

	Competency-Oriented
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**Syllabus  
ENTREPRENEURSHIP II**

**A. General Information**

<b>1. Academic Unit</b>	SCHOOL OF ECONOMICS AND BUSINESS				
<b>2. Program</b>	BUSINESS ENGINEERING				
<b>3. Code</b>					
<b>4. Number of classes per week</b>	2 Modules				
<b>5. Year / Semester</b>	3 <sup>rd</sup> Year, 2 <sup>nd</sup> Semester				
<b>6. Credits</b>	10				
<b>7. Number of hours</b>	Theory			Practice	
<b>8. Type of Course</b>	Mandatory	X	Elective	Optional	
<b>9. Prerequisite</b>	Entrepreneurship I				

**B. Contribution to the Graduate’s Profile**

The purpose of the course is for students to understand the trends that are impacting the business world and to acquire the skill to detect business opportunities and understand the potential of an idea through a commercial, financial and operating analysis.

Students will also learn the ability to create solutions to problems and collaborate in designing prototypes or pilots to validate and develop ideas with potential users. They are also expected to recognize critical aspects of a project and organize work to create action plans for business continuity.

This course is located in the second cycle of education entitled “Degree” and belongs to the UDD Seal formation area.

The contribution to the graduate’s profile means promoting the development of generic competencies: “Ethics,” “Entrepreneurship and Leadership,” “Public Responsibility,” “Autonomy” and “Communication.”

**C. Competencies and Learning Outcome of the Course**

<b>Generic Competencies</b>	<b>General Learning Outcome</b>
<i>Entrepreneurship and Leadership</i>	Students learn to create new realities based on the resources they do not control.
<i>Autonomy</i>	
<i>Communication</i>	
<i>Ethics</i>	Students understand the action of combining resources they do not own based on the construction of visions that mobilize people.
<i>Public Responsibility</i>	

<b>Generic Competencies</b>	<b>General Learning Outcome</b>
	Students learn to become responsible for the decisions they make, to monitor the results and to learn from mistakes. These dynamics generate the ability to develop decision-making criteria that nurtures independence and assertiveness in making decisions.
<b>Specific Competencies</b>	<b>Specific Learning Outcome</b>
<i>Detecting Business Opportunities</i>	<p>Students identify a business opportunity based on the characteristics and needs of a potential client.</p> <p>Students design the implementation of a business by solving problems and anticipating emerging conditions.</p> <p>The learning of interpersonal skills is promoted as a tool for success in implementing group projects that are put into practice under pressure and uncertainty.</p>
<i>Personal and Interpersonal Skills</i>	
<i>Teamwork</i>	
<i>Problem-Solving</i>	

#### D. Units and Content and Learning Outcome

<b>Units and Content</b>	<b>Competency</b>	<b>Learning Outcomes</b>
<b>Unit I:</b> 1. Introduction to entrepreneurship and new business. 2. Recognizing opportunities. 3. Business models.	Entrepreneurship and Leadership  Detecting Business Opportunities	Understanding factors that are determining to the potential of an idea. Using tools to produce solutions that create value for the user.
<b>Unit II:</b> 1. The use of new technology. 2. Validation. 3. Lean Start-Up. 4. Prototyping.	Entrepreneurship and Leadership  Problem-Solving Capacity	Interpreting the user's problems and creating prototypes to validate and improve the proposal. Applying technical and financial criteria supporting the proposal.
<b>Unit III:</b> 1. Market Feasibility. 2. Technical Feasibility. 3. Financial Feasibility.	Autonomy  Detecting Business Opportunities	Integrating knowledge of the commercial, operating and financial areas to determine the feasibility of the product or services. Evaluating business models that will potentially help capture the value produced.

<b>Unit IV:</b> 1. The principles of administration of new businesses. 2. Organization for a new business. 3. People management. 4. Marketing management. 5. Financial resource management. 6. Control of a new business.	Ethics  Public Responsibility  Orientation towards Professional Development	Distinguishing relevant areas of interest prior to implementing the idea and proposing action plans to launch the product or service. Learning to be responsible for the decisions students adopt in their proposal, organization and management of a new business.
<b>Unit V:</b> 1. Effective Presentations. 2. Growth and vision of the future.	Communication  Teamwork	Identifying attributes and core aspects of the solution offered by the business project. Students must know what does and does not work in communicating their vision to sell their projects. Making presentations to potential investors that support the projections for the business.

#### E. Teaching Strategies

The teaching method will include lectures and a central project. Student engagement in class is encouraged. Students will analyze problems where they can apply the conceptual knowledge acquired.

The course is structured on the basis of diverse methods that include:

1. *Class lectures supported by audiovisual materials.*
2. *Group debates and discussions; learning guides developed in class and in site visits; questionnaires for different sources of information.*
3. *The development of a central project where students will explore in depth a problem with an unknown solution.*
4. *Learning to do through prototyping.*
5. *These projects are then implemented by teams over a limited horizon of time, which requires interacting under pressure.*

#### F. Assessment

The central project will be assessed, where students must advance as a group in developing a unique and original idea that is commercially feasible, which will represent 40% of the final grade.

The assessment procedures could be as follows:

<b>Assessments</b>
Mid-term 1
Mid-term 2
Readings Quizzes
180° Assessment
Engagement
Exam

**Attendance requirement:** *Students must have a 75% class attendance record.*

**G. Learning Resources**

1. The Lean Startup, by Eric Ries