***First Year Seminar***

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| **COURSE No.:** |  |
| **PROGRAM:** | BBA, BITL |
| **INSTRUCTOR:** | Claudio Rivera, Aldis Greitāns, Kalvis Apsītis |
| **CLASS DAYS & TIME:** |  |
| **OFFICE LOCATION & HOURS:** | Room 201 (Claudio Rivera) |
| **CONTACT PHONE:** |  |
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**TEXTBOOK**

There is no textbook for this course. Instructors may assign reading materials that will be posted in ORTUS.

Suggested titles to read either during this course or during your studies at RBS:

* Becoming a master manager, Quinn et al. (Wiley).
* The 7 habits of highly effective people by S. Covey.
* Essential Scrum: A Practical Guide to the Most Popular Agile Process. Addison-Wesley.

**COURSE OBJECTIVES**

By the end of this course you should be able to

* Understand the expectations of RBS for critical thinking and project management.
* Perform ideation and teamwork, business requirement analysis, IT design and development while solving a real-life problem.
* Understand how to define problems and how to apply Computer Science and Management frameworks and techniques, to diagnose problems and to enable change in organizations and society.
* Organize your project life to prepare for further learning experience in the BBA and BITL programs.
* Experience interdisciplinary problem solving working with faculty members from different fields and integrating knowledge and skills from various subjects.

**COURSE OVERVIEW**

The First-Year Seminar engages the students with the interplay of Computer Science and Organizational Technology and connects their studies with real-world problems.

The Seminar will deliver learning outcomes in four core competencies: thinking critically, thinking creatively, communicating effectively, and interacting effectively. Moreover, the Seminar will provide the students with an early connection to faculty and the undergraduate experience.

The course starts with a few introductory seminars to set the expectations of the course and the basics of critical thinking and project management. Students will also learn about problem areas faced by some municipality in Latvia and form teams of size up to 7 people per team. After that teams will work in parallel to create a solution to the problem of their choice. The expected outcome is a working prototype of an IT-based product or service – planned and delivered in iterative stages.

Faculty members from Organizational Psychology, Management and IT fields will be guiding you during the process. This may sound interesting, but also risky and ambitious. Do not worry: We will support you till the end of the term!

**COURSE REQUIREMENTS**

Attendance: Students will be graded on their attendance and contribution to the class. Therefore, it is important that you attend classes regularly.

Course assignments: All assignments are due at the beginning of class on the due date. Assignments should be uploaded to the designated folder in ORTUS (if something fails, submission by email is also acceptable). Late assignments will not be accepted. Many assignments are team-based; everyone in the team is equally responsible to ensure that their representative submits the deliverable in a timely manner.

**GRADING**

Grading for the course is as follows:

*Assignments Points*

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| Prototype | 300 |
| Class contribution | 200 |
| Team Progress Reports (4 x 50) | 200 |
| Final presentation (including Team Reports) | 300 |
| TOTAL | 1000 |

**(\*)** For BBA students: this course accounts for 40%

of your OB grade.

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| Final grades are calculated on the following basis. > 949 = 10  850-949 = 9  750-849 = 8  650-749 = 7  550-649 = 6  450-549 = 5  350-449 = 4  < 350 = failing  Your grades will be updated regularly on the online assistant. Please check to see that your grades are recorded correctly. |

**RUBRICS FOR GRADING**

Faculty members will provide scoring rubrics for the prototype and the final presentation in due time.

**Class contribution**

Because of the nature of the course, attendance and participation are worth 20% of your grade. You are expected to attend each class having read all assigned readings and having prepared assignments, case questions or other discussion points.

In this course, our goal is to create an environment where you and your classmates could feel confident in participating, discussing, arguing and sharing. Any behaviors that could harm the learning environment will be evaluated negatively. We commit to be courteous, kind, professional, and have an opinion and respect others’ rights to hold opinions and beliefs that differ from our own.

Your class participation grade **will be self-assessed** using a monthly submission form. The evaluation form takes into account residential and non-residential work. Faculty members will review the grading if your behavior in class or during the team presentations/activities does not match your self-evaluation.

**Prototype grading (max 300 points):**

(1) Proper teamwork and delegation **(50 points)**. Task management; team working agreement and the handbook of project procedures.

(2) Functional design **(50 points)**. The requirements or user stories, functional design document and the project backlog are clear and traceable to the communication with customers. Also peer reviews for the functional designs submitted and feedback taken into account.

(3) Ease of configuration **(100 points)**. The quality of your project software configuration, and its building routine. The ability to run it on any developer’s machine, orderly change management, ability to release the current product to the customer at any time. Also mock or real testing data and testing procedure.

(4) Iteration planning and reviewing **(50 points)**. Planning, reviewing and retrospecting your iterations by Agile/Scrum methodology.

(5) Validation and reporting approach **(50 points)**. The procedure to use the validation data for informing the developers and stakeholders, to fine-tune your solution.

**Team Progress Reports (max 200 points):**  
There are 4 progress reports (max 50 points each). The scoring guidelines will be explained in the class.

**Final Presentation grading (max 300 points)**

(1) Evaluations from the Customers and other Stakeholders (100 points)

(2) The contribution of each team member clearly attributed, traceable to the codebase and submitted progress reports (50 points).

(4) The presentation itself and various other planning documents fits the product prototype being delivered; product demo scenarios are properly chosen (50 points).

