KAZAN NATIONAL RESEARCH TECHNOLOGICAL UNIVERSITY

EU Entrepreneurship Values: Cultural Diversity and Unity

course description

developed by Julia Ziyatdinova

1. Course description

Course provider (institution)	Kazan National Research Technological University
Title	EU Entrepreneurship Values: Cultural Diversity and Unity
Target group	students in Master's degree programme "Innovations in Chemical Technology: Project Management" at Faculty of Chemistry and Technology of Polymers in Medicine and Cosmetics
type (compulsory/optional)	compulsory
cycle (short/first/second/third)	
year of study when the component is delivered, semester/trimester when the component is delivered (if applicable)	1st year, autumn semester.
number of ECTS credits allocated (if applicable); estimated workload	2 ECTS credits
Name of lecturer(s)	Julia Ziyatdinova, Doctor of Science in Education, Chair of Department of Foreign Languages for Professional Communication
Mode of delivery (face-to-face/ distance learning etc.); number of contact hours	Face-to-face, 23 contact hours
Language of instruction	Russian and English
Course aims	To give students an understanding of cultural diversity and unity in the European Union
Learning outcomes (LO)	Students will be able **LO1:** to describe the EU creation process and list the EU member states; **LO2:** to differentiate cultural dimensions and cultural clusters in EU; **LO3:** to apply knowledge of EU culture to analyse corporate social responsibility of the EU enterprises; **LO4:** to classify the most requested skills for the new jobs in the EU regions **LO5:** to evaluate the efficiency of health care systems in the EU
Prerequisites and co-requisites (if applicable)	Intermediate level of the English language proficiency
Course content	1. Europe: Cultural Identity – Cultural Diversity. The

	search for a central concept in Europe's cultural identity. The promotion of the culture as a driver of innovation and creative endeavor.
	2. 'United in Diversity' – cultural clusters in the EU and their influence on doing business.
	3. The placing of culture as a main element of the EU's external relations, in order to foster understanding with other parts of the world.
	4. The EU culture in its policy on corporate social responsibility (CSR) in the interests of enterprises. Evaluation of the impact of European policy on CSR. Enhancing the visibility of CSR and disseminating good practices.
	5. The EU New Skills for New Jobs initiative Forecasts by the European Centre for the Development of Vocational Training (CEDEFOP). Analysis of emerging trends at sectoral level and the development of sectoral skills councils.
	6. Efficiency of health saving technologies and health care systems in the EU.
Recommended or required reading and other learning resources/tools	1. Country Compass: Culture Comparison https://www.hofstede-insights.com/country-comparison
	2. Global Leadership and Organizational Behavior Effectiveness (GLOBE2020) Project https://globeproject.com/
	3. Skills-OVATE: Skills Online Vacancy Analysis tool for Europe https://www.cedefop.europa.eu/en/data-visualisations/skills-online-vacancies/countries-and-occupations
	4. Health System Performance Comparison An agenda for policy, information and research / Edited by Irene Papanicolas and Peter C. Smith/ https://www.euro.who.int/__data/assets/pdf_file/0009/244836/Health-System-Performance-Comparison.pdf?ua=1
Planned learning activities and teaching methods	**Teaching:** arranging seminars, practicums and trainings, receiving feedback on course from students, giving practical assignments or exercises (class/home) – individual and for groups/ teams, promoting critical thinking, constructive critics and self-criticism, stimulating students to formulate own opinions, supporting personal responsibility and promoting ethical principles
	Learning active: interactions between professor and

	students including participation in discussions, team/group exercises, collaborative teamwork, sharing experiences with peers, self-evaluation **Learning passive:** attending seminars, listening, watching and reading learning materials, remembering/ memorizing, repeating
Assessment methods and criteria	**LO1:** a test on EU member states; **LO2:** a group presentation on a chosen EU cluster; **LO3:** a group presentation on corporate social responsibility of a sample organization with application of ISO 26000 standard; **LO4:** a group presentation on most requested skills in certain occupations in different regions of the EU; **LO5:** a group presentation on health care system in the selected EU member state.
Prepared by	Julia Ziyatdinova
Approved by	Commission on Teaching and Learning of Faculty of Chemistry and Technology of Polymers in Medicine and Cosmetics
Date of approval	July 14, 2020, protocol #10

2. Course Structure

Course blocks	Description
Seminars **(23 hours)**	General information on course content presented by professor and discussed in groups with students.
Independent group work home/online for presentations (23 hours)	Students revise the seminar materials to prepare for the test. Students analyse and compare online resources and work together in groups to develop and give their presentations in class.
Assessment	Summative assessment based on results of the test and quality of presentations given in class.

3. Course Evaluation

Item	Score (0-5)	Comments and suggestions of reviewer(s)
1. Course aims	5	Considering the fact of cultural and - as integral part of it - the entrepreneurial diversity is crucial for understanding the EU innovation system. Anway, a stronger emphasis on values (that may be part of cultural aspects) should be considered.
2. Course content	4	Examination of a common EU culture (and values!) presented in the political relations sphere on the one hand and the impact of culture (and cultural diversity in EU) in specific economical-societal spheres (here the example of health systems) helps understanding the usefulness and limitations (often caused by cultural and institutional misfits) of international systems governance. Anyway, there is one weak point in the course content description: the link between the forecast system for EU-wide labour market imbalances (by CEDEEFOP) and the cultural aspects is not clear.
3. Target groups and prerequisites	4	Once addressing specific EU policies, basic knowledge of general EU policy mechanisms (subsidiarity, integration, etc.) should be an additional pre-requisite.
4. Learning outcomes	4	LO4 is not comprehensibly linked to the rest of the course outcomes. The linkage should be made clearer.

Reviewer:

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