ML0004
Career & Innovative Enterprise for the Future World

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Acknowledgement

Margaret Lien Centre for Professional Success (MLCPS)

This Course, developed by the Margaret Lien Centre for Professional Success (MLCPS), is made possible through the kind donation of Dr Margaret Lien. Margaret Lien Centre for Professional Success (MLCPS) was set up in 2014 with a S$12 million gift from philanthropist Mrs Margaret Lien, wife of the late banker, hotelier, and philanthropist Dr Lien Ying Chow to prepare NTU students for career success, impactful service, and global citizenship in their professional lives.

The first batch of NTU students who benefited from previous courses under the Margaret Lien Centre for Professional Success graduated in July 2018. These courses will develop value-based **work ethics, personal grooming**, and the **'finishing touch'** that would allow each NTU graduate's **X-factor** to shine through in their interview, career and community work, and home life. It is hoped that such intrinsic qualities will help build a better society.

Foreword

The **(ML0004) Career & Innovative Enterprise for the Future World** course is a foundation module that aims to prepare you with the essential career preparation skills and the innovative and enterprising mindset for future readiness. This Course equips you with

- practical skills needed in your personal development and job search to help you succeed in a new disruptive workplace,
- a basic appreciation of the fundamental concepts of enterprise and gain practical insights on the relevance of enterprise and teamwork skills through working in a team.

This Course is open to all NTU students and should preferably be completed by all students before their internship.

In today's competitive world, career preparation skills, innovative and enterprising mindset must be learnt early to ensure the competitive edge is sharpened with a heightened sense of workplace values and ethics.

NTU Career & Attachment Office (CAO) is here to help you successfully pass this core career module ML0004. If you have any queries or encounter any difficulties during the Course, please feel free to contact us at MLCPS-ML0004@ntu.edu.sg

Enjoy the Course and kickstart your career success today!

The **(ML0004) Career & Innovative Enterprise for the Future World** is brought to you by:

Margaret Lien Centre for Professional Success (MLCPS)
Career & Attachment Office (CAO)
Nanyang Technological University, Singapore

For more enquiries, please refer to:

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(Print Edition: 22S2)

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Introduction

COURSE POLICIES/EXPECTATIONS

- This is a 13-week learning course.
- It is a compulsory GER-CORE course worth two Academic Units (2AU).
- All eligible students must pass this Course within the allocated semester to graduate.
- Students who fail to complete the Course will be awarded an 'F' grade and will have to retake the entire Course altogether.
- This Course will be made available from
    - **Start Date: Monday of Week 0**
    - **Closing Date: Friday of Week 13**
- For any enquiry about the ML0004 Course, please write to MLCPS-ML0004@ntu.edu.sg.

GENERAL EXPECTED BEHAVIOUR OF STUDENTS

You are expected to:

- Complete all assigned pre-class readings, videos, and activities
- Attend all virtual seminars and events Group Project briefings organised by the ML0004 course team. Some sessions are conducted virtually in the evening, e.g., Enterprise Case Study Q&A sessions.
- Attend all three physical face-to-face (F2F) seminar classes punctually
- Attend all Group Project Consultations from Week 6 to Week 10
- Attempt and submit all scheduled assignments and quizzes by the due dates
- Attempt and submit your reflection journal after watching the Speaker Series talk.
- Take ownership to follow up with course notes, assignments, and course-related announcements for seminar sessions that you may have missed
- Participate actively in all seminar discussions and activities
- Show respect to your instructors and peers throughout the Course
- Not to plagiarise ideas or information from other sources for your group project submission. All ideas or information used for references must be cited in the assignment's text.
- Not to share, upload, or circulate any ML0004 course materials. Any violation of such infringements, especially in the public domain, will result in severe disciplinary action by NTU.
- Not to participate in any social media platforms to criticise the Course, instructors, peers, CAO, NTU or other Course related matters. Should you have any queries, or unresolvable grievances, you can consult your instructor directly or report them to:

  Email: MLCPS-ML0004@ntu.edu.sg

- Disciplinary action will be taken against any offenders or participative individuals who commit the above-stated offences.
- To check your NTULearn email daily.

ABSENTEEISM

- Absence from class without a valid reason will affect your overall course grade
- Valid reasons would include official medical leave and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.
- If you miss any physical F2F seminar, you must inform your course instructor immediately via email before the start of the class. Makeup classes could be arranged with your instructor for the same lesson in another tutorial group during the specific seminar weeks.
- You are strongly encouraged to start the Course as early as possible by following the timeline closely as stated in the study plan (See Study Plan section on page 23).
- No exemption will be granted to students on Leave of Absence (LOA).
- Students are expected to complete their online course assessment (CA) submission even while in quarantine
- Exemption will only be considered if classes or course assessments are conducted in person
- Students are responsible for informing their respective instructors of their LOA and agreeing with their instructors on alternate arrangements.
- For guidelines on students who test positive for Covid-19 (PCR / ART), please refer to https://ts.ntu.edu.sg/sites/intranet/alerts/Pages/FAQs.aspx
- All NTU students must apply to the school for a Leave of Absence (LOA) immediately.

STUDENT ABSENCE FROM COURSE ASSESSMENTS (CA)

For students who are absent from course assessments for valid reasons (e.g., medical leave or approved university representation in competitions), you would need to:

1. Submit their scanned supporting documents to **two** parties, namely,
    - Your instructor
    - Course Coordinator (MLCPS-ML0004@ntu.edu.sg)

2. Students are to consult their respective course instructors for alternative arrangements such as arranging for a makeup assessment (e.g., Project Presentation Assessment) for the CA you have missed. In some situations, the makeup CA may take a different format or mode if it covers the same ILOs (e.g., some medical conditions). Note that it is you alone who is absent from the CA, who needs to take this CA on a separate day. The CA for the rest of your teammates remains intact, unchanged and will be assessed accordingly in your absence.

Section 1: ML0004 Career and Innovative Enterprise for the Future World

COURSE OVERVIEW

This ML0004 Course is a foundation module that aims to:

- Equip you with practical skills essential for your personal development and job search
- Give you a basic appreciation of the key concepts of enterprise
- Gain practical insights into the relevance of enterprise
- Establish good teamwork skills through working in a team
- Develop good networking skills
- Emphasise the importance of observing good work ethics in one's career life

INTENDED LEARNING OUTCOME

By the end of the Course, you should be able to:

1. Describe the implications and impact of Future of Work on their personal and professional development
2. Demonstrate the professional skills required and the importance of entrepreneurship in 21st-century economics
3. Explain the innovative enterprising mindset
4. Identify career values, occupational interests, personality, and motivated skills (VIPS) and learn the 4-stage career development plan in deciding their career paths ('SODA')
5. Demonstrate the fundamental skills to kickstart their Career Development
6. Describe the competitive advantages and entrepreneurial ecosystem for start-ups in Singapore
7. Develop the fundamental skills to identify and develop an innovative and enterprising idea/solution into a plan of action
8. Identify networking dos and don'ts to navigate networking opportunities
9. Prepare a short presentation on an innovative and enterprising idea/solution to address an opportunity or problem
10. Identify ethical and workplace-related issues
11. Develop problem-solving skills through collaborative learning via group projects with students from different Schools/Colleges to complete a common goal

COURSE CONTENT

Module	Topic	Content
1	Future of Work & Developing an Innovative & Enterprising Mindset	• Technology, Jobs, and the Future of Work • Job vs meaningful & fulfilling career • 21st-century skills • Innovation and enterprise in 21st-century economies • How to develop an innovative and enterprising mindset • Intrapreneurship: applying entrepreneurship in existing organisations or enterprising ethos in existing organisations • Interview with employers and founders
2	Charting a Career Path	• Introduction to a 4-stage Career Planning & Development Framework ('SODA') • Introduction to VIPS (Career Values, Occupational Interests, Personality and Motivated Skills) • Stage 1: Self-Assessment • Stage 2: Explore Options • Stage 3: Set Directions • Stage 4: Take Action
3	Fundamental Skills to Start a New Enterprise	• Entrepreneurial profile: characteristics and skills • The role of technology in enterprise and innovation • How to identify business opportunities for a new venture • Business Model Innovation • Formation of Co-founder Team • Competitive advantages and entrepreneurial ecosystem for Start-ups in Singapore
4	Fundamental Skills for Career Development	• Competencies and qualities that employers look for • Job search strategies • How to maximise the internship experience • Résumé and cover letter writing: (1) Relevance and Fit (2) Writing Style (3) Appearance • STAR method in marketing yourself • Creating an Online presence / LinkedIn • Interview Skills: (1) How to prepare for an interview (2) During interview (3) Types of interviews and interview questions (4) Handling difficult questions (5) Post interview • Digital Interviews
5	Building Networking Skills for Career & Enterprise	• Importance of Personal Branding • Elements of your Personal Brand • Crafting your elevator pitch on yourself and your business idea • Importance of Networking • Networking Dos and Don'ts • Navigate a networking situation

6	Handling Ethical & Workplace Issues Professionally	• What to expect when you first join the organisation • Navigating the workplace professionally – Managing bosses' expectations and dynamic teams • Importance of workplace ethics • Interview with employers – Professional work ethics • Best practices to handle workplace ethical situations

Section 2: Seminars

ML0004 Course Briefing (Video): Future of Work & Developing an Innovative & Enterprising Mindset

This course briefing gives an overview of ML0004. This is a recorded video seminar for your easy reference. All students must watch this video to understand the course content, the expectations of individual assignments and assessments, and group project assessments.

The ML0004 Course Briefing also presents the different Project Case Studies that all students will be working on to complete with their respective teammates in this Course.

This video will also mention a short briefing on the six online self-directed learning (SDL) modules. Briefly, Module 1 (SDL) introduces you to the current environment, future threats and opportunities and the importance of the essential entrepreneurial mindset in the VUCA (volatile, uncertain, complex, and ambiguous) world we live in.

ML0004 Course runs on a very tight duration. You must watch and understand what is expected of you in this video lesson. In this way, you would plan, navigate, benefit from, and enjoy this Course fully. Do not miss it before attending the face-to-face (F2F) Seminar 2.

