

**SUBJECT SYLLABUS  
ACADEMIC OVERVIEW  
INTERNATIONAL SCHOOL OF ECONOMIC & ADMINISTRATIVE SCIENCES**

**COURSE NAME AND CODE: Entrepreneurial Spirit/Entrepreneurship and Business Creation (81109)**

**PROGRAM:**

**Bachelor of Business Administration (BBA)**

**Bachelor of International Marketing & Logistics Administration (BIMLA)**

**Bachelor of Gastronomy (GAS)**

**LEVEL OF STUDY:**

**Undergraduate Programme**

GENERAL ACADEMIC INFORMATION			
<b>LATEST UPDATE</b>	2020-2		
<b>ACADEMIC DEPARTMENT</b>	Innovation & Entrepreneurship		
<b>SUBJECT TYPE</b>	Mandatory		
<b>LANGUAGE</b>	Spanish		
<b>SEMESTER</b>	Programme	Semester	
	BBA	3	
	BIMLA	2	
	GAS	2	
<b>NUMBER OF ACADEMIC CREDITS</b>	2		

<b>HOURS OF ACADEMIC WORK</b>	96
<b>CONTACT HOURS</b>	32
<b>HOURS OF INDEPENDENT/AUTONOMOUS WORK</b>	64
<b>LEARNING PREREQUISITES</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>INTERNATIONAL COMPONENT</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>SUSTAINABLE DEVELOPMENT GOALS (SDG)</b>	SDG: 8. Decent Work and Economic Growth
<b>COURSE DETAILS</b>	
<b>COURSE DESCRIPTION</b>	The "Entrepreneurial Spirit" or "Entrepreneurship and Business Creation" course seeks to bring undergraduate students of the University of La Sabana closer to the exercise of entrepreneurship through a reflective process where they will be able to recognize their entrepreneurial style that will serve them in their personal and professional lives, to be agents of change in society. The course will allow the student through the methodology of thought - action to manage uncertainty, focusing on developing five key skills for the practice of entrepreneurship: practice of play, experimentation, empathy, creativity and reflection. At the end of the course, students will be able to present an entrepreneurial idea in the format "Shark Thank".

	<p><b>General objective.</b> Provide a theoretical-practical foundation of entrepreneurship, the recognition of the competencies of the entrepreneurial nature and the actions that allow a person to become an entrepreneur, in order to form an agent of change for society.</p> <p><b>Specific objectives.</b></p> <ul style="list-style-type: none"> <li>✓ Motivate students to find a job option in entrepreneurship.</li> <li>✓ Identify business opportunities in order to create a company or be agents of change within organizations contributing to the sustainable development of the country.</li> <li>✓ Develop the ability to work in interdisciplinary teams in order to propose innovative ideas with an entrepreneurial nature.</li> </ul> <p><b>Proficiency you contribute to in each curriculum associated with the course.</b></p> <p>Bachelor of Business Administration (ILO06): Entrepreneurship and Innovation: Applies and improves the administrative processes of already established companies and those in development, through the entrepreneurial spirit and creative thinking.</p> <p>International Marketing and Logistics Management (ILO07): Understands marketing trends and demonstrates ability to identify critical components in the value chain.</p> <p>Gastronomy (ILO07): Communicates effectively in writing and orally in both Spanish and English.</p> <p>Chemical Engineering (Program Educational Objectives - PEO 1): You will be able to develop and lead organizations that produce products and / or services that make a significant contribution to solving problems in all aspects of chemical engineering with a solid foundation in science and technology.</p> <p>Computer, Civil and Mechanical Engineering: Work in multidisciplinary teams.</p> <p><b>Methodology</b></p> <p>The entrepreneurial spirit course has 4 modules; the first is self-knowledge, where students discover in themselves the characteristics to undertake; In the second module, it includes the entrepreneurial ecosystem, the actors and the opportunities that exist in the environment to undertake; The third module is the method of entrepreneurship, where entrepreneurship is approached through a method and not a process and finally the structuring of a business idea.</p> <p>The base methodology is thought - action, where the student begins his entrepreneurial exercise from the resources he has (knowledge, skills, experience and contacts) and the connections he manages to make in a highly effective team.</p> <p>The method of being an entrepreneur requires practice and in this way knowledge and expertise are developed and applied to efforts to propose a business idea. The approach from the method and not from the process to the practice of entrepreneurship must be done in a conscious and reflective way.</p> <p><b>Expected learning outcomes</b></p> <p>At the end of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify their characteristics as an entrepreneur and the strengths and / or weaknesses in other entrepreneurs to design a personal work path that allows the student to become an agent of change.</li> <li>Identify the characteristics of entrepreneurship ecosystems and how they contribute to entrepreneurs in their life project to go to the appropriate entities when they decide to undertake.</li> <li>Apply the method of entrepreneurship to the solution of social / organizational challenges to identify entrepreneurial opportunities.</li> <li>Sell a business idea in "Shark Tank" format to get feedback, financial support or mentoring.</li> </ul>
<p><b>KEY WORDS:</b></p>	<p>Entrepreneurship, business creation, entrepreneurship ecosystem, Design Thinking.</p>

