

Syllabus

Future-Oriented Entrepreneurship

A. General Information

1. Academic Unit	Globalization Office					
2. Program	Business					
3. Code	DRI361					
4. Location in the curriculum	5th year					
5. Credits	10					
6. Type of course	Mandatory		Elective	X	Optional	
7. Duration	Bimonthly		Semi-annual	X	Annual	
8. Modules per week	Theoretical	X	Practical	X	T.A.	
9. Class hours	Classes	68	Teaching Assistance			
10. Prerequisites	None					

B. Contribution to the Graduate's Profile

The course Future-Oriented Entrepreneurship is intended to train entrepreneurs in a set of techniques and mindsets needed to navigate a new economic and social reality. Given the world's rapid evolution, largely driven by groundbreaking technologies, there's an emergent need for adaptive and forward-thinking business models and strategies. Notably, the rise of Artificial Intelligence promises to revolutionize how businesses operate, offering value in novel ways. This course, therefore, seeks to prepare students to not only adapt to but also innovate within this dynamic environment, ensuring they remain at the forefront of entrepreneurial thought and action.

C. Competencies and Learning Outcomes from the Course

Generic Competencies	General Learning Outcomes
<i>Trend Analysis and Interpretation</i>	<i>Understand and identify key current trends in technology and business, including blockchain, IoT, robotics, Future Energy, with a specific emphasis on Artificial Intelligence.</i>
<i>Strategic Planning and Business Model Innovation</i>	<i>Develop comprehensive business strategies that incorporate current and emerging technologies, ensuring adaptability and resilience in uncertain and complex scenarios.</i>
<i>Ethical Consideration and Risk Assessment</i>	<i>Understand both the opportunities and potential risks associated with technologies, especially Artificial Intelligence, and incorporate ethical considerations into business planning.</i>
<i>Collaborative Teamwork and Project Management</i>	<i>Work in groups to collaboratively create a future-proof business strategy, fostering skills in teamwork, coordination, and project execution.</i>
<i>Communication and Presentation Skills</i>	<i>Effectively communicate and present business ideas, leveraging storytelling and other communication tools to engage audiences.</i>

D. Units, Content and Learning Outcomes

Units and Content	Generic Competencies	General Learning Outcomes
Unit 1: Future Trends 1. Future thinking 2. The map of the future 3. Climate change 4. The age of AI 5. Future economy & society	<i>Trend Analysis and Interpretation</i>	<i>Understand and identify key current trends in technology and business, including blockchain, IoT, robotics, Future Energy, with a specific emphasis on Artificial Intelligence.</i>
Unit 2: Execution 6. Inside a real tech startup 7. Financial modelling 8. People ops 9. Marketing 10. Strategy: Business Model Canvas	<i>Strategic Planning and Business Model Innovation</i>	<i>Develop comprehensive business strategies that incorporate current and emerging technologies, ensuring adaptability and resilience in uncertain and complex scenarios.</i>

	<i>Ethical Consideration and Risk Assessment</i>	<i>Understand both the opportunities and potential risks associated with technologies, especially Artificial Intelligence, and incorporate ethical considerations into business planning.</i>
Unit 3: Storytelling 11. Storytelling theory 12. Storytelling workshop 13. Collaborative Business Canvas Workshop	<i>Collaborative Teamwork and Project Management</i>	<i>Work in groups to collaboratively create a future-proof business strategy, fostering skills in teamwork, coordination, and project execution.</i>
	<i>Communication and Presentation Skills</i>	<i>Effectively communicate and present business ideas, leveraging storytelling and other communication tools to engage audiences.</i>

E. Teaching Methods

1. Project-based Learning: Central to our approach, this course prioritizes a project-based methodology. This allows students to actively apply, integrate, and contextualize the knowledge they acquire in real-world scenarios. By developing and refining a future-oriented business strategy, students will cultivate both their analytical and practical skills in business planning and trend analysis.
2. Interactive Discussions: Class sessions will often be characterized by lively, guided discussions. These not only serve to unpack and understand course readings and central concepts but also to foster a collaborative learning environment where students can learn from one another.
3. Case Study Analysis: To bridge theory and practice, we will delve into relevant case studies. Analyzing these real-world examples will provide students with tangible insights into how businesses have successfully, or unsuccessfully, navigated trend shifts and future planning.
4. Guest Speakers and Expert Insights: Throughout the course, we may invite industry professionals or experts in specific fields to offer their perspectives, providing students with valuable real-world insights and networking opportunities.
5. Storytelling Workshops: Recognizing the power of a compelling narrative, dedicated sessions will focus on the art of storytelling. Students will learn how to effectively communicate their business strategies, making them more impactful and engaging.

F. Evaluation

To assess the fulfilment of the learning objectives, the course employs four components:

3.1 Reading and Concept Mastery: Midway through the semester, during "Certamen 1", we will evaluate students' comprehension of the required course readings and their grasp of the central concepts covered in the initial four classes.

3.2 Elaboration of a Future-oriented Strategy: The primary assessment for this course is the creation of a business plan. Students will work in groups of 2 or 3 to develop their strategies, considering both the current context and the trends discussed in the first half of the course. An advanced version of this business plan will be showcased at "Certamen 2".

3.3 Presentation of a Future-oriented Strategy: At the semester's conclusion, as a part of their "Examen", students will present the refined versions of their business plans to their peers. This should be an improved iteration of the plan showcased during "Certamen 2", and should incorporate storytelling elements discussed towards the end of the course.

3.4 Class Participation: Active and meaningful participation in class discussions is crucial. While students are encouraged to share their perspectives, it's essential to understand that the evaluation of class participation will emphasise the quality and relevance of contributions, rather than the sheer volume of comments.

G. Learning Resources

Mandatory:

- Masters, B., & Thiel, P. (2014). Zero to one: notes on start ups, or how to build the future. Random House. **(Only Chapters 1 to 6)** - Available in the UDD library.
- Rumelt, R. (2011). The perils of bad strategy. McKinsey Quarterly, 1(3), 1-10. Available at: <http://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/the-perils-of-bad-strategy>
- World Economic Forum (2023). The future isn't what it used to be: Here's how strategic foresight can help Available at: <https://www.weforum.org/agenda/2023/02/strategic-intelligence-why-foresight-key-future-readiness/>

Supplementary:

- Masters, B., & Thiel, P. (2014). Zero to one: notes on start ups, or how to build the future. Random House.
- Blank S. (2012) The Start-up Owner Manual. K&S Ranch Inc. Publishers
- Dorf and Byers (2007). Technology Ventures, Segunda edición. McGraw-Hill.
- Liedtka, J. & Ogilvie, T. (2011) Designing for Growth. Columbia University Press.
- Osterwalder A. and Pigneur Y. (2010) Business model generation. Wiley.

- Ries E. (2011) The Lean Startup. Crown Business, N.Y. Rohrbeck, R., & Kum, M. E. (2018). Corporate foresight and its impact on firm performance: A longitudinal analysis. *Technological Forecasting and Social Change*, 129, 105-116.
- Buehring, J., & Bishop, P. C. (2020). Foresight and design: new support for strategic decision making. *She Ji: The Journal of Design, Economics, and Innovation*, 6(3), 408-432.
- Adegbile, A., Sarpong, D., & Meissner, D. (2017). Strategic foresight for innovation management: A review and research agenda. *International Journal of Innovation and Technology Management*, 14(04), 1750019.