

**School of Public Administration and Entrepreneurship, Graduate  
Institute of Economics and Management, Ural Federal University**

## **Business Planning in Entrepreneurship**

### **1 semester Syllabus**

#### **Part 1: Course Information**

##### **Instructor Information**

**Instructor:** Dr. Sergei N. Polbitsyn  
**Office:** Office 213, 13b Prospekt Lenina  
**Office Hours:** 13:00 – 18:00 Monday  
**Office Telephone:** (343) 371-10-03  
**E-mail:** s.n.polbitsyn@urfu.ru

##### **Course Description**

A business model is a logical and internally consistent representation of the design and operations of a business, capturing the essence of how it will be focused and demonstrating how an interrelated set of decision variables will be addressed to create, deliver and capture value. By one definition, a business model consists of four interlocking elements: The customer value proposition (how does the firm create value for a customer) The profit formula (how does the firm capture value for itself while providing value to the customer) The key resources required to deliver the value proposition to the targeted customer The key processes that allow a firm to deliver value in a repeatable and scalable manner. Business model innovation is focused on the design and development of new and unique business models that, by definition, challenge accepted conventions in a given industry about how to create and deliver customer value while making sustainable profits for the entrepreneur and his investors. Although it may be possible, under ideal circumstances, to “design” an innovative business model, an alternative view holds that business model innovation is a somewhat messy, iterative process of experimentation and refinement. The essence of this perspective is captured in the admonition of an experienced entrepreneur and venture investor to: “try it, iterate it until you get it right, then build a repeatable scalable business process”. This view is consistent with the assertion that “no venture succeeds with its original business plan”, and maintains that the principal difference between winners and losers is the ability of the winners to recognize the shortcomings of their initial approach, update their assumptions, and redirect the organization from Plan A to a more workable Plan B before their funding is exhausted. This course will explore

the range and diversity of existing perspectives about business models and the tools of analysis essential to their understanding. We will learn to analyze and evaluate existing business models and pursue a logical and internally consistent approach to the choice and/or development of an appropriate business model for a new enterprise. The application of the course frameworks, tools and techniques will be illustrated with case studies and evaluated in a semester project involving the development of an innovative business model for an entrepreneurial venture.

### **Prerequisite**

- Methodology of Scientific Research
- Scientific knowledge transfer

### **Textbook & Course Materials**

#### **Required Text**

- Andonova, Veneta, Nikolova, Milena S Entrepreneurial Ecosystems in Unexpected Places. - Palgrave Macmillan Springer Nature. 2019
- Watt, George Lean Entrepreneurship Apress Springer Nature. – 2019
- Nielsen, C., Lund M. The Basics of Business Models. – Bookboon, 2013

#### **Recommended Texts & Other Readings**

- Osterwalder, A. and Pigneur, Y. (2013). Designing business models and similar strategic objects: the contribution of IS. Journal of AIS, 14(5):237-244
- Velt, D., Clemons, E., Benlian, A., Buxmann, P., Hess, T., Spann, M., Kundisch, D., Leimeister, J., and Loos, P. (2014). Business models - an information systems research agenda. Business and Information Systems Engineering, 6(1):45-53.
- Wirtz, B., Pistoia, A., Ullrich, S., and Göttel, V. (2015). Business models: Origin, development and future research perspectives. Long Range Planning:1-19.

### **Course Requirements**

- Internet connection
- Multimedia equipment

### **Course Structure**

**Lectures and reading materials.** Participating in the lectures and reading the assigned papers are the most essential parts of the course. All enrolled students are therefore expected to participate in all lectures and read all assigned papers.

**Seminars.** The seminars are organized and conducted by the Instructor. The student performance at the seminars will be assessed based on three criteria: attendance, preparedness, and activity.

**Assignments.** For each part of the course there will be an individual assignment to write a short paper addressing a specific question. The assignments will be graded and commented by the Instructor with one paragraph of comments.

**Points for participation** in role-plays and discussions are awarded if the students

use additional information from supplementary readings and make explicit reference to the author and to the book/article they have used.

**Mid-term exam** consists of a multiple-choice test of 20 questions that deal with terms, ideas, and facts covered during the previous weeks and a short (not exceeding 250 words) written answer to one of two questions based on material covered within the previous weeks.

**Group presentation.** A PowerPoint (or Prezi, or OpenOffice) presentation of 20-25 slides prepared by a working group (depending on the number of students in the class but not more than four students in a group) on one of the issues covered in the course. The presentation will be followed by a Q and A session. Presenters are expected to demonstrate their use of theoretical and methodological tools discussed during the course for analysis of the subject of their presentation.

**Final Exam** consists of an open-ended test that requires short (1-3 sentences) responses to 100 questions based on the material covered within the course and a short academic essay (200 words) on one of three suggested topics.

## Part 2: Student Learning Outcomes

1. Provide a framework of knowledge, theory and understanding relative to Scientific Methodology in the 21st century.
2. Embrace the thinking of Scientific methodology.
3. *Knowledge and Understanding*
  - *employ* theoretical and conceptual knowledge to *identify* and *analyze* Scientific methodology problems in global contexts, *select* the most appropriate form of Scientific methodology needed for the suggested type of activity and operation.
  - *identify and place into practice* information-based decision making approaches to scientific methodology problems with regards to operational grounding.
4. *Intellectual Skills:*
  - *gather, analyze, and evaluate* business data and information and *transform* empirical data into useful and actionable information using a set of strategic and descriptive tools,
  - *interpret and analyze* complex business issues from multiple perspectives and critically *review* academic literature and other relevant information sources, *design* a scientific methodology operating in the conditions of the diverse legal, socio-cultural and economic environment
5. *Practical Skills: Inter/Multicultural Competency*
  - *apply* proven theoretical and conceptual knowledge of scientific methodology challenges, including economic life-cycles.
6. *Transferable Skills: Multicultural Communication*
  - *communicate* effectively in English in oral, written and electronic formats *using* communication and information technology for business applications and is able *prepare and present* reports.
  - *exercise* initiative and *take* personal responsibility for one's own work in terms of

timeliness, professional behavior, personal motivation and planning skills.

### Part 3: Topic Outline/Schedule

- Week 01: Introduction to Business models
- Week 02: Introduction to Business models
- Week 03: Introduction to Business models
- Week 04: Introduction to Business models
- Week 05: Design Thinking techniques
- Week 06: Design Thinking techniques
- Week 07: Design Thinking techniques
- Week 08: Design Thinking techniques
- Week 09: Introduction to Business models
- Week 10: Introduction to Business models
- Week 11: Introduction to Business models
- Week 12: Introduction to Business models
- Week 13: The Business model of Entrepreneurship
- Week 14: The Business model of Entrepreneurship
- Week 15: The Business model of Entrepreneurship
- Week 16: The Business model of Entrepreneurship

### Part 4: Grading Policy

#### Graded Course Activities

ECTS Grade	Points	Russian grade
A	100-91 points	“excellent”: 100–80 points
B	90-81	
C	80-71	“good”: 79– 60 points
D	70-61	
F: failed	less than 60 points: failed	“satisfactory”: 59–40 points
		“unsatisfactorily”: failed, less than 40 points

### Part 5: Course Policies

#### Attend Class

Students are expected to attend all class sessions as listed on the course calendar.

### **Build Rapport**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

### **Complete Assignments**

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

### **Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### **Academic Dishonesty Policy**

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Deputy Director for Academic Affairs. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

