AGILE DEVELOPMENT: LEAN START-UP AND GOOGLE SPRINT

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| Course code | *MNG260* |
| Compulsory in the programmes | *Entrepreneurship and Innovation* |
| Level of studies | *Undergraduate* |
| Number of credits and | *3 ECTS (24 contact hours + 3 consultation hours, 53 individual work hours)* |
| Course coordinator (title and name) | *Erik Ackner* |
| Prerequisites | *None* |
| Language of instruction | *English* |

**THE AIM OF THE COURSE:**

The course deepens the understanding of Agile business development. Practice the Lean startup cycle “Ideate-build-measure-learn”. Students will learn how to pivot and test business ideas and models in a short period of time. Students will learn the two most popular Agile approach to business development Lean Startup and Google Sprint.

The Lean Startup is a new approach being adopted across the globe, changing the way companies are built and new products are launched. Students will familiarize themselves with the principles and step-by-step instructions and get comfortable iterating Lean Startup Canvas.

**MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS**

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| Course level learning outcomes (objectives) | Degree level learning objectives (Number of LO) | Assessment methods | Teaching methods |
| CLO1. To understand and to be able to develop Lean Startup Canvas for business idea | BLO 1. 1.  BLO 1.2 | Individual study, Group project. Practicing, reflecting, and discussions | Final presentation, group task, and individual reflection |
| CLO2. To understand Agile methodology and build a workshop plan | BLO 1. 1. | Individual study, Group project. Practicing, reflecting, and discussions | Final presentation, group task, and individual reflection |
| CLO3. To be able to use one of those frameworks to solve an emerging problem in a short period of time | BLO 1.2 | Individual study, Group project. Practicing, reflecting, and discussions | Final presentation, group task, and individual reflection |
| CLO4. To be able to understand what information is needed to support business development and being able to gather it. | BLO 4.1  BLO 4.2 | Individual study, Group project. Practicing, reflecting, and discussions | Final presentation, group task, and individual reflection |
| CLO5. To be able to link human needs, possibilities of technology, and requirements for business success. | BLO 3.1 | Individual study, Group project. Practicing, reflecting, and discussions | Final presentation, group task, and individual reflection |

**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**

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| **Topic** | **In-class hours** | **Readings** |
| Course introduction, expectations, deliverables  Highlevel view on frameworks, sprint, lean startup | 3 | TBA |
| Deep Dive: Lean Startup, Lean Startup Canvas, Case Studies | 3 | TBA |
| Deep Dive: Google Sprint, Brand Sprint, Case Studies | 4 | TBA |
| Exercise Day: Practice canvas, short presentations, recap, preparation for “Sprint” | 4 | TBA |
| Sprint kick off: pitch ideas, form groups, create project 1-pager | 3 | TBA |
| Sprint Workshops:   1. Business model examples 2. Value propositions, value curve 3. Pricing, market penetration 4. Growth strategies 5. Concept of Blitzscaling 6. Brand Sprint Concept   Deliverables:   1. Brand Sprint for each project to prepare for final presentation   Build project “investor pitch” as course deliverable | 3 | TBA |
| **Course Evaluation**  Group project pitch to “investors”, proving criteria of market validation, business model, and solution mock-up. Each team gets 8 minutes sharp | 3 | TBA |
| **Feedback and Recap session**  Summarizing learnings, students will share experience and reflect on themselves based on the “self-leadership” framework.  Recap on all learned frameworks and short summary quiz to ensure knowledge is memorized  AMA mentoring session to provide guidance for future projects and entrepreneurial journey | 1 | TBA |
|  | **Total 24 hours** |  |
| CONSULTATIONS | 3 |  |
| FINAL EXAM | 2 |  |

**FINAL GRADE COMPOSITION**

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| --- | --- |
| **Type of assignment** | **%** |
| *Group Components 80%* |  |
| Final presentation of group project. | 80 |
|  |  |
| *Individual Components 20 %* |  |
| Personal contribution during lectures. Homework assignments. | 20 |
|  |  |
| **Total:** | **100** |

**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**

*(Provide short descriptions and grading criteria of each assignment)*

1. **The in-class contribution** will count for 20% of the final grade. It may include participation in discussions on the topic of the lecture, participation in group and individual problem-solving tasks. S**tudents are expected to BE PREPARED TO DISCUSS VARIOUS QUESTIONS RELATED TO THE TOPIC.**
2. **The group project** will count for 80% of the final grade. It will be based on a Hackathon project development and acknowledgment at Hackathon.

**Re-taking.** Students groups have the right to re-take the presentations from other hackathons within 6 months. It will acount for **80%** of the final grade. **The individual assignments cannot be resubmitted at a later time**

**REQUIRED READINGS**

1. Sinnott-Armstrong, W., & Fogelin, R. (2014). Cengage Advantage Books: Understanding Arguments: An Introduction to Informal Logic. Cengage Learning.
2. Eric Ries, The Startup Way: How Modern Companies Use Entrepreneurial Management to Transform Culture and Drive Long-Term Growth

**ADDITIONAL READINGS**

**ANNEX**

**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:*

*International Business and Communication,*

*Business Management and Marketing,*

*Finance,*

*Industrial Technology Management,*

*Entrepreneurship and Innovation*

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| **Learning Goals** | **Learning Objectives** |
| Students will be critical thinkers | BLO1.1. Students will be able to understand core concepts and methods in the business disciplines |
| BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions |
| Students will be socially responsible in their related discipline | BLO2.1. Students will be knowledgeable about ethics and social responsibility |
| Students will be technology agile | BLO3.1. Students will demonstrate proficiency in common business software packages |
| BLO3.2. Students will be able to make decisions using appropriate IT tools |
| Students will be effective communicators | BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| BLO4.2. Students will be able to convey their ideas effectively through an oral presentation |
| BLO4.3. Students will be able to convey their ideas effectively in a written paper |

**Learning objectives for the Bachelor of Social Science**

*Programmes:*

*Economics and Data Analytics,*

*Economics and Politics*

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| **Learning Goals** | **Learning Objectives** |
| Students will be critical thinkers | ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines |
| ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements |
| Students will have skills to employ economic thought for the common good | ELO2.1.Students will have a keen sense of ethical criteria for practical problem-solving |
| Students will be technology agile | ELO3.1. Students will demonstrate proficiency in common business software packages |
| ELO3.2. Students will be able to make decisions using appropriate IT tools |
| Students will be effective communicators | ELO4.1.Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| ELO4.2.Students will be able to convey their ideas effectively through an oral presentation |
| ELO4.3. Students will be able to convey their ideas effectively in a written paper |