



| Course Information | | | | | |
|--|---|------------|-------------------------|-------------------------|--------------------------------------|
| Code: | EPD51003 | Course: | ENTREPRENEURSHIP | | |
| Coordination Area / Program: | DIRECCION DE DOBLE GRADO SIC | | | Mode: Presencial | |
| Credits: 03 | Tipo de hora | Presencial | Virtual | H. Totales | Autonomous Learning Hours: 96 |
| | H.Teoria | 48 | 0 | 48 | |
| | H.Práctica | 0 | 0 | 0 | |
| | H.Laboratorio | 0 | 0 | 0 | |
| Period: 2024-02 | Start date and end of period: del 19/08/2024 al 08/12/2024 | | | | |
| Career: ADMINISTRACIÓN - ADMINISTRACIÓN EN TURISMO - ADMINISTRACIÓN HOTELERA - ARQUITECTURA, URBANISMO Y TERRITORIO - ARTE CULINARIO - COMUNICACIONES - DERECHO - ECONOMÍA - ECONOMÍA Y FINANZAS - ECONOMÍA Y NEGOCIOS INTERNACIONALES - GASTRONOMÍA Y GESTIÓN DE RESTAURANTES - GESTIÓN AMBIENTAL EMPRESARIAL - INGENIERÍA AGROINDUSTRIAL Y AGRONEGOCIOS - INGENIERÍA AMBIENTAL - INGENIERÍA CIVIL - INGENIERÍA EMPRESARIAL - INGENIERÍA EN INDUSTRIAS ALIMENTARIAS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA INFORMÁTICA Y DE SISTEMAS - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE - INTERNATIONAL BUSINESS - MARKETING - MÚSICA - RELACIONES INTERNACIONALES | | | | | |

| Course Pre-requisites | | |
|-----------------------|---------------------|---|
| Code | Course - Credits | Career |
| | > 180 Créditos. | ADMINISTRACIÓN - ADMINISTRACIÓN EN TURISMO - ADMINISTRACIÓN HOTELERA - ARQUITECTURA, URBANISMO Y TERRITORIO - ARTE CULINARIO - COMUNICACIONES - DERECHO - ECONOMÍA - ECONOMÍA Y FINANZAS - ECONOMÍA Y NEGOCIOS INTERNACIONALES - GASTRONOMÍA Y GESTIÓN DE RESTAURANTES - GESTIÓN AMBIENTAL EMPRESARIAL - INGENIERÍA AGROINDUSTRIAL Y AGRONEGOCIOS - INGENIERÍA AMBIENTAL - INGENIERÍA CIVIL - INGENIERÍA EMPRESARIAL - INGENIERÍA EN INDUSTRIAS ALIMENTARIAS - INGENIERÍA INDUSTRIAL Y COMERCIAL - INGENIERÍA INFORMÁTICA Y DE SISTEMAS - INGENIERÍA LOGÍSTICA Y DE TRANSPORTE - INTERNATIONAL BUSINESS - MARKETING - MÚSICA - RELACIONES INTERNACIONALES |
| FC-ADM GESTEMPR | GESTIÓN DE EMPRESAS | COMUNICACIONES - ADMINISTRACION - DERECHO - RELAC. INTERNACIONALES - MARKETING |
| DGB-BUSINMANAGE | BUSINESS MANAGEMENT | MARKETING |

| Course Coordinators | | | |
|----------------------------------|----------------------------------|--------------|--------------|
| Surname and First Name | Email | Contact Hour | Contact Site |
| CAPRISTAN MIRANDA, JULIO RICARDO | capristan.financiero@hotmail.com | | |

| Instructors |
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| You can check the timetables for each teacher in their INFOSIL in the Classes Development Teachers option Teachers . |

| Course Overview |
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This is known as the entrepreneurial age. Entrepreneurs are driving a revolution that is transforming and renewing economies worldwide. An entrepreneur has been described as someone who destroys the existing economic order by introducing new products and services, by introducing new methods of production, by creating new forms or organizations, or by exploiting new raw materials. This course provides the students with the understanding of entrepreneurship and the role it plays in the economic order. Students will come to understand how entrepreneurship stirs up the existing economic order and prunes out the dead wood. Students are expected to understand and be able to relate theory about entrepreneurship to actual experiences, as well as, searching for opportunities to build a workable business model that have financial projections, strategy, and marketing integration. The reasoning is that students, regardless of whether they start a new business, will benefit from learning about entrepreneurship. This class combines concepts and cases to present the latest theory about entrepreneurship and relate actual experiences.

