



**“APPROVED”**

Dean of the Bang College of Business  
Ho Young Lee, PhD

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Chair of the Department

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**MANAGEMENT AND MARKETING DEPARTMENT**

**COURSE STUDY GUIDE – SYLLABUS**

**MGT 3217**

**BUILDING AND ACCELERATING THE VENTURE**

**ALMATY  
2020**



## BANG COLLEGE of BUSINESS

### Department of Management and Marketing MGT 3217 Building and Acceleration the Venture

Fall 2020

**Instructor:** Alima Dostiyarova  
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**Office hours:** Thursday, 12:00-13:00

Prerequisite - none

#### 1. Relationship of the course and the program

This course “Building and Accelerating the Venture” is a 3-credit (6 ECTS) required course for the minor program “Entrepreneurship and Small Business”.

#### 2. Course Description

This is a project-based course. Students will design a new business venture under the supervision and mentorship of successful entrepreneurs and will learn the best practices of existing ventures in Kazakhstan. Guest speakers from different areas of government, non-government, and small businesses will share the practical guidance about the building and accelerating the business ventures. Students will understand the idea of lean startup and other customer development principles. The course will discover how to pack the idea, identifying customers values, finding funding and pitching the idea to investors, understanding the roadmap of the venture start-up based on Kazakhstani regulations and opportunities.

This course introduces the key concepts, frameworks and tools of blue ocean strategy and lays out the fundamental methodology and process for creating and capturing blue oceans of new market space. Using cases this course provides participants with a comprehensive understanding of the core concepts of blue ocean strategy and gives participants an opportunity to explore, study, and try the logic and methods that are common to blue ocean strategic moves in real business settings.

“One of the critical differences is that while existing companies *execute* a business model, start-ups *look* for one. This distinction is at the heart of the lean start-up approach. It shapes the lean definition of a start-up: a temporary organization designed to search for a repeatable and scalable business model”, according to HBR article “Why the lean start-up changes everything”.

This course is organized around the key conceptual blocks of blue ocean strategy. There are 15 sessions to include both case discussion (to introduce frameworks and tools) and computer simulation (to apply frameworks and tools). In sessions on case discussion, we employ high-impact teaching materials to ensure solid conceptual learning and a rewarding classroom experience. In sessions on simulation, we have the opportunity to apply BOS concepts, tools and methodology by playing the challenging role of an executive of a fictitious company in the intensely competitive consumer electronics industry. Teams receive simulated results in real-time on their strategic choices and system-generated feedback specific to how their performance can be improved for the next period.

During the course students will:

- 1) focus their efforts on the limited number of actions that can be controlled
- 2) focus on researching the right questions that help determine relatively quickly and inexpensively whether or not the idea represents a unique market opportunity. These are valuable lessons for all aspects of life.

### 3. Intended Learning Outcomes (ILOs)

After taking this course, students should be able to:

	<b>Intended learning outcomes</b>	<b>Descriptions</b>
1	Knowledge and understanding	Understand the frameworks, marketing strategies, innovative ideas in starting a new business, and also principles of lean startup, customer discovery, minimal viable product creation in scalable business models
2	Applying knowledge and understanding	Practice the principles of lean startup, customer discovery
3	Making judgment	Increase awareness of a cognitive sensitivity to the role of creativity, perceptions and confidence play in personal entrepreneurial initiatives
4	Communication skills	Practice the principles of pitching business concepts for purposes of evaluating assumptions about the business ideas, technological and capital resources in support of personal entrepreneurial initiatives Presentation skills Speaking Negotiation skills Effectively listen and talk in networking situations Select the most appropriate form of communication medium for group presentation purpose
5	Learning skills	Expand personal capacity for generating ideas: broaden individual perceptions of market opportunities and increase personal confidence in personal entrepreneurial initiatives.

### 4. Teaching methodology

The course is designed in the way of interactive learning and learn through lectures and participate in the class activities. During the course students will participate in different activities:

- case discussion;
- negotiation;
- role play exercises
- simulations
- persuasive speeches;

If the class activities are organized and have a teamwork format, the homework assignments are individual assignments that need deeper diving into the course. Moreover, self-study takes additional time and concentration for exam preparation.

