

NAME OF THE COURSE		ENTREPRENEURSHIP					
Code	EUB212	Level of study	undergraduate				
Course teacher	Associate professor Vlatka Škokić	Credits (ECTS)	5				
Associate teachers	Marina Lovrinčević, Ljiljana Najev Čačija, Ana Juras	Type of instruction (number of hours)	L	S	E	F	
			26		26		
Status of the course		Percentage of application of e-learning	40%				
COURSE DESCRIPTION							
Course objectives	Acquiring basic definitions, principles, concepts and models of entrepreneurship.						
Course enrolment requirements and entry competences required for the course	<p>Course signature requirements: as determined by the Statute of the Faculty of Economics and Rules and Regulations for Studies and Study Programmes.</p> <p>Entry competencies: English language proficiency level B2-C1 (CEFR) and computer skills (Microsoft Office Package).</p>						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	GENERAL OUTCOME: To analyse specific role of entrepreneurs and small firms in the overall society.						
	INDIVIDUAL OUTCOMES: 1. Research and assess theories, paradigms, principles and concepts of entrepreneurship 2. Critically interpret the relationship of entrepreneurship and small businesses to society and the economy and demonstrate an understanding of the role of entrepreneurship and small businesses in developing, transition and developed economies 3. Analyse and understand factors which influence the development, growth and failure of small firms 4. Apply understanding and knowledge to the management of entrepreneurship and small business development 5. Analyse and evaluate the key strategies and proven methods necessary to create successful venture						
Course content broken down in detail by weekly class schedule (syllabus)	Wk	LECTURERS	TUTORIALS				
	1	Class introduction. Overview of the module.	Assignments brief. Formation of the groups for the group project. <i>Entrepreneurial quiz.</i>				
	2	Different views on entrepreneurship and entrepreneurs.	Article discussion. Homework for next week (guidance).				
	3	The nature of entrepreneurs.	Individual presentations (homework) Case study				
	4	Entrepreneurial management	Case study				
	5	Business growth	Case study				
	6	Online quiz	Case study				
	7	Franchising	Case study				
8	Assignment 1 submission	Assignment 1 submission					

	9	Culture and entrepreneurship	Case study			
	10	Small businesses are/are not examples of entrepreneurship?	Individual assignment - presentations			
	11	Entrepreneurship can/cannot be taught?	Individual assignment - presentations			
	12	Lifestyle entrepreneurs can/cannot jeopardise economic development?	Individual assignment - presentations			
	13	Entrepreneurs deserve/do not deserve heroic status in the society?	Individual assignment – overall feedback and results discussion			
	14	Online quiz. Module content recap.	Module recap. Results discussion.			
	15	Assignment 2 submission	Assignment 2 submission			
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> online quizzes (other)			
Student responsibilities	<p>Attending classes 60% - exam precondition.</p> <p>Assignments:</p> <p>1. Individual assignment – investigation of an entrepreneur. Individual presentations to be uploaded by week 8 on Moodle. Each student will be assessed on two criteria: the quality of the submitted work and the quality of the presentation itself. Detailed marking criteria are available on Moodle.</p> <p>2. Group assignment – working in groups, students will write a report on a selected topic. This assignment is used to evaluate the students’ overall understanding of the topics covered. Students will be given a list of debatable topics. Student have to select a topic and argue either ‘for’ or ‘against’ a chosen position by providing theoretical arguments. Detailed marking criteria are available on Moodle. Reports have to be submitted on Moodle, week 15.</p> <p>Each piece of assessment weights 50% in the overall mark. Detailed marking sheet is explained in week 1 and is available on Moodle.</p>					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the	Class attendance	1	Research		Practical training	
	Experimental work		Report	1**	Project and presentation (Other)	1
	Essay	1.5	Seminar essay		Case studies	1

ECTS value of the course)	Tests		Oral exam	1*	Quizzes	0.5
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>60% class attendance is necessary.</p> <p>*Were students do not achieve a pass mark on both units of assessment, they will undertake an exam (written or oral).</p> <p>**Where students fail any of the components of the group work, they will be allocated an individual PowerPoint presentation on a specific topic.</p>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Zimmerer, T. W., Scarborough, N. M., & Wilson, D. (2011). <i>Essentials of entrepreneurship and small business management</i> . Pearson/Prentice Hall.				2	
	Neck, H. M., Neck, C. P., & Murray, E. L. (2019). <i>Entrepreneurship: the practice and mindset</i> . Sage Publications.					
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. 2. GEM reports (various years) 3. World Bank – Doing business (various years) 4. Amorós, J. E., Cristi, O., & Naudé, W. (2021). Entrepreneurship and subjective well-being: Does the motivation to start-up a firm matter?. <i>Journal of Business Research</i>, 127, 389-398. 5. Boldureanu, G., Ionescu, A. M., Bercu, A. M., Bedrule-Grigoruță, M. V., & Boldureanu, D. (2020). Entrepreneurship education through successful entrepreneurial models in higher education institutions. <i>Sustainability</i>, 12(3), 1267. 6. Coffman, C. D., & Sunny, S. A. (2021). Reconceptualizing necessity and opportunity entrepreneurship: A needs-based view of entrepreneurial motivation. <i>Academy of Management Review</i>, 46(4), 823-825. 7. Feldmann, M., Lukes, M., & Uhlaner, L. (2020). Disentangling succession and entrepreneurship gender gaps: gender norms, culture, and family. <i>Small Business Economics</i>, 1-17. 8. Hassan, A., Anwar, I., Saleem, I., Islam, K. B., & Hussain, S. A. (2021). Individual entrepreneurial orientation, entrepreneurship education and entrepreneurial intention: The mediating role of entrepreneurial motivations. <i>Industry and Higher Education</i>, 35(4), 403-418. 9. Kalisz, D., Schiavone, F., Riviuccio, G., Viala, C., & Chen, J. (2021). Analyzing the macro-level determinants of user entrepreneurship. The moderating role of the national culture. <i>Entrepreneurship & Regional Development</i>, 33(3-4), 185-207. 10. Vandor, P. (2021). Are voluntary international migrants self-selected for entrepreneurship? An analysis of entrepreneurial personality traits. <i>Journal of World Business</i>, 56(2), 101142. 11. Wang, C., Li, G., & Xu, H. (2019). Impact of lifestyle-oriented motivation on small tourism enterprises' social responsibility and performance. <i>Journal of Travel Research</i>, 58(7), 1146-1160. 12. Williams, A. M., Rodriguez Sanchez, I., & Škokić, V. (2021). Innovation, risk, and uncertainty: A study of tourism entrepreneurs. <i>Journal of Travel Research</i>, 60(2), 293-311. 13. Zhang, H., Lu, L., & Sun, F. (2021). Changing role of lifestyle in tourism entrepreneurship: Case study of Naked Retreats Enterprise. <i>Tourism Management</i>, 84, 104259. 14. 15. 					

<p>Quality assurance methods that ensure the acquisition of exit competences</p>	<p>Registering students' attendance and success in carrying out of their duties (lecturer). Monitoring lectures and practice sessions (Vice Dean for Education). Students' Performance analysis in each course (Vice Dean for Education). Student questionnaire on the quality of lecturers and lessons for each course (University of Split, Quality Assurance Centre) Examination is used as an instrument to evaluate individual course outcomes by the course lecturer. The content of exam is reassessed periodically in order to assure compliance with the course outcomes.</p>
<p>Other (as the proposer wishes to add)</p>	<p>The course is taught in Croatian and English.</p>