# **International Innovation and Entrepreneurship Cluster**

## 1. Course name:

Innovation and Entrepreneurship

## 2. Course objective:

Offer to undergraduates, as a cycle, an innovation and entrepreneurship approach by constructing a solution based on a real problem, working in a multidisciplinary team, which encompasses the identification of the principle of a business model for such solution and the practice of communication schemes of the value proposition.

* + - * Develop an implementation ready and validated business model based on a value proposition.
      * Design innovative and scalable business models to give viability and sustainability to new business projects.
      * Communicate ideas, concepts, and business models on a clear and convincing manner, drawing interest and trust from others towards the project.
      * Relate the enterprising activity with ethical business practice that contribute to the development of its value network and community.

Through this course:

* Disruptive thinking in solving problems that cause the desire to materialize the solution is promoted.
* Elements that allow students to develop a global vision with local action are integrated.
* Tolerance to frustration and market orientation are developed through the process of iteration and pivoting of solutions on the market.
* Interest in entrepreneurship as a lifestyle after graduating from college is activated in different contexts: traditional, social and technological.
* It is built with the student a different way of viewing entrepreneurship with innovation, which becomes a means that can be exploited for the purposes of other subjects that, in the educational project of each degree, focus on the construction of: projects, prototypes, business plans, research, and other aspects of feasibility and/or management.
* Students with projects and/or prototypes already developed in other subjects can find a way to validate its solution in the market of interest, improve it through interaction in the multidisciplinary team and relate it to the concept of business model.
* Students without projects and/or prototypes can begin developing their venture based on real problems and on the construction of innovative solutions through to the course design and the interaction with multidisciplinary teams.
* Students who have already completed courses related to business or innovation model may through this subject interact with multidisciplinary groups and continue iterating its solution.

## 3. Prerequisites (if applicable):

1. He/She masters the basic skills of his/her professional choice.
2. He/She recognizes the need to develop value proposals that contribute to the economic and social development of his/her community.

## 4. Methodology:

This course will provide hands-on learning on finding solutions, based on value creation.

At the end of this course the student will be familiar with a logical, critical, and convincing structure that allows him/her develop different kinds of projects, or entrepreneurship and innovation projects with a greater market orientation or application of methodologies for innovation in a company (intra-entrepreneurship) and a new view at the execution speed. In addition to gaining new knowledge, the teacher, who assumes the role of coach and facilitator, expects all students to see this course as an important opportunity to develop a core set of skills and attitudes that are important for current and potential entrepreneur executives. Positive feedback and constructive criticism are vital to support students develop skills of tolerance to risk and frustration.

## 5. Bibliography and other resources:

**Textbooks:**

1. Blank, E. & Dorf, B. (2012). The Startup Owner´s Manual: The Step-By-Step Guide for Building a Great Company. Pescadero, EUA: K&S Ranch. ISBN: 9780984999309.
2. Osterwalder, A.,  Pigneur Y., Smith, A., Gregory B. (2015). *Diseñando la Propuesta de Valor*: New Yersey: John Wiley & Sons, ISBN: 8423420841.
3. Bland, D. & Osterwalder, A. (2020). Testing Business Ideas. John Wiley & Sons, ISBN:9781119551447.

## 6. Evaluation:

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| --- | --- |
| Event of evaluation | Points |
| Warm Up – Runway 1.  10 points taken from the evaluator (assessments on a 10 basis).  10 points awarded by the teacher according to JTBD.  5 points for the fulfillment of personal notes in the session. | 25 |
| Sudden Final – Runway 2.  10 points taken from the evaluator (assessments on a 10 basis).  15 points by evaluating the concept sheet (including summary or infographics).  5 points for the fulfillment of personal notes in the session.  20 points for demo or prototype. | 50 |
| Exercises, assignments, cases, participation, and discipline. It includes exercise on comprehension and application of the Lean Start Up methodology with a value of 10 points. | 25 |
| **Total** | **100** |

## 7. Course policies:

1. It is a MUST to participate in the runway projects to pass the course. ALL students, without exception, must participate to be entitled to pass the course.
2. At the end of the course the student shall efficiently and effectively present a group of experts and/or potential investors, the innovative solution translated into business opportunity and its tangible prototype.

