



**NATIONAL UNIVERSITY
COLLEGE OF BUSINESS
AND ACCOUNTANCY**

DOCUMENT: SYLLABUS	COURSE: ENTREPRENEURIAL MINDSET	COPIES ISSUED TO: EVP OFFICE FACULTY, CBA DEAN AND PROGRAM CHAIR, CBA CENTRAL FILE AND ACCREDITATION ROOM
DATE OF EFFECTIVITY: AY 2023 – 2024	COURSE CODE: GEENT01X	

VISION
We are National University, a dynamic private institution committed to nation building, recognized internationally in education and research.

MISSION
Guided by the core values and characterized by our cultural heritage of Dynamic Filipinism, National University is committed to providing relevant, innovative, and accessible quality education and other development programs.
We are committed to our:
STUDENTS, by molding them into ethical, spiritual citizens and self-directed agents of change.
FACULTY and EMPLOYEES, by enhancing their competencies, simulating their passions, cultivating their commitment and providing a just and fulfilling work environment.
ALUMNI, by strengthening their sense of pride through engagement, loyalty .and love to their alma mater
INDUSTRY PARTNERS and EMPLOYERS, through active collaborations, by providing them Nationalians who will contribute to their growth and development.
COMMUNITY, by contributing to the improvement of life's conditions and well-being of its members.

CORE VALUES 1. Integrity 2. Compassion 3. Innovation 4 Resilience 5. Patriotism	
GRADUATE ATTRIBUTES INTENDED FOR NATIONALIANS (GAINS)	INSTITUTIONAL LEARNING OUTCOMES (ILOs)
Leadership and Teamwork	Exhibit moral, ethical, and competent leadership Collaborate effectively in teams of different cultures.
Responsible Citizenship	Participate actively in community-oriented advocacies that contribute to nation building
Innovative, Creative, and Critical Thinking	Develop an entrepreneurial mindset Provide solutions to challenges in various fields of specialization and society in general
Academic and Professional Competence	Demonstrate mastery of foundational skills and specific area of specialization
Effective Communication	Express ideas meaningfully, accurately, and appropriately in multicultural and multidisciplinary contexts
Whole-person Character	Practice NU Core Values in personal and professional life
Life and Career Skills Orientation	Engage in continuing personal and professional development
	Exemplify the capacity for self-reflection
	Demonstrate adaptability, flexibility, productivity, and accountability in diverse settings

	Technological Literacy	Exhibit mastery in navigating various technological tools and techniques
--	------------------------	--

COURSE DESCRIPTION

The course provides an overview of the social entrepreneurial processes that introduce skills needed to identify and assess opportunities, solve problems creatively, communicate persuasively, work effectively in teams, understand individual and organizational impact and capability to express innovative ideas into a proof of concept, guided by the 14-work life principles of Henry Sy Sr.

PRE-REQUISITE(S)

None

COURSE LEARNING OUTCOMES (CLO)

General Education Learning Outcomes (GELO)	ILO										
	a	b	c	d	e	f	g	h	i	j	k
1. Engage in self-reflection of their personal values as Nationalians and the extent to which their ethical values and behaviors are congruent.	•										
2. Engage in self-appraisal voluntarily for academic, personal, and professional advancement.		•									
3. Observe moral and ethical standards when responding to situations that demand ethical inquiry.			•								
4. Express themselves clearly and appropriately in various social, academic, and professional contexts.				•							
5. Use appropriate technologies in various social, academic, and professional communication.					•						
6. Contribute their knowledge and skills to their own communities and the broader society.						•					
7. Explore novel perspectives and approaches for a wide range of contexts and everyday situations.							•				
8. Develop skills in gathering, organizing, refining, analyzing, and evaluating information and ideas necessary for solving a variety of issues.								•			

Course Learning Outcomes	GELO										
	1	2	3	4	5	6	7	8	9	10	11
1. Identify today's social entrepreneurial environment, processes, opportunities and financial planning.		•	•			•	•		•		•
2. Develop the entrepreneurial mindset of the students skilled in creative problem solving. Develop skills in managing budget and savings.		•	•	•		•	•	•	•	•	•
3. Demonstrate the effectiveness of mindset in entrepreneurship guided by the 14-work life Principles of Henry Sy Sr.	•	•	•	•	•	•	•	•	•	•	•
4. Utilize proofs of concept to generate Innovative potential start-ups.				•		•	•	•	•		•
5. Develop customer-centered business ideas that have high social impact.			•	•		•	•		•		•

