#### card of course

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| Subject name | Design your own enterprise |

1. The placement of the subject in the study system

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| 1.1. Field of study | Management |
| 1.2. Form and path of study | Full-time/Part-time |
| 1.3. Level of education | First-cycle studies |
| 1.4. Study profile | Practical |

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| 1. 5. Specialty | - |
| 1.6. Subject Coordinator | Mgr Maria Sieńko |

2. General characteristics of the subject

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| 2.1. Belonging to a subject group | University-wide/practical |
| 2.2. Number of ECTS | 1 |
| 2.3. Language of lectures | Polish |
| 2.4. Semesters in which the subject is taught | VI |
| 2.5.Criteria for selecting course participants | - |

1. Learning outcomes and course delivery
   1. Subject Objectives

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| No. | Subject Objectives |
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| C1 | Stimulating an entrepreneurial attitude in students, directing students towards entrepreneurial thinking. |
| C2 | Developing one's own imagination, entrepreneurship, creative approach to reality. Inspiring to create jobs for oneself and others. |
| C3 | Recognizing patterns of action, learning to define and design change for yourself and your environment. |
| C4 | The student's use of existing knowledge and individual resources in a situation where he or she is designing his or her own project. |
| C5 | Familiarizing students with effective business models |
| C6 | Acquiring the ability to analyze the environment, competition and the potential of the enterprise - |
| C7 | Acquiring the ability to effectively implement decision-making processes and analyze the risk of operational decisions made in competitive conditions |
| C8 | Orienting students to think in an entrepreneurial and creative manner. |
| C9 | Acquiring the ability to work effectively and creatively in a team. |

* 1. Subject-specific learning outcomes, divided into knowledge , skills and competences , with reference to the directional learning outcomes

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| No. | Description of subject  learning outcomes | Reference to  directional effects  learning (symbols) | Method of implementation (mark "X") | | | |
| ST | | NST | |
| Classes at the University | Activities on  the platform | Classes at the University | Activities on  the platform |
| After passing the course, the student knows and understands **the knowledge** | | | | | | |
| W1 | Relationships between an entrepreneurial attitude and planning one's own future, understands the importance and application of knowledge in planning one's professional future. |  | X |  | X |  |
| W2 | Principles of project planning, standards and organizational conditions. | X |  | X |  |
| W3 | The role of coordination and control of activities enabling the planning of economic activities, conditions and principles of conducting business activities. | Z1\_W04  Z1\_W10  Z1\_W12 | X |  | X |  |
| W4 | The role and principles of planning goals, activities to achieve them, resources and creating responses to competitive challenges and one's own bad decisions. |  | X |  | X |  |
| W5 | Knows the basic principles of efficiency calculation of processes and activities related to running a business. | X |  | X |  |
| After passing the course, the student is **able** to: | | | | | | |
| U1 | Analyze the environment, competition, and determine the market potential. | Z1\_U01  Z1\_U02  Z1\_U09  Z1\_U17 | X |  | X |  |
| U2 | Design your own competitive venture, business model and define the mission, vision and goals of the venture. | X |  | X |  |
| U3 | Recognize cause-and-effect relationships between the effects of activities and resources, competences and the environment. | X |  | X |  |
| U4 | Is able to make decisions with respect to the implementation of strategic and operational tasks, taking into account the functional areas of the project. |  | X |  | X |  |
| U5 | Is able to monitor the effectiveness of actions and make appropriate corrections to needs. |  | X |  | X |  |
| U6 | Apply the basic principles of project efficiency calculation to the project. |  | X |  | X |  |
| After completing the course, the student is ready to take part in **social competences.** | | | | | | |
| K1 | Thinking entrepreneurially, being open to change. | Z1\_K02  Z1\_K06 | X |  | X |  |
| K2 | Planning and implementing your own projects and taking responsibility for them. | X |  | X |  |
| K3 | Collaborating with others and gaining allies to implement the project | X |  | X |  |

3.3. Forms of teaching and their number of hours - Full-time studies (ST), Part-time studies (NST)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Path | Lecture | Exercises | Design | Workshop | Laboratory | Seminar | Lecturer | Classes conducted using distance learning methods and techniques in the form of ………………. | Other | **ECTS points** |
| **ST** |  |  | 15 |  |  |  |  |  |  | 1 |
| **NST** |  |  | 10 |  |  |  |  |  |  | 1 |

3.4. Content of education (separately for each form of classes: (W, ĆW, PROJ, WAR, LAB, LEK, OTHER). It should be marked (X) how the given content will be implemented (classes at the university or classes on the e-learning platform conducted using distance learning methods and techniques)

TYPE OF CLASS: PROJECT

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| --- | --- | --- | --- | --- | --- | --- |
| No. | Content of the course | Reference to  the effects in question  learning | Method of implementation (mark "X") | | | |
| ST | | NST | |
| **Classes at the University** | **Activities on  the platform** | **Classes at the University** | **Activities on  the platform** |
| 1. | Entrepreneurship and the entrepreneur. Designing a professional future based on one's own preferences. Principles of planning and organizing an enterprise. | W1, W2, K2 | X |  | X |  |
| 2. | Entrepreneurial attitudes, knowledge and planning your own venture. | W1, K1 | X |  | X |  |
| 3. | Analysis of the environment, competition and diagnosis of market potential. | U1 | X |  | X |  |
| 4. | Resources and competencies, environmental conditions and the effects of activity | U3 | X |  | X |  |
| 5. | Competitive venture, business model, vision, mission and goals. | W2, U2 | X |  | X |  |
| 6. | Planning, implementation and execution of strategic and operational initiatives taking into account the functional areas of the project – principles, decision determinants and effectiveness. | W3, W4, U4, U6, K2 | X |  | X |  |
| 7. | Principles and evaluation of the efficiency calculation of decisions made and project results | W5 | X |  | X |  |
| 8. | Preparing a response to competitors' actions, changes in the environment and verifying the correctness of your own decisions . | W3, W4, U5, K1 | X |  | X |  |
| 9. | Introduction to business simulation, presentation of the principles of simulation operation and evaluation of the effects of participation in the simulation. | K3 | X |  | X |  |
| 10. | Presentation and discussion of the implementation of students' projects and the results achieved in the simulation - discussion of assessments |  | X |  | X |  |

