Code	M17VFB02E	ECTS Credit	6	HUN Credit	6
Term:	**spring**		**Level:**	**4**	
Module Title:	**ENTREPRENEURSHIP & BUSINESS MODEL GENERATION**				
Module Leaders:	**Prof. Dr. László Szerb,** Professor **Dr. Zsolt Bedő, PhD.** Assistant professor		**Office Hours:**	**Monday 13:30-15:30**	
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Short Description:	This course aims to bring together the theoretical and the practical view of entrepreneurship. The theoretical part presents the models and ways of becoming an entrepreneur as well as the influential factors of entrepreneurship. Government, local as well as international entrepreneurship policy aspects are also covered. The course emphasized both the individual and the contextual factors of entrepreneurship from a system perspective. Recent developments in technology start-ups and digitalization are also covered. Students are expected to analyze country level differences and specialties in entrepreneurship. Specific attention is paid to the fast growing ventures, called gazelles. In the second part of the course students get acquainted with the basics of business modelling and on how to compete on this front complementing basic services and product. This Module will be the preparatory of the practice oriented modules that will require students to establish their own or provide support to others in their establishment of their entrepreneurial venture.				

Sessions (weeks): 14	
Schedule is tentative and subject to change.	
1.	Course description and requirements. Small businesses and entrepreneurship: definitions and distinctions; Types of entrepreneurship and entrepreneurial activity
2.	Entrepreneurship theories and models, entrepreneurship context, entrepreneurship ecosystems and digital entrepreneurship. The measurement of entrepreneurship. Gazelles and unicorns.
3.	The Global Entrepreneurship Index GEI. Individual and institutional factors. The calculation of the GEI scores, step by step exercise. Hungary's entrepreneurial profile. Student exercise GEI tool. (Bring laptop and mouse)
4.	Entrepreneurial traits and intentions. Different models of individual entrepreneurship and entrepreneurial attitudes. The GUESSS research
5.	National and local entrepreneurship policies. The GEI methodology to optimize policy effort. Student exercise
6.	Digital entrepreneurship ecosystems and their specialties. ICT and entrepreneurship.

	Assignment presentations.
7.	Midterm exam
8.	Introduction of the second part of the course • Team formation • Discussion on what entrepreneurship and creativity mean. • Watching video: https://www.youtube.com/watch?v=QoqohmccTSc Assignment for the design thinking workshop: • Read the book: Business Model Generation, written by Alexander Osterwalder & Yves Pigneur 2010, ISBN: 978-0470-87641-1 • Reminder to read the book called Startup nation • Watch the following videos: ○ https://www.youtube.com/watch?v=sR6P5Qdvlnk ○ https://www.youtube.com/watch?v=bEusrD8g-dM ○ https://www.youtube.com/watch?v=nokBj14p4Mc ○ https://www.youtube.com/watch?v=BErt2qRmoFQ&t=3s
9.	Reading week, preparation for the design thinking workshop
10.	Spring break
11.	Design thinking workshop, all day
12.	Preparation for the final pitch event
13.	Final Pitch
14.	Discussion of the takeaways of the final pitch event, Discussion of the Startup nation book, Closer of the course.

Rationale Including Aims:	This course aims to combine the theoretical and practical approaches of entrepreneurship as well as get students acquainted in the macro and micro view of entrepreneurship. The course targets that students (among others) • to understand the differences between small business and entrepreneurship, • to know about the contemporary views of entrepreneurship, • appreciate the role of entrepreneurship in development, • grasp the role of entrepreneurial capacity in innovation, • comprehend the significance of entrepreneurship ecosystem in the process of entrepreneurship capacity building.
Learning Outcomes: Knowledge	Students by completing this module will be able to • recognize triggers affecting elements of the entrepreneurial environment • list different means of policy tools to boost entrepreneurship activity, • explain the effects of different policy decisions on competitiveness, • demonstrate the spillover effect of mechanisms in real circumstances, • implement business models in real environment.

Learning Outcomes: **Skills**	Students by completing this module will be able to • differentiate between collected data to prepare them for analysis, • analyze structured datasets to assess theoretical constructs, • evaluate results of empirical analysis, • design policy decisions, • critically evaluate business models • communicate value proposition.
Teaching and Learning Strategies:	Classes will combine theory and practical application of the theoretical constructs. By imbedding entrepreneurial activities in a wider, mezzo and macro context students will comprehend the interconnection between different factors affecting their future decisions when forming their entrepreneurial venture. Reading assignments will equip students with the necessary knowledge for class discussions and exercises. Group assignments will enable students to practice group work, develop their skills in such a working environment, practice leadership, delegation, brainstorming, conflict resolution. Videos will requires students to combine academic knowledge with practical observations and will force them to synthetize information communicated in different fashion.
Assessment Scheme:	Midterm exam: 30% Project work I. – 20% (10% presentation and 10% submission about a country's entrepreneurship system analysis) Final documentation of the Design thinking workshop – 20%: 1. Final business model 2. Pitch deck 3. Idea diary and validation documentation Final pitch presentation – 10% Video report on the Startup nation book – 10% Workshop and class engagement – 10%
Further on Assessment:	**Midterm exam** is written exam focusing on the theoretical part of entrepreneurship 30% **Project work I**: forming a one or two person team students have to write an essay about a selected country entrepreneurial profile and have to suggest entrepreneurship policy portfolio on how to improve entrepreneurship. **Project work II**: Students in teams will have to prepare short assignments week by week to implement theories discussed in class. **Design thinking workshop deliverables (Group assignment):** Students will participate on a whole day design thinking workshop, where they have to work in teams to solve a problem. Teams have to prepare a complete documentation and a pitch presentation by the end of the workshop that they will present in a later day in the framework of the final pitch event.