## 8. Institutional policies (if applicable):

1. The minimum passing grade is 6.0 (six). A final score of 5.99 or less will be considered -without exception- as not passing. Rounding grading applies from 6.5, rising to 7. A grade of 6.4 remains as 6; and so on.
2. If a student has 5 absences or more, he/she will automatically fail the course. This includes sessions on counseling and teamwork or any activity scheduled.
3. This course, having a workshop profile, has no extraordinary exam.

## 9. Course schedule:

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|  | Week 1 | The student: |
| MON | may-24 | Gets acquainted with the definition of enterprise and the different ways to enterprise, in addition to the value of entrepreneurship for society.  Identifies elements for teamwork.  Identifies his/her personal skills and interests in relation to entrepreneurship. |
| TUE | may-25 |
| WED | may-26 | Based on a challenge presented by a local company, start the ideation process. Identifies the need met by a product or service through the ***job to be done***, and identifies the affected stakeholders. |
| THU | may-27 |
|  | Week 2 | The student: |
| MON | may-31 | Understands what innovation is and how it creates value. Changes in paradigm, emphasizing the importance of understanding the problem before addressing the design of a solution. |
| TUE | jun-01 |
| WED | jun-02 | Recognizes the competence of creativity and design thinking and puts it into practice in the professional environment. |
| THU | jun-03 |
|  | Week 3 | The student: |
| MON | jun-07 | Identifies the types of market in order to venture with innovation opportunities. Identifies characteristics of customer archetype and market segment served. |
| TUE | jun-08 |
| WED | jun-09 | Design of pitch and materials for the first runway: preparing for the Warm Up pitch. |
| THU | jun-10 |
|  | Week 4 | The student: |
| MON | jun-14 | WARM UP PITCH: Recognizes from personal experience the elements necessary for proper communication and approach aimed at resolving a problem through innovation and entrepreneurship. |
| TUE | jun-15 |
| WED | jun-16 | Learnings from the warm up. Understands what needs to be done to develop a solution (the following weeks) based on the customer/user. |
| THU | jun-17 |
|  | Week 5 | The student: |
| MON | jun-21 | Analyze in detail the information of the preexisting solutions to the chosen problem in order to have the necessary context in the following dynamic evaluation. |
| TUE | jun-22 |
| WED | jun-23 | Proposes an initial solution to the chosen problem that meets the identified needs, meeting the criteria for value generation, innovation, scalability and/or replicability. |
| THU | jun-24 |
|  | Week 6 | The student: |
| MON | jun-28 | Creates hypotheses and validation experiment design as methodologies and tools required to develop a new business or as an intrapreneur. |
| TUE | jun-29 |
| WED | jun-30 | Understands the dynamics of rapidly approaching to the market when a solution is generated. |
| THU | jul-01 |
|  | Week 7 | The student: |
| MON | jul-05 | Understands the importance of validating through rapid-prototyping Gets an overview of intellectual property and its importance in the context of entrepreneurship, intra-entrepreneurship, and the knowledge economy. |
| TUE | jul-06 |
| WED | jul-07 | Prepares final deliverables: pitch, audiovisual material, learning and concept sheet, prototype and chosen exercise about valuation of methodology comprehension. |
| THU | jul-08 |
|  | Week 8 | The student: |
| MON | jul-12 | FINAL PITCH: Recognizes from personal experience the elements necessary to carry out proper communication and the approach to a problem to be solved through innovation and entrepreneurship. |
| TUE | jul-13 |
| WED | jul-14 | Learnings from the final pitches, from the evaluator's feedback and the validation process. Recongnizes his/her personal projection as an agent of innovation and entrepreneurship/intra-entrepreneurship. Closure. |
| THU | jul-15 |