



## Programa Analítico

### 1. Identification data:

Learning unit name:	Leadership, entrepreneurship and innovation
Total guided time (theoretical and practical):	40 hours
Guided time per week	2 hours
Total autonomous time:	20 hours
Type of modality:	Scholarized
Number and type of academic period:	1st or 2nd semester
Learning unit type:	Obligatory
Cycle:	First
Curricular area:	<b>General initial formation (ACFI-G)</b>
UANL credits:	<b>2</b>
Date of elaboration:	<b>30/09/2020</b>
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Responsible for development:	<b>Does not apply</b>
Date for last update:	<b>Does not apply</b>

### 2. Presentation:

The learning unit (UA) Leadership, entrepreneurship and innovation comprises four phases, in the first phase, the student identifies the concept of company and the elements that compose it, distinguishes the concept of entrepreneur and types of entrepreneurship and appreciates success stories of entrepreneurship; In the second phase, she distinguishes the characteristics of thinking and creative development of ideas, uses market research techniques considering the terms of intellectual property and generates a product idea; During the third phase, she identifies characteristics and styles of leadership for decision-making, as well as the aspect of effective communication in leadership, appreciating success stories on leadership; and in the fourth, she identifies operational and strategic objectives of a business model, to compare cost structure and sources of income; and finally the student must carry out a business model that shows the generation of a creative and innovative business idea, presented in Canvas format as PIA.

### 2. Purpose:

The purpose of this learning unit is that the student can generate business ideas, attached to the principles of entrepreneurship, with a leadership approach and, according to the innovations of the branch in question, in favor of solving problems and making decisions.



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The relevance of the UA lies in the fact that the student must perform professionally within a globalized environment and attentive to the demands

constant in innovation and creation, so it is necessary to put into practice their creative capacity and entrepreneurial spirit to implement new competitive business ideas that contribute to the country's economy.

This UA gives continuity to the baccalaureate learning unit Life Project, where the student explores the possibilities of entrepreneurship as part of her professional development; Likewise, it is related to the Social Responsibility and Sustainable Development learning unit with theoretical elements in the elaboration of business projects with a sense of social responsibility.

This UA contributes to the development of the general competences of the UANL by allowing the student to distinguish the different types of learning strategies that the teacher requires in the different activities (1- 1.1). Identify ideas, concepts, main data; implicit, imperceptible, evident and explicit of a case or situation of entrepreneurship (5. a. 1. 1.1). He questions the origin of things and facts about the reality he lives, both immediate and remote to make assertive decisions (5. b.1.1.1.). Makes proposals for entrepreneurship and innovation projects that address a social and professional problem or need based on the evaluation and selection of the best ideas (5.c. 3.3.2) (13-2.1). Look for areas of opportunity or potential problems in situations, tasks, environments, people, etc. (5.d.1.1.1). Likewise, he shows interest in the events and problems that surround him, seeking to satisfy the needs of the market (10-1.1). In the same way, it contributes to the graduation profile of professionals so that a critical, competitive, innovative, ethical and leadership attitude from the entrepreneurial approach.

### **3. Competences of the graduate profile:**

General competences to which this learning unit contributes:

Instrumental skills:

1. Apply autonomous learning strategies at different levels and fields of knowledge that allow timely and pertinent decision-making in the personal, academic and professional fields.
5. Employ logical, critical, creative and purposeful thinking to analyze natural and social phenomena that allow you to make pertinent decisions in your sphere of influence with social responsibility.

Personal and social interaction skills:

10. Intervene in the face of the challenges of contemporary society locally, nationally or globally with a critical attitude and human, academic, and professional commitment to help consolidate general well-being and social development.

Integrative competences:

13. Assume leadership committed to social and professional needs to promote relevant social change.



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Specific competences to which the learning unit contributes:

Each educational program will align the specific competencies according to the disciplinary context declared in the graduation profile.