Resources: See resources listed in the Additional Resources section in this course guide

FACE-TO-FACE (F2F) SEMINAR 1: CHARTING A CAREER PATH

The first face-to-face Seminar will cover the second module, 'Charting A Career Path'. Seminar 2 aims to help you better understand yourself using and knowing Career Planning tools. When you know yourself better, you will be in a better position to apply for a job or pursue a career that suits you better overall.

FACE-TO-FACE SEMINAR 2: FUNDAMENTAL SKILLS TO START A NEW ENTERPRISE

This Seminar, 'Fundamental Skills to Start a New Enterprise', aims to give students an understanding of innovative and enterprising mindsets, gearing them to see business opportunities for a new venture through identifying market needs, pain points, trends, and market research.

This Seminar highlights valuable business tools to help students identify critical innovation and enterprising traits to acquire and develop eventually.

Resources: Template for Group Problem Solving Planner (refer to Appendix A), Group Project Guide (available on the course sites)

FACE-TO-FACE SEMINAR 3: FUNDAMENTAL SKILLS FOR CAREER DEVELOPMENT

The module, 'Fundamental Skills for Career Development, aims to develop the student's résumé writing, interview, and networking skills.

Resources: See resources listed in the Additional Resources section in this course guide

Section 3: Assessment Components

(22S2) Course Assignment & Assessment Components for ML0004			
Mark Weightage	**Subject / Matter**	**Topic**	**Due Date**
MCQ Assessment (15%) Weekly Online learning – self-directed, individual work	Module 1	Future of Work & Developing an Innovative & Enterprising Mindset	Week 10, Friday 11.59 pm
	Module 2	Charting A Career Path	
	Module 3	Fundamental Skills to Start a New Enterprise	
	Module 4	Fundamental Skills for Career Development	
	Module 5	Building Networking Skills for Career & Enterprise	
	Module 6	Handling Ethical & Workplace Issues Professionally	
In-Class Assignment (10%) ▪ F2F Seminar Individual work assessment	Seminar 1 (Module 2) [F2F]	Action Plan / Roadmap	7 days from the Seminar 1 Class 11.59 pm
	Seminar 2 (Module 3) [F2F]	Reflection Journal Assignment	Week 8, Mon 11.59 pm
	Seminar 3 (Module 4) [F2F]	VMock Elevator Pitch (Optional Practice)	(Close of Practice) Week 10, Friday, 11.59pm
Assessment (15%) ▪ Individual work, online Assessment	Individual work	VMock Résumé Submission	Week 11, Monday 11.59 pm
Inter-Disciplinary Group Project (60%)	Group Problem Solving Planner – **(10%)**	Template for problem-solving analysis and project planning details to be filled up	7 days from the Seminar 2 Class 11.59 pm
	Group Project Report (PowerPoint – slides & PDF) – **(60%)**	Group Project on a business solution to a problem identified.	Week 10, Friday 11.59 pm
	Group Project Presentation Individual member's Presentation **(30%)**	Group Project Presentation ▪ F2F Assessment ▪ Q&A (all members) ▪ Duration: 15min	Week 11 – Week 13 See **Presentation schedule** (TBA)
Peer Assessment (Pertains to Group Project Assessment)	Peer Assessment (Individual)	Peer Evaluation via *Peerceptiv* (Rating affects overall individual score)	Week 13, Monday 11.59pm

1. **SIX ONLINE MODULE MCQ Assessments (15%)**:
   - There are six online modules (SDL), each coupled with videos that you must watch.
   - Each online module must be completed with an 8-question MCQ assessment after watching the online lesson to ascertain your grasp of the lesson.
   - You are to complete each online module MCQ assessment within 15 minutes. You are allowed 3 attempts.
   - All the six online module MCQ must be completed by Week 10, Friday, 11.59 pm. If you miss the deadline to complete the online MCQ, you will not be given another opportunity.

2. **TWO IN-CLASS ASSIGNMENTS (10%)**

   You must complete two in-class assignments to reinforce your learning from attending the face-to-face teaching.

Seminar (F2F)	Topic	F2F Lessons Week	In-Class Assignment
1	Charting a Career Path	(WK1/2)	Roadmap/Action Plan (5%)
2	Fundamental Skills to Start a New Enterprise	(WK4/5)	Reflection Journal (5%)
3	Fundamental Skills for Career Development	(WK 8/9)	VMock Elevator Pitch (Optional Practice, not graded)

Seminar 1 In-Class Assignment: Personal Roadmap/Action Plan (5%)

- Each student is required to consider a career/profession of his/her preference based on one's personality, personal affinity, etc. and develop the career path for this career/profession of one's choice
- Submission of in-class assignment is to be uploaded onto the tutorial site
- Format: Personal Action Plan in PDF file as
  Tutorial Class_Full Name_Module Code_ActPlan
  (e.g., T01_ElizaRosario_ML4_ActPlan)
- Deadline: Within 7 days from the F2F Seminar 2 (e.g., if your Seminar 1 class is on a Monday, your assignment is due the following Monday at 11.59 pm)

Seminar 2 In-Class Assignment: Individual Student's Reflection Journal on Speaker Series Talk (5%)

- A Speaker's Series talk by an Industry Expert or Entrepreneur will be organised for this Course.
- You are required to watch the video of this talk for your reflection journal submission
- This talk will be uploaded and made available on the NTULearn for your viewing.
- You are required to submit your Reflection Journal in 200 words
- Submission: Each student submits his/her Reflection Journal on the **Tutorial Site**. Do not plagiarise from your fellow classmates.
- Format: Reflection journals must be typed in the Reflection Journal - EXCEL formatted template with the file name saved as follow:
  Tutorial Class_Full Name_Module Code_Reflection
  (e.g., T01_ElizaRosario_ML4_Reflection)

- Deadline: Week 8, Monday, 11:59pm

Seminar 3 In-Class Assignment: VMock Elevator Pitch (recorded on VMock EP Portal) [Optional Practice, not graded]

- The VMock Elevator Pitch (EP) assignment is an **optional practice** for you. It is not gradable. Students should optimise this opportunity to gauge how well they perform in his/her elevator pitch delivery. By making notes, practising, and conscientiously improving from the critiques offered by VMock EP, you would benefit from much practice.
- Each student will record an elevator pitch on the **VMock Elevator Pitch** (EP) portal. You are to record your EP for 1 minute.
- **You can practise your EP by answering either of these questions or attempt both:**

  Questions: (1) Tell me about yourself (2) Why should we hire you
- Use keywords about the job requirements – skillsets, knowledge, attributes, strengths, soft skills
- Duration of the EP: 1 minute of self-recording
- **VMock EP** will award good marks on your body language, eye contact, content, language, confidence, etc. A copy of the VMock criteria is attached to the tutorial seminar slides for your reference. Note that the dress code will not be graded.
- This practice will end by Week 10, Friday, 11.59 pm.

3. VMOCK CRITIQUED RÉSUMÉ SUBMISSION (15%) (Refer to Section 4 for more details)

4. INTER-DISCIPLINARY GROUP PROJECT (60%) (Refer to Section 5 for more details)

Section 4: VMock-Critiqued Résumé Submission

RÉSUMÉ SUBMISSION (15%): VMock-Critiqued Résumé Submission

OVERVIEW

- This assignment, VMOCK - Résumé and Internship Job Advertisement, accounts for 15% of the total marks of ML0004.

INSTRUCTION

1. You are to source for an internship position you wish to apply for
   - You may research a suitable position through various sources, such as online job portals.
   - Craft an impressive Résumé for your internship application
   - A good Résumé should highlight your relevant skills, experience, and education in line with these aspects specified in the internship job advertisement by the prospective employer
   - No submission of VMock Résumé is needed once VMock System has captured your resume submission and offers you critiques on your resume

2. For a **sample of a Résumé**, refer to **Appendix G.**

VMOCK-CRITIQUED RÉSUMÉ SUBMISSION

- VMock is an online AI Résumé review tool that provides instant personalised feedback and grading on your résumé.
- To craft your Résumé, follow the sample outlines for reference. It would help if you used strong Action words and adequately showcased your relevant skills, experience, and education.
- After crafting your first Résumé, please submit it to the VMock system. It will highlight areas you have done right and areas that need improvement.
- Edit and amend closely all the areas highlighted by the VMock.
- You only have up to **5 attempts** to attain a minimal score of 60% (Amber Colour). No submission will be 0 mark.
- VMock system will capture your best score as your score for this assignment.

What does the VMOCK Platform Offer?

- Know where you stand in your community through a Résumé score benchmarked against your relevant peer group.
- Ensure you do not miss the delicate details and make a great first impression with comprehensive presentation checks (based on your school template/requirements).
- Highlight the right skill set with an intelligent assessment of core competencies (based on job functions reflected) in academics, extracurriculars, achievements, and other experiences written on your résumé.
- Create a more powerful impact with actionable and targeted feedback for every bullet that helps bring out the scope of your work/experience.
- Watch this Demo to understand the requirements - https://www.vmock.com/video better.

VMock assesses your résumé 'basic' readiness based on the recommended résumé template, including:

Impact	Presentation	Competencies
Action-oriented	Number of pages	Job Functions
Specifics	Essential sections	
Over usage	Overall format	
Avoid words	Section specific	
Extracurricular	Spell check	

HOW TO ACCESS VMOCK AND COMPLETE YOUR ASSIGNMENT

Follow the steps below to set up your VMock account:

1. Access VMock at https://www.vmock.com/ntu and complete your sign-up via the verification process using only your NTU email account. (Note: The score will not be captured in the system if you use your own email account)
2. Upload your résumé (in PDF document built from Word document) and use the VMock system feedback to improve your résumé crafting.
3. You only have **5 attempts** to achieve a 60% and above score. No submission will be 0 mark.

