to use in a given situation • Key components for updating project status		related to project management			
12 (3 Apr 26)	**Project initiation** *Project Charter* • The objectives of the project charter • The components of a project charter (project purpose, objectives, and key milestones/events) *Differences in Roles and Responsibilities of Stakeholders* • The roles and responsibilities of stakeholders in a project, such as sponsors, project managers, team members, executives, customers, etc • Concepts related to authority, responsibility, and decision-making	4	– Lecture and group discussion – Students collaborating on project activities – Students engage in language exercises in English to review vocabulary related to project management	– PowerPoint – Work sheet	– Attendance – Cooperative learning evaluations – Work sheet	ARIT

1. Teaching Plan						
	Topics	**No. of Hours**	**Teaching & Learning Activities**	**Instructional Media (If any)**	**Evaluation**	**Lecturer(s)**
13 (10 Apr 26)	**Work planning** *The objectives of project management planning* • The objectives of various components of project management, such as the project plan (budget, risk management, schedule, scope) • The interconnection of scope, schedule, and budget *The concept of project scope* • General terms related to scope (Scope Statement, In Scope, Out of Scope) • Concept of Work Breakdown Structure (WBS) *The concept of project scheduling* • General terms related to scheduling (Delivery, Task, Dependency, Start and finish dates) • The impact of resource availability on scheduling *The concept of project budgeting*	4	– Lecture and group discussion – Students collaborating on project activities – Students engage in language exercises in English to review vocabulary related to project management	– PowerPoint – Work sheet	– Attendance – Cooperative learning evaluations – Work sheet	ARIT

1. Teaching Plan						
	Topics	**No. of Hours**	**Teaching & Learning Activities**	**Instructional Media (If any)**	**Evaluation**	**Lecturer(s)**
	• General terms related to budgeting (Procurement, Vendor, Contract) Methods for budgeting (Comparative analysis of past projects, Bottom-up budgeting)					
14 (17 Apr 26)	**Completion of work I** *Project scope, schedule, and budget observation* • The impact of changes without proper planning (Scope Creep and Gold Plating) • Why is it necessary to track the schedule? • Why is it necessary to track the budget? • Steps to address deviations in scope, schedule, or budget, based on a real-life scenario *Explain the process of change management* • Objectives of the Change Management Process • Fundamental Steps in the Change Management Process	4	– Lecture and group discussion – Students collaborating on project activities – Students engage in language exercises in English to review vocabulary related to project management	– PowerPoint – Work sheet	– Attendance – Cooperative learning evaluations – Work sheet	ARIT
15 (24 Apr 26)	**Completion of work II** *Concept of quality in project work*	4	– Lecture and group discussion	– PowerPoint – Work sheet	– Attendance	ARIT

1. Teaching Plan						
	Topics	**No. of Hours**	**Teaching & Learning Activities**	**Instructional Media (If any)**	**Evaluation**	**Lecturer(s)**
	• The role of quality assurance in project development • Appropriate responses to quality issues **Conclusion of the project** *Verify the completeness of the project* • Objectives for closing the entire contract • Objectives of project sponsor signing *Documents related to project closure activities* • Objectives of document retention and project processes • Benefits of recording lessons learned		– Students collaborating on project activities – Students engage in language exercises in English to review vocabulary related to project management		– Cooperative learning evaluations – Work sheet	
16 (1 May 26)	**Assessment for PMI Project Management Ready™ Certification (Final-Term Exam)**					

*Invited speaker and External committee

2. Evaluation Plan	
Learning Outcomes	**Evaluation Methods**
Formative assessment **Ethics and moral**	➢ Observe and record students' behaviors and provide feedback to students. ➢ Individual assessment ➢ Group work evaluations ➢ Cooperative learning evaluations
Knowledge and cognitive skills By the end of this course, students will be able to: ➢ *Develop a strong understanding of the principles of project management, including the PDCA cycle, CPM, and Gantt charts* ➢ *Create a business plan of a sustainable product or service and pitch a business model canvas, based on the techniques learned in the course* ➢ *Apply the principles of risk management, resource management, finance, and marketing to the management of a product or service* ➢ *Well-equip to integrate project management principles into the development and management of a sustainable product or service act as Startup enterprise*	➢ Observe student's responses to teacher/group's questions during the class activities and provide feedback to students. ➢ Observe how students use the knowledge gained in the classroom and during discussion in their problem-based and assignments. ➢ Final test ➢ Group work evaluations ➢ Individual assessment ➢ Group assessment
Interpersonal skills and responsibilities / Character	➢ Observe and record student's behavior and performance during working in a group setting. ➢ If they behave inappropriately, some advice should be given. ➢ Group work evaluations ➢ Cooperative learning evaluations

