



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

Fundamentals of Entrepreneurship in ICT [S1Teleinf1>PPwICT]

### Course

Field of study

Teleinformatics

Year/Semester

4/7

Area of study (specialization)

–

Profile of study

general academic

Level of study

first-cycle

Course offered in

Polish

Form of study

full-time

Requirements

compulsory

### Number of hours

Lecture

30

Laboratory classes

0

Other

0

Tutorials

0

Projects/seminars

0

### Number of credit points

3,00

### Coordinators

dr Ewa Badzińska

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### Lecturers

### Prerequisites

The student knows the basic terms concerning an enterprise in a market economy and has the basic understanding of entrepreneurship. He/she has the ability to understand and analyze the basic socio-economic phenomena and is willing to undertake entrepreneurial activities. Demonstrates readiness to develop his/her knowledge and skills and is willing to work in team.

### Course objective

The aim of the course is to gain knowledge and acquire skills and competences in the field of: the role of entrepreneurship in socio-economic development and the creation of innovations; understanding the basic aspects of the company's competitiveness and competitive strategy; creation and development of a modern enterprise and innovative ICT solutions in response to market needs and diagnosis of entrepreneurial opportunities; familiarize students with business modeling and applying the principles of creating a business model based on the canvas and lean canvas methodology.

### Course-related learning outcomes

Knowledge:

1. Knows the basic principles and regularities of entrepreneurship as a process of searching for market

opportunities and human characteristics / behaviors.

2. Knows the basic conditions for building a company's competitive advantage; understands the importance of the forces of the competitive environment and the resources of the organization.
3. Has knowledge about the principles of creating a business model based on the canvas and lean canvas methodology.

Skills:

1. Can define and analyse features of an enterprising person.
2. Can design a business model concept for an innovative business solution in the field of ICT.
3. Is able to use data from secondary sources and have a critical attitude to the issue of the company's competitiveness.

Social competences:

1. Is aware of the main challenges facing teleinformatics in the 21st century and their impact on the development of the information society.
2. Is able to think and act in an entrepreneurial manner.
3. Is aware of the interdisciplinary of knowledge and skills needed to solve complex problems.

### Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

Credit: knowledge, skills and social competences 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. The issues on the basis of which the questions for the final colloquium are developed will be discussed during the classes in full-time or remote mode. The final grade may be increased for the student's active participation in the problem and conversation lecture.

### 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.  
Basic aspects of enterprise competitiveness and competitive strategies.  
Academic entrepreneurship (spin-off, startup).  
Business model concepts for innovative solutions.

### Course topics

1. Entrepreneurship - selected theoretical concepts in the light of interdisciplinary conditions.
2. Entrepreneurship and intrapreneurship.
3. Basic aspects of the company's competitiveness and searching for entrepreneurial opportunities.
4. The local and global context of the competitive strategy.
5. Principles of generating a business model based on the Business Model Canvas and Lean Canvas methodology.
6. Diagnosis of the current business problem in the field of ICT.
7. Observations, customer profiles and user tests.
8. Defining / generating a unique value proposition - using the Value Proposition Canvas tool.
9. Prototyping a business idea - Design Thinking method.
10. Challenges in the field of ICT in the 21st century and their impact on the development of the information society.

### Teaching methods

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

### Bibliography

Basic

1. Blank S., Dorf B., (2013), The Startup Owner's Manual The Step-By-Step Guide for Building a Great

Company, K & S Ranch.

2. Mach-Król M., Olszak C. M., Pelech-Pilichowski T., (2014), Advances in ICT for Business, Industry and Public Sector, Springer International Publishing AG.
3. Maurya A., (2012), Running Lean. Iterate from Plan A to a Plan That Works. Wydawca: O'Reilly Media.
4. Osterwalder A., Pigneur Y., (2010), Business model generation, John Wiley and Sons Ltd.
5. Ries, E. (2013). The Lean Startup. Random House USA Inc, New York.
6. 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.
7. 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.

#### Additional

1. Badzińska E., (2017), Mobile Technology Solutions in Business Communications – New Tools in Practical Implementation. *Handel Wewnętrzny*, 367 (2), pp. 5-16.
2. Drucker P. F., (2014), Innovation and Entrepreneurship, Taylor & Francis Ltd.
3. Barringer B.R., Ireland D. (2018), Entrepreneurship: Successfully Launching New Ventures, Global Edition, Pearson Education Limited.
4. Porter M. E., (2004), Competitive Advantage, Simon & Schuster.

#### Breakdown of average student's workload

	Hours	ECTS
Total workload	56	3,00
Classes requiring direct contact with the teacher	30	2,00
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	26	1,00