HKU BUSINESS SCHOOL
港大經管學院

Inspire·Empower·Lead

1. General Information	
Course Subject	IIMT
Course Number	4671
Course Title	AI Entrepreneurship
Academic Years	2026-2027
Grading Method	Letter

2. Instructors

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Subclasses: 2A

4. Course Description

Course Description	This course is an execution-oriented venture studio in which students use artificial intelligence tools to discover opportunities, validate customer demand, build working products, and pursue early traction. Rather than treating AI as a standalone technical topic, the course positions AI as the engine of venture creation across opportunity discovery, customer research, product development, automation, experimentation, and go-to-market execution. Students will work individually or in teams to build an AI-native venture around a real customer problem. They will identify and evaluate opportunity spaces, conduct customer discovery, define a clear AI value hypothesis, design and deploy a minimum viable product (MVP), and run live market-facing experiments. The course emphasizes evidence, execution, and iteration over theory or business-plan writing. The course is designed to be realistic for a first-run cohort. Students are expected to make tangible venture progress within one semester, but they are not expected to build a fully scaled startup. Teams may use nocode, low-code, and AI-assisted development tools to produce credible MVPs quickly. The course is open to multiple AI-native venture models, including workflow products, vertical AI ventures, consumer products, SaaS tools, and service-enabled businesses, provided that AI is central to the value proposition and the concept can be tested credibly within the semester.

5. Course Objectives

1. Help students identify high-value problem spaces where AI can create measurable customer and business value.
2. Teach students to use AI tools to accelerate opportunity discovery, customer research, and venture execution.
3. Develop students' ability to design AI-enabled systems that combine models, workflows, data, and deterministic safeguards.
4. Enable students to build and deploy working AI MVPs that solve real customer problems.
5. Train students to run customer acquisition, validation, and commercialization experiments using realworld

5. Course Objectives
evidence.
6. Strengthen students' ability to communicate an AI venture's value proposition, business model, and goto-market strategy.

6. Faculty Learning Goals
Goal 1: Acquisition and internalization of knowledge of the programme discipline
Goal 2: Application and integration of knowledge
Goal 3: Inculcating professionalism
Goal 4: Developing global outlook
Goal 5: Mastering communication skills
Goal 6: Cultivating leadership

7. Course Learning Outcomes						
Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Identify and validate real-world problems suitable for AI-enabled venture creation.	✔	✔				
CLO2. Apply AI tools to conduct customer discovery, synthesize insights, and prioritize opportunities.	✔	✔	✔		✔	
CLO3. Design AI-native systems that combine automation, generative intelligence, and workflow orchestration.		✔	✔	✔		✔
CLO4. Build and deploy a functional AI-enabled MVP using modern tools.		✔	✔			✔
CLO5. Acquire, interpret, and act on user, buyer, and market feedback to improve the venture.		✔	✔	✔	✔	
CLO6. Present a credible venture case supported by product evidence, customer evidence, and early commercial or traction evidence.		✔	✔		✔	✔

8. Course Teaching and Learning Activities		
Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lectures / Workshops	18	15
T&L2. Studio Sessions	12	10
T&L3. Customer Discovery & Field Work	42	35
T&L4. Traction Experiments / Pilot Work	36	30
T&L5. Reading / Self-study	12	10
	Total: 120	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Weekly Venture Execution	Weekly evidence-based deliverables, team contribution, and execution discipline.	25%	1,2,4,5
A2. AI Opportunity and Validation Dossier	Problem selection, ICP definition, customer interviews, workflow analysis, AI value hypothesis, and proof of urgency.	25%	1,2,3,5
A3. AI MVP Build and Launch Review	Working MVP, system design, deployment quality, live user test, and iteration based on feedback.	25%	3,4,5
A4. Final Venture Demo and Evidence-based Pitch	Product demo, traction evidence, business model, go-to-market strategy, and next-step execution plan.	25%	3,4,5,6

Assessment Rubrics	
A1. Weekly Venture Execution	
A+,A,A-	Consistently delivers high-quality weekly outputs with strong evidence of execution. Runs meaningful tests, learns quickly, and adjusts direction with discipline. Shows clear ownership, excellent teamwork, and strong accountability in stand-ups and studio work. Maintains momentum across the semester with minimal prompting.
B+,B,B-	Submits solid weekly work with visible effort and reasonable follow-through. Runs relevant tests and demonstrates learning, though iteration quality may vary. Participates actively in team execution and class activities. Shows dependable progress across most weeks.
C+,C,C-	Completes weekly tasks at a basic level but often lacks depth, urgency, or clear learning. Execution is inconsistent and some deliverables feel reactive rather than purposeful. Team contribution is uneven or weakly documented. Progress is visible but limited.
D+,D	Submits minimal work and shows weak execution discipline. Tests are superficial, late, or poorly connected to decisions. Participation and contribution are inconsistent. Momentum is low throughout the semester.
F	Fails to complete weekly deliverables or shows no meaningful venture execution
A2. AI Opportunity and Validation Dossier	
A+,A,A-	Defines a highly relevant problem with strong customer and workflow evidence. Demonstrates excellent ICP clarity, AI value logic, and problem-selection reasoning. Synthesizes interviews and market insights rigorously. Shows strong judgment in narrowing scope and identifying a credible venture wedge.
B+,B,B-	Defines a relevant problem with good supporting evidence. Shows reasonable ICP clarity and a sensible AI value hypothesis. Uses customer discovery findings appropriately, though synthesis may be less sharp.