SUBMISSION DEADLINE: Week 11, Monday at 11.59 pm

The scoring system is as follows:

Score	Action Required	Suggested Action
Green	Congratulations! You have done well. Please note that achieving a green score does not guarantee that the résumé will brand you effectively for the job you want. Each résumé should be customised according to the types of job that you intend to apply for.	Dive into System Feedback to learn how to make a better impact on your résumé and align your résumé to the [community] template Explore Bullet Level Feedback to get targeted and actionable feedback on your bullets with sample suggestions
Amber	Amber Zone requires >=60% You can make the changes suggested by VMock and upload your revised résumé into VMock for further review to achieve a Green score. You are only allowed 5 attempts, so you must follow the suggestions provided as closely as possible.	Dive into System Feedback to learn how to make a better impact on your résumé and align your résumé to the [community] template Explore Bullet Level Feedback to get targeted and actionable feedback on your bullets with sample suggestions
Red	Make the changes suggested by VMock and upload your revised résumé into VMock for further review. You are only allowed **5 attempts**, so you must follow the suggestions provided as closely as possible. **Only upload your résumé after you have made substantial changes.**	Dive into System Feedback to learn how to make a better impact on your résumé and align your résumé to the [community] template Explore Bullet Level Feedback to get targeted and actionable feedback on your bullets with sample suggestions Alternatively, you can seek advice from CAO Career Coach via a 15min career advising drop-in for more résumé tips. Every Tuesday and Thursday, 1-3 pm at Student Service Centre, Level 1. No registration is required.

ENQUIRIES

Please contact us at MLCPS-ML0004@ntu.edu.sg if you have any queries or encounter any difficulties in your submission.

Refer to Appendices for more information about

- VMock Résumé Guide (Appendix H)
- VMock Elevator Pitch Guide (Appendix I)

Section 5: Interdisciplinary Group Project

INTERDISCIPLINARY GROUP PROJECT (60%):

- This is a group project.
- No changing of team members is allowed.
- Submit your **Problem Solving Planner** (due **7 days from the F2F Seminar 2)**
- **Submit your Group Project Report (PowerPoint slides)** by **Week 10, Friday at 11.59 pm.**
- Submit only ONE Group Project Report per team via Turnitin at the Tutorial Site (avoid duplication of submission)
- Penalty for late submissions: 5 marks deduction per day late; the weekend will count as two days.

PROJECT SCHEDULE

	Activity	Schedule
1	▪ Formation of Teams ▪ Teams to choose their group project problem topic	Week 1/2
2	Teamwork – Brainstorming, Ideation, Research, Slides, etc.	Week 1- 9
3	Problem Solving Planner	Week 4/5 (due 7 days from F2F Seminar 2)
4	Project Consultation 1 (Official & Compulsory)	Week 6/7
	Project Consultation 2 (Optional)	Recess Week & Week 8, 9, 10
5	Group Project Report (PowerPoint Slides) Submission	Week 10, Friday
6	Group Project Presentation Assessment	Week 11/12 (Refer to your tutorial groups class schedule)

INTERDISCIPLINARY GROUP PROJECT

5 organisations have shared their business problems/issues with us. Thus, students are exposed to authentic learning by resolving enterprises' real problems. Each team needs to choose one company's business case problem for your group (team) project assessment. Each group needs to:

- Identify, redefine, and state the problem statement clearly. (You must redraft the problem statement to one your team intends to resolve or provide an answer. It should not repeat the statement found in the case study.)
- Discuss, brainstorm, research and develop a viable solution to resolve the problem
- Present your business solution to assessors for your group project Assessment

Enterprise Q&A Sessions (Week 5 evenings)

In week **5**, the 5 participating companies will conduct five separate Enterprise Q&A sessions. Each Enterprise Q&A session will be held on the different evenings of Week 5. Enterprise representative(s) will elaborate more about their business problems. They will also answer any questions posed by the students working on their case studies during the Q&A sessions. Therefore,

- Submit your questions to the different companies on the **Padlet** provided
- Look out for the announcement of the schedule for this Q&A session

Case Study

- Start the discussion with your team on your case study early (from Week 4)
- Consult your instructor directly to discuss the problem and ideas and develop sustainable/financially viable solutions to the problem.

A. OBJECTIVE

Module 3 sheds light on how to develop an innovative and enterprising mindset and engage in the process of product development. It introduces ideas on:

- Identifying business opportunities
- How business model innovation can provide advantages
- Create more value for both customers and the organisation itself

This innovative and enterprising project focuses on:

- developing problem-solving, critical thinking, project planning and enterprising mindset
- developing a business idea/concept and
- presenting the idea for a taste of how the actual pitching would be like

B. REQUIREMENTS

- For this project, you are to develop an innovative solution to resolve a business problem posed by a company.
- Each team member decides on their role in your Innovative Team, contributes their expertise in launching the business idea and applies their presentation skills.

	Group Project Assessment	**[100%]**
(i)	Problem-Solving Planner	10%
(ii)	Group Project Assessment Report	60%
(iii)	Individual Presentation	30%

- Teams are to submit the following:
  (i) **Problem Solving Planner** (due 7 days after the Seminar 2 F2F seminar) (Refer to **Appendix A** for the **template)**.

(ii) a **Group Project Report** (PowerPoint slides) (due in Week 10) (Refer to **Appendix B** for the **planning template)**.
(iii) prepare an oral presentation (Week 11/12).

(i) Problem Solving Planner (10%)

The 'Problem Solving Planner' aims to get students in their team to

- establish good working rapport and collaborate well with each other for the group project
- select an enterprise case study problem they will work on for their group project
- start researching, brainstorming, and answering this Assessment (see Appendix (A) for the team's submission). Identify and analyse a business problem and generate questions for your team's submission
- apply the knowledge learnt the problem solving to the Assessment
- Assignment components: (i) Problem Solving Analysis (ii) Project planning details
- Submission is to be uploaded onto the **tutorial site**.
- See **Appendix C** for **the rubrics**.

Deadline: Due 7 days from the F2F in-class Seminar 2.

Note:

- Each team is only required to submit **ONE** document
- For example, the team may submit Enterprise A's case study for this Assessment.
- Nonetheless, after this submission and more discussions among the team members, the team might decide to work on another enterprise's case study, e.g., Enterprise C's case study for their final Group Project Assessment. This change is allowable only if the team is committed to completing the Group Project Assessment Report (PowerPoint Deck) for submission by Week 10 and delivering the physical group presentation (individual Assessment) (Week 11/12). No extension will be allowed.
- Due date for Problem Solving Planner: 7 days from the Face-to-Face Seminar 2.
- Download the template of ' Problem Solving Planner' and submit it in PDF using the following format: Tutorial Class_Team Number_Module Code_GPSPlanner (e.g., T01_Team 5_ML4_GPSPlanner).

(ii) Group Project Report

The team should submit on the tutorial site (NTULearn) their Group Project Presentation Report (i.e., only **ONE** document per team in **2 versions**):

1. **PDF Submission**: A Group Project Report (shown in slides) presents the business proposal. This is the detailed Report (PPT) with citations, references, research tabulations and results, and additional information on some slides for more clarity to aid the assessors' marking. Submit this PDF deck on NTULearn.
2. **PowerPoint Submission**: Group Project Report for F2F Assessment Presentation. This PowerPoint deck is used for the actual F2F Assessment. Thus, submit only the PowerPoint slides that the team members will present at the Assessment. In other words, slides that will not be used during the F2F Presentation, please remove, or hide them during the presentation assessment. Submit this PPT deck on NTULearn, different from (Point 1, above)
3. Thus, for submission, only ONE deck of the same document in two formats is required per team.

- No changes to the presentation slide (during the presentation and/or submission in NTULearn) will be allowed after the final version of the group project submissions are uploaded onto the tutorial site.

- There will also be an opportunity for students to transform their ideas into reality by pitching their innovative ideas to organisations after the Course.

What does your team need to do?

- Confirm the enterprise project that your team will be working on for your team submission
- Brainstorm, discuss and identify the job-to-be-done, pains and gains of the project problem using Value Proposition Canvas (VPC) – this will be taught in F2F Seminar 3.
- Identify and specify the roles and responsibilities each innovative team member must play
- Identify and earmark the various milestones for your project timeline
- Meet regularly to update, amend, and improve the product development
- 'Divide and conquer to maximise each other's strengths and talents

It is necessary to take into consideration the following:

- the scope of the project should be compatible with the time available
- the motivation of each individual member and contributions to the project development
- the knowledge and experience with the subject matter related to the project and
- the diverse interdisciplinary composition of the team members before commencing the project to work on.

PURPOSE OF GROUP PROJECT REPORT (60%):

The business proposal presentation report aims to present a sustainable / commercially viable solution to resolve an identified problem using your business idea. The Report (PowerPoint slides) must be:

- Comprehensive to give a clear picture of your team's proposed business idea
- As your PPT deck is your group project report, your team should highlight your team's business idea in an engaging, creative way (e.g., infographics) without crowding the slides with too many texts
- Do not submit a PPT deck with only text. Presentation slides (PPT) need to be graphical and visually appealing.
- All the **6 business components** need to be included in the business proposal slides
- Provide essential and adequate details for each component of the business proposal, i.e., and you must cover all the 6 business components with sufficient details
- More elaborations on your points of these business components as depicted in the slides can be included in the notes section (i.e., Speaker Note) of the slides. These notes must **not** be your speaker script but rather additional details of your slides.
- Include in-text citations (including citations for graphics) and a reference list on the slides using the APA Style Author-Date method
- Refer to the list below showing the business proposal components
- To save PowerPoint slides as **pdf** with notes, follow the instructions in the link below.

https://www.solveyourtech.com/how-to-save-powerpoint-as-pdf-with-notes/

BUSINESS PROPOSAL REPORT COMPONENTS (POWERPOINT SLIDES)

The business proposal presentation report components are:

Business Proposal Title Slide and Team Details (names and slides prepared):

1. Content Page & Executive Summary
2. (i) The Problem Identification and Analysis]
3. (ii) Target Customers / Users & Market Potential]
4. (iii) Competitor Analysis]
5. (iv) Solution's Value Proposition] **6 Business Components**
6. (v) Solution's Design]
7. (vi) Financial Viability]
8. References
9. Appendices