3.5. Methods of verifying learning outcomes (indicating and describing methods of conducting classes and verifying the achievement of learning outcomes, e.g. debate, case study, preparation and defense of a project, complex multimedia presentation, solving problem-solving tasks, situation simulations, study visit, simulation games + description of a given method):

Project classes conducted at the University's headquarters, preparing for independent creative preparation of the concept of one's own business venture. Classes conducted in the theory-practice formula with the use of business simulation. Multimedia presentation, case study, discussion with participants, group work, preparation of the concept. Part of the classes in the nature of training entrepreneurial skills and competences: creativity, analytical thinking, problem solving, reasoning, decision-making. At the beginning, the instructor discusses the role of entrepreneurship in the development of the economy and one's own career path, necessary entrepreneurial features, knowledge and the importance of properly preparing a plan for one's own venture. Then, he presents issues related to individual aspects of starting and running a business, explains the assumptions of the simulation, explains the essence and significance of individual decisions, referring to the theoretical foundations of a specific decision in the simulation. Students in teams competing on the market run their own company by planning a strategy, offer, acquire material, financial resources and services to produce it, employ employees by organizing their work stations, undertake marketing activities, evaluate the results of the activity in subsequent rounds and verify the effectiveness of the decisions made, correct operational activities at subsequent stages of the simulation. The ability to make business decisions allows for practical application of the theory presented by the instructor, and the ranking of teams increases competition and engages team members. The final results of the teams' work are subject to discussion and evaluation. The instructor creates the opportunity to ask questions, provides assistance in correcting "bad" choices and consults on proposals for changes in the concept of actions in relation to the achieved results.

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| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE | | | |
| W1-W5 | Work on the implementation of conceptual and design tasks and participation in a simulation game. | Work on the implementation of conceptual and design tasks and participation in a business simulation . Prepared concept of own venture – assessment 40%, results of work in business simulation 60% ) | Results of work on the implementation of conceptual and design tasks and results of participation in the simulation |
| SKILLS | | | |
| U1-U6 | Work on the implementation of conceptual and design tasks and participation in a simulation game | Work on the implementation of tasks Work on the implementation of conceptual and design tasks and participation in a business simulation . Prepared concept of own venture – assessment 40%, effects of work in business simulation 60% ) | Results of work on the implementation of conceptual and design tasks and results of participation in the simulation |
| SOCIAL COMPETENCES | | | |
| K1-K3 | Work on the implementation of conceptual and design tasks and participation in a simulation game | Work on the implementation of conceptual and design tasks and participation in a business simulation . Prepared concept of own venture – assessment 40%, results of work in business simulation 60% ) | Effects of work on the implementation of conceptual and design tasks and the results of participation in the simulation . |

3.6. Assessment criteria for the achieved learning outcomes

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| Learning effect | For a grade of 3 or "pass."  the student knows and understands/is able to/is ready to | For a grade of 3.5, the student knows and understands/is able to/is ready to | For a grade of 4, the student knows and understands/is able to/is ready to | For a grade of 4.5, the student knows and understands/is able to/is ready to | For a grade of 5, the student knows and understands/is able to/is ready to |
| W | 51-60% of knowledge indicated in learning outcomes | 61-70% of knowledge indicated in learning outcomes | 71-80% of knowledge indicated in learning outcomes | 81-90% of knowledge indicated in learning outcomes | 91-100% of knowledge indicated in learning outcomes |
| U | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |
| K | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |

3.7. Recommended reading

**Basic**

* Opolski K., Waśniewski K., Biznesplan Jak go budować i analizować, CeDeWu, Warszawa, 2023
* Szajkowska A., Zaplanuj swój sukces! : biznesplan na start, Helion, Gliwice, 2013
* Tokarski A., Tokarski M., Wójcik J., Biznesplan w praktyce, CeDeWu, Warszawa, 2023

**Supplementary**

* Paździor, Biznes plan. Klucz do rozwoju przedsiębiorstwa, WSPiA – KFiR PL, Lublin 2010
* Skrzypek J.T., Biznesplan : model najlepszych praktyk, Wydawnictwo Poltext, Warszawa, 2012
* Paździor, Przedsiębiorczość: Jak pozyskać kapitał, Politechnika Lubelska – Wydział Zarządzania, Lublin 2011

4. Student workload - ECTS points balance

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| **Types of student activity** | **Student Load** | |
| **ST** | **NST** |
| **Classes requiring direct contact between the student and the academic teacher at the university premises** | **15** | **10** |
| Classes included in the study plan | 15 | 10 |
| **Student's own work** | **10** | **15** |
| Ongoing preparation for classes, preparation of project work/presentations/etc. | 5 | 7 |
| Preparation for passing classes | 5 | 8 |
| **TOTAL STUDENT HOURLY LOAD** | **25** | **25** |
| **Number of ECTS points** | **1** | **1** |

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| Last change date | 30/09/2024 |
| The changes were introduced | ZAZ Education Quality Team |
| The changes were approved | Mgr Anna Bielak |