

Dare to Start (E076471)

Course size *(nominal values; actual values may depend on programme)*

Credits 3.0 **Study time 90 h**

Course offerings and teaching methods in academic year 2023-2024

| | | | |
|----------------|---------|------|------------------|
| A (semester 2) | English | Gent | lecture |
| | | | group work |
| | | | independent work |
| | | | practical |

Lecturers in academic year 2023-2024

| | | |
|-----------------|------|--------------------|
| Gielen, Frank | TW05 | lecturer-in-charge |
| Haerick, Wouter | TW05 | co-lecturer |

Offered in the following programmes in 2023-2024

| | crdts | offering |
|--|--------------|-----------------|
| Bachelor of Science in Engineering Technology(main subject Civil Engineering Technology) | 3 | A |
| Master of Science in Teaching in Science and Technology(main subject Chemistry) | 3 | A |
| Master of Science in Teaching in Social Sciences(main subject Communication Science) | 3 | A |
| Master of Science in Chemistry(main subject (Bio)Organic and Polymer Chemistry) | 3 | A |
| Master of Science in Chemistry(main subject Analytical and Environmental Chemistry) | 3 | A |
| Master of Science in Engineering: Architecture(main subject Architectural Design and Construction Techniques) | 3 | A |
| Master of Science in Electrical Engineering Technology(main subject Automation) | 3 | A |
| Master of Science in Bioinformatics(main subject Bioscience Engineering) | 3 | A |
| Master of Science in Psychology(main subject Clinical Psychology) | 3 | A |
| Master of Science in Communication Science(main subject Communication Management) | 3 | A |
| Master of Science in Electrical Engineering (main subject Communication and Information Technology) | 3 | A |
| Master of Science in Electromechanical Engineering(main subject Control Engineering and Automation) | 3 | A |
| Master of Science in Electrical Engineering Technology(main subject Electrical Engineering) | 3 | A |
| Master of Science in Electromechanical Engineering(main subject Electrical Power Engineering) | 3 | A |
| Master of Science in Electrical Engineering (main subject Electronic Circuits and Systems) | 3 | A |
| Master of Science in Communication Science(main subject Film and Television Studies) | 3 | A |
| Master of Science in Communication Science(main subject Journalism) | 3 | A |
| Master of Science in Electromechanical Engineering(main subject Maritime Engineering) | 3 | A |
| Master of Science in Chemistry(main subject Materials and Nano Chemistry) | 3 | A |
| Master of Science in Electromechanical Engineering(main subject Mechanical Construction) | 3 | A |
| Master of Science in Electromechanical Engineering(main subject Mechanical Energy Engineering) | 3 | A |
| Master of Science in Communication Science(main subject New Media and Society) | 3 | A |
| Master of Science in Psychology(main subject Personnel Management and Industrial Psychology) | 3 | A |
| Master of Science in Industrial Engineering and Operations Research(main subject Sustainable Mobility Analytics) | 3 | A |
| Master of Science in Psychology(main subject Theoretical and Experimental Psychology) | 3 | A |
| Master of Science in Engineering: Architecture(main subject Urban Design and | 3 | A |

| | | |
|--|---|---|
| Architecture) | | A |
| International Master of Science in Agro- and Environmental Nematology | 3 | A |
| Master of Science in Bioscience Engineering: Cell and Gene Biotechnology | 3 | A |
| Master of Science in Bioscience Engineering: Chemistry and Bioprocess Technology | 3 | A |
| Master of Science in Bioscience Engineering: Environmental Technology | 3 | A |
| Master of Science in Bioscience Engineering: Food Science and Nutrition | 3 | A |
| Master of Science in Bioscience Engineering: Land, Water and Climate | 3 | A |
| Master of Science in Chemical Engineering | 3 | A |
| Master of Science in Chemical Engineering | 3 | A |
| Master of Science in Civil Engineering | 3 | A |
| Master of Science in Civil Engineering | 3 | A |
| Master of Science in Civil Engineering Technology | 3 | A |
| Master of Science in Electromechanical Engineering Technology | 3 | A |
| Master of Science in Engineering Physics | 3 | A |
| Master of Science in Engineering Physics | 3 | A |
| Master of Science in Fire Safety Engineering | 3 | A |
| Master of Science in Geology | 3 | A |
| Master of Science in Materials Engineering | 3 | A |
| Master of Science in Sustainable Materials Engineering | 3 | A |
| Master of Laws in International and European Law | 3 | A |
| Master of Laws in International Business Law | 3 | A |
| Exchange Programme Architecture | 3 | A |
| Exchange programme in Economics and Business Administration | 3 | A |
| Exchange Programme in Educational Sciences | 3 | A |
| Exchange Programme in Political and Social Sciences | 3 | A |
| Postgraduate Programme in Innovation and Entrepreneurship in Engineering | 3 | A |
| Postgraduate Programme in Innovation and Entrepreneurship in Engineering – Advanced | 3 | A |
| Postgraduate Programme in Innovation and Entrepreneurship in Engineering – Foundations | 3 | A |

