

## 8002 - Entrepreneurial Management

General Information	
<p> <b>Degree:</b> University Master's Degree in Entrepreneurship and Innovation  <b>Course:</b> First  <b>Quarter:</b> First  <b>ECTS credits:</b> 4  <b>Course Coordinator:</b> Giovanni Giusti, Ph.D.  <b>Teaching theory and workshops:</b> Pablo Migliorini, Ph.D. and Giovanni Giusti, Ph.D.  <b>Teaching language:</b> English / Spanish         </p>	
1.- Objectives	
<p><b>General objectives</b></p>	<p>The objective of this subject is to provide students with a vision of the strategic definition of a business project. The student will acquire basic competences and resolute capacities to face risks caused by changes in the environment that affect the company and the processes of innovation. The student will define the strategic framework of his entrepreneurial project.</p>
2.- Competences	
<p><b>2.1.- Basic competences</b></p>	<ul style="list-style-type: none"> <li>• CB1.- Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context.</li> <li>• CB2.- That the students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study</li> <li>• CB3.- That students are able to integrate knowledge and face the complexity of formulating judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments</li> <li>• CB4.- That the students know how to communicate their conclusions and the latest knowledge and reasons that support them to specialized and non-specialized audiences in a clear and unambiguous way</li> </ul>

<b>2.2.- Transversal competences</b>	<ul style="list-style-type: none"> <li>• CT2.- Lead a team and work multidisciplinary teams, actively participating in the tasks and negotiating before dissenting opinions until reaching consensus positions</li> <li>• CT3.- Recognize the diversity of points of view, understand multiculturalism and be able to make their own opinions known in respect to divergent opinions</li> <li>• CT4. Develop the ability to assess gender inequalities to design solutions</li> </ul>
<b>2.3.- Specific competences</b>	<ul style="list-style-type: none"> <li>• CE2.- Apply planning and control tools for entrepreneurial projects of local or international character and in real and virtual environments</li> <li>• CE4.- Design and successfully implement projects and management plans for R&amp;D and innovation at the business level</li> <li>• CE7.- Know how to apply and adapt technology for the creation of entrepreneurial projects.</li> <li>• CE9.- Integrate an innovative project in one or several parts or processes of an existing organization to improve its competitiveness</li> </ul>
<b>3.- Methodology</b>	
<b>Theoretical sessions</b>	<ul style="list-style-type: none"> <li>• <b>Master class:</b> Expository class sessions based on the teacher's explanation in which all students enrolled in the subject attend</li> <li>• <b>Presentations:</b> Multimedia formats that support classroom classes</li> </ul>
<b>Directed learning</b>	<ul style="list-style-type: none"> <li>• <b>Seminars:</b> Face-to-face format in small work groups. They are sessions linked to the face-to-face sessions of the subject that allow offering a practical perspective of the subject and in which student participation is key</li> <li>• <b>Case study:</b> Dynamics based on the study of a case that serves to contextualize the student in a specific situation, the teacher can propose different activities, both individually and in groups, among his students</li> </ul>
<b>Autonomous learning</b>	<ul style="list-style-type: none"> <li>• <b>Research and critical reading of articles:</b> Students start from a working hypothesis that they will develop, following the phases of the research methodology, among which the critical</li> </ul>

	<p>reading of articles</p> <ul style="list-style-type: none"> <li>• <b>Tutoring:</b> for which the student will have telematic resources such as email and the intranet resources of the ESCSET</li> </ul>
<b>4.- Overall assessment of the subject</b>	
<p><b>Evaluation system:</b></p> <p>ES1. Assistance - 20%</p> <p>ES2. Participation in the activities raised within the classroom - 20%</p> <p>ES3. Workshop's assignments - 60%</p>	
<b>5.- Contents</b>	
<p><b>1. Introduction to the subject and key concepts</b></p> <p>1.1. Business opportunity vs. Investment opportunity</p> <p>1.2. Scalability of a business</p> <p>1.3. Quantitative and qualitative dimensioning of a market</p> <p>1.4. Segmentation and Customer Behavior</p> <p>1.5. Customer attraction: conversion cycle</p> <p>1.6. Customer relationship: recruitment vs. loyalty</p> <p><b>2. Value proposal</b></p> <p>2.1. Value concept</p> <p>2.2. Blue Ocean's strategy</p> <p>2.3. Value proposal</p> <p>2.4. Strategic positioning and positioning map</p> <p>2.5. Value map.</p> <p><b>3. Business model</b></p> <p>3.1. Basic structure of the model: income, cost and margin</p> <p>3.2. Pricing</p> <p>3.3. Pricing strategies</p> <p><b>4. Value proposal and Game Theory</b></p> <p><b>5. Tools for sizing a market and analyzing competition</b></p> <p>5.1. Practical exercises for the definition and segmentation of the market.</p> <p>5.2. Market research to define and segment the market</p>	
<b>6.- Didactic Resources</b>	
<p><b>References:</b></p> <p>Blank, S., &amp; Dorf, B. (2020). The startup owner's manual: The step-by-step guide for building a great company. John Wiley &amp; Sons.</p>	

CLARK, Tim. (2012): "Tu modelo de negocio" (2a Edición). Deusto (Grupo Planeta).

OSTERWALDER, Alexander i PIGNEUR, Yves. (2011): "Generación de modelos de negocio" (3a Edición). Deusto (Grupo Planeta).

Hampel, C., Perkmann, M., & Phillips, N. (2020). Beyond the lean start-up: experimentation in corporate entrepreneurship and innovation. *Innovation*, 22(1), 1-11.

Dixit, A. K., & Nalebuff, B. (2008). *The art of strategy: a game theorist's guide to success in business & life*. WW Norton & Company.

McDonald, M., & Dunbar, I. (2012). *Market segmentation: How to do it and how to profit from it*, revised 4th edition.

**Further Reading:**

Johnson, Steven (2010). *Where Good Ideas Come From. The Natural history of Innovation*. Riverhead Books. Nueva York.

Grover, V., Chiang, R. H., Liang, T. P., & Zhang, D. (2018). Creating strategic business value from big data analytics: A research framework. *Journal of Management Information Systems*, 35(2), 388-423.

Osterwalder, A., Pigneur, Y., Bernarda, G., Smith, A., & Papadakos, T. (2015). *Disseñando la propuesta de valor*. Deusto.