AGILE DEVELOPMENT: LEAN START-UP AND GOOGLE SPRINT

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

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

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.	1	TBA

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		
	Total 24 hours	
CONSULTATIONS	3	
FINAL EXAM	2	

FINAL GRADE COMPOSITION

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. It will account 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

DEGREE LEVEL LEARNING OBJECTIVES

Learning objectives for the <u>Bachelor of Business Management</u>
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 <u>Bachelor of Social Science</u>
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