

Annex A

Please amend the subject header according to your proposal

**REVISED COURSE CONTENT**  
**ET5131 VENTURING INTO ENTREPRENEURSHIP**

<b>Course Code</b>	ET5131
<b>Course Title</b>	<b>Venturing into Entrepreneurship</b>
<b>Pre-requisites</b>	NIL
<b>No of AUs</b>	3
<b>Contact Hours</b>	<b>Workshop sessions:</b>  13 sessions x 3 hours / session = 39 hours  <b>Total Hours: 39 hours</b>

**Course Aims**

This course aims to provide you with a fundamental understanding of entrepreneurship, encompassing the entrepreneurial process from both a process perspective and a method perspective, entrepreneurial mindset, business model, cultural intelligence, and effective communication in the entrepreneurial setting. You are expected to not only acquire the important knowledge, but also develop essential competencies that are most relevant and applicable for problem solving in the real-life entrepreneurial environment. Such skills include business model design, entrepreneurial opportunity evaluation, business feasibility analysis, entrepreneurial resource management, team building, customer development, and competitive strategy formulation. The acquisition of these skills is highly motivated and driven by an entrepreneurial mindset. You will learn what the entrepreneurial mindset is and how to develop such a mindset and the related attitudes. Meanwhile, through this course you will learn cultural intelligence and understand why it is highly relevant to entrepreneurship. For example, cultural intelligence enhances an entrepreneur's ability to understand, adapt to, and effectively navigate cultural diversity. It facilitates a global market understanding, relationship building, adaptation to local contexts, management of diverse teams, and the stimulation of innovation and creativity. You will learn how to leverage cultural intelligence to capitalise on entrepreneurial opportunities presented by the interconnected and multicultural world.

In this course, you will work in a team to investigate classic entrepreneurial cases and real-life entrepreneurial opportunities and challenges, conduct feasibility analysis, and present your team's findings in the class as well as in a written report. By immersing in activities relevant to entrepreneurship and value creation in this course, you will be highly motivated to learn the entrepreneurship knowledge, discover your entrepreneurial passion, develop an entrepreneurial mindset, and build related competencies.

**Intended Learning Outcomes (ILO)**

**By the end of the course, you should be able to:**

13. Understand the essential theories and concepts of entrepreneurship and explain the

relevant entrepreneurial phenomena and the paradoxes.

14. Understand the entrepreneurial process from both a process perspective and a method perspective.
15. Be aware of the importance of the entrepreneurial mindset and start to develop such a mindset and the related attitudes.
16. Develop and apply entrepreneurial key competencies such as opportunity identification, resources management, and team building.
17. Develop and apply entrepreneurial skills including business model and feasibility analysis, customer discovery, and customer development.
18. Conduct industry analysis and formulate competitive strategies.
19. Acquire an essential understanding of cultural intelligence and learn how to leverage cultural intelligence to capitalise on entrepreneurial opportunities in a dynamic multicultural world.
20. Develop effective written and oral communication skills to present findings, ideas, and proposals.

### **Course Content**

The course covers the following key topics:

1. Fundamentals of Entrepreneurship
2. The Entrepreneurial Process and Method
3. The Entrepreneurial Mindset
4. Business Model
5. Entrepreneurial Opportunity
6. Customer Development
7. Entrepreneurial Resources
8. Entrepreneurial Leader and Team
9. Competitive Strategies
10. Cultural Intelligence
11. Applying Cultural Intelligence in Entrepreneurship
12. Effective Communication

### **Assessment (includes both continuous and summative assessment)**

<b>Component</b>	<b>ILO Tested</b>	<b>Weighting</b>	<b>Team/ Individual</b>	<b>Assessment Rubrics</b>
------------------	-------------------	------------------	-----------------------------	-------------------------------

1. Class Participation	ILO 1, 2, 3, 8	15%	Individual	Appendix 1
2. Continuous Assessment 1 <sup>1</sup>	ILO 5	10%	Team	Appendix 2
3. Continuous Assessment 2	ILO 1, 2, 3, 4, 5	25%	Individual	MCQ
4. Group Project Presentation <sup>2</sup>	ILO 4, 5, 6, 7, 8	30%	Team	Appendix 3
5. Final Written Report <sup>3</sup>	ILO 1, 2, 4, 5, 6, 8	20%	Team	Appendix 4
<b>Total</b>		100%		

### **Class Participation**

- Classroom discussion is vital to the learning process in this course. Each student is expected to contribute to class discussions and appropriate marks will be awarded continuously throughout the course on the basis of the quality of one's contribution. Assessment criteria will include demonstration of analytical capability, integrative thinking, and interpersonal and communication skills. Merely showing up for class does not constitute a contribution.

