#### card of course

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| Subject name | Modern business models |

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 | Dr Urszula Skurzyńska-Sikora |

2. General characteristics of the subject

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| 2.1. Belonging to a subject group | Directional/Practical |
| 2.2. Number of ECTS | 2 |
| 2.3. Language of lectures | English |
| 2.4. Semesters in which the subject is taught | II |
| 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 | Acquiring knowledge about traditional and modern business models |
| C2 | Acquiring skills in using innovation creation techniques and applying them in practice. |
| C3 | Developing skills in analyzing and designing a business model by using business model canvas tools. |
| C4 | Developing the ability to verify project strategy through the prism of a specific business model. |
| C5 | Acquiring knowledge and practical solutions in the field of customer development and creating and managing a startup. |

* 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 | has knowledge of traditional and modern business models, their dynamics, principles of innovation techniques and the work of creating business model strategies | Z1\_W04Z1\_W10Z1\_W11 | X |  | X |  |
| W2 | knows the characteristics of techniques supporting the design and verification of business model strategies, in particular the canvas business model | X |  | X |  |
| W3 | knows startup techniques for exploring consumer needs that allow for increasing the effectiveness of actions taken to increase customer satisfaction, create new products and services or generate innovations | X |  | X |  |
| After passing the course, the student is **able** to: |
| U1 | correctly interpret customer segments, value propositions, channels and revenue streams, and classify key resources, activities and partners in the chosen business model | Z1\_U01Z1\_U09Z1\_U17 | X |  | X |  |
| U2 | apply basic concepts (e.g. cash machine, crowdfunding, freemium etc.) to describe modern business models | X |  | X |  |
| U3 | validate an innovation idea within a startup project | X |  | X |  |
| U4 | independently create a business model for a selected product or service using business models (canvas business model) | X |  | X |  |
| After completing the course, the student is ready to take part in **social competences.** |
| K1 | using SWOT analysis for specific elements of the business model canvas and drawing conclusions to implement the necessary innovations to the business model | Z1\_K03Z1\_K05 | X |  | X |  |
| K2 | use and application of modern business models, can also develop them in a team, as well as prepare a new venture | X |  | X |  |
| K3 | defending your own arguments with the right arguments | 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 a lecture | Other | **ECTS points** |
| **ST** |  |  | 30 |  |  |  |  |  |  | 2 |
| **NST** |  |  | 15 |  |  |  |  |  |  | 2 |

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 subject-specific learning outcomes | Method of implementation (mark "X") |
| ST | NST |
| **Classes at the University** | **Activities on the platform** | **Classes at the University** | **Activities on the platform** |
| 1. | Definition of a business model and classification of business models | W1 | X |  | X |  |
| 2. | Division of universal models according to profit creation, profit-generating activities and price-to-value ratio for the customer and transformation of innovations into economic results, along with examples of their use | **W1** | X |  | X |  |
| 3. | Examples of the 10 most popular business models (Cash machine, Crowdfunding, Integrator, Freemium, Open Business, Subscription model, User design, Pay What You Want, Selling experiences, Razor and Blade) | **W1** | X |  | X |  |
| 4. | Business model template and its elements based on the Business Model Canvas. | **W1** | X |  | X |  |
| 5. | Reinterpreting strategy through the prism of the business model template. Business conditions of the activity from a strategic point of view. | **W1, W2,** | X |  | X |  |
| 6. | Analysis of sample business models based on the business model canvas | **U1, U4, K1** | X |  | X |  |
| 7. | Defining what a startup is and where to get information and inspiration to create innovations | **W3** | X |  | X |  |
| 8. | Idea Validation (MVP) | **W2, U3** | X |  | X |  |
| 9. | Presentation of your idea using the selected business model | **W1, W2, W3, W4, U1, U2, U3, K1, K2, K3** | X |  | X |  |
| 10. | Summary of classes and discussion of grades |  | X |  | X |  |

3.5. Methods of verifying learning outcomes (indication and description of methods of conducting classes and verification of achievement of learning outcomes and method of documentation)

The final grade consists of: 60% presentation, 40% written work.

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| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE |
| W1-W3 | Informative lecture using multimedia, discussion, debate, analysis of materials | Term paper presentation in .ppt of your idea using the selected business model; the presentation should include the following elements:- Situation analysis (describe the market situation, competition)- Target group analysis, who is the potential customer- Determination of revenue streams (unit price of product/service and sales volume)- Defining costs and investments over a 1-year period- Calculation of profitability, rate of return on investment(Canvas template supplement)- Indication of business model (whether freemium, razor and blade or mix)\* | Assessed final presentation |
| W2 | Informative lecture using multimedia, discussion, debate, analysis of materials | Written work - Business model analysis using the canvas business model | Partial work graded |
| SKILLS |
| U1, U2, U3 | Project work, discussion, debate | Term paper presentation in .ppt of your idea using the selected business model; the presentation should include the following elements:- Situation analysis (describe the market situation, competition)- Target group analysis, who is the potential customer- Determination of revenue streams (unit price of product/service and sales volume)- Defining costs and investments over a 1-year period- Calculation of profitability, rate of return on investment(Canvas template supplement)- Indication of business model (whether freemium, razor and blade or mix)\* | Assessed final presentation |
| U4 | Informative lecture using multimedia, discussion, debate, analysis of materials | Written work - Business model analysis using the canvas business model | Partial work graded |
| SOCIAL COMPETENCES |
| K1 - K3 | Group work, debate, discussion | Final presentation and its defense | Assessed presentation |

\* The work should be developed in the form of a presentation, up to 20 slides, pptx format is recommended, pdf, docx, rtf formats are acceptable - in such a case please place individual presentation screens on separate pages. Please enter your name in the file name and on the first screen of the presentation. The assessment of the project will depend on whether the presentation contains answers to questions from four areas:

I. The problem, the recipient's need: what problem are we solving? What need are we satisfying?

II. Primary Recipient Benefit: What does the recipient gain? Why should they respond positively?

III. Reasons for the credibility of the promise: Why should he believe in the benefits? What determines the credibility of the message?

IV. Probability of acquiring the first, n-th customer (business model).

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. Literature

* + 1. **Basic**
1. Zarębska Anna (red.), Using modern solutions in business, System-Graf, Lublin 2010
2. Griffin Ricky W. Fundamentals of management, CENGAGE Learning Boston 2016
3. Jabłoński A. S., Jabłoński M., Modele biznesu przedsiębiorstw : perspektywy rozwoju - ujęcie koncepcyjne, CeDeWu, Warszawa,2023
	* 1. **Supplementary**
4. Sitko Włodzimierz Jan (red.), Entrepreneurship creation in modern organizations, System-Graf, Lublin 2010
5. Guillebeau Chris, Niskobudżetowy startup. Zyskowny biznes i życie bez frustracji, 2013
6. Blank Steve, Dorf Bob, Podręcznik startupu. Budowa wielkiej firmy krok po kroku, 2013

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** | **30** | **15** |
| Classes included in the study plan | 30 | 15 |
| **Student's own work** | **20** | **35** |
| Ongoing preparation for classes, preparation of project work/presentations/etc. | 10 | 20 |
| Preparation for passing classes | 10 | 15 |
| **TOTAL STUDENT HOURLY LOAD** | **50** | **50** |
| **Number of ECTS points** | **2** | **2** |

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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 |