

## CONTINUOUS BUSINESS DEVELOPMENT PROJECT V

<b>Course code</b>	<i>MNG267</i>
<b>Compulsory in the programmes</b>	<i>Continuous Business Development Project V</i>
<b>Level of studies</b>	<i>Undergraduate</i>
<b>Number of credits and</b>	<i>3 ECTS (24 contact hours + 3 consultation hours, 53 individual work hours)</i>
<b>Course coordinator (title and name)</b>	<i>Kotryna Kurtinaitytė</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 prototype or minimum viable product solution based on the existing market demand and the needs of the customer. The course focuses on the practical application of theory, models, and tools and mentors' feedback to develop business solutions or demo projects. The course is based on active mentorship and workshop sessions dedicated to helping students to overcome the main obstacles in the idea development process.

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

<b>Course level learning outcomes (objectives)</b>	<b>Degree level learning objectives (Number of LO)</b>	<b>Assessment methods</b>	<b>Teaching methods</b>
CLO1. The student can design main business concept to solve existing customer problems	BLO1.1	Written and oral reflections & explanations	Lectures, guest speaker, videos, online information sources
CLO2. The student demonstrates their ability to present the concept to the mentors and investors and able to articulate main challenges and needs for further development	BLO 4.1 BLO4.2	In-class presentations	Lectures, mentorship
CLO3. The student can assess main risks associated with specific business ideas and pivot existing projects based on the market needs	BLO1.2	Reflection report	Lectures, mentorship, workshops
CLO4. Students are able to develop Minimum Viable Prototype (MVP) and collect needed feedback from potential stakeholders	BLO1.2 BLO4.3	Demo project	Workshops, mentorship

### 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
Introduction. Progress presentations of each of the teams. Identification of pain points and needs. Sharing the problems they are solving.  Startup success – a guest speaker for 1 hour to share their startup building process.	4	Readings will be provided in elearning. Guest speaker.
Opportunity search. Idea refining process.	2	Readings will be provided in elearning. Guest speakers. Theoretical lecture.
Feedback and reflections based on mentorship sessions.	2	Readings will be provided in elearning.
Special workshop dedicated to address most demanding business development issues. What to consider when pivoting.	4	Readings will be provided in elearning. Guest speakers.
Feedback and reflections based on mentorship sessions.	2	Readings will be provided in elearning.
Workshop 1: Why do most startups fail? Special workshop dedicated to address biggest reasons behind startups failures.  Workshop 2: newest technologies and how to apply them when building?	4	2 guest speakers.
Feedback and reflections based on mentorship sessions.	2	Readings will be provided in elearning.
Final business project presentation to the investors and other stakeholders.	4	Readings will be provided in elearning.
	<b>Total: 24 hours</b>	
CONSULTATIONS	3	
FINAL EXAM	2	

### FINAL GRADE COMPOSITION

Type of assignment	%
<i>Group Components 40%</i>	



<p>1. Jointly created a 10-slide presentation of their MVP, preparation, and proactivity during check-in sessions and the final 5-minute presentation of their MVP + 3 min jury questions per each team.</p> <p>2. Team alignment: presentation skills, participation, and engagement with each other and with the audience.</p> <p>3. Team understanding of the MVP solution developed and ability to see a clear vision for its need in the world.</p>	40
<i>Individual Components 60%</i>	
<p>1. Solo 5-minute presentation - A need in the market. A presentation of potential opportunities, markets that are undiscovered, or needs of the future.</p> <p>2. Class participation, feedback, and questions: understanding of the problem and a need, presentation skills, and proactivity during mentor discussions.</p> <p>3. Short individual written assignments about their group project, it's challenges, and learnings.</p>	60
<b>Total:</b>	
	<b>100</b>

#### DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

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

##### Group activities

- 1, Jointly created a 10-slide presentation of their MVP, preparation, and proactivity during check-in sessions and the final 5-minute presentation of their MVP + 3 min jury questions per each team.
2. Team alignment: presentation skills, participation, and engagement with each other and with the audience.
3. Team understanding of the MVP solution developed and ability to see a clear vision for its need in the world.

##### Individual activities

1. Solo 5-minute presentation - A need in the market. A presentation of potential opportunities, markets that are undiscovered, or needs of the future.
2. Class participation, feedback, and questions: understanding of the problem and a need, presentation skills, and proactivity during mentor discussions.
3. Short individual written assignments about their group project, it's challenges, and learnings.

#### RETAKE POLICY

If the final (cumulative) mark of the course is insufficient, students will be allowed to exercise their right of retake. The retake exam will cover all lectures and case-discussion topics discussed in class during the course. It will replace 60% of individual mark. The lecturer reserves the right to choose the form of the exam.

#### REQUIRED READINGS



Entrepreneurship / Robert D. Hisrich, Michael P. Peters, Dean A. Shepherd. -- eleventh ed. -- New York : McGraw-Hill Education, 2020. -- xxiii, 581 p.

## 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