COMPETENCES DEVELOPED	EICEA ILOS or Programme ILOS	Course ILOS	Type	Content	Teaching and Learning strategy	Assessment Method
	ILO02 ILO03 ILO04 BBA ILO07 BIMLA ILO08 GAS ILO06	Identify traits of the entrepreneurial character, recognizing themselves as strengths or weaknesses associated with the purpose of life.	Knowledge	<b>How is entrepreneurship in Colombia?</b> - Concepts and determinants. - Indicators doing business - Entrepreneurship in Colombia. - Entrepreneurship policy.	Challenge Based Learning	Formative Assessment
		Identify traits of the entrepreneurial character by recognizing themselves as entrepreneurs.	Skill	<b>Start/up Entrepreneur vs Business person - Entrepreneur</b> - Differences and characteristics of the businessman and the entrepreneur. - Identify differentiating characteristics. - Legal framework of the businessman and entrepreneur.	Collaborative Learning	Formative Assessment
		Define the concepts of entrepreneur, entrepreneurship, spirit and entrepreneurial skills	Knowledge	<b>Intrapreneurship</b> - Concept - The intra-entrepreneurship as a business model. - Intr.-entrepreneurship challenge.	Discovery Based Learning	Formative Assessment
		Identify the actors of the entrepreneurship ecosystem and the way in which they are articulated to support entrepreneurs and make entrepreneurship viable.	Skill	<b>Canvas of ecosystem actors.</b>  <b>Open Space: presentation of ecosystems to the rest of the course.</b>	Experiment Based Learning	Formative Assessment

	Identify opportunities in the action of undertaking	Attitude	<b>Introduction to methodology thought and action.</b>	Challenge Based Learning	Formative Assessment
	Discovering the customer. Apply Design Thinking step by step in a common case for the students Define the buyer persona. Interviews and research.	Skill	How to do interviews?	Design Thinking	Formative Assessment
	Insight. Canva's value proposition. User profile, customer profile only.  Identify the components, Needs brainstorming.  Make the canvases of the triangle of ideas, according to the three identified needs.	Skill	Identification of business opportunities. Challenge definition. Components and Needs.  Explanation of the operation of the triangle of ideas and the rapid construction of the storyboard.	Design Thinking	Formative Assessment
	Canva Value proposition. Fit of the value proposition.	Skill	What is the value proposition in an enterprise and explanation from the canvas? Customer profiling. Develop the Value Proposition Canvas from the business idea.	Design Thinking	Formative Assessment
	Validation. Build, test, learn to improve the value proposition.	Knowledge	Development of interviews and surveys.	Challenge Based Learning	Formative Assessment

	Low resolution prototype. Sketch, storyboard. Prototype validation.	Skill	<b>What is a prototype?</b>	Challenge Based Learning	Formative Assessment
	Introduction to the business mode. Identify the market segment for your product or service.	Knowledge	Development of the right quadrants of the business model Segment and value proposition.	Challenge Based Learning	Formative Assessment
	Understand the different income models.	Knowledge	Develop the business idea from the different income models and choose the most appropriate one.	Challenge Based Learning	Formative Assessment
	Build the business model of the validated solution. Relationship with customers. Channels. Key resources, key activities and key partnerships.	Knowledge	Develop the left quadrants of the business model Key Activities, Key Resources, Key Partners, Fixed and Variable Costs.	Challenge Based Learning	Formative Assessment
	Financial Model and Fundraising. Create a company in Colombia. Pitch mentoring Training Elevator Pitch - To know how to communicate a business idea.	Skill	Five-minute presentation of each business model.	Challenge Based Learning	Formative Assessment
	Socialize the business model through one page and video.	Skill	Live presentation by each work team	Challenge Based Learning	Formative Assessment
ILO02: Critical Thinking: Evaluate information using critical and analytical reasoning to address changing economic and business situations.					

	<p>ILO03: Teamwork: Understand and work with others of different backgrounds to solve problems, develop meaningful relationships, and share knowledge.</p> <p>ILO04: Ethics &amp; Social Responsibility: Demonstrate awareness of ethical issues in business environments and contribute to the improvement of social conditions.</p> <p>BBA ILO07: Entrepreneurship &amp; Innovation: Apply and improve, with entrepreneurship spirit and creative thinking, management processes for established companies or student start-ups.</p> <p>BIMLA ILO08: Understanding marketing tendencies and demonstrating ability to identify critical components in value chains.</p> <p>GAS ILO06: Apply technical skills associated with culinary arts and management, food studies, and applied culinary science.</p>
<p><b>BIBLIOGRAPHY</b></p>	<ul style="list-style-type: none"> <li>● Aulet, B. (2013). Disciplined entrepreneurship: 24 steps to a successful startup. John Wiley &amp; Sons.</li> <li>● Kshetri, N. (2014). Global entrepreneurship: environment and strategy. Routledge.</li> <li>● Neck, H. M., Neck, C. P., &amp; Murray, E. L. (2019). Entrepreneurship: the practice and mindset. SAGE Publications, Incorporated.</li> <li>● Neck, H. M., Greene, P. G., &amp; Brush, C. G. (Eds.). (2014). Teaching entrepreneurship: A practice-based approach. Edward Elgar Publishing.</li> </ul>