Learning Outcomes Summative assessment	**Evaluation Methods**	**Class**	**Proportion of Evaluation (%)**
– Ethics and moral	- Class/group attention	1-16	10
– Knowledge and cognitive skills	- Group assignments (student project) ➢ Storytelling 5% ➢ Business Feasibility 5% ➢ Pitch Deck 5% ➢ Prototype and Minimum Viable Product (MVP) 5% ➢ Innovation 5% ➢ Team 5% - Individual assessment ➢ Work sheet 10% ➢ Certification 10% (4 Certificates) - Final Examination (PMI)	1-9 5-6 1-2,4,6 16	30 10 10 30
– Interpersonal skills and responsibilities / Character	- Class/group Class Participation	1-16	10
Total			100

This course will follow the following grading structure:

Score (%)	**Grade**
80-100	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-55	D
0-49	F

Section 6 Teaching & Learning Resources

1. Main Texts and Teaching Materials

Teaching materials by instructor

2. Recommended Teaching Resources (books, journals, websites, and other documents recommended for additional reading)

Book Chapter

1. Bently, L., Sherman, B., Gangjee, D., & Johnson, P. (2022). *Intellectual property law* (6th ed.). Oxford University Press
2. Colston, C., & Galloway, J. (2010). *Modern intellectual property law* (3rd ed.). Routledge.
3. Hasso Plattner Institute of Design at Stanford University. (2010). *Bootcamp bootleg*.
4. Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: A handbook for visionaries, game changers, and challengers*. John Wiley & Sons.
5. Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2015). *Value proposition design: How to create products and services customers want*. John Wiley & Sons.
6. Project Management Institute. (2000). *A guide to the project management body of knowledge (PMBOK® guide)*. Project Management Institute.
7. Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Currency.
8. Sutherland, J., & Sutherland, J. J. (2014). *Scrum: The art of doing twice the work in half the time*. Currency.
9. World Intellectual Property Organization. (2021). *Enterprising ideas: A guide to intellectual property for startups* (WIPO Publication No. 961). World Intellectual Property Organization.

E-learning

1. https://elearning.siam.edu/
2. https://moocs.nia.or.th/course/ipguide-1
3. https://www.strategyzer.com/training-programs
4. https://www.linkedin.com/learning/

Section 7: Course Evaluation and Improvement

1. Evaluation Strategies for Course Effectiveness by Students

- The students must do class evaluation sheet that includes teaching method, teaching activity in and out classroom, supportive items which effect learning process and learning outcome and make any advice submitted to Faculty for development by university network.

2. Teaching Evaluation Strategies

- Students must evaluate and send questionnaire at the end of each lesson and class.
- Observe the student from discussion during class, class activity and outside classroom.
- Result of examination and student's study outcome.
- Colleague observes teaching by evaluation form.

3. Teaching Improvement

- Teacher re-evaluates and improves his/her teaching model from efficiency outcome of each course, collects summative file, and reports progress of class (course experience report) in each semester
- Setup workshop for improving teaching proficiency.
- Analyzed examination topic to improve education proficiency.

4. Verification of Students Achievements in the Course

(1) Students must evaluate teaching activities of each course.

(2) Course Committee combine lesson plan/ lesson module, congregates plan / class planning for teaching, examination, grade point, and evaluation method and submit to Curriculum Committee: Faculty Committee, and Committee of Development and Standard of General Education.

(3) Committee of Development and Education Standard of General Education would evaluate the course before class begins and at the end of semester e.g.

- Harmony of course planning, lesson plan, and teaching model.
- Suitability of examination and method for measurement.
- Relation between question and standard of knowledge.
- Form using in measurement and outcome evaluation.
- Inspect cumulative lesson report file.
- Result of grade report, examination, and project reports.
- Inspect evaluation form and process of evaluation in practical class.
- Inspect medical procedure skills and all students' reports.
- Inspect student grading system.

In case that Committee of Development has any suggestions or comments before class planning, Course Committee must accept and follow the advice appropriately.

If Committee of Development has any suggestions or comments at the end of semester, Course Committee must accept those advice or suggestions as information in annual meeting and process / develop for the next year semester plan.

5. Course Review and Improvement Plan for Course Effectiveness

- After the evaluation and re-audit efficacy of the course, planning for Curriculum Development and detail course planning are supposed to be revised for the improving educational quality every 1 year.

Course Manager

……..…..

(Dr. Nisachon Rattanamanee)

Date 10 Jan 2026

Module Manager

……..…..

(Asst. Prof. Dr. Somruedee Thaiphanit)

Date 10 Jan 2026

Chair, General Education Program Committee

……..…..

(Mr. Thanarak Phongphatar)

Date ……10/1/26……