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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

(Moscow Poly)

APPROVE
Vice-President
for International Affairs
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"30" 05 2022

Dean,
Faculty of Economics and Management
_____ /A.V. Nazarenko/
"30" 05 2022

WORKING PROGRAM OF THE DISCIPLINE

"Startup Management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2022

1. The goals of mastering the discipline.

The main goals of mastering the discipline "Startup Management" include:

- familiarization of students with the theory and practices of management activities in relation to enterprises and small businesses;
- studying the possibilities and methods of commercialization of technologies and business models.

To the main tasksmastering the discipline "Startup Management" should include:

– study of the practical side of the creation and registration of business entities.

- studying the basics of business planning, primary analysis of an innovative project.
- studying the possibilities of creating innovative organizations of small and medium-sized businesses.

2. The place of the discipline in the structure of the EP of the bachelor's degree.

The discipline "Startup Management" is one of the academic disciplines formed by the participants of educational relations (B1.2.08) of the educational program of the bachelor's degree.

The discipline "Startup Management" is interconnected logically and methodically with the following disciplines:

- Fundamentals of management;
- Methods of making managerial decisions;
- Process management;

3. The list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the educational program.

As a result of mastering the discipline (module), students develop the following competencies and the following learning outcomes should be achieved as a stage in the formation of the relevant competencies:

Cipher	Name	professional standard	OTF	Code and name of the indicator of achievement of	List of planned learning outcomes by discipline

				competence	
PC-5	Capable of gathering information about business problems and identifying business opportunities in the organization	08.037 "Business Analyst"	Identification of business problems or business opportunities	**IPK-5.1.**Knows the theory of interpersonal and group communication in business interaction; conflict theory; methods, techniques, processes and tools for managing stakeholder requirements; visual modeling languages; theory of risk management; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis. **IPK-5.2.**Can use stakeholder identification techniques; plan, organize and conduct meetings and discussions with stakeholders; use effective communication techniques; identify, register, analyze and classify risks and develop a set of measures to minimize them; collect, classify, systematize and ensure the storage and updating of business analysis information; formalize the results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information; present business intelligence information in a variety of ways and formats for discussion with stakeholders; apply information technology to the extent necessary for the purposes of business analysis; analyze internal (external) factors and conditions, affecting the activities of the organization; analyze stakeholder requirements in terms of quality criteria determined by the chosen approaches; formalize stakeholder requirements in accordance with the chosen approaches; classify the requirements of interested parties in accordance with the chosen approaches; model the requirements of interested parties in accordance with the chosen approaches; document the requirements of interested parties in accordance with the	**Know**theory of risk management; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis. **Be able to:** formalize the results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information; **Own**: methods for identifying business opportunities and developing business solutions for their implementation

				chosen approaches to requirements registration; determine stakeholder requirement attributes and their meanings in accordance with the chosen approaches; manage changes in stakeholder requirements in accordance with the chosen approach; analyze the quality of business analysis information in terms of selected criteria; to analyze the subject area; perform functional decomposition of works; to model the scope and boundaries of work; identify and categorize business problems or business opportunities; present information about identified business problems or business opportunities in a variety of ways and formats for discussion with stakeholders. **IPK-5.3.**Has the skills to analyze the needs of stakeholders; context analysis; identifying and documenting true business problems or business opportunities; agreeing with stakeholders on identified business problems or business opportunities; formation of target indicators of decisions	

4. Structure and content of the discipline.

The total labor intensity of the discipline is: part-time form - 4 credit units, i.e. 144 academic hours (of which 108 hours are independent work of students).
Sections of the discipline "Startup Management" are studied in the third year.
Sixth semester:
Part-time form: lectures - 36 hours, seminars - 36 hours, form of control - test.

Sections of the discipline "Startup Management" are studied in the third year.

The structure and content of the discipline "Startup Management" by terms and types of work are reflected in the appendix.

The content of the sections of the discipline

Topic 1. The concept of a startup.

Startup. The essence of the definition. Features of the organization of a startup. Commercialization of intellectual property as the basis of a startup. Startup stages. Startup strategies. Creation of a startup at the university. Creation of a startup with an existing enterprise. Startup as a Small Innovative Enterprise (SIE); Startup within the corporate accelerator; Startup as part of a business incubator, technology park or business accelerator.

Topic 2. Intellectual property and startup analysis.

