

Title of the Course	ENTREPRENEURSHIP		
Amount in credit points/ ECTS)	2/3	Volume (in hours)	80
Prior knowledge	-		
Science Sector	Social Science, Economics and Entrepreneurship		
Science Subsector	Business Management		
Summary of academic hours		Amount (academic hours)	
Distance learning		40	
Contact hours / video lessons		8	
Exercises, self – assessment questions and tests		14	
Individual work/ discussions in distance		16	
Exams/tests		2	
1 <sup>st</sup> level professional study programme	Office Management		
Author(s) of the course	Mg.sc.soc. Madara Māra Irbe		
Lecturer(s) of the course	Mg.sc.soc. Madara Māra Irbe		
Goal of the course:	To motivate students to recognize entrepreneurship as a professional and long-term activity. To develop and strengthen student’s ability to identify and analyze the potential of the commercialization for the realization of business ideas of various sectors. To develop the skill to analyze the most crucial processes of entrepreneurship in order for the student recognize the necessary resources and activities in this way enforcing the set-up of business by the student.		
Requirements for obtaining credit points (structure of course evaluation):	The final evaluation is calculated: Moodle discussion/tasks – 40% Exam – 60%		

**Study Results**

1. *Knowledge:*
  - 1.1. A student acquires the process of entrepreneurship from an idea to realization;
  - 1.2. A student differentiates between entrepreneurship types and recognizes different business models;
  - 1.3. A student precisely defines client segmentation and demand, based on the needs analysis;
  - 1.4. A student lists different instruments and entrepreneurship support options;
  - 1.5. A student demonstrates an understanding of business finance planning;
  - 1.6. A student names the enterprise's reputation and image formation principles.
2. *Skills:*
  - 2.1. A student arguments upon the demand and competitiveness of a business idea at a national and/or international level;
  - 2.2. A student assesses the needed resources for the business idea realization and commercialization;
  - 2.3. A student reconstructs fundamental business model based on a business idea.
  - 2.4. A student takes decisions based on the needs analysis and identified business opportunities.
3. *Competency:*
  - 3.1. A student develops a justified business plan.
  - 3.2. A student illustrates the visions and plans for the realization of a business idea.
  - 3.3. A student encounters the necessary resources for the realization of a business idea and

demonstrates the maturity to use them.

**Content of the Course**

No.	Subjects	Contact hours, video, audio lessons	Distance learning	Exercises, self- assessment questions and tests	Individual task – remote discussion. Description of the individual task is available in the E-studies	Exam
1.	<b>ENTREPRENEURSHIP PRINCIPLES:</b> 1.1. Types of entrepreneurship; 1.2. Development phases of a new-developed enterprise and support options at each phase; 1.3. Motivators and missions of entrepreneurship; 1.4. Tendencies supporting business opportunities.	8	5	2	2	2
2.	<b>DESIGN THINKING FOR SUCCESSFUL ENTREPRENEURSHIP:</b> 2.1. Method of a problem/unsatisfied needs “Mind dump”; 2.2. Creation of solutions with the help of “Mind maps” method; 2.3. Solution assessment matrix; 2.4. “Idea Space” method for strengthening creativity.		5	1	2	
3.	<b>CREATION OF “CLIENT’S VOICE” FOR A SOLUTION:</b> 3.1. Assessment of the potential of a solution commercialization with the help of “LEAN CANVA” method; 3.2. Creation of ‘Client’s voice’ with the help of “MOM’s test” method; 3.3. Characterization of client segments; 3.4. Offer creation of solution value.		5	2	2	
4.	<b>BUSINESS PROCESSES OF BUSINESS MODEL CANVAS:</b> 4.1. Target audience and value offer; 4.2. Informative and promotion channels; 4.3. Modelling of client relationship; 4.4. Business activities and necessary resources; 4.5. Partners.		5	1	2	

