

## COURSE GENERAL OVERVIEW

Key Data for the Course	
Course	ENTREPRENEURSHIP, CREATIVITY AND BUSINESS START-UP
Degree	MBA
Semester	2nd
ECTs Credits	3
Type	Elective
Department	General Management
Área	Management and organization

Faculty Details	
Instructor	
Name	Juan Antonio Gil Serra
Department	General Management
Área	Business Strategy and Organisation
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Schedule for tutoring	By appointment (via email)

## COURSE DESCRIPTION

### Context of the course

#### The course in the professional context

This course introduces the student to entrepreneurship. Within the area of Strategy, this course will provide a pragmatic approach to the reality of the enterprises, focusing in 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 the entrepreneurship spirit of the students, promoting the creativity and the ability to generate ideas that could become attractive 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 assess the potential for those ideas becoming the seed for successful start-ups. 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.

Also, the students will reflect and practice on how to make the new business a reality through: good communication, capacity to sell the business opportunity to other stakeholders, securing the appropriate sources of financing (debt, venture capital...), evaluation of the potential paths in the early stages, assessing the first activities and tactics to develop a new start-up...

#### Course objectives

- To reflect on the key aspects of entrepreneurship, and to foster the entrepreneurial spirit of the students
- To increase the ability to generate ideas, as well as to manage creative processes, that could generate new business opportunities
- To know and practice, individually and in groups, different tools and approaches that could support the entrepreneurial process, and increase the probability for success in new start-ups.
- To understand in detail the practical aspects related to the launch of a new venture, including the procurement of financing, the legal and administrative requirements, or the expected challenges during the initial stages in the life of a new start-up.

## SKILLS

### Skills and abilities to be developed

#### Generic skills

- CG 1. Analysis and synthesis cognitive abilities applied to the business management world
- CG 2. Information and data management as a key ability to identify, formulate and solve business problems, that is, to make decisions in organisations
- CG 3. Problem solving and decision making at both strategic and operational levels of an organisation
- CG 4. Theory application to unveil business opportunities and to build sustainable competitive advantage
- CG 5. Interpersonal skills: listening, negotiating, persuading, team work and leadership
- CG 6. Ethical commitment to the moral values and to the corporate social responsibility
- CG 8. Critical thinking and debating skills
- CG 9. Autonomous learning skills
- CG 10. Initiative, creativity, and entrepreneurial spirit in management

#### Specific skills

- CEO 1. Capacity to create and develop sustainable businesses

## COURSE CONTENTS

<b>Contents</b>
<b>1.- INTRODUCTION TO ENTREPRENEURSHIP</b>
1.1. Entrepreneurship: Key aspects 1.2. Profile of the entrepreneurs 1.3. The entrepreneurial process
<b>2.- CREATIVITY AND IDEA GENERATION</b>
2.1. Workshop on Ideas generation 2.2. Managing creativity 2.3. Design Thinking
<b>3.- FROM THE IDEA TO THE BUSINESS OPPORTUNITY</b>
3.1. Definition of a Business Model 3.2. The business model canvas 3.3. Viability assessment 3.4. Lean start-up
<b>4.- THE BUSINESS PLAN</b>
4.1. General structure of a Business Plan 4.2. Strategy and Value proposition definition 4.3. Marketing Plan 4.4. Operations and Resources Plan 4.5. Financial plan and valuation of the opportunity
<b>5.- FINANCING AND EARLY STAGES IN A START-UP</b>
5.1. Financing a Start-Up: convincing stakeholders 5.2. Practical aspect to launch a new start-up 5.3. Options and challenges in the early stages of new ventures

## TEACHING METHODOLOGY

### Course teaching activities

This course includes activities that will ensure that the students achieve a practical vision in the process of idea generation, identification of business opportunities and launch on new business start-ups. Also, the activities are intended to promote the development of the entrepreneurial spirit of students, building upon several managerial tools that could be useful in the entrepreneurial process.

The teaching methodology will be based on sessions in which the professors will lecture on the topic, while promoting the debate and active participation of the students, the preparation of exercises and business cases, and the involvement in the planned workshops, both individually and in groups.

Teaching and learning in the classroom	Skills to be developed
<p><b>1. Lectures.</b> The professor will present and explain specific topics about the different aspects of the entrepreneurial activity, The active participation of the students in these sessions will be promoted</p> <p><b>2. Analysis and resolution of cases and exercises, both individually and in groups.</b> Focusing on the main entrepreneurship problems, some specific cases and exercises will be analysed and discussed. They will be supported by a brief reading or article, or any other type of data and information to be shared with the students. These cases and exercises will be worked individually or in groups, as preparation for the planned discussions in the classroom.</p> <p><b>3. Presentation in class of cases, exercises and other homework.</b> The different activities such as exercises, cases... will be presented in front of the professor and the rest of the classmates. Some of these presentations will be individual, others will be in groups. The aspects that will be evaluated include the content presented as well as the organization and structure of the presentation, and the clarity of the messages. During the presentations, the rest of the students will have an active role, with contributions and feedback, that will be also evaluated.</p>	<p>CG2, CG3, CG4, CG8, CG10, CEO1</p> <p>CG1, CG2, CG3, CG4, CG5, CG6, CG8, CG9, CG10, CEO1</p> <p>CG1, CG2, CG5, CG9, CG10, CEO1</p>
Teaching and learning outside the classroom	Skills to be developed
<p><b>1. Individual study, reading and preparation.</b> Study and Reading to understand and become familiar with the content and tools that would support the management of creativity, analysis of ideas and business opportunities, structuring of a business plan, and the launch of a new business. Individual preparation through the relevant readings (books, magazines, articles, reports...) related to the topics covered.</p> <p><b>2. Academic Tutorials and monitoring.</b> Support available from the professor, on an individual basis, to guide the students in the different assignments of the course, and also to comment and provide additional resources to go deeper into the concepts and tools covered in the course.</p> <p><b>3. Assignments.</b> Investigation papers, theoretical and/or practical, prepared individually. They will involve reading articles, magazines, internet news and</p>	<p>CG1, CG2, CG8, CG9, CG10, CEO1</p> <p>CG1, CG2, CG3, CG8, CG10, CEO1</p> <p>CG1, CG2, CG3, CG8, CG9,</p>

