KSPEU

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
**«KAZAN STATE POWER ENGINEERING UNIVERSITY»**
**(FSBEI HE «KSPEU»)**

APPROVED
Director of the Institute of Digital Technologies and Economics
_____Zainullin R.R.
«24»_____February_____2026

**WORK PROGRAM FOR THE DISCIPLINE**

# B1.V.05 Social and technological entrepreneurship

Field of training — 38.03.02 Management

Qualification — Bachelor's Degree

Kazan, 2026

Program developed by:

| Department name | Position, academic degree, academic title | Full name Developer |
|---|---|---|
| Management | Associate Professor, PhD in Social Sciences | Shakirova D.M. |

| Approval | Name of department | Date | Minute s No. | Signature |
|---|---|---|---|---|
| Approved | Management | 10.02.2026 | Protocol №5 | Head of Department, Doctor of Social Sciences, Professor Makhiyanova A.V. |
| Agreed | Management | 10.02.2026 | Protocol №5 | Head of the Department., Doctor of Social Sciences, prof.Makhiyanova A.V. |
| Agreed | Educational and Methodological Council of IDTE | 24.02.2026 | Protocol №6 | Director, Ph.D., Associate Professor, Zainullin R.R.. |
| Approved | Scientific Council of IDTE | 24.02.2026 | Protocol №6 | Director, Ph.D., Associate Professor, Zainullin R.R. |

## 1. Aims, objectives and expected learning outcomes for the course

The aim of the course 'Social and Technological Entrepreneurship' is to equip students with a body of theoretical knowledge and practical skills in the field of social and technological entrepreneurship and the management of innovative projects.

The objectives of the course are: to study the basic principles of designing, organising, managing and developing business models; to assess the economic and social conditions for entrepreneurial activity; to study the fundamentals of business development and the practical application of project management methods; and to evaluate the effectiveness of business models.

Competencies and indicators developed in students:

| Competence code and name | Indicator code and name |
|---|---|
| PC-1<br>Able to analyze the effectiveness of the existing management structure of the organization in order to develop proposals for its improvement, in accordance with the strategy implemented by the organization, based on advanced information technologies. | PC-1.2<br>Demonstrates the ability to develop proposals for improving the management of the organization and effectively identifying reserves, using available resources to ensure the innovative activities of the organization. |
| PC-3<br>Able to use advanced domestic and foreign experience in the field of organizational management to prepare balanced management decisions, taking into account the influence of the modern socio-economic environment. | PC-3.2<br>Participates in the development of balanced management decisions, taking into account the influence of the external and internal socio-economic environment. |

## 2. Place of the discipline within the programme structure

Prerequisite subjects (modules), placements, research projects: Management, Fundamentals of Project Management, Law and Business Law.

Subsequent courses (modules), placements, research projects: Strategic Management, Managerial Economics, Management of Digital Ecosystems.

## 3. Structure and content of the course

### 3.1. Structure of the course

For full-time study

| Type of academic work | Total credit hours | Total hours | Semester | |
|---|---|---|---|---|
| | | | 5 | 6 |
| TOTAL WORKLOAD OF THE COURSE | 10 | 360 | 6 | 4 |
| CONTACT HOURS* | 4.5 | 162 | 86 | 76 |
| LECTURE WORK | 3 | 112 | 68 | 44 |
| Lectures | 1.3 | 48 | 34 | 14 |
| Practical (seminar) sessions | 1.8 | 64 | 34 | 30 |
| Laboratory work | - | - | - | |
| STUDENT INDEPENDENT WORK | 5 | 176 | 88 | 88 |
| Study of course material | 0.4 | 14 | 9 | 5 |
| Course project | - | - | - | |
| Coursework | 1 | 36 | - | 36 |
| Preparation for the mid-term assessment | 2 | 72 | 36 | 36 |
| Mid-term assessment: | | | E | E |
| | | | | CR |

For full-time and part-time study

| Type of coursework | Total ZE | Total hours | Semester | |
|---|---|---|---|---|
| | | | 9 | In |
| TOTAL WORKLOAD OF THE SUBJECT | 10 | 360 | 5 | 5 |
| CONTACT HOURS* | 4.9 | 175 | 80 | 95 |
| LECTURE WORK | 3.4 | 120 | 60 | 60 |
| Lectures | 1.7 | 60 | 30 | 30 |
| Practical (seminar) sessions | 1.7 | 60 | 30 | 30 |
| Laboratory work | | - | - | - |
| STUDENT INDEPENDENT WORK | 6.2 | 222 | 111 | 111 |
| Review of teaching material | 0.5 | 19 | 11 | 8 |
| Course project | - | - | - | |
| Coursework | 1 | 36 | - | 36 |
| Preparation for the mid-term assessment | 0.5 | 18 | 9 | 9 |
| Mid-term assessment: | | | E | E |
| | | | | CR |

## 3.2. Course content, structured by sections and types of classes

| Course sections | Total hours | Distribution of workload by type of academic work | Forms and types | Indicator indices |
|---|---|---|---|---|

| | | Lectures | Lab work | Practical classes | Independent work | Assessment | competencies developed |
|---|---|---|---|---|---|---|---|
| Section 1. Introduction in social entrepreneurship vo. | 78 | 17 | | 17 | 44 | TC1 | PC-1.2Z; PC-1.2U; PC-1.2V |
| Section 2. Social entrepreneurship in | 78 | 17 | | 17 | 44 | TC2 | PC-1.2Z; PC-1.2U; PC-1.2V |
| Exam | 36 | | | | 36 | | PC-1.2 Z; PC- 1.2U; PC-1.2B |
| **Total for Semester 5** | **192** | **34** | | **34** | **124** | | |
| Section 3. Introduction i ntothe technological Entrepreneurship in | 48 | 7 | | 15 | 26 | TC3 | PC-3.2Z; PC-3.2U; PC-3.2V |
| Section 4. Technological entrepreneurship in | 48 | 7 | | 15 | 26 | TC4 | PC-3.2Z; PC-3.2U; PC-3.2V |
| Coursework | 36 | | | | 36 | **OMkr** | PC-1.2Z; PC- 1.2U; PC-1.2B<br><br>PC-3.2Z; PC-3.2U; PC-3.2V |
| Exam | 36 | | | | 36 | **OM E** | PC-3.2Z; PC-3.2U; PC-3.2B |
| **Total for Semester 6** | **168** | **14** | | **30** | **124** | | |
| **TOTAL** | **360** | **48** | | **64** | **248** | | |

## 3.3. Course content

*Section 1. Introduction to social entrepreneurship.*

Topic 1.1. Introduction to innovative development. Topic 1.2. Government innovation policy.

*Section 2. Social Entrepreneurship.*

Topic 2.1. The innovation ecosystem.

Topic 2.2. From business idea to business plan. Assessing the ‘market of ideas’.