## 5. Structuring in phases:

### Phase 1. Characteristics of the environment of the enterprise.

Element of competence: Distinguish the concept and characteristics of a company, an entrepreneur and the types of entrepreneurship considering the characteristics of the global environment for the generation of business ideas.

Evidence	Performance criteria	Learning activities	Content	Resources
1 Essay on the characteristics of the entrepreneurship environment, which include the characteristics of a company, a leader and an entrepreneur.	<p>Presents an essay on the characteristics of the entrepreneurship environment.</p> <p>It includes the elements that make up a company.</p> <p>It includes the generalities of the attitude and entrepreneurial spirit.</p> <p>It details the concept of entrepreneurship.</p>	<p>The teacher makes an interactive presentation, uses collaborative learning to promote group discussion.</p> <p>The student participates in a</p> <p>Brainstorm the basics of entrepreneurship.</p> <p>The student makes an infographic about business concepts.</p> <p>The student participates in a dialogue table on the success stories of young entrepreneurs.</p> <p>The teacher directs text</p>	<ul style="list-style-type: none"> <li>• Characteristics of the environment of the enterprise.</li> <li>• Characteristics of a leader.</li> <li>• Characteristics of the types of companies.</li> <li>• Characteristics of an entrepreneur.</li> </ul>	<p>Parra Alviz, M (2017). Emprendimiento y creatividad: aspectos esenciales para crear empresa (Volumen 4). Ecoe ediciones.</p> <p>Chavarría Aznar, M.A. (2019). Actitud emprendedora. Pasión ytesón. ESIC.</p> <p>Casos de éxito de emprendedores jóvenes mexicanos:</p> <p>Caso de Xilinat: <a href="https://www.youtube.com/watch?v=l4plavOHvTA">https://www.youtube.com/watch?v=l4plavOHvTA</a></p> <p><a href="https://www.youtube.com/wa">https://www.youtube.com/wa</a></p>



	<p>Includes: title, introduction, body or development, conclusions, bibliographical references and appendices and annexes.</p>	<p>consultation dynamics as a tool to appropriate concepts and also as a research practice.</p> <p>The student makes a SWOT chart regarding his person (weighted activity 1.1).</p>		<p><a href="https://www.youtube.com/watch?v=fRqbc1GZDzk&amp;feature=emb_logo">tch?time_continue=60&amp;v=fRqbc1GZDzk&amp;feature=emb_logo</a></p> <p><a href="https://www.youtube.com/watch?v=fRqbc1GZDzk&amp;feature=emb_logo">Fellow Robots Case</a> <a href="https://www.youtube.com/watch?v=fRqbc1GZDzk&amp;feature=emb_logo">https://www.youtube.com/watch?v=fRqbc1GZDzk&amp;feature=emb_logo</a></p> <p>Caso Proyecto Terra: <a href="https://www.youtube.com/watch?v=5FagHiVk_E&amp;feature=emb_logo">https://www.youtube.com/watch?v=5FagHiVk_E&amp;feature=emb_logo</a></p>
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## Phase 2. Innovation.

**Competence element: Propose product ideas in a creative and innovative way with commercialization potential and legal protection based on basic tools of market research to generate a competitive company in favor of society.**

