BUSINESS DEVELOPMENT PROJECT

Level of studies	*Graduate*
Number of credits	*6 ECTS*; *36 class hours, 124 hours of self-study, 2 hours of consultation*
Prerequisites	*Undergraduate diploma*
Language of instruction	*English*

THE AIM OF THE COURSE

This module aims to enable students to apply theoretical leadership and strategy knowledge gained during the programme into a practical, real-life situation. During this module, students are asked to showcase their learning through the creation of an entrepreneurship project. This s entrepreneurship project will integrate and consolidate, extend and augment, and apply the program's interdisciplinary learnings. As part of this project's development, students will have to work collaboratively, practise leadership skills while interacting with relevant stakeholders, negotiating for resources and looking for opportunities to create value for business, community or society. Overall, this module aims at providing students with the opportunity to become the new type of leader, putting into practice the knowledge gathered through immersive learning of leadership, strategy, and innovation.

LEARNING OUTCOMES

Course learning outcomes (CLO)	Study methods	Assessment methods
CLO1. Critically evaluate information and analyse market environment to solve a problem and make business decisions	Lectures, self-study, group work, case studies	Entrepreneurship project
CLO2. Demonstrate the ability to apply leadership and strategic thinking knowledge in the practical context of the project and scale the project to a global environment	Self-study, group work, case studies, interactive class tasks and activities	Entrepreneurship project
CLO3. Develop the ability to work both independently and collaboratively to achieve set deliverables within agreed timeframes	Lectures, self-study, group work, interactive class tasks and activities	Entrepreneurship project
CLO4. Demonstrate the ability to communicate effectively to audiences in a business context and to work with stakeholders across different contexts and countries	Participation in interactive class and group discussions	Group presentation, Entrepreneurship project
CLO5. Demonstrate entrepreneurial, organisational, communication, critical and creative thinking skills	Lectures, group work, interactive class tasks and activities	Entrepreneurship project, Entrepreneurship project

ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

COURSE OUTLINE

Topic	In-class hours	Readings
How to design a global entrepreneurial strategy. Introduction to the module. Understanding the key components of a project/business/initiative. Using an entrepreneurial mindset to create value for business, community or society nationally and internationally.	3	Naumann, C. (2017). Entrepreneurial mindset Asli (2018). 6 Tips For Growing With An Entrepreneurial Mindset

Introduction to Business Model: value proposition, customer segment, customer relationship, channel, key activities, key resources, key partners, cost and revenue.	3	Business model canvas (handout) Customer journey (handout) Nosratabad et al. (2019). Sustainable business models
How to create a value proposition: job-to-done, segmentation, user persona, customer journey map, other aspects of the project. Value proposition and customer value. Consideration of global factors when creating a business model.	4	Book chapters, reading and business cases Ries (2011). The Lean Startup. (selected pages)
Building your business model: prototyping your MVP and getting feedback. Importance of compelling presentation and stakeholder buy-in. Scaling your project. Internationalisation of your idea.	4	Warfel (2009). Prototyping: A Practitioner's Guide (selected pages) Elsbach (2003). How to Pitch a Brilliant idea Selected videos and speeches
The Global perspective. Internationalization of your project. Planning for the scalability of the project internationally.	4	Business Model Project – selected pages from Osterwalder et al. (2010)
Entrepreneurship challenge project incubation	6	Business Model Project – selected pages from Osterwalder et al. (2010)
Entrepreneurship challenge project acceleration	6	Business Model Project – selected pages from Osterwalder et al. (2010)
Entrepreneurship challenge project: The Pitch.	6	N/A
	Total: 36 hours	

FINAL GRADE COMPOSITION

Type of assignment	Self-study hours	% of the total grade
Entrepreneurship project • The idea • The market • The model/framework • The prototype • The global perspective	84	5% 10% 15% 20% 10%
Group presentation (hackathon)	40	30%
Participation		10%
Total:	**124**	**100**

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

Assessment 1. Entrepreneurship Project.