*Section 3. Introduction to technological entrepreneurship.*

up. Topic 3.1. Models for commercialising innovation. Setting up and developing a

R&D. start- Topic 3.2. Technology transfer and licensing. Commercial

*Section 4. Technology entrepreneurship.*

Topic 4.1. Customer development. Bringing a product to market.

Topic 4.2. Tools for raising finance.

### 3.4. Thematic plan for practical sessions

*Section 1. Introduction to social entrepreneurship.*
Topic 1.1. The innovation ecosystem.
Topic 1.2. The human factor. Team building and development.
*Section 2. Social Entrepreneurship.*
Topic 2.1 Intangible assets and protection intellectual property.
Topic 2.2. Project presentation.
*Section 3. Introduction to technology entrepreneurship.*
Topic 3.1. Innovative business development. Topic 3.2.
Product development.
*Section 4 Technological entrepreneurship.*
Topic 4.1. Project of the project. Assessment effectiveness and cost of an innovation project. Project presentation.
Topic 4.2. Project presentation.

### 3.5. Thematic plan for laboratory work

This type of work is not included in the curriculum.

### 3.6. Course project / coursework

An indicative list of topics for term papers.

1. The role and significance of innovation in the development of countries, regions, sectors and enterprises.
2. Russia's national interests in the context of globalisation.
3. The state's innovation and technology policy: goals, objectives, and instruments.
4. Information systems and technologies: areas of application.
5. Innovation strategy as the basis for enterprise development.
6. Challenges in implementing innovation projects in Russia.
7. Technological entrepreneurship: the essence of the concept and characteristics of the field.
8. International competitiveness: the concept, challenges in identifying competitive advantages.
9. The importance of entrepreneurship in the socio-economic development of the country.
10. State regulation of entrepreneurial activity.
11. Corporate culture of business organisations. 12. Business ethics and etiquette.
13. Trade secrets and their protection.
14. The nature of business risk. Managing business risks
15. Stages and procedure for setting up a new business (start-up).

16. State support for entrepreneurial activity.
17. Marketing functions and decisions in business.
18. Marketing management within the business system.
19. Business planning in entrepreneurial activity.
20. Evaluation of the effectiveness of entrepreneurial activity.

## 4. Assessment of learning outcomes

Assessment of learning outcomes for the course is carried out through continuous assessment and mid-term examinations, conducted using a marks-based grading system (MBGS). Assessment materials for continuous assessment and mid-term examinations are provided in the Appendix to the course syllabus. A complete set of tasks and materials required for assessing learning outcomes for the course is held at the department responsible for its development.

## 5. Teaching, methodological and information support for the course

### 5.1. Teaching and methodological support

#### 5.1.1. Core reading

1. Taranukha, Yu. V., Entrepreneurship: Theory and Russian Reality: A Study Guide / Yu. V. Taranukha. — Moscow: Rusains, 2023. — 272 pp. — ISBN 978-5-466-01019-0. — URL: https://book.ru/book/945716. — Text: electronic.

2. Mumladze, R. G., Innovation Management: Theory and Practice: A Study Guide / R. G. Mumladze, I. V. Vasilyeva. — Moscow: Rusains, 2023. — 119 pp. — ISBN 978-5-466-01314-6. — URL: https://book.ru/book/945927. — Text: electronic.

3. Lyandau, Yu. V., Innovative and Social Entrepreneurship: Collection: Collection of Articles / Yu. V. Lyandau. — Moscow: Rusains, 2022. — 173 p. — ISBN 978-5-4365-9405-7. — URL: https://book.ru/book/944037. — Text: electronic.

#### 5.1.2. Further reading

1. Zhdanin, N. A., Innovation Management: Textbook / N. A. Zhdanin. — Moscow: KnoRus, 2021. — 314 p. — ISBN 978-5-406-08503-5. — URL: https://book.ru/book/940137. — Text: electronic.

2. Social Entrepreneurship. Accounting and Analytical Aspects and Practical Experience from Different Countries: Monograph / T. M. Dragan, N. V. Potapova, V. Kazlauskienė [et al.]; edited by N. A. Kamordzhanova. — Moscow: Rusains, 2019. — 250 pp. — ISBN 978-5-4365-4018-4. — URL: https://book.ru/book/934509. — Text: electronic.

Grading scale for the course:

| Code Competency | Competence indicator code Competency | Planned learning outcomes for the subject | Level of development of the competence indicator | | | |
|---|---|---|---|---|---|---|
| | | | High | Medium | Below average | Low |
| | | | 85 to 100 | 70 to 84 | 55 to 69 | from 0 to 54 |
| | | | Grading scale | | | |
| | | | Excellent | good | satisfactory | unsatisfactory |
| | | | Pass | | | fail |
| PC-1<br>Able to analyze the effectiveness of the existing management structure of the organization in order to develop proposals for its improvement, in accordance with the strategy implemented by the organization, based on advanced information technologies | PC-1.2<br>Demonstrates the ability to develop proposals for improving the management of the organization and effectively identifying reserves, using available resources to ensure the innovative activities of the organization | Know: | | | | |
| | | Key resources for ensuring innovative activities organisation | Level of knowledge in to the extent required by the training programme, without errors | Level of knowledge the scope corresponding the programme, has a few minor errors | The minimum acceptable level knowledge; there are a few minor errors | Level of knowledge below minimum requirements, there are serious errors |
| | | Be able to: | | | | |
| | | Form sentences, to improving management of the organisation | Demonstrated all key skills have been demonstrated, and all key tasks with with a few minor shortcomings, all tasks have been completed all tasks in full | The all key skills have been demonstrated, and all the main tasks with minor errors, all tasks i n full, but some with shortcomings | Basic skills have been demonstrated key skills, typical problems with minor errors, all tasks completed, but not in full | When solving standard problems, demonstrated basic skills; there are gross errors |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | be proficient in: | | | | |
| | | Tools to effectively identify potential and utilise available resources to ensure innovative activities the organisation | Demonstrated skills in solving non-standard problems with out errors o r shortcomings | Basic skills whe n solving standard problems with some shortcomings | Possesses a minimal set of skills for solving standard problems with some shortcomings | When solving standard tasks, demonstrated basic skills have there are serious errors |
| PC-3<br>Able to use advanced domestic and foreign experience in the field of organizational management to prepare balanced management decisions, taking into account the influence of the modern socio-economic environment. | PC-3.2<br>Participates in the development of balanced management decisions, taking into account the influence of the external and internal socio-economic environment. | know: | | | | |
| | | The impact of the external a nd internal socio-economic environment on the organisation . | Level of knowledge in to the extent required by the training programme, without errors | Level of knowledge the scope corresponding the programme, has a few minor errors | The minimum acceptable level knowledge; there are a few minor errors | Level of knowledge below minimum requirements, there are serious errors |
| | | Be able to: | | | | |
| | | Develop balanced management decisions | Demonstrated all key skills demonstrated, all key tasks completed with separate | Demonstrated all key skills have been demonstrated, all main tasks have been solved with | Demonstrated key skills, typical tasks wi th | When solving standard problems, demonstrated basic skills; there are serious errors |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | neat | | |
| | | | with minor flaws, completed all tasks in full | errors, all tasks have been completed in full, but some with minor shortcomings | minor errors, all tasks, but not in full | |
| | | be proficient in: | | | | |
| | | Tools for analysing balanced management decisions | Demonstrated skills in solving non-standard problems without errors or shortcomings | Basic skills in solving standard problems with some shortcomings | Possesses a minimal set of skills for solving standard problems with some shortcomings | When solving standard tasks, demonstrated basic skills have there are serious errors |

