



## **ACADEMIC PROGRAM**

### **BUSINESS CREATION AND MANAGEMENT**

### **B.F.A. IN COMPUTER SCIENCE**

***MODALITY: ON CAMPUS***

***ACADEMIC YEAR: 2022-2023***

<b>Name of the course:</b>	<b>Business creation and management</b>
Degree :	Computer Science
Location:	Centro Universitario de Tecnología y Arte Digital
Area:	Multidisciplinary Fundamentals
Year:	4º
Teaching period:	1
Type:	OB
ECTS credits:	3
Teaching modality:	On campus
Language:	English
Lecturer / Email	-
Web page:	<a href="http://www.u-tad.com/">http://www.u-tad.com/</a>

## SUBJECT DESCRIPTION

### Area description

This area refers to the study and practice of the set of communication techniques and skills. In the subjects that belong to this area, content related to philosophical foundations, knowledge of the environment, the philosophy of innovation, business ethics, design and social responsibility, sociology of communication, etc. will be covered in relation to the humanist and generalist orientation of the degree. In addition, the relationship of this knowledge with artistic development will be addressed.

### Subject description

There is an interdisciplinary relationship of this subject with others such as Business and Digital Models, within the same subject, in that it is also about analyzing business ideas in the area of specialization of the Degree, as well as with Direction and management of projects, also in business by trying to transmit to the student common elements about business projects.

And with Management Skills in the subject of General Skills, since, as it could not be otherwise, the student who takes this Degree has to go through different subjects from different perspectives of knowledge but with an interrelated common thread that offers them skills. sufficient and interdisciplinary to become a professional in the design of interactive products.

This subject turns out to be one of the most useful in terms of its professional interest and as an opportunity to create businesses for students of the Interactive Product Design Degree since it offers them true theoretical and practical training on start-up and launch of business projects in the digital field. It offers them interdisciplinary knowledge aimed at approaching professional reality and its relationship with the society in which they will practice their career, which requires skills that go beyond what is strictly necessary for the design of video games or interactive entertainment systems. . Likewise, it provides a general business vision within the entire curriculum plan that is of great value in today's society where self-employment is one of the most important professional opportunities, if not the only one.

## COMPETENCIES AND LEARNING OUTCOMES

### Competencies

#### BASIC AND GENERAL SKILLS

GC10 Be able to work in an international context, as well as in diverse and multicultural environments.

GC11 Manage basic skills for interpersonal relations.

GC12 Express a critical and self-critical sense and the ability to analyze in order to evaluate different alternatives.

GC13 Valuing an ethical sense at work.

GC14 Knowing how to work in a team in multidisciplinary environments.

GC15 Being able to organize and plan.

GC16 - Be able to express oneself correctly in oral and written form.

GC18 - Managing information appropriately.

GC19 - Knowing how to make decisions and solve problems in the professional field.

CB1 That students have demonstrated knowledge and understanding in an area of study that starts from the basis of general secondary education, and is usually at a level that, although it is supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

CB2 Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defense of arguments and problem solving within their field of study.

CB3 That students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 Students are able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

#### TRASVERSAL SKILLS

CT1 Deploy their knowledge, activities and values in cultural, sporting and social environments.

CT2 Show interest in acts of cooperation and civic solidarity.

## SPECIFIC SKILLS

SC16 Understand the processes of the elements involved in an interactive artistic production

SC22 Understanding and communicating clearly and effectively the guidelines for the development of a project.

SC26 Understanding and knowing how to thematize the relationships between Technology - Society - Culture, in relation to the design of interactive products.

SC27 Recognizing the philosophical, social and political implications of technological designs and innovations.

SC28 Detecting the implications on ethical and legal limits of technological innovations.

## Learning outcomes

Upon completion of the degree, the graduate will be able to:

- Use creative thinking techniques in the professional environment
- Propose ideas that can be transformed into designs and developments
- Analyze critically proposals related to software development
- Understand the historical environment of the current digital industry and the changes produced in society due to the inclusion of new digital media.
- To know the variety of company incorporation articles under the Spanish Law.
- To design the structure of the company with the aim of maximizing the contribution of the team.
- Relate intellectual property legislation to different scenarios (national, European and international).
- Identify the sources of relevant economic information and their content.
- Know different marketing techniques and their implications on the development of a digital entertainment product.
- Reflect on the ethical and legal limits of technological innovations.
- To interpret relevant economic, political and cultural data in the design of software design.
- To understand project management paradigms: waterfall and Agile
- To be able to sketch a project schedule and follow it using Gantt and PERT charts
- To know the principles of end user psychology
- To be able to design wireframes
- To develop a user-driven application
- To understand the function of color and shape in the development of interactive applications.

## CONTENTS

Business creation, development and organization

Company, entrepreneur and entrepreneurship

Legal and Fiscal compliance

Financial resources

The digital industry challenges

## **SUBJECT SYLLABUS**

Topic 1. Company, entrepreneur and entrepreneurship. The innovation.

