

**TEACHING GUIDE**

| <b>Course Information</b> |   |
|---------------------------|---|
| Full name                 | Entrepeurship   |
| Code                      | 0000012204  |
| Degree                    | Master in Finance   |
| Taught in                 | Advantere School of Management  |
| Level                     | Postgraduate Official Master's Degree   |
| Term                      | Second Quarter  |
| Credits                   | 2,0 ECTS  |
| Type                      | Mandatory   |
| Person in charge          | Robert Antonides Campos   |
| Office hours              | Via email   |
| <b>Faculty</b>            |   |
| <b>Professor</b>          |   |
| Name                      | Robert Antonides Campos   |
| Departament               | Advantere School of Management  |
| e-mail                    | r.antonides@advantere.org   |
| CV                        | <a href="https://web.comillas.edu/profesor/rantonides">https://web.comillas.edu/profesor/rantonides</a> |
| Office hours              | Via email   |

## SPECIFIC COURSE INFORMATION

### Course contextualization

#### Contribution to the professional profile

This course introduces the student to entrepreneurship within a global context. This course will provide a pragmatic approach to the reality of global enterprises, focusing on the basic factors and activities in their early stages, and reflecting on the entrepreneurial process and the key elements for its successful development.

Connecting theory and practice, this course will cultivate students' entrepreneurial spirit, fostering creativity and the ability to generate ideas that can be converted into attractive international business opportunities. Through both individual and group activities, we will review and work on different concepts and tools (1) to foster the ability to generate ideas, and (2) to analyze and evaluate the global potential for those ideas to become the seed of a successful global start-up. In this process, each student will practice how to define business models, techniques to evaluate their potential viability, and the structure and key components of a business plan, as a dynamic tool in the process of launching a new business project.

In addition, students will reflect and practice on how to make the new business a reality through good communication, ability to sell the business opportunity to other stakeholders, securing the right sources of funding (debt, venture capital...), assessing potential early stage paths, evaluating early activities and tactics to develop a new venture.

#### Objectives

- Reflect on the key aspects of entrepreneurship and foster the entrepreneurial spirit of students.
- Increase the capacity to generate ideas, as well as to manage creative processes that can generate new business opportunities.
- Learn and practice, individually and in groups, different tools and approaches that can support the entrepreneurial process in different markets and increase the probability of success in new start-ups.
- Understand in detail the practical aspects related to launching a new company, including obtaining financing, legal and administrative requirements, or the challenges expected during the initial stages in the life of a new company.

| Competences – Objectives  |
|---|
| General Competences   |
| <p><b>CG 1: Project-based learning:</b> Ability to develop and execute in the different phases collective financial projects based on real situations, proposing real solutions and making efficient all interactions with the team, clients and any other participant.</p> <p><b>RA1: Ability to engage in</b> the development of experimental collective projects based on the real world, managing and aligning the client's needs with the available resources, optimally distributing the work, communicating and projecting its different phases, proposing real solutions and making efficient all interactions with the team, clients and other stakeholders.</p> |
| <p><b>CG 3: Teamwork:</b> Apply techniques and methodologies that promote teamwork and mutual collaboration in talent management projects to be carried out with companies and organizations management projects to be carried out with companies and organizations.</p> <p><b>RA1: Be committed to and cooperate in</b> the roles defined for the achievement of the goals related to the tasks, activities, projects and responsibilities defined and assigned.</p>   |
| <p><b>CG 4: Efficient communication:</b> Exercise of a global mindset applied to listening, communication and negotiation, in multidisciplinary settings to operate effectively in a variety of roles.</p> <p><b>RA1: Present or exchange</b> information and ideas effectively in oral or written form and using visual or graphic means.</p>  |
| <p><b>CG.5 Ethical commitment:</b> Ethical commitment in the application of universal moral values and organizational values in the face of ethical dilemmas and corporate social responsibility, with special sensitivity to international diversity.</p> <p><b>RA1: Ability to make decisions and guide</b> the actions of others around the common good, instill values, organize resources and address ethical dilemmas from different perspectives and implementing sustainable solutions.</p>   |
| <p><b>CG.6 Global and local orientation ability:</b> Analyze current financial problems, in local and global environments, taking into consideration complex economic aspects, cultural, social and ethical factors.</p> <p><b>RA1: Ability to analyze current problems,</b> in local and global environment, taking into consideration complex economic aspects, cultural, social and ethical factors.</p>   |
| <p><b>CG.8 Entrepreneurship:</b> Exhibit initiative, creativity and entrepreneurial spirit in the application of finance strategies and practices.</p> <p><b>RA1: Develop in students the ability</b> to generate original processes, ideas and projects through divergent thinking and application of models and techniques already learned, evaluating and making efficient use of available resources.</p>   |
| Specific Competencies   |
| <p><b>CE 05: Have an in-depth knowledge</b> of the new business activities within the financial sector, as well as the value generation processes based on new technologies and their impact on the current and future financial ecosystem.</p> <p><b>RA1: Develop the ability</b> to design, organize and start a profitable business idea by evaluating possible alternatives, the existing market, the needs it satisfies and the social impact it can generate.</p>   |

