

1. OVERVIEW

Subject Area	Entrepreneurial Leadership
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design
Year	Fourth
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	First semester
Academic Year	2024/2025
Coordinating professor	

2. INTRODUCTION

This subject forms part of the Transversal module and consists of the following topics:

- Professional ethics and efficiency
- Relational Impact and Influence
- Entrepreneurial Leadership

In the Transversal Module, students learn the necessary skills for their professional career as a designer and how the professional world works. They also learn administrative procedures, management and aptitude for evaluating design projects. Finally, they will study how to use creativity techniques which are essential for future graduates in the field of design.

The contents of this subject include:

- Key leadership skills.
- Proactive thinking and the entrepreneurial spirit.
- Complex organisations: finding balance between domestic and global.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.

Transversal skills (CT, as per the Spanish acronym):

- CT10: Initiative and entrepreneurial spirit: ability to undertake difficult or risky actions with resolve. Ability to anticipate problems, propose improvements and persevere in their fulfilment. Willingness to take on and carry out actions.

Specific skills (CE, as per the Spanish acronym):

- CE15. Ability to take informed decisions, adapt behaviour to different circumstances and take on a leadership style which suits each situation.
- CE19. Understanding of a professional organisation and the business models associated with the design sector.

Learning outcomes (RA, as per the Spanish acronym):

- RA13: Ability to take informed decisions in uncertain times, adapt behaviour to different circumstances and take on a leadership style which suits each situation.
- RA16: Take on and complete activities or tasks which lead to new opportunities. Transform ideas into action, taking risks and overcoming any obstacles.
- RA17: Propose new ideas or search for solutions and put them into practice. Apply skills to develop an idea or business concept.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning outcomes
CB2, CT10, CE15 and CE19	RA13, RA16, RA17

4. CONTENTS

The subject area is divided into five learning units, which are then divided into topics (three to five topics depending on the unit):

Unit 1. Methods and tools for solving problems

Unit 2. Leadership

Unit 3. Skills development

Unit 4. Creativity and Innovation

Unit 5. Business models

Unit 6. Entrepreneurship and project management

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture.
- Collaborative learning.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On-campus:

Learning activity	Number of hours
Attendance and participation in activities	25h (on-site)
Directed learning, practical exercises and problem-solving	50h (44% on-site)
Self-study	50h (off-site)
Tutorials, academic follow-up and assessment	25h (on-site)
TOTAL	150h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On-campus:

Assessment method	Weight
Knowledge tests	70%
Exercises carried out in class (continuous assessment)	30%

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary examination period

To pass this subject in the ordinary examination period you must:

- Submit at least 80% of the activities covered in class.
- Pass the assessed activities with a mark greater than or equal to 5.
- Obtain at least 5 in the knowledge test.

If you do not meet the minimum requirements to obtain a weighted average of the assessed activities (you do not reach the minimum in one of the points above), the final mark will be:

- The weighted average if its value is less or equal to 4
- 4 if the weighted average is greater than 4

The grade issued in the extraordinary examination period will be 'Not submitted' (NP in Spanish) when you do not submit any of the assessed activities which form part of the weighted average.

7.2. Extraordinary examination period

To pass this subject in the extraordinary examination period you must:

Pass the activities submitting at least 80% of them and achieve an average mark greater than or equal to 5.

Obtain at least 5 in the knowledge test.

If you do not meet the minimum requirements to obtain a weighted average of the assessed activities (you do not reach the minimum in one of the points above), the final mark will be:

- The weighted average if its value is less or equal to 4
- 4 if the weighted average is greater than 4

The grade issued in the extraordinary examination period will be 'Not submitted' (NP in Spanish) when you do not submit any of the assessed activities which form part of the weighted average.

8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date
Activity 1: Problem-solving	Week 2-4
Activity 2: Design skills workshop	Week 5-6
Activity 3: Reflection on leadership	Week 7-8
Activity 4: Speculative design	Week 9-10
Activity 5: Business model	Week 11-12
Activity 6: Project improvement	Week 13-14

The schedule may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

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- Lundin, Stephen C. (2000) Fish!: La eficacia de un equipo radica en su capacidad de motivación, EMPRESA ACTIVA
- Johnson, Spencer (1998), ¿Quién se ha llevado mi queso?: Cómo adaptarnos en un mundo en constante cambio, G. P. Putnam's Sons
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- Stickdorn, Marc (2010) This is service design thinking: basics

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of students with special educational needs, universal accessibility to the different university campuses and equal opportunities.

This unit offers students:

1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.
2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

Students who need educational support can contact us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.