Evidence	Performance criteria	Learning activities	Content	Resources
<p>2. Electronic presentation of the business idea.</p>	<p>It proposes a business idea that solves a need and / or desire of the consumer, innovative, with commercial potential, preferably unprecedented, introduced to emerging technology and with nuances of social responsibility, demonstrating development of creative and innovative thinking.</p> <p>It bases the business idea based on basic market research tools (data collection instrument).</p>	<p>The teacher directs group dynamics and exercises that contribute to the development of creativity and innovation. Some techniques you can practice in group dynamics are:</p> <ol style="list-style-type: none"> <li>1. Brainstorming. Think outside the box (side thinking). Hats to think (E. Bono).</li> <li>4. Brainwriting.</li> <li>5. bionics.</li> <li>6. Mind map. Osborn SCAMPER creative transformations.</li> <li>8. Creative thinking.</li> </ol> <p>Guided by the professor, the students will carry out a small market research, questionnaire design through digital tools to know if the product created as a business idea will be</p>	<ul style="list-style-type: none"> <li>• Creativity and innovation:</li> <li>• Creative thinking technique.</li> <li>• Definition and comparison of divergent and convergent thoughts.</li> <li>• Background, concept, characteristics and development of creativity.</li> <li>• Introduction and application of system bases of intelligence and market research.</li> <li>• Introduction to intellectual</li> </ul>	<p>Pensamiento lateral:  <a href="https://www.youtube.com/watch?v=ofR6487MVwg">https://www.youtube.com/watch?v=ofR6487MVwg</a></p> <p><a href="https://www.youtube.com/watch?v=tknspqgphc">https://www.youtube.com/watch?v=tknspqgphc</a></p> <p>Ideas creativas Wiki EOI:  <a href="https://www.eoi.es/wiki/index.php/T%C3%A9cnicas_de_creatividad_en_Innovaci%C3%B3n_y_creatividad">https://www.eoi.es/wiki/index.php/T%C3%A9cnicas_de_creatividad_en_Innovaci%C3%B3n_y_creatividad</a></p> <p>Biberón mágico:  <a href="https://www.youtube.com/watch?v=LZv8ndmGWHI">https://www.youtube.com/watch?v=LZv8ndmGWHI</a></p> <p>Productos innovadores:  <a href="https://www.youtube.com/watch?v=xesizGmKjgA">https://www.youtube.com/watch?v=xesizGmKjgA</a></p>



	<p>It describes its patent method by identifying legal figures and supports market research.</p> <p>Identifies the legal figures that apply to the proposed product or service.</p> <p>It includes: description of the idea, added value, broadcast or advertising flyer, brand name, logo, prototype (physical or electronic) and description of the patent process.</p> <p>It performs the work in a margin of 7 to 10 slides.</p>	<p>liked and accepted by the target market.</p> <p>The student moderated by the professor will hold round tables to analyze and deepen concepts on emerging technologies, social responsibility, patents and trademark registrations.</p> <p>1. The student makes face-to-face or virtual visits to institutions responsible for patents or trademark registrations where he records what he has learned.</p>	<p>property.</p> <ul style="list-style-type: none"> <li>• Introduction on the inclusion of emerging technology.</li> <li>• Introduction and analysis in corporate marketing issues!</li> </ul>	<p><a href="https://www.youtube.com/watch?v=QS6GPFmVzcc">https://www.youtube.com/watch?v=QS6GPFmVzcc</a></p> <p><a href="https://www.youtube.com/watch?v=664d5ETqcc">https://www.youtube.com/watch?v=664d5ETqcc</a></p> <p>Benassini, M. (2009). Introducción a la Investigación de Mercados. Editorial Pearson.</p> <p>Introducción al marketing y tecnología 4.0: <a href="https://www.luismaram.com/que-es-marketing-4-0/">https://www.luismaram.com/que-es-marketing-4-0/</a></p> <p><b>IMPI:</b> <a href="https://www.gob.mx/impi">https://www.gob.mx/impi</a></p> <p><b>CIETT UANL:</b> <a href="http://www.ciett.uanl.mx/">http://www.ciett.uanl.mx/</a></p>
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### Phase 3. The essence of a leader

Element of competence: Differentiate leadership styles, according to the various existing roles in a work group to improve effective communication and decision-making in situations that arise in a global, business and personal environment.