6. Describe ways in which entrepreneurs can manage risk and organize resources. Develop skill in managing debt.		•				•	•	•	•		•
7. Create an innovative product, service, procedure or process improvement that will contribute to social development. Develop awareness in the basics of investing and financial scams/fraud.		•	•	•	•	•	•	•	•	•	•
8. Create a diverse team of student entrepreneurs embodying the CORE Values of True Nationalians.	•	•	•		•	•	•	•	•	•	•

CREDIT

3 units

TIME ALLOTMENT

4 hours lecture every week

COURSE REQUIREMENTS

Venture Group and Leader’s Evaluation

1. ALL students must have venture group.
2. A leader’s evaluation is required for every group output and is equivalent to 50% grade of the group output. In the event the member gets a 0 score in the leader’s evaluation, he/she will not be entitled to get a group score. Zero leader’s evaluation, zero group grade.
3. The group leader is exempted from the evaluation. However, if there will be any concerns coming from the members, they will evaluate the group leader.

Midterm Course Requirements:

1. Academic Profile Photo*
2. Essay
3. Recitation
4. Opportunity Recognition Activity (Group activity)
5. Phase 1 – Opportunity Recognition (Group activity)
6. Phase 2 - Customer and Market activity (Group Activity)
7. Preliminary Venture Particulars (Group activity)
 - 5-minute presentation containing the following:
 - a. Problem/ Opportunity
 - b. Market Size Estimation
 - c. Customer Persona
 - d. Value Proposition
 - e. Competition Analysis
 - f. Team Composition
8. Non-Disclosure Agreement*

9. Declaration of Originality*
10. Venture Introduction

Final Course Requirements:

1. Phase 3 – Financial Plan (Group Activity)
2. Phase 4 – Financial forecasts (Group Activity)
3. Presentation of Financial Aspect (Group Activity)
4. Venture Registry (Group Activity) *
5. Final Classroom Pitch Presentation 3-minute Video Pitch (Group Activity)
6. Inventure (Culminating Activity) - Campus-Wide Pitching Competition (1 class representative per section - Group Activity)

**Recorded as class participation*

CLASS POLICIES

I. FACE-TO-FACE CLASSES

A. ATTENDANCE

1. Students are required to attend classes regularly and promptly.
2. If you cannot attend the class for any reasons, please inform your Professor.
3. Absences due to illness require a copy of the Doctor's certification.
4. If for other reasons (such as family emergency), a student should present an excuse letter signed by his parents/guardian with attached photocopy of their IDs.
5. A student who incurs 20% absences of total attendance is subject to dropping.
 - For a 2-hour class, 2x a week – 7 absences
 - For a 4-hour class, 1x a week – 4 absences
6. Attendance will be checked every meeting using the seat plan. Please make sure you are seated on your assigned seats.
7. For late, 15 mins for a 2-hour class of 2 times per week and 30 mins for a 4-hour class once a week.
8. A student who stepped out and does not come back in class will be marked absent.
9. A student must be responsible for what transpired if he/she missed a class. A student may contact another classmate to find out what he/she missed in class.
10. Sit-in students will be allowed only upon the approval of the Dean or the Program Chair.

B. UNIFORM

1. Students must wear the prescribed academic uniform inside the school premises from Mondays through Fridays unless specific instructions are given by the College Dean. Uniform includes the wearing of ID and University lanyard, all the time, prescribed hair color and haircut.
2. Wednesdays and Saturdays, however, are washdays; therefore, the prescribed uniform is not required unless specified by the College Dean.
3. Students must wear corporate / business attire every Wednesday. Polo shirt is allowed but with blazer.
4. The following are not allowed on washdays:
 - Shorts and torn or worn-out jeans.
 - Sleeveless and haltered tops, spaghetti straps, razor back, tube, backless

- Blouses and dresses with plunging neckline
- Crop tops and off shoulder blouses and dresses
- Mini skirts (more than 2 inches above the knee)
- Body hugging blouses
- Revealing see-through attires
- Rubber slippers and worn-out shoes and tight-fitting skirts and pants

C. CLASS PERFORMANCE

1. Zero-based grading system.
2. Policies in the NUIS Grading System will be in effect.
3. Students may drop, add or change any subject/s within the prescribed period.
4. Results of Assessment activities will be provided.
5. Students will be given their grades EVERY grading period.
6. Students will be updated regarding their scholastic performance as often as necessary.