posts, reports, etc. and then developing your own personal reflections, going beyond that the pure information recompilation.	CG10, CEO1
<b>4. Collaborative learning.</b> Formation of work groups within the class that will address some tasks. These tasks will require sharing information and resources to reach the common objective of the course. The outputs will be presented in class.	CG1, CG2, CG3, CG4, CG5, CG6, CG8, CG10, CEO1

SUMMARY OF THE WORKING HOURS FOR STUDENTS *			
CLASSROOM ACTIVITIES			
Lectures	Practical workshops	Guided activities	Presentations
10	7	7	6
NON.CLASSROOM ACTIVITIES			
Autonomous individual work (theoretical content)	Autonomous work about practical content	Collaborative / group assignments	Study
5	20	15	5
ECTS:			3

## COURSE EVALUATION AND ASSESSMENT CRITERIA

Evaluation activities	Assessment criteria	Weight
Active participation in the Classroom	Quality and appropriateness of contributions	20%
Evaluation of individual cases and assignments	Average grade of all submitted assignments	30%
Oral presentations in class (individually)	Contents, structure and communication process	10%
Evaluation of group cases and assignments	Average grade of all submitted assignments	30%
Oral presentations in class (group)	Contents, structure and communication process	10%

### Re-sits.

For the students that do not pass the course in the ordinary period, there will be an exam covering all the content of the course (50%) and they will prepare an additional pragmatic work (50%), defined by the professor, that will be presented.

### Students with an attendance waiver

Also, for those students with a waiver for class attendance, there will be a final exam covering all the content of the course, and they will have to prepare a pragmatic work, defined by the professor. Each one of these activities (exam and work) will weight 50% for the calculation of the final grade of the student.

## REFERENCES AND OTHER BIBLIOGRAPHIC RESOURCES \*

<b>Basic References</b>
<b>Books</b>
<p>SPINELLI, S. Jr.; ADAMS, R.J. &amp; TIMMONS, J.A. (2016), <i>New Venture Creation: Entrepreneurship for the 21st Century</i>, McGraw-Hill</p> <p>OSTERWALDER, A. &amp; PIGNEUR, Y. (2010), <i>Business Model Generation</i>, Wiley &amp; Sons. 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>
<b>Articles</b>
<p>BHIDE, A. (1994), "How do Entrepreneurs craft Strategies that Work?" Harvard Business Review, March-April</p> <p>BHIDE, A. (1996), "The Questions Every Entrepreneur Must Answer", Harvard Business Review, November-December 1996, pp. 120-130</p> <p>BLOCK, Z. &amp; MACMILLAN, I. (1985), "Milestones for Successful Venture Planning", Harvard Business Review, September-October</p> <p>BROWN, T. (2008), "Design Thinking", Harvard Business Review, June 2008.</p> <p>DYER, J. H., GREGERSEN, H. B., &amp; CHRISTENSEN, C. M. (2009). "THE INNOVATOR'S DNA (cover story). Harvard Business Review, 87(12), 60-67.</p> <p>KIM, W, &amp; MAUBORGNE, R (2004), "BLUE OCEAN STRATEGY" Harvard Business Review, 82, 10, pp. 76-84</p> <p>McGRATH, R.G. &amp; MACMILLAN, I. (1995), "Discovery Driven Planning", Harvard Business Review, July-August</p> <p>O'REILLY, B. (1999), "What it Takes to Start a Startup", Fortune, June 7, 1999, pp. 135-</p> <p>SAHLMAN, W.A. (1997), "How to Write a Great Business Plan", Harvard Business Review, July-August</p>
<b>Web pages</b>
Available in the course web
<b>Notes</b>
Summaries of each module, available in the course web
<b>Other materials</b>
Using internet will be critical during the course. To prepare some workshops, the student will need to use the databases and academic literature and resources available through the student community.
<b>Other references</b>
<b>Books</b>
<p>ALLEE, V. (2003), <i>The Future of Knowledge</i>, Butterworth-Heinemann</p> <p>ARNAL LOSILLA, J.C. Coord. (2003): <i>Creación de Empresa: Los mejores textos</i>. Ariel</p> <p>BARABASI, A-L. (2002), <i>Linked: The New Science of Networks</i>, Perseus</p> <p>CHESBROUGH, H. (2003), <i>Open Innovation</i>; Harvard Business School Press</p> <p>CHRISTENSEN, C.M. (1997), <i>The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail</i>, Harvard Business School Press</p>

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

FARRELL, L.C. (2003), *Getting Entrepreneurial: Creating & Growing Your Own Business in the 21st Century*, Wiley

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

KELLEY, T. (2005), *The Ten Faces of Innovation*, Currency Doubleday

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): *Let's play! 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,

**Articles**

Available in the course web

**Web pages**

Available in the course web