



COURSE SYLLABUS
 SPRING | 2022-2023

COURSE NAME	Venture Building Practicum			
	COURSE NUMBER	BUSS 350D	CREDIT HOURS	3
INSTRUCTOR	Faculty: Dr. Bijan Azad , Director, Darwazah Center		OFFICE NO	School of Business, OSB 361
			PHONE	01-350000, Extension: 3745
EMAIL	ba20@aub.edu.lb The subject line should read: BUSS 350D	OFFICE HOURS	As posted on OSB website or by appointment	
SECTION	1	TIME	Friday 6:00 - 8:45 pm	
REQUIRED MATERIAL		Textbook 1	Textbook 2	
	Name	Startup Owners Manual	Running Lean	
	Author(s)	Steve Blank & Bob Dorf	Ash Maurya	
	Publisher	K&S Ranch	O'Reilly Media	
	Edition	1	2	
	Year	2012	2012	
	ISBN	As determined by AUB bookstore (available worldwide including e-edition)		
	Required / Recommended	Required.		Portions provided by instructors as needed.
Latest information about topics covered in the course learning management system (e.g., Moodle). There will be other references to supplement the textbook. These references are REQUIRED reading, unless specified otherwise.				

Prerequisite(s)

None. But work experience is very helpful. If in doubt, contact the instructor. Advanced undergraduate students without having completed an undergraduate degree can take the course by permission of instructor and meeting minimum requirements set by OSB. Please see these slides for more detailed information on course contents:

<https://drive.google.com/open?id=1bvnew4DcyDXPoeoWt8eCPJ6ftg0Lt1VH>



Course Description

You will learn about the lean startup approach to new product and new venture development process as well as associated business model concepts while getting hands-on experience through the actual doing of new startup/venture idea acceleration.

The structure of the course provides for current entrepreneurs to mentor you in action. The entrepreneurs understand that class participants may have skill gaps and a nascent understanding of the skills they need. Thus, they will provide you with invaluable tips, tricks and traps of entrepreneurship as well as know-how.

Relationship to Other Coursework

The course builds upon the theories and frameworks of the core MBA curriculum. No knowledge is assumed. However, students should take the course with a team approach in mind that collectively possesses strategy, technology/innovation, and marketing skills.

General Learning Goals (LGs)

MBA program learning goals addressed throughout the course are:

- **M-LG1: Professional Business Competence** – Students acquire an understanding of digital business models that encompasses customer segments, value propositions, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structure. You will develop and evaluate strategies for launching a product based on a business model that “describes the rationale of an organization that creates, delivers, and captures value.”
- **M-LG2: Decision Making** – Students must select appropriate analytical and organizational behavioral approaches that can be justified to a multi-disciplinary team in a fast-paced work environment, especially during product launch when strategies may be revised with real-time data.
- **M-LG4: Teamwork** – The integrative nature of this course requires students to function effectively within their own project team as well as the client team. They must apply teamwork principles to adapt to a fluid business development process.
- **M-LG5: Communication** – Students operate in a virtual work environment, both with the client and for course management, which requires employing the most effective means of communication to organize and structure their deliverables to meet project deadlines.
- **M-LG6: Global Business Environment** – Students work on digital business projects that are quickly influenced by global trends. They must analyze the impact of these trends on business competitiveness and adapt their strategies accordingly.



Instructional Methodology

Students' teams will work as either an intrapreneurial venture within an existing company or an entrepreneurial startup to design and test the market feasibility of an internal venture or a fresh product for new company viability. The students must work through primary customer research to provide evidence that the venture/startup is a feasible/viable initiative. Some students are only interested to work within an existing company and these students will focus on doing an internal venture. Other students are only interested to work to develop a new product as a fresh start and these students will focus on doing a startup. The instructors provide just barely sufficient knowledge of principles for the students to develop and market test their venture/startup ideas. There will be mentors and coaches who will mentor students every week to help them take their venture/startup idea forward.

The instructional component utilizes a combination of principles and experiential learning. Approximately 20-30% of class time will be focused on covering principles (theories). At least 70% of sessions will be devoted to going over the on-going development of the target venture/startup idea through a critique/feedback-iteration/improvement mechanism. Students are expected to absorb the critique and feedback every week and further develop their startup every week based on that feedback. The nominal expectation is that any startup team continuously validate their startup until the end of course against 5-10+/per week new customers/stakeholders—reaching 150-200 customers by the end of the course. Effectively the course is an idea startup accelerator without taking a stake in the startup.

Performance Evaluation and Grading

Project (100%) – Process of Assessment

The deliverables include weekly refinement, presentation, feedback processing of last session of the class. *Participation in all in-between-sessions work, including practice pitch, Final Pitch as well as video reports, and blog reports.* Grade is a composite of term-long performance each week's work and the final pitch as well as its evaluation by jury.

We do not have quizzes or test because of this being a practicum. However, we do have what we call soft evaluation (i.e., mentoring and coaching) of the team and the venture/startup idea development throughout the course each week. This is usually done through verbal feedback which the teams are expected to thoroughly process and then work in a responsive manner. First or second session may take getting used to. However, by the 3rd and 4th session we expect all venture/startup teams to have internalized the principle of **iterative acceleration** of venture/startup as provided by the instructors and also in the Lean Launch Pad. Instructors may perform "periodic" evaluations also at their discretion.

