



UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

SYLLABUS DEL CORSO

Entrepreneurship Lab

2526-1-F7603Q020-F7603Q02001

Aims

This module aims to equip students with a practical understanding of entrepreneurship and innovation. Through the exploration of relevant theories and models, students will develop insight into the entrepreneurial process, typical startup dynamics, and the strategic challenges faced by entrepreneurs.

The course takes an experiential approach, integrating conceptual knowledge with real-world case studies and hands-on activities to foster critical thinking and entrepreneurial decision-making skills. It also explores the psychological and cognitive dimensions of entrepreneurship. Through interactive experiments, students will examine the personal traits and motivations that shape entrepreneurial intention.

Overall, this module, in collaboration with the other module (business planning), is designed to support students in developing both the mindset and the practical skills needed for entrepreneurial success.

Students are invited to consult the syllabus of the entire course for details regarding learning- and skill-related objectives.

Contents

Concepts related to entrepreneurship

- innovation;
- common dynamics of startup development;
- relation of above aspects and their practical application to and within entrepreneurial projects.

Attitudes, motivations, and entrepreneurial intention

Business case studies with a focus on the Italian ecosystem to illustrate entrepreneurial practices

- generation and development of an innovative business idea;

- identification of the problem (or the opportunity) and solution (value proposition);
- conducting market analysis and competitive strategy;
- developing the business idea: POC, prototyping and MVP;
- design of the management of operations.

Detailed program

- The module familiarizes students with the fundamental theories, models and principles of entrepreneurship and innovation through a practical approach. Students will explore key theoretical frameworks such as Schumpeterian innovation and creative destruction, effectuation theory, the resource-based view, and the lean startup methodology, alongside practical models like the Business Model Canvas and the Javelin Board.
- The course discusses psycho-cognitive antecedents of entrepreneurial intention by running a simple experiment with students to identify the drivers of entrepreneurial activities and mindset. The objective is to explore the personal side of entrepreneurship—what drives entrepreneurs and how entrepreneurial intentions are formed. Psychological traits of entrepreneurs (risk tolerance, resilience) and entrepreneurial mindset and learning orientation, theory of planned behavior and entrepreneurial intention models can be addressed through the experiment, self-assessment tools (e.g., entrepreneurial profile tests) and related discussions.
- Through the lectures, various case studies of real startups—including their strategic pivots, successes, and failures—will be examined. The case studies will allow students to explore real-world entrepreneurial decisions and strategies by analyzing examples from startups in Italy and internationally. Topics such as pivoting, funding, and market entry will be investigated. The objective is to guide students through a learning process that fosters professional growth and practical competence. Additionally, some sessions can feature guest speakers who have experience as start-uppers.
- Part of the module will be dedicated to support students in preparing their pitch presentation, a group task mainly carried out in the business plan module and contributing to the overall course evaluation. Students' support will be focused on the specific topics of entrepreneurship.

Prerequisites

- Basic notions of economics.

Teaching form

3 CFUs of mixed theoretical and interactive lessons in the classroom (30 hours):

- 10 two-hour lectures, in person, Delivered Didactics;
- 5 two-hour lectures, in person, discussing problems, exercises, experiments, pitch presentation, pitch clinics, case studies, and pitch clinics, Interactive Didactics.

Attendance to lectures and interactive exercises is highly recommended.

Textbook and teaching resource

- Salvatore Torrasi, Strategic Management: Selection of Readings, McGraw-Hill Education, 2019. Chapters: 8 and 13_18.
- Andrew Zacharakis, Andrew C. Corbett, and William D. Bygrave. Entrepreneurship, 5th Ed., Wiley, 2020.
- Norris F. Krueger, Michael D. Reilly, Alan L. Carsrud, Competing models of entrepreneurial intentions, Journal of Business Venturing, Volume 15, Issues 5–6, 2000, Pages 411-432.
- Slides and notes.

Semester

II semester (March - June)

Assessment method

- Groupwork (30% of the grade of the module), consisting in the preparation of documents during the course and a final Project Presentation.
- Oral Examination (70% of the grade of the module) – Individual assessment will be conducted through an oral exam, covering course topics.

The final score will be between 18/30 and 30/30 *cum laude*, based on the overall assessment considering the following criteria:

- (1) knowledge and understanding;
- (2) ability to connect different concepts;
- (3) autonomy of analysis and judgment;
- (4) ability to correctly use scientific language.

Office hours

Always, after scheduling an appointment *via* e-mail.

Sustainable Development Goals

QUALITY EDUCATION | DECENT WORK AND ECONOMIC GROWTH | INDUSTRY, INNOVATION AND INFRASTRUCTURE | RESPONSIBLE CONSUMPTION AND PRODUCTION
