

Degree	Type	Year
Entrepreneurship and Social Innovation	OB	1

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

This module is only available to Master's students in Entrepreneurship and Social Innovation.

Objectives and Contextualisation

The main objective of this module is to give the tools that allow us to move from the generation of ideas to the realization of social entrepreneurship projects, likely to be carried out through the development of viable and socially sustainable business models. At the same time, entrepreneurial attitudes are worked from a social perspective, contextualizing them in the knowledge society and new technologies. Social entrepreneurship and "intercooperation" networks are also analyzed.

Learning Outcomes

1. CA01 (Competence) Develop creative sales ideas in accordance with the social and solidarity economy's proximity and sustainability guidelines.
2. CA02 (Competence) Identify social opportunities that could become social projects or companies.
3. CA03 (Competence) Establish trends, generalisations and taxonomies from the basic socio-cultural characteristics (age, gender, class, education, etc.) of a given sample of society.
4. CA04 (Competence) Use social media techniques to collect and analyse data.
5. CA05 (Competence) Design a business plan for a social entrepreneurship project.
6. KA01 (Knowledge) Identify the characteristics and key contextual factors (historical, economic, socio-cultural, demographic, etc.) of phenomena such as social entrepreneurship and the circular economy.
7. KA02 (Knowledge) Describe the elements needed to implement a business plan and social entrepreneurship project.
8. SA01 (Skill) Carry out innovation and development tasks in companies (commercial, cooperative or non-profit), including the creation of companies.
9. SA02 (Skill) Use research results to develop new ideas, products or processes and assess their social and commercial viability.

Content

This module consists of the following submodules:

C1. Introduction: Entrepreneurial attitudes, knowledge society and new technologies.

The concept of social entrepreneurship is presented and discussed. Similarities and differences between commercial/traditional entrepreneurship are discussed. Working on entrepreneurial attitudes, students are motivated and sensitized about the entrepreneurial phenomenon in general and the generation of social business projects in particular, enhancing and developing their entrepreneurial talent. The constituent elements of the knowledge society and the relationship with the information society will be analyzed. It shows the importance of information and communication technologies in modern social organizations, emphasizing society's digitization processes. Finally, the relationships between science, technology and society in the contemporary world are addressed.

C2. Social entrepreneurship and inter cooperation networks.

It analyzes the entrepreneurial profile of contextualized students in their social environment and explores and stimulates the potential for cooperation with other people, institutions, and organizations by analyzing their network. First, a review of the concepts of "moral economy" and "social economy" is offered to make students reflect on their situation and starting position and thus improve their efficiency in achieving the proposed objectives (self-assessment of skills, training, networks, motivation, skills and attitudes). Once the individual perspective has been analyzed, the profile of social entrepreneurship in Catalonia is studied, focusing on the attitudes and motivations of this population segment, the profile of entrepreneurs and the socioeconomic context in which social entrepreneurship arises. Finally, personal networks of social entrepreneurs are studied in Catalonia, and the most relevant characteristics of the personal network itself are identified through specialized software (Netcanvas).

C3. Generation of innovative social ideas.

It explains the concept of creativity and its dimensions, the characteristics of creative people, the stages of the creative process and the scales to measure innovative products. Basic models of creativity are worked for the generation of business ideas for social purposes. At the same time, the main limitations and barriers of creativity are presented, and techniques and instruments for the development of creativity from the social sphere are explained. Finally, intrapreneurship is worked from the perspective of creativity and the generation of innovative social ideas.

C4. Business model and social entrepreneurial project

The contents of a business plan are developed and worked, from the most traditional models to the current models such as Canvas and Lean start-up, applied to cases of social projects. Business plan limitations are also indicated as a business (social) instrument. Key concepts include entrepreneurial team, market study, strategic plan, legal-fiscal plan, human resources plan, financial and economic plan, and viability of the business project. The specificities and characteristics of cooperatives are also presented from the point of view of the business model.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes C1	12	0.48	
Theoretical classes C2	9	0.36	
Theoretical classes C3	15	0.6	
Theoretical classes C4	27	1.08	
Type: Supervised			
Supervised work	66	2.64	
Workshops and seminars	12	0.48	
Type: Autonomous			
Autonomous tasks	150	6	

