

**COURSE DATA****Data Subject**

<b>Code</b>	36387
<b>Name</b>	Entrepreneurship and business plan
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1212 - Degree in Gastronomic Sciences	Faculty of Pharmacy and Food Sciences	3	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1212 - Degree in Gastronomic Sciences	27 - Emprendimiento y plan de negocio	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
COMECHÉ MARTINEZ, JOSE MANUEL	105 - Business Administration 'Juan José Renau Piqueras'

**SUMMARY**

In increasingly globalized and competitive environments, the figure of the entrepreneur acquires a leading role in the economic and social context of a community. In fact, entrepreneurs are people who, with initiative and innovative capacity, develop activities that carry an unknown risk. In the specific field of business activity, an entrepreneur is the person who, through innovation, the assumption of risks and the detection and exploitation of opportunities, creates a business and makes it more dynamic. Well, with the subject "Entrepreneurship and Business Plan" is intended to instill the entrepreneurial spirit and empower it to cope with greater possibilities of success at the birth and management of new companies. Yet under the perspective of Sustainable Development and 2030 Agenda Goals.

The didactic approach of the subject is eminently practical and the students will be stimulated to get involved in a wide range of exercises and works of a fully applied nature grouped in a great project: the creation of a company.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

None

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1212 - Degree in Gastronomic Sciences

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Have knowledge and understanding in the field of gastronomic sciences.
- Plan, order and channel activities in such a way that unforeseen events are avoided as much as possible, possible problems are foreseen and minimised, and solutions are anticipated.
- Ser capaz de trabajar en equipo y de organizar y planificar actividades, teniendo en cuenta, siempre, una perspectiva de género.
- Ser capaz de construir un texto escrito comprensible y organizado.
- Be able to distribute time appropriately for carrying out individual or group tasks.
- Elaborar y manejar los escritos, informes y procedimientos de actuación más idóneos para los problemas suscitados y utilizando un lenguaje no sexista.
- Ser capaz de realizar las aproximaciones requeridas con el objeto de reducir un problema hasta un nivel manejable.
- Dirigir y gestionar los distintos tipos de entidades en el ámbito de la restauración.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

In accordance with the provisions of the degree's study plans, the learning results described for the subject of Entrepreneurship and Business Plan are several:

- Be able to transform ideas into concrete business projects.
- Know the process of creating a company in the gastronomy sector and determine its viability.



- Be able to identify and evaluate business opportunities.

## DESCRIPTION OF CONTENTS

### 1. The entrepreneur

- 1.1. Profile and basic skills
- 1.2. Elements of Business Venturing
- 1.3. Basic rules before undertaking.
- 1.4. The rational search for ideas: generation, contrast and development
- 1.5. The 2030 Agenda. SDGs, implications for the new company

### 2. The Business Plan: design and implementation

- 2.1 Summary.
- 2.2. Surrounding analysis:
  - 2.2.1. SWOT and CAME analysis
- 2.3. Strategic Approach:
  - 2.3.1. Marketing strategy
  - 2.3.2. Operations Strategy
  - 2.3.3. Econom.-Financ Strategy
- 2.4. Implementation plans:
  - 2.4.1. Organization and HR Plan
  - 2.4.2. Legal - Tax plan
  - 2.4.3. Commissioning Plan.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Study and independent work	90,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

**Classes of theoretical-practical face-to-face.** – The habitual development of the classes will be:

i. Initially, the classes will be used for the presentation by the faculty of the most important concepts and contents of each topic in order that the student acquires the knowledge related to the subject, enhancing the participation.



ii. After the first sessions, we will proceed to implement in a specific and practical way the knowledge that the students have acquired in theory classes; for this purpose, the realization of a Business Plan for a Business Project designed by a group of students (no more than 4) will be considered. Adaptation to the SDGs of the 2030 agenda will be strengthened.

### **Classroom practical classes: face-to-face seminars.-**

If there is a possibility, the seminars will be used to attend talks by entrepreneurs from the sector (related to gastronomy) in which the student will be offered a practical and real vision of the problem of the deal; if this is not possible, they will serve to enhance group work and improve oral presentation, through theoretical or practical work that complements the training that is acquired in the classes, and also to perform another series of complementary activities of types varied (case studies, management of scientific literature, discussion of current issues).

### **Study-Preparation of Classes and Exams.-**

Hours of autonomous work destined to the reading and preparation of the classes, preparation of exams and of the work to expose in seminars.