## 5.2. Information resources

### 5.2.1. Electronic and internet resources

| No. | Name of electronic and internet resources | Link |
|---|---|---|
| 1 | University website | http://www.kgeu.ru |
| 1 | "Open Education" portal | http://npoed.ru |
| 3 | Unified portal for state and municipal services in Russia | http:www.gosuslugi.ru |
| 4. | Electronic library system ‘Book’ | http:book.ru |

### 5.2.2. Professional databasesdatabases / Information and reference systems

| No. | Name of professional databases | Address | Access mode |
|---|---|---|---|
| 1 | Federal educational portal ‘Economics, Sociology, Management’ | http://ecsocman.hse.ru/ | http://ecsocman.hse.ru/ |
| 2 | Ministry of Economic Development of the Russian Federation | https://economy.gov.ru/ | https://economy.gov.ru/ |
| 3 | SME Business Navigator | https://smbn.ru/ | https://smbn.ru/ |

### 5.2.3. Licensed and freely distributed software for the course

| | | | |
|---|---|---|---|
| 1 | 1C: Enterprise 8 | Softwareis designed for the automation accounting and management accounting, economic and organisational | Sole trader Valishina No. VZS-0000641-L 22 May 2013 Non-exclusive right. Indefinite |
| 2 | Windows Server Standard 2012 R2 Russian OLP NL Academic Edition 2-core | A server operating system from Microsoft. | ZAO "SoftLineTrade" No. 2014.0310 from 15.11.2014 Non-exclusive right. Indefinite |
| 3 | Office Professional Plus 2007 Windows 32 Russian DiskKit MVL CD | A suite software package containing the necessary office applications | CJSC "SoftLineTrade" No. 225/10 28 January 2010 Non-exclusive right. Indefinite |
| 4 | Windows 7 Professional (FSTEC-certified) | Custom operating system | " CJSC" "TaxNet- Service" No. PO-LITS 0000/2014 dated |

| | | | | |
|---|---|---|---|---|
| | | | 27 May 2014 | Non-exclusive right. Indefinite |
| 5 | Chrome browser | Internet search information in network system | Free<br><br>Perpetual | licence Non-exclusive right. |
| 6 | OpenOffice | Office suite | Free<br><br>Perpetual | Non-exclusive licence. |
| 7 | Adobe Acrobat | A suite of programmes for creating and viewing PDF files | Free<br><br>Perpetual | Non-exclusive licence. |
| 8 | LMS Moodle | Software for effective online interaction between teachers and students | Free<br><br>Perpetual | Non-exclusive licence. |
| 9 | ‘Alt-Invest Sum’ | Software for the preparation, analysis and optimisation investment projects in various sectors, sizes a nd | Ltd "Alt-Invest" No. 1-17-125<br>02.10.2017 Non-exclusive right. Indefinite | |

## 6. Logistical support for the course

| Name of the type of academic work | Name of teaching room, specialised laboratory | List of required equipment and teaching aids |
|---|---|---|
| Lectures | Lecture theatre for delivering lectures | Specialised classroom furniture and technical teaching aids for presenting educational information to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, visual teaching aids |
| Practical sessions | Classroom for seminars and group and one-to-one consultations, ongoing assessment and interim assessments | Specialised educational furniture, technical teaching aids (multimedia projector, computer (laptop), screen) etc. Classroom blackboard, portable equipment – multimedia projector (2 units), screen, laptop (3 units) |
| Coursework | Classroom for conducting coursework and individual consultations, ongoing assessment and interim assessments | Classroom whiteboard, portable equipment – multimedia projector (2 units), screen, laptop (3 units) |
| Self-study work | Computer lab with Internet access B-600a | Specialised educational furniture for 30 seats, 30 computers, technical equipment for (multimedia projector, computer (laptop), screen), video cameras, software |
| | Library reading room | Specialist furniture, computer equipment with internet access and access to the EIOS, screen, multimedia projector, software |
| | Classroom lecture theatre for of of project (coursework) (to be specified if and such a lecture theatre) D 708 | Specialist furniture, computer equipment with internet access and access to the EIOS, software Classroom whiteboard, portable equipment – multimedia projector (2 units), screen, laptop (3 units) |

## 7. Features of organising educational activities for people with disabilities and those with special educational needs

People with disabilities and those with special educational needs have the opportunity to move freely from one teaching and laboratory block to another, to access all floors of the teaching and laboratory blocks, and to study in classrooms and other premises, taking into account the specificities of their psychophysical development and state of health.

For the education of people with disabilities and those with musculoskeletal

impairments, unobstructed access to all teaching premises is provided. Information on the special arrangements made for students with special educational needs and disabled students is available on the university's website at www.kgeu.ru. Technical assistance from an assistant is available, as well as the services of sign language interpreters and deaf-blind interpreters.

To facilitate the understanding of reference and teaching materials by students with special educational needs and those with hearing impairments, the following measures are in place:

- to aid orientation in the lecture theatre, signals are used to indicate the start and end of the lesson (the word 'bell' is written on the board);
- the teacher attracts the attention of a student with hearing loss by gesture (placing a hand on the shoulder or giving a gentle tap);
- when speaking to a student, the teacher looks at them, speaks clearly in short sentences, and ensures that lip-reading is possible.

Compensation for difficulties in the speech and intellectual development of hearing-impaired pupils is achieved by:

- the use of diagrams, charts, drawings and computer presentations with hyperlinks that provide commentary on specific elements of the image;
- regularly using exercises to graphically highlight the essential features of objects and phenomena;
- providing students with the opportunity to receive targeted advice via email as required.

To adapt the reference, teaching and educational materials provided for by the educational programme in the chosen field of study to the needs of people with special educational needs and those with visual impairments, the following measures are in place:

- the official website is being adapted to take into account the specific needs of visually impaired people, and reference information on the timetable of classes is provided in large print;
- the teaching staff member and their interlocutor (if necessary), who are present during the lesson, introduce themselves to the students, and the person to whom the teaching staff member is addressing is named each time;
- the teacher's actions, gestures and movements are described briefly and clearly;
- printed information is provided in large print (18 point or larger) and is fully read aloud;
- the necessary level of lighting in the rooms is ensured;
- Students are permitted to use computers during lessons and may record explanations on a voice recorder (if they wish).

