

CONTINUOUS BUSINESS DEVELOPMENT PROJECT I

Course code	<i>MNG251</i>
Compulsory in the programmes	<i>Entrepreneurship and innovation</i>
Level of studies	<i>Undergraduate</i>
Number of credits	<i>6 ECTS (48 in-class hours + 6 consultation hours + 2 exam hours, 104 individual work hours)</i>
Course coordinator (title and name)	<i>Michelle Lane Messina</i>
Prerequisites	<i>none</i>
Language of instruction	<i>English</i>

THE AIM OF THE COURSE:

The main aim of the course is to focus on building a solution to a specific issue, in the form of a product or service company concept. The course focuses on the practical application of theory, models, tools in the process of new ideas search and problem analysis. The course is based on Silicon Valley best practices and practical approaches. It provides basic understanding and skills needed for initial business start.

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

Course level learning outcomes (objectives)	Degree level learning objectives (Number of LO)	Assessment methods	Teaching methods
CLO1. The student can envision and articulate the resolution to some portion of a complex global problem that will become their business concept.	BLO1.1	Written and oral reflections & explanations	Lectures, guest speaker, videos, online information sources
CLO2. The student demonstrates their ability to present the concept orally and manage the Q&A discussion around said concept.	BLO 4.1 BLO4.2	In-class presentations, Peer voting	Lectures, guest speaker, video
CLO3. The student can assess risks associated with specific decision(s) tied to their business concept	BLO1.2	Oral presentation, Peer voting	Lectures, guest speaker, case studies
CLO4. The student demonstrations use repeatable process(es) to collect and understand market feedback and apply to decisions on their business concept	BLO1.2 BLO4.3	Writing project	Lectures, analysis

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
<i>Make it Matter I:</i> We face many big global challenges. Agriculture, Water, Food Supply Chains, Human Oppression, Refugees, Health Equity, Mis-information, Cyber Warfare	6	Article: UN Sustainable Development Goals TED^x Talk: by Prasoon Kumar, Why the Best Minds are not Solving World's Biggest Problems Guest Speaker (online) Lecture: Make it Matter I, Michelle Lane Messina
<i>Make it Matter II:</i> Where will you begin? Choose what interests you and develop a short presentation (5 min); share why you're passionate about this specific issue of the bigger problem, supporting points. Is it a business opportunity solved through technology?	4	Video: Plastic Bricks in Kenya Article: How to communicate your ideas clearly Guest speaker (online) Lecture: Make it Matter II, Michelle Lane Messina
<i>Co-founders and Partners:</i> Think differently. Choose partner with same category interest if possible; assess both ideas and choose one to refine.	4	Articles: - The secret to solving global issues? Fewer secrets, more collaboration - Choosing a co-founder SWOT Analysis for Personal Development and A Comprehensive Guide to Creating Your Personal SWOT Analysis - Group Dynamics in Startups: 7 Points Every Founder Should Know Guest Speaker (online) Lecture: "Startup Suicide vs. Homicide", Michelle Lane Messina
<i>Collaborating:</i> 1+1=3 Further refine business idea using industry standard tools. Create 10-slide slide presentation and verbal script. Work together, rehearse, and have fun!	4	2 Mini Case Studies: Why Webvan Failed + Webvan Case Study Tools: BCM: Business Model Canvas; 10- slide PPT deck Guest speaker (online) Lecture: "Teamwork for the Future", Michelle Lane Messina
<i>Present:</i> Who, what, why, when, where, how much? Present your alpha version for 5 min, 5 min feedback session. Slides required. Peer voting.	2	Need: Polling app
<i>Refining:</i> Listen, Learn & Leverage Present for 3 min, 5 min feedback session. Slides required. Peer voting.	2	Need: Polling app
<i>Listen:</i> Market Feedback	8	Articles: Collecting Market Feedback Buyer Persona Templates

Define persona, define discussion guide, what is your structured process to reach individuals for feedback, how many, where, data collection. 1:1 team checkins		Be a Good Mentee
<i>Learn:</i> Lots of them 5 min structured oral presentation w/o slides to share learnings from market. Peer comments.	4	Need: Polling app Video: TED ^x by Kevin Cahill, " Teamwork Reimagined"
<i>Leverage:</i> Incorporating the Learnings Build 30/60/90-day plan	4	Lecture: "Build a Solid Plan", Michelle Lane Messina Tool: 30/30/90-day work plan
1:1 team check-ins	4	Article: Be a Good Mentee
Final Presentation: To a jury, 5 min and 3 min feedback	6	Need: Polling app
	Total: hours 48	
CONSULTATIONS	2	
FINAL EXAM	2	

FINAL GRADE COMPOSITION

Type of assignment	%
<i>Group Components 60%</i>	
Group project activities	60
<i>Individual Components 40%</i>	
Individual participation and progress report	40
Total:	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

(Provide short descriptions and grading criteria of each assignment)

Group project evaluation:

1. Jointly-created 10 slide presentation, proactivity during mentor discussions, 30/60/90 day work plan, final 5 minute presentation

2. Team alignment: presentations skills, participation, engagement

Individual activities evaluation:

1. *Make it Matter II*: Where will you begin? Solo 5-minute presentation
2. Class participation, feedback, & questions: About why partner chosen, working relationships, challenges experiences, presentation skills, proactivity during mentor discussions, presentation on marketing learnings (either verbal or with slides)

RETAKE POLICY

Retake could be done for 40 % of all evaluation. Students will receive additional tasks from all course.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

All course participants must comply with the ISM University of Management and Economics Artificial Intelligence Policy published on the e-learning platform. The guidance below sets out how it applies to this course. In this course students choose a global problem that matters to them, build a concept around it, take it to real people and change it in response to what they hear. Generative AI is a legitimate tool for building it is not a substitute for conviction, for judgement, or for evidence gathered from real people. The guiding rule is simple: AI may support your thinking, but it may not replace it. Students remain fully responsible for everything they submit or present, including any factual error, fabricated source, invented statistic or unexamined assumption produced by an AI tool.

Group project: concept, slides and the 30/60/90-day plan (60%)

In the group work, the use of generative AI is permitted and encouraged. Teams may use AI tools:

- to research the problem space, existing solutions, competitors and comparable ventures, and to structure what they find;
- to generate and stress-test concept options, business model configurations and revenue logics, and to argue against the team's own choices;
- to help draft working material such as personas, discussion guides, canvases and the 30/60/90-day plan;
- to build the ten-slide deck, visuals, mock-ups and prototypes, and to rehearse the presentation and its likely questions;
- to improve the quality of written and spoken English.

What must remain the team's own work is the reasoning the project is assessed on: the choice of problem and why it is worth solving, the concept and the logic connecting it to a real need, the decisions taken after market feedback, the priorities in the 30/60/90-day plan, and everything said during the presentations and the jury's questions. Teams should be able to explain why they pursued the direction they did and why they set the alternatives aside — including alternatives an AI tool proposed.

Market feedback must come from real people

This is the one limit that admits no exception. The course assesses a structured process of reaching real individuals, listening to them and acting on what they say. AI tools may help design the persona, the discussion guide and the data-collection approach. They may not be used to simulate the people themselves. Generating synthetic interview responses, inventing quotes, fabricating survey counts or producing an AI estimate of what a customer segment would say and then presenting any of it as market feedback is a serious breach of academic integrity and will be treated as such.

Feedback must come from identifiable, real individuals reached through the team's own process, and the underlying material notes, responses, recordings, counts, must remain available. The oral presentation of market learnings reports what real people actually said. Where AI has been used to organise, code or summarise collected feedback, that is legitimate, provided the original material exists and the team can show it.

Individual presentations and participation (40%)

The solo "Make it Matter" presentation asks why this particular problem matters to you and why you are the person to work on it. That conviction cannot be delegated to a tool. AI may be used to structure the argument, to sharpen the supporting points and to rehearse, but the position taken and the reasons behind it must be the student's own. Presentations delivered without slides, class participation, peer feedback and peer voting are unaided by definition: the comments and judgements offered must be the student's own. Reflections on why a partner was chosen, how the working relationship developed and what proved difficult are personal accounts and must be written by the student.

Confidentiality: teammates, mentors, guest speakers and interviewees

Much of what students hear in this course is shared in confidence. What a teammate says about the working relationship, its difficulties or a disagreement must not be entered into an AI tool. Neither must confidential information shared by a mentor, a guest speaker or a person interviewed for market feedback, nor anyone's personal data. Recordings, transcripts or notes from

mentor discussions and guest speaker sessions must not be uploaded to AI tools; market research material must be anonymised before it is processed with one.

Declaration of AI use

All use of AI tools must be referenced and disclosed. The team's slide deck and final presentation must include a short declaration one slide is sufficient stating which tools were used, for what purposes, what the team did to verify or correct the output, and where the output was rejected and why. The declaration is not graded on how much or how little AI was used, and honest declaration is never penalised. Undeclared, misrepresented or prohibited use of AI tools is a breach of academic integrity and will be handled under the ISM Code of Ethics.

Verification and defence

The course coordinator, mentors or the final jury may ask any team or individual student to explain the reasoning, sources, market data, assumptions or decisions behind their work, and all team members should be prepared to answer. This applies to all assessed work, whether or not AI tools were used. Being unable to explain or defend submitted work including work produced with the help of AI will be reflected in the grade and may be treated as a case of academic dishonesty and reported to the ISM Committee of Ethics.

Students who are uncertain whether a particular use of AI is acceptable should ask the course coordinator before submitting.

REQUIRED READINGS

Decoding Silicon Valley: The Insider's Guide https://www.amazon.com/Decoding-Silicon-Valley-Insiders-Guide-ebook/dp/B01DN22OOQ/ref=sr_1_1?dchild=1&keywords=decoding+silicon+valley&qid=1627964896&s=digital-text&sr=1-1

ADDITIONAL READINGS

Valley Speak: Deciphering the Jargon of Silicon Valley <https://www.amazon.com/Valley-Speak-Deciphering-Jargon-Silicon-ebook/dp/B01CJF8Q54>

15 Global Challenges For the Next Decades: <https://www.bbvaopenmind.com/en/articles/15-global-challenges-for-the-next-decades/>

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

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

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