D. DISCIPLINE

1. Students must participate in ALL classroom activities as determined by the subject professor.
2. Students exhibiting dysfunctional / poor behavior will be referred to the Discipline Office (D.O.)
3. Students are expected to act as mature individuals at all times. You are expected to observe usual norms of etiquette, politeness and courtesy to your professors, administrators, and staff.
4. Students should be quiet and observe proper decorum while classes or student activities are on-going.
5. Provisions in the Student Handbook and other university policies governing the students will remain in effect unless suspended by the Academic Council or by the President.
6. Show respect to your faculty and address them as Dr., Prof., or Ms. or Mr.
7. Observe courtesy at all times.
8. Eating and drinking (except water) in the classroom are not allowed.
9. Use of cellphones and electronic gadgets (including accessories like speakers, earphones, etc.) are not allowed during class hours. All devices should be turned off or kept in silent mode. No recording of lessons.
10. Charging cellphones or any electronic gadgets is not allowed inside the classroom.
11. Students must ensure that rooms are tidy before they leave. Chairs should be properly arranged; trash must be placed in trash bin.
12. Students are not allowed to stay in the classrooms during their vacant period. They can proceed to the Learning Resource Center to prepare for their next class.

E. ACADEMIC HONESTY AND INTEGRITY

1. CHEATING. The following are considered cheating:
 - Copying from another student during a test, seatwork with or without the other student's knowledge; (BOTH will be marked ZERO)
 - Allowing another student to copy his work (assignment, test, seatwork, project, paper).
 - Using notes not permitted/allowed during a test or examination.
 - Submitting work done by someone else
 - A student who will be caught cheating will automatically get a grade of ZERO for that particular assessment.
2. PLAGIARISM
 - Students should always be careful in distinguishing his own ideas from information taken from other sources.

- Students should cite the sources and properly acknowledge them in their work/submission.
- Assignments and projects are analysis of what you have researched, read, and learned in class and therefore, “copy-paste” submission is not acceptable.
- A student may get a grade of zero and will be referred to the Discipline Office.
- Unless incorporated and specified in the class activities, the use of Artificial Intelligence (AI) like ChatGPT is not allowed.

II. SYNCHRONOUS CLASSES

1. Be in MS Teams classroom at least ten (10) minutes before the scheduled class to resolve connection issues.
2. Wear smart casual attire. Sleeveless and sandals are not allowed. From time to time, your professor may ask you to turn on your camera. This is true especially during class recitation.
3. You should be seated for the duration of the meeting and if you need to attend to urgent matters during class that will take some time, please inform your instructor using the chat box and wait for his/her approval.
4. Find a quiet place conducive for learning and turn off or put into silent mode any cellphones, TV, and radio.
5. Discipline: Students are expected to act as mature individuals at all times. You are expected to observe usual norms of etiquette, politeness and courtesy to your professors, administrators, and staff. Students should be quiet and observe proper decorum while classes or student activities are on-going.
6. Use headphones/earphones during class.
7. Mute the microphone when you are not speaking. If you have any question or clarification, please do one of the following:
 - Click the “Raise Hand” function on the MS Teams Screen and wait to be called/recognized before unmuting your microphone. When done, mute your microphone again.
 - If you have any question, you may use the chat box.
8. Attendance will be monitored every session.
9. Utilize the chat box regularly for messages like when you cannot see or hear what is being discussed, and others.
10. Instructor should leave the meeting only after ALL the students have left and signed out.
11. Show respect to your faculty and address them as Dr., Prof., or Ms. or Mr.
12. Always observe courtesy.

