ISM UNIVERSITY OF MANAGEMENT AND ECONOMICS

APPROVED BY
THE STUDY COMMISSION
Minutes No. 02-12-2026-15
as of 27th August 2026

CONTINUOUS BUSINESS DEVELOPMENT PROJECT V

Course code	*MNG 267*
Compulsory in the programmes	*Entrepreneurship and innovation*
Level of studies	*Undergraduate*
Number of credits	*3 ECTS*
Course coordinator (title and name)	*Assoc. prof. Dr. Eigirdas Žemaitis*
Prerequisites	*none*
Language of instruction	*English*

THE AIM OF THE COURSE:

This is the capstone of the Continuous Business Development sequence. Its purpose is to take a venture from a validated concept to a launched, investment-ready proposition. Students move beyond planning into evidence: they test their riskiest assumptions with real customers, build the economic logic of the business, design and automate the operating processes that let it scale, put the product in front of a paying market, and defend the whole proposition before mentors and investors.

The course is deliberately studio-based. Theory, models and tools are introduced only in service of a decision the team must make that sprint. Active mentorship, milestone reviews and investor-facing workshops replace passive instruction. The guiding standard is the one investors apply: not “is the idea interesting?” but “what have you proven, and what would you do with capital next?”

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

Course level learning outcomes (objectives)	Degree level learning objectives (Number of LO)	Assessment methods	Teaching methods
CLO1. Evaluate and refine a business concept against primary customer evidence, articulating the problem, the customer segment and the value proposition.	BLO1.1 BLO1.2	Validation evidence milestone reviews	Workshops, mentorship, guest founders
CLO2. Assess the financial viability of the venture through unit economics, a business model and a credible funding ask.	BLO1.2 BLO3.2	Business model & unit-economics submission	Lectures, workshops, mentorship
CLO3. Design, model and automate the core business processes and the go-to-market approach required for the venture to operate and scale efficiently.	BLO1.2 BLO3.1 BLO3.2	GTM plan; process & automation blueprint	Lectures, workshops, mentorship
CLO4. Communicate and defend the venture persuasively to investors and stakeholders, in an oral pitch and in writing, responding to scrutiny.	BLO4.1 BLO4.2 BLO4.3	Investor pitch; board defence	Workshops, mentorship, investor panel
CLO5. Reflect critically on evidence, decisions and pivots, and translate mentor feedback into concrete venture actions.	BLO1.1 BLO2.1	Group work decision making	Mentorship, reflective practice

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HOW THE COURSE RUNS: THE SPRINT SPINE

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 reminds students that they are expected to adhere to and maintain the same academic honesty and integrity that they would in a classroom setting. Undisclosed AI use that misrepresents authorship is treated as an integrity violation. Fabricated customer evidence — interviews, orders or revenue that did not occur — is treated as a serious integrity violation.

COURSE OUTLINE

Sprint · Topic / Method	**In-class hours**	**Applies / readings**
1. Kickoff & strategy framing. Where each venture stands; the milestone spine and the investor standard.	**2**	Neck et al.
2. Customer & market validation and business model. Interviewing, market sizing (TAM/SAM/SOM), competitive & technology analysis; revenue model, cost structure, CAC/LTV, payback.	4	Blank & Dorf, Ries, Osterwalder
3. Go-to-market. Channels, pricing and the first repeatable sales motion.	**3**	
4. Business process design & modelling. Mapping core workflows (BPMN, value-stream); the operating model for scale.	**3**	Dumas et al., Fundamentals of BPM
5. Process automation. Spotting automation opportunities; build-vs-buy-vs-automate; no-code/low-code & AI workflow tools; measuring efficiency gains.	**3**	
6. Launch & first revenue. The minimum viable business product; launching; founder-led selling.	**3**	Aulet, Disciplined Entrepreneurship; Ries
7. Traction, mentorship & pitch design. Reading your numbers; turning advice into decisions; building the investor narrative.	**4**	YC / Sequoia pitch guides; materials on e-learning
8. Demo Day & board defence. Final investor presentation to investors and other stakeholders; individual board defences.	**2**	Pitch frameworks; reflective practice materials
Total contact hours	**24**	

Remaining ECTS workload is independent venture work, customer research and assignment preparation. Mentorship is a continuous thread rather than a single block: it is delivered through workshops and mentor sessions in every sprint and evidenced by the sprint check-in decision log.

FINAL GRADE COMPOSITION

Type of assignment	**%**
Group Components 20%	
Project progress presentation to the investors	20
Individual Components 80%	
Real business homework	30
Practical entrepreneurial activities	20

Final exam	30
Total:	**100**

USE OF GENERATIVE AI

Generative AI tools are encouraged in this course they are part of how modern ventures are built. Use them to research markets, draft materials, model scenarios, prototype, and stress-test your thinking.

- Disclose how you used AI in each individual submission (a short note on tools and purpose).
- Own the substance. AI may assist, but the customer evidence, decisions and numbers must be genuinely yours; you must be able to defend them in the board defence without AI assistance.
- Verify. You are responsible for the accuracy of anything AI helps produce, including market data and citations.

RETAKE POLICY

If the final (cumulative) mark of the course, including the board defence, is insufficient, students will be allowed to exercise their right of retake. The retake covers all topics and methods addressed during the course and is conducted as a board defence combined with a written venture brief; it replaces 80% of the individual components.

READINGS

Required

- Neck, H. M., Neck, C. P., & Murray, E. L. (2018). Entrepreneurship: The Practice and Mindset. SAGE.
- Scarborough, N. M., & Cornwall, J. R. (2016). Essentials of Entrepreneurship and Small Business Management (8th ed.). Pearson.

Recommended

- Aulet, B. (2013). Disciplined Entrepreneurship: 24 Steps to a Successful Startup. Wiley.
- Blank, S., & Dorf, B. (2020). The Startup Owner’s Manual. Wiley.
- Ries, E. (2011). The Lean Startup. Crown Business.
- Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation. Wiley.
- Osterwalder, A., Bland, D. J., et al. (2019). Testing Business Ideas. Wiley.
- Dumas, M., La Rosa, M., Mendling, J., & Reijers, H. A. (2018). Fundamentals of Business Process Management (2nd ed.). Springer.
- Current guides to no-code/low-code and AI workflow-automation tools, posted on e-learning.
- Selected pitch frameworks and current materials (e.g. Y Combinator, Sequoia), posted on e-learning.

ADDITIONAL REMARKS

Milestone deadlines, mentor allocation and Demo Day arrangements are announced on e-learning at the start of the term. Access to Launch Studio is provided in Sprint 1; students are responsible for keeping their venture record current, as it forms the basis of both continuous feedback and final assessment.

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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

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