

Guía docente / *Course Syllabus*

2018-19

1. Descripción de la Asignatura / *Course Description*

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| Asignatura <i>Course</i> | INICIATIVA EMPRENDEDORA Y EMPRESA FAMILIAR (docencia en inglés) |
| Códigos <i>Code</i> | 504046 |
| Facultad <i>Faculty</i> | Facultad de Ciencias Empresariales |
| Grados donde se imparte <i>Degrees it is part of</i> | Grado en Administración y Dirección de Empresas (Inglés) |
| Módulo al que pertenece <i>Module it belongs to</i> | Organización de empresas |
| Materia a la que pertenece <i>Subject it belongs to</i> | Organización de empresas |
| Departamento responsable <i>Department</i> | Organización de Empresas y Marketing |
| Curso <i>Year</i> | 3º |
| Semestre <i>Term</i> | 2º |
| Créditos totales <i>Total credits</i> | 6 |
| Carácter <i>Type of course</i> | Optativa |
| Idioma de impartición <i>Course language</i> | Inglés |
| Modelo de docencia <i>Teaching model</i> | C1 |

Clases presenciales del modelo de docencia C1 para cada estudiante: 23 horas de enseñanzas básicas (EB), 22 horas de enseñanzas prácticas y de desarrollo (EPD) y 0 horas de actividades dirigidas (AD). Hasta un 10% de la enseñanza presencial puede sustituirse por docencia a distancia (también presencial, pero posiblemente asincrónica), de acuerdo con la programación de la Asignatura publicada antes del comienzo del curso.

Number of classroom teaching hours of C1 teaching model for each student: 23 hours of general teaching (background), 22 hours of theory-into-practice (practical group tutoring and skill development) and 0 hours of guided academic activities. Up to 10% of face-to-face sessions can be substituted by online teaching, in accordance with the course schedule published before it begins.

2. Responsable de la Asignatura / *Course Coordinator*

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| Nombre <i>Name</i> | José Luís Barbero Navarro |
| Departamento <i>Department</i> | Organización de Empresas y Marketing |
| Área de conocimiento <i>Field of knowledge</i> | Organización de Empresas |
| Categoría <i>Category</i> | Profesor Titular de Universidad |
| Número de despacho <i>Office number</i> | 7.3.18 |
| Teléfono <i>Phone</i> | |
| Página web <i>Webpage</i> | http://www.upo.es/doem/?p=jlbarnav |
| Correo electrónico <i>E-mail</i> | jlbarnav@upo.es |

3. Ubicación en el plan formativo / *Academic Context*

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| Breve descripción de la asignatura <i>Course description</i> | <p>Enterprising Initiative and Family Business is a subject dealing with the identification and exploitation of entrepreneurial opportunities. The subject introduces students to the fundamentals of creating a business to succeed in dynamic markets and competitive environments. The subject will mainly be dealing with the process of launching new firms although it will touch upon other areas close to entrepreneurship. The areas covered within the course are:</p> <ul style="list-style-type: none">• Different perspectives on entrepreneurship in new and existing organizations• Skills and characteristics related to entrepreneuring• Entrepreneurial opportunities in different contexts• Business planning• Checking the feasibility of business ideas• Financing the start-up• Marketing the start-up |
| Objetivos (en términos de resultados del aprendizaje) <i>Learning objectives</i> | <p>The key objectives of the course are:</p> <ul style="list-style-type: none">• To have the students develop an understanding of different aspects and contexts of entrepreneurship as a basis for crafting their 'entrepreneurial selves'.• To understand what an opportunity is and what traits do good opportunities share.• To put together all the jigsaw pieces necessary for the foundation of a venture through the help of a business plan and analyze how a venture's potential should be communicated through a business plan.• To learn what the best sources for financing a venture are and how to tap them.• To learn alternative ways to market new business opportunities. |