	Final pitch presentation and slide deck (Group assignment): Teams will have to present their final solution (product or service) in front of a professional panel in the framework of the final pitch event. **Video report (Individual assignment):** Students have to read the book Startup nation by the end of the semester and have to prepare a max 3 minutes video report on the book.
Core Learning Materials:	Core learning materials: Class materials • Acs Zoltan, László Szerb, Esteban Lafuente, Ainsley Lloyd (2018) Global Entrepreneurship and Development Index 2018, SpringerBriefs in Economics, Springer International Publishing, eBook ISBN 978-3-030-03279-1; Softcover ISBN 978-3-030-03278-4, DOI: 10.1007/978-3-030-03279-1, pp. XIV, 91 https://www.researchgate.net/publication/322757639_The_Global_Entrepreneurship_Index_2018 • Auerswald, P. E. (2015). Enabling entrepreneurial ecosystems: Insights from ecology to inform effective entrepreneurship policy., Kauffman report, https://www.kauffman.org/-/media/kauffman_org/research-reports-and-covers/2015/10/enabling_entrepreneurial_ecosystems.pdf • Marx, A.; A. Suse and M. Sanders (2018) Report - Policy Brief on the FIRES 7-step Method for Entrepreneurship Policy Making, FIRES reports http://www.projectfires.eu/wp-content/uploads/2018/05/d6.4-policy-brief-final-2_ms.pdf • Business Model Generation, written by Alexander Osterwalder & Yves Pigneur 2010, ISBN: 978-0470-87641-1 • Nathan Furr, Transitioning your company from a product to a platform, HBR, 2016. • Zhu, Furr, Product to platform, making the leap, HBR, 2016.
Further Reading Materials:	• Ács, Z. J. E. Autio, L. Szerb (2014) National Systems of Entrepreneurship:Measurement issues and policy implications, Research Policy 43(3), 476-494 • Acs, Z., Åstebro, T., Audretsch, D., & Robinson, D. T. (2016). Public policy to promote entrepreneurship: a call to arms. Small Business Economics, 47(1), 35-51. • Sieger, P., Fueglistaller, U., & Zellweger, T. (2016). Student Entrepreneurship 2016: Insights from 50 Countries. International Report of the GUESSS Project 2016. St. Gallen and Bern: Swiss Research Institute of Small Business and Entrepreneurship at the University of St. Gallen and University of Bern • Szerb, L. A., Acs, Z., & Autio, E. (2013). Entrepreneurship and policy: The national system of entrepreneurship in the European Union and in its member countries. Entrepreneurship Research Journal, 3(1), 9-34. • Szerb, L. A., É. Komlósi, P. Páger 2016 Measuring Entrepreneurship and Optimizing Entrepreneurship Policy Efforts in the European Union, CESifo DICE Report 3/2016 (September) • Start Up Nation, Dan Senor and Saul Singer, 2011. • Lean Startup, Eric Ries, 2010.

Policy on attendance and class engagement:	Class participation is the key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions. Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More "noise" does not equal higher score. Participation grades will be given on the following basis: 5 – Present, asking/answering questions, adding quality to the discussion, contribute to the direction of the discussion 4 – Present, asking/answering questions, actively engaged 3 – Present, listening, but not sharing ideas 2 – Minimal engagement (not paying attention to the class, reading or sleeping in class). Unexcused or unnecessary absences 1 – Regular no-shows. Failure to give valid reasons for multiple no-shows. Please note that if you are in class but are not actively engaged nor share your ideas, your participation for that class is 3.
Policy on late arrival:	On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of the class is not allowed as it will disturb in class work.
Academic misconduct:	All Students are expected to be honest in their academic work and to display integrity in the demonstration of their achieved competencies. Cheating, which is the willful decision on the part of a student to be dishonest in the representation of his/her work, is unacceptable behavior. Any academic dishonesty will be reported to the Program leader and will be assessed and acted upon following Rules and Regulations of the University of Pecs. A zero for that exam or project will be entered for the grade. Severe cases of academic dishonesty may include harsher penalties such as suspension. Academic Integrity Definition and Expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at University of Pecs, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or

	deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.