

NAME OF THE COURSE	New Venture Strategies																																		
Code	EUB215	Year of study	3.																																
Course teacher	Marina Lovrinčević, PhD, associate professor Ljiljana Najev Čačija, PhD assistant professor	Credits (ECTS)	5																																
Associate teachers		Type of instruction (number of hours)	L	S	E	F																													
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Status of the course	Mandatory	Percentage of application of e-learning	30%																																
COURSE DESCRIPTION																																			
Course objectives	To introduce students with the basic terms, concepts and models of starting a new business.																																		
Course enrolment requirements and entry competences required for the course	Entry requirements are defined by the Statute of the Faculty of Economics, business and tourism and Study Regulations.																																		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Learning outcomes of the course (level 6.):</p> <p>1. To be able to analyse the critical elements of starting a new business and deciding on starting a new business.</p> <p>Individual learning outcomes (level 6.):</p> <p>1. Analyse the new job in detail and distinguish between strategy and business.</p> <p>2. Analyse the environment for starting new business, identify sources of ideas for starting new business and methods for generating new business, as well as methods for evaluating ideas.</p> <p>3. Distinguish and analyse strategies of original innovation, strategies of new skills, strategies of market novelties, strategies of modification of features, strategies of purchase of rights, business strategies.</p> <p>4. Analyse in detail and critically evaluate the methods and techniques of business decision-making, and apply adequate methods and techniques in starting a new business venture.</p> <p>5. Identify and select options for organizing and financing a new business</p>																																		
	<table border="1"> <thead> <tr> <th colspan="2">Lectures</th> <th colspan="2">Exercises</th> </tr> <tr> <th>Topic</th> <th>Hrs</th> <th>Topic</th> <th>Hrs</th> </tr> </thead> <tbody> <tr> <td>Introducing students to the concept of the course, literature, forms of knowledge assessment, exam.</td> <td>2</td> <td>Terms and methods of work; Brainstorming and identification of new jobs. Identification of distinctive characteristics of new jobs.</td> <td>2</td> </tr> <tr> <td>Defining the terms job, new job, strategy of new jobs.</td> <td>2</td> <td>Student presentations - description and characteristics of the new job. Discussion (Moodle)</td> <td>2</td> </tr> <tr> <td>Sources of ideas for creating new jobs.</td> <td>2</td> <td>Student presentations - description and characteristics of the new job. Discussion (Moodle)</td> <td>2</td> </tr> <tr> <td>Methods for generating ideas and creating new jobs.</td> <td>2</td> <td>Student presentations - description and characteristics of the new job. Discussion (Moodle) <i>Self-evaluation question 1</i></td> <td>2</td> </tr> <tr> <td>Evaluation of ideas related to creating new jobs.</td> <td>2</td> <td>Market and organizational aspects of new business.</td> <td>2</td> </tr> </tbody> </table>		Lectures		Exercises		Topic	Hrs	Topic	Hrs	Introducing students to the concept of the course, literature, forms of knowledge assessment, exam.	2	Terms and methods of work; Brainstorming and identification of new jobs. Identification of distinctive characteristics of new jobs.	2	Defining the terms job, new job, strategy of new jobs.	2	Student presentations - description and characteristics of the new job. Discussion (Moodle)	2	Sources of ideas for creating new jobs.	2	Student presentations - description and characteristics of the new job. Discussion (Moodle)	2	Methods for generating ideas and creating new jobs.	2	Student presentations - description and characteristics of the new job. Discussion (Moodle) <i>Self-evaluation question 1</i>	2	Evaluation of ideas related to creating new jobs.	2	Market and organizational aspects of new business.	2					
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Course content broken down in detail by weekly class schedule (syllabus)	Basic stages of the new business development process. Identifying business opportunities. Creating new jobs.	2	Development of new jobs: Case study Identification of opportunities: Case study Student presentations - market and organizational aspects of a new job. <i>Self - evaluation question 2</i>	2	
	Environment for new business development. Identification of opportunities and threats in the environment.	2	Student presentations - market and organizational aspects of a new job. Discussion (Moodle)	2	
	Strategies of original innovation. New skills strategies. Market innovation strategies.	2	Student presentations - market and organizational aspects of a new job. Discussion (Moodle)	2	
	Feature modification strategies. Rights buying strategies.	2	SWOT analysis. Defining a strategic direction. Defining vision, mission and goals. <i>Self - evaluation question 3</i>	2	
	Deciding on new jobs. Factors influencing decision making.	2	Student presentations - strategic determinants of a new job. Discussion (Moodle)	2	
	Business decision models and techniques. The role of the information system in decision making.	2	Student presentations - strategic determinants of a new job. Discussion (Moodle)	2	
	Starting new businesses. Selection of products or services and their commercialization.	2	Student presentations - strategic determinants of a new job. Discussion (Moodle) <i>Self - evaluation question 4</i>	2	
	Organizational aspects of starting and developing new businesses. Financing new jobs. New business management.	2	Student projects – final feedback and discussion	2	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input checked="" type="checkbox"/> self-evaluation quiz		
Student responsibilities	In order to get a signature, the student should attend classes (lectures and exercises) at least 50% and participate in solving 4 self-evaluation online quizzes (min. 50%). In addition to attending and solving self-evaluation quizzes, active participation through the development and presentation of three segments of the project task is also required.				
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	Practical training	1,3
	Experimental work		Report	Self-evaluation quiz	0,2
	Essay		Seminar essay	(Other)	
	Test /Colloquiums	3	Oral exam	(Other)	
	Written exam		Project	2	(Other)
Grading and evaluating student work in class and at the final exam	Knowledge evaluation (learning outcomes) through three tasks that together make up an independent student project. In order to successfully pass the course, the student should create and present three segments of the project task, and actively participate in the discussion of the presented student tasks.				

2021./2022.

19/10/21 – 2.Sj.FV.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Toohey, G. (Ed.). (2020). <i>Experience and new venture performance: An exploration of founder perceptions</i> . Cambridge Scholars Publishing. Newcastle upon Tyne.		
	Kowalik, I. (2020). <i>Entrepreneurial Marketing and International New Ventures: Antecedents, Elements and Outcomes</i> . Routledge, New York.		
Optional literature (at the time of submission of study programme proposal)	Feld, B., & Hathaway, I. (2020). <i>The startup community way: Evolving an entrepreneurial ecosystem</i> . John Wiley & Sons. Hoboken. New Jersey		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Screening students' class attendance and successfulness of carrying-out other obligations (teacher) • Monitoring of class execution (vice-dean for education) • Analysis of studying successfulness according to all program's courses (vice-dean for education) • Students survey on quality of teacher and classes for every course in the program (UNIST, Centre for quality improvement) • Through exam, which teacher carries-out, all courses' learning outcomes are evaluated. • Periodically the content of the exam is evaluated, according to which the appropriateness of the manner of evaluation of learning outcomes is being determined (vice-dean for education) 		
Other (as the proposer wishes to add)			