Startup intellectual property analysis. Startup intellectual property objects. Directions for analyzing the intellectual property of a startup. Pros and cons of know-how and patents. Technical audit. Analysis of potential demand for a startup.

Topic 3. Development of a startup business model.

Concepts and types of business models. Osterwalder and Pignet model. Key elements of a startup business model. Types of business models within the Kenevin approach. multilateral platforms. "A long tail". "Razor and Blade". Free model. The main stages of building a business model.

Topic 4. Promotion of startup products.

Features of guerrilla marketing startup. Introduction of the product into everyday life (Life Placement); Use for advertising objects of the environment (Ambient Marketing); Placement of information in works of art (Product Placement); recommendations; present; collaboration; outrageous events. Basic Internet Marketing Tools. Types of Internet advertising.

Topic 5. Development of a startup financing strategy.

Analysis of public ways of financing a startup. Types of non-state financing. Activities of the Innovation Promotion Fund. Seed Investment Fund of the Russian Venture Company. Start program. Types of leasing. Crowdfunding. Methods of searching for new ideas: active and passive; Stages of technology commercialization for various industries; Business models and approaches to commercialization (monetization) of business types;

Topic 6. Cash flow planning.

Ways to attract investment. Statement of cash flows (ODDS). Types of cash flows. The economic essence of the cash flow. Equity and debt financing. Debt free cash flow. Key parameters affecting cash flow.

Topic 7. Startup risk assessment.

Basic risks of a startup. Risk. Types of startup risks. Sources of risks. country risks. Industry risks. Risks in the field of intellectual property. Risks of leakage of information about technical solutions. Risks in the field of financing. Accounting for startup risks in cash flow. scripting method. redundancy method. capitalization method.

Topic 8. Startup valuation.

Startup performance indicators. Static and dynamic indicators. Types of return on capital. Return on assets. Return on investment. net discounted income. rate of return. Startup valuation in the interests of a venture investor.

Topic 9. Financing and evaluation of a startup

Evaluation of a startup within the framework of a corporate accelerator. The specifics of a corporate accelerator. The process of selecting a startup within a corporation. Estimation of changes in the cash flows of the corporation. Choosing a way to finance a startup. infrastructure formations. Choosing a way to finance a startup. tax optimization.

5. Educational technologies.

The methodology for teaching the discipline "Startup Management" and the implementation of a competency-based approach in the presentation and perception of the material provides for the use of the following active and interactive forms of conducting group, individual, classroom classes in combination with extracurricular work in order to form and develop the professional skills of students:

- discussion and reports on discipline;
- testing.
- business game
- discussion of problematic issues at the seminar (discussion).

6. Evaluation tools for current monitoring of progress, intermediate certification based on the results of mastering the discipline and educational and methodological support for students' independent work.

In the learning process, evaluation tools for midterm monitoring of progress are used: reports; ratings for business games.

Sample tasks for current control, examination tickets are given in the appendix.

When performing current control, it is possible to use test material.Samples of control questions and tasks for conducting current control are given in the appendix. When implementing the undergraduate program, the organization has the right to use e-learning and distance learning technologies. All materials are placed in the LMS of the Moscow Poly.

When teaching people with disabilities, e-learning and distance learning technologies should provide for the possibility of receiving and transmitting information in forms accessible to them.

6.1. Fund of assessment tools for conducting intermediate certification of students in the discipline (module).

6.1.1. A list of competencies indicating the stages of their formation in the process of mastering the educational program.
As a result of mastering the discipline (module), the following competencies are formed:

Competency code	As a result of mastering the educational program, the student must have
PC-5	Capable of gathering information about business problems and identifying business opportunities in the organization

In the process of mastering the educational program, these competencies, including their individual components, are formed in stages during the development of disciplines (modules), practices by students in accordance with the curriculum and calendar schedule of the educational process.

6.1.2. Description of indicators and criteria for assessing competencies formed on the basis of the results of mastering the discipline (module), description of assessment scales

An indicator of competency assessment at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline (module).

