Learning objectives of the subject

1. Understanding the business/company concept and the keys to success in a business start-up as well as the difficulties an entrepreneur faces both from a market and from a human perspective.
2. To recognize the role of entrepreneurs, identify their profile and the skills needed to start a new company.
3. The marketing, financial, operational and human elements making up a good business plan.
4. The communication skills needed by an entrepreneur to "sell" a business start-up and the ability to convey and defend
the plan
5. The ability to set priorities for a new business and to realistically appraise the business opportunities.
6. Ability to draw up a viable business plan in a rational, efficient manner.

<table>
<thead>
<tr>
<th>Study load</th>
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<tbody>
<tr>
<td><strong>Total learning time:</strong> 150h</td>
<td>Hours large group: 30h</td>
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<tr>
<td></td>
<td>Hours medium group: 0h</td>
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<td>Hours small group: 30h</td>
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<td>Self study: 84h</td>
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### Content

#### Introduction to key aspects of business

**Degree competences to which the content contributes:**

**Description:**

Introducció a l'assignatura i aspectes clau de l'activitat empresarial

#### The business idea/project

**Degree competences to which the content contributes:**

**Description:**

El concepte de negoci o projecte empresarial

#### Entrepreneurs; their role in society, traits, and profile

**Degree competences to which the content contributes:**

**Description:**

L'emprenedor; el seu paper a la societat, característiques i perfil

#### Analysis of business opportunities and brainstorming techniques

**Degree competences to which the content contributes:**

**Description:**

Anàlisi d'oportunitats de negoci i tècniques de generació de idees

#### From the idea to the company. Contents of the business plan

**Degree competences to which the content contributes:**

**Description:**

De la idea a l'empresa. Continguts del pla negoci

#### Differential factors and competitors. DAFO analysis

**Degree competences to which the content contributes:**

**Description:**

Factors diferencials i competència. Anàlisi DAFO
## Market opportunities and gaps

**Degree competences to which the content contributes:**

**Description:**

Oportunitat i forats de mercat

## Distribution

**Degree competences to which the content contributes:**

**Description:**

Distribució

## Communication and marketing

**Degree competences to which the content contributes:**

**Description:**

Comunicació i marketing

## Resource requirements and technological viability

**Degree competences to which the content contributes:**

**Description:**

Necessitats de recursos i viabilitat tecnològica

## Collaborators and team

**Degree competences to which the content contributes:**

**Description:**

Col·laboradors i equip humà

## Sales and costs

**Degree competences to which the content contributes:**

**Description:**

Vendes i costos
### Sources of funding and profitability

**Degree competences to which the content contributes:**
**Description:**
Fons de financiación i rendibilitat

### "Closing" the plan. Review of the logical structure. Analysis of objections

**Degree competences to which the content contributes:**
**Description:**
Tancament del pla. Revisió de l'estructura lògica. Anàlisi d'objeccions

### Presenting the plan. The entrepreneur as salesman. Some communication and presentation techniques

**Degree competences to which the content contributes:**
**Description:**
La presentació del pla. L'empresador com a principal venedor. Algunes tècniques de comunicació i presentació

### Presentation of the plan to potential investors (role play)

**Degree competences to which the content contributes:**
**Description:**
Presentació del pla a possibles inversors simulats
## Planning of activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Details</th>
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<tbody>
<tr>
<td>Planning of activities</td>
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<tr>
<td><strong>Introduction and team building</strong></td>
<td>8h</td>
<td>Theory classes: 2h</td>
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<td><strong>Revising success keys to take into consideration when starting up a company</strong></td>
<td>9h</td>
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<td>Self study: 7h</td>
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<tr>
<td><strong>Brain storming and other idea generation and business opportunity identificacion tools</strong></td>
<td>11h</td>
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<td>Guided activities: 0h</td>
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<tr>
<td></td>
<td></td>
<td>Self study: 6h</td>
</tr>
<tr>
<td><strong>Features and profile of an entrepreneur. The experience of a young entrepreneur</strong></td>
<td>9h</td>
<td>Theory classes: 2h</td>
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<tr>
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<td>Practical classes: 0h</td>
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<td>Guided activities: 0h</td>
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<td></td>
<td></td>
<td>Self study: 6h</td>
</tr>
<tr>
<td><strong>Strategy, competitive advantages and SWOT of the business idea. Market research</strong></td>
<td>10h</td>
<td>Theory classes: 2h</td>
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<td></td>
<td>Guided activities: 1h</td>
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<td></td>
<td>Self study: 4h</td>
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<tr>
<td><strong>Presenting the Innovative Reliable Business Idea</strong></td>
<td>7h</td>
<td>Guided activities: 1h</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self study: 6h</td>
</tr>
</tbody>
</table>