GRADING SYSTEM

CLASS STANDING:

35 % Quizzes
 13% Seatwork/ Assignment
 2% Attendance
50 % Midterm/Final Examination/Projects
100 % Total

FINAL COMPUTATION OF GRADES:

Interim: 50%
Finals: 50%
TOTAL 100%

COURSE CONTENTS

WEEK	COURSE LEARNING OUTCOMES	TOPIC LEARNING OUTCOMES	TOPICS	METHODOLOGY	RESOURCES	ASSESSMENT
1	CLO 1	Expectations and goal setting	<p>Orientation</p> <ul style="list-style-type: none"> - NU Mission, Vision and Core Values, CBA Mission, Vision, Program Outcomes <p>Course Overview</p> <ul style="list-style-type: none"> - Course Requirements <p>Financial Planning</p> <ul style="list-style-type: none"> - Tips and tools for financial planning - Financial planning cycle - Importance of financial planning 	Lecture	MS PowerPoint	<p>Academic Profile Photo</p> <p>10 points essay about their own understanding of Entrepreneurship.</p>
2	CLO1, CLO 2, CLO3	<ul style="list-style-type: none"> - To appreciate individual capability, opportunity, and uniqueness towards finding start opportunity 	<p>Entrepreneurship – Introduction</p> <p>Self-Discovery:</p> <ul style="list-style-type: none"> - Finding Your Flow - Principles of effectuation - Identify your Entrepreneurial Style <p>Saving and Budgeting</p> <ul style="list-style-type: none"> - Importance of saving and budgeting - Practical saving and budgeting tips <p>14 Life Principles of Mr. Henry Sy Sr. and 17 UN Sustainable Development Goals</p>	Lecture, RASL Class Discussion	MS PowerPoint	<p>Groupings</p> <p>Recitation 10 points Choose 1 Life Principle of Mr H Sy that you can see in yourself and why</p>
3-4	CLO3	<ul style="list-style-type: none"> - To develop/create Customer Value Proposition (CVP) towards finding real world opportunity. 	<p>Opportunity Recognition</p> <ul style="list-style-type: none"> - Identifying Problem Worth Solving - Design Thinking - Look for Solution. 	Problem-based learning, Teaching through design	MS PowerPoint	Phase 1 – Opportunity Recognition (Graded Group activity)

WEEK	COURSE LEARNING OUTCOMES	TOPIC LEARNING OUTCOMES	TOPICS	METHODOLOGY	RESOURCES	ASSESSMENT
		<ul style="list-style-type: none"> - To frame/develop individual thinking towards business opportunity. 	<ul style="list-style-type: none"> - Customer Value Proposition - Competition Analysis - Identifying Market Size (TAM, SAM,SOM) - Demand Analysis <p>Henry SY Sr. Work-Life Principles # 8 -Recognize Opportunity</p>			
5	CLO2, CLO4, CLO5, CLO6	<ul style="list-style-type: none"> - To develop appropriate segmentation, mix for every market. - To analyze market opportunity and market size 	<p>Customer and Market</p> <ul style="list-style-type: none"> - Lean Canvas - Minimum Viable Product - Minimum Viable Product Validation <p>Saving and Budgeting</p> <ul style="list-style-type: none"> - Time value of money - Basic saving products <p>Henry SY Sr. Work-Life Principles # 4 -Focusing, Concentrating and Prioritizing</p>	<p>Teaching through Design</p> <p>Think-pair-share</p>	MS PowerPoint	<p>Phase 2 - Customer and Market activity (Graded Group Activity)</p> <p>Debate: "What is a better solution to the Need that has been identified?"</p>