PC-5. Capable of gathering information about business problems and identifying business opportunities in the organization				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
Know:theory of risk management; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the	The student demonstrates the complete absence or insufficient compliance of the following knowledge:theoryrisk management; systems theory; the subject area and the specifics of the organization's	The student demonstrates incomplete compliance with the following knowledge: theoryrisk management; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to	The student demonstrates partial compliance with the following knowledge:theory risk management; systems theory; the subject area and the specifics of the	The student demonstrates full compliance with the following knowledge: moderntheoryrisk management; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of

problems of business analysis.	activities in an amount sufficient to solve the problems of business analysis.	solve the problems of business analysis.Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	organization's activities in an amount sufficient to solve the problems of business analysis.but minor errors, inaccuracies, difficulties in analytical operations are allowed.	business analysis.freely operates with acquired knowledge.
Be able to: formalize the results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information;	The student is unable or insufficientformalize the results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information;	The student demonstrates incomplete compliance with the following skills:results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information;Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	The student demonstrates partial compliance with the following skills:formalize the results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information;Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student demonstrates full compliance with the following skills:formalize the results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information;freely operates with acquired skills, applies them in situations of increased complexity.
Own: methods for identifying business opportunities and developing business solutions for their implementation	The student does not know or insufficiently knows the methods of identifying business opportunities and developing business solutions for their implementation	The student owns the methods of identifying business opportunities and developing business solutions for their implementation. Significant mistakes are made, there is a lack of skills in a number of indicators. The student experiences significant difficulties in applying skills in	The student partially owns the methods of identifying business opportunities and developing business solutions for their implementation; the skills are mastered, but minor errors, inaccuracies, difficulties in	The student is fully versed in the methods of identifying business opportunities and developing business solutions for their implementation, freely applies the acquired skills in situations of increased complexity.

		new situations.	analytical operations, transferring skills to new, non-standard situations are allowed.	

Scales for assessing the results of intermediate certification and their description:

Form of intermediate attestation: test.

Intermediate attestation of students in the form of a test is carried out based on the results of the implementation of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is carried out by the teacher conducting classes in the discipline (module) by the method of expert assessment. Based on the results of the intermediate certification for the discipline (module), the grade "passed" or "failed" is given.

Evaluation scale	Description
Passed	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities given in the tables of indicators, operates with the acquired knowledge, skills, skills, applies them in situations of increased complexity. In this case, minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
Not credited	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete correspondence of knowledge, skills and abilities given in the tables of indicators, significant errors are made, the lack of knowledge, skills and abilities is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

Only students who have completed all types of educational work provided for by the work program for the discipline are allowed to intermediate certification.

The evaluation funds are presented in annex 1 to the work program.

7. Educational, methodological and information support of the discipline.

a) basic literature:

1. Spiridonova, E. A. Creation of startups: a textbook for universities / E. A. Spiridonova. - Moscow: Yurayt Publishing House, 2021. - 193 p. - (Higher education). - ISBN 978-5-534-14065-1. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/467740

b) additional literature:

1. Kuptsova, E. V. Business planning: textbook and workshop for universities / E. V. Kuptsova, A. A. Stepanov. - Moscow: Yurayt Publishing House, 2021. - 435 p. - (Higher education). - ISBN 978-5-9916-8377-7. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/469221
2. Peredera, Zh. S. Analysis of mergers and acquisitions: a textbook for universities / Zh. S. Peredera, A. V. Fedorov. - Moscow: Yurayt Publishing House, 2021. - 140 p. - (Higher education). - ISBN 978-5-534-14819-0. — Text: electronic // Educational platform Urayt [website]. - url:https://urait.ru/bcode/481972

c) software and Internet resources:

- Office applications, Microsoft Office 2013 (or lower) - Microsoft Open License.License No. 61984042

eight. Logistics support of discipline.

Audience for lectures and seminars of the general fund. Training tables with benches, classroom board, portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

9. Guidelines for students when working on lecture notes during the lecture

Lecture - a systematic, consistent, monologue presentation by the teacher of educational material, as a rule, of a theoretical nature. When preparing a lecture, the teacher is guided by the working program of the discipline. In the course of lectures, it is recommended to take notes, which will later allow you to recall the studied educational

material, supplement the content during independent work with literature, and prepare for the exam.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave fields in the working notes on which to make notes from the recommended literature, supplementing the material of the lecture heard, as well as emphasizing the particular importance of certain theoretical positions.

Lecture conclusions summarize the teacher's reflections on educational issues. The teacher provides a list of used and recommended sources for studying a particular topic. At the end of the lecture, students have the opportunity to ask questions to the teacher on the topic of the lecture. When lecturing on the discipline, electronic multimedia presentations can be used.