The main objective of this module is to give the tools that allow us to move from the generation of ideas to the realization of social entrepreneurship projects, likely to be carried out through the development of viable and socially sustainable business models. At the same time, entrepreneurial attitudes are worked from a social perspective, contextualizing them in the knowledge society and new technologies. Social entrepreneurship and "intercooperation" networks are also analyzed.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance, participation and in class activities	20%	0	0	CA01, CA02, CA03, CA04, CA05, KA01, KA02, SA01, SA02
Exams	30%	9	0.36	CA03, CA05, KA01, KA02, SA02
Oral defense (entrepreneurship project)	10%	0	0	CA01, CA05, KA02, SA01, SA02

Reporting/work delivery (entrepreneurship project development)	40%	0	0	CA01, CA02, CA03, CA04, CA05, KA01, KA02, SA01, SA02
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The evaluation carried out by the different submodules is counted as follows:

C1 (3% of the total): 100% Attendance, participation and in class activities

C2 (18% of the total): 44.4% Attendance, participation and in class activities + 55.6% Exam

C3 (18% of the total): 44.4% Attendance, participation and in class activities + 55.6% Exam

C4 (61% of the total): 1.6% Assistance and participation + 16.4% Exams + 65.6% Entrepreneurship project development + 16.4% Oral presentation of the entrepreneurship project

The final grade of the module shall be calculated considering the percentages of each submodule:

$$\text{Final grade} = 0.03*C1 + 0.18*C2 + 0.18*C3 + 0.61*C4$$

Being an in-person master's degree, class attendance with a minimum of 80% of the module sessions (including classes, seminars, workshops, and other academic activities) is a requirement to be graded.

If students wish to apply for a single assessment evaluation, they need to fill in an application with in the fixed deadline. Applying for the single assessment evaluation implies that students cannot opt for the continuous assessment evaluation.

- Students need to attend in person the day in which the single assessment takes place.
- 100% of the evidence for the single assessment needs to be submitted on the day in which the single assessment takes place.

The retake for the single assessment will be the same than for the continued evaluation.

Bibliography

Basic bibliography

Adner, R. (2013). *The wide lens: What successful innovators see that others miss*. Ed. Penguin-Random house.

Birch, K. (2020). Technoscience Rent: Toward a Theory of Rentiership for Technoscientific Capitalism. *Science Technology and Human Values*, 45(1): 3-33. <https://doi.org/10.1177/0162243919829567>

Blank, S. (2012). *The Startup Owner's Manual* (<https://www.amazon.com/Startup-Owners-Manual-Step-...>)

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Guerrero, M., Turro, A. & Urbano, D. (2016). El emprendimiento corporativo en España. A I. Peña, M. Guerrero & J.L. González-Pernía (Eds): *Global Entrepreneurship Monitor. Informe GEM España 2015*. Ed. Universidad de Cantabria.

[Valenzuela-García, H., & Fuentes, S.](#) (2019). «A Crossroads for Social Entrepreneurship: ethics versus profit in Spain», *Open Journal of Business and Management*, 7(2), 848-860.

Kelley, T., & Littman, J. (2010). *Las diez caras de la innovación. Estrategias para una creatividad excelente*. Madrid: Paidos.

Kuratko, D.F., Morris, M.H., & Covin, J.G. (2011). *Corporate Innovation & Entrepreneurship (International Edition)*. 3rd edition. Mason: South-Western/Cengage Learning.

Lamarre, G. (2019). *Storytelling como estrategia de comunicación*. Barcelona: Gustavo Gili.

Lamarre, G. (2018). *La vía del creativo: Guía para reinventar nuestra práctica y nuestra mirada*. Barcelona: Gustavo Gili.

Martínez-Cuero, J., Molina, J.L. & Valenzuela-García, H. (2015). Del cooperativismo a la economía socialmente orientada. *Grafo Working Papers*, 4 (84-94). DOI:10.5565/rev/grafowp.18.

Maurya, A. (2012). *Running Lean: Iterate from Plan A to a Plan That Works (Lean Series)* (<http://www.amazon.com/Running-Lean-Iterate-Works-Series/dp/1449305172>)

Molina, JL., Valenzuela-García, H., Lubbers, ML., Escribano, P. & Lobato, M. (2017). ["The Cowl Does Make The Monk": Understanding the Emergence of Social Entrepreneurship in Times of Downturn](#). *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations* DOI 10.1007/s11266-017-9921-6.

Nielsen, D., & Thurber S. (2018). *Conexiones creativas*. Barcelona: Gustavo Gili

Osterwalder, A. (2012). *"Tools for Business Model Generation."* [en línia] [data de consulta: 1 de març de 2021] Disponible a: <https://www.youtube.com/watch?v=8GIbCg8NpBw>

Ries, E. (2011). *"The Lean Startup" | Talks at Google*. [en línia] [data de consulta: 1 de març de 2021] Disponible a: <https://www.youtube.com/watch?v=fEvKo90qBns>

Urbano, D. & Rodriguez, L. (2010). Guía per l'elaboració d'un pla d'empresa. Departament de Treball. Generalitat de Catalunya.