## THEMES AND CONTENT

| Contents-Themes   |
|---|
| 1.- INTRODUCTION TO GLOBAL ENTREPRENEURSHIP   |
| <ul style="list-style-type: none"> <li>1.1. Entrepreneurship in a Global Context: Key Issues</li> <li>1.2. Profile of Global Entrepreneurs</li> <li>1.3. The entrepreneurial process</li> <li>1.4. Ethics and entrepreneurship</li> </ul>   |
| 2.- CREATIVITY AND GENERATION OF IDEAS  |
| <ul style="list-style-type: none"> <li>2.1. Creativity management</li> <li>2.2. Creativity management</li> <li>2.3. Design thinking</li> </ul>  |
| 3.- FROM THE IDEA TO THE BUSINESS OPPORTUNITY   |
| <ul style="list-style-type: none"> <li>3.1. Definition of a business model</li> <li>3.2. The Business Model Canvas</li> <li>3.3. Overall feasibility assessment</li> <li>3.4. Lean start-up</li> </ul>  |
| 4.- THE BUSINESS PLAN   |
| <ul style="list-style-type: none"> <li>4.1. General structure of a Business Plan</li> <li>4.2. Definition of strategy and value proposition</li> <li>4.3. Marketing plan</li> <li>4.4. Operations and Resources Plan</li> <li>4.5. Financial plan and opportunity assessment</li> </ul> |
| 5.- FINANCING AND FIRST STAGES OF A GLOBAL START-UP   |
| <ul style="list-style-type: none"> <li>5.1. Financing a Start-Up: convincing stakeholders</li> <li>5.2. Practicalities of launching a new international start-up</li> <li>5.3. Options and challenges in the early stages of new ventures</li> </ul>                                    |

### General methodological course aspects

#### Presential Methodology: Activities

Cooperative work of students who, in pairs or small groups, are given a task, case or scenario that requires sharing information and resources among the members in order to achieve a common goal. Based on the case method, studied by each student and discussed by each group before the individual interventions of each general session.

The case method stimulates inductive learning. From the analysis of concrete examples, the different tools of analysis are built and general rules of application to all types of companies and sectors are induced. It is therefore essential to study the cases beforehand and to participate actively in the discussions of the general sessions.

Presentations about your skills and abilities to get a job. Presentations should be evaluated and critiqued by peers or the professor to elaborate on the topic. Lessons of an expository nature.

#### Non-presential Methodology: Activities

Individual study.

Individual reading of texts of different types (cases, books, magazines, articles, press, Internet publications, reports on practical experiences, etc.) related to the courses of study.