Guidelines for students when working at the seminar

Seminars are implemented in accordance with the working curriculum with consistent study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, get acquainted with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, the recommendations of the teacher and the requirements of the curriculum should be taken into account. It is also recommended to refine your lecture notes by making appropriate entries in it from the literature recommended by the teacher and provided by the curriculum. Abstracts should be prepared for presentations on all educational issues submitted to the seminar.

Since the student's activity in seminars is the subject of monitoring his progress in mastering the course, preparation for seminars requires a responsible attitude. In interactive classes, students should be active.

Guidelines for students on the organization of independent work

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. During independent work, the student interacts with the

recommended materials with the participation of the teacher in the form of consultations. To perform independent work, methodological support is provided. The electronic library system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

10.Methodological recommendations for the teacher (Guidelines for making presentations)

A presentation (from the English word - presentation) is a set of color slide pictures on a specific topic, which is stored in a special format file with the PP extension. The term "presentation" (sometimes called "slide film") is associated primarily with the information and advertising functions of pictures that are designed for a certain category of viewers (users).

Multimedia computer presentation is:

- dynamic synthesis of text, image, sound;
- the most modern software interface technologies;
- interactive contact of the speaker with the demonstration material;
- mobility and compactness of information carriers and equipment;
- ability to update, supplement and adapt information;
- low cost.

Rules for the design of computer presentations

General Design Rules

Many designers argue that there are no laws and rules in design. There are tips, tricks, tips. Design, like any kind of creativity, art, like any way of some people to communicate with others, like language, like thought, will bypass any rules and laws.

However, there are certain recommendations that should be followed, at least for novice designers, until they feel the strength and confidence to create their own rules and recommendations.

Font design rules:

- Serif fonts are easier to read than sans-serif fonts;
- Capital letters are not recommended for body text.

- Font contrast can be created through: font size, font weight, style, shape, direction, and color.
- Rules for choosing colors.
- The color scheme should consist of no more than two or three colors.
- There are incompatible color combinations.
- Black color has a negative (gloomy) connotation.
- White text on a black background is hard to read (inversion is hard to read).

Presentation design guidelines

In order for the presentation to be well perceived by the audience and not cause negative emotions (subconscious or completely conscious), it is necessary to follow the rules for its design.

The presentation involves a combination of information of various types: text, graphics, musical and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining fragments of information of various types. In addition, the design and demonstration of each of the listed types of information is also subject to certain rules. So, for example, for textual information, the choice of font is important, for graphic information - brightness and color saturation, for their best joint perception, optimal relative position on the slide is necessary.

Consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

- font size: 24-54 pt (headline), 18-36 pt (plain text);
- font color and background color should contrast (the text should be well read), but not hurt the eyes;
- font type: smooth sans-serif font for body text (Arial, Tahoma, Verdana), decorative font can be used for heading if it is legible;
- italics, underlining, bold, capital letters are recommended to be used only for semantic highlighting of a text fragment.

Formatting graphic information:

- drawings, photographs, diagrams are designed to supplement textual information or convey it in a more visual form;
- it is desirable to avoid drawings in the presentation that do not carry a semantic load if they are not part of the style design;
- the color of graphic images should not contrast sharply with the overall style of the slide;
- illustrations are recommended to be accompanied by explanatory text;
- if a graphic image is used as a background, then the text on this background should be well readable.

The content and location of information blocks on the slide:

- there should not be too many information blocks (3-6);
- the recommended size of one information block is no more than 1/2 of the slide size;
- it is desirable to have on the page blocks with different types of information (text, graphs, diagrams, tables, figures) that complement each other;
- keywords in the information block must be highlighted;
- information blocks should be placed horizontally, blocks related in meaning - from left to right;
- the most important information should be placed in the center of the slide;
- the logic of presenting information on slides and in the presentation should correspond to the logic of its presentation.

In addition to the correct arrangement of text blocks, one must not forget about their content - the text. In no case should it contain spelling errors. You should also take into account the general rules for formatting the text.

After creating a presentation and its design, you need to rehearse its presentation and your performance, check how the presentation will look like as a whole (on a computer screen or projection screen), how quickly and adequately it is perceived from different audience locations, under different lighting conditions, noise accompaniment, in an environment as close as possible to the real conditions of the performance.