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| | <ul style="list-style-type: none"> • To observe how successful entrepreneurs manage their ventures in the context of high sales growth. |
| Prerrequisitos <i>Prerequisites</i> | There are no prerequisites for taking the course on Enterprising Initiative and Family Business. |
| Recomendaciones <i>Recommendations</i> | The course covers the entrepreneurial process and the way it typically unfolds, making it especially recommendable for students with an entrepreneurial orientation or willing to infuse that approach in family businesses (hence its elective nature). |
| Aportaciones al plan formativo <i>Contributions to the educational plan</i> | This course falls under the broader academic umbrella of Market Research & Marketing, Financial Economics & Accounting, and Business Organization; it serves to expose students to the fundamental concepts underpinning these areas of knowledge and provides them with a holistic vision of companies how they work. |

4. Competencias / Skills

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| Competencias básicas de la Titulación que se desarrollan en la Asignatura <i>Basic skills of the Degree that are developed in this Course</i> | <p>CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio</p> <p>CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética</p> <p>CB4 - Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado</p> <p>CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía</p> |
| Competencias generales de la Titulación que se desarrollan en la Asignatura <i>General skills of the Degree that are developed in this Course</i> | <p>CGI1 - Capacidad de análisis y síntesis</p> <p>CGI2 - Capacidad de organización y planificación</p> <p>CGI7 - Capacidad para la resolución de problemas.</p> <p>CGI8 - Capacidad para tomar decisiones</p> <p>CGI9 - Habilidad para analizar y buscar información proveniente de fuentes diversas</p> <p>CGP1 - Capacidad para trabajar en equipo</p> <p>CGP4 - Habilidad en las relaciones personales</p> <p>CGP6 - Capacidad crítica y autocrítica</p> <p>CGP8 - Trabajar en entornos de presión</p> <p>CGS3 - Capacidad de aprendizaje autónomo</p> <p>CGS4 - Creatividad</p> <p>CGS5 - Motivación por la Calidad</p> <p>CGS6 - Capacidad de Adaptación a nuevas situaciones</p> <p>CGS8 - Liderazgo</p> |
| Competencias transversales de la Titulación que se desarrollan en la Asignatura <i>Transversal skills of the Degree that are developed in this Course</i> | <p>CT1 - Comunicación oral y escrita en castellano.</p> <p>CT2 - Comunicación oral y escrita en una lengua extranjera.</p> <p>CT4 - Conocimientos de informática relativos al ámbito de estudio.</p> <p>CT6 - Compromiso ético en el trabajo.</p> |
| Competencias específicas de la Titulación que se desarrollan en la Asignatura | CE06 - Entender y aplicar las principales líneas de pensamiento estratégico actual, el papel de la competencia y la búsqueda de la ventaja competitiva; entender las raíces del éxito y el fracaso |

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| <i>Specific competences of the Degree that are developed in the Course</i> | empresarial, conociendo a fondo los conceptos y herramientas para la formulación y desarrollo de una estrategia |
| Competencias particulares de la asignatura, no incluidas en la memoria del título <i>Specific skills of the Course, not included in the Degree's skills</i> | <p>Cognitive (Know...):</p> <ul style="list-style-type: none"> • Realize the advantages of a career in entrepreneurship vs. a career working as an employee. • Have knowledge on what is required to succeed as an entrepreneur. • Know the different parts of a business plan and the interaction among those parts. • Know what the main financing sources available to an entrepreneur are. • Know the specific tools to manage the complexity in a family business derived from the conjunction of the three different aspects of life at work. <p>Procedural/instrumental (Know how to...):</p> <ul style="list-style-type: none"> • Be able to launch a new business by marshalling the resources required for such endeavor. • Have the capabilities to refine a product to turn it into a star product. • Tap into the main financial forms of financing available to an entrepreneur. • Know how to manage a high growth small firm through the initial stages of such. <p>Attitudinal (Be...):</p> <ul style="list-style-type: none"> • Have a proactive attitude towards risk in order to dissipate fear of failure. |

5. Contenidos de la Asignatura: temario / *Course Content: Topics*

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| PARTE I | ENTREPRENEURING: PERSON AND PROCESS |
| TEMA 1 | WHAT IS ENTREPRENEURSHIP? AND WHO IS THE ENTREPRENEUR? |
| TEMA 2 | ENTREPRENEURIAL PROCESS: IDENTIFYING BUSINESS OPPORTUNITIES |
| TEMA 3 | CREATIVITY |
| PARTE II | DEVELOPING SUCCESSFUL BUSINESS IDEAS |
| TEMA 4 | DEVELOPING AN EFFECTIVE BUSINESS MODEL |
| TEMA 5 | LEAN START UP AND CUSTOMER DEVELOPMENT |
| TEMA 6 | ENTREPRENEURIAL FINANCE |
| TEMA 7 | TEAMS AND BOARDS |

