SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2020
Discipline: Management
Course Number and Title: MGT 340 Fundamentals of Entrepreneurship
Division: Upper
Faculty Name: Meir Russ
Semester Credit Hours: 3

Meeting: A days, 17:10-18:30 in Lido Terrace
Prerequisites: None

COURSE DESCRIPTION

This course is about developing and managing ideas that can be primed into successful business ventures. We will systematically and creatively approach the subjects of ideas instigation, business opportunity need identification and the development of appropriate entrepreneurial business models and strategies within the knowledge-driven, digital, global economy. We will consider the issues arising from the implementation of the business models and venture growth and maturity as well. Further, we will identify internal and external risks and barriers and ways to overcome them stimulating the comparison and integration of different cultural perspectives. The class will use numerous discovery, problem solving and strategic tools and frameworks and concentrate on turning them into a viable business solution while systematically surveying the subject of entrepreneurship. Students will foster a greater self-awareness of their entrepreneurial skills and learn how to generate new ideas as well as how to identify new opportunities, how to analyze resources and strategies, how to generate business models and how to conduct feasibility analysis. Some of these class assignments will include individual idea logs, an elevator speech and short written papers as well as small group (of four-six students) new venture international business plan power point presentations that will be critiqued judiciously by the class.

LEARNING OBJECTIVES

- To expose the student to the vocabulary and concepts that are essential to entrepreneurship in today’s organization, and show how these concepts can be applied to different organizational environments and situations.
- To help the student in developing skills for critical and creative thinking.
- To provide the student with tools in entrepreneurship and intrapreneurship both in the for-profit and not-for-profit international environment.
The book listed above is required reading for the class. Each learning module might include additional suggested readings pertinent to the individual learning module. When listed "Briefly", please read the Abstract, the Introduction and the Conclusions/Summary. The instructor will provide the students with the relevant materials, see also below:

Global Entrepreneurship Monitor 2017/18 Global Report
Global Entrepreneurship Monitor – India 2017/18
Global Entrepreneurship Monitor – Vietnam 2015/16 + Ex Summary 2017/18


**Reading by day** (other than textbook only)


Day A4 – Innovation: The Creative Pursuit of Ideas – K; Ch. 5
Ideation for Entrepreneurs - Russ, Aug 2016 Draft

Day A5 - Clusters; Intrapreneurship - Porter, 2000; Wolcott & Lippitz, 2007

Day A6 - Blue Ocean Strategy - Kim & Mauborgne, 2005; Sitinjak et al., 2018

Day A7 - Business Model Canvas
Entrepreneurship and Culture in Japan
Blank, 2013;
Hidayat et al., 2018;
Cusumano, 2016
Kegel, 2016
Briefly: Aoyama, 2009

Day A8 - Entrepreneurship and Social Entrepreneurship in China
Briefly- K; Ch. 4
GEM The Entrepreneurial Challenge (China, ...) 2016
You et al., 2017
Warnecke, 2018

Day A10 - Entrepreneurship and ICT in Vietnam
GEM Vietnam 2015/16 + Ex Summary 2017/18
Hien & Cho, 2018

Day A11 - Pathways to Entrepreneurial Ventures
Social and Women entrepreneurship in Malaysia
K; Ch. 7
Sarif et al., 2013
Day A12 - Sources of Capital for Entrepreneurial Ventures
Financing, Angels and Venture Capital
K; Ch. 8
Briefly: Yitshaki, 2012; Wright, 2017;
Day A13 - Entrepreneurship and ICT, Women Entrepreneurship in India
Service Innovation; Rural Entrepreneurship
GEM India 2017/18
Briefly: Venkatesh et al., 2017
Briefly: Srivastava & Shainesh, 2015; Yadav & Goyal, 2015

Day A14 - Legal Challenges for Entrepreneurial Ventures
Mentors; Accelerators
K; Ch. 9
Briefly: Cohen & Hochberg, 2014; Wilbanks, 2015

Day A18 - Industry 4.0
Entrepreneurship and Social Entrepreneurship in S.A.
Deloitte Insight (2018); Fonseca (2018)
Gadzalaa, A., 2018; Atlantic Council
Windapo, 2018
Briefly: Littlewood & Holt, 2018

