

FINANCING OF NEW BUSINESS PROJECTS

COURSE: FOURTH

SEMESTER: FIRST

TYPE: COMPULSORY

CREDITS: 3

LANGUAGE: ENGLISH

SENIOR LECTURER: [JORDI MENAL CASAS](#)

OBJECTIVES:

It is possible to put into practice a business idea by means of several resources. They can be material, human, intangible and financial. The objective of this course is to enable students to analyse the resources needed in order to carry out a business project. At the end of the course, students will be able to create an action plan to achieve these resources with an emphasis on the methods to find funding and finance for their business. All this process is tightly connected to the context revolving around this business project and also to the knowledge and development of a feasible business strategy.

COMPETENCES:

GENERAL

G1 – To have a global vision, to be able to plan, organize and manage activities in entrepreneurial and business fields.

G2 – To act in a proactive way, to be able to generate new ideas and proposals, to be able to improve initiatives and introduce changes within an organization. To be oriented towards geographical mobility.

G4 – To develop a feeling of moral and ethical engagement in the business and entrepreneurial fields. To develop respect and sensitivity for social issues related to gender, environment and safety in organizations.

G5 – To be able to express themselves accurately and effectively in English. To develop their listening, reading, writing and speaking skills (including oral production and speaking interaction).

G6 – To look for and employ new resources of information and to apply quantitative and qualitative tools to the decision making process.

G7 – To be able to apply the knowledge acquired during the learning process to real and concrete situations.

BASIC

CB1 – Students should prove they have acquired and understood the knowledge related to such field of study that dates back to secondary school. Even though this level relies on advanced text books, it also includes aspects that refer to previous knowledge in this area of study.

CB2 – Students should be able to apply their knowledge to their work or business initiative in a professional way. They have to be able to elaborate and defend their arguments and to solve problems related to their field of study.

CB5 – Students should have developed specific learning skills that will allow them to study further and with a high level of autonomy.

TRANSVERSAL

T2 – By facing several practical situations, students will acquire business and entrepreneurship values with the aim to improve their personal academic trajectory and, at the same time, to develop professionally in a company.

T3 – Students will learn how to interact in global and international contexts in order to identify new needs and realities. This will allow them to transfer their theoretical knowledge to new professional initiatives that are currently emerging or are in phase of development. Students will nurture their learner autonomy and self-directed learning during the process of investigation.

SPECIFIC

E1 – To analyse an international company according to economic principles that will allow students to identify the most important aspects at stake to achieve good results.

E3 – To understand the main juridical implications in relation to a business activity and to the process of business internationalization in particular. To understand and being able to use the main juridical frameworks that regulate commercial relations in the world.

E4 – To know the best sources of information for business statistics and economics available, both at a national and international level. To be able to analyse them and to use them in order to take decisions in international business.

E5 – To know the cultural, social, geopolitical and legislative context of the different economies in the world, as a basis for the development of international business.

E7 – To know the role played by several different agents and economic and financing institutions in the world and to be able to evaluate their influence and impact on economic growth, international trade, financial relations and business activity.

E8 – To identify the economic, cultural, political, legal, demographic and technological environments that can represent new opportunities or threads for the development of a business activity at an international level.

E11 – To find, understand and criticise the existing information at an international level in order to set the objectives according to the type of company and product.

LEARNING OUTCOMES:

R1 - Students know in depth and are able to employ the tools needed to create a start-up.

R2 - Students are able to distinguish among the best options for a company facing a phase of international expansion.

R3 - Students apply the adequate strategies for each different economic context in order to detect new opportunities in international markets.

R4 - Students show their ability to take decisions in relation to their business, in any type of context and with any type of information available driven by a logical understanding of both the theoretical and practical aspects involved.

R6 - Students are able to identify their own educational needs in their field of study and in their working and professional context. They are responsible for their own learning and have reached a high level of autonomy in all kinds of contexts, both structured and not.

R7 - Students can solve problems and situations related to professional performance with an innovative and entrepreneur attitude.

R8 - Students value professional practices in emerging and global contexts and are able to intervene according to the different realities.

R9 - Students know the key-concepts related to entrepreneurship and he is able to understand the creative processes of an entrepreneur.

