
DEGREE IN BUSINESS ADMINISTRATION AND INNOVATION MANAGEMENT

1127 - ENTREPRENEURSHIP

General information

- Type of subject : Obligatory
- Coordinator : Noemí Ruiz Munzón
- Course: First
- Trimester: Third
- Credits: 6
- Teachers:
 - Màrian Buil Fabregà <mbuil@tecnocampus.cat>
 - Estel Paloma Cisa <epalomac@tecnocampus.cat>

Languages

- Catalan
- English

Consult the schedules of each group to know in which language the teaching will be. In any case the materials may be in any of the three languages specified above.

Competences

Basic

- B2_Students should be able to apply their knowledge in a professional fashion to their work or vocation using arguments valid in their respective study field
- B4_Students should be able to transmit information, ideas or arguments to both specialized professional public as well as general public

Specific

- E10_Recognize and understand the innovation and entrepreneurship mechanisms and develop the entrepreneurial initiative through theoretical models that fit a business idea.

General

- G1_Students should be able to work in a team, participating actively in the work tasks, negotiating standpoints in order to acquire the ability to work and learn with other team members and thus create and new knowledge
- G2_Students should be able to innovate by developing an open attitude towards change, and be willing to reassess old mental models that pose limitation to their thought

Transversal

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T3_Show entrepreneurial leadership and management skills, enhancing self-esteem and reducing risk aversion

- T1_Properly communicate orally and in writing in at least three languages, the two official languages of Catalonia and a third foreign language

Description

Introduction to the concept of entrepreneurial mindset and attitudes , as well as the various manifestations of entrepreneurial initiative to tackle the entire entrepreneurial process and its planning. Analysis of the figure of the entrepreneur as a central element of the entrepreneurial process and the main abilities related to them.

Discover skills needed to generate new entrepreneurial initiatives as new companies (entrepreneurship) or inside existing companies (intrapreneurship). Entrepreneurial competencies will help students to identify and create market opportunities by transforming ideas into possible businesses.

Results

- Search, analyze and evaluate opportunities that can be transformed into viable businesses.
- Identify and create market opportunities.
- Understanding entrepreneurial skills through their history, what they are doing and what their importance is.
- Develop a new entrepreneurial process or within a company identifying the steps and elements that facilitate or impede its implementation.

Working methodology

PLENARY LECTURES	<p>MD1. Plenary lectures : Expositive class sessions based on the explanation of the teacher attended by all students enrolled in the subject.</p> <p>MD2 . Conferences : Classroom sessions or broadcasts, both in the university classrooms and in the framework of another institution, in which one or more specialists expose their experiences or projects to students.</p> <p>MD4 . Videos : Resource in video format, which includes contents or demonstrations of the thematic themes of the subjects. These capsules are integrated into the structure of the subject and serve students to review as many times as necessary the ideas or proposals that the teacher needs to emphasize in their classes.</p>
Directed Learning	<p>MD5 . Seminars : Presential format in small work groups (between 14 and 40). They are sessions related to the face-to-face sessions of the subject that allow to offer a practical perspective of the subject and in which the participation of the student is key.</p> <p>MD6 . Debates and forums : On-site or online conversations, according to the objectives that the professor responsible for the subject pursues. The debates have a start and end date and are encouraged by the teacher</p> <p>MD7 . Case studies : Dynamics that part of the study of a case, which is used to contextualise the student in a specific situation, the teacher can propose different activities, both individually and in groups, among their students.</p>
Autonomous Learning	<p>MD11 . No presential tutorials: The student has telematic resources such as email and the resources of the ESCSET intranet.</p>

Contents

MODULE 1: THE HISTORY OF ENTREPRENEURSHIP

- 1.1. The evolution of entrepreneurship in history
- 1.2. Entrepreneurship definition
- 1.3. Entrepreneurship Schools of Thought

MODULE 2: THE ROLE OF ENTREPRENEURSHIP

- 2.1. The role of entrepreneurship in economic development
- 2.2. The product evolution process
- 2.3. The helix models
- 2.4 The impact of entrepreneurial firms in today's economy