WEEK	COURSE LEARNING OUTCOMES	TOPIC LEARNING OUTCOMES	TOPICS	METHODOLOGY	RESOURCES	ASSESSMENT
6	CLO5	<p>To develop its own business model appropriate for the identified opportunity.</p> <p>To analyze the viability/feasibility of identified business opportunity.</p> <ul style="list-style-type: none"> - To develop feasible problem solution fit. 	<p>BUSINESS MODEL:</p> <ul style="list-style-type: none"> - Business Model Canvas (BMC) - Sketch the Lean Canvas - SWOT of Business Idea - Pitching Essentials <p>Henry SY Sr. Work-Life Principles # 2 Be a Person of Integrity</p>	Industry Base Case Approach	<p>MS PowerPoint Presentation Lecture Video Lectures</p> <p>Industry Base Case</p>	<p>BMC Case Analysis</p> <ul style="list-style-type: none"> - Business model of MSME's (TrueBlend Milk Tea, Dadud's Unli wings, Brilliant, etc. <p>Non-Disclosure Agreement</p> <p>Declaration of Originality</p>
7		MIDTERM ASSESSMENT: Venture Introduction (5 Presentation of Phase 1 and 2 - Problem/ Opportunity, Market Size Estimation, Customer Persona, Value Proposition, Competition Analysis) Leader's Evaluation				
8	CLO6	<ul style="list-style-type: none"> - To develop its own revenue stream appropriate for the business and its target market. <p>To apply the idea of fund sourcing, allocation and distribution.</p> <p>To develop its industry based base marketing plan useful for market development.</p>	<p>Financial Plan</p> <ul style="list-style-type: none"> - Start-up costs <p>Financial forecasts:</p> <ul style="list-style-type: none"> - Profit and Loss - Cashflow - Balance Sheet - Break-even Analysis - Funding Plan and Projections <p>Henry SY Sr. Work-Life Principles # 7 -Be Patient and Persevere.</p>	Teaching through Design	MS PowerPoint,	<p>Phase 3 – Financial Plan (Graded Group Activity)</p> <p>Phase 4 – Financial forecasts (Graded Group Activity)</p>

WEEK	COURSE LEARNING OUTCOMES	TOPIC LEARNING OUTCOMES	TOPICS	METHODOLOGY	RESOURCES	ASSESSMENT
9	CLO6	- To express ideas into creative presentations	Debt Management <ul style="list-style-type: none"> - Tips and insights about borrowing - Practical tips and strategies to manage debt - Rights and responsibilities of lenders and borrowers Product and Business Ideas Draft Presented	Discussion Monitoring Consultation	MS PowerPoint	Graded Group Presentation of Financial Aspect
10	CLO7	- To synthesize all learnings from entrepreneurship into paper and digital format	Basics on Investing <ul style="list-style-type: none"> - Classes of investments in the Philippines - Factors to consider before investing Fraud and Scam Prevention & Digital Literacy <ul style="list-style-type: none"> - Common types of financial fraud and scam - Protecting your digital footprint Product and Business Ideas revise and finalize	Discussion Monitoring Consultation	MS PowerPoint	Case study (investment issues and concern)
11		-	Submission of final paper for presentation and consultation			Venture Particulars (Product/service name, brief description, illustration/ blueprint/ story board)
12	Final Classroom Pitching (Culminating Activity)					Final Classroom Pitch Presentation

<i>WEEK</i>	<i>COURSE LEARNING OUTCOMES</i>	<i>TOPIC LEARNING OUTCOMES</i>	<i>TOPICS</i>	<i>METHODOLOGY</i>	<i>RESOURCES</i>	<i>ASSESSMENT</i>
						3-minute Video Pitch
13.5	Inventure (Culminating Activity) - Campus-Wide Pitching Competition					

Reference

- [1] Longenecker, Petty, Palich, Hoy (2017) Small Business Management, Cengage Learning
- [2] Neck, Heidi M., Neck, Christopher P., & Murray, Emma L. (2018) Entrepreneurship – The Mindset and Practice, Sage Publications, Inc. [3] Harvard University (2018) Harvard Business Review, Entrepreneur’s Handbook, Harvard Business School Publishing Corporation
- [3] Business valuation: the ultimate guide to business valuation for beginners, including how to value a business through financial valuation methods by Greg Shields, 2018
- [4] Entrepreneurship: Principles and practices by Marife Agustin-Acierto, 2019
- [5] Entrepreneurship Theory, process, and practice by Donald F. Kuratko, 2019 c.2

