



**DALHOUSIE
UNIVERSITY**

Bachelor of Management

STARTING LEAN

MGMT 3902

BUSI 5902

Winter 2019

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

The Elders in Residence program provides students with access to First Nations Elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

Instructor: Dr. Mary Kilfoil

Office: Room 5068

Telephone: 902-494-3066

E-mail: mary.kilfoil@dal.ca

Office Hours: Monday and Wednesday following class or by appointment

Classes: Monday and Wednesday 6:00-8:00 pm; Killam 2600.

Teaching Assistant: Ding fan (ding.fan@dal.ca)

Pre-Requisites for Course:

There are no pre-requisites for this course. This course is open to students from any faculty that are in their third year of study or higher.

Learning Objectives:

By the end of the course, the student should be able to:

- Better understand how to develop entrepreneurship skills in business model search, customer discovery, opportunity recognition, knowledge translation, and successful business start-up.
- Better understand what it's like to actually build a start-up company.

Approach Taken:

This class is largely team-based, where students will:

- form teams of four; and
- develop a preliminary entrepreneurship project idea

Team projects can include software, a physical product, or service of any kind. The teams will self-organize and establish individual roles on their own. There are no formal CEO/VPs. Just the constant parsing and allocating of the tasks that need to be done.

Besides the instructor and TAs, each team will be assigned a mentor (an experienced entrepreneur) to provide assistance and support.

Projects are treated as real startups, so the workload will be *intense*. Teams have reported up to twenty hours of work per week. *Getting out of the classroom* is what the effort is about. It's not about the lectures. You will be spending on average between 4 to 5 hours outside class time each week talking to customers. If you can't commit the time to talk to customers, this class is not for you.

This class is a simulation of what startups and entrepreneurship is like in the real world: chaos, uncertainty, impossible deadlines in insufficient time, conflicting input, etc.

The goal of this class, within the constraints of a classroom and a limited amount of time, is to create an entrepreneurial experience for you with all of the pressures and demands of the real world in an early stage start-up company. You will not only learning the theory of entrepreneurship, but also you be talking to customers, partners, and competitors, as you encounter the chaos and uncertainty of how a startup actually works. You'll work in teams learning how to turn a great *idea* into a great *company*. You'll learn how to use a *business model* to brainstorm each part of a company and *customer development* to get out of the classroom to see whether anyone other than you would want/use your product. Finally, based on the customer and market feedback you gathered, you will use *agile development* to rapidly iterate your product to build something customers would actually use and buy. Each block will be a new adventure outside the classroom as you test each part of your business model and then share the hard earned knowledge with the rest of the class.

1. A mindset of *hypothesis-testing, not execution*
2. Active participation by all team members
3. All are held accountable for team performance
4. High-speed pace and tempo
5. Teams average 100 customer contacts (not including focus groups and surveys)

Startups communicate much differently than inside a university or a large company. *It is dramatically different from the university culture most of you are familiar with. At times it can feel brusque and impersonal* - but in reality is focused and oriented to create *immediate action* in time- and cash-constrained environments. We have limited time and we push, challenge, and question you in the hope you will quickly learn. We will be direct, open, and tough - just like the real world. We hope you can recognize that these comments aren't personal, but part of the process.

Learning Materials:

This course requires two textbooks:

- Osterwalder, A., and Pigneur, Y., *Business Model Generation*, 2009, Self Published, ISBN: 978-2-8399-0580-0
- Osterwalder, A., and Pigneur, Y., Bernada, G., Smith, A., *Value Proposition Design*, 2014, Wiley Publishers, ISBN: 978-1-118-96805-5

Required on-line course:

This course also utilizes a MOOC (massive open on-line course) called “*How to Build a Startup*” on Udacity.com (<https://www.udacity.com/course/ep245>) as a resource.

Students are required to complete this on-line course before February 12th, as students are responsible for material found in this course on the exam.

Additional suggested reading:

- Blank, S. and Dorf, B., *Startup Owners Manual: The Step by Step Guide to Building a Great Company*, K&S Ranch Publishing, March 2012,

Method of Evaluation:

This course is comprised of a combination of individual and team-based components.

Team members must:

1. Undertake the “out of the building” assignment (minimum 15 face-to face-customer interviews per week) and update their business model canvas *weekly*

2. Identify which team member did which portion of the work
 - Submit a weekly report on what the team did and team member participation each week upload on course web site
3. Summarize and translate findings of their weekly customer discovery in weekly post;
4. Present the lessons learned about their business model and canvas development in weekly team presentations
5. Prepare and present final team presentation project and short video summarizing the customer discovery, strategic partners, and business model for their business venture.