Evidence	Performance criteria	Learning activities	Content	Resources
<p>3. Concept map of leadership styles and characteristics.</p>	<p>Includes the main leadership styles.</p> <p>It presents the characteristics and qualities of a leader and the concepts that define it.</p> <p>It presents how the leader must make decisions and have good effective communication.</p> <p>Follow the shape criteria of a concept map: concepts, ranking, arrows, etc. Review CHIP.</p>	<p>The student performs a search for information that he documents in a word processor to identify world leaders from history and today.</p> <p>The teacher presents an electronic presentation on effective communication in leadership.</p> <p>The student analyzes, with the support of bibliographic resources and the professor, the elements to consider to distinguish the importance of leadership in decision-making.</p>	<ul style="list-style-type: none"> <li>• Definition of leader and qualities.</li> <li>• Cases of local leaders (politicians, businessmen, socially responsible personalities).</li> <li>• Elements of formal communication in an organization.</li> <li>• Steps to become a good leader.</li> <li>• Leader and communication with his work team.</li> </ul>	<p>Castilla, A., Garza, R., Sáenz, L., y Sepúlveda, L.(2009). Emprendedor competitivo. México: Patria</p> <p>Sharma, R. (2010). El líder que no tenía cargo. Debolsillo</p> <p>Covey, S. (1989). Liderazgo centrado en principios. Paidós</p> <p>Movie segments shown in video player on the internet, where leadership styles are identified.</p> <p>Movies: Hambre de poder. En busca de la felicidad. Desafío de gigantes.</p>





## Phase 4. Generation of competitive companies.

**Elements of competence:** Examine the economic model of competitive companies, identifying the operational and strategic objectives that allow them to develop a business model at the local, national and international level..

Evidence	Performance criteria	Learning activities	Content	Resources
<p>4. Scientific poster of the economic model of a competitive company</p>	<ul style="list-style-type: none"> <li>• Includes a general idea of the economic model.</li> <li>• It presents the structure and amount of the project costs.</li> <li>• Details the amount and sources of income for the project.</li> <li>• Includes operational and strategic objectives.</li> <li>• Present short and clear results.</li> <li>• Includes related illustrative images: photographs, diagrams, tables, or illustrations.</li> <li>• Includes title, methodology, results, contacts,</li> </ul>	<p>The professor presents an electronic presentation on the sources of financing.</p> <p>The student develops a mind map using a digital tool on internal and external funding sources.</p> <p>The student collaboratively makes a presentation in Sway about the different types of costs. The facilitator defines the characteristics of competitive companies.</p> <p>The facilitator in an electronic presentation shows the structure of the business plan.</p> <p>The student investigates the incubators that exist in Mexico and the seed capital that</p>	<ul style="list-style-type: none"> <li>• Sources of financing.</li> <li>• Sources of income.</li> <li>• Cost structure.</li> <li>• Competitive companies.</li> <li>• Business plan.</li> <li>• Business incubation.</li> <li>• Seed capital.</li> </ul>	<p>Sitio web Universidad Autónoma de Nuevo León.(s.f.). Catálogo de Herramientas.</p> <p>Interactivas Profesionales(CHIP).</p> <p>Ortiz, A. H. (2017). Finanzas básicas para no financieros. Cengage Learning</p>



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	images, etc. <ul style="list-style-type: none"><li>• Develop under the following measures: 1.50x1.20.</li></ul>	offer and display it in a concept map or summary, in a collaborative team.		
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## 4. Assesment of learning

Phase	Evidence / Activity	Puntos
1. Characteristics of the environment of the enterprise.	Evidence 1. Essay on the characteristics of a company and entrepreneurship.	10
	Weighted activity 1.1 SWOT table.	5
2. Innovation.	Evidence 2. Electronic presentation of business idea.	15
3. The essence of the leader.	Evidence 3. Concept map of the characteristics of a leader.	15
4. Generation of competitive companies.	Evidence 4. Scientific poster of the economic model of a competitive company.	15
	Business model that shows the generation of a creative and innovative business idea, presented in CANVAS format.	40
	<b>Total</b>	<b>100</b>

## 6. Integrative learning product:

Business model that shows the generation of a creative and innovative business idea, presented in CANVAS format.

