Syllabus

Term: 2025/26/2 **Subject name:** Tutorial: Startup Lab **Subject code:** M23KOB03E

Unit (Unit code)	Department of Management Science (KMI)
Lecturer responsible for the course:	Dr. BEDŐ Zsolt
Requirement:	Exam
Classes per week :	0/0/6
Classes per term:	0/0/0

Purpose of education:

This course is the continuation of the Entrepreneurship and Business Model Generation course. In that you have created a validated business model around a socio-economic problem, you have partly validated it on your target market, but an in-depth analysis, validation design and implementation were not pursued. The objective of this course is to take you through this in-depth process in a very practical way in order to allow you to implement your product/service. In this implementation process the creation of an MVP will be necessary for you to be able to receive valuable and real feedback from your stakeholders. Throughout the course you will be exposed to new problems that you will have to solve using all the tools you have acquired in the framework of your previous studies.

Upon the successful completion of this course, students should be able to:

1. identify business opportunities in a given socio-economic context (PILO 1),
2. recognize the necessary resources required for the pursue of the solution of the problem (PILO 3),
3. collect data and information on market conditions (PILO 2),
4. critically evaluate and identify the business opportunity in the competitive environment (PILO 3),
5. differentiate between ideas and implementable business opportunities (PILO 2, 3),
6. explain and argue your solution (PILO 5).
7. appreciate context, engage others, and make thoughtful decisions while examining their consequences (PILO 4, 6),
8. work in groups, play a role within the group, delegate tasks, resolve conflicts (PILO 6),
9. construct holistic argumentations for your solution (PILO 8),
10. rank options when making decisions (PILO 7, 8),
11. synthetize information from multiple sources coming from the real-life environment of your project (PILO 5, 8).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILO s).)

Contents:

1. Introduction: We will introduce Exponential Organizations (ExO) Foundations, the methodology we

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will follow during the course.
2. In this review session we will go through the beginning of the entrepreneurial discovery process (EDP) and the business model generation journey by experiencing the following milestones.
3. Awake: What's happening in the world, how it will look like in 10 years and what to do about it?
4. Explore: The world changes every day. Exploring how it may affect any industry is an exciting learning experience, which will surprise you!
5. Ideate: You have at your fingertips the opportunity to (re)invent the world and to make it better. You will define 4-5 potential initiatives based on the research completed in the previous week.
6. Share: Experimentation is crucial to any innovation – therefore, this week will be about experimentation, quick learning and making pivots.
7. Select: Up until now, you have been working on several initiatives in order to explore as many opportunities as possible. It's time to select the most promising ones. Make your selection and get ready to present your findings and insights to a disruption panel.
8. Disrupt and correct: It's time to disrupt the targeted industry – before somebody else does it.
9. Prototype: It's time to take your initiatives to the next level!
10. Test: It's time for the truth! Over the past weeks, you have been building prototypes of your MVPs, which will allow you to learn more about and improve your initiatives.
11. Improve: Last week, you ran some experiments and extracted key learnings.
12. Essemble: It's time to prepare for the final presentations of your ExO Initiatives.

System of examing and valuation:

Principal teaching methodologies: the core teaching method is experiential learning method, pre-reading of book chapter and any academic and professional materials that helps you in your development efforts, student presentations, in-class discussion,

The lectures, readings, exercises, and projects challenge you to think critically, appreciate context, engage others, and make thoughtful decisions while examining their consequences. From these, you will gain unique perspectives on how to combine imagination, intuition, reasoning, and skills to derive creative solutions to practical business problems.

You are also expected to contribute to the learning environment by engaging in intellectual discourse with the instructor and other students. Translated: read and prepare ahead, especially for projects where you apply what you've learned. Be "creative" in addressing individual and group assignments, but also critically assess and develop an appreciation for the dynamics involved in group attempts to "create".

For group assignment you will have to formulate groups of 3-5 on the first week.

Formative assessment elements: Oral feedback during weekly mentoring sessions, feedback during the

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System of examing and valuation:

semester and the iExpo event from external professionals.

Summative assessment elements:

Individual Assessment	20%	**Group Assessment**	80%

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Finalized business plan and support documentation **	10%	group/written	submission of the finalized deliverable package, with the main component, which is the business plan, evidence of validation, MVPs, online presence, etc.	re-submittion	yes	8
iExpo performance	20%	group/oral	feedback from experts during the event. Quality of learning	non	no	2, 4
Weekly progress	50%	individual/oral	evaluation of the continuous effort and the quality of work	non	no	5,3
Peer-to-peer evaluation	20%	individual	team members evaluate each other's performance	non	no	3

** Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.*

****Finalized business plan and support documentation evaluation**

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System of examing and valuation:

- **Moodle-Based Preparation**
  - Moodle is used to support theoretical learning through structured modules and short quizzes. These elements help students deepen their understanding of the course concepts and prepare effectively for practice-oriented weekly mentoring sessions.
- **Platform Requirement**
  - All teams must use Microsoft Teams for project communication, documentation, and task management, including Planner (week by week).
- **Weekly Task Tracking**
  - Tasks are assigned weekly in Planner to individual team members with deadlines and completion status.
- **Weekly Documentation**
  - Teams must update a shared folder structure in Teams on a weekly basis.
- **Monitoring**
  - Instructors monitor Teams activity, Planner data, submissions, and in-class participation throughout the semester.
- **Score Adjustment**
  - Instructors may adjust individual scores if peer evaluations are inconsistent with observable contributions.

Bibliography:

Essential

- Salim Ismail et al: Exponential Organizations: Why new organizations are ten times better, faster, and cheaper than yours (and what to do about it), Frost & Sullivan, 2014.
- Salim Ismail et al: Exponential Transformation: Evolve Your Organization (and Change the World) With a 10-Week ExO Sprint, Wiley, 2019.
- Peter Diamandis: The Future Is Faster Than You Think: How Converging Technologies Are Transforming Business, Industries, and Our Lives (Exponential Technology Series), Simon & Schuster, 2020.
- Business Model Generation, written by Alexander Osterwalder & Yves Pigneur 2010, ISBN: 978-0470-87641-1
- Start Up Nation, Dan Senor and Saul Singer, 2011.
- Eric Ries: Lean Startup, 2010.
- Michael H. Moris: The Nuts & Bolts of Great Business Plans.

Bibliography:

Recommended

- Benjamin Edelman: How to launch your digital platform, HBR, 2016.
- Charlie Brown_3 questions before adopting a platform business model, HBR, 2016.
- Nathan Furr: Transitioning your company from a product to a platform, HBR, 2016.
- When platforms attack, HBR.
- Zhu Furr: Product to platform, Making the leap, HBR, 2016.