Grading Criteria:

The weighting of components for graduate and undergraduate (honours) students is as follows:

	Graduate Students	Undergraduate (Honours) Students
Team Grade Portion:		
Weekly progress as measured by the discovery narratives and canvas development	10%	15%
Weekly team “lesson learned” presentation	10%	15%
Team final project submission	25%	30%
Sub-total Team Grade Portion	45%	60%
Individual Grade Portion:		
Individual class participation (attendance + participation in weekly Google Docs peer feedback)	5%	5%
Individual participation in weekly out-of-the-building assignment and canvas updates	5%	5%
Midterm (February 25th, 2018)	30%	30%
Graduate Components		
Paper	15%	
Sub-total Individual Grade Portion	55%	40%
Total Grade	100%	100%

Graduate students are required to prepare an individual 10-page max report on a current topic in the opportunity recognition, discovery, and co-creation literature within entrepreneurship and effectuation theory. The purpose of the report and presentation shall be to (a) identify the linkages between the Starting Lean market search approach and opportunity recognition, discovery, and co-creation literature, and (b) demonstrate the challenges in measuring the impacts associated with each approach.

Midterm Exam – February 25th, 2019

The midterm exam is scheduled for **February 25th**, and is an in-person exam. The midterm will be written during usual class time. Note: Make-up exams will not be allowed for the mid-term exam. If the mid-term is missed because of reasons outlined by the Registrar’s Office, the grade from the midterm will be based on the % scored out of the final project and the assignments. If you know in advance that you will be unable to write the mid-term, please contact the instructor immediately.

Individual Class Participation

Class participation grades will be split equally between:

- class attendance (pro-rated according to the total number of classes per term); and
- weekly participation in the on-line discussion forum (on the course website).

The on-line discussion forum provides students an opportunity to provide peer feedback and share insights related to their projects throughout the term. Class participation grades will be assigned at the midway point of the course and at the end of term.

Deliverables:

1. Teams building a physical product must develop a bill of materials and a prototype.
2. Teams building a web product need to build the site and have customers using it.
3. The weekly blog is an integral part of team deliverables. (Using an on-line posting technology - it's how we measure your progress.)
4. Your team will present a weekly in-class Power Point summary of progress.

Team Projects

It is suggested that teams consider a subject in which they have domain expertise, such as your previous work experience, research or courses taken. In all cases, students should choose something for which they have passion, enthusiasm, and hopefully some expertise. *Teams that select a web or mobile-based product will have to build the site for the class.*

Student Feedback and Evaluation

Students in this course will receive timely feedback on all their progress throughout the course. Weekly discovery narratives, weekly lessons learned team presentations, and individual participation in weekly out-of-the-building assignments and canvas updates will be graded and evaluated and feed-back will be given within 10 days of submission.

Accreditation:

As an AACSB (Association to Advance Collegiate Schools of Business) accredited university, Dalhousie University's business programs are subject to Assurance of Learning (AOL) standards. During the semester anonymous data may be collected to assess if AOL goals and objectives are being met. The data collected will be used for program improvement purposes only and will not impact nor be associated with student grades

Drop dates:

Last day to add/drop classes – January 18 , 2019

Last day to drop without a “W” – February 4, 2019

Winter Study Break – February 18 – 22, 2019

Last day to drop with a “W” – March 11, 2019

[Other important dates](#)

Ground rules:

Each week's class is organized around:

- Student presentations on their “lessons learned” from getting out of the building and iterating or pivoting their business model.
- Comments and suggestions from other teams, and teaching teams on the lessons learned.
- Each team submits weekly summary of what was done and who did what?
- Wednesday is presentation day, Monday is lecture+ lab – both are required
- Each team will present a weekly in-class Power point summary of progress.
- Each team will capture their progression in learning by keeping an on-line journals/blogs/wiki - an integral part of your deliverables. I
- A Flipped Classroom – students will read material and prepare before class

Late Assignments

Assignments are due on the day and time stated on the course website. Late submissions may only be made upon prior permission of the instructor. A 5% penalty will be applied for each day an assignment is late. No assignment will be accepted if it is submitted more than 5 days after the due date.

Final Exam:

There is no final examination for this course.

Course Schedule:

Week/Date	Topics / Assignments	Required Readings/Comments
Week #1: Jan. 7 th & 9 th	Lay of the Land Review of Course outline Introductions Class Goals Teaching Philosophy Expectations Short lecture	Lecture: The Business Model/Customer Development Part 1 What's a business model? What are the 9 parts of a business model? What are hypotheses? What is the Minimum Feature Set? What experiments are needed to run to test business model hypotheses? What's "getting out of the building?" What is market size?
Week #2: Jan. 14 th & 16 th	Jan. 14 th Lecture: The Business Model/Customer Development Jan. 14th: Team Formation	
Week #3: Jan. 21 st & 23 rd	Working on the Canvas Read: Pg. 1-49 of <i>Business Model Generation</i> ;	Team Formation Lecture: The Business Model/Customer Development II
Week #4: Jan 28 th & 30 th	Customer Discovery Read: Pg. 50-106 <i>Business Model Generation</i>	Lecture: How to Talk to Customers Understanding the problem, understand the solution. Why it's different than selling.
Week #5 Feb. 4 ^h & 6 th	Feb 4th: Value Proposition canvas. Read: Pg. 1- 60 <i>The Value Proposition Canvas</i> Feb. 6th Team Presentartion	Feb. 4th: Lecture: How to Interpret What you have heard from Customers. Understanding customers' jobs to be done, needs and gains, customer segments, and the gains and pain solvers, value of your MVP.
Week #6 Feb. 11 ^h & 13 ^h	Read: Pg. 61-106 <i>The Value Proposition Canvas</i> Pg. 86-111, 135-184 + <i>Other Assigned reading of the week</i> <i>Feb 13th Team Presentation</i>	Product Market Fit: What is your product or service? Why will people want it? Who's the competition? Where's the market? What's the <i>minimum feature set</i> ? What's the Market Type? What assumptions drove you to this? Feb 13 th : Team presentation
Week #7 Winter Study Break (February 18 th - 22 rd)		
Week #8 Feb. 25 th & 27 th	Customer Channels + Get, Keep, Grow Customers Read: Pg. 127-133, 146-150, 161-168 and 200-211 <i>Business Model Generation.</i>	Feb. 25th Lecture: Best Practice Examples in the Evolution of Business Models. What unique insight do you have into the market dynamics or into a technological shift that makes this a fresh opportunity? Who's the customer? User? Payer? How are they different? Why do they buy? How can you reach customers? Feb 27 th : Team presentation