## 5. Literature:

Arriaga, N. R., & Landa, D. H. (2016). Competitividad del sector externo mexicano: un análisis de la Condición Marshall-Lerner. *Revista Mexicana de Economía y Finanzas*, 11(1), 79-101.

Cámara de diputados del H. Congreso de la Unión. (09 de 04 de 22012). *Ley De La Propiedad Industrial*. Recuperado el 15 de mayo de 2020, de

<https://www.wipo.int/edocs/lexdocs/laws/es/mx/mx100es.pdf>

Chavarría Aznar, M.A. (2019). Actitud emprendedora. Pasión y tesón. ESIC.

Honorable Congreso de la Unión. (19 de mayo de 1997). *Ley Federal Del Derecho De Autor*. Recuperado el 15 de mayo de 2020, de <https://www.wipo.int/edocs/lexdocs/laws/es/mx/mx025es.pdf>



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Kotler, P., & Keller, K. (2016). *Dirección de marketing*. PEARSON Educación.

Marbaise, M. (2017). *El modelo canvas: analice su modelo de negocio de forma eficaz*. en50minutes.es.

Medina, R. (2014). *Despliega tu propuesta de valor*. LID Editorial.

Ortiz, A. H. (2017). *Finanzas básicas para no financieros* (2da ed.). CENGAGE Learning.

Osterwalder, A., Pigneur, Y., & Clark, T. (2013). *Tu modelo de negocio*. Deusto.

Osterwalder, A., Pigneur, Y., Smith, A., Greg, B., & Papadokos, P. (2015). *Value Proposition Design*. Deusto.

Parra Alviz, M (2017). *Emprendimiento y creatividad: aspectos esenciales para crear empresa* (Volumen 4). Ecoe ediciones.

Ries, E. (2012). *El método Lean Startup*. Deusto S.A. Ediciones.

Unger, K. (2018). Innovación, competitividad y rentabilidad en los sectores de la economía mexicana. *Gestión y Política pública*, 27(1), 3-37. Universidad Autónoma de Nuevo León. (s.f.). *Catálogo de Herramientas Interactivas Profesionales (CHIP)*. Recuperado el 15 de 05 de 2020, de <https://www.uanl.mx/tramites/catalogo-de-herramientas-interactivas-profesionales/>

Área Curricular Formación General Universitaria  
Aprobado por el H. Consejo Universitario, el 9 de junio de 2005

Vo.Bo.

Dr. Gerardo Tamez González  
Director del Sistema de Estudios de Licenciatura



## Anexo 1. Indicaciones del producto integrador de aprendizaje.

Instrucciones:	Realiza la presentación de un modelo de negocios que muestre la generación de una idea de negocio creativo e innovador en 10 diapositivas (8 min.), buscando retroalimentación sobre cada una de las 4 bases establecidas en Canvas; buscando alicientes hacia la inversión, demostrando la factibilidad del negocio, protección de la propiedad industrial, estrategias de comercialización y determinación de la inversión inicial.
Valor:	40 puntos
Criterios de Evaluación:	Desarrolla modelo de negocios que muestre la generación de una idea de negocio creativo e innovador, a través de las 4 bases que establece el modelo Canvas. Incluye: -Portada institucional PIA. -Índice. -Introducción: 1 cuartilla, deberá incluir los valores de la UANL, que se aplicaron en el desarrollo del PIA. -Desarrollo. -Conclusión. -Anexos. -Bibliografía: citas bibliográficas de acuerdo con formato APA, mínimo 3 fuentes. -Se elabora en equipo. -Evidencia libre de plagio. -Formato electrónico en plataforma Nexus.
Opcional:	Muestra empresarial en cada facultad, basada en exposición de modelo Canvas en presentación electrónica para cada modelo de negocio, evaluado por jurado conformado por expertos.