6. Metodología y recursos / *Methodology and Resources*

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| Metodología general <i>Methodology</i> | Described in the following headings. |
| Enseñanzas básicas (EB) <i>General teaching</i> | This course is comprised of fourteen 1.5-hour sessions. Sessions consist in lectures given by the professor on general theory and background relating to different course topics, informative talks, etc. |
| Enseñanzas prácticas y de | A total of fourteen 1.5-hour seminars will be held throughout the |

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| desarrollo (EPD) <i>Theory-into-practice</i> | course. These sessions are an arena in which students will work on solving real-life problems and cases having to do with the concepts covered in theory/praxis sessions. Professors will also assign group activities and assignments in these sessions. There will be opportunities for students to develop both theory and practical skills through learning that is based on practical experimentation and critical reflection. |
| Actividades académicas dirigidas (AD) <i>Guided academic activities</i> | |

7. Criterios generales de evaluación / *Assessment*

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| Primera convocatoria ordinaria (convocatoria de curso) <i>First session</i> | <p>El 50% de la calificación procede de la evaluación continua. El 50% de la calificación procede del examen o prueba final. Practice (EPDs) will be assessed through continuous evaluation which may include both, exams or the completion of individual or group activities. Thus professors will be able to check that the students have acquired the skills to apply the knowledge learned. Evaluation of practice will correspond to 50% of the final grade. Students will take one exam—at the end of the course—. Students failing the exam at the end of the course will have the opportunity to take a final exam in the month of July.</p> <p>A minimum score of 5 points (on a 10-pt.scale) is required in the two sections of the exam in order to pass—even if the average of the two is 5 or higher.</p> <p>Knowledge of fundamental theoretical concepts will be assessed via a 20 to 25-question multiple choice test (50% of the exam grade) and two or three open questions (50% of the exam grade).</p> |
| Segunda convocatoria ordinaria (convocatoria de recuperación) <i>Second session (to re-sit the exam)</i> | In any case, the grade obtained by the student through practice (EPDs) will be saved for the following two official calls in each course. Those students who do not follow the continuous evaluation process, or do not pass the EPD evaluation, will be eligible for 100% of the total grade of the subject in the call for the recovery of the course (July), through a test in which the student will be evaluated of the total knowledge and competences of the subject. |
| Convocatoria extraordinaria de noviembre <i>Extraordinary November session</i> | <p>Se activa a petición del alumno siempre y cuando éste esté matriculado en todas las asignaturas que le resten para finalizar sus estudios de grado, tal y como establece la Normativa de Progreso y Permanencia de la Universidad.</p> <p>Se evaluará del total de los conocimientos y competencias que figuren en la guía docente del curso anterior, mediante el sistema de prueba única.</p> <p>November call is activated by the student, provided S/he is enrolled in all the subjects left to finish her/his studies, based on the Normativa de Progreso y Permanencia of the Unviersi. The student will be evaluated on the total knowledge and competencies in the syllabus of the prior academic year with a one single exam system. 1</p> |
| Criterios de evaluación de las enseñanzas básicas (EB) <i>General teaching assessment criteria</i> | <p>Durante la evaluación continua:</p> <p>Durante el examen o prueba final (1ª convocatoria):</p> <p>Durante el examen o prueba final (2ª convocatoria):</p> |
| Criterios de evaluación de las | Durante la evaluación continua: |

