

## ENTREPRENEURSHIP PROJECT

<b>Course code</b>	GRAL009
<b>Level of studies</b>	Graduate
<b>Number of credits</b>	6 ECTS; 36 class hours, 124 hours of self-study, 2 hours of consultation
<b>Course coordinator (title and name)</b>	Prof. Dr. Carlos Sanchez, e-mail: <a href="mailto:carsan@ism.lt">carsan@ism.lt</a>
<b>Prerequisites</b>	Undergraduate diploma
<b>Language of instruction</b>	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, practice 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 analyze 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, organizational, 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
<b>How to design a global entrepreneurial strategy.</b> 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	Blank, S. (2022). Entrepreneurs, Is a Venture Studio Right for You? HBR
<b>Introduction to Business Model:</b> value proposition, customer segment, customer relationship, channel, key activities, key resources, key partners, cost and revenue.	3	Casadesus-Masanell, R. and Ricart, J.E. (2011) How to Design a Winning Business Model, HBR.  Osterwalder, A., & Pigneur, Y. (2013). Business model generation A handbook for visionaries, game changers, and Challengers. Wiley & Sons.
<b>How to create a value proposition:</b> job-to-done, the hook, user persona, customer journey map, other aspects of the project. Value proposition and customer value. Consideration of global factors when creating a business model.	6	Ries. (2011). The Lean Startup: How Today's entrepreneurs use continuous innovation to create radically successful business. Currency.  Osterwalder, A. (2014). Value proposition design: How to create products and services customers want. Wiley.  Bocken, N., & Snihur, Y. (2020). Lean Startup and the business model: Experimenting for novelty and impact. Long Range Planning, 53(4), 101953.
<b>Building your business model:</b> prototyping your MVP and getting feedback. Importance of compelling presentation and stakeholder buy-in. Scaling your project. Internationalization of your idea.	3	Innella, G., & Rodgers, P. A. (2017). Making sense: harnessing communication through prototyping. The Design Journal, 20(sup1), S1154-S1166.
<b>The Global perspective.</b> Internationalization of your project. Planning for the scalability of the project internationally.	3	Blank, S. (2009) The Customer Development Manifesto: Reasons for the Revolution
<b>Entrepreneurship challenge project I</b>	6	Business Model Project
<b>Entrepreneurship challenge project II</b>	6	Business Model Project
<b>Entrepreneurship challenge project: The Pitch.</b>	6	Gallo, C. (2020). What It Takes to Give a Great Presentation. Harvard Business Review. Anderson, C (2013) How to Give a Killer Presentation. Harvard Business Review. Elsbach, K.D. (2003) How to Pitch a Brilliant Idea Fryer, B. (2003) Storytelling That Moves People
	<b>Total: 36 hours</b>	

## FINAL GRADE COMPOSITION

Type of assignment	Self-study hours	% of the total grade
Entrepreneurship project	84	60%
Creative Artefact Portfolio	40	30%
Participation		10%
<b>Total:</b>	<b>124</b>	<b>100</b>

## DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

### Assessment 1. Entrepreneurship Project.

With your team, you must define, ideate, prototype, and pitch an entrepreneurship 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 tasks – 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.

Regarding the heterogeneity of the possible projects, the entrepreneurship project should cover some of the key deliveries: market validation, the idea, competition, value proposition, prototype, business canvas model and the pitch. As an ongoing assessment, learning occurs through the doing as much as through the artefacts produced.

### Assessment 2. Creative Artefact Portfolio

Students will work on the concepts related to entrepreneurship and creativity and the relevance of technologies in innovation through a diverse number of activities such as participating in discussion forums and thinking, an ethical dilemma, creativity assessments, etc

### 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 public's 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

- Blank, S. (2022). Entrepreneurs, Is a Venture Studio Right for You? HBR
- Casadesus-Masanell, R. and Ricart, J.E. (2011) How to Design a Winning Business Model, HBR.
- Osterwalder, A., & Pigneur, Y. (2013). Business model generation A handbook for visionaries, game changers, and Challengers. Wiley & Sons.
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- Blanck, S. (2009) The Customer Development Manifesto: Reasons for the Revolution
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- Anderson, C (2013) How to Give a Killer Presentation. Harvard Business Review.
- Elsbach, K.D. (2003) How to Pitch a Brilliant Idea
- Fryer, B. (2003) Storytelling That Moves People

## ADDITIONAL READINGS

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