

DESCRIPTION OF ELECTIVE COURSE

Name of the school : Haute école de gestion de Genève	Academic Year: 2021-2022
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FIRST PART: DESCRIPTION OF MODULE	
1. Domain	Business and Services
2. Department	International Business Management
3. Course name	E-entrepreneurship
4. Code	31034
5. Type of education	<input checked="" type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> MAS <input type="checkbox"/> <input type="checkbox"/> DAS / CAS / single days
6. Number of ECTS Credits	5
7. Prerequisites	<input checked="" type="checkbox"/> Validation of the modules in semesters 1 and 2 <input checked="" type="checkbox"/> Attendance of the modules in semesters 3 and 4 for full-time students, and semesters 5 and 6 for part-time students All projects are done in teams of 1-3 students. Students are encouraged to suggest business ideas per E-mail <u>before the beginning of the course</u> to the teacher (andre.jelicic@hesge.ch).
8. Teaching language	<input type="checkbox"/> French <input type="checkbox"/> German <input checked="" type="checkbox"/> English <input type="checkbox"/> Other :
9. Objectives	At the end of this course, students should: <ul style="list-style-type: none"> • Have tested their own business idea based in a context of high uncertainty, under time pressure and with limited resources • Have coded a digital prototype of their solution • Have gained real customer feedbacks on the fitness of their solution • Have designed a business model and gained a better understanding of their market. • Have positioned their solution, defined a brand and an IP strategy. • Have finalized and practiced their pitch deck for investors <p>The most advanced projects will be encouraged to apply for an incubation at Pulse or for seed funding.</p>

<p>10. Contents <i>(General themes and descriptions, the accurate content may change)</i></p>	<p>For decades, innovation has implied large capital investments and long-term risky product development cycles. Product-market fit was primarily assessed through 3 to 5 years business plans and rarely based on trials and testing where the client is at the center of the discussions. Processes and technics traditionally taught in business schools to prepare the future managers for their work in large corporates have been employed by startup funders, ignoring that the goal they were pursuing was fundamentally different.</p> <p>After more than half a century of consistent failures, we are finally observing a pattern in the way successful startups have been able to develop themselves in a rapidly changing business environment. Consuming only a fraction of the resources (time and capital) that would be traditionally necessary to prove their viability and market potential, they set the standards for a new generation of entrepreneurs.</p> <p>Besides, large companies that used to rely on their core business to grow, are increasingly facing the need for diversification and innovation, due to a growing international competition encouraged by an easier access to technologies and capitals.</p> <p>In this new context, where uncertainty is the norm, a customer-centered approach combined with programming skills are critical for e-entrepreneurs.</p> <p>Accordingly, the course “E-entrepreneurship” aims to initiate the students to the real work of an entrepreneur by letting them develop their own e-venture alone or in small teams. This is a highly demanding and practical class. Half of the time is dedicated to programming and the rest to the development of the final pitch deck.</p> <p>Each week, groups will present their progress and gain feedback from other participants and domain experts. Students will build their prototype and improve their pitch deck on a weekly basis based on market research and personal interviews.</p> <p>This is a practical class, with the goal to create an entrepreneurial experience within a limited amount of time and with all the pressures and uncertainties of the real world at the early stage of a startup.</p>
<p>11. Evaluation</p>	<p>The grading of the module shall be based on:</p> <ul style="list-style-type: none"> • A final pitch and intermediary presentations based on practical assignments <p>(The methods and weightings will be communicated by the instructor at the beginning of the semester)</p>
<p>12. Remediation/repetition</p>	<p><input checked="" type="checkbox"/> Compulsory remediation if the module grade is between 3.5 and 3.9 / 6. When subject to a remediation, only the grade of the remedial exam will be taken into account (maximum grade 4.0). A repeated module cannot benefit from a remedial exam.</p> <p><input type="checkbox"/> No remediation</p>
<p>13. Coordinator / main instructor</p>	<p>André Jelacic External speakers will be invited to share their expertise or personal experiences.</p>

SECOND PART: LOCATION OF THE MODULE IN THE STUDY PLAN

14. Level	<input type="checkbox"/> Basic module <input type="checkbox"/> Advanced module <input checked="" type="checkbox"/> Specialized module <input type="checkbox"/> Other:
15. Characteristics	<input checked="" type="checkbox"/> Module is mandatory (which could lead to final dismissal from the program, cf. art.15, al.1, « Statut des étudiant-e-s bachelor »)
16. Type	<input checked="" type="checkbox"/> Main module <input type="checkbox"/> Module linked to main module <input type="checkbox"/> Optional module <input type="checkbox"/> Other:
17. Time organization	<input checked="" type="checkbox"/> Module over 1 semester <input type="checkbox"/> Module over 2 semesters <input type="checkbox"/> Spring semester <input checked="" type="checkbox"/> Fall semester <input type="checkbox"/> Other