The format of ongoing and interim assessments for students with special educational needs and disabilities is determined by the teaching staff in accordance with the curriculum. Where necessary, students with special educational needs and disabled students, taking into account their individual psychological and physical characteristics, are given the opportunity to undertake interim assessments orally, in writing on paper, in writing on a computer, in the form of a test, etc., or are granted additional time to prepare their answers.

## 8. Methodological guidelines for teachers on organising educational work with students.

Methodological support for the process of student development is one of the key factors in ensuring high-quality education. By demonstrating a high level of professionalism, erudition, a clear civic stance, self-discipline and a creative approach to solving professional tasks, university lecturers contribute to the formation of well-rounded individuals during the educational process.

When teaching the subject, the lecturer may use the following methods of educational work:

- methods for shaping personal awareness (conversation, debate, suggestion, instruction, supervision, explanation, example, self-control, storytelling, advice, persuasion, etc.);
- methods for organising activities and shaping behavioural experience (assignments, public opinion, pedagogical requirements, instructions, training, creating educational situations, training sessions, exercises, etc.);
- methods of motivating activity and behaviour (approval, encouragement of social activity, reprimand, creating situations of success, creating situations for emotional and moral experiences, competition, etc.)

When teaching the subject, the teacher must take into account the following areas of educational activity:

*Civic and patriotic education:*

- fostering in students a holistic worldview, Russian identity, respect for their family, society and the state, as well as for the spiritual, moral and socio-cultural values accepted within the family and society, and respect for the national, cultural and historical heritage, whilst fostering a desire to preserve and develop it;
- fostering in students an active civic stance based on the traditional cultural, spiritual and moral values of Russian society, to enhance their ability to responsibly exercise their constitutional rights and fulfil their duties;
- developing students' legal and political culture, and expanding their constructive participation in decision-making that affects their rights and interests, including through various forms of self-organisation, self-governance and socially significant activities;
- the formation of personal motivations, moral and value-based attitudes that enable individuals to resist extremism, xenophobia, discrimination on social, religious, racial or national grounds, inter-ethnic and inter-confessional intolerance, and other negative social phenomena.

*Spiritual and moral education:*

- fostering a sense of dignity, honour and honesty, conscientiousness, and respect for parents, teachers and older generations;
- fostering the principles of collectivism and solidarity, a spirit of mercy and compassion, and the habit of caring for people in difficult life situations;
- fostering solidarity and a sense of social responsibility towards people with disabilities, and overcoming psychological barriers towards people with disabilities;

- the development of an emotionally rich and spiritually elevated attitude towards the world, and the ability and skills to convey one's aesthetic experience to others.

*Cultural and educational development:*

- the development of an aesthetic view of the world;

- fostering respect for the cultural values of one's hometown, region and country;
- enhancing students' cognitive activity.

*Scientific and educational development:*

- developing a scientific worldview in students;
- developing the ability to acquire knowledge;
- developing skills in analysing and synthesising information, including in the professional field.

**Changes and approvals for the new academic**

| No. | Section number of amendments | Date of amendment | Details of the amendments | ‘Approved’ Head of the Department responsible for the subject | ‘Approved’ Chair of the Academic Council of the institute (faculty) to which the graduating department belongs |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

*Appendix to*
*the*
*course*
*syllabus*

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**ASSESSMENT MATERIALS**
**for the subject**

# B1.V.05 Social and technological entrepreneurship

Kazan, 2026

Assessment materials for the course are designed to evaluate learning outcomes against indicators of competence attainment. Assessment of learning outcomes for the course is carried out as part of continuous assessment (CA) and interim assessment, conducted using a marks-based rating system (MRS).

**1. Technological map**

Semester 5

| Section title | Forms and types of | Rating indicators | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | I. Continuous assessment | Bonus marks for TC1 | II – Continuous | Bonus marks for TC2 | III. Continuous | Bonus points for TC3 | Total | Mid-term assessment |
| **C h a p t e r 1.** Introduction to Social entrepreneurship. | **TC1** | **30** | | | | | | **0-30** | **0-30** |
| Test | | 0-30 | | | | | | | |
| **Section 2.** Social Entrepreneurship | **TC2** | | | **25** | | | | **0–25** | **0–15** |
| Survey by section (topic) | | | | 0-25 | | | | | |
| **Total** | | | | | | | | **0–55** | |
| **Mid-term assessment (exam)** | **OM** | | | | | | | | **0–45** |
| In written form based on exam papers | | | | | | | | | 0-45 |
| Total | | | | | | | | **100** | |

Semester 6

| Section title | Forms and type of assessment | Assessment criteria | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | III continuous assessment | Bonus marks for TC3 | IV continuous assessment | Bonus marks for TC4 | V. Continuous | Bonus points for TC5 | Total | Mid-term assessment |
| **Section 3.** Introduction to technological entrepreneurship | **TC3** | **30** | | | | | | **0-30** | **0-30** |
| Test | | 0-30 | | | | | | | |
| **Section 4.** Technological Entrepreneurship | **TK4** | | | **25** | | | | **0–25** | **0–15** |
| | | | | | | | | | |
| Survey by section (topic) | | | | 0–25 | | | | | |
| Total | | | | | | | | **0–55** | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Mid-term assessment (exam)** | **OM** | | | | | | | | **0–45** |
| In written form based on exam papers | | | | | | | | | 0-45 |
| Total | | | | | | | | **100** | |

Coursework

| Section title | Forms and types of | Assessment criteria | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | I. Continuous assessment | Bonus marks for TC1 | II Continuous assessment | Bonus marks for TC2 | III. Continuous | Bonus points for TC3 | Total | Mid-term assessment |
| Coursework (theoretical and practical parts) | **TC** | **0–55** | | | | | | **0-55** | **0-55** |
| **Mid-term assessment** | **OM** | | | | | | | | **0-45** |
| Coursework defence | | | | | | | | | 0-45 |
| Total | | | | | | | | | **100** |