With your team, you have to create a project to showcase all the knowledge, skills and capabilities learnt in this programme. In this module, we use the term 'entrepreneurship project' as an umbrella term to describe a variety of possible projects – a business venture to create a product or a service of your choice, a social initiative to solve a particular problem in the community or establishing a training programme to develop a specific field.

There are 5 components that should be covered as part of the development process:
1. The idea.
    • What is the idea for your project? What is the 'gap' or a 'problem' you are trying to resolve? Why is it important?
      Outcome: 1-page summary
2. The market

- Is there any competition in the market? If it is a unique proposition, are there any alternatives? What's your USP?
- Outcome: 2-page market evaluation report
3. The model/framework
    - Depending on the choice of your project (i.e., business, social initiative etc.), you have to develop a business model or a framework for how the idea/initiative/project will work.
    - Outcomes: 1) business model canvas (for products) or customer journey maps (for services) 2) Value proposition and value-based matrix
4. The prototype
    - Creating a prototype of your idea.
    - Outcome: a prototype (the specifics depend on your project – to be agreed with your lecturer)
5. The global perspective
    - Internationalisation of your business – incorporating global perspective in your idea (i.e., linking up with another initiative abroad, scaling your business to a new international environment, inviting people from other countries to participate or similar)
    - Outcome: evidence (depends on your project – to be agreed with your lecturer)

Assessment 2. Presentation.

Presenting your fully developed idea to an audience in a hackathon format. A hackathon is an event where different teams present their projects and compete against each other for the 'winning price'. In the case of this module, your team might be presenting your project to a large audience of ISM academics, alumni, business or community representatives and other stakeholders.

Time restriction for the presentation is 5 minutes. Each team member should cover a part of your presentation. Presentations should be engaging, interesting and compelling. More information about the hackathon will be provided during the module.

Assessment 3. Participation.

Using a flipped classroom approach to blended learning students will be asked to complete a range of tasks prior to the workshop. Evidence of preparation for workshops will be assessed. This assessment is designed to ensure students actively engage with the content prior to workshops (online or face-to-face) to support content application through a range of interactive activities including guided instruction (e.g. small group and whole class discussion), role plays, simulations, case studies, scenario-based tasks, problem-based tasks, project-based tasks, presentations and enquiry-based tasks.

RETAKE POLICY

There are no retakes for any of the assessments above, however, extensions can be granted with the permission of your lecturer. In case you cannot attend the scheduled elevator pitch class, a new date might be agreed with the permission of your lecturer.

ADDITIONAL REMARKS

Class Participation: It is expected that you will actively participate in class discussion, debates and other activities.

Class Conduct/Professional Behavior: Students are expected to behave in a manner conducive to an educational setting in the classroom. Inappropriate behaviour will result in the student being asked to leave the class. In addition, students contacting the public (including, but not limited to, research for your project) are expected to act in a professional manner – keeping appointments, dressing appropriately if personal interview, being respectful of the publics' time, etc.

Deadlines and Details: Meeting deadlines and taking care of details are of extreme importance. Therefore, for all assignments that are not turned in on time a grade of "0" will be given.

REQUIRED READINGS

1. Osterwalder, A., Pigneur, Y., & Clark, T. (2010). Business model generation: A handbook for visionaries, game changers, and challengers. Hoboken, NJ: Wiley.

2. Naumann, C. (2017). Entrepreneurial mindset: A synthetic literature review. Entrepreneurial Business and Economics Review, 5(3), 149-172.
3. Asli (2018). 6 Tips For Growing With An Entrepreneurial Mindset. Forbes.
4. Nosratabadi, S., Mosavi, A., Shamshirband, S., Kazimieras Zavadskas, E., Rakotonirainy, A., & Chau, K. W. (2019). Sustainable business models: A review. Sustainability, 11(6), 1663.
5. Warfel (2009). Prototyping: A Practitioner's Guide. Rosenfeld Media.
6. Elsbach (2003). How to Pitch a Brilliant idea. Harvard business review.
7. Ries (2011). The Lean Startup. Crown Publishing Group.

ADDITIONAL READINGS

Further readings and interactive learning materials will be provided on the unit e-learning site.