RUBRIC			
RATING	RECITATION	ESSAY	REFLECTION
10	<ul style="list-style-type: none"> ▪ Exhibits high level of confidence. ▪ Reflective points highlight careful analysis. ▪ Information is properly presented in proper sequences. 	<ul style="list-style-type: none"> ▪ Grammatically correct use and selection of words with analysis. ▪ Existing ideas are used to form new insights. ▪ The answer was creatively highlighted. ▪ Used correct format. 	<ul style="list-style-type: none"> ▪ Demonstrates thorough and conscious understanding of writing task with total control of grammar. ▪ Use specific and convincing examples to support the ideas.
8	<ul style="list-style-type: none"> ▪ Exhibits confidence. ▪ Conceptual ideas were present. ▪ The topic point was discussed. 	<ul style="list-style-type: none"> ▪ Good use and selection of words with analysis. ▪ Some theories and concepts were discussed. ▪ Conceptual ideas were present. 	<ul style="list-style-type: none"> ▪ Demonstrates a thoughtful understanding of writing task with control of grammar. ▪ Uses relevant examples to support the ideas
6	<ul style="list-style-type: none"> ▪ Limited information is presented. ▪ Limited comprehension on the question. ▪ The topic point was somehow touched. 	<ul style="list-style-type: none"> ▪ Good use and selection of words. ▪ Contains some analysis. ▪ Some information is not relevant to the topic. 	<ul style="list-style-type: none"> ▪ Demonstrates a limited understanding of writing task with minimal control of grammar. ▪ Uses some vague examples to support the ideas
4	<ul style="list-style-type: none"> ▪ Low level of confidence. ▪ Lack of comprehension on the question. ▪ Little or no emphasis on the topic point. 	<ul style="list-style-type: none"> ▪ Difficulty in word selection and usage. ▪ Minimal analysis to none. ▪ No amount of information. 	<ul style="list-style-type: none"> ▪ Demonstrates a very limited understanding of writing task which needs major revision. ▪ Very few examples to support the ideas
2	<ul style="list-style-type: none"> ▪ Lack of information. ▪ No evidence of learning outcome. ▪ Information is out of the topic. 	<ul style="list-style-type: none"> ▪ Difficulty in word selection and usage. ▪ Minimal analysis to none. ▪ Little to no emphasis on the topic point. 	<ul style="list-style-type: none"> ▪ Demonstrates little or no understanding of writing task which needs total revision. ▪ None or with few irrelevant examples to support the ideas.

CASE ANALYSIS RUBRIC	
CRITERIA	WEIGHT
Creativity on Identifying the Situation	20
Ability to Identify the Problem and Alternative Solutions	20
Ability to Identify the Appropriate Solution	20
Appropriateness and Viability of the Recommend Solution	40
TOTAL	100

RUBRIC FOR POSTER

	5	4	3	2	1
Content	<ul style="list-style-type: none"> ▪ Content is accurate and all required information is presented in a logical order. 	<ul style="list-style-type: none"> ▪ Content is accurate but some required information is missing and/or not presented in a logical order, but still generally easy to follow. 	<ul style="list-style-type: none"> ▪ Content is accurate but some required information is missing and/or not presented in a logical order, making it difficult to follow. 	<ul style="list-style-type: none"> ▪ Content is either questionable or incomplete. Information is not presented in a logical order, making it difficult to follow. 	<ul style="list-style-type: none"> ▪ Content is inaccurate. Information is incomplete, inaccurate, or not presented in a logical order, making it difficult to follow.
Presentation	<ul style="list-style-type: none"> ▪ Presentation is neat, clean, well-organized. ▪ Presentation reflects extensive use of tools in a creative way. ▪ Presentation is colorful and creative. Information is interesting and accurate. 	<ul style="list-style-type: none"> ▪ Presentation is mostly neat and clean. Information is organized in a logical manner and shows some degree of creativity. ▪ The overall presentation is interesting. 	<ul style="list-style-type: none"> ▪ Presentation flows well. Some tools are used to show acceptable understanding. ▪ Each member's information is represented and identified with their name. 	<ul style="list-style-type: none"> ▪ Presentation is unorganized. Tools are not used in a relevant manner. Lacking some of the members' information/ and or information is not identified 	<ul style="list-style-type: none"> ▪ Presentation has no flow. Insufficient information and lacking some of the member's information.
Pictures, Clip Art Background	<ul style="list-style-type: none"> ▪ Images, pictures, clip art and drawn artwork are colorful, and appropriate to the topic. Layout flows well, shows creativity, and is pleasing to the eye. 	<ul style="list-style-type: none"> ▪ Images, pictures, and clip art and drawn artwork are mostly colorful and appropriate. ▪ Layout may show some degree of creativity but is not organized logically and/or is cluttered. 	<ul style="list-style-type: none"> ▪ Most images and/or artwork is colorful and appropriate. The layout shows little creativity and/or is not organized logically or cluttered. 	<ul style="list-style-type: none"> ▪ Images are inappropriate and artwork shows little, if any, creativity. The layout is messy, ▪ disorganized or cluttered. 	<ul style="list-style-type: none"> ▪ No images or artwork included.
Mechanics	<ul style="list-style-type: none"> ▪ No spelling errors. No grammar errors. Text is in authors' own words. 	<ul style="list-style-type: none"> ▪ No spelling, grammar, or punctuation errors in the text. Text is in the student's own words. 	<ul style="list-style-type: none"> ▪ No more than 5 spelling, grammar or punctuation errors. Several instances where the text is not in student's own words. 	<ul style="list-style-type: none"> ▪ No more than 7 spelling, grammar or punctuation errors. Most of text is not in authors' own words and/or no text included. 	<ul style="list-style-type: none"> ▪ More than 7 spelling, grammar or punctuation errors. Text is copied or not included.