(5) The delivery of your Final Presentation meets the professional standards of presenting solutions, it avoids pitfalls and anti-patterns (100 points).

**ACADEMIC INTEGRITY**

To strengthen ethics within Riga Business School and the business community the RBS will take steps to avoid academic fraud. Several websites explain the issues with cheating, fabrication and plagiarism and how to avoid them. Please review them and learn how to insert references to other people’s work into your own. “I did not know” will not be an acceptable excuse.

Any student who turns in written work that is not original without correctly referenced sources (i.e. plagiarized) will be subject to the RBS sanctions on Academic Fraud (see the policy on the online assistant). The same consequences apply to academic dishonesty on tests and quizzes.

To find information on what plagiarism is and how to avoid it please visit the links at:  
<http://www.uottawa.ca/plagiarism.pdf>  
<http://www.socialsciences.uottawa.ca/pdf/plagiarism2.pdf>  
<http://www.sass.uottawa.ca/writing/plagiarism.pdf>

This presentation on research and plagiarism tells how to correctly reference your sources and provides good advice on research:  
<http://library.acadiau.ca/tutorials/plagiarism/>

**CLASS SCHEDULE**

A specific schedule of readings and assignments is listed below. You are responsible for having assigned readings and assignments read before class.

Some assignments about the product prototype (the IT part of your solution) are first explained and discussed as your initial drafts, but the actual due date is 1 week later. This is indicated in the schedule.

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| Class | Instructor | Topic | Pre-class preparation | Deliverables |
| W1 04/09 | Claudio / Aldis | Setting the goals and expectations of the class, collaborative tools & workflows.  Ideation techniques.  Customer development framework and tools.  Ideation exercise. | One paragraph on what critical thinking means and how can you use it.  Watch the video: IDEO Shopping cart project <https://www.youtube.com/watch?v=W6EgoiPxNDs&t=9s>  Prepare to discuss the video. Consider the following questions:   * Is this video still actual? * Does the video match your ideas on how to design products? * How would you characterize the group(s) working on shopping cart design? | The problem picked and the team formed.  Instructor’s lecture; familiarization with mindset, practices, and tools for customer development.  Initial project ideas. |
| W2  11/09 |  | **Field trip** |  |  |
| W3 18/09 | Kalvis | - Working in a Team  - Using Data for Development. | - Acquaint yourselves with Git commands and tools. Set up a file repository in GitHub. - Edit a simple document in Markdown syntax. | **(Prototype)  - Team Working Agreement** (How to delegate tasks, report statuses, how to resolve differences).  - **Project Handbook:**  Document your procedures: Storing project files, maintaining backlog, change management.  **- Mock Data:** Data samples to operate your product demo. *(Due 1 week later.)* |
| W4 25/09 | Aldis | Initial Value Proposition Canvas hypotheses | Understanding and using Value Proposition Canvas. | Initial Team Report |
| W5  02/10 | Kalvis | - Creating functional design (also technical design, if applicable).  - Build process and continuous integration.  - Preparing for the Agile iterations. | - Two use-cases (major work items/ user stories) documented in your functional design - describe exactly what look and feel do you want. | **(Prototype)**  **- Functional Design**, (requirement tracing, use-cases). - **Mock UI** to show 1-2 features of your product.  - **Build Procedure** to support continuous integration. *(Due 1 week later.)* |
| W6  09/10 | Aldis | Customer personas, pains, gains, jobs | - Conducting of problem interviews - Reading assignment #1 about Agile/Scrum | Team progress report  **(Prototype) Peer-Reviews of other Functional Designs** |
| W7  16/10 | Aldis | Value Proposition of the solution, features, pain relievers, gain creators | Conducting of solution interviews  - Reading assignment #2 about Agile/Scrum | Team progress report **(Prototype)**  **- Updated Functional Design**  **- Iteration Plan #1** Applying Agile/Scrum to develop some functionality. |
| W8  23/10 | Aldis | Soft validation of initial Product-Market fit hypothesis | MVP solution testing | Team progress report |
| W9  30/10 | Kalvis | - Completing an Iteration; Checking with the Product Owner | Iteration #1 reviews done (ability to demo the Iteration #1 functions). | **(Prototype) - Iteration #1 Retrospective - Iteration Plan #2**. |
| W10  06/11 | Claudio | Reflections on the journey so far. Continuous learning. | Critical Event Review (template in ORTUS) |  |
| W11  13/11 | Kalvis | - Doing systems testing  - Iterations and the V-Model | Iteration #2 reviews done. | **(Prototype)**  **- Iteration #2 Retrospective.**  **- Iteration Plan #3** |
| W12  20/11 | Aldis | Launch of the product/ service | Preparing of launching strategy | Team progress report |
| W13  27/11 | Kalvis | - Measurements to fit your goals, using them to improve your solution.. - User training and Transfer of Information (TOI) | Iteration #3 reviews done.  Your plan to deliver TOI sessions. Your approach to reporting, data accumulation and/or Business Intelligence (BI). | **(Prototype)**  **TOI Presentation**: Closing document explaining the IT part of your product or service (for the next development team, techsupport and end-user(s)).  (2) **Reporting and Measuring Success.**  Product validation data aggregations, charts and how to use data to improve your solution.. |
| W14  04/12 | Aldis and Kalvis | Final Public Presentation. Team Report on journey and lessons learned. Final self-assessment. | | |