Grading scale for the course:

| Code Competency | Competence indicator code Competency | Planned learning outcomes for the subject | Level of development of the competence indicator | | | |
|---|---|---|---|---|---|---|
| | | | High | Medium | Below Above average | Low |
| | | | 85 to 100 | 70 to 84 | 55 to 69 | 0 to 54 |
| | | | Grading scale | | | |
| | | | Excellent | good | satisfactory | unsatisfactory |
| | | | Pass | | | failed |
| PC-1 Able to analyze the effectiveness of the existing management structure of the organization in order to develop proposals for its improvement, in accordance with the strategy implemented by the organization, based on advanced information technologies | PC-1.2 Demonstrates the ability to develop proposals for improving the management of the organization and effectively identifying reserves, using available resources to ensure the innovative activities of the organization | Know: | | | | |
| | | Key resources to support innovative activities the organisation | Level of knowledge in to the extent required by the training programme, without errors | Level of knowledge the scope corresponding the programme, has a few minor errors | The minimum acceptable level knowledge; there are a few minor errors | Level of knowledge below minimum requirements, there are serious errors |
| | | Be able to: | | | | |
| | | Form sentences, to improving the management of the organisation | The following were demonstrated all key skills have been demonstrated, all the main tasks with minor, insignificant shortcomings, and all | Demonstrated all key skills have been demonstrated, all key tasks have been completed with minor errors, all tasks completed i n | Demonstrated key skills, typical problems with minor errors, completed | In solving standard problems, demonstrated the basic skills; gross errors are present |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | tasks i n full | in full, but some with shortcomings | all tasks, but not in full | |
| | | Mastery of: | | | | |
| | | Tools effectively identify reserves, utilising available resources to ensure innovative activities the organisation | Demonstrated skills in solving non-standard tasks without errors o r shortcomings | Basic skills in solving standard problems with some shortcomings | Possesses a minimal set of skills for solving standard problems with some shortcomings | When solving standard tasks, demonstrated basic skills have place serious errors |
| PC-3<br>Able to use advanced domestic and foreign experience in the field of organizational management to prepare balanced management decisions, taking into account the influence of the modern socio-economic environment. | PC-3.2<br>Participates in the development of balanced management decisions, taking into account the influence of the external and internal socio-economic environment. | know: | | | | |
| | | The influence of external a nd internal socio-economic environment on the organisation . | Level of knowledge in to the extent required by the training programme, without errors | Level of knowledge the scope corresponding the programme, has a few minor errors | The minimum acceptable level knowledge; there are a few minor errors | Level of knowledge below minimum requirements, there are serious errors |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | be able to: | | | | |
| | | Develop balanced management decisions | Demonstrated all key skills have been demonstrated, all key tasks have been completed with minor, insignificant shortcomings, all tasks in full | Demonstrated all key skills have been demonstrated, and all the main tasks with minor errors, all tasks in full, but some with shortcomings | Basic skills have been demonstrated the main skills, typical problems have been solved tasks with minor errors, all tasks have been completed, but not in full | When solving standard problems, demonstrated basic skills; there are gross errors |
| | | be proficient in: | | | | |
| | | Tools for analysing balanced management decisions | Skills demonstrated skills in solving non-standard problems without errors or shortcomings | Basic skills in solving standard problems with some shortcomings | Possesses a minimal set of skills for solving standard problems with some shortcomings | When solving standard tasks, demonstrated basic skills have there are serious errors |

## 3. List of assessment tools

Brief description of the assessment tools used for ongoing monitoring of academic progress and interim assessment of the student in the subject:

| Name of assessment tool | Brief description of the assessment tool | Description of the assessment tool |
|---|---|---|
| Coursework (CW) | The final product resulting from the planning and completion of a set of academic and research tasks. It enables the assessment of of students to construct their own knowledge independently whilst solving practical tasks and problems, to navigate the information landscape, and the level of development of analytical and research skills, as well as practical and creative thinking skills. May be carried out individually on an individual basis or in a group | Project topics |
| Survey by section (topic) | Knowledge of key concepts of the topic/section/subject | List of definitions of key concepts of the topic/subject |
| Test | System of standardised tasks, allowing automate the process measuring a learner's level of knowledge and skills | Set of test tasks |
| Case study (CS) | A problem-based task in which the learner is asked to analyse a real-life, professionally relevant situation necessary for solving the problem | Tasks for solving the case task |
| Exam paper | An assessment tool containing questions, tests, case studies and other assessment methods designed to assess students' knowledge during examinations and differentiated assessments. | Set of exam papers |

## 4. A list of assessment tasks or other materials required to assess the knowledge, abilities and skills that characterise the stages of competence development during the study of a subject

*Example of an assignment*

**For ongoing assessment of Competency 1:**

PC-1 Able to analyze the effectiveness of the existing management structure of the organization in order to develop proposals for its improvement, in accordance with the strategy implemented by the organization, based on advanced information technologies

PC-1.2 Demonstrates the ability to develop proposals for improving the management of the organization and effectively identifying reserves, using available resources to ensure the innovative activities of the organization

identification potential, utilising available resources to support the organisation's innovation activities.

1. The following assets are assigned to the unitary enterprise:
- Under long-term lease
- On a freehold basis
- Under operational management or economic administration

2. Is risk inherent in business?
- Yes, risk is an integral part of entrepreneurship
- Yes, but only in times of crisis and inflation
- No

3. The aim of entrepreneurship is:
- To meet the population's needs for goods and services
- To replenish the state budget with tax revenues
- To generate a systematic profit

4. Key terms defining the concept of 'entrepreneurship':
- Risk, profit, needs, competition
- Risk, profit, initiative, innovation
- Competition, profit, taxes

5. The most important characteristics of entrepreneurship are:
- Risk and uncertainty, independence and freedom of action, reliance on innovation
- A constant search for new ideas, risk, and economic dependence on the country's macroeconomic situation
- Independence, keeping an eye on competitors, reliance on innovation

6. The following activities do not fall within the scope of entrepreneurship:
- Food retail
- Organisation of regular passenger transport
- Issuing and trading in securities

Test 7. The following may be subjects of entrepreneurship:
- Natural persons
- Natural and legal persons
- Legal entities

8. Factors influencing the development of entrepreneurship in Russia:
- Political, economic, legal, psychological
- Political, economic, social
- Political, economic, legal, cultural

9. What forms of entrepreneurship are there?
- Private, joint, state
- Sole proprietorship, partnership, corporation
- Sole proprietorship, partnership

10. Entrepreneurship fulfils the following functions:
- Socio-economic, directive, distributive, organisational
- Economic, political, legal, socio-cultural

- General economic, political, resource, organisational, social, creative

11. The basis of state enterprise is:

- Unitary municipal enterprises
- Strategically important enterprises and institutions
- Banking structures

12. The basis of joint-stock enterprise consists of:

- A clear division of liability between shareholders
- Mandatory inclusion in state ownership
- Shareholder ownership of the means of production

13. What are the foundations of free enterprise?

- Market mechanism, private ownership and perfect competition
- The dialectical interrelationship between the forces of production, relations of production and the economic mechanism operating under conditions of private ownership of the means of production, freedom of enterprise and free competition
- Productive forces, material and labour resources freely accessible to entrepreneurs

14. What is the basis of any enterprise?

- A clear focus on achieving financial results
- The desire to maximise to meet the of society for goods and services
- The desire to occupy the most promising niche in the market

15. Collective enterprise is carried out by a group of citizens on the basis of:

- A clear division of responsibility based on the share of participation in the enterprise
- The personal interests of each individual
- Equal participation in the enterprise's activities

**Tests.**

**For ongoing assessment of TK3:**

PC-3 Able to use advanced domestic and foreign experience in the field of organizational management to prepare balanced management decisions, taking into account the influence of the modern socio-economic environment.