MODULE 3: THE ENTREPRENEURIAL PROCESS

- 3.1. The Timmon's model of the entrepreneurial process

3.2. The complete entrepreneurial process

3.3 Internal and external forces in the entrepreneurial process

MODULE 4: ENTREPRENEURIAL SKILLS

4.1. Entrepreneurial mindset

4.2. Ikigai meaning

4.3. What are the main entrepreneurial skills?

4.4. Entrepreneurs

4.5. Entrepreneurial dimensions

MODULE 5: ENTREPRENEURSHIP PRACTICAL PROJECT

5.1. Ideation

5.2. Validation

5.3. Prototype

5.4. Communicate

MODULE 6: CORPORATE ENTREPRENEURSHIP

6.1. Why do we need intrapreneurship?

6.2. Intrapreneurship definition

6.3. Intrapreneurship typologies

6.4. Intrapreneurship culture, techniques and barriers

6.5. Corporate entrepreneurship models

6.6. The intrapreneur

6.7. Innovation methodologies

Activities

Attendance and participation in activities planned in and out of the classroom regarding the studied topics

Development of an entrepreneurial or intrapreneurial project

Evaluation system

- 40% continuous evaluation
- 10% class activities
- 20% final entrepreneurial project
- 30% final exam

A minimum grade of 5 out of 10 has to be obtained in the continuous evaluation and also in the final project in order to be considered in the final grade of the subject.

A minimum of 5 in the final exam is required.

The continuous evaluation is compulsory to take the final exam. Students with NO GRADES (NP) in some part of the continuous evaluation may not be allowed to take the final exam.

The grades from the activities proposed during the course can be reviewed during the 5 days after its communication. After this period, no revisions or claims of grades can be requested.

Retake of the subject:

Only the final exam will be recovered. A minimum grade of 5 out of 10 has to be obtained.

Continuous assessment activities will NOT be recovered, but its grades will be retained for their calculation in the retake of the subject.

A student who has not submitted to the first call can not attend the recovery.

Resources

Basics

Bibliographies

- CASSON, Mark; CASSON, Catherine. The history of entrepreneurship: Medieval origins of a modern phenomenon. *Business history*, 2014, vol. 56, no 8, p. 1223-1242.
- HISRICH R., PETERS M. & SHEPERD D.(2008) *ENTREPRENEURSHIP* McGraw-Hill International Edition
Part 2 Creating and Starting the Venture
- LEYDESDORFF, Loet. The Triple Helix, Quadruple Helix,..., and an N-tuple of helices: Explanatory models for analyzing the knowledge-based economy?. *Journal of the Knowledge Economy*, 2012, vol. 3, no 1, p. 25-35.
- LIÑÁN, Francisco; FAYOLLE, Alain. A systematic literature review on entrepreneurial intentions: citation, thematic analyses, and research agenda. *International Entrepreneurship and Management Journal*, 2015, vol. 11, no 4, p. 907-933.
- NAUDÉ, Wim. *Entrepreneurship and economic development: Theory, evidence and policy*. Browser Download This Paper, 2013.
- OSTERWALDER A. & PEIGNER, Y. (2010) *Business Model Generation: a handbook for visionaries, game changers and challengers*. Wiley published.
- SCHINDEHUTTE, Minet; MORRIS, Michael H.; KURATKO, Donald F. Classification as a Factor in the Scientific Evolution of Entrepreneurship. *Journal of Small Business Strategy*, 2015, vol. 11, no 2, p. 1-20.
- SHANE, Scott; LOCKE, Edwin A.; COLLINS, Christopher J. Entrepreneurial motivation. *Human resource management review*, 2003, vol. 13, no 2, p. 257-279.
- Tang,J. Kacmar,M. Busenitz,L. (2012) Entrepreneurial alertness in the pursuit of new opportunities. *Journal of Business Venturing* 27: 77-94
- Teece, D. J. (2012). Dynamic capabilities: Routines versus entrepreneurial action. *Journal of Management Studies*, 49(8), 1395-1401.
- Teece, D., Peteraf, M. A., & Leih, S. (2016). Dynamic Capabilities and Organizational Agility: Risk, Uncertainty and Entrepreneurial Management in the Innovation Economy. *Uncertainty and Entrepreneurial Management in the Innovation Economy* (April 7, 2016).
- VALLIERE, Dave. Towards a schematic theory of entrepreneurial alertness. *Journal of Business Venturing*, 2013, vol. 28, no 3, p. 430-442.
- VECCHIO, Robert P. Entrepreneurship and leadership: common trends and common threads. *Human resource management review*, 2003, vol. 13, no 2, p. 303-327.>

Complementaries

Bibliographies

- IRÍZAR I.(2003) *Cómo crear una empresa. Lo que todo emprendedor debe saber*.Gestión 2000
Parte 2 El plan de negocio
- KURATKO D. & HODGETTS R.(2007) *Entrepreneurship Theory, Process, Practice*.Thomson South-Western
Part 3 Entrepreneurial Venture Plan
Part 4 Entrepreneurial Issues for Start-up
- TRIAS DE BES F.(2007) *El libro negro del emprendedor*. Empresa activa