

WSB University				
Field of study: Management				
Course: Next Generation Entrepreneurship				
Educational profile: general				
Education level: II -cycle studies				
Number of hours per semester	1		2	
	I	II	III	IV
Full-time studies (L/C/lab/pr/e)				16
Part-time studies (L/C/lab/pr/e)				
CLASS LANGUAGE	English			
LECTURER	Pawel Urgacz			
FORM	Workshop + project			
COURSE OBJECTIVES	NextGen Entrepreneurship course uses a Challenge-Based Learning approach to guide students in identifying and framing real-world challenges in urban and global contexts, then leveraging empathy mapping, critical analysis and iterative prototyping to generate user-centered innovations. Through a structured progression from ideation to strategic planning, learners will translate creative solutions into viable business models that integrate sustainability principles, circular-economy practices and measurable social impact. By applying digital tools and research methods, they will assess feasibility and refine their concepts against market, ethical and triple bottom line criteria. Finally, students will develop adaptive leadership and communication skills - crafting and delivering multi-format pitches, setting SMART goals and collaborating across cultures - so they can confidently launch, manage and scale ventures that balance profitability with social and environmental responsibility.			
Reference to learning outcomes – Field-related learning outcome EFMD	Description of learning outcomes			
Reference to learning outcomes	Description of learning outcomes		Teaching and learning methods	Verification of learning outcomes
Knowledge				
Business Management Concepts and Challenges LO2	The student knows and justifies concepts and tools important for entrepreneurship (Business Model Canvas, leadership styles, Sustainable Development Goals, Sustainable Entrepreneurship, Circular Business Model Canvas, Circular Economy Principles, Theory of Change) and understands tools and methods helpful in generating innovative business ideas (SMART Goals, The Six Hats, Empathy Map, SCAMPER).	Teaching methods: microlearning, case framing, Canvas workshop, group work		LMS embedded pre and post-tests, partial assignments, final presentation, knowledge questions during final presentation
		Learning methods: Challenge Based Method, Design Thinking, reflection		
Business Analysis and Research Methods LO5 LO6	Student critically analyses data using the tools and methods learned (SMART Goals, The Six Hats, Empathy Map, SCAMPER) to assess the suitability of business ideas generated for user needs, their innovation and compliance with the triple bottom line.	Teaching methods: microlearning, feedback sessions		LMS embedded pre and post-tests, partial assignments, final presentation, knowledge
		Learning methods: refining the problem, questioning and discussing, small group work		

			questions during final presentation
Skills & Attitudes			
Intercultural Communication and Interpersonal Skills LO7 LO8 LO9	Student communicates and collaborates effectively in teams, using feedback, moderation and presentation techniques, including preparing pitches.	Teaching methods: microlearning, feedback sessions	LMS embedded pre and post-tests, partial assignments, final presentation, knowledge questions during final presentation
		Learning methods: Challenge Based Method, Design Thinking, small group work, reflection	
Digital Skills and the Use of Information and Communication Technologies LO17	Student uses LMS tools in teamwork and self-study in form of microlearning.	Teaching methods: microlearning, group discussion, feedback	LMS analysis
		Learning methods: reflection on use of LMS	
Innovation and Change Management LO15	Student creates innovative solutions through iterative prototyping and testing of business ideas, and then plan and implement changes that minimize risk and maximize the chances of business success.	Teaching methods: microlearning, feedback sessions, empathizing, ideation, prototyping, testing	LMS embedded pre and post-tests, partial assignments, final presentation, knowledge questions during final presentation
		Learning methods: brain storming, reflection, group discussion	
Responsible Leadership and Decision-making LO12	Students diagnose their leadership style, adapt it to the needs of the team, and make business decisions in line with ethical principles and social responsibility, inspiring the team to act in a sustainable manner.	Teaching methods: microlearning, feedback sessions, self-assessment	Demonstration of awareness of ethical principles; engagement in group work
		Learning methods: brain storming, reflection, group discussion	
Ethics and Sustainability LO20	Student integrates SDGs and circular economy principles into a business model and monitors the social and environmental impact of a business venture.	Teaching methods: microlearning, feedback sessions,	LMS embedded pre and post-tests, partial assignments, final presentation, knowledge questions during final presentation
		Learning methods: reflection, group discussion, mapping	
Full- time Participation in lectures = Participation in classes = 16 Preparation to classes =		Part-time Participation in lectures = Participation in classes = Preparation to classes =	