### 5. Required Textbook and Readings

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The following books are referenced in the course “Building and Accelerating the Venture”. During the course there will be covered several books: various parts of different books. Each book is valuable in startup process and makes great optional reading:

- Allen Cheng (2017). The Blue Ocean Strategy. HBR
- Eric Reis.(2014). The Lean startup.
- Eric Reis. (2017). The Startup Way: How Modern Companies Use Entrepreneurial Management to Transform Culture and Drive Long-Term Growth Hardcover.
- Blank, S. and Dorf, B., (2012). The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company (DIATEINO)
- Rajat Bhargava, Will Herman. (2018). The Startup Playbook. Founder-to-Founder Advice From Two Startup Veterans. Lioncrest Publishing
- T.Agarwal. (2016). How To Start a Startup. The Silicon Valley Playbook for Entrepreneurs. PlatoWorks Inc.

Any book of your interest (either textbook or popular press book) on the subject of startups and accelerators

Articles from periodicals (local magazines or newspapers)

Guest Lectures from mentors and

Lecture slides are uploaded to L-drive and available for students’ use. Additional materials will be put to L-drive under lecturer’s name in course’s folder. Please check it regularly in order not to miss relevant information shared there.

## 6. Assessment Scheme

Your final grade will be based on the results of the following assignments:

	<i>Type of assignment</i>	<i>Weight</i>
Homework	Individual assignments	10%
Attendance and Participation	Different class activities: research, business model, hypothesis testing	10%
Mid-term Exam 1	Napkin idea presentation	20%
Mid-term Exam 2	Concept case discussion	20%
Final Exam	Team project: a presentation and a case discussion	40%
<b>Total</b>		<b>100</b>

## 7. Class Schedule

Week 1-2	Course Introduction Syllabus Discussion Venture Highway Overview Red Ocean Strategy vs. Blue Ocean Strategy	Entrepreneurship and opportunities Case discussion “The Marvel Way” Kim, W Chan and Renée Mauborgne, 2009, “How Strategy Shapes Structure,” Harvard Business Review, September,
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		pp 73-80. Blue Ocean Strategy Chapter 1 & 2, “Creating Blue Oceans” and “Analytical Tools and Frameworks”
Week 3	Visual Exploration and Six Paths to Create Blue Oceans Each student will present 1 – 3 minutes on a new opportunity with discussion	Discussion of ideas, considering the examples, pitches and how to present ideas Blue Ocean Strategy Chap 3, “Reconstruct Market Boundaries” Case “yellow tale”
Week 4	The Vision of the Ideas The class will present their Napkin Ideas 3 - 4 Ideas will be selected to continue	Forbes article on pitching (in Documents) Lean Startup
Week 5	Lean Startup characteristics discussion Business Model Canvas and Learning Maps presented BOS in B2B and Sustainability of BOS <b>Guest Speaker</b> <b>TBA</b>	“Creating a Blue Ocean in the B2B Space” Module 2 - Project Management Module 3 – Innovative Business Models
Week 6	How to apply Lean Startup principles Case discussion <b>Guest Speaker</b> <b>TBA</b>	Module 3 – Innovative Business Models Module 4 – The Lean Startup
<b>Week 7</b>	<b>Study break</b>	
Week 8	<b>SIMULATION</b> <b>Guest Speaker</b> <b>TBA</b> Teams present their ideas and opportunities. Progress report on ideas developing	Module 4 – The Lean Startup Module 5 – Customer Development 1: Participant’s handbook 2: Introduction to Blue 1 3: Visual exploration – Blue 1
Week 9	Teams present their initial solution description Feedback and discussion <b>Guest Speaker</b> <b>TBA</b>	Module 5 – Customer Development  Watch “10 Steps to