## **EVALUATION**

The evaluation of the learning will be done in TWO WAYS: through the performance of an exam on the official date established and by the continuous evaluation system.

The exam will represent 30% of the final grade and the evaluation will continue the remaining 70%. To pass the subject you must obtain at least 5 points out of 10 in the exam in first call and also pass the continuous evaluation; **both parts will be recoverable in the second call**

The continuous evaluation is composed of (the details will be explained in the first opening session):

- Making a Business Plan for a business creation project; based on the achievement of several MILESTONES:

**H.1.** Definition and competitive justification of the idea and fixing of differential elements.

**H.2.** Analysis of the Environment: D.A.F.O. and C.A.M.E.

**H.3.** Development of the Business Plan:

- Strategic quantification: Marketing - Operations - Econom.Financ
- Organization planning and commissioning

**H.4.** Final Project Presentation (maximum 10 min.)

The continuous evaluation will be passed when each one of the indicated Milestones is passed individually and alone. That is, Milestone after Milestone will be approved sequentially; being able to the student - case of not surpassing one of them - to do it in the following evaluation interval.



All the final works (*executive summary*) submitted must have a cover page where the basic data of the work is collected and will be evaluated according to three criteria:

- Quality, coherence and adequacy to SDGs of the project .
- Analysis and development of the PN.
- Presentation.

The GLOBAL and FINAL work should not have an extension of between 10 and 25 pages, One-sided, Times New Roman 11, 1.5 Line Spacing

## REFERENCES

### Basic

- Castro Albacéns, I. (2016). De la start-up a la empresa. Ed. Pirámide. Madrid.

### Additional

- March, I. (2010). Innovadores o vencidos: tiempo de emprender en la nueva economía. Universitat de València. Valencia.
- Ribeiro, D. et al. (2014). Creación de empresas y emprendimiento: de estudiante a empresario. Pearson Educación. Madrid.
- Dirección General de Política de la Pequeña y Mediana Empresa (2007). Creación y puesta en marcha de una empresa. Ministerio de Industria, Turismo y Comercio. Madrid.
- Gerber, M.E. (1997). El mito del emprendedor. Por qué no funcionan las pequeñas empresas y qué hacer para que funcionen. Paidós Empresa. Barcelona.
- González, F. J. (2005). Creación de Empresas. Guía para el desarrollo de iniciativas empresariales. Ed. Pirámide. Madrid.
- Jimenez, J.A. (coord.) (2012). Creación de Empresas. Tipología de empresas y viabilidad estratégica. Ed. Pirámide. Madrid.
- Medina, A. (2012). Hoja de ruta para emprendedores. Crear una empresa en tiempos difíciles. Ed. Pirámide. Madrid.
- Enlaces complementarios.
  - [www.emprendedores.es](http://www.emprendedores.es)
  - [www.uv.es/catDACSA](http://www.uv.es/catDACSA)
  - [www.emprenemjunts.es](http://www.emprenemjunts.es)
  - [www.ceei.net](http://www.ceei.net)
  - <https://www.scu.edu/mobi/espanol/2-el-plan-de-negocios/>



## ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

### 1. Contents

The contents initially included in the teaching guide are maintained

### 2. Volume of work and temporary planning of teaching

The workload for the student is maintained by changing the methodology of the activities with respect to the conventional teaching guide to adopt the hybrid teaching model.

### 3. Teaching methodology

- Theoretical teaching: If regular presence is not feasible, it will be carried out through synchronous sessions (videoconferences). If the presence could be only partial, the students will be divided into groups, so that one group will be in the classroom of the Faculty while the other will connect online, alternating their attendance for weeks. In any case, the timetable approved by CAT and published on the web will be followed.
- Tutorials and consultations: If the presence is not feasible, they will be attended by videoconference (agreeing the time) or by Email with the commitment of 48h response on working days.
- Classroom practices and Seminars: If presence is not feasible, the tasks will be proposed and solved with the tools available in the virtual classroom.

If a state of total confinement were to occur, all face-to-face teaching would be carried out online.

### 4. Evaluation

If the evolution of the current pandemic allows it, it will be face-to-face and in the terms indicated in the teaching guide. Only in case this is not possible, the evaluation will be carried out through the virtual classroom with tasks or online questionnaires with single or multiple choice questions, which can be complemented with short questions and/or on certain occasions through an oral exam by videoconference.

The relative weight in the evaluation of the theory, practices and activities of continuous evaluation is maintained as indicated in the teaching guide.

### 5. Bibliography

It is not modified.