Day A21 - Entrepreneurship in Ghana
Ekekwe, 2016
Ansong et al., 2012

Day A23 - Harvesting Entrepreneurial Ventures
K; Ch. 15
Dixon, 2018

Day A24 - Diaspora Entrepreneurship
Entrepreneurship in Morocco
Briefly: Newland & Tanaka, 2010;
Hamdouch & Wahba, 2015; Muskin, 2012

For Idea logs assignment, please read:


And read briefly:


Optional Textbooks & Reading

Making Ideas Happen: Overcoming the Obstacles Between Vision and Reality
Available at http://library.globalchalet.net/Authors/Startup%20Collection/%5BBelsky,%202010%5D%20Making%20Ideas%20Happen%20Overcoming%20the%20Obstacles%20Between%20Vision%20and%20Reality.pdf
Accessed March 27, 2019

The Back of the Napkin: Solving Problems and Selling Ideas with Pictures

Business Model Generation (BMG): A Handbook for Visionaries, Game Changers, and Challengers

TOPICAL OUTLINE OF COURSE (on following four pages)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Hand In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day A1</td>
<td>January 6</td>
<td>Introduction; Briefly: Russ, 2016; Russ, 2017; GEM 2017/18 Global Report</td>
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<td>Day A2</td>
<td>January 8</td>
<td>Entrepreneurship. Evolutionary Development--Revolutionary Impact K; Ch. 1</td>
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<td>Day A3</td>
<td>January 10</td>
<td>The Entrepreneurial Mind-Set in Individuals: Cognition and Ethics K; Ch. 2 Assign into groups-January 10 – A3</td>
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<td>January 12</td>
<td>Honolulu</td>
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<td>January 14</td>
<td>Innovation: The Creative Pursuit of Ideas Ideation for Entrepreneurs K; Ch. 5 Russ, Aug 2016 Draft Prospectus for Group Plan (4.1) - January 14 - A4</td>
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<td>January 17</td>
<td>The Entrepreneurial Mind-Set in Organizations: Corporate Entrepreneurship Clusters; Intrapreneurship K; Ch. 3 Porter, 2000; Wolcott &amp; Lippitz, 2007 Idea Log Day 1</td>
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<td>Assessment of Entrepreneurial Opportunities (Feasibility Analysis). Blue Ocean Strategy K; Ch. 6 Kim &amp; Mauborgne, 2005; Sitinjak et al., 2018 Idea Log Day 2</td>
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<td>Business Model Canvas Entrepreneurship and Culture in Japan Blank, 2013; Hidayat et al., 2018; Cusumano, 2016 Kegel, 2016 Briefly: Aoyama, 2009 Country &amp; feasibility analysis group presentation</td>
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<td>January 24-28</td>
<td>Kobe-Japan</td>
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<td>January 29</td>
<td>Entrepreneurship and Social Entrepreneurship in China</td>
<td>Briefly- K; Ch. 4 GEM The Entrepreneurial Challenge (China, ...) 2016 You et al., 2017 Warnecke, 2018</td>
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<td>Jan 31-Feb 5</td>
<td>Shanghai-China</td>
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<td>Day A9</td>
<td>February 6</td>
<td>Social Entrepreneurship and the Global Environment for Entrepreneurship</td>
<td>K; Ch. 4</td>
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<td>Ho Chi Min City-Vietnam</td>
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<td>February 16</td>
<td>Pathways to Entrepreneurial Ventures Social and Women entrepreneurship in Malaysia</td>
<td>K; Ch. 7 Sarif et al., 2013 Sharif, 2015</td>
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<td>February 25</td>
<td>Sources of Capital for Entrepreneurial Ventures Financing, Angels and Venture Capital</td>
<td>K; Ch. 8 Briefly: Yitshaki, 2012; Wright, 2017;</td>
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<td>Feb 29-March 5</td>
<td>Cochin - India – Field trip –</td>
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<td>Legal Challenges for Entrepreneurial Ventures Mentors; Accelerators</td>
<td>K; Ch. 9 Briefly: Cohen &amp; Hochberg, 2014; Wilbanks, 2015</td>
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<td>Marketing Research for Entrepreneurial Ventures</td>
<td>K; Ch. 10</td>
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<td>Day A16</td>
<td>Port Louis - Mauritius</td>
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<td>March 11</td>
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<td>Financial Preparation for Entrepreneurial Ventures.</td>
<td>K; Ch. 11</td>
<td>Idea Log Day 5</td>
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<td>Day A18</td>
<td>Developing an Effective Business Plan</td>
<td>K; Ch. 12</td>
<td>Mid report (4.2)-due A17 Parts 1.0-5.0, see p. 9</td>
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<td>March 14</td>
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<td>Ideation-Written Ex Summary (1-2 pages) and deliver Elevator Pitch- due</td>
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<td>Industry 4.0 Entrepreneurship and Social Entrepreneurship in S.A.</td>
<td>Deloitte, 2018 Fonseca, 2018 Gadzala, A., 2018; Atlantic Council Windapo, 2018 Briefly: Littlewood &amp; Holt, 2018</td>
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<td>March 18-23</td>
<td>Cape Town - South Africa</td>
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<td>Strategic Entrepreneurial Growth.</td>
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<td>Valuation of Entrepreneurial Ventures</td>
<td>K; Ch. 14</td>
<td>Business Model – Independent Field assignment (3) - due</td>
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<td>March 30-April 3</td>
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<td>Business Plans Presentations-A</td>
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<td>Group Plan Presentation</td>
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<td>April 5</td>
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<td>Description</td>
<td>Reading Material</td>
<td>Field Class &amp; Assignment</td>
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<td>Group Plan Presentation</td>
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<td>Country &amp; feasibility analysis</td>
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<td>Morocco</td>
<td>Hamdouch &amp; Wahba, 2015; Muskin,</td>
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<td>Casablanca-Morocco</td>
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<td>Exam; Ch. 1-15</td>
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<td>April 16</td>
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K – refers to Kuratko’s Entrepreneurship textbook

