

**Syllabus
(SUSTAINABLE)
ENTREPRENEURSHIP II**

Economics and Business Department's Mission

Contribute to economic and social development through the generation and dissemination of advanced knowledge and the training of professionals of excellence in the field of management and economics, who are distinguished by their entrepreneurial capacity, global mindset, innovative attitude and who are capable to become protagonists in generating value and impact in organizations.

A. General Information

1. Academic Unit	SCHOOL OF ECONOMICS AND BUSINESS					
2. Program	BUSINESS ENGINEERING					
3. Code	ECS329					
4. Teacher	Diego Pascual Villegas					
5. Class/Section	5					
6. Number of credits	10					
7. Number of classes per week	2 Modules					
8. Year / Semester	3 rd Year, 2 nd Semester					
9. Credits	10					
10. Number of hours	Theory				Practice	
11. Type of Course	Mandatory	X	Elective		Optional	
12. Prerequisite	Entrepreneurship I					

B. Contribution to the Graduate's Profile

The course is configured as a business model consultancy to entrepreneurs. We will develop a proposal to modify the current business model of a company, towards a sustainable business model based on innovation. It is intended that the student learn about the different business models, given the relevance they have for the feasibility, profitability, and integrity of a company.

The main purpose of the course is for students to understand the trends that are impacting the business world and to acquire different skills to detect sustainable business opportunities. Also, to understand the potential of ideas through a complete business model analysis based on 2 main methodologies (Business Model Canvas & Business Model Navigator).

Students will also learn to create solutions to problems through a systematic innovation approach and collaborate in designing prototypes or pilots to validate with potential users. They are also expected to recognize critical aspects of a project by integrating knowledge of the past courses into a real project of entrepreneurship and organize work to create action plans for business continuity.

The structure of the course can be unbundled into three stages, where midterms and the exam define their transition. The first stage consists of the diagnosis of the respective company. In the second stage students should, from the information collected, identify the main current problems and be able to recognize which part of the business model they affect, so they can propose a modification of the business model and the corresponding support (under a quantitative and

qualitative study). Finally, the third stage focuses on generating an implementation strategy traduced in a consultancy.

This course provides a brief overview of what the world of entrepreneurship is, both for students who in the future wish to undertake this path, and those who do not. This course corresponds to 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

Generic Competencies	General Learning Outcome
<i>Entrepreneurship and Leadership</i>	Understand the characteristics of various business models by identifying how the different functions are articulated and co-dependent within an entrepreneurial business, to generate a successful value proposition in the market and distinguish which are currently the disruptors in the global and local market.
<i>Autonomy</i>	
<i>Communication</i>	
<i>Ethics</i>	
<i>Public Responsibility</i>	
<i>Global Vision</i>	
	To develop a holistic and diverse vision of how different types of businesses work, allowing for better strategies to be developed in the future, whether from a business, a company, a foundation, a consultancy, or the academic world.
	Being able to interpret the different market proposals by debating and confronting the different points of view in the context of case analysis, in such a way that it allows them to project themselves into the future with security and vision.
	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.
Specific Competencies	Specific Learning Outcome
<i>Detecting Business Opportunities</i>	Students identify a business opportunity based on the characteristics and needs of a company business model, considering the actual national and international context with a focus on sustainability.
<i>Personal and Interpersonal Skills</i>	
<i>Teamwork</i>	
<i>Problem-Solving</i>	

<i>Integration and Application of Knowledge</i>	
	<p>Students design the implementation of a new business model 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>

D. Units and Content and Learning Outcome

Units and Content	Competency	Learning Outcomes
Unit I: Introduction to entrepreneurship and new sustainable business. <ol style="list-style-type: none"> 1. Canvas Business models & Sustainable Business Models. 2. Types of ventures: Startups, business, social (with and without profit), or others. 3. Recognizing problems and opportunities. 4. Ecosystems and trends 5. Changes and evolution that have allowed the emergence of new business models. 	Entrepreneurship and Leadership Detecting Business Opportunities	Understanding business models and different types of ventures. Recognizing problems and opportunities that businesses will have in social and environmental aspects . Get to know different actors from the sustainable entrepreneurship ecosystem.
Unit II: Sustainability and Industry <ol style="list-style-type: none"> 1. Administration of new businesses in the 2020. 2. Market Analysis 3. Organization for a new business. 4. Stakeholders management. 5. Responsible Communication management. 6. Financial resource 	Autonomy Detecting Business Opportunities Ethics Public Responsibility Orientation towards Professional Development Communication	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. Distinguishing sustainable drivers of change prior to implementing the idea and proposing action plans.

management.		Learning to be responsible for the decisions students adopt in their proposal, organization and management of a new business.
Unit III: Sustainability Science <ol style="list-style-type: none"> 1. Sustainable Development 2. Sustainability and Ecosystems 3. Sustainable Development in Economics 4. Finance and Sustainability 5. Ecology 6. Climate Change 	Ethics Public Responsibility Orientation towards Professional Development	Understand sustainability as a societal guiding vision and regulative idea, the necessity for further operationalizing and realizing sustainability is greater than ever. Provide a state-of-the-art overview of some of the key areas of sustainable development.
Unit IV: Creativity & Innovation <ol style="list-style-type: none"> 1. History & evolution 2. Methodologies 3. Dimensions 4. Traps & Myths 5. Business Model Innovation 6. Validation 7. Prototyping 8. Useful Tools 	Entrepreneurship and Leadership Detecting Business Opportunities	Interpreting the business problems and creating innovative sustainable prototypes to validate and improve the proposal. Applying technical and financial criteria supporting the proposal. Using tools to produce innovative sustainable solutions that create value for the environment and people.
Unit V: Implementation Plan <ol style="list-style-type: none"> 1. Effective Presentations 2. Consultancy Models 3. Project Management 4. Project Evaluation 5. Growth and vision of the future. 	Communication Teamwork	Identifying attributes and core aspects of the solution offered by the sustainable business project. Students must know what does and does not work in communicating their vision to sell their projects. Making presentations to business owners and potential investors that support the projections for the business.

E. Teaching Strategies

The teaching method will include on-line lectures (*synchronous & asynchronous*), guided online activities and a central team project. Student engagement in class is encouraged. Students will analyze problems where they can apply the conceptual knowledge acquired.

Method and Course Structure:

1. *On-line class lectures (synchronous & asynchronous) supported by audiovisual materials.*
2. *Group debates and discussions; learning guides developed in class; 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.

The assessment procedures could be as follows:

Assessments
Mid-term 1
Mid-term 2
Readings, Quizzes & Activities
180° Assessment
Engagement & Participation
Exam

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

G. Learning Resources

1. The Lean Startup, by Eric Ries.
2. The Canvas Business Model by Alexander Osterwalder.
3. The Business Model Navigator: 55 Models That Will Revolutionise Your Business, by Oliver Gassmann
4. Natural Resource Conservation: Management for a Sustainable Future. Daniel D. Chiras John P. Reganold
5. Ellen MacArthur Foundation
6. Rethink X, Tony Seba
7. Sustainability Science, An Introduction. Harald Heinrichs· Pim Martens Gerd Michelsen· Arnim Wiek, Editors. Springer.
8. SIT- Systematic Inventive Thinking