The work program was compiled on the basis of the Federal State Educational Standard of Higher Education in the direction of training bachelors on March 38, 02 "Management", approved by order of the Ministry of Education and Science of the Russian Federation of August 12, 2020 No. 970 (Registered in the Ministry of Justice of Russia on August 25, 2020 No. 59449).

The program was made by:

Head of the Department "Management"
Candidate of Economics, Associate Professor / Alenina E.E./



Ph.D. Associate Professor of the Department "Management" / Kostromin P.A. /



The program was approved at a meeting of the department "Management"
August 29, 2022, Protocol No. 1

Head of the Department "Management"
k. e. Sc., Associate Professor / Alenina E.E.



The structure and content of the discipline "Startup Management" 38.03.02"Management" (part-time)
Educational program "Business Process Management"

n/n	Chapter	Semester	A week semester	Types of educational work, including independent student work, and labor intensity in hours					Types of independent work students					Forms of attestation	
				L	F/N	Lab	SRS	DAC	K.R.	K.P.	DI	DC	K/p	E	Z
	Third course														
one	Topic 1. The concept of a startup.	6	1-2	2	2		eight					+			
2	Topic 2. Intellectual property and startup analysis.	6	3-4	2	2		eight					+			
3	Topic 3. Development of a startup business model.	6	5-6	2	2		eight					+			
four	Topic 4. Promotion of startup products.	6	7-8	2	2		eight					+			
5	Topic 5. Development of a startup financing strategy.	6	9-10	2	2		eight					+			
6	Topic 6. Cash flow planning.	6	11-12	2	2		eight					+			
7	Topic 7. Startup risk assessment.	6	13-14	2	2		eight					+			
eight	Topic 8. Startup valuation.	6	15-16	2	2		eight					+			
9	Topic 9. Financing and evaluation of a startup	6	17-18	2	2		eight				+	+			
	Appraisal Form										one	one			Z
	Total hours per discipline in the sixth semester			eighteen	eighteen		72								

Appendix 1 to
work program

MINISTRY OF SCIENCE AND HIGHER EDUCATION
RUSSIAN FEDERATION
Federal State Autonomous Educational Institution
higher education
"MOSCOW POLYTECHNICAL UNIVERSITY"
/Moscow Polytech/

Area of study: 38.03.02 Management

EP (educational program): "Business Process Management"

Form of study: full-time, part-time

Type of professional activity: organizational and managerial, information and analytical, entrepreneurial

Department: "Management"

VALUATION FUND

BY DISCIPLINE

Startup Management

Composition: 1. Passport of the fund of appraisal funds
2. Description of evaluation tools:
business games, report topics, questions for the test

Compiled by:

head cafe Candidate of Economics, Assoc. Alenina E.E.

Associate Professor, Ph.D. Kostromin P.A.

Moscow, 2022

Table 1

INDICATOR OF THE LEVEL OF FORMATION OF COMPETENCES

Startup management					
GEF VO 38.03.02 "Management"					
In the process of mastering this discipline, the student forms and demonstrates the following **competencies**:					
COMPETENCES		**List of components**	**Competence formation technology**	**Assessment Tool Form****	**Degrees of levels of development of competencies**
INDEX	**FORMULATION**				
PC-5	Capable of gathering information about business problems and identifying business opportunities in the organization	**Know**theory of risk management; systems theory; the subject area and the specifics of the organization's activities in an amount sufficient to solve the problems of business analysis. **Be able to:** formalize the results of business analysis in accordance with the chosen approaches; determine relationships and dependencies between elements of business analysis information; **Own**: methods for identifying business opportunities and developing business solutions for their implementation	lecture, independent work, seminars	DS, DI. exam	**A basic level of** - able to prepare documents for the creation of new business structures **Enhanced level** **-**to form and improve documentation, taking into account the observance of the rights and interests of shareholders and investors.

