270511 - VPEI - Viability of Innovative Business Projects

Coordinating unit: 270 - FIB - Barcelona School of Informatics
Teaching unit: 732 - OE - Department of Management
Academic year: 2018
Degree: MASTER'S DEGREE IN INFORMATICS ENGINEERING (Syllabus 2012). (Teaching unit Compulsory)
ECTS credits: 4,5
Teaching languages: Catalan, Spanish

Prior skills

Having some previous experience in business administration or having previously completed subjects such as VPE (Viability of Business Projects) while studying Computer Engineering is desirable.

Reading a certain level in English is also desirable.

Requirements

- Pre-Corequisite FPEI-MEI

Degree competences to which the subject contributes

Basic:
CB8. Capability to communicate their conclusions, and the knowledge and rationale underpinning these, to both skilled and unskilled public in a clear and unambiguous way.

Specific:
CDG3. Capability to manage research, development and innovation projects in companies and technology centers, guaranteeing the safety of people and assets, the final quality of products and their homologation.

Generical:
CG10. Capacity to apply economics, human resources and projects management principles, as well as legislation, regulation and standardization of Informatics.
CG8. Capability to apply the acquired knowledge and to solve problems in new or unfamiliar environments inside broad and multidisciplinary contexts, being able to integrate this knowledge.

Transversal:
CTR1. ENTREPRENEURSHIP AND INNOVATION: Capacity for knowing and understanding a business organization and the science that rules its activity, capability to understand the labour rules and the relationships between planning, industrial and commercial strategies, quality and profit. Capacity for developing creativity, entrepreneurship and innovation trend.

Teaching methodology

During the lectures, classes will be complemented, depending on the subject, with previous examples of development that enable students to gain practical ideas for the work to be done in the project sessions. Case studies will also form a fundamental part of this block.

In some cases, theory lectures will include short lectures of entrepreneurs or managers to provide real guidance on how he / she addressed the main issue the session is about.

Regarding project sessions, they will focus on enabling students to progress in building their business plan. The methodologies used range from group dynamics and brain storming to doing online market research, preparation of specific parts of the business plan or cross-presentation between group members.

Project development sessions will be carefully scheduled and designed to facilitate the implementation of business plan.
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Learning objectives of the subject

1. Understand and appreciate the role of the entrepreneur in modern society
2. Being able to analyze the external situation to determine business innovative ideas
3. Around an innovative project, being able to build a reasonable business plan
4. Building a solid and convincing speech about a business idea and a business plan

Study load

<table>
<thead>
<tr>
<th>Total learning time: 112h 30m</th>
<th>Theory classes: 11h</th>
<th>9.78%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical classes:</td>
<td>9h 30m</td>
<td>8.44%</td>
</tr>
<tr>
<td>Laboratory classes:</td>
<td>12h</td>
<td>10.67%</td>
</tr>
<tr>
<td>Guided activities:</td>
<td>8h</td>
<td>7.11%</td>
</tr>
<tr>
<td>Self study:</td>
<td>72h</td>
<td>64.00%</td>
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</table>
## Content

<table>
<thead>
<tr>
<th>Introduction to the course and key aspects of business</th>
<th>Degree competences to which the content contributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The entrepreneur’s role in society, characteristics and profile</td>
<td>Degree competences to which the content contributes:</td>
</tr>
<tr>
<td>Innovation and benchmarking Axis 1) Identification of long-term in the market</td>
<td>Degree competences to which the content contributes:</td>
</tr>
<tr>
<td>Innovation and benchmarking axis 2) Technological evolution as a source of ideas. Technology applied to industry.</td>
<td>Degree competences to which the content contributes:</td>
</tr>
<tr>
<td>Axis of innovation and benchmarking 3) ethical business models as a source of innovation and ideas</td>
<td>Degree competences to which the content contributes:</td>
</tr>
<tr>
<td>From the idea to the company. Contents of the business plan. Market research.</td>
<td>Degree competences to which the content contributes:</td>
</tr>
<tr>
<td>Competitive advantages. SWOT Analysis</td>
<td>Degree competences to which the content contributes:</td>
</tr>
<tr>
<td>Marketing plan: strategic marketing, distribution and product</td>
<td>Degree competences to which the content contributes:</td>
</tr>
<tr>
<td>Marketing plan: price and promotion strategies</td>
<td>Degree competences to which the content contributes:</td>
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</tbody>
</table>
### The human team in a small innovative company

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

### Different kind of societies. Fiscal basics for entrepreneurs

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

### Need of resources. Building the balance sheet at the beginning of the company

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

### Building a forecasted P&L for the first two years. Cash-Flow

**Degree competences to which the content contributes:**
# Planning of activities

| **Introduction to the course. Key aspects of the business and the entrepreneur** | **Hours:** 5h 30m  
Theory classes: 1h 30m  
Practical classes: 0h  
Laboratory classes: 1h  
Guided activities: 0h  
Self study: 3h |
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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Specific objectives:</strong></td>
<td>1</td>
</tr>
</tbody>
</table>

| **Working on the different innovation axes** | **Hours:** 17h 30m  
Theory classes: 2h  
Practical classes: 0h  
Laboratory classes: 3h 30m  
Guided activities: 0h  
Self study: 12h |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>Working around the three axes: market trends, technological innovation and ethical standards, students will discover ways to find innovative ideas sustainable over time.</td>
</tr>
<tr>
<td><strong>Specific objectives:</strong></td>
<td>2, 3</td>
</tr>
</tbody>
</table>

| **Shaping the business idea** | **Hours:** 20h  
Theory classes: 1h  
Practical classes: 0h  
Laboratory classes: 7h  
Guided activities: 0h  
Self study: 12h |
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<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>Working the concept of competitive advantage and SWOT analysis. Revisiting the structure of a business plan and market research</td>
</tr>
<tr>
<td><strong>Specific objectives:</strong></td>
<td>3, 4</td>
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</tbody>
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| **Marketing plan** | **Hours:** 18h  
Theory classes: 2h  
Practical classes: 0h  
Laboratory classes: 4h  
Guided activities: 0h  
Self study: 12h |
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<tbody>
<tr>
<td><strong>Specific objectives:</strong></td>
<td>2, 3</td>
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</tbody>
</table>
### Human team and formal issues

**Hours:** 20h 06m  
Theory classes: 2h  
Practical classes: 0h  
Laboratory classes: 8h 06m  
Guided activities: 0h  
Self study: 10h

**Specific objectives:**  
1, 4

### Balance sheet and P&L statement

**Hours:** 18h 24m  
Theory classes: 2h  
Practical classes: 0h  
Laboratory classes: 4h 24m  
Guided activities: 0h  
Self study: 12h

**Specific objectives:**  
3, 4

### Presenting the marketing plan and the business model

**Hours:** 13h 30m  
Guided activities: 2h  
Self study: 11h 30m

**Specific objectives:**  
1, 2, 3, 4
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**Qualification system**

The assessment is based on student presentations and the defence of the business plan in front of a jury comprising course faculty members and - optionally - another member of the teaching staff or guest professional.

Throughout the course there will be three evaluative milestones:
- The presentation of the innovative business model,
- The presentation of the business plan as a whole,
- The analysis of the financial plan and the proposal to investors.

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 70% 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:**