**Cooperative work of students who, in pairs or small groups, undertake a project that requires the sharing of information and resources among members in order to achieve a common goal.**

|   |                                      |
|---|--------------------------------------|
| <p>Assignments. Research papers, theoretical and/or practical, prepared individually. They will involve reading articles, journals, news and internet publications, reports, etc. and then developing your own personal reflections, going beyond mere information gathering.</p> | <p>CG1, CG3, CG4, CG5, CG6, CE5,</p> |
| <p>Collaborative learning. Formation of work groups within the class that will address some tasks. These tasks will require sharing information and resources to achieve the common goal of the course. The results will be presented in class.</p>                               | <p>CG1, CG3, CG4, CG5, CG6, CE5,</p> |

**SUMMARY OF STUDENT WORK HOURS**

| PRESENTIAL HOURS     |  |  |                            |                   |  |
|----------------------|--|--|----------------------------|-------------------|--|
| Professor Exposition | Student exhibition. Debates and group dynamics | Exercises and problem solving. Elaboration of applied work | Analysis and documentation | Tutorial sessions | Development of real projects for organizations |
| 4                    | 8  | 6  | 0                          | 0.5               | 1  |
| NON-PRESENTIAL HOURS |  |  |                            |                   |  |
| Professor Exposition | Student exhibition. Debates and group dynamics | Exercises and problem solving. Elaboration of applied work | Analysis and documentation | Tutorial sessions | Development of real projects for organizations |
| 0                    | 0  | 24   | 14                         | 0.5               | 1  |

**ECTS CREDITS: 2.0 (60.00 hours)**

**EVALUATION AND GRADING CRITERIA**

| Graded Activities  | Evaluation Criteria  | % of Total Grade |
|--|--|------------------|
| <p>Assessment of individual or group work carried out by students, some of them presented in class</p>   | <ul style="list-style-type: none"> <li>• Work adequacy to the objectives set</li> <li>• On-time delivery</li> <li>• Goal adequacy and focus</li> <li>• Results achieved</li> <li>• Compliance with deadlines</li> <li>• The participation of ALL members of each team in the presentations and elaborations is required</li> </ul>   | <p>50</p>        |
| <p>Performance of oral and written examinations, public defenses and multiple-choice tests, concept tests and resolution of practical cases as exams</p> | <ul style="list-style-type: none"> <li>• Throughout the program, exams or written tests will be given to test the solidity of the concepts acquired.</li> <li>• In order to pass the course, the final exams and tests of each section of the course must be passed. If there are several exams in the same section or block of a course, the weighted average of them must be higher than 5.0 as a necessary condition to pass the course.</li> </ul> | <p>30</p>        |
| <p>Participation and utilization of the classes</p>  | <ul style="list-style-type: none"> <li>• When we talk about participation, it is clear that both the positive and negative ones are counted and that the quality of participation is as important as the quantity. The students' participation in class, the quality and timeliness of their interventions, the quality in the preparation and presentation of their work, predisposition and commitment, initiative, attendance.</li> </ul>           | <p>20</p>        |



## Grades

**The evaluation criteria of the course are governed by the following regulations:**

1. All students must comply with 100% attendance on the days set for this course. Any absence must be justified.
2. The final grade corresponds to the sum of the graded activities, evaluation criteria and % of total grade described in the Evaluation and Grading Criteria section.
3. Individual and group work must be delivered on time and in the manner planned by the course professor.
4. A final mark below 5 implies the completion of an extraordinary test. The final grade in this exam may not be higher than the median of those passed at the time of set exams.

**The Evaluation Criteria to enroll for a second year:**

The student enrolled in the course for the second year must comply with the individual and group tasks set by the course professor. The same evaluation criteria described in the Evaluation and Grading Criteria section will be maintained.

For those circumstances not foreseen in this Teaching Guide, the Advantere School of Management Regulations and the Comillas General Regulations will apply.