(Refer to **Appendix B** for the **business proposal report planning template**)

PRIMARY & SECONDARY MARKET RESEARCH

- You must conduct good secondary research on your identified customer segments, market size, and market potential of your product/solution before attempting your primary research
- Your team needs to conduct either a **survey** (**minimum of 20 respondents of your potential clients**) or a brief **interview** with at least **two people (potential customers in your target segments) to determine** your potential customers' needs and wants. To conduct your interview,
  - ✓ Ask for consent from your respondent to be interviewed
  - ✓ Please give them the choice of whether to use their real name or pseudonym
  - ✓ Conduct the interview (then document the date and place or mode of interview)
  - ✓ Document the details of the respondent such as: name (accurate/pseudonym), age, occupation, contact email/tel. (for random authenticity verification)

- List down the questions of your interviews and survey in the appendices
- Detail the sample size and demographics of your respondents
- Summarise the results of your research in this section from the questions you have surveyed, including trends detected or significant quotes (for interviews)
- Verbatim transcript of the interview is not required

VALUE PROPOSITION & SOLUTION DESIGN

- Value proposition plays a significant role in your presentation report.
- This section explicitly details how the product/solution addresses the pain points described in the Problem Statement.
- Visual illustrations or mock-ups of prototypes to depict how your product or service works.
- A good and clear explanation is highly expected in this segment.
- In your Value Proposition slide(s), it is not advisable to present it in VPC format. (VPC is just a tool to aid in your collections.)
- In your Solution Design slides, you must provide essential and adequate information that elaborates clearly on how the solution(s) is happening now.

REPORT FORMAT (POWERPOINT SLIDES)

- Group Project Report is to be completed in the form of PowerPoint presentation slides for project presentation assessment.
- It should comprise 25 slides, not including the Appendices and References.
- Presentation details can be further elaborated through the 'Speaker notes' for better clarity, though this is optional.
- Format your PowerPoint slides (with additional information on Speaker notes for report clarity) into PDF for **Turnitin** submission at the tutorial course site.

- Clearly display the name of the Tutorial Group, Team number, and all the students' details (i.e., (i) the full name, (ii) the matriculation number of every member and (iii) slides prepared by the individual students) on the first slide of this document.
- Ensure that there is only **ONE** submission per team to avoid 'plagiarism' of multiple submissions by different members.
- Deadline for Group Project Report submission: Week 10, Friday (2359hr)
- Early submission is strongly advised, as last-minute submission might jam up the system. This also minimises having to manage any unforeseen technical hiccups.
- Label your Report as: Tutorial Class_Team Number_Module Code_GPReport_Company 1)
  (e.g., T01_Team 5_ML4_GPReport_CS1).
  (Note: e.g., CS1 could be Company DMK. Thus, this becomes T01_Team5_ML4_GPReport_DMK)

- See **Appendix D** for **the Group Project Report Rubric**.

PEER EVALUATION (via Peerceptiv)
- Every team member is to give objective assessments of their team members in terms of group project engagement, discussion, and contributions to the completion of the project.
- Note that the score determined by team members significantly impacts an individual's overall score on the Group Project Assessment.
- This aims to inculcate good participative team spirit, showing mutual respect and responsibility.
- See Appendix J for the Peer Assessment criteria for more information on the scoring.

(iii) INDIVIDUAL PRESENTATION (30%)
- Every team member will deliver your Presentation during the Group Project Assessment
- Each person is allocated **80 seconds** to deliver your Presentation.
- Avoid breaking up your Presentation into 2 parts, such that you deliver 40 seconds at the start and 40 seconds at another segment of your team presentation. Keep to 80 sec per person per delivery.
- You should consider your team as part of the company, solving a company problem and not as a consulting firm helping to solve a problem statement.
- Consider the assessors as the senior management of the company that your team is working on. Thus, you are not required to introduce your team members, as they know all of you well and you are not required to reiterate the problem statement.
- You should optimise the 80 seconds carefully into delivering your individual EP and making sure upon completing the group presentation, the solution addresses the problem statement required.
- Thus, show a slide of the members, then go straight into your Presentation's segment.
- At the end of the group presentation, the Assessors will pose questions to every member individually.
- The whole Presentation, including Q&A, will be completed within **15-20 minutes**.
- For more information about the **Individual Presentation Assessment rubric** and group presentation assessment, please see **Appendix E**.

Section 6: Group Project Consultation

Group Project Consultation

- An official Group Project Consultation will be held in Week 6/7 for all tutorial groups and teams. Thus, each team must attend the first compulsory Group Consultation for 15 minutes, which is scheduled per the usual tutorial group timetable.
- Subsequent group project consultations are unofficial. Team members can only book appointments with their respective instructors. These unofficial consultations will take place from Recess to Week 10. (Ideally, all consultations should be completed by Week 9 as Week 10 is the official week to submit Group Project Report.)
- The aim of these consultations is to help all groups discuss their product solutions/ideas with their instructors and ascertain their project viability.
- Thus, given the short duration of 15 minutes per team, every team is expected to complete their **Problem Solving Planner** ahead of the consultation and share their findings with their instructors.
- Always get ready for your questions for all consultations.
- Note that the **onus is on each team** to develop a financially viable, sustainable product/solution.
- Should the idea be deemed impractical or commercially unviable by the instructor(s), teams must identify more ideas to ensure its viability before embarking on their project report.
- Each team must aim to identify and redefine the business problem clearly. As the saying goes,

> *"A problem well-stated is half-solved*" - Charles Kettering, Head of Innovation in General Motors.
>
> *"If I have only an hour to save the world, I will spend 55 minutes defining the problem and 5 minutes solving it"* - Albert Einstein.

- Identifying and analysing your solutions well will save you time and help you develop reasonable solutions to your identified problem.
- Ideally, each team could develop a skeletal outline for the 6 business components expected of them for their Presentation.
- To be effective during the consultation, complete your Value Proposition Canvas (VPC), that is, the **customer journey** (i.e., Jobs-to-be-done) and from this customer journey, identify the possible **pains and gains** that could surface in the customer journey. (Refer to the Seminar 3)

- To reiterate, the **6 business components** for the Group Project Consultations are as follows:

  (1) Problem Identification and Analysis
  (2) Target Customers / Users & Market Potential
  (3) Competitor Analysis (minimally 2 competitors)
  (4) Solution's Value Proposition
  (5) Solution Design
  (6) Financial Viability

Resources: Template for Group Project Report (See Appendix A), Group Project Guide (available on the course sites)

Section 7: Study Plan

Week	**Seminar** (F2F- face-to-face) **Module** (SDL – self-directed learning – via NTULearn)	**Assessments/Assignments Due**
0	**ML0004 Course & Group Project Briefing** (Video, SDL)	To complete watching before attending F2F Seminar
1/2	**Seminar 1 (F2F): Charting a Career Path**	**In-Class Assignment 1 (Roadmap)** Due 7 days from F2F Seminar
1	Mod 1 (SDL): Future Work Entrepreneurial Mindset	(To complete Mod before attending F2F Seminar)
2	Mod 2 (SDL): Charting A Career Path	
3	CNY Week (no class)	
4 / 5	**Seminar 2 (F2F): Fundamental Skills to Start a New Enterprise** Mod 3 (SDL): Fundamental Skills to Start a New Enterprise Mod 4 (SDL): Fundamental Skills for Career Development	**Problem-Solving Planner** Within 7 days from attendance of Seminar 2, by 11.59 pm **In-Class Assignment 2 Reflection Journal (Speaker Series) due Week 8, Mon, 2359h** (To complete Mod before attending F2F Project Consultation)
	Mod 5 (SDL): Building Networking Skills for Career & Enterprise Speaker Series Talk (evening) (to be confirmed)	
6 / 7	**Project Consultation 1 (Compulsory in Classroom)**	As per tutorial class schedule & venue
Recess Week to Week 10	**Project Consultation 2 (By appointment only)** Mod 6 (SDL): Handling Ethical and Workplace Issues Professionally	Booking via CareerAxis (To complete Mod before attending F2F Seminar)
8 / 9	**Seminar 3 (F2F): Fundamental Skills for Career Development**	**Mod 1- 6 MCQ Quizzes** Due: Week 10, Friday 11.59 pm
10	Group Project Report Submission Preparation	**Group Project Report (PowerPoint Slides & PDF)** Due: Week 10, Friday at 11.59 pm
11/12	**(F2F) Group Project Presentation Assessment** **VMock Résumé Submission**	See **Presentation** schedule (TBA) Due: Week 11, Monday 11.59 pm
Week 13	**Peerceptiv Peer Assessment (Individual)**	Due: Week 13, Monday 11.59 pm

Appendices

Appendix A: Problem Solving Planner (10%) (Due 7 days from your F2F Seminar 2)

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The title of your solution / project proposal

Tutorial Class, Team Number
Team Members

A) Problem Solving Analysis (Unpack, Understand Problem, Ask Questions and Identify Gaps in Knowledge)
(To Be Submitted within 7 Days after attending Seminar 2 lesson)
Problem Chosen: _____ (name the organisation)

What Do We Know About The Problem & Potential Target Customers	Questions We Have	What Do We Need To Research

**List down at least 5 points per column

NANYANG TECHNOLOGICAL UNIVERSITY SINGAPORE

This Group Problem Solving Planner outlines the different aspects of your group project and is a record of what your team has agreed on in terms of goals, deliverables, tasks, roles and contributions of each team member and deadlines. One team representative should submit this group project Problem Solving Planner in pdf format on the tutorial site within 7 days after the Seminar 2 lesson.

Tutorial Class, Team Number

Team Members

B) Project Planner (To Be Submitted 7 Days after Seminar 2)

Project Members

Name	Role	Contact Information
1.		
2.		
3.		
4.		
5.		

Goals

- What are the main goals to be achieved for this project?

Deliverables

- What does the team need to create and deliver as a solution?

