



## Entrepreneurship

Code: ERAGT092 Acronym: ENT

Scientific Area: Management

Occurrence: 2025/26 - 1S

Teaching Area: [Gestão](#)

### Courses

Acronym	Nº de Estudantes	Plano de Estudos	Academic Year	Credits	Horas Contacto	Total Hours
ERSGT	9	<a href="#">Curso Erasmus</a>	1º	3,5		

### Hours Actually Taught

#### ERA-1-D

Theoretical and Practical: 20,00

### Teaching - Weekly Hours

Theoretical and Practical: 2,00

### Teaching - Responsibilities

Type	Teacher	Classes	Hours	Teacher	Responsabilidade
<a href="#">Theoretical and Practical</a>	Totals	1	2,00	Gonçalo Nuno Rodrigues Brás - ESGTS	Responsável
	<a href="#">Gonçalo Nuno Rodrigues Brás - ESGTS</a>		2,00		

### Learning outcomes and their compatibility with the teaching method (knowledge, skills and competencies to be developed by students)

Lecturing provides students with essential theoretical foundations in entrepreneurship, including core concepts, decision-making frameworks, and topics such as the nature of entrepreneurship and intellectual property. Active learning complements this by developing practical skills and entrepreneurial competences. Collaborative activities, such as discussions and teamwork, strengthen communication, analysis, and cooperation. Experiential methods, research tasks, interviews with entrepreneurs, role-playing, and business plan development, enhance creativity, problem-solving, and the ability to apply theory to real-world contexts.

### Syllabus

Module 1: The Entrepreneurial Perspective

Module 2: From Idea to the Opportunity

Module 3: From the Opportunity to the Business Plan

Module 4: From the Business Plan to Funding the Venture

Module 5: From Funding the Venture to Launching, Growing, and Ending the New Venture

## Demonstration of the syllabus coherence with the curricular unit's learning objectives

The syllabus is structured to align directly with the learning objectives, progressing from foundational concepts to advanced entrepreneurial practice. Module 1 introduces core entrepreneurial principles and mindsets. Module 2 develops skills in idea generation, opportunity recognition, and understanding legal aspects. Module 3 integrates theoretical knowledge through the creation of a comprehensive business plan. Module 4 builds on this by deepening understanding of financial planning, funding sources, and capital acquisition. Module 5 addresses venture launch, growth management, and exit strategies. This sequence ensures coherent development of entrepreneurial knowledge, skills, and competences.

## Teaching and learning methodologies specific to the curricular unit articulated with the pedagogical model

The curricular unit adopts a blended learning model that integrates lectures with active, collaborative, and experiential methodologies to align theory with practice. Lectures provide core concepts and frameworks supported by case studies. Active learning, through discussions and short problem-solving exercises, develops critical and analytical thinking. Collaborative learning, via group debates and team-based business plan projects, enhances teamwork and communication. Experiential methods, including entrepreneur interviews, role-playing, and elevator pitch presentations, offer practical engagement. This integrated approach fosters creativity, decision-making, and adaptability consistent with the pedagogical model of applied, student-centred learning.

## Assessment

Assessment for this course follows two distinct paths, allowing students to choose the approach that best suits their learning style and circumstances:

1) Continuous Assessment: Teamwork to Develop a Business Plan

Format: Students will work in teams to develop a comprehensive business plan for a new venture. This project requires them to apply knowledge from all modules, from opportunity identification to financial projections.

Teamwork: 75%

Presentation: 25%

Mandatory Conditions: Active participation, timely submission of deliverables, and attendance in at least 75% of classes.

2) Exam Assessment: Written Individual Proof

Format: Students who either (a) choose not to participate in group work, or (b) do not reach the minimum grade in continuous assessment, will be assessed through a final individual written exam. The exam will cover all topics discussed throughout the course and assess both conceptual understanding and critical thinking.

## Demonstration of the coherence of teaching and evaluation methodologies between the learning objectives of the curricular unit

The teaching and assessment methodologies are coherently aligned with the learning objectives to ensure an integrated entrepreneurial learning experience. Lectures provide the theoretical foundation necessary for understanding entrepreneurial concepts and processes. Active and collaborative learning, through class discussions and team-based business plan development, cultivates critical thinking, problem-solving, and teamwork, fostering an entrepreneurial mindset. Experiential learning, including research tasks and the business plan project, bridges theory and practice by simulating real-world challenges. Assessment combines a team business plan, evaluating applied skills and integration of knowledge, with an individual exam that measures conceptual understanding and analytical ability.

## Bibliography (Mandatory resources)

Aulet, B. (2024). *Disciplined Entrepreneurship: 24 Steps to a Successful Startup, Expanded & Updated* (2nd ed.). New Jersey: John Wiley & Sons, Inc.

Brás, G. R., & Moniz, A. B. (2021). EU's 7-Year Budget and Pandemic Recovery Package: Last Call for a New Entrepreneurship Paradigm? *World Futures*, 77(8), 591-612. doi: <https://doi.org/10.1080/02604027.2021.1984156>

Burns, P. (2022). *Entrepreneurship and small business* (5th ed.). London: Red Globe Press.

Hisrich, R. D., Peters, M., & Shepherd, D. A. (2023). *Entrepreneurship* (12th ed.). New York: McGraw Hill.

## Observations

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