### **Continuous Assessment 1**

- Students will form teams of 3-5 members in each group. Each team needs to apply the tools and skills acquired in the class to conduct business model and feasibility analysis on a case and present the findings in the class.

### **Continuous Assessment 2**

- There will be a continuous assessment scheduled in the mid of the course. The assessment format will be multiple-choice questions (MCQs). Students will be given 30 minutes to complete the assessment during the class session. Topics covered in the earlier sessions will be tested. This assessment will motivate students to develop a critical understanding of the essential theories and concepts learned in this course.
- Quiz will be marked and scored according to the marking guide.

### **Group Project Presentation**

- Students needs to work in teams to collect data through customer interviews and conduct detailed analysis of an identified major challenge or opportunity of a real-life entrepreneurial venture. Each team is encouraged to come up with recommended solution to address the challenge or opportunity.
- At the end of the course, each team will submit a deck of PowerPoint slides for the final project presentation (maximum presentation time of 15 minutes and every team member must present – videos and other props can be included in the presentation – and 10 minutes of Question-and-Answer)

<sup>1 2 3</sup> Peer evaluation will be used in moderating the grading of project presentation and final written report for each individual team member's score. See Appendix 5.

## Final Written Report

- Each team needs to submit a written report not exceeding 20 pages (Times New Roman 12-font size, double spacing, excluding cover page, tables, figures, charts, references and appendices).

In this report, the student shall review how the team has applied relevant tools and skills acquired in this course to identify the entrepreneurial challenge or opportunity, conduct the relevant analysis, and come out with the recommended solution (if applicable). In addition, the team shall reflect and consolidate the members' efforts and key learnings from the project.

## Formative feedback

You will receive both written and verbal feedback from the lecturer and through in-class discussion regarding your learning and presentations. Class discussion and presentations will be central to your learning process. You will receive formative and verbal in-class feedback to enhance your understanding and application of the topics assessed. Responses and feedback from your peers will also be essential to gaining new perspectives.

## Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Workshop / Seminar-based	<p>All lessons are conducted on a workshop-based approach with a blended style of mini-lectures, tutorials, discussions, presentations, individual activities and group research &amp; discussion questions. The lecturer imparts and facilitate the learning experience and students are expected to learn, share and teach one another.</p> <p>The group discussions not only help to build the technical competencies required for this course, but also help to develop the individual's learning abilities and attitudes toward active learning.</p> <p>Consultations sessions out of class time are open to students who require assistance with their learning.</p>
Case Study	<p>Classic entrepreneurial cases provide simulated real-life scenarios in the entrepreneurs' perspective for you to conduct analysis in the interactive team-based learning format. This allows you to apply the theories and concepts of entrepreneurship acquired from the course to comprehend the relevant phenomena in the entrepreneurship field and develop innovative solutions or recommendations to address the challenges brought up in the cases. This approach enables you to achieve those learning outcomes related to the practical skills which cannot be acquired merely from seminar delivery by the instructor.</p>

Project Discovery	“Project Discovery” approach is adopted to inculcate a culture of proactive individual and collaborative learning. The instructor facilitates discussion and guides you to acquire fundamental concepts and theories. You are expected to adopt, adapt and synthesise the acquired concepts and theories into practice.
Blended learning with active use of multi-media resources (TEL)	Multi-media resources are actively used in the class to allow flexibility of access to learning materials, activities, and assessments. This helps you develop independent learning and critical thinking skills.