Leader's Evaluation Report

		Instruction:								
		Evaluate yourself and group members based on your contribution per group activity.			Legend:		Excellent	Good	Neutral	Did not participate
					Grade equivalent		5	4	3	0
		Name of group activity 1								
Leader's Evaluation Report		Eval Grade			Idea content	Initiative/helpfulness	Timeliness of submission	Format		
		Name of group activity1	Name of group activity2	Final Video Pitch (materials)	Contributes to group ideas meaningfully.	Shows volunteerism /helpfulness	accomplished the given task on time.	Followed the suggested format set by the team.		
		Name of Group Leader								
		(Format: Surname, First Name MI)								
Name of Group Members	1	0	0	0						
	1	0	0	0						
	2	0	0	0						
	3	0	0	0						
	4	0	0	0						

5	4	3	2	1
Highest (Strongly meets or exceeds specified criteria)	High-Med (Meets the specified criteria)	Medium (Adequate evidence to support the criteria)	Medium-Low (Evidence needs strengthening)	Medium-Low (Evidence needs strengthening)

Phase 1 Criteria	
1	The problem statement is well-defined - crisp and succinct
2	The primary (customer interactions) or secondary (desktop research) data supports the problem definition
3	The venture has identified and defined its niche customer persona
4	The persona captures the customer profile & behaviours - demographic, geographic, psychographic, buying behaviours etc.
5	The venture can identify how the customer solves the problem today and the gaps in the existing alternatives
6	The venture has an estimate of market size (TAM, SAM and SOM)
7	There is a clear description of the solution that is being proposed
8	The venture has identified the customer needs, pains and gains (Well-made Value Proposition Canvas)
9	The value proposition demonstrates how it is better than existing alternatives
10	The venture has identified a market segment and the niche therein
11	The team has explained or show all necessary evidence of why they are the best team to solve this problem
12	The venture has a well-balanced co-founding team and share complementary skill sets
13	The venture has a well-balanced co-founding team and share complementary skill sets

5	4	3	2	1
Highest (Strongly meets or exceeds specified criteria)	High-Med (Meets the specified criteria)	Medium (Adequate evidence to support the criteria)	Medium-Low (Evidence needs strengthening)	Medium-Low (Evidence needs strengthening)

Phase 2 Criteria	
1	The venture has identified at least one unique differentiator in their offering that will compel customers to switch from competitor product/service to theirs. This differentiator has been validated by a few early adopters
2	The venture has employed the right format of the Canvas (lean canvas/ business model canvas) and all blocks of the canvas are complete and coherent
3	The venture can convincingly and crisply explain how the venture attract customers, serve and keep customers and is viable as a business (also makes money)
4	The team has introduced themselves and have defined roles
5	The team has explained or show all necessary evidence of why they are the best team to solve this problem
6	The venture has a well-balanced co-founding team and share complementary skill sets

5	4	3	2	1
Highest (Strongly meets or exceeds specified criteria)	High-Med (Meets the specified criteria)	Medium (Adequate evidence to support the criteria)	Medium-Low (Evidence needs strengthening)	Medium-Low (Evidence needs strengthening)