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course will be on Thursday, 5 March 2019 in Cochin, India.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Description

Upon completing the field class, each student will write an “Entrepreneurial Context and Entrepreneur’s Profile” Paper. It will be no more than 4 pages long with between 1250 to 1500 words.

Our primary host will be NASSCOM (National Association of Software and Services Companies) and its Start-Up Warehouse in Kochi.

There are four outcomes to be achieved by this field class: (1) Gain a deeper understanding of the characteristics of the entrepreneurial environment in India (2) Understand the role of NASSCOM in facilitating entrepreneurial activities in Kochi (and India, more broadly) (3) Enhance your knowledge of the challenges faced by individual entrepreneurs when starting and attempting scale new enterprises in India, and (4) Learn the practical issues related to
creating and running a venture that must focus on financial viability and their business and/or social mission.

Our field class will include a visit and tour of NASSCOM-Kochi and the Start-Up Warehouse, presentations by NASSCOM-Kochi leadership on the entrepreneurial environment in Kochi and the operations of the Start-Up Warehouse, and discussions with individual entrepreneurs.

Based on your own research prior to and during the Field Class, you will write a paper that fully explores the context for entrepreneurship in Kochi. In addition, you will interview and write a profile of one entrepreneur, exploring the challenges s/he faced, if and how these challenges have been overcome and what are the future aspirations in terms of scale and scope of her/his business

**Learning Objectives:**

1. Gain a deeper understanding of the characteristics of the entrepreneur’s social, cultural, and economic environment in India/Malaysia
2. Connect the course content to the reality of creating and running a new venture in an emerging economy.
3. Enhance the student’s knowledge of the personal challenges faced by an entrepreneur starting and/or attempting to scale up a new venture in India/Malaysia.
4. Learn the practical issues related to creating and running a venture that must focus on financial viability and their business and/or social mission.

**METHODS OF EVALUATION**

**Course Requirements**

The following elements will contribute to the overall grade for the course:

1. Individual Idea log (5 days-A5, A6, A12, A15, A16) 15%
2. Written Executive summary and Presenting Elevator Pitch Due day A18 10%
3. Business Model – Independent Field assignment Due day A20 10%
4. Group Business Plan Presentation Due day A22 & A23 15%
5. Field Class Assignment 20%
6. Participation and in class assignments 10%
7. Country and Feasibility Analysis Group Assignment Due day as assigned-once 10%
8. Final Exam - Day A25 10%

Total 100%
These class assignments will include individual idea logs, an elevator speech and short written papers as well as small group (of four-six students-in up to 7 groups) new ventures, international business plans, power point presentations and country presentation that will be critiqued judiciously by the class.

(1) Idea Logs – for five (5) days [days-A5, A6, A12, A15, A16], each day each student will record and present an idea log for at least four ideas (“A $100 hour”) for a solution, discuss pros and cons and choose the best, including the choice criteria.