### Reading and References

- Ang, S., Ng, K. Y., and Rockstuhl, T. (2020). Cultural intelligence. In R. J. Sternberg and S. B. Kaufman (Eds.), *The Cambridge handbook of intelligence* (2nd ed., pp. 820–845). Cambridge: Cambridge University Press.
- Baron, R. A. (2006). Opportunity recognition as pattern recognition: How entrepreneurs “connect the dots” to identify new business opportunities. *Academy of management perspectives*, 20(1), 104-119.
- Blank, S. (2020). *The four steps to the epiphany: successful strategies for products that win*. John Wiley & Sons.
- Blank, S. (2013). *Why the Lean Start-Up Changes Everything*. Harvard Business Review, 91(5)
- Baum, J. R., Frese, M., & Baron, R. A. (2014). Born to be an entrepreneur? Revisiting the personality approach to entrepreneurship. In *The psychology of entrepreneurship* (pp. 73-98). Psychology Press.
- Furr, N., & Dyer, J. H. (2014). *Leading your team into the unknown*. Harvard Business Review, 92(12), 18.
- Gallo, C. (2014). *Talk like TED: the 9 public speaking secrets of the world's top minds*. Pan Macmillan.
- Gartner, W. B. (1988). “Who is an entrepreneur?” is the wrong question. *American journal of small business*, 12(4), 11-32.
- Kim, W. C. & Mauborgne, R. (2004). Blue Ocean Strategy, Harvard Business Review, October
- McGrath, R. G., & MacMillan, I. C. (2000). *The entrepreneurial mindset: Strategies for continuously creating opportunity in an age of uncertainty* (Vol. 284). Harvard Business Press. "Competitive Strategy: Techniques for Analyzing Industries and Competitors" by Michael E. Porter.
- Molinsky, A. (2016). Cultural differences are more complicated than what country you are from. Harvard Business Review.
- Neck, H. M., Neck, C. P., & Murray, E. L. (2019). *Entrepreneurship: The practice and mindset*. Sage publications.
- Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers* (Vol. 1). John Wiley & Sons.
- Peyrols Wu, C., & Ng, K. Y. (2021). Cultural intelligence and language competence: Synergistic effects on avoidance, task performance, and voice behaviors in multicultural

teams. *Applied Psychology*, 70(4), 1512-1542.

- Porter, M. E. (1980). *Competitive strategy: Techniques for analyzing industries and competitors*.
- Read, S., Sarasvathy, S., Dew, N., & Wiltbank, R. (2016). *Effectual entrepreneurship*. Taylor & Francis.
- Rockstuhl, T., & Ng, K. Y. (2015). The effects of cultural intelligence on interpersonal trust in multicultural teams. In *Handbook of cultural intelligence* (pp. 224-238). Routledge.
- Talib, A. (2018). Getting Singaporeans to be more culturally intelligent. Today.
- Thomas, D. C. (2010). *Cultural intelligence: Living and working globally*. ReadHowYouWant.com.
- Thomas, D. C., & Inkson, K. C. (2017). *Cultural intelligence: Surviving and thriving in the global village*. Berrett-Koehler Publishers.
- Timmons, J. A., Spinelli, S., & Tan, Y. (2004). *New venture creation: Entrepreneurship for the 21st century* (Vol. 6). New York: McGraw-Hill/Irwin.

Additional readings, cases, and videos may be provided in the class.

## **Course Policies and Student Responsibilities**

### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

### (2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

### (3) Absence Due to Medical or Other Reasons

If you are sick and not able to attend a quiz or midterm, you have to submit the original Medical Certificate (or another relevant document) to the administration to obtain official leave. In this case, the missed assessment component will not be counted towards the final grade. There are no make-up quizzes or make-up midterm.

### (4) Submission Deadline

Assignments, projects, class exercises and any other assessable components must be submitted punctually. Marks will be deducted for late submission. Grades will be deducted accordingly (refer to below table) for assignments that are submitted after the stipulated deadline.

<b>Timeframe:</b>	<b>Grading:</b>
1st Day*	Mark down by one grade ('A-' → 'B+')
2nd Day	Mark down by two grades ('A-' → 'B')
3rd Day and part-thereof	Submitted assignment will not be accepted

*\* After the stipulated submission deadline, it will be considered the next day.*

### **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should visit relevant NTU websites such as <https://www.ntu.edu.sg/wkwsci/admissions/useful-links/undergraduate/academic-integrity> for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

