

## CONTINUOUS BUSINESS DEVELOPMENT PROJECT II

### *Concept to Company*

<b>Course code</b>	<i>MGN 257</i>
<b>Compulsory in the programmes</b>	<i>Entrepreneurship and innovation</i>
<b>Level of studies</b>	<i>Undergraduate</i>
<b>Number of credits</b>	<i>6 ECTS (48 in-class hours + 6 consultation hours + 2 exam hours, 104 individual work hours)</i>
<b>Course coordinator (title and name)</b>	<i>Michelle Lane Messina IdaRose Sylvester</i>
<b>Prerequisites</b>	<i>none</i>
<b>Language of instruction</b>	<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 demonstrates use of 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
CLO5. To effectively and powerfully communicate using multimodal communication tools and channels (written, oral, video, graphic) with professional and other audiences.	BLO 4.1 BLO 4.2	Writing projects	Lectures, guest speakers

**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 regards 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, Assignments, Speakers, Resources
<p><b>Week 1</b> <b>Key Learnings from Semester I</b> Prepare a 5-minute presentation about what was learned in Semester 1. Must include responses to following 6 issues: what went well, what <i>did not</i> go well, what was learned, what will be different in semester II, SWOT analysis of business, and characterize team dynamics. <i>Must also include</i> summary of your concept and the team members. If you are abandoning your Semester I idea, you must already have a new concept.</p>	3	<p><b>Guest speaker:</b> Students only <b>Lecture:</b> What Did We Learn? <b>Assignment:</b> Prepare a 5-minute presentation to class, in slides or pre-recorded video message on Key Learnings from Semester 1. <b>Article:</b> Take Entrepreneurial Potential Self-<a href="#">Assessment</a> and discuss results with team members. <b>Article:</b> Startup <a href="#">Stages</a></p>
<p><b>Week 2</b> <b>6 Month Workplan for Semester II</b> Following reflections on semester I, build a plan for the coming 6+ months with key priorities and activities. Also address the type of people and connections you need to make that can help the business grow and scale.</p>	3	<p><b>Assignment 1:</b> Develop plan for coming 6+ months, 2-3 bullet point strategies and appropriate supportive tactics. <b>Class Discussion:</b> Results of self-assessment. <b>Assignment 2:</b> Prepare a single slide summarizing the results of self-assessment.</p>
<p><b>Week 3</b> <b>Make it Matter</b> How can an early-stage company make an impact in today's world? Are there unique differences with social impact companies? How does B Corporation certification influence aspects of the company culture, structure, performance?</p>	3	<p><b>Guest Speaker &amp; Discussion</b> d essay <b>Article:</b> Non-profit vs. B <a href="#">Corp</a></p>
<p><b>Week 4</b> <b>Business Models</b> How do we know which business model will fulfill the needs of our target customer? Detail a minimum of 3 different ways you can sell to the market. Can you flip the current business model 180 degrees and sell to a new part of the market, in a different way? If you planned to sell to the end consumer (B2C), can you sell to businesses instead such as B2B? Instead of selling the product or service just one time, can you create an annuity revenue stream? Where do distributors and intermediaries fit into your model? What are KPI's, milestones, and tracking?</p>		<p><b>Guest Speaker &amp; Discussion</b></p>
<p><b>Week 5</b> <b>Discipline</b> Good habits from the start: financial, marketing documents, reporting, board communications, legal, employment, and more. What are 3-5 key things early founders need to think about, plan for, and execute in the early days of the company to prevent problems later??</p>	3	<p><b>Guest Speaker &amp; Discussion: Article:</b> How to Start a <a href="#">Startup</a></p>