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		Product-Market Fit” in Documents
Week 10	Teams present their initial solution description Feedback and discussion	Module 5 – Customer Development  Watch “10 Steps to Product-Market Fit” in Documents
Week 11	Teams meetings to develop MVP plan <b>Guest Speaker</b> <b>TBA</b>	Watch “Eric Reis on MVP” in Documents Read “Ultimate Guide to MVP” in Documents
Week 12	Blue Ocean Strategy Execution Napoleon Bonaparte Teams present one Learning Map – your choice	Module 6 – Market Research Module 7 – Business Development
Week 13	Blue Ocean Strategy Execution Teams present one Learning Map Napoleon Bonaparte	Module 8 – Financial Modeling Blue Ocean Strategy Chapter 8 & 9: “Build Execution into Strategy” and “Align Value, Profit and People Propositions”
Week 14	Napoleon Bonaparte	Blue Ocean Strategy Chapter 8 & 9: “Build Execution into Strategy” and “Align Value, Profit and People Propositions”
Week 15	Napoleon Bonaparte	Blue Ocean Strategy Chapter 8 & 9: “Build Execution into Strategy” and “Align Value, Profit and People Propositions” d

### 8. Grading scale

A+ 90-100	B+ 77-79	C+ 67-69	D+ 57-59	F (Fail) Below 50
A 85-89	B 73-76	C 63-66	D 53-56	I (Incomplete)
A- 80-84	B- 70-72	C- 60-62	D- 50-52	W (Withdraw)

### 9. Ethics

The course will apply the KIMEP Code of Behavior and the Academic Integrity Policy. These documents are available in the Catalogs. Students are responsible for reading and strictly following them.

## **CODE OF BEHAVIOR**

### **Student Classroom Behavior**

KIMEP supports the principle of freedom of expression for both instructors and students. The university respects the rights of instructors to teach and students to learn. Any action which impedes these rights is prohibited.

The expectation is that students:

1. arrive on time for class (after 10 minutes instructors have the right to refuse entry);
2. obtain the instructor's permission if there is a legitimate need to leave class early;
3. turn off all mobile phones and electronic devices. (Instructors have the right to confiscate mobile phones that have not been turned off for the remainder of the class period);
4. refrain from talking to other students except during structured classroom activities (Instructors have the right to direct offending students to leave the classroom);
5. refrain from making disruptive noises such as slamming doors;
6. behave in a respectful manner towards the instructor and other students. (Incidents of insulting behavior and/or use of offensive language or gestures can be forwarded to a disciplinary committee for sanctions);
7. respect the opinions and beliefs of others even if there is disagreement.

The guidelines are appropriate for all academic situations whether in lectures, seminars, tutorials, or in interaction outside of the classroom.

### **Disruptive Classroom Behavior Policy**

Students are not permitted to engage in classroom behavior that interferes with the instructor's ability to conduct the class or with the ability of other students to profit from the instruction. An individual engaging in disruptive classroom behavior will be subject to:

- First offense: warning from instructor
- Second offense: removal from class
- Third offense: sanction by the College Disciplinary Committee.

Disruptive, as applied to the academic setting, means verbal and other behavior in the classroom that a reasonable faculty member would judge as contrary to normal academic functions. Examples include, but are not limited to, speaking persistently without being recognized, frequently interrupting other speakers, constantly making statements that are off the topic, use of intimidation, physical threats, harassing behavior, use of mobile telephones, personal insults, physical contact, and refusal to comply with faculty direction. The institution reserves the right to move directly to removal from class or sanction by the College Disciplinary Committee depending on the nature and severity of the misconduct.

### **Class Attendance Policy**

Students are expected to attend all classes. Each instructor is responsible for his/her attendance policy.

Each instructor determines the relationship between class attendance, the objectives of the class and the student's grade.

The instructor is responsible for informing students of attendance policies and the effect of attendance on their grade during one of the first two class sessions. The student is responsible for knowing the policy for each course.

Only the instructor can approve a student's request to be absent from class. Violation of the instructor's attendance policy may result in lowered grades or in an instructor-initiated withdrawal from the course. In the event of a dispute, the matter may be reported to the College Disciplinary Committee.