## Planned Weekly Schedule

Session	ILO	Topics	Selected Readings
1	ILO 1	<b>Fundamentals of Entrepreneurship</b> <ul style="list-style-type: none"> <li>• What we know about entrepreneurs: nature vs nurture</li> <li>• What we know about entrepreneurship: key concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Baum, J. R., Frese, M., &amp; Baron, R. A. (2014). Born to be an entrepreneur? Revisiting the personality approach to entrepreneurship. In <i>The psychology of entrepreneurship</i> (pp. 73-98). Psychology Press.</li> <li>• Gartner, W. B. (1988). "Who is an entrepreneur?" is the wrong question. <i>American journal of small business</i>, 12(4), 11-32.</li> <li>• Read, S., Sarasvathy, S., Dew, N., &amp; Wiltbank, R. (2016). <i>Effectual entrepreneurship</i>. Taylor &amp; Francis.</li> </ul>
2	ILO 2	<b>The Entrepreneurial Process and Method</b> <ul style="list-style-type: none"> <li>• Entrepreneurship paradoxes</li> <li>• The Timmons Model: opportunity, resources, team</li> <li>• Entrepreneurship: the process perspective</li> <li>• Entrepreneurship: the method perspective</li> <li>• Disruptive innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Timmons, J. A., Spinelli, S., &amp; Tan, Y. (2004). <i>New venture creation: Entrepreneurship for the 21st century</i> (Vol. 6). New York: McGraw-Hill/Irwin.</li> <li>• Neck, H. M., Neck, C. P., &amp; Murray, E. L. (2019). <i>Entrepreneurship: The practice and mindset</i>. Sage publications: Chapter 2 &amp; 3.</li> <li>• Christensen, C., Raynor, M. E., &amp; McDonald, R. (2013). <i>Disruptive innovation</i>. Brighton, MA, USA: Harvard Business Review.</li> </ul>



3	ILO 3	<b>The Entrepreneurial Mindset</b> <ul style="list-style-type: none"> <li>• Risk &amp; uncertainty</li> <li>• Entrepreneurial leadership</li> <li>• Entrepreneurial mind in action</li> <li>• Five important skills for entrepreneurship practice</li> </ul>	<ul style="list-style-type: none"> <li>• Neck, H. M., Neck, C. P., &amp; Murray, E. L. (2019). <i>Entrepreneurship: The practice and mindset</i>. Sage publications: Chapter 2</li> <li>• McGrath, R. G., &amp; MacMillan, I. C. (2000). <i>The entrepreneurial mindset: Strategies for continuously creating opportunity in an age of uncertainty</i> (Vol. 284). Harvard Business Press.</li> </ul>
4	ILO 4	<b>Business Model</b> <ul style="list-style-type: none"> <li>• Business plan vs business model</li> <li>• Business model canvas</li> <li>• Value proposition canvas</li> <li>• Product-market fit</li> <li>• Business model design</li> </ul>	<ul style="list-style-type: none"> <li>• Osterwalder, A., &amp; Pigneur, Y. (2010). <i>Business model generation: a handbook for visionaries, game changers, and challengers</i> (Vol. 1). John Wiley &amp; Sons.</li> </ul>
5	ILO 4	<b>Entrepreneurial Opportunity</b> <ul style="list-style-type: none"> <li>• Idea generation</li> <li>• Opportunity recognition</li> <li>• Opportunity evaluation &amp; feasibility analysis</li> <li>• Discovery vs creation</li> </ul>	<ul style="list-style-type: none"> <li>• Baron, R. A. (2006). Opportunity recognition as pattern recognition: How entrepreneurs “connect the dots” to identify new business opportunities. <i>Academy of management perspectives</i>, 20(1), 104-119.</li> <li>• McGrath, R. G., &amp; MacMillan, I. C. (2000). <i>The entrepreneurial mindset: Strategies for continuously creating opportunity in an age of uncertainty</i> (Vol. 284). Harvard Business Press.</li> </ul>
6	ILO 4	<b>Customer Development</b> <ul style="list-style-type: none"> <li>• Understanding customer need</li> <li>• Traditional product development model</li> <li>• Customer</li> </ul>	<ul style="list-style-type: none"> <li>• Blank, S. (2020). <i>The four steps to the epiphany: successful strategies for products that win</i>. John Wiley &amp; Sons.</li> <li>• Blank, S. (2013). <i>Why the Lean Start-Up Changes Everything</i>. Harvard Business Review, 91(5):</li> </ul>