Rules / Expectations for Group Project (to be agreed upon by the team)

Communication Plans

- Weekly meeting schedule
- Date, time and location
- Goal of meeting
- Action items: To be completed before meeting

Challenges / Constraints of the Project

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This Group Problem Solving Planner outlines the different aspects of your group project and is a record of what your team has agreed on in terms of goals, deliverables, tasks, roles and contributions of each team member and deadlines. One team representative should submit this Group Problem Solving Planner in pdf format on the tutorial site within days after the Seminar 2 lesson.

Tutorial Group #, Team Number #

Team Members

B) Project Planner (To Be Submitted within 7 Days after Seminar 2 lesson)

Project Timeline for tasks with target dates of completion (e.g., Gantt chart, etc.)

Appendix B: Assessment Rubric for Group Problem Solving Planner (10%)

Grading Criteria

Assessment Criteria for Group Problem Solving Planner – (10%)

Criteria	Poor (1)	Satisfactory (3)	Excellent (5)
Problem Solving Analysis			
1. Relevant points & questions ("What Do We Know?" And "Questions We Have") (*2%*)	Cannot identify relevant points and questions.	Identifies several relevant points and questions.	Identifies many relevant points and questions.
2. Areas to research identified ("What Do We Need to Research?") (2%)	Unable to identify relevant areas to research.	Identifies a few relevant areas to research further.	Identifies a wide range of relevant areas to investigate further.
Project Planning			
1. Project roles and responsibilities (*2%*)	They are poorly defined. Responsibilities are distributed unevenly.	Some general details are defined. Responsibilities are distributed evenly.	Well-defined and specific responsibilities were described. Responsibilities are equally distributed.
2. Tasks, goals, timeline, and plans (*2%*)	Not clearly mapped out. Does not contain specific details. Unrealistic timeline.	Relatively clear outline but a few details are missing. The timeline is somewhat realistic, but a few deadlines may be ambitious.	Details were very clearly mapped out. Realistic timeline.
3. Expectations and challenges of the project (including working together) (*2%*)	Expectations outlined were vague. Miss important challenges of working on a project.	Expectations outlined were relatively clear. Identifies several challenges of working on a project.	Expectations were specific and very clearly outlined. Important challenges of working on a project were identified.

Appendix C: Assessment Rubric for Group Project Report (PowerPoint Slides) [60%]

Idea/Business Concept – 6 Business Components (*60%*)				
Criteria	**Below Average**	**Average**	**Good**	**Excellent**
1. Problem Identification & Analysis (*5%*)	Problem is not clearly defined, is vague or too general. Pain points of customers / users are not identified.	Problem is adequately defined. Some pain points of customers / users are identified.	Problem is satisfactorily defined. Pain points of customers / users are well outlined.	Comprehensive identification of problem and the pain points experienced by customers / users.
2. Target customers / users' segments and market potential identification (*5%*)	Target customers / users' segments not clearly defined. No analysis of market size and potential was conducted. Primary research findings were not presented.	Target customers / users adequately defined but some potential target customer / user segments missed out. A partial analysis of potential market was conducted. Only basic primary research findings were presented.	Specific target customers / users clearly identified. Satisfactory analysis of potential market conducted. Relevant trends of the primary research were presented.	Well identified target customers / users with critical mass for viable business. Excellent analysis of potential market conducted. An insightful analysis and summary of primary research findings were presented.
3. Competitor Analysis (*5%*)	Analysis is unclear and incomplete. Gaps in the market are not identified.	A partial analysis was conducted. Not all relevant competitors were identified. Some gaps in the market were analysed.	Satisfactory analysis of main competitors. Identified relevant gaps in the market.	Analysis is comprehensive and contains good insights on gaps in the market.
4. Value Proposition (*10%*)	Solution does not contain any unique selling points. Solution does not meet the needs of customers/users. The benefits of the solution are not clearly communicated.	Solution has some unique selling points, but idea seems rather commonplace. Only a partial solution that meets some of the customers' / users' needs. Benefits of solution were adequately presented.	Good unique selling points that satisfy the needs of customers/users. Benefits of solution were well presented.	Strong unique selling point presented that is distinguishable, sound, and desirable. A complete solution that meets all the needs of customers/users. Benefits of solution were well presented.
5. Creativity - Originality of Design (*10%*)	A copy of an existing idea with no attempt to innovate. Features are poorly designed and impractical.	Adaptations made to an existing idea with some innovative elements. Features are adequately designed. Design is somewhat practical.	Not totally a new idea but contains some innovative elements. Features are satisfactorily designed and practical in design.	New and innovative idea. Features are well thought out. Logical, practical design.
6. Creativity - Visual Mock-Up/Illustration of Idea (*5%*)	Illustration did not clearly show the features of the solution and how it works.	Illustration showed some features of the solution and how it works.	Illustration clearly shows the main features of the solution and how it works.	Excellent illustration of all the features of the solution and how it works.

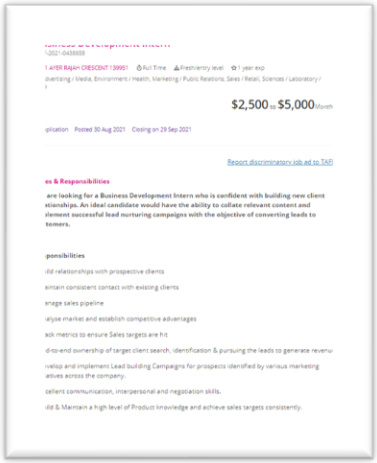
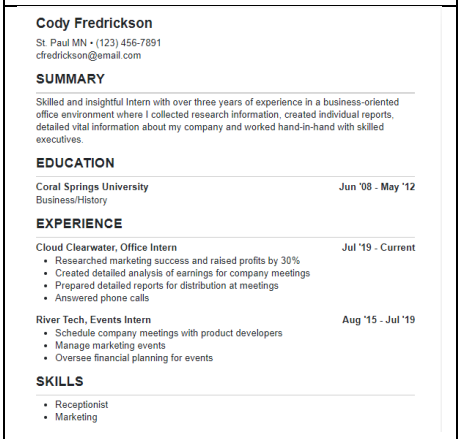
7. Financial Viability / Sustainability (*5%*)	Idea is not financially viable/ sustainable. Report did not contain relevant estimates on costs, revenue, profit, and a breakeven analysis.	Idea is somewhat financially viable/ sustainable. Some elements may be unrealistic or may require too costly an investment outlay. Report contained some relevant estimates on costs, revenue, profit, and a breakeven analysis	Idea is financially viable/ sustainable, practical, and realistic Report contained relevant estimates on costs, revenue, profit, and a breakeven analysis.	Idea is financially viable/ sustainable, practical, and realistic with good potential for future market development. Excellent analysis of estimates on costs, revenue, profit, and a breakeven analysis presented.
8. Report Clarity and Comprehensiveness (*5%*)	Unclear, incomprehensible Report. Inadequate information provided. Some components of the business report are missing.	Points satisfactorily explained. Some parts can be clearer and contain more information to substantiate project reasoning.	Points are well explained and presented. Some additional explanation is needed to substantiate project reasoning.	Points are articulated and explained very clearly. Report contains all necessary information.
9. Quality of Research and Referencing (*5%*)	No research cited. Idea not supported by relevant research. No in-text citations and reference list.	Preliminary research that cannot fully substantiate idea. Inconsistencies in format used for in-text citations and reference list.	Satisfactory research used to validate idea. Accurate format used for in-text citations and reference list.	Thorough research used to validate idea. Accurate format used for in-text citations and reference list.
10. Report layout, grammar & spelling (*5%*)	Report is disorganised. Report contains numerous spelling errors and impede meaning.	Report is adequately organised. Report contains some spelling errors but do not impede meaning.	Report well organised. Minimal spelling errors that do not impede meaning.	Report is very well organised. No spelling errors.

Appendix D: Assessment Rubric for Individual Presentation [30%]

Criteria	Below Average (1)	Average (2)	Good (3)	Excellent (4)
1. Explanation of content (*15%*)	Explanation is unclear. Poor product (solution) knowledge.	Some aspects are clearly explained. Demonstrates adequate product (solution) knowledge.	Reasonably good explanation of points. Good product (solution) knowledge.	Clear, excellent explanation, easy to understand. Very knowledgeable about product (solution).
2. Communication (*5%*)	Not clear, lacking confidence, voice inaudible. Not much eye contact or gestures shown. Does not smile. Presentation exceeds timing or underruns significantly. Monotonous in tone. Untidy and improperly dressed e.g., tees, sneakers, no socks, shorts	Reasonably audible, some eye contact, some gestures, and smiles. Quite well-paced. Inflection in voice can be improved. Adequately groomed. Casual attire.	Audible, confident, and well-paced. Reasonable eye contact, relevant gestures, and smiles. Satisfactory voice inflection. Well-groomed, neat appearance. Business casual attire.	Clear, confident, engaging, well-paced, well-timed, good strong voice. Very good eye contact, relevant gestures, and smiles. Good voice inflection. Well-groomed and in professional business attire (e.g., business suit for male, etc).
3. Visuals (*5%*)	Visuals and slide designs are simplistic and are not attractive. Did not put in effort in creating professional looking slides.	Reasonably good use of visuals. Slide designs are average. Moderate effort put into creating professional looking slides	Effective use of visuals to aid one's Presentation. Attractive graphics and animation used. Reasonably good effort put creating professional looking slides.	Excellent use of visuals to aid one's Presentation. Attractive graphics and animation used. Very good effort put into creating professional looking slides.
4. Handling Q & A (*5%*)	Unable to provide good answers to the questioning. Ill-prepared.	Provides reasonably logical answers to questions.	Well answered, clear, sensible and provides logical explanations.	Excellent, spot-on, faultless answering to questions with good logic shown.

Appendix E: VMock Critiqued Résumé Submission Instructions

VMock-Critiqued Résumé Submission (15%)

Job Ad	Résumé
	
1. Search for an internship job advertisement that is of your interest from your NBS platform.	1. Craft a customised résumé according to the job scope, job requirements, qualifications etc. shown in the Job Ad. 2. Submit only the **résumé** to VMock (without the job ad) for instant critique. 3. Use the system feedback generated by VMock and refine the résumé until you receive an **Amber** score of 60%. 4. You can further improve your resume to receive a **Green** score if you have not used up the 5-upload limit.