## **BIBLIOGRAPHIES AND RESOURCES**

| Basic Bibliographies   |
|--|
| Text Books   |
| <p>TIMMONS, J.A. &amp; SPINELLI, S.Jr. (2009), <i>New Venture Creation: Entrepreneurship for the 21st Century</i>, Irwin McGraw-Hill</p> <p>OSTERWALDER, A. &amp; PIGNEUR, Y. (2010), <i>Business Model Generation</i>, Wiley &amp; Sons.<br/>www.businessmodelgeneration.com</p> <p>RIES, E. (2011), <i>The Lean Startup</i>, Penguin Business</p> <p>HARVARD BUSINESS ESSENTIALS (2005), <i>Entrepreneur's Toolkit</i>, HBS Press</p> <p>KIM, W. C. &amp; MAUBORGNE, R. (2005): <i>Blue Ocean Strategy</i>. HBS Press</p> <p>McGRATH, R.G. &amp; MACMILLAN, I. (2000), <i>The Entrepreneurial Mindset</i>, HBS Press</p>   |
| Articles   |
| <p>BHIDE, A. (1994), "How do Entrepreneurs craft Strategies that Work?" <i>Harvard Business Review</i>, March-April</p> <p>BHIDE, A. (1996), "The Questions Every Entrepreneur Must Answer", <i>Harvard Business Review</i>, November-December 1996, pp. 120-130</p> <p>BLOCK, Z. &amp; MACMILLAN, I. (1985), "Milestones for Successful Venture Planning", <i>Harvard Business Review</i>, September-October</p> <p>BROWN, T. (2008), "Design Thinking", <i>Harvard Business Review</i>, June 2008.</p> <p>DYER, J. H., GREGERSEN, H. B., &amp; CHRISTENSEN, C. M. (2009). "THE INNOVATOR'S DNA (cover story). <i>Harvard Business Review</i>, 87(12), 60-67.</p> <p>KIM, W, &amp; MAUBORGNE, R (2004), "BLUE OCEAN STRATEGY" <i>Harvard Business Review</i>, 82, 10, pp. 76-84</p> <p>McGRATH, R.G. &amp; MACMILLAN, I. (1995), "Discovery Driven Planning", <i>Harvard Business Review</i>, July-August</p> <p>O'REILLY, B. (1999), "What it Takes to Start a Startup", <i>Fortune</i>, June 7, 1999, pp. 135-</p> <p>SAHLMAN, W.A. (1997), "How to Write a Great Business Plan", <i>Harvard Business Review</i>, July-August</p> |

## Additional Bibliographies

### Books

- ALLEE, V. (2003), *The Future of Knowledge*, Butterworth-Heinemann
- ARNAL LOSILLA, J.C. Coord. (2003): *Creación de Empresa: Los mejores textos*.
- Ariel BARABASI, A-L. (2002), *Linked: The New Science of Networks*, Perseus
- CHESBROUGH, H. (2003), *Open Innovation*; Harvard Business School Press
- CHRISTENSEN, C.M. (1997), *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*, Harvard Business School Press
- COLLINS, J. (2001): *Good to Great*, Harper Business
- FALLON & SENN (2006), *Juicing the Orange: How to Turn Creativity into a Powerful Business Advantage*, Harvard Business School Press
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- FOSTER, R. & KAPLAN, S. (2001), *Creative Destruction: Why Companies That Are Built to Last Underperform the Market and How to Successfully Transform Them*, Currency Doubleday
- GOVINDARAJAN, V. & TRIMBLE, C. (2005), *10 Rules for Strategic Innovators*; Harvard Business School Press
- HARVARD BUSINESS REVIEW (2003), *The Innovative Enterprise*, Harvard Business School Press
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- LEVITT, S. D. & DUBNER, S.J. (2005), *Freakonomics: A Rouge Economist Explores the Hidden Side of Everything*, Harper Collins
- LENCIONI, P. (1998), *The Five Temptations of a CEO*, Jossey-Bass
- MEYER, M. (2007), *The Fast Path to Corporate Growth*, Oxford University Press
- MOORE, G. (2005), *Dealing with Darwin*, Penguin Group
- NALEBUFF, B. & AYRES, I. (2003), *Why not? How to Use Everyday Ingenuity to Solve Problems Big And Small*, Harvard Business School Press
- PERKINS, D. (2003), *King Arthur's Round Table*, John Wiley &
- RHEINHOLD, H. (2002), *Smart Mobs: The Next Social Revolution*, Perseus
- RUPERTI, V. & CORBETO, S. (2008): *La empresa contada a los jóvenes*. Plataforma
- WEILL, P. & VITALE, M. (2001), *Place to Space: Migrating to eBusiness Models*, Harvard Business School Press
- ZOOK, C. (2001), *Profit from the Core*, Harvard Business School Press,