		<p>development model</p> <ul style="list-style-type: none"> <li>• Customer discovery and validation</li> </ul>	63-72.
7	ILO 5	<p><b>Entrepreneurial Resources</b></p> <ul style="list-style-type: none"> <li>• Resource requirements</li> <li>• Bootstrapping</li> <li>• Technology as a means</li> <li>• Managing resources for growth</li> <li>• The entrepreneurial franchising</li> </ul>	<ul style="list-style-type: none"> <li>• Timmons, J. A., Spinelli, S., &amp; Tan, Y. (2004). <i>New venture creation: Entrepreneurship for the 21st century</i> (Vol. 6). New York: McGraw-Hill/Irwin: Chapter 11, 12</li> <li>• Read, S., Sarasvathy, S., Dew, N., &amp; Wiltbank, R. (2016). <i>Effectual entrepreneurship</i>. Taylor &amp; Francis: Chapter 22</li> </ul>
8	ILO 5	<p><b>Entrepreneurial Leader and Team</b></p> <ul style="list-style-type: none"> <li>• The entrepreneurial leader</li> <li>• The importance of the team</li> <li>• Competencies and skills</li> <li>• Building effective teams</li> </ul>	<ul style="list-style-type: none"> <li>• Timmons, J. A., Spinelli, S., &amp; Tan, Y. (2004). <i>New venture creation: Entrepreneurship for the 21st century</i> (Vol. 6). New York: McGraw-Hill/Irwin: Chapter 9, Chapter 17</li> <li>• Furr, N., &amp; Dyer, J. H. (2014). <i>Leading your team into the unknown</i>. <i>Harvard Business Review</i>, 92(12), 18.</li> </ul>
9	ILO 6	<p><b>Competitive Strategies</b></p> <ul style="list-style-type: none"> <li>• Five forces of industry analysis</li> <li>• SWOT analysis</li> <li>• Blue ocean (value innovation) strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Porter, M. E. (1980). Competitive strategy: Techniques for analyzing industries and competitors.</li> <li>• Kim, W. C. &amp; Mauborgne, R. (2004). Blue Ocean Strategy, <i>Harvard Business Review</i>, October</li> </ul>
10	ILO 7	<p><b>Cultural Intelligence</b></p> <ul style="list-style-type: none"> <li>• Cultural intelligence overview</li> <li>• Cultural intelligence cognition</li> </ul>	<ul style="list-style-type: none"> <li>• Ang, S., Ng, K. Y., and Rockstuhl, T. (2020). Cultural intelligence. In R. J. Sternberg and S. B. Kaufman (Eds.), <i>The Cambridge handbook of intelligence</i> (2nd ed., pp. 820–845). Cambridge: Cambridge University Press.</li> <li>• Talib, A. (2018). <i>Getting</i></li> </ul>

			<p>Singaporeans to be more culturally intelligent. Today.</p> <ul style="list-style-type: none"> <li>• Molinsky, A. (2016). Cultural differences are more complicated than what country you are from. Harvard Business Review.</li> </ul>
11	ILO 7	<p><b>Applying Cultural Intelligence in Entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Cross-Cultural Communication</li> <li>• Multicultural teams</li> <li>• Cultural intelligence strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Thomas, D. C. (2010). <i>Cultural intelligence: Living and working globally</i>. ReadHowYouWant. com.</li> <li>• Thomas, D. C., &amp; Inkson, K. C. (2017). <i>Cultural intelligence: Surviving and thriving in the global village</i>. Berrett-Koehler Publishers.</li> <li>• Wu, C. P., &amp; Ng, K. Y. (2021). Cultural intelligence and language competence: Synergistic effects on avoidance, task performance, and voice behaviors in multicultural teams. <i>Applied Psychology: An International Review</i>, 70, 1512–1542</li> <li>• Rockstuhl, T., &amp; Ng, K. Y. (2015). The effects of cultural intelligence on interpersonal trust in multicultural teams. In <i>Handbook of cultural intelligence</i> (pp. 224-238). Routledge.</li> </ul>
12	ILO 8	<p><b>Effective Communication</b></p> <ul style="list-style-type: none"> <li>• Elevator pitch</li> <li>• Pitching skills</li> <li>• Storytelling</li> <li>• Effective communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Gallo, C. (2014). <i>Talk like TED: the 9 public speaking secrets of the world's top minds</i>. Pan Macmillan.</li> </ul>
13	ILO 1, 4,5,6,8	<p><b>Group Project Presentation</b></p> <ul style="list-style-type: none"> <li>• Student in-class presentations</li> <li>• Expert critics and learning review</li> </ul>	

		<ul style="list-style-type: none"><li>• Debriefing</li></ul>	
--	--	--	--

Course materials, including lecture notes and readings, will be provided by the instructor via NTULearn.