5.	<b>SUSTAINABLE BUSINESS MODEL:</b> 5.1. Prime-cost calculations; 5.2. Money flow; 5.3. Types and opportunities of financial aids.		5	2	2	
6.	<b>STRATEGY AND GOALS OF ENTREPRENEURSHIP AND BUSINESS PLAN:</b> 6.1. Strategy development for short and medium term; 6.2. Business goals and plans for reaching the set goals; 6.3. Construction of a business plan and content.		5	2	2	
7.	<b>ENTERPRISE REPUTATION:</b> 7.1. Construction of visual identity; 7.2. Enterprise image and reputation; 7.3. Different types of marketing for the increasing the recognition.		5	2	2	
8.	<b>TYPES OF RUNNING BUSINESS AND THEIR REGISTRATION:</b> 8.1. Types of running business; 8.2. Business registration.		5	2	2	
<b>KOPĀ:</b>		8	40	14	16	2
		<b>80</b>				

**Mastering the course and successfully passing examination, student is capable of** (*knowledge, skills and competencies*)

Study Results:	Evaluation Criteria		
	(40-69%)	(70-89%)	(90-100%)
<b>KNOWLEDGE</b>			
A student acquires the process of entrepreneurship from an idea to realization;	Has difficulties to understand the process and environment of business	Understands the process and environment of business, however has difficulties to apply it to a real company	Governs and fully understands the process and environment of business and is able to apply it to a real company freely
A student differentiates between entrepreneurship types and recognizes different business models;	Has difficulties to differentiate between the types of entrepreneurship and different	Differentiates between the types of entrepreneurship and different business models	Has good knowledge of different types of entrepreneurship and business models

	business models		
A student precisely defines client segmentation and demand, based on the needs analysis;	Incompletely does needs analysis and on a general basis defines the client segments and demand	Does the needs analysis completely, however is not capable to argument client segments and demand	Precisely and based on arguments defines client segmentation and demand by doing a complete needs analysis
A student lists different instruments and entrepreneurship support options;	Names the most popular instruments and entrepreneurship support options	Names different instruments and entrepreneurship support options at various stages if business development	Has good knowledge of most part of instruments and entrepreneurship support options for various stages of business development and fields.
A student demonstrates an understanding of business finance planning;	Has poor knowledge of planning structures of business finance	Has good knowledge of finance planning structures, however cannot relate them to a real enterprise	Complete understanding of finance planning structures, is able to relate them to a real enterprise
A student names the enterprise's reputation and image formation principles.	Has basic knowledge of enterprise's reputation and image	Has good understanding of the enterprise's reputation and image formation principles.	Demonstrates complete understanding of the enterprise's reputation and image formation principles, describes real examples
<b>SKILLS</b>			
A student arguments upon the demand and competitiveness of a business idea at a national and/or international level;	Generally anticipates the demand not based on reliable information sources	Anticipates the demand based on the analysis of reliable information	Anticipates the demand based on the analysis of reliable information and complete needs analysis
A student assesses the needed resources for the business idea realization and commercialization;	Names the most popular types of resources for the realization of any business	Names justified resources for the chosen business idea realization	Names and assesses justified resources in detail for the realization of a business idea

	idea		
A student builds fundamental business model based on a business idea.	Builds a business model based on the available lecture handouts	Builds a business model that supports the chosen business idea and based on the analysis of target audience and its needs	Builds a business model based on justified arguments for the chosen business idea using reliable information
A student takes decisions based on the needs analysis and identified business opportunities.	Makes decisions based on general information	Makes decisions based on general research results	Makes decisions based on justified research results
<b>COMPETENCES</b>			
A student develops a justified business plan.	Develops a business plan with general information	Develops a business plan with detailed information	Develops a business plan with detailed and justified information
A student illustrates the visions and plans for the realization of a business idea.	Illustrates most popular visions and plans for the realization of a business idea.	Illustrates visions and plans in detail for the realization of a business idea, however does not relate to a real enterprise	Illustrates visions and plans in detail with strong arguments and can related to a real enterprise
A student encounters the necessary resources for the realization of a business idea and demonstrates the maturity to use them.	Identifies most popular types of resources for the realization of a business idea	Identifies justified types of resources for the realization of a business idea, has good understanding of resources attraction possibilities	Identifies and assesses the types of resources in detail for the realization of a business idea, demonstrates a convincing plan for the use of resources

**Acknowledgement of the obtained study results**

Study Results	1.1.-1.2.	2.1	3.1.
<b>Evaluation Method</b>			
Moodle discussions/tasks	X	X	X
Exam	X	X	X