| General Course Result | Unit Result |
|--|--|
| At the end of the unit, students will understand the power of entrepreneurship in the world, the entrepreneurial process and the basics of innovation concepts that will help them trigger and succeed in the current market | 1. At the end of the unit, students will understand the power of entrepreneurship in the world, the entrepreneurial process and the basics of innovation concepts that will help them trigger and succeed in the current market. |
| | 2. At the end of the unit, students will experiment with several business concepts to shape and reshape their business idea and define a sustainable and innovative business model that they can bring to reality |
| | 3. Specific outcome: By the end of the unit, the student will integrate all the knowledge previously acquired in the form of final project, presenting an innovative entrepreneurship. |

| Development of activities | | |
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| Unit Result 1: <i>At the end of the unit, students will understand the power of entrepreneurship in the world, the entrepreneurial process and the basics of innovation concepts that will help them trigger and succeed in the current market.</i> | | |
| Session 1: <i>At the end of the session, students will understand the power of entrepreneurship in the world.</i> | | Semana 1 a 1 |
| Learning Activities | Contents | Evidence |
| Describe entrepreneurship and small business in the United States Summarize and list the causes of the entrepreneurial revolution. Identify the principal findings from GEM latest edition. Describe the power of entrepreneurship and provide examples. Discuss the entrepreneurial revolution. Explain the changes in the entrepreneurial framework conditions. | Entrepreneurship and Small Business in the United States. Causes of the Entrepreneurial Revolution. Innovation concepts. Global Entrepreneurship Monitor and principal findings. Entrepreneurship Ecosystems and the importance of support. | Research about a meaningful entrepreneur or entrepreneurship that you admire and elaborate a short presentation about it. |
| Session 2: <i>At the end of the session, students will understand and apply the entrepreneurial process to kick-start their idea generation and opportunity recognition with the tools shown</i> | | Semana 2 a 2 |
| Learning Activities | Contents | Evidence |
| Research about trends in diverse fields. Identify problems that need to be solved. Create the potential problemsolving options matrix. Evaluate the different options gathered. | Critical factors for starting a new enterprise. Evaluating opportunities for new businesses. Determining resource needs and acquiring resources. Profit Potential. Ingredients for a successful new business. | Research and identify trends in different fields. List problems that need to be solved. Idea generation and building business concepts. |
| Session 3: <i>At the end of the session, students will create different business idea concepts to choose one as their venture starting point.</i> | | Semana 3 a 3 |

| Learning Activities | Contents | Evidence |
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| Watch the video "where good ideas come from?" and debate its statements. Brainstorm different challenges that could be solved. Assess the level of opportunity that your ideas have using the opportunity check list. | How do I come up with a good idea? Is your idea an opportunity? The opportunity check list. "I don't have an opportunity". | Creation of different business idea concepts. Selection of business idea to develop as final project. Opportunity recognition |
| Unit Result 2: <i>At the end of the unit, students will experiment with several business concepts to shape and reshape their business idea and define a sustainable and innovative business model that they can bring to reality</i> | | |
| Session 4: <i>At the end of the session, students will create prototypes to be tested in the real world to make decisions about the solution they are working on.</i> | | Semana 4 a 4 |
| Learning Activities | Contents | Evidence |
| Understand what prototyping is. Identify the different tools for prototyping. Create prototypes. | What is prototyping? Types of prototyping Prototyping tools. | Create prototypes of the solution you are working on. |
| Session 5: <i>At the end of the session, students will realize the importance of business models to build strong and profitable ventures.</i> | | Semana 5 a 6 |
| Learning Activities | Contents | Evidence |
| Identify the business model core of different examples. Realize the innovation in different business models. Ponder the pros and cons of the different marketing and distribution channels. Be creative with the different revenue streams we can apply for the venture. | Business model core. The market. Customer segments. Marketing Channels. Distribution Channels. Revenue Streams. Products and operations. The external environment and financial strategy. | Design the business model of the venture. Create a prototype of the business model. |
| Session 6: <i>At the end of the session, students will apply entrepreneurial marketing concepts to their business model.</i> | | Semana 7 a 7 |
| Learning Activities | Contents | Evidence |
| Realize the unique entrepreneurial marketing challenges entrepreneurs face. Evaluate different marketing strategies to be applied. Research and create different digital media outlets to reach their target audience. | Unique entrepreneurial marketing challenges. Market information Marketing strategy for entrepreneurs. Social Media. Guerrilla Marketing. Marketing skills for managing growth. | Conduct primary data market research. Create an impactful marketing strategy. |
| Session 7: <i>At the end of the session, students will evaluate the role each of the team members will play in their venture as they build the founding team.</i> | | Semana 8 a 8 |
| Learning Activities | Contents | Evidence |
| Identify the personal traits of each team member and make decisions about the role each of them will play in the venture. Envision the future of the venture and the different human resources requirements. | Power of the team. Where do you fit? How to build a powerful team Bootstrapping: building the team based on stage-of-venture life. Compensation. External team members. Keeping the team together. | Define the venture's organizational structure. |
| Session 8: <i>At the end of the session, students will understand the importance of the business planning process and start creating their own.</i> | | Semana 9 a 9 |
| Learning Activities | Contents | Evidence |
| Reflect on the planning process. Understand the business plan outline. Write a business pitch using story telling techniques. | The planning process. The story model. The business plan. Types of plans. Style pointers for the written plan and oral presentation. | Organize the most valuable information and write the Business plan. Deliver a business pitch using story telling techniques. |
| Session 9: <i>At the end of the session, students will analyze their revenue and costs models to build the financial statements of their venture, deciding upon the different options available for financing their venture.</i> | | Semana 10 a 12 |
| Learning Activities | Contents | Evidence |