Note:

- VMock Résumé is submitted via the VMock System.
- It is best done in Adobe software. If you draft your Résumé in MSWord and format it into PDF, ensure that there are no formatting issues that might affect the grading.
- If you encounter formatting issues, follow VMock's recommendations, such as spacing, alignment, font size, etc.
- You are allowed a maximum of 5 attempts to complete this Assessment.
- VMock will capture the best score of your 5 attempts for this Assessment.

NANYANG TECHNOLOGICAL UNIVERSITY SINGAPORE

Appendix F: Sample Résumé

John TAN | Mobile No.: 9123 4567 | Email: John_Tan@gmail.com

EDUCATION

Nanyang Technological University, Singapore — Aug 2015 – May 2019
Bachelor of Engineering (Mechanical Engineering) with a Second Major in Business
- Dean's List for Semester 1, Academic Year 2017/2018
- Expected Honours (Distinction), Current CGPA: 4.30/5.00

University of Copenhagen — Sep 2017 – Dec 2017
Student Exchange Programme
- Gained new perspectives and insights into European Union economic issues through discussions in class

ACADEMIC PROJECT

Nanyang Technological University, Singapore — Aug 2018 – May 2019
Final Year Project – Design a system for repositioning of bikes in a bike-sharing system
- Developed a profit-maximization system to rebalance bikes efficiently for bike operators
- Optimised the total number of bikes per station and attained an increase of 15% profit margin
- Validated results from Newsvendor model using Monte Carlo simulation with 2,000 iterations

INTERNSHIP EXPERIENCE

Total Utility Pte Ltd — Jan 2018 – Jun 2018
Operations Processes Department, Intern
- Worked closely with 3 contracted engineers from YY Technologies to improve and optimise operations of the Biogas Engine and Thermal Hydrolysis Plant by 20%
- Facilitated in the maintenance and operation of 3 Biogas Engines and 1 Thermal Hydrolysis Plant
- Assisted the development of the 5th Biogas Engine by gathering relevant information to prevent previous issues of the Biogas Engines

WORK EXPERIENCE

The ABC Bank Limited — May 2017 – Aug 2017
Sales & Operations Assistant
- Implemented checking criteria for predicting user behaviour to automate checking process, resulting in a decrease of 5% in fraudulent transactions in Thailand market
- Analysed regional sales accounts across 5 countries in Asia Pacific and translated data gathered into insights using data visualisation tool Tableau
- Identified key growth areas and presented insights to Sales Director to craft 3 new countries' market entry strategies

CO-CURRICULAR ACTIVITIES

Engineering Club — Jan 2017 – Jun 2017
Vice President
- Managed 3 major fundraising events, secured a total of $10,000 worth of funds through creating awareness of events on Social Media and reaching out to halls and student community
- Oversaw publicity efforts and developed outreach strategies to deliver consistent message across various platforms reaching a breakthrough 20% increase of new club members

Freshmen Orientation Camp — Jun 2016 – Aug 2016
Programmes Committee Member
- Planned games and camp activities for 200 freshmen to encourage interaction and bonding
- Trained 30 camp volunteers on facilitation skills during a half day workshop to enhance ability to carry out camp activities safely

SKILLS

Languages: Proficient in English and Chinese, conversant in German
Digital Skills: AutoCAD, MATLAB, C++, Excel Visual Basic, Tableau, Photoshop, Microsoft Office

HOBBIES & INTERESTS

Travelling, Playing musical instruments (Guitar and Piano), Sports (Basketball)

Sample

Appendix G: VMock Résumé Guide

vmock

VMock Resume Platform

How-to Guide

GETTING STARTED

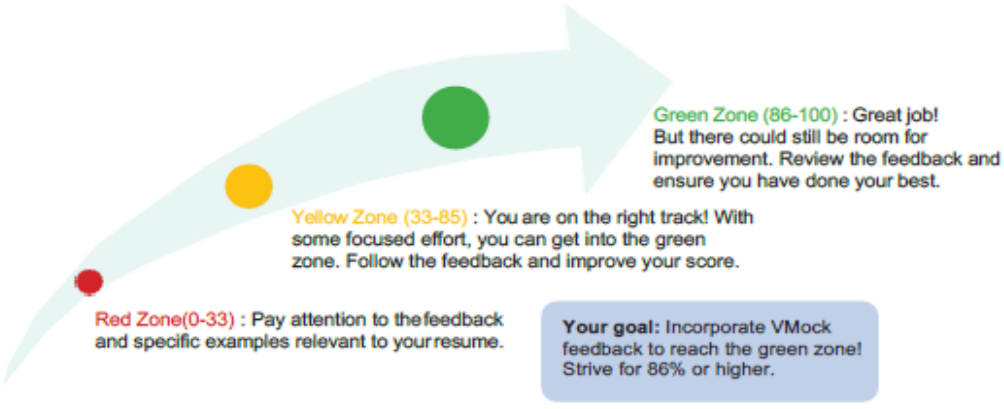
- Go to http://vmock.com/ntu
- Once registered, the platform will redirect you to the user dashboard.
- Click on the resume in the left navigation panel and upload your resume in the PDF format for the assessment.

UNDERSTANDING VMOCK SCORING AND FEEDBACK

VMOCK Resume SCORE

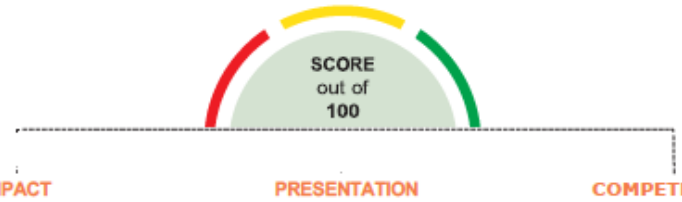
What is VMock Resume Score?
Provided on a scale of 0-100, VMock resume score is computed based on 3 core modules.
It appears automatically in your Student Dashboard after completion of the review process.

What does the score mean for you?
It indicates how well your resume presents your profile to recruiters and can belong to either Red, Yellow or Green zone.



VMOCK SYSTEM LEVEL FEEDBACK

System Feedback has three main modules: impact, presentation and competencies.



IMPACT

Every time recruiters see an experience on your resume, they ask "So what?" Impact is the measure of how effectively you have answered that question.

PRESENTATION

Presentation encompasses resume structure, length, grammar, and spelling.

COMPETENCIES

Competencies is the measure of how effectively you demonstrate in-demand skills like communication, collaboration, and analytical thinking.

- Click on the view detailed feedback button to review the feedback.
- You may navigate between each module by clicking on its name, below your resume score.
- Each main module is comprised of core elements. Scroll down and click through each core element to view corresponding feedback highlighted in your resume.

Within each core element, see guidance to view key insights and suggestions for improvement.

VMOCK TARGETED FEEDBACK

Targeted Feedback

Its core elements comprise of the corresponding sections in your resume and the feedback is generated by benchmarking the content against high scoring resumes of students in your community.

For example

Suppose your Resume includes three sections—education, related work experience, and languages—then Targeted Feedback will only have three core elements: education, related work experience, and languages.

- *Click Targeted Feedback, located at the top of the browser.*

Section Level Feedback

Feedback on content development and its placement on your resume.

For example

Suppose you list degree, major, and graduation year in the education section of your Resume.

VMock may recommend that you also include GPA, research projects, and coursework.

- *Click Categories you can include to view sample suggestions.*

Bullet Level Feedback

Section Level Feedback also includes bullet level feedback. Bullet level feedback evaluates bullet points on six parameters which are action-oriented, active voice, specifics, over-usage, filler words and bullet length to provide suggestions for improvement.

- *To review bullet level feedback, click any bullet point.*

UPDATE YOUR RESUME

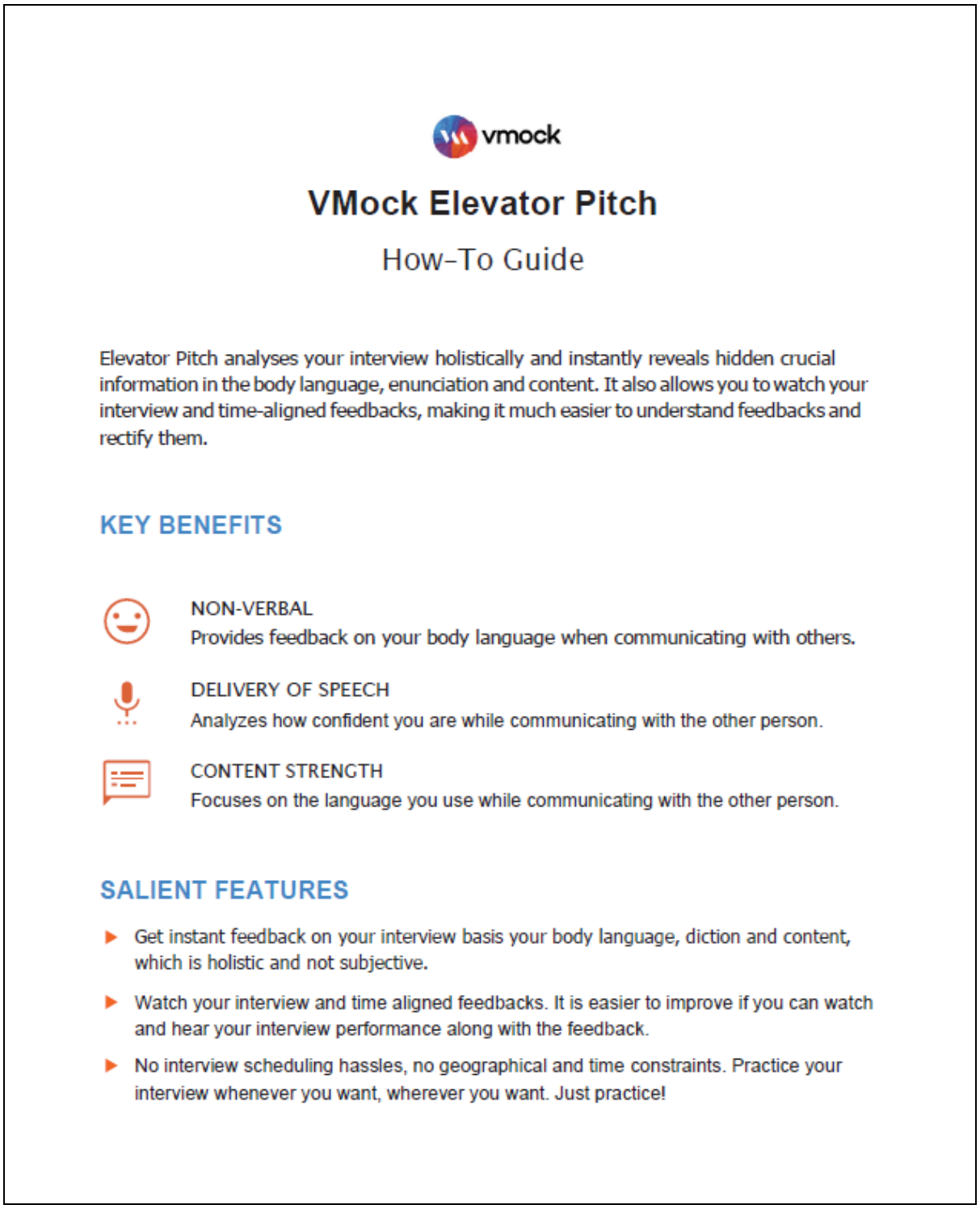
When you are finished reviewing VMock's detailed feedback, it's time to revise your Resume by incorporating the feedback and customized suggestions.