**Core Literature**

For general use	Valid from 01.03.2021	Version 3	page 5 from 7
-----------------	-----------------------	-----------	---------------

1.	<b>Uzņēmēja rokasgrāmata</b> , Latvijas investīciju attīstības aģentūra, 2018, pieejams tiešsaistē: <a href="http://ebizness.liaa.gov.lv/">http://ebizness.liaa.gov.lv/</a>
2.	<b>Inovātīvās darbības pamatelementi, Rokasgrāmata maziem un vidējiem uzņēmumiem</b> , Latvijas Republikas Ekonomikas ministrija, 2005, 2007, Rīga.
3.	<b>Rokasgrāmata “No idejas līdz sociālajam uzņēmumam”</b> , Biedrība “Partnerība Daugavkrasts”, biedrība “Lauku partnerība “Lielupe””, biedrība “Darīsim paši!”, biedrība “SATEKA” un biedrība “Pierīgas partnerība”, 2020, pieejams tiešsaistē: <a href="https://www.pierigaspartneriba.lv/wp-content/uploads/2020/09/1_Rokasgramata_soc_uznemejd_LEADER_sadarbibas_projekts.pdf">https://www.pierigaspartneriba.lv/wp-content/uploads/2020/09/1_Rokasgramata_soc_uznemejd_LEADER_sadarbibas_projekts.pdf</a>
<b>Additional Literature</b>	
1.	Alexander Osterwalder, Yves Pigneur: <b>Business Model Generation</b> , John Wiley & Sons, Inc., Hoboken, New Jersey, USA, 2010, pieejams tiešsaistē: <a href="https://ej.uz/google_books_BMC">https://ej.uz/google_books_BMC</a>
2.	Angus A, Westbrook G. <b>Top 10 Global Consumer Trends</b> . Euromonitor International: London, UK. 2019, pieejams tiešsaistē: <a href="https://d1wqtxts1xzle7.cloudfront.net/62405759/Top10GlobalTrends2019-wpGCT2019-v0.520200318-92747-j2c1gr.pdf?1584571417=&amp;response-content-disposition=inline%3B+filename%3DTop_10_Global_Trends_2019.pdf&amp;Expires=1609757116&amp;Signature=df6XoCysldU7cwZrHDfRWoBT0Da-UTRpJfqCuJM-iSuZFedHx184~yri48YsNf9M9gf82UhBu-ml0Lk-wbdmH30fvP4fzdkvCmcXlB5ul-uCOdwdSnY4sAEo~iKwRFIjG~iwTPhF74v4WMcKHLohawzAYJoF9dhMXiDZJfoFK9L47a~WcVC4vjnD45Ls4Zba6DbbwIa7C3t8po-NbzebSd2zsB~RxwvvezcoHTu0I5T98vGI-ro730p0ORN6Vq9MDgvwqysOmNOSDyn7QogzeXM8eEB0QksoMWd6zyoruXdd8g-tS~OgkRJnpP9ztNkSUzPyD~gVym6~GO0SoiNg_&amp;Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA">https://d1wqtxts1xzle7.cloudfront.net/62405759/Top10GlobalTrends2019-wpGCT2019-v0.520200318-92747-j2c1gr.pdf?1584571417=&amp;response-content-disposition=inline%3B+filename%3DTop_10_Global_Trends_2019.pdf&amp;Expires=1609757116&amp;Signature=df6XoCysldU7cwZrHDfRWoBT0Da-UTRpJfqCuJM-iSuZFedHx184~yri48YsNf9M9gf82UhBu-ml0Lk-wbdmH30fvP4fzdkvCmcXlB5ul-uCOdwdSnY4sAEo~iKwRFIjG~iwTPhF74v4WMcKHLohawzAYJoF9dhMXiDZJfoFK9L47a~WcVC4vjnD45Ls4Zba6DbbwIa7C3t8po-NbzebSd2zsB~RxwvvezcoHTu0I5T98vGI-ro730p0ORN6Vq9MDgvwqysOmNOSDyn7QogzeXM8eEB0QksoMWd6zyoruXdd8g-tS~OgkRJnpP9ztNkSUzPyD~gVym6~GO0SoiNg_&amp;Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA</a>
3.	Böhm, M., Weking, J., Fortunat, F., Müller, S., Welp, I., & Krcmar, H.: <b>The business model DNA: Towards an approach for predicting business model success</b> , 2017, pieejams tiešsaistē: <a href="https://www.semanticscholar.org/paper/The-Business-Model-DNA%3A-Towards-an-Approach-for-B%3B6hm-Weking/781fe3a5712da80c89e6c0980c352666b5075dc2#paper-header">https://www.semanticscholar.org/paper/The-Business-Model-DNA%3A-Towards-an-Approach-for-B%3B6hm-Weking/781fe3a5712da80c89e6c0980c352666b5075dc2#paper-header</a>