Urbano, D. & Toledano, N. (2008). Invitación al emprendimiento: Una aproximación a la creación de empresas. Ed. UOC.

Valenzuela-García, H., Molina, J. L., Lubbers, M. J., Escribano, P., & Fuentes, S. (2019). [Emprendimiento Social . Autoempleo y extracción del valor en la era post-crisis era](#). *Revista de Antropología Social*, 28(2), 371-390.

Vinck, D. (2007). *Ciencias y sociedad. Sociología del trabajo científico*. Barcelona: Gedisa, 2015.

Websites, videos, and press

AraCoop. Programa marc de cooperació públicoprivada, promogut pel Departament de Treball, Afers Socials i Famílies - www.aracoop.coop

Bristol Pound Organisation: <https://bristolpound.org/>

Business model canvas: https://www.youtube.com/watch?v=QoAOzMTLP5s&t=15s&ab_channel=Strategyzer

Economia circular: https://www.youtube.com/watch?v=Lc4-2cVKxp0&t=6s&ab_channel=COTEC

Economía Femini(s)ta: <http://economiafeminita.com/>

Ecopolítica, Think Tank Ecologista <https://ecopolitica.org>

Emprendimiento y sistema educativo (La Vanguardia, 2017)

https://www.dropbox.com/s/sdwsve22ynfzh3h/2017-02-19_DavidUrbano_LaVanguardia-ArtESP.pdf?dl=0

¿Es posible y conveniente replicar los ecosistemas emprendedores? (La Vanguardia, 2016)

https://www.dropbox.com/s/l6idy7ehxhhj309/2016-12-25_DavidUrbano_LaVanguardia-ArtESP.pdf?dl=0

La sociedad digital: <https://es.coursera.org/lecture/humanidades-digitales/la-sociedad-digital-LOPNM>

OCU Oficina del Consumidor y Usuario: <https://www.ocu.org>

REAS Euskadi, Introducción a la Economía Solidaria: <http://www.economiasolidaria.org>

Rockefeller Foundation: <https://www.rockefellerfoundation.org/our-work/topics/inclusive-economies/>

Steve Jobs (2005 Stanford Commencement Address) <https://www.youtube.com/watch?v=UF8uR6Z6KLc> / <https://www.youtube.com/watch?v=rHv4qLkToGg>

Te atreves a soñar? https://www.youtube.com/watch?v=i07qz_6Mk7g

The Open Innovation Marketplace: <https://www.innocentive.com/>

Why Green Economy: <http://whygreenconomy.org/introduction-to-the-green-economy/>

Complementary bibliography

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James, G. (2012) "Fix Your Presentations: 21 Quick Tips". [en línia] [data de consulta: 1 de març de 2021] Disponible a: <http://www.inc.com/geoffrey-james/how-to-fix-your-presentations-21-tips.html>

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Rheingold, H. (2002). *Multitudes inteligentes. La próxima revolución social*. Barcelona: Gedisa, 2004.

Urbano, D. (2005). La creació d'empreses a Catalunya: organismes de suport i actituds cap a l'activitat emprendedora. Col.lecció d'estudis CIDEM. Centre d'Innovació i Desenvolupament Empresarial.

Urbano, D., Aparicio, S., & Audretsch, D. (2019). Twenty-five years of research on institutions, entrepreneurship, and economic growth: What has been learned? *Small Business Economics*, 53 (1): 21-49.

Urbano, D., Aparicio, S., Guerrero, M., Noguera, M., & Torrent-Sellens, J. (2017). Institutional determinants of student employer entrepreneurs at Catalan universities. *Technological Forecasting and Social Change*, 123, 271-282.

Urbano, D., Toledano, N., & Ribeiro-Soriano, D. (2010). Analyzing social entrepreneurship from an institutional perspective: evidence from Spain. *Journal of Social Entrepreneurship*, 1(1), 54-69.

Further support material in digital format will be available at the virtual campus of the module.

Software

Excel, PowerPoint, Word, NetworkCanvas, Atlas ti and Stata.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAULm) Classroom practices (master)	10	Spanish	first semester	afternoon
(TEm) Theory (master)	10	Spanish	first semester	afternoon