Hours:
- Theory classes: 2h
- Practical classes: 0h
- Laboratory classes: 1h
- Guided activities: 0h
- Self study: 5h
### Specific objectives:

2, 4, 5

### Benchmarking and strategic marketing

**Hours:** 11h  
- Theory classes: 2h  
- Practical classes: 0h  
- Laboratory classes: 4h  
- Guided activities: 0h  
- Self study: 5h

### Marketing plan and the four P's: place, product, price and promotion

**Hours:** 14h  
- Theory classes: 4h  
- Practical classes: 0h  
- Laboratory classes: 4h  
- Guided activities: 0h  
- Self study: 6h

### Financial needs analysis. Introduction to finance. The balance sheet. The P&L statement and the treasury plan

**Hours:** 16h  
- Theory classes: 4h  
- Practical classes: 0h  
- Laboratory classes: 5h  
- Guided activities: 1h  
- Self study: 6h

### Presenting the marketing plan of our company

**Hours:** 7h  
- Guided activities: 1h  
- Self study: 6h

### Specific objectives:

1, 3, 5, 6

### Financial tools for our company. Ratio analysis and tools for investors

**Hours:** 14h  
- Theory classes: 5h  
- Practical classes: 0h  
- Laboratory classes: 4h  
- Guided activities: 0h  
- Self study: 5h
Organizational structure, legal basics and the human factor

<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
<tr>
<td>12h</td>
</tr>
<tr>
<td>Theory classes: 3h</td>
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<td>Practical classes: 0h</td>
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</tr>
<tr>
<td>Guided activities: 2h</td>
</tr>
<tr>
<td>Self study: 6h</td>
</tr>
</tbody>
</table>

Closing the plan. Revising the check list and communication tools for entrepreneurs

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>13h</td>
</tr>
<tr>
<td>Theory classes: 3h</td>
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<tr>
<td>Practical classes: 0h</td>
</tr>
<tr>
<td>Laboratory classes: 0h</td>
</tr>
<tr>
<td>Guided activities: 2h</td>
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<tr>
<td>Self study: 8h</td>
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</tbody>
</table>

Presenting the business plan to a jury that simulates an investor's behavior

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>9h</td>
</tr>
<tr>
<td>Guided activities: 1h</td>
</tr>
<tr>
<td>Self study: 8h</td>
</tr>
</tbody>
</table>

Specific objectives:
1, 3, 4, 6

Qualification system

The assessment consists of two test exams the presentation and defense of the business plan before a jury comprising course faculty members and - optionally - another member of the teaching staff or guest professional. These three elements of evaluation have the following weight in the final note: First test 10%, second test 10%, and final project presentation 80%.

The presentation of the plan is the culmination of the term's work and therefore only those plans meeting certain minimum requirements may be publicly defended before the jury. The presentation simulates a professional setting. Accordingly, the following aspects will also be assessed: dress, formal, well-structured communication, etc.

In order to be able to publicly defend the business plan, students must have attended at least 60% of the classes and teams must have delivered on time the activities that have been planned. The plan is the result of teamwork, which will be reflected in the grade given to the group as a whole. Each member of the group will be responsible for part of the project and will be graded individually on his or her contribution.

This approach is designed to foster teamwork, in which members share responsibility for attaining a common objective.
# Bibliography

## Basic:


## Complementary:


## Others resources:

### Hyperlink

- [http://www.colorquiz.com](http://www.colorquiz.com)
- [http://pinnova.upc.edu](http://pinnova.upc.edu)
- [http://www.barcelonactiva.es](http://www.barcelonactiva.es)
- [http://www.belbin.com](http://www.belbin.com)