Teaching languages

English

Keywords

Lean startup, value proposition, business modelling, entrepreneurship, customer segments, validation, design thinking, minimum viable product, problem-solution fit, product-market fit

Position of the course

During this course students learn how to validate the initial business hypotheses as soon as possible in the market.

The course contains a small theoretical component and is mainly aimed at experiential learning. It is expected that student translate their idea into practice and validate their idea with future customers. Those experiences will be shared during class sessions with the other students.

The course targets both students that want to start their own business as students that want to experience the entrepreneurial process based on the idea of a fellow student.

Contents

The students work in group and elaborate the business idea of a fellow student for which an initial business idea has been developed. The content will be briefly covered during theoretical sessions but mainly during hands-on sessions and by applying it during the group work.

- Aligning problem with solution
- Aligning product with market
- Validation in the market via interviews, observation, prototypes, ...
- Business model
- Value proposition & customer segments
- Lean startup
- Prototype development

Initial competences

- Have insight in the building blocs of the business model
- Be able to develop and to evaluate a business model
- Have an idea for a business activity that you want to validate but also be willing to work on the business idea of a fellow student

If a business idea is proposed by a student there needs to be an initial business model canvas and it needs to be approved by the teaching staff

Final competences

- 1 Identify relevant stakeholders (including customers) for a value-creating activity and identify how to capture that value.
- 2 Carry out an unbiased needs analysis involving relevant stakeholders (including end users and customers).
- 3 Use different techniques to test innovative ideas with end users and customers (including interviews and prototypes).
- 4 Actively look for, compare and contrast different sources of information and methods that help to reduce ambiguity, uncertainty, and risks in making decisions.
- 5 Set basic milestones and observation indicators to monitor the progress of a value creating activity.
- 6 Communicate the value of a value-creating activity to stakeholders from different backgrounds effectively.
- 7 Adapt aspects of the value-creating activity based on different sources of information.
- 8 Reflect on failures (personal and from the team), identify their causes and learn from them.
- 9 Assess personal and team strengths and weaknesses in relation to opportunities for creating value and act upon them.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Group work, Lecture, Practical, Independent work

Extra information on the teaching methods

- **Independent work:** the theory will be made available via Ufora and will be looked at independently by the student as a preparation for the practicals
- **Group work:** in teams of 3 – 5 persons elaborate and validate a business idea.
- **Practical:** workshops in which a specific method will be applied to the business idea under supervision
- **Fieldwork:** retrieve feedback based on observations, interviews and experiments

Learning materials and price

- Learning materials will be distributed via Ufora
- Book: 'Design a better business' by van der Pijl, Lokitz, Solomon.
- Costs for fieldwork like telephone, transport, online licenses, experiments, ...

References

- Business Model Generation (Alexander Osterwalder & Yves Pigneur, 2010, in English or Dutch): 45,00 €
- The startup owner's manual (Steve Blank and Bob Dorf): 33,00 €

Course content-related study coaching

The digital learning environment Ufora, e-mail, office hours, consultation, appointment

Assessment moments

continuous assessment

Examination methods in case of periodic assessment during the first examination period

Examination methods in case of periodic assessment during the second examination period

Examination methods in case of permanent assessment

Oral assessment, Participation, Assignment

Possibilities of retake in case of permanent assessment

not applicable

Extra information on the examination methods

Participation to all classes and (group-)assignments (presence, preparation, activities, motivation) is mandatory and is part of the final score of the course.

At several occasions there will be presentations where the progress and the learning results of the group assignment are presented.

Every student needs to submit a personal reflection.

Calculation of the examination mark

In case of legitimate absence a replacement assignment will be proposed. Repeated unjustified absence or repeated non-timely submission of assignments will lead to failing the course.

In case there is a clear difference in the input of several team members the final score of students within the same group can differ.