## Appendix 1: Assessment Criteria for CLASS PARTICIPATION – INDIVIDUAL (15%)

Classroom discussion is vital to the learning process in this course. Each student is expected to contribute to class discussions and appropriate marks will be awarded continuously throughout the course on the basis of the quality of one's contribution. Assessment criteria will include demonstration of analytical capability, integrative thinking, and interpersonal and communication skills. Merely showing up for class does not constitute a contribution.

Excellent quality comments, remarks, and questions are those that move the discussion forward by:

- (1) revealing important issues;
- (2) making decisions and offering opinions that are well thought out and logical; and
- (3) debating or challenging your classmates without personal attack

<b>Grade Range</b>	<b>Description</b>
<b>Excellent (80-100)</b>	Contributes extensively to class by offering ideas and/or asks questions frequently and/or participates consistently in group discussion the entire time. Comments are mostly relevant and reflect an understanding of course materials; previous remarks of other students; and insights about the course materials.
<b>Good (60-79)</b>	Actively contributes to class by offering ideas and asking questions and/or participates in group discussion most of the time. Comments are sometimes relevant, displays some preparation, or indicate some attention to previous remarks of other students.
<b>Pass (40-59)</b>	Seldom contributes to class by offering ideas and asking questions and/or participates in group discussion occasionally. Comments are mostly irrelevant, displays lack of preparation, or indicate lack of attention to previous remarks of other students.
<b>Fail (0-39)</b>	Rarely or never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group discussion time. Comments are absent or minimal, reflect little understanding of either the assignment or previous learnings in seminar.

## Appendix 2: Assessment Criteria for CONTINUOUS ASSESSMENT 1 – TEAM (10%)

Each team will present analysis of the business model and feasibility of the opportunity in 10 minutes, based on the case assigned by the course instructor. Assessment will be done on the following suggested points:

- **Value proposition:** demonstrate value on problem/need being addressed
- **Feasibility of business opportunity:** provide clear and concise description of the concept and evidence of feasibility (e.g., technical feasibility)
- **Market potential:** describe briefly your target market, the market potential (ballpark estimates of size, growth potential, trends)
- **Financial viability:** explain how the business expects to generate sales and earn profits (provide back of the envelop sales and cost figures, e.g., 10K, 100K, etc.)
- **Passion, delivery, and presentation:** deliver an energetic, passionate, and compelling presentation; exhibit mastery (i.e., delivered with no notes) and credibility

Grade Range	Description
<b>Excellent (80-100)</b>	Able to inspire and the intended content are well-articulated, reflective of excellent preparedness and thorough & in-depth <b>analysis</b> .
<b>Good (60-79)</b>	Able to communicate clearly, to share the intended content, reflective of adequate preparedness and adequate <b>analysis</b> .
<b>Pass (40-59)</b>	Able to share basic ideas of the intended content, reflective of minimal to some preparedness and basic <b>analysis</b> .
<b>Fail (0-39)</b>	Unable to present, not prepared.

**Appendix 3: Assessment Criteria for GROUP PROJECT PRESENTATION – TEAM (30%)**

Criteria	Weight	Performance Level			
		Fail (0-39)	Pass (40-59)	Good (60-79)	Excellent (80-100)
Illustration of the challenge or opportunity of a real-life entrepreneurial venture	5%	Unclear illustration of the challenge or opportunity	Basic illustration of the challenge or opportunity	Generally well-organised and satisfactory illustration of the challenge or opportunity	Clear, concise & comprehensive illustration of the challenge or opportunity
Sourcing and application of suitable tools and skills to address the challenge or opportunity	10%	Poor efforts in sourcing and application of suitable tools and skills to address the challenge or opportunity	Basic efforts in sourcing and application of suitable tools and skills to address the challenge or opportunity	Satisfactory efforts in sourcing and application of suitable tools and skills to address the challenge or opportunity	Excellent efforts in sourcing and application of suitable tools and skills to address the challenge or opportunity
Depth of the challenge or opportunity analysis; feasibility and impact of the recommended solution	10%	No depth of the analysis; the recommended solution is based on too many or unfounded assumptions, and the impact is unclear.	Acceptable depth of the analysis; the recommended solution has some feasibility and impact.	Satisfactory depth of the analysis; the recommended solution has noteworthy feasibility and impact.	Significant depth of the analysis; the recommended solution is evidently feasible and has significant impact.
Clarity and engagement of the presentation	5%	The presentation is boring and not engaging.	The presentation is generally acceptable and has some engaging elements.	The presentation is structural, clear, and quite engaging.	The presentation is highly organised, succinctly creative, and highly engaging.
<b>Total</b>	<b>30%</b>				

