Module Syllabus

Entrepreneurship and Intrapreneurship
STUDY PROGRAM(S): MSc Computer Science and Software Engineering (CSSE), Advanced Software Engineering (AST)

MODULE COMPONENTS
MCSSE-LAS-01 Lecture 2.5 credit points

ENTRY REQUIREMENTS
Pre-requisites: none.

CLASS MEETING INFORMATION
Lecture: 20th October – 1st December, Monday 11:15 – 13:45 online

INSTRUCTOR
Name: Dr. PingPing Meckel pmeckel@constructor.university
Office: Research IV, Room 80
Office Hours: by appointment

FORMAT
Lecture

MODULE DESCRIPTION
The module introduces students to the themes which are relevant to clearly develop corporate innovation and entrepreneurship as an activity. It introduces entrepreneurial thinking styles that are important to develop radical forms of innovation in companies. This is about a way of thinking, reasoning and acting that is opportunity obsessed and holistic in approach. It is first and foremost a process that has an intention to create, enhance, realize, and renew value, not just for owners, but for all participants and stakeholders in either a new or existing organization. Today, entrepreneurship has evolved beyond the classic start-up notion to include companies and organizations of all types, old and new; small and large; fast and slow growing; private, not-for-profit, and public.

This focus on "entrepreneurship as a process" has become a fundamental part for three main reasons. The first is the growing recognition of the critical importance of entrepreneurial activities in the economy and the society at large. As such, having an insight in the specific challenges and solutions that characterize entrepreneurship has broader implications for any 21st century graduate. The second reason is that many graduates eventually find themselves occupying a position as entrepreneur, or are associated with one as their financier, partner, supplier or customer. This requires an action-oriented approach and approaching the phenomenon from multiple angles. Finally, given the specific challenges entrepreneurs often face in terms of uncertainty and resource scarcity, solutions applied by expert entrepreneurs can be of value to any professional that finds him/herself in similar situations in organizations seeking growth, renewal or even survival.

The module focuses on the tasks and skills that entrepreneurs typically complete/use in their journey towards success. With this in mind, this module aims to provide students with insight into the approach entrepreneurs use to identify opportunities and build new ventures; the analytical skills that are needed to implement this approach; and the background knowledge and managerial skills that are needed for dealing with issues involved in starting, growing, and harnessing the value of new ventures. First and foremost, however, entrepreneurship is about action. Hence our approach is based on the primary objective of having students experience entrepreneurship.

The module assessment is presentation. Students will know in the first session which topics need to be covered in their presentations.

INTENDED LEARNING OUTCOMES

Upon completion of this module, students will be able to:

1. Understand the essence of entrepreneurship
2. Assess and develop a business case
3. Analyse and identify new venture opportunities in a more systematic way
4. Understand the importance of a business model for new venture creation
5. Evaluate the viability of a new venture idea
6. Understand how to finance a new venture
7. Create and present a business case for a new venture

FORMS OF LEARNING AND TEACHING

Type	Hours
Lecture	17.5
Private studies	45

ASSESSMENT TYPE (Choose the type/s)

Type	Duration	Weighting
Presentation	30 minutes	100%

LITERATURE / READING LIST

Rae, D. (2015). *Opportunity-Centred Entrepreneurship.* 2nd ed. London: Palgrave.

Greene, F. J. (2020). *Entrepreneurship: Theory and Practice.* London: Macmillan Education Ltd.

Jones, O., Meckel, P., and Taylor, D. (2021). *Creating Communities of Practice: Entrepreneurial Learning in a University-Based Incubator*. Cham: Springer International Publishing AG.
https://ebookcentral.proquest.com/lib/constructor-university/detail.action?docID=6467881

COURSE SCHEDULE

Session Date	Topic	Literature
Session 1 20 Oct	Introduction. The essence of entrepreneurship	Rae, Chapters 1 - 2
Session 2 27 Oct	Identifying and evaluating opportunities	Rae, Chapters 3 - 4
Session 3 3 Nov	Entrepreneurial finance and business model	Greene, Chapter 9 Rae, Chapters 5 – 6
Session 4 10 Nov	Assessment support	
Session 5 17 Nov	Presentations	
Session 6 24 Nov	Presentations	
Session 7 1 Dec	Presentations	

Subject to change

ACADEMIC INTEGRITY

All involved parties (professors and lecturers, instructors and students) are expected to abide by the word and spirit of the "Code of Academic Integrity", which may be reviewed here: https://constructor.university/student-life/student-services/university-policies/academic-policies/code-of-academic-integrity. Violations of the Code might be brought to the attention of the Academic Integrity Committee.

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

This policy covers any generative AI tool, such as ChatGPT, Elicit, etc. This includes text, slides, artwork/graphics/video/audio and other products.

1. You are discouraged from using AI tools UNLESS under direct instruction from your instructor to do so. Please contact your instructor if you are unsure or have questions BEFORE using AI for any assignment.
2. If AI is permitted to be used, you must clearly state how AI was used in completing the assignments. No more than 25% of an assignment should be created with AI if the instructor gives permission for its use. If you are not sure whether a certain usage of AI is permitted for doing your assignments, contact the course instructor.
3. Note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Their use may also stifle your own independent thinking and creativity. Accordingly, reduction in the grade is likely when using AI.

If any part of this AI policy is confusing or uncertain, please reach out to your instructor for a conversation before submitting your work.

FEEDBACK FROM STUDENTS

We are eager to constantly improve the quality of our teaching. We would be glad to obtain your feedback at any time of the course to improve your learning experience.