4.	Carrete, Liliam Sanchez, and Aline Mariane de Faria, "The Financing of the Startup Life Cycle." <b>In Startups and Innovation Ecosystems in Emerging Markets</b> , pp. 69-95. Palgrave Macmillan, Cham, 2019.
5.	<b>Creative Enterprise Toolkit</b> , Nesta, British Council, 2017, pieejams tiešsaistē: <a href="https://creativeeconomy.britishcouncil.org/media/uploads/files/Creative_Enterprise_Toolkit_2016_Books_1-4.pdf">https://creativeeconomy.britishcouncil.org/media/uploads/files/Creative_Enterprise_Toolkit_2016_Books_1-4.pdf</a>
6.	<b>Oslo Manual, Guidelines for collecting and interpreting innovation data, 3rd edition</b> , OECD and Eurostat, 2005, pieejams tiešsaistē: <a href="http://www.liaa.gov.lv/lv/es-fondi/noderiga-informacija/rokasgramatas">http://www.liaa.gov.lv/lv/es-fondi/noderiga-informacija/rokasgramatas</a> <b>Oslo Manual, Guidelines for collecting and interpreting innovation data, 4th edition</b> , OECD and Eurostat, 2018, pieejams tiešsaistē: <a href="https://www.oecd.org/science/oslo-manual-2018-9789264304604-en.htm">https://www.oecd.org/science/oslo-manual-2018-9789264304604-en.htm</a> ar tulkojumu latviešu valodā tiešsaistē: <a href="https://www.liaa.gov.lv/lv/programmas/noderigi/rokasgramatas">https://www.liaa.gov.lv/lv/programmas/noderigi/rokasgramatas</a>
7.	Sauka, A., & Chepurens, A. (Eds.). <b>Entrepreneurship in transition economies: Diversity, trends, and perspectives</b> , Springer, 2017, pieejams tiešsaistē: <a href="https://books.google.lv/books?hl=en&amp;lr=&amp;id=XFsqDwAAQBAJ&amp;oi=fnd&amp;pg=PR5&amp;dq=entrepreneurship+trends&amp;ots=Px7iM-42cU&amp;sig=IXAg7OTjhIPsddtYpPTB9SxOu_A&amp;redir_esc=y#v=onepage&amp;q=entrepreneurship%20trends&amp;f=false">https://books.google.lv/books?hl=en&amp;lr=&amp;id=XFsqDwAAQBAJ&amp;oi=fnd&amp;pg=PR5&amp;dq=entrepreneurship+trends&amp;ots=Px7iM-42cU&amp;sig=IXAg7OTjhIPsddtYpPTB9SxOu_A&amp;redir_esc=y#v=onepage&amp;q=entrepreneurship%20trends&amp;f=false</a>

8.	<b>Social Enterprises and Their Ecosystems in Europe: Comparative Synthesis Report</b> , European Commission, 2020, pieejams tiešsaistē: <a href="https://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=8274&amp;furtherPubs=yes">https://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=8274&amp;furtherPubs=yes</a>
9.	Timoshenko A, Hauser JR. <b>Identifying customer needs from user-generated content</b> , Marketing Science. 2019 Jan;38(1):1-20, pieejams tiešsaistē: <a href="https://dspace.mit.edu/bitstream/handle/1721.1/124203/Timoshenko_Hauser%20Customer%20Needs%20from%20UGC%20June%202018.pdf?sequence=2&amp;isAllowed=y">https://dspace.mit.edu/bitstream/handle/1721.1/124203/Timoshenko_Hauser%20Customer%20Needs%20from%20UGC%20June%202018.pdf?sequence=2&amp;isAllowed=y</a>