Preparation to lectures = 23 Preparation to an examination = 27 Project tasks = e-learning = Credit/examination = 3 others (indicate which) = 6 TOTAL: 16 ECTS points: 3 Including practical classes:	Preparation to lectures = Preparation to an examination = Project tasks = e-learning = Credit/examination = others (indicate which) = TOTAL: ECTS points: Including practical classes:
PREREQUISITES	Design Thinking
COURSE CONTENT (Division into contact hours and e-learning)	Contact hours: 16 - Module 1: Creating the Idea Sub-Module 1.1: Innovation Sub-Module 1.2: Critical Thinking Sub-Module 1.3: Strategic Planning - Module 2: Designing a Sustainable and Impactful Business Model Sub-Module 2.1: Sustainable Entrepreneurship Sub-Module 2.2: Circular Economy - Module 3: Impactful Leadership Sub-Module 3.1: Leadership Sub-Module 3.2: Social Impact E-learning: n/a
LITERATURE (compulsory reading)	1. S.Simek (2011). Start with Why: How Great Leaders Inspire Everyone to Take Action
OPTIONAL LITERATURE	1. ALKaab, S. (2024). Improving students' creative writing ability through scamper technique. Theory and Practice in Language Studies, 14(5), 1576-1581. 2. Anderson, J. C., Narus, J. A., & van Rossum, W. (2006). Customer value propositions in business markets. Harvard Business Review, 84(3), 91. 3. McCarthy, D. J. (2009). SMART Goals: How the S.M.A.R.T. Framework Can Help You Achieve Your Goals, Journal of Business Strategy, 30(5), 25-32. 4. Braun, A-T; Schöllhammer, O.; Rosenkranz, B (2021). Adaptation of the business model canvas template to develop business models for the circular economy, Procedia CIRP, 99, 698-702. 5. Gifford, T. G. (2010). A modern technology in the leadership classroom: Using Blogs for critical thinking development. Journal of Leadership Education, 9(1), 165-172. 6. Cross, Nigel. (2011). Design Thinking: Understanding How Designers Think and Work. 7. Center for Theory of Change (2025). Setting standards for Theory of Change. Available online: https://www.theoryofchange.org/what-is-theory-of-change/ 8. United Nations (2025). Sustainable Development Goals. Available online: https://sdgs.un.org/goals 9. The de Bono Group (2025). Six Thinking Hats. Available online: https://www.debonogroup.com/services/core-programs/six-thinking-hats/
SCHOLARLY PUBLICATIONS BY PERSONS WHO CONDUCT CLASSES, WHICH ARE RELATED TO THE MODULE SUBJECT	1. GAMIFICATION MEETS ENTREPRENEURSHIP – PILOTING A GAMIFIED EUROPEAN STUDY PROGRAM TO FOSTER THE NEXT GENERATION OF ENTREPRENEURS, DOI: 10.21125/iceri.2024.1498, Conference: 17th annual International Conference of Education, Research and Innovation 2. Ideation, business modeling and leadership by gamification – using digital playful learning in next generation entrepreneurship, DOI: 10.21125/inted.2024.0742, Conference: 18th International Technology, Education and Development Conference 3. Game4Change -Using Playful Learning in Next Generation Entrepreneurship, DOI: 10.25368/2024.288, Conference: Inklusiv digital: Gemeinschaft offen gestalten Selbstbestimmte Teilhabe an der digitalen Transformation: 26. Workshop GeNeMe'23 Gemeinschaften in Neuen MedienAt: DresdenVolume: 26. Workshop GeNeMe'23 Gemeinschaften in Neuen Medien 4. Evaluating LMS for Entrepreneurship Challenge-Based Learning Courses, in press.

TEACHING AIDS	Presentation screen, internet access, Moodle
PROJECT (if implemented in the framework of a classes module)	Project goal: Pitch presentation to an audience, showcasing the complete business model and its social, environmental, and market impact. Topic of the project: From Big Idea to Business Idea Project form: - Each group presents their final pitch, demonstrating their understanding of their business model's impact and value. They are encouraged to engage their audience and convey enthusiasm for their idea. - Q&A Session: After each pitch, the audience (classmates, invited teachers) has the opportunity to ask questions. This segment allows groups to demonstrate their understanding of the business model and address potential concerns confidently.
FORM AND CONDITIONS OF ASSESSMENT CRITERIA FOR ASSESSING ACHIEVED LEARNING OUTCOMES.	Form and Conditions of assessment: - Participation (obligatory attendance min.50%) - Partial group assignments, total 24 partial works including reflection, each min. 55 points. (scale 0-100) - Final pitch presentation, min. 30 points (scale 0-60) To successfully pass the course all 3 conditions must be met. Evaluation criteria: - Total average from all partial assignments: 90-100 points = 5,0 80-89 points = 4,5 70-79 points = 4,0 60-69 points = 3,5 50-59 = 3,0 <50 points = 2,0 - Final pitch presentation: 56-60 points = 5,0 50-55 points = 4,5 43-49 points = 4,0 36-42 points = 3,5 30-35 points = 3,0 <30 points – 2,0 - Final grade = (Grade from partial assignments + Final pitch presentation grade) / 2 Grading scale: 5.0 Very Good 4.5 Above Good 4.0 Good 3.5 Fairly Good 3.0 Satisfactory 2.0 Fail

* L-lecture, C- classes lab- laboratory, pro- project, e- e-learning