

**Subject card**

<b>Subject name and code</b>	Starter Student HUB, PG_00195328						
<b>Field of study</b>	Finance and Accounting, Informatics and Econometrics, Management						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>				2025/2026	
<b>Education level</b>	Master's studies	<b>Subject group</b>				Optional subject group	
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>				at the university	
<b>Year of study</b>	2	<b>Language of instruction</b>				Polish	
<b>Semester of study</b>	4	<b>ECTS credits</b>				2.0	
<b>Learning profile</b>	academic	<b>Assessment form</b>				credit	
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Sabina Nowak				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	15.0	0.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	15		10.0		10.0	35
<b>Subject objectives</b>	<p>The aim of the course is to familiarize students with selected aspects of running their own business. Classes are conducted in the form of lectures and workshops led by business experts and practitioners from the Tri-City. The project is financed by the City of Gdańsk.</p> <p>Class location: Starter Incubator, ul. Lęborska 3b, 80-386 Gdańsk.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[ZARZMU2_W04] The student has an extended knowledge of the enterprise environment, its factors and changes occurring in this area, as well as the relations, significance and influence of the environment and stakeholders on the functioning of the enterprise. The student has expanded knowledge of tools for diagnosing macro- and micro-environment.	The student has knowledge about the environment of a company run as a private business, which determines its success or failure.	[SW1] oral statement/ conversation/discussion
	[IiEMU2_W02] The student has an in-depth knowledge of economic structures and institutions, the processes taking place in them, the connections between them and their dynamics, and has an in-depth knowledge of the phenomena and processes taking place in their environment.	The student is familiar with institutions that support starting a business.	[SW1] oral statement/ conversation/discussion
	[FiRMU2_W08] The student has in-depth knowledge of the formation and economic functioning of organizations commercial and public, their forms, phases of development, as well as financial conditions determining their value and economic success.	The student has knowledge of starting their own business and the financial conditions associated with that decision.	[SW1] oral statement/ conversation/discussion
	[ZARZMU2_U03] The student can consider its ethical, social and environmental implications in decision-making. The student can initiate actions for the social environment and public interest.	The student can make a decision regarding their business idea and assess its effects in ethical, social, and environmental terms.	[SU1] oral statement/conversation/ discussion
	[IiEMU2_U03] The student is able to identify, to an in-depth degree, the institutional-legal and social constraints on the functioning of economic structures and institutions and reflect them in modeling, forecasting and optimization.	The student is familiar with the institutional and legal conditions and limitations associated with starting their own business.	[SU2] presentation/project/paper/ report
	[IiEMU2_K06] The student knows the need for ethical, sustainable and socially responsible behavior in professional and social life. Initiates and organises activities for the social environment and public interest.	The student is aware of the need for ethical behavior when starting and running their own business.	[SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report
	[IiEMU2_K05] The student can think and act in an entrepreneurial manner and flexibly adapt to changing environmental conditions. Thinks creatively and can go beyond the usual patterns.	The student has creative ideas for starting their own business in a changing environment.	[SK1] oral statement/conversation/ discussion
	[ZARZMU2_U02] The student can use the legal acts to regulate the formal and legal organization of the establishment and operation of enterprises in Poland in an in-depth way.	The student is able to analyze the legal documents required in the process of starting their own business.	[SU1] oral statement/conversation/ discussion
	[ZARZMU2_W05] The student has a structured, expanded knowledge of the relationships taking place between organizations (including forms of interaction between business entities in the market) and between the organization and the individual, especially the employee and the customer.	The student knows the basic relationships that occur in business - between different forms of organization and between people and organizations.	[SW1] oral statement/ conversation/discussion
	[FiRMU2_U05] The student correctly uses normative systems and selected norms and rules (legal, professional, moral) to solve in-depth problems in finance and accounting. The student has the ability to efficiently use the normative system appropriate to his specialty.	The student is familiar with the legal acts required to set up their own business.	[SU1] oral statement/conversation/ discussion [SU6] demonstration of practical skills

