

NAME OF THE COURSE		ENTREPRENEURIAL PLANNING				
Code	EUB218	Level of study	undergraduate			
Course teacher	Full professor Vlatka Škokić Full professor Marina Lovrinčević Associate professor Ljiljana Najev Čačija	Credits (ECTS)	5			
Associate teachers	Assistant professor Ana Juras	Type of instruction (number of hours)	L	S	E	F
Status of the course	-	Percentage of application of e-learning	26		26	
COURSE DESCRIPTION						
Course objectives	Acquiring basic definitions, principles, concepts and models of entrepreneurial planning.					
Course enrolment requirements and entry competences required for the course	<p><b>Course signature requirements:</b> as determined by the Statute of the Faculty of Economics and Rules and Regulations for Studies and Study Programmes.</p> <p><b>Entry competencies:</b> English language proficiency level B2-C1 (CEFR) and computer skills (Microsoft Office Package).</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>GENERAL OUTCOME: Develop the ability to design and evaluate a viable new venture concept using structured entrepreneurial and business model tools.</p> <p>INDIVIDUAL OUTCOMES: After successful completion of the module, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the fundamental concepts of entrepreneurship and business model design.</li> <li>2. Identify and evaluate entrepreneurial opportunities using structured analytical tools.</li> <li>3. Develop and iteratively refine a Business Model Canvas for a new venture idea.</li> <li>4. Conduct basic customer discovery research and incorporate findings into venture development decisions.</li> <li>5. Present and defend a venture concept clearly, demonstrating understanding of revenue logic, competitive positioning, and feasibility.</li> </ol>					
Course content broken down in detail by weekly class schedule (syllabus)	Week	Lectures		Tutorials		
		Topic	Hours	Topic	Hours	
	1	Module Introduction. Entrepreneurial planning and business plans.	2	Team formation.	2	
	2	Choosing entrepreneurship. Entrepreneurship as Strategic Choice.	2	Case study. Quiz.	2	
	3	Opportunity recognition. Quiz,	2	Case study. Team work (Finding your idea exercise. Problem-solution fit).	2	
4	Customer segmentation and Value proposition Quiz.	2	Case study. Team work (Customer analysis).	2		

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	5	Customer Discovery. Quiz.	2	Case study. Team work (customer discovery)	2	
	6	Feedback week.	2	Feedback week.	2	
	7	Assignment 1 Presentations	2	Assignment 1 Presentations	2	
	8	Competitor analysis.	2	Case study. Team work (analysis of 3 main competitors)	2	
	9	Revenue Models. Quiz.	2	Case study. Team work (revenue model).	2	
	10	Cost structure and resources. Quiz.	2	Case study. Team work (cost structure).	2	
	11	Management and organization in entrepreneurial planning. Quiz.	2	Team work (Organization, management, employees).	2	
	12	Risk and feasibility. Quiz.	2	BMC refinement.	2	
	13	Feedback week.	2	Feedback week.	2	
	14	Assignment 2 presentations. Module recap.		Assignment 2 presenttaions.	2	
	15	Assignment 3 submission	2	Assignment 3 submission	2	
Format of instruction	<b>X lectures</b> <b>X seminars and workshops</b> <b>X exercises</b> <input type="checkbox"/> on line in entirety <b>X partial e-learning</b> <input type="checkbox"/> field work		<b>X independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Attending classes 50% - exam precondition. 2 assignments to submit.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class Attendance and participation	2	Research		Practical training	
	Experimental work		Group Report	1,5		
	Essay		Venture pitch	0.5	Individual reflective repoprt (Other)	0.5
	Tests		Oral exam		Weekly Quizzes (Other)	0.5
	Exam	1*	Project		(Other)	

<p>Grading and evaluating student work in class and at the final exam</p>	<p>50% class attendance is necessary. Each week the module discusses a specific element of a business plan (Lecturers) and during tutorials, students apply investigated elements on their business idea and solve specific tasks.</p> <p>3 assignments submission  Assignments:  1. Team Business Model Project – 45%</p> <p>Students work in teams throughout the semester to develop a new venture concept. The final submission includes a completed Business Model Canvas and a short written explanation (5–7 pages) outlining the opportunity, customer logic, revenue model, key resources, competitive positioning, and feasibility of the proposed venture. Assessment focuses on clarity, coherence of the business model, evidence of customer validation, and overall viability of the concept.</p> <p>2. Venture Pitch – 25%</p> <p>Each team delivers a final pitch presentation (10 minutes) presenting their venture concept. Students are assessed on the clarity of opportunity framing, strength of the value proposition, and ability to respond to questions.</p> <p>3. Individual Reflective Report – 20%</p> <p>4. Quizzes &amp; Participation – 10%</p>		
	<p>Students who are not participating in the class or who do not achieve a pass mark through the assignments, will undertake an exam (oral or written) (1*).</p>		
<p>Required literature (available in the library and via other media)</p>	<p><b>Title</b></p>	<p><b>Number of copies in the library</b></p>	<p><b>Availability via other media</b></p>
	<p>1. Barringer, B. (2012). <i>Entrepreneurship: Successfully Launching New Ventures</i>, (2012).</p>	<p>1</p>	
	<p>Barrow, C., Barrow, P., &amp; Brown, R. (2018). <i>The Business Plan Workbook: A Step-By-Step Guide to Creating and Developing a Successful Business</i>. Kogan Page Publishers.</p>	<p>1</p>	

Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Evans, V. (2015). Writing a Business Plan: How to win backing to start up or grow your business. FT press. Available: <a href="https://ug1lib.org/book/2649143/039f44">https://ug1lib.org/book/2649143/039f44</a></li> <li>2. Barrow, C., Barrow, P., Brown, R. (2018). The Business Plan Workbook: A Step-By-Step Guide to Creating and Developing a Successful Business. Kogan Page. Available: <a href="https://ug1lib.org/book/5214800/052768">https://ug1lib.org/book/5214800/052768</a></li> <li>3. Ries, E. (2011). The Lean Startup. Crown Publishing Group. Available: <a href="https://ug1lib.org/book/18695256/a3dc9e">https://ug1lib.org/book/18695256/a3dc9e</a></li> <li>4.</li> </ol>
Quality assurance methods that ensure the acquisition of exit competences	<p>Registering students' attendance and success in carrying out of their duties (lecturer). Monitoring lectures and practice sessions (Vice Dean for Education and student affairs). Students' Performance analysis in each course (Vice Dean for Education and student affairs). Student questionnaire on the quality of lecturers and lessons for each course (University of Split, Quality Assurance Centre) Examination is used as an instrument to evaluate individual course outcomes by the course lecturer. The content of exam is reassessed periodically in order to assure compliance with the course outcomes.</p>
Other (as the proposer wishes to add)	The course is taught in Croatian and English.