PC-3.2. Participates in the development of balanced management decisions, taking into account the influence of the external and internal socio-economic environment.

Tests.

1. Innovations are the end result of innovative activity, manifested in the form of (tick the incorrect option):

- new products;
- a new technological process;
- a new approach to production organisation;
- a new product packaging design.

2. The following is not considered a mandatory characteristic of innovations:
- scientific and technical novelty;
- manufacturing feasibility;
- commercial potential;

3. Which of the following can be classified as innovative products and services (you may select more than one option):
- a design for a new type of aircraft;
- a new colour (red) for toothbrushes from a well-known Russian company;
- a new method for cultivating Chlorophyta cells discovered during students' laboratory work;
- the launch of the new 7th generation Intel® Core™ i7 processor.

4. Put the stages of the traditional product life cycle in the correct order (enter the letters in the corresponding fields in the correct sequence):
- market research;
- product development;
- service and support;
- market launch;
- sales;
- disposal.

5. The interaction between the market and the product is described by the following cycle (enter the letters in the correct order in the corresponding fields):
- market entry;
- new product development;
- creation of new technology or business model;
- emergence of demands for improvement;
- request for changes.

6. Rank the main sources of funding for innovation activities in order of increasing available funding:
- venture capital funds;
- business incubator resources;
- stock markets;
- personal savings.

7. Arrange the main stages of the of venture capital investment in the order in which they occur:
- making the investment;
- company selection;

- exit management;
- fund formation;
- post-investment management

8. According to D. McClelland's definition, an entrepreneur is:

- An energetic person who operates under conditions of moderate risk
- A key figure in business
- A person who generates profit thanks existing of organisational skills

9. Which of the following cannot be considered a motivation for starting one's own business?

- The desire for personal independence
- Continuing family traditions
- Accumulated personal savings

10. How many members can an open joint-stock company have?

- At least 2
- At least 10
- Any number

11. A general partnership may be formed by:

- Sole traders and commercial organisations
- Sole entrepreneurs and non-profit organisations
- Legal entities

12. The members of a private limited company are:

- Executors
- Partners
- Shareholders

13. In what circumstances is it not possible to refuse to register a company?

- Proven economic unviability of the production of the product in question
- Non-compliance of the documents with legal requirements
- The statutory procedure for establishing the enterprise has been breached

14. How is the difference between the expected (projected) cash revenue of a firm and its actual amount?

- Valuation
- Entrepreneurial income
- Guarantee

15. Which of the following is not a form of state support and regulation of entrepreneurial activity?

- Improvement of the system financial support for small businesses
- Formulation a regulatory framework

for and the development of entrepreneurship

- Formulation of a state programme for the production of environmentally friendly products

The tests consist of exercises to be completed within 30 minutes after studying Sections 1 and 2 (based on the material covered in those sections)

The student is given a set of 15 tests. Two marks are awarded for each correctly completed task.

**Total marks: maximum – 30.**

**Quiz.**

**For the ongoing assessment of TK2:**

PC-1 Able to analyze the effectiveness of the existing management structure of the organization in order to develop proposals for its improvement, in accordance with the strategy implemented by the organization, based on advanced information technologies.

PC-1.2 Demonstrates the ability to develop proposals for improving the management of the organization and effectively identifying reserves, using available resources to ensure the innovative activities of the organization.

List of sample assessment questions:

1. The nature and content of the management system. 2. The management process and its elements.

3. Principles of management. 4. Management effectiveness

5. The concept of management functions.

6. Economic management methods.

7. Entrepreneurship as a form of innovative activity.

8. The concept and functions of innovation.

9. The concept of marketing in an innovation-driven economy.

10. Innovative marketing.

**For ongoing assessment of TK4:**

PC-3 Able to use advanced domestic and foreign experience in the field of organizational management to prepare balanced management decisions, taking into account the influence of the modern socio-economic environment.

PC-3.2 Participates in the development of balanced management decisions, taking into account the influence of the external and internal socio-economic environment.

1. The nature and essence of the idea generation process.
2. Factors for the success of an idea: transforming an idea into a business idea.
3. The concept of a business model: approaches, authors.
4. Composition and content of the key components of a business model.
5. The business models of M. Johnson, C. Christensen and H. Kagermann.
6. Content of the ‘Value Proposition’ and ‘Profit Formula’ sections

” in the business model of M. Johnson, C. Christensen and H. Kagermann.

7. Key resources andkey processes as elements of the business models of M. Johnson, C. Christensen and H. Kagermann.

8. General principles concept the business model A. Osterwalder and I. Pigneur.

9. Features and content of the process of transforming a business idea into a business plan.

10. What criteria of attractiveness market market a for a high-tech start-up.

The survey is conducted upon completion of Sections 1 and 2 (based on the material in those sections). Answers to the questions should be accurate and concise. The following criteria are taken into account when assessing the completed assignment:

1. Knowledge of the material

- the content of the material is covered in full, as required by the course syllabus – 5 marks;
- the content of the material is not fully covered, but a general understanding of the issue is demonstrated, sufficient for further study of the syllabus material – 3 marks;
- the main content of the course material has not been covered – 0 marks;

2. Clarity of presentation

- the content is presented in a logical sequence and is reasonably well thought out – 5 marks;
- the sequence of the material is not sufficiently well thought out – 3 marks;
- The presentation of the material is confusing – 0 marks;

3. Command of language and terminology

- The material is presented in correct language, with accurate use of terminology – 5 marks;
- there were difficulties in the presentation of the material and errors were made in defining concepts and using terminology – 3 marks;
- errors were made in defining concepts – 0 marks;

4. Use of specific examples

- the ability to illustrate the material with specific examples is demonstrated – 5 marks;
- difficulty in providing examples – 3 marks;
- Inability to provide examples when explaining the material – 0 marks;

5. Level of theoretical analysis

- demonstrates the ability to generalise, draw conclusions and make comparisons – 5 marks;
- generalisations, conclusions, comparisons are made with the help

the teacher – 3 marks;

- complete inability to make generalisations, conclusions or comparisons – 0 marks;

**Total marks: maximum – 25**

**For the mid-term assessment:**

The assessment materials set for the exam consist of 2 questions to test theoretical knowledge and a case study to test practical skills.

