

SYLLABI

Basic data of module	
Academic Unit:	Faculty of Management,
Program:	Enterprise and Innovation Management
The name of the subject which you lecture	Entrepreneurship and growth of innovative businesses
Level:	Master
Status	Mandatory
Year:	I
Semester:	I
Number of hours:	3
ECTS:	6
Time /location:	UASF
Lecturer (title/name):	
Contact details (e mail/phone of the lecturer):	
Subject description	Entrepreneurship and Growth of Innovative Businesses is a course aimed at equipping students with in-depth knowledge and advanced skills in the field of entrepreneurship, focusing on the creation, development, and growth of innovation-based businesses. The course covers key concepts of entrepreneurship, innovative business models, financing strategies, risk management, as well as practical aspects of managing startups and high-growth potential businesses. Students will explore the processes of identifying innovative opportunities in the market, developing ideas, and modeling businesses, as well as ways to overcome challenges that arise during the various stages of an innovative business's lifecycle. Through case studies and practical projects, students will gain skills to manage the complex processes of growth and transformation of businesses in a competitive and dynamic environment. In addition to theory, the course emphasizes the use of modern innovation management methods and the application of digital technologies as tools to foster the sustainable development of enterprises.
The aim of the subject:	The course aims to provide master's level students with in-depth knowledge and practical skills to concepts, models, and strategies of entrepreneurship with a focus on innovative businesses, to develop skills for identifying and analyzing innovative opportunities in the business market, to enable students to design and manage business models that rely on innovation and technology, to strengthen knowledge on risk management, financing, and growth strategies for startups and high-potential businesses, to stimulate the development of practical skills for effective management of business growth in competitive and dynamic environments, to promote understanding of the importance of innovation, digital technology, and sustainability in sustainable business development.
Expected of the learning outcomes:	Upon successful completion of the module, the student should be able to:

	1. Define and explain the core concepts of entrepreneurship and innovation in business (ECTS:1). 2. Identify and analyze market opportunities and innovative ideas for the creation of new businesses (ECTS:1). 3. Recognize the environment in which entrepreneurship develops(ECTS:1). 4. Develop basic business plans for an innovative business, (ECTS:1). 5. Develop business models and strategies for the growth of innovative businesses in both local and global contexts (ECTS:1). 6. Design detailed plans for managing innovation and enhancing business sustainability, (ECTS:0.5). 7. Demonstrate critical and strategic thinking skills in problem-solving and decision-making in uncertain and dynamic environments (ECTS:0.5).		
The segregated students overload (must correspond with the learning outcome)			
Activities	Hours	Days/weeks	Total
Lectures	2	15	30
Theoretical exercises / laboratory	1	15	15
Internship	2	5	10
Contacts with teacher / consultations	2	5	10
Field exercises	2	5	10
Midterm, Test			
Homework	3	5	15
Studying (at the library or at home)			40
Final preparation for the exam	4	1	4
Time spent on evaluation (tests, quiz and final exam)	2	3	6
Projects and presentations	1	10	10
Total			150
Teaching methodology and learning methodology	Teaching will take place through lectures, practical tasks, individual and group interpretations, seminar work, periodic self-assessments, etc. All this will be realized in the theoretical and practical aspect by presenting the materials in audiovisual form through electronic technology with Windows Office programs. In the theoretical aspect, general scientific knowledge will be offered, based on contemporary literature. The practical part will mainly be realized through concrete examples from the literature and from practical knowledge of private and public manufacturing enterprises and non-profit organizations. In this way, the creation of interactive professor-student and student-student relationships will be aimed		
Evaluation method (criteria to pass exam)	Assessment Method The final grade will be based on three main components: ◆ Class Participation and Engagement – maximum 10 points (%) ◆ Project/Seminar Paper and Presentation – maximum 30 points (%) ◆ Final Exam – maximum 60 points (%)		

Assessment Criteria Related to Each Component

1. Class Participation and Engagement – 10 points out of 100

Participation (5 points):

Active involvement in interactive discussions between professor-student and student-student, initiating new topics related to the course, sharing ideas, critical opinions, and arguments to stimulate debate during lectures.

Engagement (5 points):

Completion and presentation of tasks assigned at the end of each lecture, which are then discussed at the beginning of the following lecture.

Objective:

To encourage critical thinking and creative problem-solving in real-life situations related to the learning outcomes of the course module.

2. Project/Seminar Paper and Presentation – 30 points out of 100

During the semester, students (individually or in pairs) are required to prepare a project/seminar paper in **Word format and PowerPoint**, to be presented during designated presentation sessions. The presentation should last no more than 15 minutes.