Assessment Rubrics	
	Problem selection is credible and mostly well-justified.
C+,C,C-	Identifies a plausible problem but with limited or shallow evidence. ICP definition and AI value hypothesis are present but underdeveloped. Interview or workflow analysis lacks depth or clear implications. The venture wedge is only partially convincing.
D+,D	Problem definition is vague or weakly supported. Customer evidence is minimal or poorly interpreted. AI value logic is unclear or unconvincing. The dossier falls below the expected standard for validation.
F	Fails to provide a coherent problem definition or credible validation evidence.
A3. AI MVP Build and Launch Review	
A+,A,A-	Builds and deploys a clear, testable MVP or pilot-ready workflow that directly addresses the validated problem. Demonstrates strong system logic, sensible use of AI, and thoughtful handling of reliability or trust issues. Launches to real users or realistic testing conditions and iterates effectively from feedback. Execution is focused, practical, and venture-relevant
B+,B,B-	Builds a credible MVP or testable prototype with clear linkage to the problem. AI integration and workflow logic are sound, though not fully refined. Runs live tests or launch activities with useful learning. Product quality and iteration are solid overall.
C+,C,C-	Produces a basic MVP or prototype, but testability, relevance, or execution quality is limited. AI functionality may be generic, weakly integrated, or insufficiently justified. Live testing is minimal or incomplete. Iteration is present but not especially effective.
D+,D	Build is incomplete, unclear, or poorly aligned with the problem. Product quality is weak and live testing is minimal or absent. AI usage appears superficial or disconnected from venture value. Execution does not meet the expected midpoint or launch standard.
F	Fails to produce a meaningful MVP, prototype, or launch-ready workflow.
A4. Final Venture Demo and Evidence-based Pitch	
A+,A,A-	Presents a compelling and credible venture case with strong product, customer, and commercial evidence. Explains clearly how AI creates value and how the venture can continue beyond the course. Demonstrates excellent communication, strategic clarity, and command of the evidence. Handles questions thoughtfully and professionally.
B+,B,B-	Presents a clear and well-structured venture with good supporting evidence. Shows credible product logic, customer learning, and commercial thinking. Communicates effectively and handles most questions competently. The overall venture case is persuasive.
C+,C,C-	Presents a basic but understandable venture story. Evidence exists but is limited, fragmented, or weakly connected. Communication is adequate but lacks confidence, clarity, or strategic depth. The case for continuation is only moderately convincing.

Assessment Rubrics	
D+,D	Presentation is unclear, thinly supported, or poorly organized. Evidence is weak and key venture logic remains unresolved. Responses to questions are limited. The venture case is marginal.
F	Fails to present a coherent, evidence-based venture case.

10. Course Grade Descriptors	
A+,A,A-	● Demonstrate excellent understanding of AI venture-building concepts and their practical application. ● Make strong, evidence-based decisions across problem selection, validation, product scope, and go-to-market execution. ● Show high-quality implementation, disciplined weekly progress, and strong responsiveness to customer and market feedback. ● Communicate venture logic, product evidence, and next-step strategy clearly and professionally.
B+,B,B-	● Demonstrate good understanding of course concepts and apply them appropriately in most venture decisions. ● Show credible progress in validation, MVP building, and experimentation, though with some gaps in depth or consistency. ● Use evidence reasonably well, even if iteration quality or execution speed is uneven. ● Communicate the venture clearly with generally sound logic and structure.
C+,C,C-	● Show basic understanding of course content but apply it inconsistently. ● Produce some venture artifacts and progress, but evidence is limited, weakly interpreted, or insufficiently acted upon. ● Demonstrate effort in building and testing, but with major gaps in clarity, execution discipline, or customer understanding. ● Present the venture at a basic acceptable level.
D+,D	● Show minimal understanding of AI venture-building concepts. ● Make limited progress on validation, MVP development, or live testing. ● Provide weak or incomplete evidence and struggle to convert activities into meaningful learning. ● Communicate the venture unclearly and at a marginal standard.
F	● Show no meaningful effort, little or no understanding of course requirements, and no credible venture progress.

11. Course Content and Tentative Teaching Schedule	
Topic/ Session	Content
1	What an AI-native venture is
2	Opportunity mapping and problem selection
3	Customer discovery and buyer discovery
4	Workflow deconstruction and AI value hypothesis
5	Designing the AI system
6	Rapid MVP prototyping and midpoint venture review
7	Build, deploy, and instrument
8	Founder-led sales and distribution

11. Course Content and Tentative Teaching Schedule	
9	Usage, feedback, and iteration
10	Pilots, pricing, and commercial conversion
11	Defensibility, access, and scale
12	Final venture demonstrations and wrap-up

12. Required/Recommended Readings & Online Materials	
Reading	Recommended Readings: 1. Blank, S. (2020). The Startup Owner's Manual: The Step-By-Step Guide for Building a GreatCompany. K&S Ranch. 2. Ries, E. (2011). The Lean Startup. Crown Business. 3. Mullins, J. (2017). The Customer-Funded Business. Wiley 4. Fitzpatrick, R. (2013) The Mom Test

13. Means / Processes for Student feedback on Course	
	Conducting mid-term survey in additional to SETL around the end of the semester
✔	Online response via Moodle site
	Others

14. Course Policy

An orderly learning environment is extremely important for this course. Disruptive behaviors are inconsiderate to other students as well as to the instructor and are absolutely unacceptable. Talking during lectures, arriving to class late, and any other disruptions of mobile devices are not allowed; students who are responsible for any of these actions will be subject to academic penalty and will be asked to leave the classroom.

Any dishonesty—such as cheating, false representation, plagiarism, etc.—that comes to my attention will result in an F in the course. Academic dishonesty includes cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process.

Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on an exam or other assignment. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the Disciplinary Committee Regulations. By teaching this course, I have agreed to observe all of the faculty responsibilities described in that document. By enrolling in this class, you have agreed to observe all of the student responsibilities described in that document. If the application of that policy statement to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.