### **Examination Rules**

Effective proctoring of exams is crucial for the reputation and integrity of the student evaluation system. To ensure the integrity of exams:

1. Proctors have the right to demand ID cards upon entrance to the examination room or at any time during the exam.
2. All coats, bags, brief cases and other materials must be placed in the designated area, usually adjacent to the senior proctor's table.
3. All reference books, materials, papers, magazines and journals must be deposited at the senior proctor's table. Unless otherwise indicated, they must not be within the sight or reach of students.
4. Students may not borrow anything from other students.
5. It is the students' responsibility to know whether translation dictionaries are permitted or not.
6. Possession of unauthorized notes or reference material whether referred to or not, may be taken as proof of cheating regardless of their nature.
7. Students may not leave the room once the examination has started for any reason. Students leaving the examination room will not be allowed to return. Students are advised to use the restrooms immediately before an examination.
8. Talking to anyone other than the proctor in the examination room is not permitted.
9. Student may not use cell phones, pagers or any text messaging devices.
10. Students must stop working at the end of the time allowed for the exam. Continuing to work on the exam after the allotted time is considered as cheating.
11. Communicating answers to other students is as serious as receiving answers. Students who assist others are subject to disciplinary action and penalties.

### **ACADEMIC INTEGRITY POLICY**

KIMEP considers academic integrity to be essential for each student's intellectual development. Incidents of academic dishonesty can hinder the free exchange of ideas and seriously damage the reputation of the institution.

KIMEP requires all students, faculty and staff to accept responsibility to pursue academic research and learning in an honest and ethical manner. Any and all behavior that leads to academic dishonesty is strictly forbidden.

### **Zero Tolerance Policy**

KIMEP has a "zero tolerance" policy for all forms of academic dishonesty. Zero tolerance applies to homework, quizzes, assignments, papers, presentations and midterm exams the same as for final exams. Zero tolerance applies to admission and diagnostic tests the same as for classroom assessments. And zero tolerance applies to faculty the same as to students. Faculties are expected to lead by example.

### **Plagiarism**

Plagiarism is a form of academic dishonesty. Plagiarism is defined as submitting someone else's work as one's own.

Plagiarism occurs when a person:

1. Directly copies one or more sentences of another person's written work without acknowledgment.

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2. Closely paraphrases one or more paragraphs without acknowledgment of the origin of the ideas.
3. Uses facts, figures, drawings or charts without acknowledging the source.
4. Fails to put a word for word citation in quotation marks assuming that referencing the source is sufficient (i.e. a referenced work created by “cut” and “paste”)
5. Turns in an assignment done by someone else.

### **Levels of Academic Dishonesty**

Incidents of academic dishonesty can be classified into different levels depending on the seriousness of the action.

**Level 1** incidents are situations in which the dishonesty would have only a small impact on the person’s academic record. Examples would be falsifying an attendance sheet, copying a homework assignment, copying from another student’s answer sheet during a quiz, or instances of plagiarism where only a part of an assignment is plagiarized.

Dishonest behavior on an exam, quiz or assessment activity that counts for 10% or less of the total assessment is level 1 dishonesty.

**Level 2** incidents of dishonesty are intentional and preplanned. The outcome of the dishonesty is significant enough that it might have an impact on a final grade or on some desired outcome. Examples include preparation and/or use of cheat notes during an exam, communicating or receiving answers during an exam, submitting papers or assignments done by others, plagiarism, falsifying documents and/or forging approval signatures.

**Level 3** incidents are serious incidents of dishonesty. Examples of level 3 dishonesty are gaining access to copies of upcoming examinations, gaining access to student records and changing grades or scores, falsifying academic records or documents, taking an exam for someone else or having someone else take one’s exams, presenting a false identification or fraudulent documents.

**Level 4** dishonesty is very serious and includes criminal activity related to academic performance. Examples include theft and distribution of upcoming exams, bribery of faculty or staff to provide information or to change data, selling exam answers, gaining unauthorized access to data and/or computer systems and stealing information or changing data.