For each of the five days (3% per day), each student individually is expected to post at least four new (original) and creative ideas (“A $100 hour,” see Sedniev, pp. 8, 33-34, 53-56) to the instructor and to their group. Each idea should include the issue description (can use an issue more than once), the solution and the description of what is new and creative about the solution. The student is then expected to choose the “best” idea. To do that, the student is expected first to discuss the pros and cons for each idea. Then discuss the criteria you are using to select the “best” idea (e.g. highest value to the end user). Finally, make the choice and explain your rationale. The posting (to the Instructor and to the student group) is due by midnight, the day prior to the class.

The ideas must be substantial, significant and have business, social and/or management context (“A $100 hour,” see Sedniev, p. 8). The ideas must also enable the student’s exploration of breath, depth and complexity as expected in an upper level undergraduate level program (solving a problem of being late to class or not having a car, will NOT cut it). See more at criteria for assessment/grading.

Each student will also provide daily feedback, in class, in group discussions to every member of their team (no more than four-six students in a group). For each day, one member should provide positive feedback, building and adding ideas while the other two should provide critique or constraints for the ideas. The team should rotate the positive and negative role playing positions.

(2) A Presentation – The course’s 2nd research project is a written Executive Summary and an “elevator speech” of the best idea execution plan (10% of course grade – Due day A18).

A written executive summary and the elevator speech (see below), which will be presented on day A18, presenting the best idea, including the issue, the solution (and the criteria used to choose the “best”) and the proposed business model.

1. The issue to be resolved (e.g. unsatisfied customer need), including a brief background (e.g. the organization involved).
2. The new and creative solution (idea, closing the gap). Including at least
   a. Value
   b. Target market
   c. Delivery
4. Pros and cons of the idea.
5. Proposed business model (all nine aspects + canvas).
6. Conclusion

Written Executive Summary
The executive summary provides a concise overview of a report, generally one or two pages in length. A suggested format includes:

- Presentation of topic of study
- Brief background information, as needed
- Summary of ideas or data
- Conclusions and recommendations

Elevator Speech (or Pitch)
The elevator speech is the wording to be used for a 45-60 second speech that provides a concise overview of the idea as well as a selling pitch.

Note On Written Assignments
Written assignments are to be treated as deadlines for projects at your company. All written reports, letters, analyses, position papers (internally and externally) within a corporate structure must communicate ideas completely, concisely, and clearly.

All formal assignment reports should be submitted using APA style with a cover page, an appropriate header and pagination, 1” margins, word processed and double-spaced.

Late papers will not be accepted unless extraordinary circumstances prevent their timely completion, and agreed in advance, in writing, with the instructor.

(3) Business Model - Independent Field Assignment – (10% of Course Grade Points) – Due day A20

Entrepreneurship is a field best learned by doing. The shipboard experience provides a unique opportunity to conceptualize an entrepreneurial idea targeted at their fellow passengers. While this constitutes a substantial constraint, it lends itself to interesting possibilities for creativity, idea generation, and business model development.

One of the main objectives of this course is to raise your awareness of the global business environment and cultural differences on business practices. The Business Model assignment is designed with that objective in mind. You will be asked to conduct research on the cultural, political, economic and technological environment in one SAS Spring 2020 country and discuss the implication of your findings from the viewpoint of a young venture (of your choice) in this country. The goal of this assignment is to apply the concepts learned in class to a real-life context, stimulate discussion and enrich the class by providing information that is going beyond the material covered by lectures and readings. While you will be asked to respond to several specific issues in your report, you are also encouraged to include your own views, reflections and, if applicable, findings based on your own
experience. You will be scheduled to present a brief summary of your findings and observations/reflections in a 1-2 minutes (timed by the professor) brief oral report and a five-page write-up (single-spaced, 1-inch margins).

The specific purpose of this assignment will be to practice the tools and frameworks described in the Business Model Generation (BMG) book as discussed by Blank, 2013 (you are welcome to use additional sources). The student is expected to identify an existing organization, one s/he is intimately familiar with and provide a verbal and graphic (the canvas) description of its current business model in their country of choice. You might use other tools taught in this class as well, as seen appropriate.

This is an individual assignment. The evaluation criteria are (1) the degree to which the concepts discussed in class are applied and integrated in the written report, (2) quality of the written report.

