



COURSE DESCRIPTION CARD - SYLLABUS

Course name

Entrepreneurship in Contemporary Economy [S2IZarz1E-ZPP>PwWG]

Course

Field of study

Engineering Management

Year/Semester

2/3

Area of study (specialization)

Managing Enterprise of the Future

Profile of study

general academic

Level of study

second-cycle

Course offered in

English

Form of study

full-time

Requirements

compulsory

Number of hours

Lecture

15

Laboratory classes

0

Other

0

Tutorials

15

Projects/seminars

0

Number of credit points

1,00

Coordinators

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Lecturers

Prerequisites

The student has theoretical knowledge of microeconomics, management and functioning of enterprises in a market economy. Is able to identify problems of managing a modern enterprise and describe the basic organizational structures of companies in the knowledge-based economy. Has the ability to understand and analyze basic socio-economic phenomena and is willing to take entrepreneurial activities. Demonstrates readiness to develop knowledge and teamwork skills.

Course objective

The aim of the course is to gain knowledge and acquire skills and competences in the field of: theoretical concepts and the role of entrepreneurship in socio-economic development at the micro and macro level; creation and development of a modern enterprise and innovative business solutions based on entrepreneurial behaviour; generating business models for innovative ventures (e.g. start-ups); the role of intellectual capital, innovation and entrepreneurial potential in shaping competitiveness on the domestic and international market; formulating own opinions on socio-economic phenomena and critical data selection and methods of analysis; using acquired knowledge in various fields and forms in business practice.

Course-related learning outcomes

Knowledge:

The student defines and compares various organizational structures, including network enterprise models and their impact on the economy [P7S_WG_06].

The student describes and explains the processes of entrepreneurship creation and development, including innovative business models and startup and spin-off enterprises [P7S_WK_03].

Skills:

The student evaluates the effectiveness of various forms of entrepreneurship and innovative business models, analyzing their impact on economic development [P7S_UW_03].

The student designs new business models, using methodologies such as canvas and lean canvas and design thinking approaches [P7S_UW_04].

The student analyzes and predicts the impact of socio-economic phenomena on the development of entrepreneurship and market trends [P7S_UW_06].

The student formulates and tests hypotheses on the effectiveness of various entrepreneurial strategies, including turquoise management models [P7S_UW_07].

Social competences:

The student integrates knowledge from various fields to solve complex entrepreneurial problems, especially in a dynamic economic environment [P7S_KK_01].

The student identifies and analyzes cause and effect relationships in entrepreneurship, focusing on competitiveness and innovation [P7S_KK_02].

The student plans and manages business ventures, focusing on initiating and implementing entrepreneurial and innovative projects [P7S_KO_01].

The student applies project methodology to manage business ventures, focused on innovation and entrepreneurship, making strategic decisions [P7S_KO_03].

Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Knowledge acquired during the lecture is verified by one 60-minute colloquium carried out at the last lecture. It consists of 25-30 questions (test and open) with various points depending on their level of difficulty. Passing from: 60% of points. Issues and materials, on the basis of which questions are prepared for the colloquium, will be sent to students by e-mail using the university's e-mail system and uploaded on Moodle course. The final grade can be raised for the student's active participation in the problem and conversation lecture.

Knowledge, skills and social competences acquired as part of tutorials are verified based on the presentation of the completed project/assignment carried out independently and in a team, the developed case study and student activity during classes (participation in the discussion, independent problem solving). Criteria for evaluation of the project / assignment will be provided to students in the first class.

Programme content

Entrepreneurship – selected theoretical concepts in the light of interdisciplinary conditions.

The role of entrepreneurship, innovation and intellectual capital in contemporary socio-economic development at the micro and macro levels.

Academic entrepreneurship (spin-off, startup).

Business model concepts for innovative solutions.

Course topics

Lecture:

1. Entrepreneurship – selected theoretical concepts in the light of interdisciplinary conditions.

2. The role of entrepreneurship, innovation and intellectual capital in the process of increasing the competitiveness of enterprises and the economy.

3. Intra-organizational conditions and external factors. Contemporary competitive strategies.

4. Academic entrepreneurship and technological start-ups as a bridge for building business-science relationships.

5. Creating a business model concept inspired by customer needs (Business Model Canvas and Lean Canvas methodology).

6. Teal organizations – A utopia or a new management paradigm?

Tutorials:

1. Examples of entrepreneurial behavior and innovative business solutions created, among others by academic startups, born-globals companies, teal organizations – case studies.
2. Principles of generating a business model based on the Business Model Canvas methodology.
3. Creating a value proposition for the customer using the Value Proposition Canvas tool.
4. Application of the Design Thinking method in designing a business solution.
5. Rules for oral presentation of a business idea: "Elevator Pitch".
6. Creation and presentation of a business model concept for an innovative solution → teamwork

Teaching methods

Lecture: multimedia presentation illustrated with examples; problem lecture (discussion on solving a given problem), conversation lecture (discussion moderated by the lecturer).

Tutorials: case study method, discussion methods: brainstorming, metaplan (conclusions from discussion in teams presented on the forum in the form of a poster, multimedia presentation); Exercise and practical methods: solving cognitive tasks, teamwork.

Bibliography

Basic:

1. Drucker P. F., (2014), Innovation and Entrepreneurship, Taylor & Francis Ltd.
2. Blank, S., & Dorf, B. (2013). The Startup Owner's Manual The Step-By-Step Guide for Building a Great Company, K & S Ranch.
3. Ries, E. (2013). The Lean Startup. Random House USA Inc, New York.
4. Maurya, A. (2010). Running Lean: Iterate from Plan A to a Plan That Works (Lean Series), O'Reilly Media.
5. Osterwalder, A. & Pigneur, Y. (2010). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, John Wiley and Sons Ltd.
6. Badzińska, E. (2022). Exploring an entrepreneurial ecosystem with regard to business-science-government cooperation: preliminary research findings, Zeszyty Naukowe Politechniki Śląskiej. Organizacja i Zarządzanie, no. 158, s. 9-26.
7. Badzińska E., (2017), Assessing the concept of innovative business model with regard to IT enterprise, *Ekonomia i Prawo. Economics and Law*, 16 (3), pp. 245-258.
8. Blikle A. (2020), A Teal Doctrine of Quality. The case of Teal self-organization. Wydawnictwo Onepress, Warszawa.
9. Porter, M.E., & Kramer, M.R. (2011). Creating Shared Value, Harvard Business Review, January-February.

Additional:

1. Barringer B.R., Ireland D. (2018), Entrepreneurship: Successfully Launching New Ventures, Global Edition, Pearson Education Limited.
2. Badzińska E., (2019), Knowledge Acquisition and Business Modeling Using Experiential Learning Approach to Entrepreneurship. *European Journal of Social Science Education and Research* 6 (2), pp. 48-56.
3. Badzińska E., Wyrwicka M. K., (2016), Models of Creation and Development of an Enterprise – a Conceptual Approach, *ZN Politechniki Poznańskiej. Organizacja i Zarządzanie* Nr 70, s. 5-17.
4. Laloux F. (2014), Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage of Human Consciousness, Diateino.
5. Kuratko D.F. (2016), Entrepreneurship, Cengage.
6. Top 10 Business Model Pitfalls, <https://www.youtube.com/watch?v=5sn7pZXY5b4>
7. Business Model Innovation, <https://www.youtube.com/watch?v=B4ZSGQW0UMI>

Breakdown of average student's workload

	Hours	ECTS
Total workload	35	1,00
Classes requiring direct contact with the teacher	30	0,50
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	5	0,50