Code	M17VFB04E	ECTS Credit	6	HUN Credit	6
Term:	spring			Level:	6

Module Title:	TUTORIAL: START-UP DEVELOPMENT		
Module Leader:	Dr. Zsolt BEDŐ, PhD. Assistant professor	Office Hours:	Monday: 0800-1000
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Short Description:	This course is the continuation of the Entrepreneurship and Business Model Generation course. In that you have created a 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 was 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		

Sessions (weeks): 14

The syllabus is tentative and subject to change.

1. (02.07.)	Introducing the course, talking about entrepreneurship Video discussion: https://www.youtube.com/watch?v=BErt2qRmoFQ Assignment:
2. (02.13. 11:00-14:00)	Field trip: 3D Center of the University of Pecs How can 3D technology help solving problems?
3. (02.21.)	What is design thinking? **Design thinking** practice. Video discussion: https://www.youtube.com/watch?v=sR6P5Qdvlnk Assignment:
4. (02.28.)	Problem – solution fit. How do you know that the problem you found is the problem of many? What is the **value proposition** of your solution? Video discussion: https://www.youtube.com/watch?v=bEusrD8g-dM
5. (03.07.)	Who is your **target audience**? Who are the people you will talk to first and why? How are you going to scale your project up? How are you going to form your first hypothesis? Video discussion: https://www.youtube.com/watch?v=WAuDCOl9qrk Assignment: Finalize you personas.

6. (03.14.)	Discussion on the **business model** and on the Lean business model canvas. Video discussion: https://www.youtube.com/watch?v=Mtjatz9r-Vc **Assignment:**
7. (03.21.)	Show, don't discuss. What is an **MVP**? How will your MVP take you closer to better experimentation? Build you MVP. Video discussion: https://www.ted.com/talks/navi_radjou_creative_problem_solving_in_the_face_of_extreme_limits
8. (03.28.)	You should have the right side of your business model (1) hypothesized and (2) validated with the use of your MVPs. Video discussion: https://www.ted.com/talks/bill_gross_the_single_biggest_reason_why_startups_succeed?language=en
9. (04.04.)	Discussion on the resource side of your business models. **Assignment:** Validate your assumptions on the resource side. Make sure you have the sufficient resources to
10. (04.11.)	Spring break
11. (04.18.)	Business model innovation: platform business models. What are they, how do they work, why are they so popular? Video discussion: https://www.ted.com/talks/travis_kalanick_uber_s_plan_to_get_more_people_into_fewer_cars#t-41917 Assignment:
12. (04.25.)	Fund your project. What is your funding need, what you should look out for when requesting capital? **Assignment:**
13. (05.02.)	Finalizing the pitch, collecting all materials, viewing all visuals of the product/service.
14. (05.06.)	*Final Pitch* (Exhibition – 5%, Pitch – 10%)
15. (05.09.)	Discussion on your pitch, analysis of the communication and on the feedback you received from the panel. What are the next steps in developing your project?

Rational Including Aims:	This module is the practical implementation of the knowledge acquires until this point in the form of developing an entrepreneurial venture. Students will advance in their theoretical knowledge specifically in developing the business model around the initiative and will incorporate all knowledge elements acquired. Real life engagement with all the stakeholders of the project will be required that will develop skills
Learning Outcomes: Knowledge	On the completion of this course you should be able to: • identify business opportunities in a given socio-economic context, • recognize the necessary resources required for the pursue of the solution of the problem, • collect data and information on market conditions, • critically evaluate and identify the business opportunity in the competitive environment, • differentiate between ideas and implementable business opportunities, • explain and argue your solution.
Learning Outcomes: Skills	On the completion of this course you should be able to: • Appreciate context, engage others, and make thoughtful decisions while examining their consequences, • work in groups, play a role within the group, delegate tasks, resolve conflicts, • construct holistic argumentations for your solution, • rank options when making decisions, • synthetize information from multiple sources coming from the real life environment of your project.
Teaching and Learning Strategies:	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"
Assessment Scheme:	Finalized business plan document - 30% Class engagement – 5%

Further on Assessment:	**Field work**: Visiting the 3D center of the University of Pecs. **MVP**: The evaluation of your minimum viable product, was it appropriate to assess the market need, demand, what have been the feedbacks, how will you pivot it as a result? Report. **Visuals**: What are the visual tools of your project that you use for communication to
Core learning material:	• Benjamin Edelman_How to launch your digital platform, HBR, 2016. • Charlie Brown_3 questions before adopting a platform business model, HBR, 2016. • Nathan Furr_transitionaing your company from a product to a platform, HBR, 2016. • When platforms attack, HBR. • Zhu_Furr_Product to platform, Making the leap, HBR, 2016. • Brad Power_Building a software startup inside GE, HBR, 2015. • Derek Lodow_Ditch the start up pitchDit, HBR, 2014. • Hathaway_Startup capital spreading across the US, HBR, 2015. • Hockberg, et al. Top 20 accelerators in the US, HBR, 2015. • Mullins_Use customer cash to finance your start up, HBR, 2013.
Further reading materials:	International Small Business Journal Journal of Business Venturing Journal of Small Business and Enterprise Development Entrepreneurship Theory and Practice Entrepreneurship and Regional Development Journal of Developmental Entrepreneurship

| Policy on attendance and class engagement: | Class participation is the key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions. Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More "noise" does not equal higher score.

Participation grades will be given on the following basis:

5 – Present, asking/answering questions, adding quality to the discussion, contribute to the direction of the discussion

4 – Present, asking/answering questions, actively engaged

3 – Present, listening, but not sharing ideas |
| Policy on late arrival: | On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of the class is not allowed as it will disturb in class work. |

Academic misconduct:	All Students are expected to be honest in their academic work and to display integrity in the demonstration of their achieved competencies.
	Cheating, which is the willful decision on the part of a student to be dishonest in the representation of his/her work, is unacceptable behavior.
	Any academic dishonesty will be reported to the Program leader and will be assessed and acted upon following Rules and Regulations of the University of Pecs.
	A zero for that exam or project will be entered for the grade.
	Severe cases of academic dishonesty may include harsher penalties such as suspension.
	Academic Integrity Definition and Expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at University of Pecs, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.