

## SYLLABUS

<b>TITLE:</b>	Entrepreneurship Project: Execution Phase II
<b>CODE:</b>	EMP 413
<b>PREREQUISITE:</b>	EMP 411
<b>CREDITS:</b>	6 credits   45 contact hours   160 practice hours   1 term

### DESCRIPTION

This is the second part of a two-course sequence. The fourth and final phase of the entrepreneurship project consists of executing the idea. At this stage, students identify the resources, anticipate challenges, and plan the sequence of activities to achieve the final result. This component includes the development of impact indicators. Students must present the materialized project to the type of audience identified as an interest group before the end of the academic year. In the end, the course includes a component of reflection and professional planning for the entrepreneurship projects to expand their opportunities after students complete their academic program. The course consists of a mentoring experience with a first-year student. This course has the support and coordination of the Collaborative Innovation Center - Neeuko.

### JUSTIFICATION

Entrepreneurship, in addition to being a mental framework and a work methodology, also involves a direct action that generates economic and social impact. Studies such as the Global Entrepreneurship Monitor (GEM) suggest that a large proportion of potential entrepreneurs do not see their idea materialized. Although there are several internal and external factors, academic and support programs are often limited to the ideation and development phase of an entrepreneurship proposal. However, the process does not reach the execution phase, at which point the project is launched and the cycle is completed. The exposure of the students to close the cycle will allow several learnings. On the one hand, the student is exposed to the scenario of taking calculated risks, which is one of the main competences of the entrepreneur. In the same way, the implementation of the initiatives will allow to discard more easily those that do not have the opportunity for development, experiences that enrich the integral and professional training of students.

### COMPETENCIES

The course develops the following competencies in students:

- **Innovation and entrepreneurship**
- **Ethical sense and social justice**
- **Communication**

## **OBJECTIVES**

After completion of the course, students will be able to:

1. Serve as mentors for professionals in their discipline.
2. Execute an entrepreneurship project based on a development plan.
3. Establish a medium-term professional plan.
4. Identify areas of opportunity in their professional field.

## **CONTENTS**

- I. Practice experience for Project execution (160 hours)
- II. Knowledge and skills related to the discipline
  - A. Status of the discipline
  - B. Current trends
  - C. Technical knowledge linked to the implementation of projects.
  - D. Theoretical reflections
  - E. Methodologies related to the execution of projects
- III. Execution of the entrepreneurship project
  - A. Work plan
  - B. Resource coordination
  - C. Production according to the project
  - D. Final presentation
- IV. Mentoring experience
  - A. Internship practice with first-year students

## **METHODOLOGY**

The following strategies from the active learning methodology are recommended:

- Ideation, Validation, Development, Application / Execution - **IVDE**
- Design Thinking - **DT**
- Project Based Learning - **PBL**
- Problem Based Learning - **PrBL**
- Immersion Experience-Field Visits/ Placed Based Learning - **PIBL**

- Learning through mentoring - **AM**

## EVALUATION

Immersion experience (Mentoring)	20%
Partial assignments (Professional development plan)	20%
Entrepreneurship project	<u>60%</u>
<b>Total</b>	<b>100%</b>

## LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

## BIBLIOGRAPHY

Allen, K. R. (2006). *Launching new ventures: An entrepreneurial approach* (4th ed.).

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Aulet, B. (2017). *Disciplined Entrepreneurship Workbook*. John Wiley & Sons.

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"connect the dots" to identify new business opportunities. *Academy of*

*Management Perspectives*, 20(1), 104-119.

Betts, S. (2006). From employee to entrepreneur. *T+D*, 60(2), 66-67.

Bygrave, W. D., & Zacharakis, A. (2008). *Entrepreneurship*. John Wiley & Sons.

Gundry, L. K., & Kickul, J. R. (2007). *Entrepreneurship strategy: Changing patterns in*

*new venture creation, growth, and reinvention*. Sage Publications.

Hernández-Acosta, J. (2016). *Emprendimiento Creativo*. Inversión Cultural.

McMullen, J. S., & Shepherd, D. A. (2006). Entrepreneurial action and the role of

uncertainty in the theory of the entrepreneur. *Academy of Management Review*,

31(1), 132-152.

Peredo, A. M., & Chrisman, J. J. (2006). Toward a Theory of community –Based

enterprise . *Academy of Management Review*, 31(2), 309-328.

Popova, I. P. (2006). Is professionalism the way to success? *Sociological Research*,

45(1), 41-58.

Timmons, J. A., & Spinelli, S. (2009). *New venture creation: Entrepreneurship for the 21st century* (8th ed.). McGraw-Hill/Irwin.

Williams, L. (2016). *Disrupt: Think the Unthinkable to Spark Transformation in Your Business*. Pearson Education.

Zimmerer, T., Scarborough, N. M., & Wilson, D. (2008). *Essentials of entrepreneurship and small business management* (5th ed.). Pearson/Prentice Hall.

#### ELECTRONIC LINKS

Banco de Desarrollo Económico para Puerto Rico (2008) Movimiento empresarial apoyo al pequeño y mediano comercio. <http://www.bdepr.org/>

Brian Cliff Manor, New York : Academy of Management, Academy of Management Review. 01/01/1976 to present.

<http://wf2dnvr17.webfeat.org:80/Z5YvM11003/url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&jid=AMX&site=ehost-live>

Baker, W., & Sinkula, J. (2009). The Complementary Effects of Market Orientation and Entrepreneurial Orientation on Profitability in Small Businesses. *Journal of Small Business Management*, 47(4), 443-464. <http://search.ebscohost.database,doi:10.1111/j.1540-627X.2009.00278.x> Biblioteca Virtual. (2009). Ebsco business search database. Retrieved from <http://search.ebscohost.database>

Entrepreneur Media Inc. (2009). *Entrepreneur*. <http://www.entrepreneur.com>

Ewing Marion Kauffman Foundation (2009). *Entrepreneurship*.

<http://www.entrepreneurship.org>

Rocha, H., & Miles, R. (2009). A Model of Collaborative Entrepreneurship for a More Humanistic Management. *Journal of Business Ethics*, 88(3), 445-462.

<http://search.ebscohost.database>, doi:10.1007/s10551-009-012

Zu, L., & Song, L. (2009). Determinants of Managerial Values on Corporate Social Responsibility: Evidence from China. *Journal of Business Ethics*, 88, 105-117.

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For more information resources related to the course's topics, access the library's webpage <http://biblioteca.sagrado.edu/>

## **REASONABLE ACCOMMODATION**

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

## **ACADEMIC HONESTY, FRAUD, AND PLAIGARISM**

Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a zero in the evaluation and/or repetition of the assignment, an F(\*) in the course, suspension or expulsion as established in the document *Política de Honestidad Académica* (DAEE 205-001) effective in August 2005.

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