CONTENT:

1. Creativity: concept of creativity and innovation, features of creative people, barriers to creativity, creative processes and creativity techniques.

2. Leadership: kinds of leadership, how to foster leadership attitude, different models of leadership, teamwork.

3. Development of an entrepreneurial attitude: concept of entrepreneur, entrepreneurial attitude, features of the entrepreneur, skills of a successful entrepreneur.

4. The company: concept and importance, classification and characteristics, environment, why some business activities collapse, development of successful business activities.

5. Mechanisms and resources to create business and to develop the entrepreneurship process.
6. Attitudes and values of the entrepreneur.
7. Analysis of practical cases for the application of concepts and techniques during the learning process: creative process, innovation, feasibility of the project, assessment and implementation of an international business plan.
8. Psychological and attitudinal aspects of the entrepreneur.
9. Financing new business projects: financial sources, mechanisms and financing formulas, analysis of case studies, successful experiences.
10. McLuhan for managers.
11. The impact of social media on project finance.

EVALUATION SYSTEM:

The minimum attendance is 80%, in order to be evaluated in the partial exams. There will be two individual midterms that will have a value each one of 25% of the final mark. 50% remaining grade will be on applied practices, cases, debates, oral and written presentations, individual and group work. The only that can be recovered in the period of complementary exams are the two midterms:

- First midterm exam on November 23
- Second midterm exam on January 18
- The Complementary Exam will be on Thursday, February 1.

Conditions to pass the subject:

A) The subject is exceeded whenever there is a minimum average mark of 5 or higher in each of the 3 blocks (exams, practices and final work)

B) In order to be able to take a supplementary examination, it is necessary to have an average grade of 5 between the two PARTIAL exams and a 5 on the internships and work.

Example: if a student draws a 3.5 in the first partial exam and 5 in the second exam, he could not recover on complementary examination and SHOULD REPEAT THE SUBJECT.

The professor will have in mind the progression and continuous evaluation of the student.

TASK	WEIGHT	DATE
Average grade oral performance Videos (in class)	6,25%	18/01/2018
Activity 1 – Topics 1 and 2	6,25%	04/11/2017
Activity 2 external- Upload Campus	6,25%	21/12/2017
Activity 3 external- Upload Campus	6,25 %	18/01/2018
Work Project- ORAL Presentation	6%	11/01/2018
Work Project- Assignment	14%	19/01/2018
Progression and participation on class	5%	-
First partial exam	25%	23/11/2017
Second partial exam	25%	18/01/2018
Complementary Exam I	25%	01/02/2018
TOTAL	100%	-

Activity 1 BUILDING A NEW PROJECT

Mandatory. Individual activity. This activity is about Topics 1 and 2, and the PDF document must be uploaded on Moodle before the deadline. This activity is weighed 6,25% of the total continuous evaluation. **Delivery November 4**

Activity 2 LEADERSHIP AND 8 INTELLIGENCES

Mandatory. Individual activity. This activity is about Topics 3, 5 and 6, and the PDF document must be uploaded on Moodle before the deadline. This activity is weighed 6,25% of the total continuous evaluation. **Delivery December 21**

Activity 3 GLOBALIZATION, MANAGEMENT AND ENTREPRENEURSHIP

Mandatory. Individual activity. This activity is about rest of Topics., and the PDF document must be uploaded on Moodle before the deadline. This activity is weighed 6,25% of the total continuous evaluation. **Delivery January 18**

VIDEOS AND ORAL EXPOUSURE

Mandatory. Individual activity. The student must expose orally the assignment on class, MINIMUM 3 EXPOUSURES of the following 4 videos. And the PDF document must be uploaded on Moodle before the deadline. The 3 grades make an average grade .This activity is weighed 6,25% of the total continuous evaluation.

The 4 videos:

- Video "5 keys" to build a new project
- Leadership/ Kevin Spacey (ethic controversial)
- The 8 intelligences of Gardner
- Globalization and Mc Luhan

WORK PROJECT (20% of the total grade)

The second week of October will be responsible for a work that must be done individually or in pairs. This work will be presented written and orally with the support of a small power point presentation.

The oral presentation with the power point will take place on Thursday 11 January and it's weighted 6% of the total project grade. The presentation will be about 10 minutes per job, and a PPT document must be uploaded on Moodle before the deadline.

The written version has as limit delivery on campus on January 19, and it's weighted 14% of the total project grade. Extension of the written version: 10-15 sheets per pupil (double pairs), and a PDF document must be uploaded on Moodle before the deadline.

METHODOLOGY:

This course will be conducted face-to-face and it will be mainly based on practice. Throughout the whole course, the teacher will explain the content of this subject by means of several learning methodologies based on real world case studies, journal and academic articles and analysis of case-studies.

On the one hand, different team works will be carried in order to complete and put into practice the theoretical knowledge acquired.

Finally, it's recommended to the student that works periodically into the subject, to consolidate the knowledges purchased in the subject. This personal work will consist in making a review of the theoretical appearances treaties in class and complement them with the basic bibliography.

BIBLIOGRAPHY:

BASIC BIBLIOGRAPHY IN ESERP DATABASE.

- Project management Institute (2003) *"People in projects"*– Independent publishing group (IPG)

MOST NEW RECOMMENDED BOOKS

- Patel Deep, (2016) "A paperboy`s fable": the 11 principles of success.
- Grannt, Adam. (2016) *"Originals: how non-conformist move the world"*
- Duhigg, Charles. (2016) *"Smarter faster better: the secrets of being productive in life and business"*.

COMPLEMENTARY BIBLIOGRAPHY

- Gómez Cáceres, D. & Jurado Madico, J. (2001). *Financiacion global de proyectos. Project finance*. Esic Editorial, Madrid.
- De Kerckhove, D. & Federman M. (2004). *McLuhan for Managers*, Viking Books.

- Scouller, J. (2011). *The Three Levels of Leadership: How to Develop Your Leadership Presence, Knowhow and Skill*. Cirencester: Management Books 2000.
- Torrance, E.P., & Safter, H.T. (1999). *Making the creative leap beyond...* Hadley, MA: Creative Education Foundation Press.
- Yescombe, E. R. (2002). *Principles of Project Finance*. Yescombe consulting LTD.
- Fight A. (2006). *Introduction to project finance*. Butterworth-Heinemann, Elsevier.
- Gatti, S. (2008). *Project finance in theory and practice*. Academic Press, Elsevier.

WEBLIOGRAPHY

- <https://www.ccl.org/multimedia/podcast/a-big-balancing-act-local-vs-global/>
- [Project Finance for Public-Private Partnership \(PPP\) projects](#)
- <https://www.theguardian.com/money/2011/jul/15/self-employment-funding-your-business>
- <https://www.entrepreneur.com/article/204504>
- <https://www.entrepreneur.com/slideshow/299443#0>
- <https://www.strategy-business.com/blog/6-Ways-to-Challenge-Your-Leadership-Assumptions>
- <https://www.tutor2u.net/business/reference/sources-of-finance-for-a-startup-or-small-business>
- <https://www.oecd.org/cfe/smes/New-Approaches-SME-full-report.pdf>
- <http://individual.utoronto.ca/markfederman/WhatHaventYouNoticedLately.pdf>

- UK Government (n.d.) 'Choose a legal structure for a new business' [Online]. Available at www.gov.uk/business-legal-structures/overview (Accessed 5 September 2017).
- <http://www.businessballs.com/leadership-theories.htm#integrated-psychological-leadership>
- https://assets.publishing.service.gov.uk/media/57a08c27ed915d622c001177/IP_PGBP3.pdf
- <https://businessmanagement.wordpress.com/2007/08/17/international-business-and-legal-system/>
- <https://www.slideshare.net/georgianamurariu/legal-implications-of-global-business-expansion>
- <http://smallbusiness.chron.com/5-resources-need-succeed-start-business-23.html>
- <http://www.businessnewsdaily.com/6818-business-plan-tools.html>
- <http://www.businessinsider.com/most-important-business-case-studies-2012-10#why-apple-changed-its-name-1>
- <http://www.onlinecollege.org/2011/10/03/20-classic-case-studies-every-business-student-should-know/>
- <http://topics.nytimes.com/top/news/business/small-business/case-studies/index.html?mcubz=3>