The topic can be proposed by the professor or the student; if proposed by the student, it must be approved by the professor and be clearly related to the course content.

The work will be evaluated based on content quality, analysis, creativity, and the clarity of the presentation.

Evaluation Criteria for the Project/Seminar Paper:

Component	Points (%)
Structure and Purpose of the Paper	10
Content/Elaboration of the Topic	10
Conclusions Drawn and Presentation Quality	10
Total	30

Objective:

To develop research, analytical, and academic writing skills through independent exploration of a relevant topic, directly linked to the learning outcomes of the *Innovation and Change Management* course module.

3. Final Exam – 60 points out of 100

The student is entitled to take the final exam (oral or written) after the completion of lectures and during the official exam periods as defined by the University Senate.

The exam aims to assess the student's knowledge, skills, and competencies in relation to the learning outcomes defined in the course material.

Exam Format:

The written test will consist of open-ended questions (essay-style responses or tasks), requiring students to demonstrate understanding, application of knowledge, problem analysis, synthesis, and evaluation

	related to the taught content. To assess the achievement of learning outcomes and the student's ability to apply acquired knowledge in practical scenarios. The student must accumulate at least 50 points from the total of 100 available across all components to pass the course. Grades at UASF: <table><tr><th>Grade</th><th>ECTS/Grade</th><th>Percentage</th><th>Definition</th></tr><tr><td>10</td><td>A</td><td>90 - 100</td><td>Excellent</td></tr><tr><td>9</td><td>B</td><td>80 - 89</td><td>Very Good</td></tr><tr><td>8</td><td>C</td><td>70 - 79</td><td>Good</td></tr><tr><td>7</td><td>D</td><td>60 – 69</td><td>Satisfactory</td></tr><tr><td>6</td><td>E</td><td>50 - 59</td><td>Sufficient</td></tr><tr><td>5</td><td>FX/F</td><td>0 - 49</td><td>Fail/Insufficient</td></tr></table>	Grade	ECTS/Grade	Percentage	Definition	10	A	90 - 100	Excellent	9	B	80 - 89	Very Good	8	C	70 - 79	Good	7	D	60 – 69	Satisfactory	6	E	50 - 59	Sufficient	5	FX/F	0 - 49	Fail/Insufficient
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5	FX/F	0 - 49	Fail/Insufficient																										
The teaching/learning tools/ IT	Using the chart, Internet, wireless, computer, projector, powerpoint.																												
The distribution of the theoretical and practical part of the studies	50% Theory (75 hours) – 50% Practice (75 hours) This distribution aims to analyze the connection between the theoretical knowledge acquired during the lectures in the course <i>Entrepreneurship and Growth of Innovative Businesses</i> and their application in practice. Through this study, students are expected to gain a clearer understanding by using a combined theoretical and practical approach, which seeks to develop deep knowledge, analytical skills, and practical competencies to address the challenges of innovative entrepreneurship — how projects are managed in real life using standardized tools and methods. This methodology helps integrate theory with practice and develops the necessary skills for successful management of innovative businesses in a complex and dynamic environment. Out of a total of 150 hours planned for the course, the division is made according to the 50% theory and 50% practice ratio. 75 hours are dedicated to interactive lectures, reading and literature study, as well as conceptual discussions and analyses. 75 hours are dedicated to business plan and innovative model development, entrepreneurial decision-making simulations, research work and thematic presentations, studies on recent trends in innovation and financing, and prepared presentations followed by critical discussions. The ECTS distribution follows the 50% theory (75 hours) – 50% practice (75 hours) ratio. The course <i>Entrepreneurship and Growth of Innovative Businesses</i> is awarded 5 ECTS, of which: 3.0 ECTS (50%) are dedicated to the theoretical part. 3.0 ECTS (50%) are dedicated to the practical part. This division reflects the balance between mastering core concepts and applying them through practical activities.																												
Literature																													