Unit 1. The company and its environment.

The company as an economic agent

Concept, elements and functions.

The location decision.

The dimension of the company: internationalization.

The innovation.

Unit 2. The entrepreneur.

The figure of the businessman.

Professional and business ethics.

Unit 3. Entrepreneurship.

Entrepreneurship and entrepreneurs.

The entrepreneur.

Business idea and differentiating factors.

Topic 2. Creation and organization of business projects

Unit 4. The Business Plan

Introduction to the Business Plan (PdE).

General approach of a PoE.

Minimum content of the PoE.

Unit 5. The Production, Purchasing and Organization Plan

Manufacturing or development process.

The purchasing plan.

Applied technologies.

Unit 6. The Marketing Plan

The product or service.

Analysis of the market and competition.

Marketing Mix, Distribution and Communication.

Sales and their forecasts.

Unit 7. The Economic-Financial Plan

Initial investments.

Financing plan.

Treasury and pension accounts.

Topic 3. Legal, fiscal and administrative aspects of creating the company and the digital professional

Unit 8. Processing of company creation

Constitution of the company.

Unit 9. Processing the start-up of the company

Legal authorizations for opening companies.

Regional procedures.

Municipal procedures: licenses.

Tax and labor procedures.

Topic 4. Search for information, financial sources and aid for entrepreneurship

Unit 10. Search for information to support entrepreneurship

General State Administration.

Autonomous administration.

Town councils.

Professional associations.

Universities.

Other entities and organizations.

Unit 11. Financial sources

Banking products.

Other forms of financing.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGIES**

## TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
<i>Theoretical / Expository classes</i>	15,43	15,43
<i>Practical classes</i>	10,57	10,57
<i>Tutorials</i>	2,00	2,00
<i>Independent study and autonomous work of the student</i>	20,57	0,00
<i>Elaboration of work (group or individual)</i>	21,43	0,00
<i>Evaluation Activities</i>	5,00	5,00
<b>TOTAL</b>	<b>75</b>	<b>33</b>

### Teaching methodologies

Expository method or master lesson

Case learning

Learning based on problem solving

Cooperative or collaborative learning

inquiry learning

Flipped classroom methodology

Gamification

Just in time Teaching (JITT) or classroom on time

Expository method or master lesson

Case method

Learning based on problem solving

Cooperative or collaborative learning

inquiry learning

Flipped classroom methodology

Gamification

### TEMPORAL DEVELOPMENT

Theme Weeks

Topic 1 The company and its environment. 1,2,3

Topic 2 Creation and organization of business projects 4,5,6,7

Topic 3 Legal, fiscal and administrative aspects of creating the company and the digital professional 8,9,10,11

Topic 4 Search for information, financial sources and aid for entrepreneurship 12,13,14,15

## EVALUATION SYSTEM

ASSESSMENT SYSTEM	MINIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)	MAXIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)
<i>Assessment of participation in class, exercises or projects of the course</i>	10	30
<i>Assessment of assignments, projects, reports, memos</i>	10	60
<i>Objective test</i>	30	80

## GRADING CRITERIA

ASSESSMENT SYSTEM	ORDINARY EVALUATION	EXTRAORDINARY EVALUATION
<i>Assessment of participation in class, exercises or projects of the course</i>	10	10
<i>Assessment of assignments, projects, reports, memos</i>	30	30
<i>Objective test</i>	60	60

### General comments on the evaluations/assessments

In the Objective Test, 30% will correspond to the Marketing Plan and 30% to the exam

- The student's work assessment system seeks to provide an objective and useful treatment to achieve a quantifiable result according to the effort made in the subject. It will have a mixed consideration since it will be applied constantly throughout the entire duration of the subject and generic knowledge and skills, other specific skills, as well as critical reasoning, the capacity for analysis and synthesis and the ability to resolution of problems acquired by the student.