Phase 3 Criteria	
1	The sales plan and customer acquisition funnel are well aligned to achieve the growth plans
2	The business plan/basic financial plan considers and explains all critical components (income e.g. sales, pricing etc. and expenditure e.g. opex incl. employees) of venture
3	The unit economics make strong business sense (BEP, CAC, CLV, LTV, ARPU, GP, NP and other KPI's), whichever is applicable
4	The team has introduced themselves and have defined roles
5	The team has explained or show all necessary evidence of why they are the best team to solve this problem
6	The venture has a well-balanced co-founding team and share complementary skill sets



Rating			Criteria	Rating (1 - 5)
5	Highest (Strongly meets or exceeds specified criteria)	1	Opportunity/ Problem	
4	High-Med (Meets the specified criteria)	2	Customer	
3	Medium (Adequate evidence to support the criteria)	3	Solution/ Prototype	
2	Medium-Low (Evidence needs strengthening)	4	Competitive Advantage	
1	Medium-Low (Evidence needs strengthening)	5	Business Model	
		6	Sales & Marketing	
		7	Investability & Finance	
		8	Team Commitment	
		9	Overall Quality	

RUBRIC		
	ORAL GROUP PRESENTATION OF PPT	SCORE
CONTENT	Clear and concise	10
	Accurate and complete	
	Logical progression of ideas	
TEXT ELEMENTS	Easy to read	10
	Font size varies appropriately for headings and text	
	Not too much text	
APPEARANCE & LAYOUT	Layout is visually appealing and supports overall message	10
	Appropriate use of background and theme	
WRITING MECHANICS	No spelling, punctuation, or grammatical errors.	10
ORAL PRESENTATION & VOLUME	Members add great amount of information besides what is on slides	10
	Members showed interest and enthusiasm	
	Members speak with well-modulated voice, correct, precise pronunciation of words.	
TOTAL		50

PITCHING CRITERIA	SCORE
Hook/Introduction: <input checked="" type="checkbox"/> Opening Tactic immediately captures the audience attention with strong and engaging introduction.	9
Goal for Solution: <input checked="" type="checkbox"/> Thoroughly prepared, well-organized, logical sequence of information that clearly shows a solution to an existing situation.	6
Target Market: <input checked="" type="checkbox"/> Able to clearly identify the group of people to which the business will sell their product/service. <input checked="" type="checkbox"/> Communicates benefits and/or how product/services solves a problem.	9
Competitive Advantage: <input checked="" type="checkbox"/> Clearly identified their competition and aware on how their product/service is better than their rivals and why it is the best in the market.	7
Persuasion/Closing: <input checked="" type="checkbox"/> Powerful and compelling pitch that successfully leaves a mark in the mind of the audience.	6
Delivery: <input checked="" type="checkbox"/> Effectively and creatively delivers pitch with eye contact and enthusiasm that engages the listener/audience. <input checked="" type="checkbox"/> Speaks clearly and distinctly.	6
Timing and Impact: <input checked="" type="checkbox"/> Presentation is between 2-3 minutes and delivered with confidence. Presented in a way that audience finds it interesting. Engaging and persuasive.	7
TOTAL SCORE	50

RATING	RECITATION	ESSAY
10	Exhibits high level of confidence Reflective points highlight careful analysis Information is properly presented in proper sequences	Grammatically correct use and selection of words with analysis Existing ideas are used to form new insights The answer was creatively highlighted
8	Exhibits confidence Conceptual ideas were present The topic point was discussed	Good use and selection of words with analysis Some theories and concepts were discussed Conceptual ideas were present
6	Limited information is presented Limited comprehension on the question The topic point was somehow touched	Good use and selection of words Contains some analysis Some information is not relevant to the topic
4	Low level of confidence Lack of comprehension on the question Little or no emphasis on the topic point	Difficulty in word selection and usage Minimal analysis to none No amount of information
2	Lack of information No evidence of learning outcome Information are out of the topic	Difficulty in word selection and usage Minimal analysis to none Little or no emphasis on the topic point

PREPARED BY:	REVIEWED BY:	NOTED BY:	APPROVED BY:
--------------	--------------	-----------	--------------

Avilardo Clarin
Faculty

CATHERINE F. ENTERIA
Program Chair, Business Administration

JEOJILYN G. NABOR
LRC Director

ELLERY D. DE LEON
CBA, Officer-in-Charge