

1. BASIC DATA

Subject	Creation and management of Start Up
Titration	Degree in Business Administration and Management
School/Faculty	Faculty of Social Sciences
Course	4
ECTS	6 ECTS
Character	Compulsory
Language/s	Spanish
Modality	Face
Semester	Semi-annual
Academic year	2023/2024
Coordinating teacher	Javier Iborra
Teacher	Olga Broto - PhD

2. PRESENTATION

The subject "Creation and management of start-up" is aimed at students applying the knowledge and skills acquired during the Degree in Business Administration and Management (ADE) in an experiential, global, multidisciplinary, and integrative way.

The main objective of the subject is to promote the entrepreneurial and innovative mentality in our students, so that at the end of their studies they can undertake by themselves or develop entrepreneurial capacity within an organization.

To achieve these objectives, students can either develop their own business project, or develop an entrepreneurship project linked to a challenge posed by an external entity, organization, or company.

3. COMPETENCES AND LEARNING OUTCOMES

Core competencies:

- **CB2:** That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.
- **CB4:** That students can transmit information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- **CB5:** That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal competences:

- **CT1:** Autonomous Learning: Ability to choose the strategies, tools, and moments that you consider most effective to learn and independently put into practice what you have learned.
- **CT5:** Analysis and problem solving: Be able to critically evaluate information, break down complex situations into their constituent parts, recognize patterns, and consider other alternatives, approaches, and perspectives to find optimal solutions and efficient negotiations.
- **CT10:** Initiative and entrepreneurial spirit: Ability to undertake difficult or random actions with resolution. Ability to anticipate problems, propose improvements and persevere in their achievement. Preference for taking on and carrying out activities.
- **CT14:** Innovation-Creativity: Ability to propose and develop new and original solutions that add value to problems raised, even from areas other than the problem itself.
- **CT16:** Decision making: Ability to make a choice between existing alternatives or ways to effectively solve different situations or problems.

Specific competences:

- **CE5:** Capacity to analyse and evaluate the company's competitive environment, pay special attention to the market, and integrate this analysis when undertaking new challenges.
- **CE25:** Ability to propose new ideas and seek marketing solutions considering cultural, ethnic, demographic diversity, etc. From the market that allow the company to improve its positioning.

Learning outcomes:

- **RA1:** The student must be able to understand, understand and put into practice in an integrative way the different knowledge and tools acquired throughout the degree to carry out a business plan effectively with a focus on innovation and entrepreneurship processes, understand how to launch their business idea successfully, the main stakeholders and available ways of raising funding for your idea (as well as the analysis and choice of them).
- **RA2:** Realization of problems, cases and activities that allow to demonstrate that the student has acquired the concepts described in the previous section.

The table below shows the relationship between the competences developed in the subject and the learning outcomes pursued:

Competences	Learning outcomes
CB2, CT 10, CT14, CT16, EC3, EC25.	RA1. The student must be able to understand, understand and put into practice in an integrative way the different knowledge and tools acquired throughout the degree to carry out a business plan effectively with a focus on innovation and entrepreneurship processes, understand how to launch their business idea successfully, the main stakeholders and available ways of attracting financing for their idea (as well as the analysis and choice of the same).
CB4, CT10, CT16, EC11, EC5	RA2. Realization of problems, cases and activities that allow to demonstrate that the student has acquired the concepts described in the previous section.

4. CONTENTS

Unit 1. Entrepreneurship and innovation

Unit 2. Orientation and operational functioning of companies

Unit 3. Methodologies for the selection of entrepreneurship projects.

Unit 4. The business plan, business canvas and other planning tools.

Unit 5. Processing and commissioning

Unit 6. Pitch elevator, the sales process, fundraising and communication skills.

Unit 7. Blended business and strategy. Case study.

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

Face-to-face modality:

- Master class / web conference
- Cooperative learning
- Project-based learning
- Problem-Based Learning (PBL)
- Case Method

Blended modality:

- Case Method
- Cooperative learning
- Problem-Based Learning (PBL)
- Project-Based Learning
- Master classes through blended seminar

6. TRAINING ACTIVITIES

Next, the types of training activities that will be carried out and the dedication in hours of the student to each of them are identified:

Face-to-face modality:

Training activity	Number of hours
Master Lessons	31
Asynchronous Master Lessons	4
Self-employment	40
Oral presentations	10
Case analysis and problem solving	10
Realization of works and Projects	15
Participatory Group Activities	20
Knowledge test	5
Guardianship	15
TOTAL	150

Online modality:

Training activity	Number of hours
WEBINAR	5
Review and analysis of materials	22,5
Case analysis, problem solving, project development, simulation.	35
Collaborative implementation activities	12,5
Guardianship	17,5
Self-employment	50
Assessment and reflection tests	7,5
TOTAL	150

7. EVALUATION

Next, the evaluation systems are related, as well as their weight on the total grade of the subject:

Face-to-face / online modality:

Evaluation system	Weight
Knowledge Test : Multiple Choice Test	30%
Case Analysis and Problem Resolution (123)	20%
Oral Presentations (5)	15%
Jobs/ Projects (4)	35%
TOTAL	100%

In the Virtual Campus, when you access the subject, you can consult in detail the evaluation activities that you must carry out, as well as the delivery dates and the evaluation procedures of each of them.

7.1. Ordinary call

To pass the subject in ordinary call you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 5.0 in the final test, so that it can average with the rest of the activities.