**Appendix 4: Assessment Criteria for FINAL WRITTEN REPORT – TEAM (20%)**

Criteria	Weight	Performance Level			
		Fail (0-39)	Pass (40-59)	Good (60-79)	Excellent (80-100)
Organization of the report	5%	Poorly organised; lacking in opening, closing and transition between sections; improper use of and reference to appendices.	Reasonably organised; Acceptable opening, closing and transition between sections; proper use of and reference to appendices.	Well organised; good opening, closing and transition between sections; good use of and reference to appendices.	Highly organised; smart opening, closing and transition between sections; professional use of and reference to appendices.
Able to apply relevant entrepreneurial tools and skills to provide detailed analysis on the challenge or opportunity of the real-life entrepreneurial venture; able to propose feasible and impactful solutions	7.5%	Poor effort in applying relevant entrepreneurial tools and skills; poor analysis on the challenge or opportunity of the entrepreneurial venture; weak or unclear feasibility and impact of the proposed solutions	Acceptable effort in applying relevant entrepreneurial tools and skills; able to conduct basic analysis on the challenge or opportunity of the entrepreneurial venture; some feasibility and impact of the proposed solutions	Satisfactory effort in applying relevant entrepreneurial tools and skills; able to conduct good analysis on the challenge or opportunity of the entrepreneurial venture; considerable feasibility and impact of the proposed solutions	Exemplary effort in applying relevant entrepreneurial tools and skills; excellent analysis on the challenge or opportunity of the entrepreneurial venture; strong feasibility and impact of the proposed solutions
Discuss team's problem-solving approaches, review feedback from evaluator(s), and reflect team efforts and key learnings from the project	7.5%	Discussion of team's problem-solving approaches, review of feedback from evaluator(s), and reflection of team efforts and key learnings from the project, are all very little or limited.	Acceptable effort and quality in discussing team's problem-solving approaches, reviewing feedback from evaluator(s), and reflecting team efforts and key learnings from the project.	Satisfactory effort and good quality in discussing team's problem-solving approaches, reviewing feedback from evaluator(s), and reflecting team efforts and key learnings from the project.	Exemplary effort and high quality in discussing team's problem-solving approaches, reviewing feedback from evaluator(s), and reflecting team efforts and key learnings from the project.
<b>Total</b>	<b>20%</b>				



## Appendix 5: Peer Evaluation

Peer Evaluation will be used to moderate the overall project marks for both project presentation and final written report. Rate each member in your group (excluding yourself) on four dimensions by using the 1 to 10 evaluation scale shown below. Input a whole number (no decimals) from 1 to 10 for each dimension. The corresponding % of group grades for each rating is shown below the scale for reference only.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_ 10  
 \* 40% 50% 60% 70% 80% 90% 100% 100% 100%

corresponding % of group grades allocated to a member for each rating

\* average ratings of less than 4 will be investigated by your instructor

Names of group members	Effort put into the project: The amount of work put into the project, such as coming to meetings on time; contributing ideas; performing assigned duties comprehensively; helping to organize meetings.	Merit of contribution: The strength of contribution, such as the effectiveness of contributions in terms of quality of outputs; creativity of ideas.	Constructive team behaviours: Listens attentively to and seeks inputs from others; helps smooth functioning of the group; respect for others; fosters group camaraderie.	Commitment to the team: Behaves ethically by accepting full responsibility for assigned duties; exhibits group citizenship behaviour, such as helping others when needed; places priority on group meetings.	Average rating: Sum up the ratings and divide by 4. If the average rating is less than 6, please provide a brief explanation at the next page.
1.					
2.					
3.					
4.					
5.					

Names of group members	Please provide a brief explanation to justify an average rating of less than 6 for each member, if any. You may attach supporting documents (like emails and screen shots), if any to support your explanations.

Your name and signature:

\_\_\_\_\_

Project Group Number: \_\_\_\_\_ Date: \_\_\_\_\_