Once you've completed your updates, re-upload your newly edited resume to view your increased score and suggestions for further improvement until you reach the green zone!

Note: In case you have any trouble using the system, reach out to us at support@vmock.com

Appendix I: VMock Elevator Pitch Guide

NB: Elevator Pitch Practice is just an additional exercise for you to sharpen your EP. The score is not gradable, and the practice will be closed by Week 10.



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VMock Elevator Pitch

How-To Guide

Elevator Pitch analyses your interview holistically and instantly reveals hidden crucial information in the body language, enunciation and content. It also allows you to watch your interview and time-aligned feedbacks, making it much easier to understand feedbacks and rectify them.

KEY BENEFITS

NON-VERBAL
Provides feedback on your body language when communicating with others.

DELIVERY OF SPEECH
Analyzes how confident you are while communicating with the other person.

CONTENT STRENGTH
Focuses on the language you use while communicating with the other person.

SALIENT FEATURES

- Get instant feedback on your interview basis your body language, diction and content, which is holistic and not subjective.
- Watch your interview and time aligned feedbacks. It is easier to improve if you can watch and hear your interview performance along with the feedback.
- No interview scheduling hassles, no geographical and time constraints. Practice your interview whenever you want, wherever you want. Just practice!

GETTING STARTED

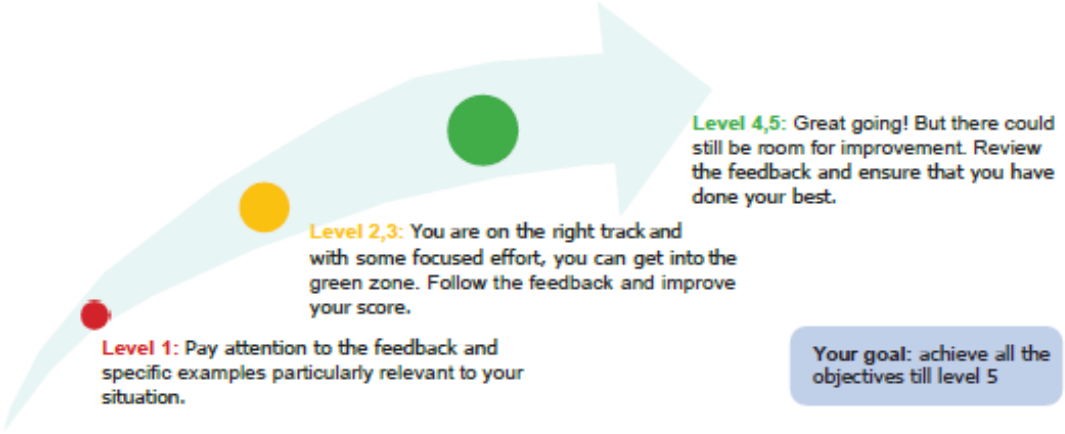
Follow these steps to access Elevator Pitch:

- Go to http://www.vmock.com/ntu
- Once registered, the platform will redirect you to the user dashboard. Now, click on the Elevator Pitch in the left navigation panel.
- Complete your basic details and get the calibration done.
- After the interview, you can view the detailed feedback and video summary of your performance.
- Go through the guidance tips from suggested reads and resources section to understand the next steps.
- Incorporate the feedback pointers in your next interview.

You will be all SET to unlock your potential in interviews!

VMOCK TARGETED FEEDBACK

Your Goal – achieve all the objectives till level 5



You will get instant interview strength and comprehensive feedback after your interview is complete. Watch your interview and follow the time-aligned feedback to make improvements and practice the interview to work on your improvement areas.

Appendix H: Peer Evaluation (via Peerceptiv) Teamwork Evaluation

Instructions to students:

1. All team members are required to complete the teamwork evaluation for all other members in the team (i.e., self-assessment is not required); see evaluation criteria on page 2 and rating descriptors on page 3. *Should a student fail to complete the teamwork evaluation of all other members in their group, 5% will be deducted from the student's final team assignment mark.*

2. All assessments and qualitative comments are *confidential*. Team members will only be able to see the compiled **qualitative comments** given by their team members.

   Note: *Students should avoid identifying themselves in any manner when providing qualitative comments to their team members*.

3. Each member's average rating given by their team members will be used to determine the final team assignment marks awarded to each member as follows:

Average Rating Range (Min: 1; Max: 9)	Marks Deduction (Out of 100%)	Final Adjusted Marks (Out of 100%)
⩾ 6.5	0%	Original team assignment mark (**M%**)
⩾ 5.5 to < 6.5	-5%	**M%** – 5%
⩾ 4.0 to < 5.5	-10%	**M%** – 10%
⩾ 3.0 to < 4.0	-15%	**M%** – 15%
> 1.0 to < 3.0	-20%	**M%** – 20%
= 1.0	-**M%**	0%

4. Please complete the teamwork evaluation through [state the evaluation platform used in the Course here] for all your team members for the team assignment no later than [state the deadline for students to complete their teamwork evaluation here].

5. If you are concerned with any of the qualitative comments you receive from other team members, ***please immediately consult your course instructor*** upon receiving the qualitative comments.

6. Please note that the teaching team reserves the right to adjust students' final team assignment marks based on additional considerations, including gathering information, certified special education needs (SEN), and medical diagnosis.

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Teamwork Evaluation Criteria

Criteria (Weighs)	**Score from 1 to 9**[2,3] (**1**: Never; **3**: Rarely; **5**: Occasionally; **7**: Frequently; **9**: Always)				
(For 6-members team)	*Member A*	*Member B*	*Member C*	*Member D*	*Member E*
Member name					
a. Fulfilling one's responsibilities duly (15%)					
Behaved responsibly--such as attend meetings punctually and regularly; participate in discussion; complete assigned tasks/roles punctually.	*Score from 1 to 9*				
	Qualitative comments/reasons				
b. Fulfilling one's responsibilities effectively (25%)					
Behaved and contributed effectively--such as quality of work produced; creativity of ideas; extensiveness of research and thinking.	*Score from 1 to 9*				
	Qualitative comments/reasons				
c. Managing interpersonal relationships (30%)					
Listened attentively to and sought inputs from others; helped team resolve conflicts and achieved common understanding to function effectively; promoted respect for others and differences; fostered camaraderie.	*Score from 1 to 9*				
	Qualitative comments/reasons				
d. Providing support to others to achieve goals (30%)					
Behaved fairly and ethically—such as sharing responsibilities and giving credits. Exhibited group citizenship behavior--such as helping others to learn and complete their work through guidance and encouragement; standing up for others when needed.	*Score from 1 to 9*				
	Qualitative comments/reasons				

[2] score of 1 should be given only when a team member does not really deserve to be awarded any mark for the team assignment (i.e., zero mark) because the member either has not or has barely participated and/or contributed to the team assignment in any meaningful manner.

[3] See detailed score descriptions for each criterion in the next table.

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Teamwork Evaluation Criteria – Score Descriptions

a. Fulfilling one's responsibilities duly (15%)									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
	Never		**Rarely**		**Occasionally**		**Frequently**		**Always**
Behaved responsibly--such as attend meetings punctually and regularly; participate in discussion; complete assigned tasks/roles punctually.	Did not participate actively in team meetings at all (even though he/she might still be present.) Did not contribute any useful ideas that were relevant for getting the project completed. Did not submit any or usable work on time and never did so without prompting.		Rarely participated actively in team meetings. Rarely contributed useful ideas that were relevant for getting the project completed. Rarely submitted work on time and did so rarely without prompting.		Occasionally participated actively in team meetings. Occasionally contributed useful ideas that were relevant for getting the project completed. Occasionally submitted work on time and did so occasionally without prompting.		Frequently participated actively in team meetings. Often contributed useful ideas that were relevant for getting the project completed. Frequently submitted assigned work on time without prompting.		Always participated actively in team meetings. Always contributed useful ideas that were relevant for getting the project completed. Always submitted assigned work on time without prompting.
b. Fulfilling one's responsibilities effectively (25%)									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
	Never		**Rarely**		**Occasionally**		**Frequently**		**Always**
Behaved and contributed effectively--such as quality of work produced; creativity of ideas; extensiveness of research and thinking.	Quality could not be evaluated because nothing relevant or usable was submitted.		Quality of work could be improved vastly; required major revisions before submission. Work reflected superficial effort in completing the project.		Quality of work could be improved; required some revisions before submission. Work reflected some effort in completing the project.		Quality of work was of reasonably acceptable standards; required minor revisions before submission. Work reflected reasonable effort in completing the project.		Quality of work was of highly acceptable standards; required no revision before submission. Work reflected extensive effort in completing the project.