- Furthermore, given the unique nature of this subject – which aims to instill in the student a positive attraction to the creation and management of companies from a self-employment-oriented perspective – the acquisition of transversal skills will also be positively valued.
- The following quantifiable indicators will be taken into account:
  - Intervention in the discussion of questions and exercises.
  - Active participation in carrying out practical work.
  - Completion of the Business Plan and the final exam will be mandatory to pass the subject.
- The overall evaluation of the subject will be carried out taking into account the sum and weighting of the different scoring activities according to the basic scheme of evaluation activities both qualitatively and quantitatively as established in this section and in the table of the previous section, always in a total scale of 0-10 points (with up to two decimal places). The qualification of the final test will require a minimum objective score of 4.00 to be able to average attendance and assignments in order to pass the subject.
- The PdE (Business Plan) is a fundamental axis of the evaluation of the subject as a whole, hence its percentage weight in said evaluation. The PdE may be individual or collective, depending on the number of students. The PdE score will be made by evaluating the following elements:
  1. Basic contents of the PdE, Format and writing,
  2. Originality and realism of the business idea and
  3. Technical and economic viability of the model, and
  4. Oral presentation in class.
- The granting of a final grade will be made using the arithmetic mean between the score from 0 to 10 (with two decimal places) of each of the minimum mandatory elements mentioned above.
- The assignments or activities that are required of students must be written and presented correctly. Work that does not meet a minimum in terms of presentation in accordance with the type of studies that students are taking may be automatically suspended.
- Both in the case of assignments or exercises and, especially, in the PdE, correct written expression will be valued, with spelling mistakes being scored negatively with a value of 0.5 points for each mistake and 0.1 for each mistake or error. in accents up to a maximum of 4 points.
- It will be understood that the student has successfully passed the subject if he/she presents the mandatory activities and obtains a minimum total score of 5 basis points.
- One of the features of our University Center lies in the search for excellence, which means that this type of evaluation is also included in the evaluation. To this end, among the students who have obtained a grade equal to or greater than 9 points and meet the transversal criteria and other specific competencies mentioned above, demonstrating special dedication to this subject, they may receive the mention of "Honors".
- The Ordinary evaluation percentages will be maintained in the Extraordinary Call.
- The use of Smartwatches or mobile phones is not allowed during the exams. These devices will have to be stored and out of sight of the student during the exam. The use of cell phones is not allowed during classes.

- Any detection of plagiarism, copying or use of bad practices (such as the use of AIs) in a work or exam will imply the failure of this work with a zero, the report to the Faculty and academic coordinator and the application of current regulations. , which can lead to very serious penalties for the student.

## **LIST OF REFERENCES (BOOKS, PUBLICATIONS, WEBSITES):**

### Basic bibliography

GIL Estallo, M. A. - Giner de la Fuente, F. (2013). How to create and operate a business. Madrid: ESIC.

RIBEIRO Soriano, D. - Domingo, E. (2014). Business creation and entrepreneurship. Madrid: Pearson Education.

### Recommended bibliography

AA. VV. (2014). Business and Entrepreneurship. Madrid: EDITEX.

Aceituno, P. (2012). Business creation and management (2nd ed). Madrid: CEF.

Adan Mico, P. (2014). Start successfully. Madrid: RC Libros.

Briascó, I. (2014). The challenge of entrepreneurship in the 21st century. Narcea.

Edery, D. - Mollick, E. (2009). Changing the game: how video games are transforming the future of business. New Jersey: FT Press.

Giner de la Fuente, F. (2013). 27 conversations with Spanish entrepreneurs. Madrid: ESIC.

Hoyos Iruarizaga, J. - Blanco Mendialdua, A. (2014). Financing of the entrepreneurial process. Madrid: Pyramid.

Asensio del Arco, E. - Vázquez Blómer, B. (2019). Business and Entrepreneurship. Madrid: Paraninfo.

Sánchez Morales, M. (2012). Manual for creating digital companies and electronic commerce 2.0. Malaga: Icton Ediciones.

Pelayo González, J. - Rodríguez Laguía, F. J. (2015). Initiation to entrepreneurial and business activity. Madrid: Paraninfo.

Schnarch, A. (2010). Applied creativity: how to stimulate and develop creativity at a personal and business level. Starbook Publishing.

Suárez Sánchez-Ocaña, A. (2012). The time has come to set up your company. Bilbao: Deusto.

Todoli, F. (2013). Creation of companies step by step 2013-2014. CISS.

### Basic webgraphy:

<http://portal.circe.es>

<http://www.ajeimpulsa.es/>

<http://www.crear-empresas.com>

<http://emprenderesposible.org/modelo-canvas>

<http://www.ypdgroup.com>

<http://www.informacionempresarial.es/>

<http://www.creaempresas.com/>

<http://www.escolaemprenedors.org/>

<http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/women/portal/>

<http://servicios.ipyme.org/planempresa/>

<http://www.ayudas.net/>

<http://www.emprendedoresyparados.es/>

<http://www.emprendedores.es/>

[http://www.madrid.org/cs/Satellite?pagename=Emprendedores/EMPR\\_HOME/EMPR\\_Home Template](http://www.madrid.org/cs/Satellite?pagename=Emprendedores/EMPR_HOME/EMPR_Home Template)

<http://www.elmundo.es/elmundo/2012/02/13/economia/1329129714.html>

<http://blog.thinkandcloud.com/modelo-canvas-un-lienzo-para-crear-tu-plan-de-empresa-2/>

## **REQUIRED MATERIALS, SOFTWARE AND TOOLS**

### **Type of classroom**

Theory classroom

Board and projection system

### **Materials:**

Personal Computer

### **Software:**

Power point

Acrobat Reader