7.2. Extraordinary call

To pass the subject in ordinary call you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 5.0 in the final test, so that it can average with the rest of the activities.

The activities not passed in ordinary call must be delivered, after having received the corresponding corrections to them by the teacher, or those that were not delivered.

8. SCHEDULE

This section indicates the schedule with delivery dates of evaluable activities of the subject:

Evaluable activities	Date
Activity 1. Need-Solution Binomial	Week 4
Activity 2. Buyer Persona / TAM Profile Settings	Week 6
Activity 3. Design Canva Social Impact project	Week 8
Activity 4. Project Document	Week 12
Activity 5. Project Exhibition	Week 14 and 15
Activity 6. Test knowledge	Week 16-17

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

DESCRIPTION OF EVALUATION ACTIVITIES

Activity 1. Need-Solution binomial.

The objective of this activity is for the student to identify what is the need or problem to be solved that is behind the potential business and how its proposed solution fits. It is not about defining both aspects in detail but having a broad vision of the fit.

Activity 2. Configuration Profile Buyer Persona / TAM.

The objective of this activity is for the student to assimilate the characteristics, both sociodemographic and behavioral, of the target target of the business value proposition and also quantify the business potential.

Activity 3. Design Canva Social Impact project.

The objective of this activity focuses on describing what the business model is, not only from the economic point of view but also from the social and environmental point of view. The student will assimilate the different techniques of categorization of business models.

Activity 4. Project Document.

The objective of this activity is to train the student in the description of a business model in detail. It is about addressing each of the relevant aspects in the business. It is not the object of the activity to carry out an exhaustive analysis of the economic-financial viability of the business but to highlight the relevant hypotheses.

Activity 5. Project Exhibition.

The objective of this activity is to train the student in the oral presentation of the project. It is about putting all the skills at the service of communication in order to simulate as an example a "pitch" in front of potential investors in the business.

Activity 6. Test knowledge.

It consists of an exam of 20 multiple-choice questions with the choice of only one correct answer. The questions refer to the basic concepts that the student must know when implementing a new business.

HEADINGS OF EVALUABLE ACTIVITIES

		Description	Punctuation	Weight %
Criterion 1	Content	Choose and correctly apply the appropriate methodologies.	6	60%
Criterion 2	Originality and Innovation	Original, creative, and innovative approach	2	20%
Criterion 3	Formal aspects	Formatting, spelling, writing, layout, document structure, fonts	2	20%
TOTAL			10	100%

PLAGIO REGULATION

In accordance with the Disciplinary Regulations of the students of the European University:

- Plagiarism, in whole or in part, of intellectual works of any kind is considered a very serious offense.
- Very serious faults related to plagiarism and the use of fraudulent means to pass the evaluation tests, will result in the loss of the corresponding call, as well as the reflection of the fault and its reason, in the academic record.

HOW TO COMMUNICATE WITH YOUR TEACHER

When you have a question about the contents or activities, do not forget to write it in the forums of your subject so that all your classmates can read it.

It is possible that someone has the same question!

If you have any questions exclusively addressed to the teacher, you can send him a private message from the Virtual Campus. Also, in case you need to delve into a topic, you can agree on a tutorial.

It is convenient that you regularly read the messages sent by students and teachers, as they constitute another way of learning.

9. BIBLIOGRAPHY

The reference work for the follow-up of the subject is:

- Aulet, B. (2015). **Disciplined Entrepreneurship: 24 steps to a successful Start-up**. Wiley Publications.
- Bland, D. J. (2020). **Testing Business Ideas: A Field Guide for Rapid Experimentation**. New Jersey: Wiley Publications.
- Osterwalder, A. (2011). **Generation of business models**. Barcelona: Deusto S.A. Ediciones. Osterwalder, A., & Pigneur, Y. (2020). **The Invincible Company: How to Constantly Reinvent Your Organization with Inspiration From the World's Best Business Models**. New Jersey: Wiley Publications.
- Osterwalder, A., & Pigneur, I. (2020). **Value Proposition Design**. New Jersey: Wiley Publications.
- **Definition and Selection of Key Competences**, OECD, 1997. Retrieved on 12/15/2017, [https:// www.oecd.org/pisa/35070367.pdf](https://www.oecd.org/pisa/35070367.pdf).
- Ries, E. (2012). **The Lean Start-up Method**. Deusto Ed.

The following is recommended bibliography:

- Hill, C. W. (2021) **International Business 13th Edition**. Mc Graw Hill.
- Kim W., Mauborgne R. (2008). **Blue Ocean Strategy, how to create uncontested market and make the competition irrelevant**. Harvard Business School Press.

10. ATTENTION TO DIVERSITY UNIT

At the Educational Guidance and Diversity Unit (ODI), we support our students throughout their university journey to help them achieve their academic goals. Our fundamental principles include including students with specific educational support needs, ensuring universal accessibility across our university campuses, and promoting equal opportunities.

Our unit offers students:

- Guidance and personalized plans to improve academic performance for those who require support.
- In addressing diversity, we make non-significant curricular adjustments in methodology and assessment for students with specific educational support needs, thus promoting equal opportunities for all students.
- We provide students with various extracurricular training resources to develop competencies, enriching their personal and professional growth.
- We offer vocational guidance, providing tools and advice to students facing doubts about their career choices or who believe they have chosen the wrong degree.

Students in need of educational support can contact us at unidad.diversidaduev@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to detect strengths and areas for improvement about the teaching staff, the degree, and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.