



## COURSE SYLLABUS **Entrepreneurial Project 2, 15 credits**

### *Entrepreneurial Project 2, 15 högskolepoäng*

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<b>Course Code:</b> JP2S24	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Council for Undergraduate and Masters Education Apr 25, 2022	<b>Disciplinary domain:</b> Social sciences
<b>Valid From:</b> Aug 19, 2024	<b>Subject group:</b> FE1
<b>Version:</b> 1	<b>Specialised in:</b> A1F
	<b>Main field of study:</b> Business Administration

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### **Intended Learning Outcomes (ILO)**

On completion of the course the student will be able to:

Knowledge and understanding

1. demonstrate knowledge of and ability to critically assess processes and activities ongoing in entrepreneurial ventures and organizations
2. outline and put into practice relevant aspects of the concept of the 'reflective practitioner'

Skills and abilities

3. identify and address critical challenges in entrepreneurial ventures and organizations
4. provide suggestions for overcoming such challenges
5. apply academic literature to gain a deeper understanding of practical situations
6. have practiced and reflected upon social skills and their impact in different contexts, from the reflective interaction with the examining teacher, to classroom situations, to the entrepreneurial venture/organization

Judgement and approach

7. reflect critically and independently on different aspects, as well as challenges and opportunities connected to the entrepreneurial process
8. critically assess the own behaviour and its consequences as well as that of others in different types of situations (e.g., stress, decision-making) during practical work

### **Contents**

The aim of this course is to give students with an interest in entrepreneurship the opportunity to develop their skills as reflective practitioners by combining work in entrepreneurial practice with academic reflections under the supervision of an experienced entrepreneurship teacher.

Students enrolled in this course work with implementing or further developing their own venture or, alternatively, with predefined, programme-relevant practical tasks in an entrepreneurial organization. Throughout the course they engage in and report on reflective tasks related to their work, in continuous dialogue with their supervising teacher.

Reflection-in-action practices the "thinking what they are doing while they are doing it" (D.A

Schön, 1987: xi), which is important especially for dealing with situations of uncertainty, uniqueness, and conflict. Such situations often occur during an entrepreneurial process. The course provides a deeper understanding of entrepreneurial practice through the continuous reflection on the processes occurring at the venture/organization during the internship and the own role in them.

### Connection to research and practice

This course is fundamentally practical. Student-entrepreneurs will remain on their entrepreneurial journey that they started in Entrepreneurial Project 1 by continuing to engage in real-life new venture creation activities outside of the classroom setting. Support will be provided throughout this process with guidance from qualified teaching staff and experts from Jönköping Science Park. Student-entrepreneurs will also be expected to interact and collaborate with key external stakeholders relevant to their new ventures.

Furthermore, the practice of new venture development will also be theoretically guided following reflexive, evidence-based, and iterative best practices outlined in the academic literature.

### Type of instruction

The course is based on practical work combined with reflective tasks conducted by the student in an entrepreneurial venture/organization. Instruction takes place through interaction of the student with other classmates and the examining teacher who guides the student in the individual learning process. Naturally, this process differs depending on the internship and the nature of the reflective tasks will be adjusted accordingly to cover aspects relevant to the specific internship.

The duration of the internship, which (including the work on the reflective tasks) is 10 weeks of full-time work. The course demands at least six such interactions with the supervisor. One interaction consists of a reflective task posed to the student by the supervising teacher, which is completed by the student during the internship and accepted as 'passed' by the teacher. Other interactions include workshops with the rest of the class.

### Prerequisites

Bachelor's degree in Business Administration (or the equivalent), (i.e. the equivalent of 180 ECTS credits at an accredited university) and completed the 5 credit course 'Entrepreneurial Project 1'.

### Examination and grades

The course is graded Fail (U) or Pass (G).

The ILOs are assessed using the following examination:

- Active participation in workshops and interactions with the examining teacher (ILOs: 1-8), representing 7.5 credits
- Individual written logbook (ILOs: 1-8), representing 7.5 credits

Registration of examination:

Name of the Test	Value	Grading

Active participation in workshops and interactions with the examining teacher <sup>1</sup>	7.5 credits	U/G
Individual written logbook <sup>1</sup>	7.5 credits	U/G

<sup>1</sup> All parts of compulsory examination in the course must be passed with a passing grade (G) before a final grade can be set. Grade is set in accordance with JIBS grading policy.

## Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, the programme evaluators in the course must be contacted. In the middle of the course, the examiner should meet the programme evaluators to identify strengths/weaknesses in the first half of the course.

At the end of the course, the examiner should remind students to fill in the survey. The examiner should also call a meeting with the programme evaluators to debrief the course, based on course evaluation data and comments. The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluations.

At the end of each study period, JIBS' Director of Quality and Accreditation crafts a "Course Evaluation Quarter Report", presenting the quantitative results from course evaluation surveys. The Associate Dean of Education, The Associate Deans of Faculty, Programme Directors, and JSA President and Quality receive the report.

## Other information

### Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables, and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat, and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

### Registering an internship placement

The student's choice of internship venue (venture/entrepreneurial organization) must be accepted by the course examiner before the internship starts. Through contact with the organization, the course examiner will check whether the pre-conditions for a reflective internship are given.

## Course literature

There are no assigned texts for this course. As this course is an application of theories and concepts taught previously in the programme, students are expected instead to reacquaint themselves with programme literature from previous courses where relevant to their project.