### **Procedures**

When an incident of academic dishonesty occurs, the faculty or staff member should respond to the situation immediately upon becoming aware of the dishonesty.

**For level 1** dishonesty the faculty member or person responsible may handle the academic dishonesty at a personal level. If the person who was dishonest accepts the penalty, then no further action is required. If the person accused of academic dishonesty disagrees with the penalty or feels that the charge of academic dishonesty is incorrect s/he may request a hearing with the College Disciplinary Committee (CDC).

For incidents of dishonesty **at level 2** or higher, the faculty member or person responsible should submit a report of the dishonesty to the chair of the College Disciplinary Committee immediately upon becoming aware of the dishonesty.

Any incident which has an impact of **more than 10 percent** of a grade is automatically level 2 and must be reported. Normally the report is submitted to the Disciplinary Committee of the College in which the student is enrolled. If an incident involves persons from both Colleges then the Vice President of Academic Affairs will decide which committee is the most appropriate committee to hear the case.

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Upon receiving the incident report, the chair of the Disciplinary Committee notifies the person of the charge of academic dishonesty and indicates the time and date of the next committee meeting. The College Disciplinary Committee evaluates the evidence, determines whether or not academically dishonest actions have occurred and determines an appropriate penalty. If further

investigation is necessary the committee may meet several times in order to determine the outcome of a case.

The person accused has the right to appear before the committee and to make statements to the committee.

The accused also has the right to counsel and to have others speak on his/her behalf.

The committee should examine the person's record of academic dishonesty (if applicable) to determine an appropriate penalty. Once a decision has been reached, the College Disciplinary Committee must report the findings to the instructor, the student and the Registrar within 5 working days (excluding holiday and break periods).

Students have the right to appeal the decision of a College Disciplinary Committee.

The appeal should be submitted in writing to the Office of Student Affairs within 5 working days (excluding holiday and break periods) of receipt of the decision of the College Disciplinary Committee. If allowed, the appeal is heard by the KIMEP Disciplinary Committee. In order to have the appeal heard, the defendant must state a specific reason for the appeal.

An appeal can be made on the grounds that the College Disciplinary Committee did not follow due process or on the grounds that the College Disciplinary Committee erred in the assessment of the case. A defendant may not use the appeal process to simply plead for a lighter sanction.

The KIMEP Disciplinary Committee may uphold the decision of the College Disciplinary Committee, may return the case to the CDC to be reheard, or may render a revised decision on its own. The decision of the KIMEP Disciplinary Committee is final.

### **Penalty Guidelines**

The appropriate penalty for an incident of academic dishonesty depends on the level of the academic dishonesty and on the person's record. Individuals involved in multiple incidents of academic dishonesty should be given harsher sentences with each additional incident of dishonesty.

For a Level 1 offense, appropriate penalties are:

- A grade of zero (0) for the assignment. The 0 is used in the calculation of the final grade.
- A reduction in the grade for the course.
- In addition a student can receive a written reprimand, may be required to do additional coursework or may be required to complete a project to encourage ethical behavior.

For a Level 2 offense:

- A grade of zero (0) for the assignment. The 0 is used in the calculation of the final grade.
- A reduction in the grade for the course.
- A grade of "F" for the course. (In such cases the student may not withdraw from the course.)
- Suspension for one semester.
- In addition the student may be required to complete additional coursework or to complete a project to encourage ethical behavior.

For a Level 3 offense:

- A grade of "F" for the course. (In such cases the student may not withdraw from the course.)
- Forced withdrawal from all courses for the current semester.
- Suspension for one to three semesters.

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- Expulsion from KIMEP.
- In addition the student may be required to complete additional coursework or to complete a project to encourage ethical behavior.

For a Level 4 offense:

- Forced withdrawal from all courses for the current semester.
- Suspension for 1 - 2 years.
- Expulsion from KIMEP.

Students who received sanctions from an academic disciplinary committee are placed on academic integrity probation for a minimum of one semester.