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[ZARZMU2_K03] The student is aware of the need to identify critical complex problems, including economic and social ones, and to plan ways to solve them under changing and unpredictable conditions.	The student identifies potential obstacles and difficulties in starting their own business.	[SK1] oral statement/conversation/discussion [SK6] demonstration of practical skills
[liEMU2_W03] The student has an in-depth knowledge of man as a subject who creates economic structures and institutions.	The student understands the role of humans as creators of business solutions.	[SW1] oral statement/conversation/discussion
[FiRMU2_W03] The student has an expanded knowledge of man as an entity that creates economic structures and the motives of his actions.	The student understands the role and psychological motives of human beings as entities creating business solutions.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
[FiRMU2_U06] The student creatively uses the acquired knowledge in various scopes and forms to solve problems in finance and accounting that arise in business practice. The student knows the limitations of the usefulness of the applied knowledge.	The student can creatively apply their knowledge to develop their business skills.	[SU6] demonstration of practical skills
[FiRMU2_K02] Cooperation: - the student can harmoniously interact and work in a group, assuming various roles in the group, including leadership and supervision of the group, - can agree with the group on goals and division of tasks, - is open-minded, respecting the differences of other team members.	The student actively collaborates in a group on issues related to the creation and improvement of business ideas.	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
[ZARZMU2_K06] The student is ready to work in, contribute to or manage groups. Takes the initiative when working in a group. The student can lead and supervise a team.	The student actively works in a group to design and improve their business idea.	[SK2] presentation/project/paper/report [SK8] observation of student's independent or team work
[liEMU2_U08] The student can analyse business needs and, as appropriate, configure and apply modern information and communication technologies in business management and business communication.	The student can identify and analyze business needs in the process of creating and improving a business plan.	[SU1] oral statement/conversation/discussion [SU8] observation of student's independent or team work
[ZARZMU2_K08] The student understands the need to behave ethically, sustainably, and socially responsibly in professional life. The student can initiate actions for the public interest.	The student is aware of the need for ethical behavior when starting their own business.	[SK1] oral statement/conversation/discussion [SK6] demonstration of practical skills
[FiRMU2_K06] Creativity: - the student has the ability to think creatively, can go beyond the usual patterns, - can think and act in an entrepreneurial manner, - can flexibly adapt to the changing requirements of the environment.	The student has creative ideas for starting their own business.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
[FiRMU2_K01] Self-improvement: - understands the need for development and lifelong learning, - inspires others to learn, - is able to supplement and improve the acquired knowledge and skills, expanded by the interdisciplinary dimension, - knows his strengths and weaknesses, sets ambitious goals to the best of his ability, - knows how to reconcile with failure, admit to a mistake.	The student is aware of the need to expand their knowledge of business solutions.	[SK1] oral statement/conversation/discussion

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	[liEMU2_K04] The student can work in a team, co-create it, effectively manage and supervise it; efficiently adapts his behavior and conduct to his role in it; is ready to take responsibility for the team and bear the consequences; understands the necessity of systematicity and consistency in action; is open to other team members and critical of himself.	The student actively works in a team on issues related to the creation and improvement of business ideas, taking on various roles during this work.	[SK8] observation of student's independent or team work
Subject contents	<ol style="list-style-type: none"> <li>1. Inspirational meetings with business representatives.</li> <li>2. Public speaking and pitching workshops.</li> <li>3. Raising funds for your own business workshops.</li> <li>4. Marketing in business and branding workshops.</li> </ol>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Workshops' attendance	51.0%	50.0%
	Active participation in workshops	51.0%	50.0%
Recommended reading	Basic literature	Classes are taught by experts and practitioners. No literature for study has been specified.	
	Supplementary literature	Classes are taught by experts and practitioners. No literature for study has been specified.	
	eResources addresses		
Example issues/ example questions/ tasks being completed			
Work placement	Not applicable		

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