You will be submitting your weekly iterations as a team and your individual blogs on moodle. You will also be submitting the final pitch as well as 2 video deliverables for the course to moodle. These are not optional, and your final grades will be based on these. We may use Slack, MS-Team and other platforms for conducting online classes.



Topical Coverage

The “#” refers to 2.5 hours of equivalent classroom contact time – not a physical week during the semester. Industry speakers may supplement topics with industry-specific context.

#	Topic			Hrs	%
1	Introduction			2.5	7
2	Teamwork			2.5	7
3	Value Proposition—Design—Job to be Done (problem)			2.5	7
4	Value Proposition—Design—Pain/Pain Killer (pain killer)			2.5	7
5	Value Proposition—Validation (process of validation)			2.5	7
6	Customer Segments			2.5	7
7	Solution			2.5	7
8	Channels			2.5	7
9	Revenue Streams/Pricing			2.5	7
10	Cost Structure			2.5	7
11	Key Metrics			2.5	7
12	Competitive Advantage			2.5	7
13	Partnerships			2.5	7
14	Pitching			2.5	7
15	Negotiation			2.5	7
			Total	37.5	100

Use of Technology

Moodle Excel, and Powerpoint as well as related means.

Academic Honesty

Academic honor, trust and integrity are fundamental to The Olayan School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. Students are expected to complete all work with the highest standard of integrity in line with AUB’s Student Code of Conduct and OSB’s Honor Code. Plagiarism, forgery, cheating or any form of academic misconduct will not be tolerated. In other words, examinations are to be the work of the individual student using only the material permitted during the examination.

Intellectual Property

It is assumed that teams work with membership of students to jointly develop and pitch products/ventures. In such case, the intellectual property rights of ensuing products/ventures are presumed to reside jointly with the team members as a whole.



Students with Special Needs or Disabilities

The Accessible Education Office (AEO) coordinates academic accommodations and services for all eligible AUB students with disabilities (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions, and others). If you have a disability for which you wish to request accommodations at the department, faculty or university level, please contact AEO as soon as possible. Once you register with AEO, they will assist you in receiving appropriate accommodations and will liaise with your instructors and any related entity to best support your needs. AEO is located in **West Hall room 314 and can be reached by phone at 1-350000 ext. 3246 or by email: accessibility@aub.edu.lb**. Information about AEO services can be found at: <https://www.aub.edu.lb/SAO/Pages/Accessible-Education.aspx>

Non-Discrimination – Title IX – AUB

In line with its commitment to the principle of equal opportunity in education and employment, AUB policies protect you from discrimination on the basis of protected characteristics, including discriminatory harassment and sexual harassment. Protected characteristics include race, color, religion, age, national or ethnic identity, sex, gender or gender identity, sexual orientation, pregnancy, marital status, disability, genetic predisposition or carrier status, alienage or citizenship status, and political affiliation.

The policies are applicable to all the AUB Community including officers, faculty, staff, academic appointees, students (including medical interns and residents), visiting students, alumni, trainees, visitors, contractors, subcontractors, suppliers, located on campus and at AUB Medical Center, Advancing Research Enabling Communities Center (AREC), or any other facility or program affiliated with the University. The “AUB community” also includes the dependents and domestic employees of faculty and staff dwelling on campus and at AREC.

If you think you have experienced discrimination, discriminatory harassment, or sexual harassment, we encourage you to inform the Equity/Title IX Coordinator, Mitra Tauk at **01-350000 ext. 2514**, titleix@aub.edu.lb, report to a Title IX deputy at your faculty or at any other faculty (www.aub.edu.lb/titleix), or report online (www.aub.ethicspoint.com). Reports may be submitted anonymously or not. Please know that the University will maintain the confidentiality of the complaint and privacy of the persons involved to the greatest extent possible, consistent with its goal of conducting a thorough and complete investigation and to the extent permitted by law.

You need to also know that the University has designated academic and administrative department/unit heads, managerial level staff, academic advisors, protection officers, and residence hall staff/monitors, as responsible employees or “mandatory reporters”, and may designate others at its discretion. These individuals are obligated to report actual or suspected discrimination or discriminatory harassing conduct to the Equity/Title IX Coordinator, unless



they are a “confidential” resource. The following have been designated as confidential resources: on campus counselors in the Counseling Center of the Office of Student Affairs and AUB Medical Center counselors, and healthcare providers at the University Health Services (UHS) and at the AUB Medical Center. Confidential resources are not required to report actual or suspected discrimination or harassment to appropriate university officials, except in cases of suspected abuse of a minor, in the event of an external investigation or prosecution, or in the event of imminent danger to the reporting party or others.



American University of Beirut
PO Box 11-0236, Riad El Solh, Beirut 1107 2020, Lebanon
T +961 1 35 00 00 – Ext 3745 | ba20@aub.edu.lb
aub.edu.lb/OSB

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