c. Managing interpersonal relationships (30%)									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
	Never		**Rarely**		**Occasionally**		**Frequently**		**Always**
Listened attentively to and sought inputs from others; helped team resolve conflicts and achieved common understanding to function effectively; promoted respect for others and differences; fostered camaraderie.	Never listened to others. Never attempted to help team resolve conflicts. Never attempted to achieve common understanding to function effectively as a team. Never promoted respect for others, with no attempt to foster camaraderie.		Rarely listened to others. Rarely attempted to help team resolve conflicts. Rarely attempted to achieve common understanding to function effectively as a team. Rarely promoted respect for others, with rare attempts to foster camaraderie.		Occasionally listened to others, with occasional attempts to help team resolve conflicts. Occasionally attempted to achieve common understanding to function effectively as a team. Occasionally promoted respect for others, with occasional attempts to foster camaraderie.		Frequently listened to others, with frequent attempts to help team resolve conflicts. Frequently attempted to achieve common understanding to function effectively as a team. Frequently promoted respect for others, with notable attempts to foster camaraderie.		Always listened to others, always attempted to help team resolve conflicts. Always attempted to achieve common understanding to function effectively as a team. Always promoted respect for others and demonstrated consistent attempts to foster camaraderie.
d. Providing support to others to achieve goals (30%)									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
	Never		**Rarely**		**Occasionally**		**Frequently**		**Always**
Behaved fairly and ethically—such as sharing responsibilities and giving credits. Exhibited group citizenship behavior--such as helping others to learn and complete their work through guidance and encouragement; standing up for others when needed.	Never took on a fair share of responsibilities; never gave appropriate credits to others. Never attempted to help others learn; never provided guidance and encouragement. Never stood up for others when needed.		Rarely took on a fair share of responsibilities; rarely gave appropriate credits to others. Rarely attempted to help others learn; rarely provided guidance and encouragement. Rarely stood up for others when needed.		Occasionally took on a fair share of responsibilities; occasionally gave appropriate credits to others. Occasionally attempted to help others learn; occasionally provided guidance and encouragement. Occasionally stood up for others when needed.		Frequently took on a fair share of responsibilities; frequently gave appropriate credits to others. Frequently attempted to help others learn; frequently provided guidance and encouragement. Frequently stood up for others when needed.		Always took on a fair share of responsibilities; always gave appropriate credits to others. Always attempted to help others learn; always provided guidance and encouragement. Always stood up for others when needed.

Additional Resources

CAREER PLANNING AND JOB SEARCH STRATEGIES

Career Planning

• Define Your Career Horizons

https://www3.ntu.edu.sg/careertracks/be_savvy_define_your_career_horizons.html

Free Online Personality Tests

16 Personalities

https://www.16personalities.com/

Understand what drives you, your strengths and weaknesses, and what career paths for your personality type.

My Next Move

https://www.mynextmove.org/explore/ip

This O*NET Interest Profiler reveals your career interests based on the RIASEC Types (Realistic, Investigative, Artistic, Social, Enterprising and Conventional).

Online personality tests available via CAO for NTU students:

1. Harrison Career Suitability Assessment – at a small fee

https://ts.ntu.edu.sg/sites/intranet/dept/sasd/cao/careercoachingexploration/Pages/selfassessmenttools.aspx

2. Personality Style Indicator (PSI) – complimentary, via Career Coach appointment booking
https://ts.ntu.edu.sg/sites/intranet/dept/sasd/cao/careercoachingexploration/Pages/selfassessmenttools.aspx

Job Search Strategies

• Five Ways to Find a Job

https://gradsingapore.com/graduate-careers-advice/planning-your-job-search/five-ways-to-find-a-job

• Strategise Your Job Search

https://www3.ntu.edu.sg/careertracks/be_savvy_strategise_your_job_search.html

Recruitment Events & Networking

• Build Your Career Network

https://www3.ntu.edu.sg/careertracks/be_savvy_build_your_career_network.html

• Master Recruitment Events

https://www3.ntu.edu.sg/careertracks/be_savvy_master_recruitment_events.html

CREATING RÉSUMÉ & COVER LETTERS

Resume

• CAO-recommended Resume Template and Checklist

https://careeraxis.ntu.edu.sg/docs/4/ResumeTemplate.pdf

• Create a Stellar Resume

https://careeraxis.ntu.edu.sg/students/login?ReturnUrl=%2fdocs%2f11%2fJobSearch_CreateAStellarResume.pdf

• Craft a Stellar Resume and Cover Letter

https://www3.ntu.edu.sg/careertracks/be_savvy_craft_a_stellar_resume_and_cover_letter.html

• Your Step-by-Step Guide to Making the Perfect Resume (With Examples!)

https://www.themuse.com/advice/how-to-make-a-resume-examples

• What It Really Means to "Tailor Your Resume"

https://www.themuse.com/advice/what-it-really-means-to-tailor-your-resume

• The Only Resume Advice You'll Ever Need

https://www.forbes.com/sites/trudysteinfeld/2012/06/06/the-only-resume-advice-youll-ever-need/#308456f55d27

• Resume Samples and Examples

https://www.velvetjobs.com/resume/resume-samples?query=marketing+intern

Cover Letter

• CAO-recommended Cover Letter Template and Checklist

https://careeraxis.ntu.edu.sg/docs/39/CoverLetterTemplate.pdf

• The only 3 things you should include in a cover letter

https://www.cnbc.com/2020/02/26/the-3-only-things-you-should-include-in-a-cover-letter.html

• Cover Letters Are Hard to Write—But This Template Makes it a Breeze

https://www.themuse.com/advice/cover-letters-are-hard-to-writebut-this-template-makes-it-a-breeze

• The Perfect Cover Letter Template to Show Off Your Skills

https://www.themuse.com/advice/the-perfect-cover-letter-template-to-show-off-your-skills

• How to Write a Cover Letter: The All-Time Best Tips

https://www.themuse.com/advice/how-to-write-a-cover-letter-31-tips-you-need-to-know

• The Best Cover Letter Examples for Every Type of Job Seeker

https://www.themuse.com/advice/cover-letter-examples-every-type-job-seeker

INTERVIEWING SKILLS

Interview Skills

• The Top Nine Tricky Interview Questions and How to Answer Them

https://targetjobs.co.uk/careers-advice/interview-questions/325225-the-top-nine-tricky-interview-questions-and-how-to-answer-them

• Excel in Online Interviews

https://www3.ntu.edu.sg/careertracks/be_savvy_excel_in_online_interviews.html

• Competence-Based Interviews: How Good Are You?

https://gradsingapore.com/graduate-careers-advice/interview-tips-and-techniques/competence-based-interviews-how-good-are-you

• 4 Common Interview Questions (and 4 Perfect Answers)

https://www.themuse.com/advice/4-common-interview-questions-and-4-perfect-answers

• Be Assertive During Job Interviews

https://gradsingapore.com/graduate-careers-advice/interview-tips-and-techniques/be-assertive-during-job-interviews

• Grilling Your Interviewer

https://gradsingapore.com/graduate-careers-advice/interview-tips-and-techniques/grilling-your-interviewer

• 93% of employers want to see soft skills on your resume

https://www.cnbc.com/2022/07/13/in-demand-soft-skills-to-put-in-your-resume.html

JOB PORTALS

CareerAxis
https://careeraxis.ntu.edu.sg/students
Job opportunities for NTU students on the CareerAxis portal.

Careers@Gov
www.careers.gov.sg
Public Service careers to shape Singapore's future.

Cultjobs
https://www.cultjobs.com/
Creative and marketing jobs and internships in Singapore.

e27 jobs
https://e27.co/jobs/
Find jobs on Asia's largest Tech media platform.

gradsingapore
https://gradsingapore.com/jobs-internships
Graduate jobs, internships, and graduate trainee programmes in Singapore.

Indeed Jobs
https://sg.indeed.com/Vacancy-jobs
Connecting job seekers to employers.

JobsDB
www.sg.jobsdb.com/
Browse the latest jobs available in Singapore.

JobStreet
www.jobstreet.com.sg
Job site for career-minded professionals in Singapore.

JobsCentral NTU
www.ntu.jobscentral.com.sg
Graduate jobs, internships, and management trainee programmes for NTU students.

LinkedIn Jobs
www.sg.linkedin.com/jobs
Leverage your LinkedIn profile in your career search.

Monster
www.monster.com.sg
Jobs and careers in Singapore.

MyCareersFuture
www.mycareersfuture.gov.sg
Job search portal for Singapore Citizens and PRs, for jobs based on skills and competencies.

StartUpJobs Asia
https://www.startupjobs.asia
Startup and tech jobs in Asia.

sgCareers Telegram Channel
https://t.me/sgCareers
Connecting career seekers to employers in Singapore instantly!

Tech In Asia
https://www.techinasia.com/jobs/search
Opportunities in tech startups across Asia, Singapore, Malaysia, and Indonesia.

Wantedly
https://sg.wantedly.com/projects
Discover and connected with exciting jobs and companies

Market Research Resources

The Complete Guide to Market Research Techniques - Pollfish Resources
https://resources.pollfish.com/survey-guides/the-complete-guide-to-market-research-techniques/

The Most Insightful Market Research Questions You Can Ask - Pollfish Resource
https://resources.pollfish.com/market-research/the-most-insightful-market-research-questions-you-can-ask/

Chapter 3. Assessing Community Needs and Resources | Section 13. Conducting Surveys | Main Section | Community Tool Box (ku.edu)
https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-surveys/main

Chapter 3. Assessing Community Needs and Resources | Section 12. Conducting Interviews | Main Section | Community Tool Box (ku.edu)
https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-interviews/main

How to Create an Effective Survey (Updated 2022) (qualtrics.com)
https://www.qualtrics.com/blog/10-tips-for-building-effective-surveys/