(4) **Group Business plan** (see p. 315-322 and Ch. 12 Appendix, pp. 323-333 in your textbook) presentation-power points/slides only.

One of the most important stages in setting up a new venture is to develop a business plan. It might be as important for a growing business or mature organization. It allows the entrepreneur to crystalize their business idea and to think through opportunities, issues and risks s/he may have to cope with in the future. By providing goals it should drive their decisions and activities, enable them to monitor their progress and may also attract external finance.

Entrepreneurship is a field best learned by doing. The shipboard experience provides a unique opportunity to conceptualize an entrepreneurial idea that can be translated into an international opportunity. This assignment is designed with the objective of translating your awareness of the global business environment and cultural differences into a business opportunity. The goal of this assignment is to apply the concepts learned in class to a real-life context, stimulate discussion and enrich the class by providing information that is going beyond the material covered by lectures and readings.

Students will be divided into groups of 4-6 to develop a new business idea and translate it into a business plan. The potential customers for the idea (or investors in it) will be the students, staff, or faculty on board the ship. The group will be responsible for coming up with a product/service, generating a business model, describing goals, strategies to achieve them in a location of their choice.

Groups will introduce their prospectus on Day A4; present progress reports on Day A17, and deliver the final reports on days A22 and A23 (final presentation-no more than 15 minutes). See grading schema for the final presentation next.

15% Develop and submit a Strategic Plan for a new product/service or for a new organization (a start-up company).
Participate as a project team member (size of four to six as assigned by the Instructor) in the group assignment:

4.1 Prospectus for the Final Group Project (FGP); (1%); due Day A4  
4.2 Midterm report (at least parts 1.0 -5.0; see below); (2%); due Day A17  
4.3 Final Group Project; Presentation – (12%); due Days A22 & A23

(5) Field class- Kochin, India (see above for details)

(6) Class Participation

Class participation—engaging in critique, debate, negotiation, and persuasion—is a major component of this course. Assigned materials must be read prior to class and active participation is required. Participation is calculated and recorded by the instructor each day of class, on the following scale: 4 = Exceptional: particularly relevant analysis, insightful comments, highly constructive  3 = Very Good: good thought and preparation, substantial interaction, overall relevance  2 = Moderately Good: modest contribution, attempted participation, lower impact  1 = Present only (did not speak) 0 = Absent

(7) Country and Feasibility Analysis (see Appendix 6A pp. 149-154 in your textbook) Group Assignment

Port Articles Group Presentations--power points/slides only.

The class will be divided into up to 7 groups for the purposes of presentations that will take place before each port visit. Every group will present once, as assigned by the Instructor. Media articles have been made available which are relevant to the countries we are visiting. If you come across a relevant article as relevant to your specific feasibility analysis on your own, you are encouraged to include them in your presentation.

Group presentations will cover (in 20 minutes or less-timed by the instructor) the following related to the articles:

1. Country Analysis  
a) What do we know from the article? This includes facts, people, events, circumstances, problems, tensions, etc. b) What else would we like to know? What was left out? What are you curious about with this topic? c) Why does it matter? How does it relate to the concepts in our course? Why does it matter to the broader study and practice of Entrepreneurship?

2. Feasibility Analysis  
a) Executive summary/Introduction; b) The business concept; c) Industry/market analysis; d) Management team; e) Product/service development plan; f) Financial plan; g) Time line; h) Conclusion

Presentations should be between 15-20 minutes (they will be timed), followed by Q&A as time permits.
Presentations will be graded equally on the following criteria: clarity, creativity, relevance of the content listed above.

Students will be divided into groups of 4-6 to devolve a feasibility analysis for a new business idea in the country they analyzed. The potential customers for the idea will be the students, staff, or faculty on board the ship. The group will be responsible for coming up with a product/service, generating a feasibility analysis.

Groups will present as scheduled by the instructor the day prior to arriving in their destination’s port.

(8) Final Exam

The final exam will encompass material from the text and readings. Students will be tested on their comprehension of concepts, cases, and examples used in class discussion and incorporated into assigned readings. The exam format will be a combination of objective questions (e.g., multiple choice, true-false) and short answer questions.

Extra Credit (up to 5% of class grade)

Entrepreneurial activity will be observable at each port throughout the voyage. Students are encouraged to document their encounters with entrepreneurs at the various ports. The types of questions students can ask are as follows:

When did you start the new venture? What motivated you to start the venture? Where did the idea come from? What were some of your greatest challenges? What are some of the accomplishments you are proud of? What advice would you give to new entrepreneurs, based on your experience?