Basic literature	Drucker, P. F. (1985). <i>Innovation and Entrepreneurship: Practice and Principles</i>. Harper & Row. Tidd, J., & Bessant, J. (2020). <i>Innovation and Entrepreneurship</i> (3rd Edition). Wiley Osterwalder, A., & Pigneur, Y. (2010). <i>Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers</i>. Wiley
Additional literature	Blank, S., & Dorf, B. (2012). <i>The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company</i>. K&S Ranch. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2017). <i>Entrepreneurship</i> (10th Edition). McGraw-Hill Education
The teaching/learning plan	
Week	Lecture units
Week one	Week 1: Introduction to Entrepreneurship and Innovative Business Definition of entrepreneurship and innovation The importance of entrepreneurship in economic and social development Global trends in entrepreneurship and innovation Types of innovative businesses and the sectors in which they operate Supported Learning Outcome: Students will be able to define and explain the core concepts of entrepreneurship and innovation in business.
Week two	Week 2: Typology of Entrepreneurs and Characteristics of Innovative Businesses Profiling successful entrepreneurs Changes in entrepreneurial behavior and mindset Characteristics of innovative businesses The role of leadership in innovative entrepreneurship Supported Learning Outcomes:1,3
Week three	Week 3: Identifying Business Opportunities and Searching for Innovative Ideas Methods for identifying market opportunities Sources of innovative ideas Creative tools for idea development (brainstorming, mind mapping) Evaluating ideas based on market needs Supported Learning Outcomes:2,3
Week four	Week 4: Evaluation of the Market and Economic Potential of Innovative Ideas Market and demand analysis Competitor study and possible positioning Financial evaluation of the idea – costs, profits, and risks Use of SWOT and PESTEL analyses Supported Learning Outcomes:2,3
Week five	Week 5: Development of Business Models for Innovative Enterprises (Business Model Canvas) Key elements of the business model How to create and test the business model Examples of successful innovative business models

	The role of the business model in the growth and development of the enterprise Supported Learning Outcomes:3,4
Week six	Week 6: Market Entry Strategies and Positioning of Innovative Businesses Market entry models for new businesses Differentiation and positioning strategies Market segmentation and customer targeting Communication and marketing for innovative businesses Supported Learning Outcome:5
Week seven	Week 7: Financing Innovative Businesses – Sources and Forms of Funding Traditional sources of financing (bank loans, personal investments) Alternative sources (venture capital, angel investors, crowdfunding) Application and negotiation process with investors Capital management and effective use of funds Supported Learning Outcome:5
Week eight	Week 8: Risk Management in Entrepreneurship and Innovation Types of risks in innovative businesses Tools and techniques for risk management Continuous planning and crisis management The role of insurance and guarantees in risk reduction Supported Learning Outcome:7
Week nine	Week 9: Innovation Management in Organizations – Culture and Processes Organizational culture that fosters innovation Processes and structures for managing innovation Technological tools supporting innovation The role of teams and collaboration in the innovation process Supported Learning Outcome:6
Week ten	Week 10: Development of Managerial Capacities and Leadership in Innovative Businesses Managerial skills and competencies in entrepreneurship Leadership styles in innovative businesses Motivation and development of human resources Performance management and staff development Supported Learning Outcome:6
Week eleven	Week 11: Networking and Collaboration with Various Actors in the Innovation Ecosystem The role of networking in entrepreneurial success Strategic partnerships and collaboration with institutions Innovation centers and business incubators Participation in communities and international networks Supported Learning Outcomes:3,5
Week twelve	Week 12: Growth Strategies for Innovative Small and Medium Enterprises (SMEs) Models of growth and development of enterprises Challenges and opportunities during different growth phases Adapting strategies for new markets and new products

	The role of financial management in sustainable growth Supported Learning Outcomes:5,6
Week third teen	Week 13: Change and Adaptation in Innovative Businesses – Change Management Perception and response to changes in the business environment Models and processes of change management Communication and employee involvement in changes Evaluation of the effectiveness of changes Supported Learning Outcomes:6,7
Week fourteen	Week 14: Case Studies: Analysis of Successful Innovative Businesses in Local and Global Markets Presentation of selected innovative businesses with success stories Analysis of key success factors Challenges and lessons learned from case studies Discussion and reflection on the application of knowledge in the local context Practical visit to newly established innovative enterprises Supported Learning Outcomes:1,2,3,4,5,6,7
Week fifteen	Week 15: Preparation and Presentation of Final Projects – Applying Concepts to Concrete Business Ideas Guidelines for preparing the final project Presentation of business ideas and models by students Evaluation and discussion of projects Feedback and recommendations for further development Supported Learning Outcomes:2,4,5,6,7
Academic policy and the code of conduct:	
The student is obliged to follow the lectures regularly and to have correct behavior towards his colleagues and University staff, keeping calm and actively engaging in lectures and exercises is mandatory. During the hours of lectures and exercises, eating, whispering that interferes with class work and the use of mobile phones are PROHIBITED. At the same time, cell phones must be turned off or put on silent and not used during lectures or exercises. Lack of academic integrity (including plagiarism, copying another person's work, use of unauthorized exam aids, cheating, etc.) will not be tolerated. If there are doubts about the authenticity of the submitted work, the teacher has the right to ask the student to verify his/her work. This can be done through: repetition of work, written or oral testing, unexpected quiz or any other action/.	