



ENTREPRENEURSHIP AND TECH-BASED BUSINESS DEVELOPMENT

Course code	<i>MNG264</i>
Course title	<i>Entrepreneurship and Tech-based Business Development</i>
Course type	<i>Compulsory</i>
Year of study	<i>III</i>
Semester	<i>Autumn</i>
ECTS	<i>6 ECTS; 24 hours of lectures, 24 hours of seminars, 112 hours of individual work.</i>
Coordinating lecturer	<i>Dr. Akos R. Wetters</i>
Study form	
Course prerequisites	<i>None</i>
Language of instruction	<i>English</i>

Course description

The course introduces key concept related to the topic of entrepreneurship starting with the goals and context of entrepreneurship and how it fits with innovation all the way to creating new ventures, exploiting knowledge and intellectual property and thus generating and capturing new value. The material is explicitly linked to the place of technologies and societal challenges for entrepreneurship. The course is based on numerous practical real-life cases, examples and managerial tools.

Learning outcomes

Course learning outcomes (CLO)	Degree level learning objectives (Number of LO)	Study methods	Assessment methods
CLO1 To be able to recognise and to describe different entrepreneurial paths	LO4 LO7	Individual study Case discussions Reading and discussions	Final exam, group and individual tasks
CLO2 To be able to recognise the main parts of an entrepreneurial process	LO6 LO7 LO13	Individual study Reading and discussions	Final exam, group and individual tasks
CLO3 To be able to recognise the main sources of ideas for development	LO1 LO9	Individual study Reading and discussions	Final exam, group and individual tasks
CLO4 To be able to see the big innovation picture from a technological and corporate perspective.	LO1 LO2 LO16	Individual study Discussions	Final exam, group and individual tasks
CLO5 To be able to link entrepreneurship opportunity to advancements in technology, internal organisational and individual development	LO2 LO13 LO14	Individual study Discussions	Final exam, group and individual tasks

ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

COURSE OUTLINE

Topic	In-class hours	Readings
Introduction Bootcamp Mindset & team dynamics Peer-to-peer feedback short training	4	During the course links to relevant materials will be shared in a blended learning format. These materials will be suggested on case by case basis when coaching the teams or on personal interest basis when talking with individual students
Problem exploration part 1	4	



End of day learning reflections		
Daily Progress dashboard pitch Problem exploration part 2	4	During the course links to relevant materials will be shared in a blended learning format. These materials will be suggested on case by case basis when coaching the teams or on personal interest basis when talking with individual students
Problem explanation part 3 End of day learning reflections	6	During the course links to relevant materials will be shared in a blended learning format. These materials will be suggested on case by case basis when coaching the teams or on personal interest basis when talking with individual students
Daily Progress dashboard pitch Solution design 1	4	During the course links to relevant materials will be shared in a blended learning format. These materials will be suggested on case by case basis when coaching the teams or on personal interest basis when talking with individual students
Solution design 2 Value network design 1 Pitch short training End of day learning reflections	6	During the course links to relevant materials will be shared in a blended learning format. These materials will be suggested on case by case basis when coaching the teams or on personal interest basis when talking with individual students
Daily Progress dashboard pitch Value network design 2 Action plan "Pilot" 1	4	During the course links to relevant materials will be shared in a blended learning format. These materials will be suggested on case by case basis when coaching the teams or on personal interest basis when talking with individual students
Value network design 3 Action plan "Pilot" 2 Pitch rehearsals End of day learning reflections	6	During the course links to relevant materials will be shared in a blended learning format. These materials will be suggested on case by case basis when coaching the teams or on personal interest basis when talking with individual students
Finalise pitches Pitch event	4	During the course links to relevant materials will be shared in a blended learning format. These materials will be suggested on case by case basis when coaching the teams or on personal interest basis when talking with individual students
Completion of team reflections Completion of personal reflections Learning festival	6	
	Total: 48 hours	
CONSULTATIONS	6	
FINAL EXAM	2	



FINAL GRADE COMPOSITION

Type of assignment	%
<i>Team Components 70%</i>	
1. Pitch	15
2. Slide Deck (inclusive of prototype)	15
3. Team Learning Reflection	15
4. Progress Dashboard	15
5. Peer-to-Peer Assessment	10
<i>Individual Components 30%</i>	
6. Personal Learning Reflection	30
Total:	100

Course requirements:

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

(Provide short descriptions and grading criteria of each assignment)

The overall assessment will result in an individual "Pass with Excellence", "Pass", or "Fail".

1. At the end of the course the teams will deliver a pitch worth 15 %.
2. Teams hand over their slide deck (in which the prototype or mock up is incorporated) that count 15%..
3. Each team prepares each day a learning reflection and composes their final learning reflections on the last day of the course, which weighs in total 15%.
4. The morning dashboard pitches by each team cover also 15%.
5. The peer-to-peer assessment of the pitches and slide decks make up for 10%.
6. The personal learning reflections will have an impact on the individual assessment of 30%.

RETAKE POLICY

If final (cumulative) mark of the course, including final exam score, is insufficient, students will be allowed to exercise their right of retake. The retake exam will cover all lectures and case-discussion topics discussed in class during the course. It will replace the 70 % of groupwork.

REQUIRED READINGS

Essentials of Entrepreneurship and Small Business Management, 9th edition, *Norman M. Scarborough and Jeffrey R. Cornwall*, Pearson Education 2019. Chapter 1 activities.

ADDITIONAL READINGS

Bessant, J. and J. Tidd (2021) Managing innovation. Integrating technological, market and organizational change. Wiley & Sons.

Entrepreneurship : the practice and mindset / Heidi M. Neck, Christopher P. Neck, Emma L. Murray. Los Angeles : SAGE, 2018. Chapter 1

**DEGREE LEVEL LEARNING OBJECTIVES****Learning objectives for the Bachelor of Business Management**

Programmes:

International Business and Communication,

Business Management and Marketing,

Finance,

Industrial Technology Management,

Entrepreneurship and Innovation

Learning Goals	Learning Objectives
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

Learning objectives for the Bachelor of Social Science

Programmes:

Economics and Data Analytics,

Economics and Politics

Learning Goals	Learning Objectives
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper