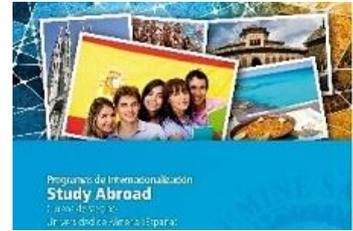




Vice-rectorate for Internationalization



## Internationalization Programs Study Abroad 2020

Course title: ***Development of entrepreneurial skills for international business (ONLINE)***

Teaching period: July 6-16, 2020

Teaching hours: 45

Academic coordinator: Raquel Antolín López

Knowledge area: Management, Entrepreneurship, International Business

Class schedule: From 15:00 to 20:00 hs (CET)

### 1. INTRODUCTION TO THE COURSE

Given growing globalization trends and the increasing dynamic and complex nature of markets, companies operate in different countries, employ an international workforce and face challenges that require innovation and creativity to be successful and survive. They need professionals with entrepreneurship skills (creativity, innovation, critical thinking, problem-solving, leadership, opportunity identification/creation, etc.) applicable to international and changing environments.

In this course we offer a practical and applied perspective in order to empower our students to develop an entrepreneurial mind-set that can help them to deal with the uncertainty and challenges raised by current global markets and create successful international ventures. Specifically, this course seeks to provide the knowledge, tools, and skills to achieve success in idea generation, opportunity identification, risk and opportunity assessment, and new venture design and development in an international context; skills necessary to transform innovative ideas into viable and sustainable ventures or product/services.

The course is deeply based on students' interaction in order to develop and apply both individual and team entrepreneurial skills.

The different sessions will be taught by instructors specialized in Entrepreneurship at the University of Almeria and in the professional world. All the lecturers have teaching experience both in Spanish and English in different bachelor degrees and in Master/Postgraduate courses, including a MBA and a Master in International Business Administration and Modern Languages (in English). The teaching staff is also very active in research with publications in prestigious international journals such as *J. Business Ethics*, *Organization & Environment*, *Plos One*, or *Business Strategy & the Environment*; as well as international chapters or books. In addition, their works are presented in international conferences such as *Academy of Management*, *Babson College Conference*, *Strategic Management Conference*, *Academy of Management Science*, etc. Their research is multi-disciplinary and focuses on strategic management and entrepreneurship. It includes different levels of analysis: teams, enterprises, economic sectors



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and production systems.

### 2. LEARNING OBJECTIVES

The general objective is to analyse the role of entrepreneurs and innovation in business and society, and acquire the basic notions and skills needed to launch an entrepreneurial business project.

Upon successful completion of this course, students shall:

- Have increased knowledge and understanding on entrepreneurship and the entrepreneurial cycle
- Have learnt the process of new venture creation
- Have the knowledge, skills and abilities required to generate and develop a business idea, assess its feasibility and viability and publicly present that idea
- Have understood and developed competences for the creation of new venture in an international context

### 3. COURSE CONTENT

The sessions are structured following the “Entrepreneurial cycle” that allows exploring and knowing the process of venture creation from the beginning to the end. In particular, the entrepreneurial cycle covers the following stages:

1. The illumination stage/opportunity identification (creativity and the generation of



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<p>business ideas)</p> <ol style="list-style-type: none"> <li>The maturation stage/opportunity assessment (viability and feasibility analysis of a business idea)</li> <li>Development and Implementation/Exploration stage (Business model elements and design)</li> <li>Opportunity exploitation (legal form, funding, business plan, etc.).</li> </ol>	
<b>Sessions</b>	<ul style="list-style-type: none"> <li>Introduction to Entrepreneurship</li> <li>Business ideas generation: Creativity and Innovation.</li> </ul>
	<ul style="list-style-type: none"> <li>Is my business idea attractive? Opportunity analysis</li> </ul>
	<ul style="list-style-type: none"> <li>International market research</li> </ul>
	<ul style="list-style-type: none"> <li>Opportunity exploration: Business models design</li> </ul>
	<ul style="list-style-type: none"> <li>E-commerce and digital strategy</li> </ul>
	<ul style="list-style-type: none"> <li>Teamwork: business idea development</li> </ul>
	<ul style="list-style-type: none"> <li>Business idea competition: the investment forum</li> </ul>
<b>Virtual company visit</b>	<ul style="list-style-type: none"> <li>Clisol Agro: Innovative and entrepreneurial agrifood company in Almeria. <a href="http://www.clisol.com/">http://www.clisol.com/</a></li> </ul>
<b>Virtual guest speakers</b>	<ul style="list-style-type: none"> <li>Young entrepreneurs' panel: Three young entrepreneurs will speak about their businesses creation processes and will provide feedback to students' ideas.</li> </ul>

#### 4. TEACHING METHODOLOGY

This course has an eminently practical and dynamic nature to elicit an active participation and interaction among students. It consists in eight virtual sessions.

The contents are predominantly oriented toward the development and training of individual and team entrepreneurial skills. Consequently, students should interact in a particularly intense manner during the classes to reach the goals of the course. Both individual and teamwork are required.

The completion of the course will consist in the development of an **entrepreneurial business project in teams**. Along the sessions students will apply the knowledge acquired to generate and further develop a business idea and transform it into a viable and feasible new venture. The last session will consist in an "investment forum", where the teams will present their business ideas that will be assessed by the rest of the teams (performing the role of investors) and a committee of experts. The best project will receive a recognition.



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These sessions are characterized by a myriad of teaching methodologies that include group dynamics, problem-based learning, short cases, creativity games, experiential exercises, guest speaker, business project development, and participatory master lessons.

The course is taught in English and is completely virtual. All the lecturers have experience in teaching virtual courses and in English at both undergraduate and graduate levels.

### 5. Virtual company visit

Students will have the opportunity to visit virtually Clisol Agro and know its founder: Lola Ferrón.

CLISOL AGRO, located in Almeria, is considered an international referent in the agrifood industry. This firm is a clear example of an entrepreneurial agrifood company that has been continuously innovating as a way to differentiate from its competitors and being successful in an increasingly globalized market, which a higher number of consumers demanding higher quality products. It is also pioneer in developing sustainable practices to reduce environmental impact. It has collaborated with the BBC documentary entitled "Europe's Salad Bowl".

Students will have the opportunity to know about the business strategies and innovations developed by the company to become an international benchmark of quality and sustainability. In addition, they will learn in a real life business context how to identify business opportunities and transform them in successful business services, products, practices and business models.

### 6. ASSESMENT SYSTEM

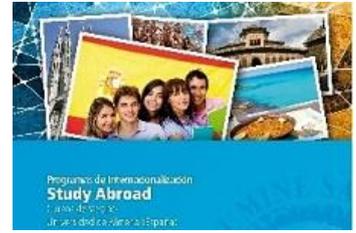
Final grade: 0-100

The grades are comprised as follows:

- Participation: 10 points
- Activities: 30 points



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- Final business project: 60 points

Students must obtain a minimum 50 points to successfully pass the course and obtain their course certificate.

A minimum of 80% of virtual attendance is required

### 7. LECTURERS

**PhD. Raquel Antolín López** is an Associate professor of Entrepreneurship at the University of Almeria. In addition, she collaborates in several projects with Indiana University, University of Colorado at Boulder and the City University of New York (CUNY). Her main research interest lies at the intersection of sustainability, entrepreneurship and institutions. Her lines of research also include innovation, public policies, renewable energy and environmental strategy. The quality of her research has been recognized with different awards. On a teaching side, she teaches the English sections of New venture creation, Managerial skills at undergraduate level and Multi-cultural competences and Business models at MBA level.

**PhD. Nieves García de Frutos** is an Associate professor of Marketing in the Department of Economics and Business Administration of the University of Almeria. She currently teaches Applied international market research in the Marketing degree, and E-commerce in the Master in International Management and Modern Languages at the University of Almeria. In addition, she has experience in teaching Commercial communication and Intercultural competences. She teaches in both English and Spanish. Her research to date has focused mainly on anti-consumption and sustainable consumer behavior that has been published in high-prestige journals such as the *International Journal of Research in Marketing, Psychology & Marketing, Journal of Macromarketing*, or the *Journal of Business Ethics*.

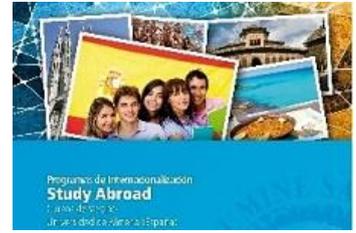
**Justo Alberto Ramírez Franco** and **Jose Manuel Torrente Galera** are the founders of Pair of Jacks, a consulting company for entrepreneurs and start-ups. They provide consulting services and training for the creation and acceleration of new ventures. They have relevant practical experience that includes training in entrepreneurship, economic and financial viability of new business projects assessment, research market and business plan skills. Justo Alberto Ramirez Franco is also a part-time lecturer in the department of Management at the University of Almería.

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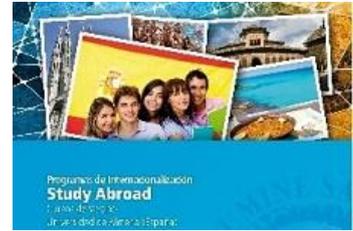


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### APPENDIX: DETAILED CONTENT AND READINGS LIST BY SESSION

#### Session 1: Introduction to Entrepreneurship. Business ideas generation: Creativity and Innovation workshop

##### Content

1. Introduction: Why entrepreneurship and innovation are important for companies?
2. The entrepreneurial cycle
3. Opportunities: Their nature, discovery, and creation
4. Creativity as an engine of ideas: recognizing business opportunities
  - 4.1. Creativity process
  - 4.2. Creativity types
    - 4.2.1. Eureka creativity
    - 4.2.2. Secondary creativity
  - 4.3. Creativity techniques: cases and examples
5. From creativity to innovation
6. Practical guide: Improving entrepreneurial and innovation skills
7. Teamwork Activity: Generating a business idea for the team project
8. Final remarks

##### Learning objectives

- Explain the importance of the general environment as a source of ideas and an innovation engine
- Understand creativity types and know how to apply different creativity techniques
- Generate/Identify business opportunities through creativity
- Develop creativity and lateral thinking skills to solve organizational problems
- Be able to promote innovation and new ideas in the workplace



## Internationalization Programs Study Abroad 2020

### **Bibliography**

- **Books**

Baron, R. A., y Hmieleski, K. M. (2018). *Essentials of Entrepreneurship: Changing the world, One idea at a time*. 2nd ed. Edward Elgar Publishing. Cheltenham (UK). Chapter 2 and 3. ISBN: 9781788115889.

De Bono, Edward (1985). *Six Thinking Hats: An Essential Approach to Business Management*. Little Brown and Company. ISBN: 9780316177917.

Lussier, R. N. (2018). *Management Fundamentals: Concepts, Applications, and Skills Development*. 8th ed. Sage. Springfield College, USA. Capítulo 6. ISBN: 9781506389394.

- **Recommending readings**

“Wonderbly: Sensing, seizing, and transforming an international entrepreneurial opportunity” en Zucchella, A., Hagen, B., y Serapio M. G. (2018). *International Entrepreneurship*, p. 87. Edward Elgar Publishing. Cheltenham, UK. ISBN: 9781785365461.

- **Videos**

“A powerful way to unleash your natural creativity” (TEDxFindhorn): Tim Harford. [https://www.ted.com/talks/tim\\_harford\\_a\\_powerful\\_way\\_to\\_unleash\\_your\\_natural\\_creativity](https://www.ted.com/talks/tim_harford_a_powerful_way_to_unleash_your_natural_creativity)

“Tales of creativity and play” (TEDxFindhorn): Tim Brown. [https://www.ted.com/talks/tim\\_brown\\_tales\\_of\\_creativity\\_and\\_play](https://www.ted.com/talks/tim_brown_tales_of_creativity_and_play)

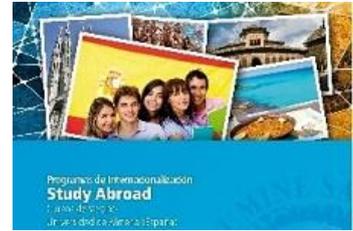
- **Activities**

Antolin-Lopez, R. (2016) Idea Generation & Creativity: The Mysterious Box. *Experiential Entrepreneurship Exercises Journal*, 2(1), 43-50.

### **Session 2: Is my business idea attractive? Opportunity analysis**

#### **Content**

1. Idea attractiveness assessment: Is my business idea a business opportunity?
  - 1.1. Business idea vs. Business opportunity
  - 1.2. Idea attractiveness assessment: the specific environment
2. Idea validation
  - 2.1. Product/service feasibility
  - 2.2. Organizational feasibility
  - 2.3. Industry attractiveness analysis



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- 2.4. Financial feasibility
3. Short cases: Examples of product failures
4. Teamwork Activity: assess the attractiveness of the idea for the final project
5. Final remarks

### Learning objectives

- Be able to assess if a business idea is a business opportunity
- Understand and know how to apply tools for idea feasibility analysis
- Understand the importance of refining and maturing business ideas

### Bibliography

- **Books**

Kuratko, D.F. (2016). *Entrepreneurship: Theory, process, and practice*. Nelson Education. Chapter 6.

Kampira, A. (2018). *Feasibility Studies: New Product Development and Launch* (Vol. 1). Abisha Kampira. Afregarde Strategies (Pty) LTD. ISBN 9780620787031.

- **Recommending readings**

Bouquet, C., Barsoux, J. L., & Wade, M. (2018). Bring your breakthrough ideas to life. *Harvard Business Review*, 96, 102-113.

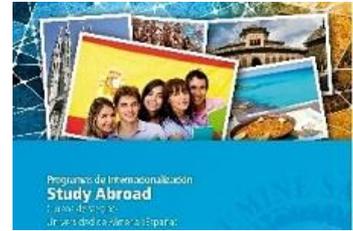
- **Activities**

Ramirez-Franco, J., Antolin-Lopez, R. (2016). Idea maturation: The wooden egg. *Experiential Entrepreneurship Exercises Journal*, 2(2), 38-47.

## **Session 3: International market research for business idea development**

### Content

1. Introduction to international market research
  - 1.1. Conceptualization of market research
  - 1.2. The market research process
2. Market research for new business ideas development
  - 2.1. Exploratory research



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- 2.2. Concept test
- 2.3. Product/service test
3. Teamwork activity: Conducting market research to validate the idea for the final project
4. Final remarks

### Learning objectives

During this session the students will acquire knowledge about:

- The market research process: stages and tools
- How to develop a market research for new business ideas
- The relevance of conducting preliminary research and applying the concept and product test

### Bibliography

- **Books**

Malhotra, N., Birks, D., & Wills, P. (2019). *Marketing research*. Pearson.

- **Recommending readings**

Bangcuyo, R. G., Smith, K. J., Zumach, J. L., Pierce, A. M., Guttman, G. A., & Simons, C. T. (2015). The use of immersive technologies to improve consumer testing: The role of ecological validity, context and engagement in evaluating coffee. *Food Quality and Preference*, 41, 84-95.

Cui, G., Peng, L., & Florès, L. P. (2015). Selecting ideas for new product development. *European Journal of Innovation Management*, 18(3), 380-396.

Worch, T., Sinesio, F., Moneta, E., Abbà, S., Dreyfuss, L., McEwan, J. A., & Porcherot-Lassalette, C. (2020). Influence of different test conditions on the emotional responses elicited by beers. *Food Quality and Preference*, 83, 103895.

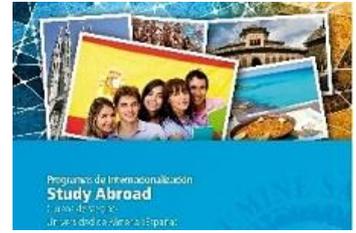
- **Videos**

Silicon Valley – Focus group S03E0. <https://www.youtube.com/watch?v=QYBcLMiR9b0>

## Session 4: Opportunity exploration: Business models design

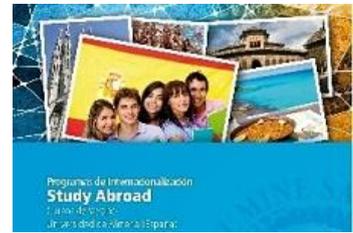
### Content

1. Introduction to business models
2. Business Model Generation



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- 2.1 Study Case: Diverxo
3. Canvas Model: 9 Building Blocks
  - 3.1. Customer Segments
  - 3.2. Value proposition
  - 3.3. Channels
  - 3.4. Customer Relationships
  - 3.5. Revenue Stream
  - 3.6. Key Resources
  - 3.7. Key Activities
  - 3.8. Key Partnership
  - 3.9. Cost Structure
4. Lean canvas
  - 4.1. Customer Segments
  - 4.2. Problem
  - 4.3. Value proposition
  - 4.4. Solution
  - 4.5. Channels
  - 4.6. Revenues streams
  - 4.7. Cost structure
  - 4.8. Key metrics
  - 4.9. Unfair advantage
5. Strategy and flexibility in business models
  - 5.1. Organization flexibility
  - 5.2. Productive flexibility
  - 5.3. Work flexibility
6. Teamwork activity: Applying model design to further develop their business idea
7. Final remarks



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### Learning objectives

- Understand what is a business model and its elements through the Canvas tool
- Know how to apply the Canvas method to develop, describe and analyze a business model
- Learn about the differences about the canvas method and the lean startup canvas
- Be able to apply the lean startup method to a business idea to develop the business model
- Explain the concept of Strategic vision and the importance of flexibility in a business model
- Learn about new business models (e.g., collective business models, sustainable business models)
- Be able to graphically represent a business model

### Bibliography

- **Books**

Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. John Wiley & Sons.

Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. ISBN-13: 978-0670921607

- **Recommending readings**

Mollick, E. (2019). What the Lean Startup method gets right and wrong. *Harvard Business Review*, 10, 1-4.

Amit, R. and C. Zott. (2012). Creating value through business model innovation. *MIT Sloan Management Review* (Spring): 41-49.

Antolin-Lopez, R., & Lopez-Cruz, A. (2020). Alternatives to Capitalism: Learning From Pro-Social Collective Business Models. In *Handbook of Research on Approaches to Alternative Entrepreneurship Opportunities* (pp. 266-290). IGI Global.

- **Videos**

"Business model innovation: beating yourself at your own game" (TEDx BCG Berlin): [https://www.ted.com/talks/stefan\\_gross\\_selbeck\\_business\\_model\\_innovation\\_beating\\_yourself\\_at\\_your\\_own\\_game](https://www.ted.com/talks/stefan_gross_selbeck_business_model_innovation_beating_yourself_at_your_own_game).