**- For abbreviations of forms of evaluation tools, see Appendix 2 to the RP.

Annex 2
to work program

List of evaluation tools for the discipline Startup management

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one	Business and/or role play (DI)	Joint activity of a group of students and a teacher under management of a pedagogical worker in order to solve educational and professionally oriented tasks through game simulation of a real problem situation.Allows you to evaluate the ability to analyze and solve typical professional problems.	Topic (problem), concept, roles and expected result for each game
2	Report, message (DS)	Product independent work student, which is a public performance on the presentation of the results of the solution of a certain educational and practical, educational and research or scientific Topics	Topics of reports, messages
3	offset	The final form of knowledge assessment. In higher education institutions are held during examination sessions.	Questions for offset

The list of questions for the test in the discipline "Startup Management"
formation of competence PC-5

1. Startup. The essence of the definition.
2. Startup stages.
3. Features of creating a startup as part of an existing enterprise, business incubator, technology park or business accelerator.
4. Startup intellectual property objects.
5. Pros and cons of know-how and patents.
6. Analysis of potential demand for a startup.
7. Concepts and types of business models.
8. Key elements of a startup business model.
9. Types of business models within the Kenevin approach.
10. The essence of Long Tail business models. "Razor and Blade". Free model.
11. Osterwalder and Pignet model.
12. Features of guerrilla marketing startup.
13. Basic Internet Marketing Tools.
14. Types of Internet advertising.
15. Types of non-state financing.
16. Types of leasing.
17. State ways of financing startups.
18. Business models and approaches to commercialization (monetization) of business types;
19. Ways to attract investment. Types of cash flows. The economic essence of the cash flow.
20. Key parameters affecting cash flow.
21. Basic risks of a startup.
22. country risks.
23. Sources of risks.
24. Accounting for startup risks in cash flow.

25. Startup performance indicators.
26. Choosing a way to finance a startup.

List of approximate topics for reports on the discipline "Startup Management"

formation of competencies (PC-5)

1 The role of small business in the economy of the state.
2 The procedure for creating business companies.
3 Farming. Specificity of creation and work.
4 State regulation of small business.
5 Mechanisms for monitoring the activities of employees of small enterprises.
6 Business models. Structure and methods of creation.
7. Copyright protection in the USSR and the Russian Federation.
8. Methods for assessing the value of patents.
9. Innovation in small business. Startup technology.
10. Startup as an R&D department of large corporations. The history of the largest transactions for the purchase of a startup.
11. Business plan as a key component of a startup. Typical compilation errors.
It is possible to choose a specific topic in agreement with the teacher.

Report Evaluation Criteria

No.	Criterion	Grade			
		ex.	choir.	satisfactory	unsatisfactory
one	Report Structure	The report contains semantic parts, balanced in volume	The report contains three semantic parts, unbalanced in volume	One of the semantic parts of the report is missing	The report does not trace the presence of semantic parts
2	Content of the report	The content reflects the essence of the problem under consideration and the main results obtained.	The content does not fully reflect the essence of the problem under consideration or the main results obtained.	The content does not fully reflect the essence of the problem under consideration and the main results obtained.	The content does not reflect the essence of the problem under consideration or the main results obtained.
3	Ownership of the material	The student fully owns the material presented, is oriented in the problem, freely answers questions	The student owns the material presented, is oriented in the problem, finds it difficult to answer some questions	The student is not fluent enough in the material presented, poorly oriented in the problem	The student does not own the material presented, poorly oriented in the problem
four	Relevance to the topic	The presented material is fully consistent with the stated topic.	The material presented contains elements that are not relevant to the topic.	The material presented contains a large number of elements that are not related to the	The material presented is slightly relevant to the topic.

				topic.	

An approximate plan for organizing a business game
in the discipline "Startup Management"
(formation of competence PC-5)

Preparatory activities:

A week before the game, the teacher sets the task for the teams: to collect and prepare data for the development of a business plan.

The main task is to propose and draw up a startup business plan.

Preparation includes conducting an analysis of the external environment. As part of the analysis, it is required to analyze the following components of the external environment:

1. Overview of the state of the industry - dynamics over the past 5 years. Determine the per capita consumption of similar products and make a forecast for the next 5 years.
2. Conduct PEST analysis. The external environment (the PEST analysis technique was studied earlier in the framework of management in the innovation sphere.
3. Conduct an analysis using the 5-forces model by M. Porter. Assess: Barriers to entry (the size of the required capital investment, including rent for the production area for half a year, staff salaries, purchase of necessary resources). Assess the strengths and weaknesses of existing competitors. Identify and describe the existing competitive advantage of future products. Create a portrait of the target audience. Find out if there are substitute products for the company's products.

   Submit prepared information for the first couple of business games.

The second pair of business games is the presentation of business plans and their defense by a representative from the team.

