

Course form to fill in (STP 2026)

Course title:

Business Modeling

Staff responsible for the course:

Jean-Baptiste LION PINSON

Lecturers:

First Name + Name
Cyrine BEN HAFAIEDH

1) COURSE PRESENTATION

Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format “the student should be able to...” using action verbs such as define, realise, control... (*This description should not take more than ten lines*)

At the end of the course, the student should be able to:

- Explain the principles of effectuation and lean startup.
- Describe the components and functioning of a business model.
- Develop a value proposition.
- Apply testing and learning templates.
- Evaluate a business model.

Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). (*This description should not take more than five lines*)

N/A

Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

(The description should not take more than ten lines)

Class starts with an input on theory on the following topics with discussion of real-lifecases, and continues with a practical application on an entrepreneurial project of the student's choice. Work is in teams.

Introduction to entrepreneurship under conditions of uncertainty: effectuationprinciples.

Business model canvas.

Value proposition design.

Lean Start-up & Testing.

Pitching.

2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
<u>Effective presence</u>		
- Magistral Course	16	
- Interactive Course		
- Tutorials		
- Coaching		
- PBL Course		
<u>Training from a distance</u>		
- Video-conferences		
- Webinars		
<u>Self-learning</u>		
- Books 'readings		
- E-learning		
- Research		
<u>Outdoors-training</u>		
- In firms		
- Internship		
<u>Personal work</u>		
- Group Projects	10	
- Individual Projects		
- Personal work	10	
Total working time for the student	40	

3) EDUCATIONAL METHODS

Tick here the different educational methods used:

- Coaching
- Case Study
- E-Learning and/or Self-learning
- Interactive courses
- Presentations
- Projects
- Research
- Seminars
- Tutorials
- Visits

4) ASSESSMENT

Sum up briefly the course assessment's mechanism (*two or three lines*) in order to introduce the assessment's table that you have to complete below (table n°2).

You must also define clearly how feedback will be given to students (in accordance with the feedback policy).

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List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<u>Continuous assessment</u>	Continuous assessment (CONT)			
	Mid-term exam (MIDT)			
	Participation (PARTN)			30
	MCQ			
	Continuous assessment (CONT)			
<u>Final exam</u>	Oral final exam (ORAL)			
	Written final exam (ENDT)			
<u>Others</u>	Case study (CASE)			
	Group Project (GPROJ)			50
	Individual Project (IPROJ)			
	Written assignment (WRITTEN)			20
	Exercises (EXERC)			
Total				100%

5) RECOMMENDED READING

Name of books (*indicate only three or four must-read references*) / Name of reviews:

Reference book (appellation reserved for books selected by the School and necessarily bought by all the students):

Class books :

Osterwalder, A., Pigneur, Y. 2010. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. John Wiley & Sons.
Ries, E. 2011. The Lean Startup: How Constant Innovation Creates Radically Successful Businesses. Crown Business.
Osterwalder, A., Pigneur, Y., Bernarda, G., Smith, A. 2014. Value Proposition Design: How to Create Products and Services Customers Want. Wiley