Week #9 March 4 ^h & 6 th	Customer Relationships Physical versus virtual channels. Direct and indirect channels.	Multi-sided markets. B-to-B versus B-to-C channels and sales. How do you Get, Keep and Grow customers? How does it differ on the web versus other channels? Evangelism vs. existing need or category? General Marketing, Sales Funnel, etc. How does demand creation differ in a multi-sided market?
Week #10 March. 11 th & 13 th	Revenue Model Read: Pg. 127-133, 146-150, 161-168 <i>Business Model Generation.</i>	Revenue Model What types of revenue streams are there? What are pricing tactics? How does revenue model and pricing differ on the web versus other channels? How does this differ in a multi-sided market? March 13th: Team Presentation
Week #11 March 18 th & 20 th	Strategic Partners Read: Pg. 200-211 <i>Business Model Generation</i>	Strategic Partners Who are your strategic partners? What do they gain? What do you gain? March 20th: Team Presentation
Week #12 March 25 th & 27 th	Key Activities; Costs, Metrics that Matter	Costs, Strategic Partners Importance of cash flows? When do you get paid vs. when do you pay others? What are your key activities? Pivot or Proceed: what data you need to assemble + how to determine whether you have validated your business model to the point where moving forward makes sense. Remaining elements of Business Model Validation – Finalizing business model canvas with any changes marked March 27th: Team Presentation
Week #13 April 1 st & 3 rd	Final Team Presentations: 1-minute video + 4 Minute Power Point presentations Showcase – Teams present business model canvas with changes Course wrap-up	

[Dalhousie is scent free](#) - Thank you for helping us all breathe easier!

APPENDIX

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate ([University Regulations](#), [Academic Regulations](#))

Grade Scale and Definitions

Grade	Grade Point Value		Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		
B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required).
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral; no credit obtained		Withdrew after deadline	
ILL	Neutral; no credit obtain		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	
Pending (PND)	Neutral		Grade not reported	

University Grading Practices:

The [Grading Practices Policy](#) outlines the university's commitment and professors' responsibilities on how grading will be achieved. The policy applies to all credit-bearing courses at both the undergraduate and graduate levels at the university.

Missed or Late Academic Requirements due to Student Absence:

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

The submission of the form **does not guarantee accommodations, or provide an automatic exemption**, from any academic requirements that were missed or late during an absence. Any alternate coursework arrangements for missed or late academic requirements are at the discretion of individual course instructor(s).

Students who experience recurring short-term or long-term absences are strongly encouraged to meet with their Academic Advisor (uao@dal.ca).

Click [here](#) to view the full policy.

Standard Citation Style:

The Bachelor of Management Program uses APA as its standard citation style (unless otherwise indicated by your professor). Please use APA style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of your assignment.

For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or consult the [Frequently Asked Questions about APA](#)

Academic Integrity:

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So, when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate". Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to a plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- **Copying a computer file from another student, and using it as a template for your own solution**
- **Copying text written by another student**
- **Submitting the work of someone else, including that of a tutor as your own**

An example of acceptable collaboration includes the following:

- **When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.**

ACCESSIBILITY

The Student Accessibility Centre (Halifax Campus) and the Student Success Centre (Agricultural Campus) are Dalhousie's centres of expertise on student access, inclusion, and accommodation support. We work collaboratively with students, faculty, and staff to create an inclusive educational environment for students.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre (dal.ca/access) and/or make arrangements to discuss with the instructor.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Learning and Support Resources:

- [Undergraduate Advising Office](#)
- [Writing Centre](#)
- [Studying for Success Program](#)
- [Indigenous Students](#)
- [Black Students](#)
- [International Students](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Student Health & Wellness](#)
- [Human Rights and Equity Services](#)
- [Dalhousie Student Advocacy Services](#)
- [Dalhousie Ombudsperson](#)
- [Fair Dealing Guidelines](#)
- [Dalhousie University Libraries](#)
- [Copyright Office](#)
- [E-Learning website](#)