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| Identify the current revenue sources of your entrepreneurship. Reflect and contemplate if you did not miss any other revenue source. Associate the costs related to the revenue source. Pick the revenues you will start with and set the baseline for financial needs to kick-start the venture. Project sales for the first 2 years. Identify the potential investors for funding. Reevaluate the capital needed for kick-starting the venture. | Financial statements. Common mistakes. Financial statement overview. Building your pro forma financial statements. Comparable method. Building integrated financial statements. Putting it all together. Bootstrapping new ventures. Access to funds: Informal investors. Crowdfunding. Venture capital. Sources of short-term cash Customers prepayments. Traditional bank lending. Choosing the right mix of short-term financing. Valuation. Harvesting investments. | Identify revenue sources and costs related to the venture. Define the initial capital needed to kick-start the venture. Make sales projections for the first year. Build a financial strategy to kick-start the venture. Case study. |
| Session 10: <i>at the end of the session, the students will evaluate the best legal entity and tax break that is the most suitable for their venture as well as identify all the intellectual property they will be creating and decide how they will protect it</i> | | Semana 13 a 13 |
| Learning Activities | Contents | Evidence |
| Research about the different legal business forms in the country or countries where they will do business. Debate about the name chosen for the venture. Identify intellectual property that will be part of their venture. Decide how to protect each of the IP identified. | Legal and tax issues. Choice of legal form. Choosing a name. Intellectual Property. | Choose a legal and tax regime. Create an intellectual property matrix. |
| Session 11: <i>at the end of the session, students will evaluate the entrepreneurial growth strategy that they will use in their venture</i> | | Semana 14 a 14 |
| Learning Activities | Contents | Evidence |
| Understand the importance of growth in the venture. Define different growth opportunities. | Making the transition from start-up to growth. The growth process. Opportunity domain. Organizational resources and capabilities. Leadership. | Create a 3-tier business growth strategy. |
| Session 12: <i>At the end of the session, students will understand the importance of social entrepreneurship to solve world's problems</i> | | Semana 15 a 15 |
| Learning Activities | Contents | Evidence |
| Understand the social entrepreneurship phenomena. Identify the different types of social entrepreneurs there are. Relates how we measure the impact of social entrepreneurship. Research and present a social entrepreneurship that matches the student interest. Evaluate which of the UNGC is impacted by their final project. | The rise in social entrepreneurship. Social entrepreneurship defined. A social entrepreneurship typology. Measuring impact. Principles of the United Nations Global Compact | Research and present a social entrepreneurship that matches the student interest. Analyze the UNGC and choose the principles that are impacted in their final project. |
| Unit Result 3: <i>Specific outcome: By the end of the unit, the student will integrate all the knowledge previously acquired in the form of final project, presenting an innovative entrepreneurship.</i> | | |
| Session 13: <i>By the end of this session, each group of students will deliver the final project and a final presentation. Also, will get feedback about their ventures proposals.</i> | | Semana 15 a 16 |
| Learning Activities | Contents | Evidence |
| Deliver final pitch. Watch groups final presentations. Reflect about the strength of the opportunity shown by each group. Choose a favorite and elaborate about why it is so. | Group project presentations. Q&A. | Final Project - Business Plan delivery. Final Project presentation. Final projects awards. |

Methodology

The course will be developed based on the following methodologies:

Assessment System

Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.

The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.

| Type Evaluation | %Weighing | Observation | Week Assessment | Rezag. |
|--------------------------------------|------------|---------------------|-----------------|--------|
| Continuous Assessment | 60% | | | |
| Bussiness Initial Capital | 15% | | Semana 11 | No |
| Opportunity Assessment | 20% | | Semana 3 | No |
| Organization and Financial Structure | 15% | | Semana 13 | No |
| Primary Data Market Research | 25% | | Semana 7 | No |
| Prototyping | 25% | | Semana 6 | No |
| Evaluación Final | 40% | Creditable product. | Semana 16 | No |

Attendance Policy

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| Total Percentage Absences Permitted | 30% |
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Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).

In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.

Basic Required Reading

[1] Bygrave, William D., (2014). *Entrepreneurship* /. (3rd ed.). Wiley,.

[2] Ries, Eric, (2011). *The lean startup : how today's entrepreneurs use continuous innovation to create radically successful business* /. (1st ed.). Currency,.

References Supplementary

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| Prepared by: MEDINA TEMOCHE, FIORELLA CELESTE / | Approved by: ALDERETE VELITA, JOEL JOAB | Validated by: Office of Curriculum Development |
| Date: 16/07/2024 | Date: 18/08/2024 | Date: 19/08/2024 |