<p><b>Week 6</b> <b>Validate:</b> How does a new company establish a feedback loop with the market? What tools and methodologies can be applied to maintain that loop? Customer advisory board, focus groups, employee training, key acct managers etc.?</p>	3	<p><b>Guest speaker &amp; Discussion</b> <b>Article:</b> About Product Market <a href="#">Fit</a> and <a href="#">here</a></p>
<p><b>Week 7</b> <b>Presentation: The Big Vision</b> Who, what, why, how, when, where, and how much? Peer feedback sessions.</p>	3	<p><b>Student Presentations:</b> Timed 3-minute, 5-minutes feedback, using slides &amp; .PDF submission. Peer judging &amp; feedback <b>Assignment:</b> Update the 6-month work plan and submit it with short description of updates and basis for these updates.</p>
<p><b>Week 8</b> <b>Mentorship:</b> Students should book individual team help sessions for this week and next 10-15 minutes.</p>	3	<p><b>Mid-term Prep Assignment:</b> Draft company's 1-pager, Executive Summary <b>Articles:</b> <a href="#">here</a> and sample <a href="#">here</a></p>
<p><b>Week 9</b> Midterm due</p>	3	<p><b>Prep Assignment:</b> Final company 1-pager/ Executive Summary</p>
<p><b>Week 10</b> <i>Leverage:</i> Incorporating the Learnings <i>*Additional</i> team help session of 1 hour</p>	4	<p><b>Student Presentations:</b> Timed 3-minute structured oral presentation <i>without slides</i> to share new market feedback and updates to 6-month plan. Peer voting.</p>
<p><b>Week 11</b> Assessment: 10-15 min team check-ins with each team following self-assessment using G/Scorecard 7-point assessment process.</p>		<p><b>Activity:</b> 15-minute team check-in sessions with every team. Team members only. <b>Assignment:</b> self-assess your company and team using the G/Scorecard. Create one slide to show you</p>
<p><b>Week 12</b> <b>Networks:</b> How do we successful build and manage our network of connections in today's pandemic business environment that is almost entirely online? Where do we find and build relationships?</p>		<p><b>Guest Speaker &amp; Discussion</b></p>
<p><b>Week 13</b> <i>A Culture of Innovation:</i> How do you inspire groundbreaking innovation, bring valuable products to market, forge powerful partnerships, and ignite a true culture of innovation in your company? What technology can help manage and track innovations?</p>		<p><b>Guest Speaker &amp; Discussion</b></p>
<p><b>Week 14</b> <b>Marketing &amp; Messaging</b></p>		<p><b>Assignment:</b> draft sales script for phone or in-person meeting, email scripts with 3-5 different email subject lines.</p>
<p><b>Week 15</b> FINAL EXAM</p>	3	<p><b>Student Presentations:</b> Present to Jury, 3-minutes, 3-minute feedback, using slides and submission of a .PDF</p>

**FINAL GRADE COMPOSITION**

Type of assignment	%
<i>Group Components 60%</i>	60
Group presentation	
<i>Individual Components 40%</i>	
Individual work	40
<b>Total:</b>	<b>100</b>

**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**

**Group assignment requirements**

1. Jointly created 10 slide presentation, preparation and proactivity during check-in sessions, 30/60/90-day work plan, final 5-minute presentation
2. Team alignment: presentations skills, participation, engagement, leadership, communication

**Individual work**

1. Solo 5-minute presentation
2. Class participation, feedback, & questions: About why partner chosen, working relationships, challenges experiences, presentation skills, proactivity during check-in sessions, presentation on market learnings (either verbal or with slides), peer judging & comments.
3. More details for the individual work will be presented during the lectures

**RETAKE POLICY**

Retake could be done only for individual part 40 %.

**REQUIRED READINGS**

Decoding Silicon [Valley](#): The Insider's Guide

**RECOMMENDED READINGS**

How to Start a Business: A Startup Guide for [Entrepreneurs](#) [Template]  
Valley [Speak](#): Deciphering the Jargon of Silicon Valley  
15 Global [Challenges](#) For the Next Decades

**DEGREE LEVEL LEARNING OBJECTIVES**

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

*Programs:*  
*International Business and Communication,*  
*Business Management and Marketing, Finance,*  
*Industrial Technology Management*

<b>Learning Goals</b>	<b>Learning Objectives</b>
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*

<b>Learning Goals</b>	<b>Learning Objectives</b>
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