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| enseñanzas prácticas y de desarrollo (EPD) <i>Theory-into-practice assessment criteria</i> | Durante el examen o prueba final (1ª convocatoria): Durante el examen o prueba final (2ª convocatoria): |
| Criterios de evaluación de las actividades académicas dirigidas (AD) <i>Criteria of assessment of guided academic activities</i> | Durante la evaluación continua: Durante el examen o prueba final (1ª convocatoria): Durante el examen o prueba final (2ª convocatoria): |
| Puntuaciones mínimas necesarias para aprobar la Asignatura <i>Minimum passing grade</i> | 1ª convocatoria: A minimum score of 5 points (on a 10-pt.scale) is required in the two sections of the exam in order to pass—even if the average of the two is 5 or higher. 2ª convocatoria: A minimum score of 5 points (on a 10-pt.scale) is required in the two sections of the exam in order to pass—even if the average of the two is 5 or higher. |
| Material permitido <i>Materials allowed</i> | In general, no extra material will be allowed to be used. Erasmus students will be able to use a dictionary / translator, which will allow them to understand the meaning of the terms used in the exam questions. |
| Identificación en los exámenes <i>Identification during exams</i> | En cualquier momento de la realización de una prueba de evaluación los profesores podrán requerir la acreditación de la identidad de cualquier estudiante, mediante la exhibición de su carnet de estudiante, documento nacional de identidad, pasaporte u otro documento válido a juicio del examinador. Si no lo hiciese, el estudiante podrá continuar la prueba, que será calificada solo si la documentación es presentada en el plazo que el examinador establezca. |
| Observaciones adicionales <i>Additional remarks</i> | Students enrolled in a mobility program or a program for high-level athletes, as well as students affected by work or serious health problems or reasons of force majeure duly accredited, will have the right to be evaluated with a single exam evaluation system. To do this they must report changes in their circumstances to the program coordinator before the end of the teaching period. |

Los estudiantes inmersos en un programa de movilidad o en un programa de deportistas de alto nivel, así como los afectados por razones laborales, de salud graves o por causas de fuerza mayor debidamente acreditadas, tendrán derecho a que en la convocatoria de curso se les evalúe mediante un sistema de evaluación de prueba única. Para ello, deberán comunicar la circunstancia al profesor responsable de la asignatura antes del fin del periodo docencia presencial.

Students enrolled in a mobility program or a program for high-level athletes, as well as students affected by work or serious health problems or reasons of force majeure duly accredited, will have the right to be evaluated during the first session through a single test evaluation system. To do this, they must report changes in their circumstances to the program coordinator before the end of the teaching period.

8. Bibliografía / Bibliography

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|----------------|---|
| Basic readings | <ul style="list-style-type: none"> • Bruce R. Barringer and R. Duane Ireland (2012) “Entrepreneurship: Successfully Launching New Ventures, 4/e”, <i>Prentice Hall</i> • Robert Hisrich, Michael Peters, Dean Shepherd (2010) “Entrepreneurship”, <i>McGraw Hill</i> • Bill Bygrave, Andrew Zacharakis (2008) “Entrepreneurship”, <i>Wiley</i> |
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General readings

- S.L. Nielsen, K. Klyver, M.R. Ewald, T. Bager (2012) “Entrepreneurship in Theory and Practice: Paradoxes in Play”, *Edward Elgar*
- John Davis (1997) “Generation to generation”, *Harvard Business School Publishing*
- Eric Ries (2013) “The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses”, *Crown Publishing*
- Michael Gerber (1997) “The E-myth revisited: why small businesses don't work and what to do about it”, *Harper Collins*
- Steven Gary Blank (2005) “The four steps to the epiphany: successful strategies for products that win”, *CafePress.com*
- R.A. Baron (2006) “Opportunity recognition as pattern recognition: How entrepreneurs ”connect the dots” to identify new business opportunities”, *Academy of Management Perspectives, February, 104-119* , pp. 104-119
- S. Ko & J.E. Butler (2007) “Creativity: A key link to entrepreneurial behavior”, *Business Horizons, 50(5)* , pp. 365-372
- W Kim & R. Mabourgne (2000) “Knowing a winning business idea when you see one”, *Harvard Business Review, Sept.-Oct* , pp. 129-138
- K.D. Elsbach (2003) “How to pitch a brilliant idea”, *Harvard Business Review, Sept* , pp. 117-123
- Jose Luis Barbero (2006) “Gestión del crecimiento de las PYMEs”, *Colección EOI Empresas*
- Jose Luis Barbero (2007) “Pymes en España”, *Colección EOI Empresas*