*Examples of theoretical questions:*

1. The advantages of teamwork in the implementation of business projects. The most successful teams of the past (describe using a specific example).
2. Challenges in team building in business. Major team failures (illustrate with a specific example).
3. Team spirit in business and the principles of building it (describe using a specific example).
4. How to maintain team spirit in the face of business setbacks and failures (describe using a specific example).
5. What criteria for market segment attractiveness should a high-tech start-up take into account?
6. Which macro-environmental factors have the greatest influence on the development of high-tech enterprises?
7. How do marketing mix strategies vary depending on the market type (B2B or B2C) and why?
8. What are the key reasons for the success of the Customer Development concept?
9. Sensitivity analysis of the project to the impact of risks.
10. Assessment of key factors affecting project effectiveness.
11. Project risks: how to maintain a balance between accepting, transferring, mitigating and avoiding risks in your project.
12. Qualitative analysis risks and procedures risk management procedures within your innovation project.
13. Human factor in innovative business and associated risks (based on your innovation project).
14. The growing importance of a company's intangible assets: a risk manager's perspective (based on your innovation project).
15. Government innovation policy in the context of mitigating risks in high-tech projects: how the government can assist with the risk management procedures for your innovation project.

*Case study example:*

*1.* According to statistics for 2018, you are required ***to calculate the total population growth and natural population growth.***

Population (early 2018) – 900,000 people,

Population (end of 2018) – 1,100,000 people, Births – 102,
Deaths – 125 people.

*Example of an exam paper:*

1. Entrepreneur: What are the limits of acceptable risk?
2. The role of state innovation policy in Russia's socio-economic agenda.
1. Practical assignment (case study):

Case study: 'Make the investor believe in you'.

For a whole year, a successful young programmer named Roberts had been working on developing software for the hospital where he was employed. Once the work was completed, the hospital management quickly sold the software to one of its vendors for approximately $200,000. Of course, from a legal standpoint, the product belonged to the hospital. But the very fact that he was the one who had developed it made Roberts think. From this, he drew two conclusions which, as it turned out later, turned his life around completely. The first conclusion was that the sale price of 'his product' was significantly higher than Roberts's annual salary as a developer. At the time, he was earning just over $60,000 a year. The second conclusion was that it had taken him less than a year to write the system. The decision came quickly. In 1995, Roberts enrolled on the MBA programme at the MIT Sloan School of Management. He adopted the name Pavel Roberts whilst studying Russian. In the role-playing exercises practised during classes, he chose the pseudonym Pavel; he liked the name so much that he subsequently adopted it officially. Pavel's ultimate goal in pursuing the MBA programme was to start his own business. From the very beginning, even before he enrolled, Pavel knew which direction he would work in — digital telephony. 'Make the investor believe in you' — this was the principle that guided the American Pavel Roberts when, in his first year of study, he decided to take part in the MIT $50K business competition, held annually by the Massachusetts Institute of Technology (MIT). 'Entering the competition

'It's much more interesting than sitting at home mulling over your idea,' Pavel reckoned. Of course, Pavel first had to get through the preliminary stage of the competition—the $1K contest, where the prize is $1,000 and you only need to submit a project description —

'Executive summary' (business plan summary). Virtually all the information required for a presentation to the judging panel of an entrepreneurial competition (and subsequently to investors) of this calibre was taken from

the 'Executive Summary'. The 'Executive Summary'—a business plan in miniature—is the answer to three 'whys': 'Why this product/service? Why

now? Why this team?" At that time, Pavel didn't even have his own logo, and the company wasn't registered. All he had was a domain name and a website of rather poor quality. Having successfully passed the first stage of the $1K competition, Pavel took part in the final $50K round, where a full business plan was required. Pavel put together a team to work on the business plan, and progressing through the stages of the competition helped both him and the team as a whole to broaden their perspective on the problem whilst, at the same time, fleshing out the details of the project, which enabled them to start discussions with potential customers. For winning the competition, Pavel and his team received prize money, though not the full $30,000 immediately. $15,000 was paid into their account over a period of six months, and they received a further $15,000 in the form of various services, including strategic planning advice from financial advisors, lawyers and venture capitalists. However, in Pavel's view, only the legal services were useful. In his opinion, he and his team actually did far more work after the $50K competition final than during the competition itself. This victory had two consequences: Pavel dropped out of his MBA programme halfway through and founded the technology company WebLine Communications. Immediately after winning the competition, in the very first weeks, Pavel registered the company, then over the next six months secured 'angel' investment — around $600,000. Immediately after that, the company began recruiting staff. Salaries were around $30,000 a year (about half of what he had earned before starting his MBA). Nine months later, they found a CEO for the company. The company found its first venture investor a year later in a rather unconventional way. The company's founder and his team were in California at the time, pitching their ideas to various venture capital funds. One day, at the end of the working day, when they had run out of copies of the business plan, they decided to pop into one more company. Roberts's team had a PowerPoint presentation and wanted to run it, but the venture capital fund managers stopped them: "Let's just have a chat, as everyone's tired." They talked for two hours. And the next day, at seven in the morning, Roberts was woken up at the hotel and sent an investment proposal by fax. That's how the company secured its first round of venture capital funding — $8 million. At the time, the company already had a finished product and a few early customers, although the product was still a bit rough around the edges. Later, the product was significantly improved. About a year after winning the competition, the company hired its first 25 people, then another hundred over the next few years. When a CEO was found for the company, Pavel retained the role of Vice President of Marketing, and later became Chief Software Architect. He enjoyed this much more than marketing. At some point, the business founder began to tally up his working hours — it amounted to over 100 hours a week. Several employees from the old team, who were working at a similar pace, even

left because of it. This went on for about nine months, until they found someone to fill the CEO role. Roberts' working hours then dropped to 60–80 hours a week, until the exit was finalised — the sale of the company. In 1999, it was bought by Cisco Systems for $325 million. After the sale, Roberts continued to refine the products, but this now took him around 50 hours a week. A few years later, the 40-year-old millionaire returned to the MIT Sloan School of Management to study for an MBA and is now considering setting up a new high-tech business. The main lessons Roberts drew from his experience of founding and developing the company are as follows. • The field of knowledge that is currently most promising for technology companies can be anything; the main thing is that your products are in demand by the market and your market position is stable. What else is important? Clear economic viability of your proposals: you can come up with and create many interesting gadgets, but try selling them. Technical protection of your ideas also provides a competitive advantage. • How do you convince an investor to fund your business? You need to make them believe in you. You need a good team. A desire to get things done. Knowledge of technology and the market. Our technologies were easy to demonstrate — their benefits were very clear and intuitive. • For those who want to launch their own high-tech business, you need to come up with a plan, think carefully about what you're going to do, and act quickly. Getting involved in this venture and simply taking action, or entering a competition, is far more interesting than sitting at home and mulling over your idea. And consider other funding options: whether to do everything on a shoestring or seek partnerships with large companies.

