



COURSE DESCRIPTION CARD - SYLLABUS

Course name

Entrepreneurship in Contemporary Economy

Course

Field of study

Engineering Management

Area of study (specialization)

Managing Enterprise of the Future

Level of study

Second-cycle studies

Form of study

full-time

Year/Semester

2/3

Profile of study

general academic

Course offered in

English

Requirements

compulsory

Number of hours

Lecture

15

Laboratory classes

Other (e.g. online)

Tutorials

15

Projects/seminars

Number of credit points

1

Lecturers

Responsible for the course/lecturer:

Ph.D., Ewa Badzińska

Responsible for the course/lecturer:

Mail to: ewa.badzinska@put.poznan.pl

Phone: 61 665 33 90

Faculty of Engineering Management

ul. J. Rychlewskiego 2, 60-965 Poznań

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

Lecture: Entrepreneurship – selected theoretical concepts in the light of interdisciplinary conditions. The role of entrepreneurship in socio-economic development at the micro and macro level. Academic entrepreneurship (spin-off, startup). The impact of entrepreneurship and innovation on increasing the competitiveness of enterprises / the economy. Creating and developing a modern enterprise and innovative business solutions based on the diagnosis of entrepreneurial opportunities. Intra-organizational conditions and external factors. The role of intellectual capital and entrepreneurial potential of the organization. Teal organizations – A utopia or a new management paradigm?

Tutorials: Examples of entrepreneurial behavior and innovative business solutions created, among others by academic startups, born-globals companies, teal organizations – case studies. Principles of generating a business model based on the canvas and lean canvas methodology. Applying the design thinking in creating a value proposition. Designing in team and presenting the concept of a business model for an innovative solution.

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. Kuratko D.F., Entrepreneurship, Cengage, 2016.
3. Sudoł St., (2008), Przedsiębiorczość - jej pojmowanie, typy i czynniki ją kształtujące, Problemy Zarządzania, 6, 2(20), s. 9-26.
4. Mellor R. B., Coulton G., Chick A., Bifulco A., Mellor N., Fisher A., (2011), Przedsiębiorczość, PWE Polskie Wydawnictwo Ekonomiczne.



5. Blank S., Dorf B., *The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company*, John Wiley & Sons Inc, 2020.
6. Osterwalder A., Pigneur Y., *Business Model Generation: A handbook for visionaries, game changers and challengers*, John Wiley and Sons, Inc., Hoboken, New Jersey, 2010.
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., *A Teal Doctrine of Quality. The case of Teal self-organization*. Wydawnictwo Onepress, Warszawa, 2020.

Additional

1. Barringer B.R., Ireland D., *Entrepreneurship: Successfully Launching New Ventures*, Global Edition, Pearson Education Limited, 2018.
2. Majkut R. (2014), *Przedsiębiorczość w świetle uwarunkowań interdyscyplinarnych*, Wydawnictwo: CEDEWU, Warszawa.
3. Ries E., *The Lean Startup*, Penguin Books, 2011.
4. Porter M.E., Kramer M.R., *Creating Shared Value*, *Harvard Business Review*, January-February 2011.
5. 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.
6. 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.
7. Laloux F., *Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage of Human Consciousness*, Diateino, 2014.

Breakdown of average student's workload

	Hours	ECTS
Total workload	35	1,0
Classes requiring direct contact with the teacher	30	0,5
Student's own work (literature studies, preparation for lectures, preparation for colloquium) ¹	5	0,5

¹ delete or add other activities as appropriate