"The Business Model Canvas: Alexander Osterwalder:" (Stanford Technology Ventures Program)



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<https://www.youtube.com/watch?v=2FumwkBMhLo>

“Competing on Business Models: Alex Osterwalder” (NBForum Norway)

[https://www.youtube.com/watch?v=kIxs\\_BY6r6I](https://www.youtube.com/watch?v=kIxs_BY6r6I)

### Session 5: virtual company visit

Visit the headquarters of CLISOL AGRO, a local sustainable firm with an extensive experience in the field of Mediterranean agriculture and of international reference in the sector worldwide. It has collaborated with the BBC documentary entitled “Europe’s Salad Bowl”. This firm is a clear example of entrepreneurial business model with a strong focus on innovation as way to differentiate and compete in an increasingly globalized market. Students will learn about opportunity identification and attractiveness, innovative and sustainable business models, as well as, they know a bit about the agricultural sector in Almeria and a local firm.

### Session 6: E-commerce and Digital strategy

#### Content

1. Introduction to e-commerce
2. Business models on the Internet
3. Web development
4. Digital marketing
5. Logistics
6. Web analytics
7. Teamwork activity: Applying e-commerce to the business idea for the final project
8. Final remarks

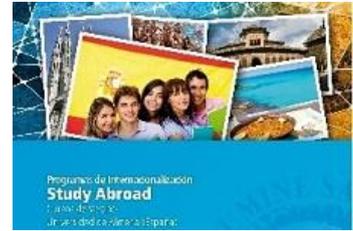
#### Learning objectives

- Acquire knowledge on how to design, implement and maintain an e-commerce website.
- Learn about business models on internet
- Identify internet opportunities for business models

#### Bibliography

- **Books**

Krug, S. (2015). *Don't make me think, revisited. A common sense approach to web usability*. New Riders. ISBN: 978-0-231-96551-6



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Laudon, K. C., & Traver, C. G. (2019). *E-commerce: business, technology, society*. Pearson. ISBN: 978-1-292-30317-8.

- **Recommending readings**

Chiu, C. M., Wang, E. T., Fang, Y. H., & Huang, H. Y. (2014). Understanding customers' repeat purchase intentions in B2C e-commerce: the roles of utilitarian value, hedonic value and perceived risk. *Information Systems Journal*, 24(1), 85-114.

Hult, G. T. M., Sharma, P. N., Morgeson III, F. V., & Zhang, Y. (2019). Antecedents and consequences of customer satisfaction: do they differ across online and offline purchases?. *Journal of Retailing*, 95(1), 10-23.

Mäntymäki, M., Islam, A. N., & Benbasat, I. (2020). What drives subscribing to premium in freemium services? A consumer value-based view of differences between upgrading to and staying with premium. *Information Systems Journal*, 30(2), 295-333.

Tellis, G. J., MacInnis, D. J., Tirunillai, S., & Zhang, Y. (2019). What drives virality (sharing) of online digital content? The critical role of information, emotion, and brand prominence. *Journal of Marketing*, 83(4), 1-20.

- **Web resources**

Built with (<https://builtwith.com/>). This web allows discovering which software has been used to create different websites. Hence, it is a useful tool to analyze the competence.

### Session 7: Preparing for the business idea competition and panel of young entrepreneurs

In this session students will have to apply all the knowledge and skills learn in the previous sessions. Students join their teams to prepare a presentation of their business idea, validation results and how their business model would look like.

In addition, students will attend a panel of young entrepreneurs that will provide practical advice on how to develop their business ideas.

#### Content

1. Introduction: Teamwork and Idea development
2. Develop an innovative business Project
  - 2.1. Generate and describe an idea



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- 2.2. Assess the attractiveness and viability of the idea
- 2.3. Develop a business model
- 2.4. Design a presentation of their Project
3. Practical advice from young entrepreneurs

### Learning objectives

- Be able to identify or generate business ideas
- Assess the attractiveness and feasibility of a business idea
- Develop an effective business model for the business idea
- Be able to present a business idea and convince investors in a successfully and synthesized way
- Know how to prepare an elevator pitch

### **Session 8: Business idea competition: the investment forum**

In the final session of the course, students will present their projects consisting in developing, validating a business idea and designing an appropriate business models for it.

The presentation will follow the format of an investment forum.

There will be a committee of professors that evaluate the business ideas.

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