**Questions on the case study.**

1. What motivated Roberts to become an entrepreneur? 2. What did the MIT MBA programme and participation in the MIT $50K competition offer the entrepreneur?

3. In your opinion, did Roberts go into business because he won the MIT $50K competition, or was business his primary focus from the outset?

4. What did Roberts do immediately after winning the competition? In your opinion, were these the right steps to take? 5. How did the entrepreneur's life change after selling the company? 6. Do Russian entrepreneurs with ideas suitable for setting up an innovative business have the same opportunity as Roberts? 7. Was the investor's withdrawal from the investment deal typical for this type of business?

**When awarding marks for answers to the questions in the exam paper, the following criteria are taken into account:**

*High level:*

16 to 45 marks are awarded for an answer that demonstrates a solid understanding of the core processes of the subject area under study, is characterised by depth and comprehensiveness in addressing the topic; mastery of terminology; the ability to explain the essence of phenomena, processes and events,

draw conclusions and generalisations, provide reasoned answers and give examples; fluency in monologue, and logical and coherent responses. **Error-free case study solution.**

*Average level:*

10–15 marks are awarded for an answer demonstrating a solid understanding of the main processes in the subject area under study, characterised by depth and comprehensiveness in addressing the topic; command of terminology; the ability to explain the nature of phenomena, processes and events, draw conclusions and generalisations, provide reasoned answers and give examples; fluent monologue delivery, logical and coherent response. However, one or two inaccuracies in the answer are permitted. **There are minor errors in the case study solution.**

*Below average:*

scores of 1–9 are awarded for an answer that demonstrates, for the most part, knowledge of the processes within the subject area under study, but is characterised by insufficient depth and comprehensiveness in addressing the topic; knowledge of the main theoretical issues; poorly developed skills in analysing phenomena and processes; and an insufficient ability to provide reasoned answers and give examples; insufficient logical coherence and consistency in the answer. A few errors in the content of the answer are permitted. **Significant errors in the solution to the case study**.

*Low level:*

Up to 8 marks are awarded for an answer demonstrating a lack of understanding of the processes within the subject area under study, a lack of knowledge of the fundamental theoretical concepts; underdeveloped skills in analysing phenomena and processes, and an inability to provide reasoned answers. **The case study has not been solved**

***Minimum number of marks for the exam – 0 Maximum number of marks for the exam – 45***

**Term paper.**

Suggested list of topics for coursework. Suggested list of topics for coursework.

21. The role and significance of innovation in the development of countries, regions, sectors and enterprises.
22. Russia’s national interests in the context of globalisation.
23. The state’s innovation and technology policy: goals, objectives, and instruments.
24. Information systems and technologies: areas of application.
25. Innovation strategy as the basis for enterprise development.
26. Challenges in implementing innovation projects in Russia.
27. Technological entrepreneurship: the essence of the concept and characteristics of the field.
28. International competitiveness: concept, challenges in identifying competitive advantages.

29. The significance of entrepreneurship in socio-economic development the country.
30. State regulation of entrepreneurial activity.
31. Corporate culture of business organisations.
32. Business ethics and etiquette.
33. Trade secrets and their protection.
34. The nature of business risk. Managing business risks
35. Stages and procedure for setting up a new business (start-up).
36. Government support for innovative entrepreneurial activity.
37. Marketing functions and decisions in entrepreneurship.
38. Marketing management within the entrepreneurial system.
39. Business planning in entrepreneurial activity.
40. Assessment of the effectiveness of entrepreneurial activity.

The coursework is considered successfully defended upon receiving marks corresponding to a grade of at least 'satisfactory', both for the text of the coursework and for the defence of the coursework. The following criteria are taken into account when assessing the completed assignment:

1. Timeliness of submission:

- all tasks completed within the deadlines set in the schedule, and the work submitted on time – 5 marks.
- Assignments completed with a slight delay relative to the deadlines set in the schedule, and the assignment submitted by the deadline – 4 marks.
- All tasks were completed late, but the coursework was submitted by the deadline – up to 3 marks.
- The work was not submitted by the deadlines set in the schedule – 0 marks.

2. Logicality and balance of the work's structure, style of presentation:

- the structure of the work is logically sound; chapters and paragraphs are comparable in length; the sequence of topics is logically justified; interconnections between parts of the work are evident, and together they form a coherent whole – 8–10 marks;
- the structure of the work is logically sound; chapters and paragraphs are not entirely comparable in length; the sequence of topics is logically justified – 4–7 marks.
- the structure of the work is not sufficiently logically sound; chapters and paragraphs are not comparable in length; the sequence in which the issues are addressed is not entirely logically justified – up to 3 marks.

- The structure of the work is not logically sound; chapters and paragraphs are not comparable in length; the sequence of topics is not logically justified – 0 marks.

3. Ability to use analytical material in the study of a problem

- works effectively with statements borrowed from the literature and their own; able to identify and distinguish individual ideas; able to see systemic connections in the situations, problems and concepts under consideration; able to distinguish between a thesis and its argumentation; able to formulate independent conclusions on the research topic – 12–15 marks.

- works well with statements borrowed from the literature and their own; is able to identify the strengths and weaknesses of the ideas being analysed; is able to relate statements drawn from different sources and use them together when analysing a specific issue

– 6–11 marks.

- has difficulty handling claims drawn from the literature and their own arguments; is partially able to identify the strengths and weaknesses of the ideas under analysis and their supporting arguments; is partially able to relate claims drawn from different sources and use them together when analysing a specific issue – up to 5 marks.

- performs poorly with statements borrowed from the literature and their own statements; is unable to identify the strengths and weaknesses of the ideas under analysis; is unable to correlate statements drawn from different sources and use them together when analysing a specific issue – 0 marks.

4. Accuracy of the formulation of problems identified during the course of the coursework, conclusions drawn and recommendations proposed:

the text devotes considerable attention to the author's arguments; the conclusions of the work are well-founded; there is an analysis of the arguments regarding the concepts used in the work and the individual ideas of other authors – 15–20 marks.

- The text devotes considerable attention to the author's arguments; the conclusions of the work are well-founded; insufficient attention is paid to the analysis of the arguments regarding the individual ideas of other authors used in the work – 9–14 marks.

- The text pays insufficient attention to the reasoning behind the author's claims; the conclusions of the work are poorly substantiated – up to 8 marks.

- The conclusions of the work are not substantiated – 0 marks.

5. Compliance of the course paper's formatting with the requirements:

- the work is formatted correctly and in accordance with current standards; citation rules are followed – 4–5 marks;
- there are minor errors in the formatting of certain aspects of the work – 2–3 marks;
- minor errors in the formatting of the work – up to 1 mark;
- there are serious errors in the formatting of the work – 0 marks.

**Total marks: maximum for the term paper – 55 marks, maximum for the mid-term assessment – 100 marks.**