Typical business plan structure

1. Title page

Company name and address. (can be fictional)

Name of director and his phone number. (can be fictional)

Essence of the project.

Project cost (construction, rent) and sources of funds (shares, loans, subsidies).

Trade secret statement.

2. Introduction and summary of the project.

Advertising. - how and where advertising will be carried out.

The value of the product (service) for the client.

The volume of necessary investments.

Conclusion - why the company will succeed.

3. Analysis of the state of the industry (developing, stable, stagnant).

The purpose of the analysis is to determine the prospective need for a product or service based on average per capita consumption in about 10 years. And make a prediction.

Competitors (who produces analogues of products, 3-4 competitors, highlight the most notable advantages and disadvantages).

4. Content of the project

Description of goods (services) - a detailed description is welcome.

What is the difference and competitive advantage of products?

What are the prospects for establishing exports?

Where is the best place to locate a business? Is there a need for specialized transport?

General need for personnel (management and production).

Information about enterprises - suppliers (possibly potential)

5. Production plan.

Production process chart.

Requirements for the organization of production.

Equipment, suppliers, terms of delivery (rent, purchase), cost.

Raw materials, supplies, supply.

The cost of the manufactured product.

Environmental and technical safety.

6. Marketing plans

Consumers, assessment of potential demand, target market segments, competitors.

Factors that determine demand (income of the population, investment, standard of living, etc.).

Determination and justification of the price of products.

Identification of potential distribution channels.

Advertising budget and types of proposed advertising.

Prices for 3-5 years.

7. Project risk

Risk assessment is carried out in three stages: preparatory, construction and current activities.

Risk factors: political, social, financial and economic, technical, technological, environmental.

Confidence of management and partners in the objectivity of risk assessment.

Measures to mitigate the negative impact of the risk.

Table with risk coefficient for each risk factor and three stages of activity.

9. Financial plan

This section is key. It determines the effectiveness of the project.

Plan of income and expenses (1st year by months, 2nd year by quarters, 3rd year - in total for the year).

Calculation is determined by the volume of production at which the release of goods should be profitable. The basis for the calculation is the plan of cash receipts and payments for the entire period by years (Table 1).

Table 1 - Sales forecast by volume

No. p / p	Indicators	200N (by months)	(200N+1) (by quarters)	(200N+2) g. (total)
one	Sales volume in kind. expression			
2	Unit price			
3	Volume of sales			

Table 2 - Balance of income and expenses for the product

No. p / p	Indicators	200N (by months)	(200N+1) (by quarters)	(200N+2) g. (total)
one	Volume of sales			
2	Price			
3	Revenue in million rubles			
four	Expenses, million rubles			
	Including			
	a) permanent			
	b) variables			
5	breakeven point			

Table 3 - Plan of cash receipts and payments

No. n\n	Indicators	Years before power development			Years after mastering the power				
		one	2	3	one	2	3	four	5
one	Sales proceeds								
2	Other sales expenses								
3	Total receipts (p. 1-2)								
four	Payments (total)								
5	Including payments:								
	suppliers								
	wage								
	advertising								
	rent								
	insurance								
	interest on a loan								
	return of loans								
	depreciation								
	taxes								
6	Balance of payments (p. 3-4)								

The payback period of the project is defined as the period for which the amount of accumulated net profit is compared with the investment.

Investments are defined as the amount of payments for the years of development of production capacities, and net profit - as the amount (clauses 3-4) for the entire period of development of capacities.

Criteria for evaluating participation in a business game

The system for evaluating gaming activity is built on the basis of assessing the quality and effectiveness of the decisions made, their reasoning.

For participation in a business game, students are awarded points in accordance with the criteria presented in the table.

Evaluation criterion	score
1. Theoretical level of knowledge	0-5
2. Quantity and quality of ideas put forward	0-10
3. Argumentation of put forward ideas	0-10
4. The ability to listen to opponents and lead a discussion	0-5
5. Oratory	0-3
6. Reinforcing materials with factual data (statistical data, etc.)	0-5
7. Ability to defend one's own point of view	0-5
8. Quality of answers to questions	0-5
9. Ability to work in a team	0-5
10. Degree of participation in the general discussion	0-10
Total points:	0-63

Evaluation of participation in the business game:
excellent - 54-63 points;
good - 44-53 points;
satisfactory - 30-63 points;
unsatisfactory - less than 30 points.