Documentation of the entrepreneurial encounter can include text, audio, video, and/or photos. Students should also be prepared to share their encounter with the rest of the class (as determined by the instructor).

This optional assignment can be done in pairs, or individually. The amount of extra credit assigned will be at the discretion of the instructor.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).
Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%</td>
<td>A+</td>
<td>87-89%</td>
<td>77-79%</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>93-96%</td>
<td>A</td>
<td>83-86%</td>
<td>70-76%</td>
<td></td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
<td>80-82%</td>
<td>60-69%</td>
<td></td>
</tr>
</tbody>
</table>

Grading Guidelines

I will use the rubric below to guide grading. Please impress me! Go above and beyond in your analysis if you want an A. Assignments received after the submission deadline will be reduced a letter grade (10%) per day late. Assignments received more than 6 days (calendar days, NOT voyage days) after the submission deadline will receive a score of zero.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Written Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent work! There is a clear focus on what the assignment should achieve, and it is structured accordingly. Demonstrates integrative, innovative and original thinking, and arguments are convincingly articulated and supported. Work is well written and free of errors. Demonstrates thorough understanding of key issues in course readings, accurately applies a range of course concepts; and clearly references relevant readings. Demonstrates serious reflection, sophisticated analysis, and insightful discussion with clear examples. Written and oral work is insightful, clear, sophisticated and vivid.</td>
</tr>
<tr>
<td>B</td>
<td>Good, competent, informed work well supported by course content. Well planned, organized and written. Demonstrates a clear understanding of some of the key issues in the course and readings. Clearly references relevant readings and includes some independent thought, but could go into more depth. Demonstrates good written and oral communication.</td>
</tr>
<tr>
<td>C</td>
<td>Adequate or satisfactory work. The basic requirements have been carried out. Demonstrates a general understanding of the major issues, but reflection and analysis is superficial. Applies relevant material and course concepts in a limited way, but could go into much more depth. Competent written and oral communication, but could be improved.</td>
</tr>
<tr>
<td>D</td>
<td>Work does not fulfill the necessary requirements for the assignment. Does not demonstrate clear understanding of the major issues. Responds incompletely or inaccurately to the assignment with limited reflection, analysis and application of course concepts. Ideas are not clearly expressed.</td>
</tr>
<tr>
<td>F</td>
<td>Unacceptable work. Shows little understanding of the issues, and ideas are poorly expressed.</td>
</tr>
</tbody>
</table>

The points will be awarded based on the following scale:

0 - Responded to none of information requested. (F)
1 - Responded to very little of information requested. (D)
2 - Responded to some of information requested. (C)
ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student’s home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS FOR THE LIBRARY
APPENDIX

FINAL PRESENTATION EVALUATION FORM
GROUP PRESENTATION

Content: ______/(50%)
1. The introduction provided helpful background information.
2. Company description was clearly identified.
3. The strategic focus and plan were clearly identified.
4. The current situation was clearly analyzed
   (SWOT, Industry, Competition, Company, Customer, Key success factors)
5. The Business Strategies were clearly described
   (Objectives-SMART, Business Model, Game Plan)
6. The resources required (Leaders/skills; set of values and norms)
7. The feasibility and the financial analysis was appropriate
8. The implementation/action plan was clearly identified
9. The evaluation indicators and control and reward systems were clearly described
10. Misc./extra ...

Speakers Evaluation: ______/(15%)
1. The speakers maintained good eye contact with the audience.
2. The speakers held the attention of the audience.
3. The speakers talked clearly and were easy to understand.
4. The speakers were well prepared.
5. The transition among multiple speakers was smooth and did not disrupt the flow of the presentation.

Communication Evaluation: ______/(15%)
1. The presentation was well organized.
2. The visual aids enhanced the presentation.
3. The visual aids had a professional appearance, and were easy to read and understand.
   • Appropriate number of words on slides
   • Use bullet points; Limit each slide to 6 bullet points
   • Use succinct phrases (not sentences or paragraphs)
   • Simple fonts
   • Choose color combinations that make your presentation easy to read
   • Limit graphics to 1–3 per page. Make sure that special effects have a purpose
   • Proofread and spell check

Concept/Creativity Evaluation: ______/(10%)

Audience Involvement: ______/(10%)

Final grade ______%