

ENTREPRENEURSHIP WHY EVERYONE CAN BE AN ENTREPRENEUR

Academic Year: **2017/2018**

Semester:

Instructor(s): António Lucena de Faria

Contact(s) and Office hours: alucenafaria@clsbe.lisboa.ucp.pt

Biography:

Antonio Lucena de Faria started his first business when he was 15 years old. His only job started in 1985 and lasted less than two years during which he was a Consultant for Arthur Andersen & Co. in the Minneapolis, USA office. In 1987 he founded Methodus Sistemas S.A.; a Consulting and Software Development company specialized in Financial Services, and has been the President of the Board since then. In 1999 he started PortalFinanceiro.com S.A. and MTDS, SGPS. S.A. and was the President of both companies. In 2000 he was one of the founders and the CEO of forumB2B.com, a partnership between Methodus, EDP and GALP. In 2002 António was one of the three founders of Selplus S.A. In 2008 he created FundManager Lda, a software company specialized in Real Estate Fund Management. In 2010 he was the founder of ActionFlow.com and was the first Portuguese invited to pitch a project at DEMO in Silicon Valley, California. In 2012 he was the founder of Fábrica de Startups and is currently the President and CEO of this startup accelerator. In 2016 he started with other partners an Investment Vehicle, named StartupDiscoveries.

António is also the organizer of the Energia de Portugal project, a partnership between Expresso, Fábrica de Startups, EDP, CGD and SAGE, Ideation Week for Tourism, Ideation for Health and Ideation Week for Retail, in partnership with NOS and TourismExplorers in partnership with Turismo de Portugal. António is also member and coordinator of the Conselho Nacional de Empreendedorismo e Inovação (CNEI).

Antonio has a degree in Economics from Universidade Católica Portuguesa and a MBA from the Carlson School of Management, University of Minnesota, USA. During his thirty years of professional experience, António participated in several management courses including at HEC, Jouy-en-Josas, France, London Business School, London, UK, Babson College, Boston, USA and Harvard Business Scholl, Boston, USA.

Course overview and objectives:

This course is about the importance of entrepreneurship for the economic development of a country and how everyone can be an entrepreneur. It will address the main reasons why entrepreneurs often fail and what to do to increase the chances of success.

Students will learn about the importance of entrepreneurship for the economic development of a country. After analysing different ideas students will create teams and start designing the Business Model for the idea selected by the students. Each team of students will have to identify the riskiest hypothesis that support the Business Model, conduct customer interviews and build an MVP. The course will end with a presentation by each team about the work done during the course.

The main learning objectives are:

- Understanding the importance of entrepreneurship, the most common reasons for failure and the new approaches to mitigate the risks of starting a business;
- Improving the ability to identify and select high-potential business ideas;
- Acquiring the concepts, processes and attitudes necessary for being a successful entrepreneur;
- Learning about the different types of entrepreneurs, including side-project entrepreneurs, lifestyle entrepreneurs, solopreneurs, teampreneurs and unicorns;
- Designing a business model and identifying the riskiest hypothesis;
- Learning the importance of validating the business model hypothesis and the team composition before creating a business;
- Experiencing the benefits of effective teamwork and peer-group review and feed-back throughout the ideation, validation and planning phases of starting a new business venture.

Course Content:

This course is structured around six different phases:

- 1) The Entrepreneurship Phase, dedicated to discussing the importance of entrepreneurship for economic development and individual freedom;
- 2) The Ideation Phase, focused on discussing how to find and evaluate business Ideas;
- 3) The Design Phase, during which we will create the Business Model related to each team's idea;
- 4) The Validation Phase, composed of different steps dedicated to Problem-Solution Fit and Product-Market Fit;
- 5) The Prototyping Phase, during which teams will create a Minimum Viable Product and get feedback from Early Adopters.
- 6) The Planning Phase, consisting of planning the next steps related to the creation of the business. The course finishes with teams delivering their Lessons Learned presentation to a panel of experts.

COURSE OUTLINE

	Topics	Readings	Work Due
1	Why should you care about entrepreneurship?	“Entrepreneur Revolution”, Daniel Priestley , Chapters 1 to 3 and “The Business of (Tech) Startups”, Paul Sing	
2	Everyone can be an entrepreneur	“Entrepreneur Revolution”, Daniel Priestley, Chapters 4 to 7 and “The \$100 Startup”, Chris Guillebeau, Chapter 1	Assignment #1: Entrepreneur Main Obstacles
3	Why startups fail	“The Top 20 Reasons Why Startups Fail”, CB Insights	Assignment #2: Lessons from Failures
4	Finding a great business idea	“How to Get Startup Ideas”, Paul Graham and “The \$100 Startup”, Chris Guillebeau, Chapter 2 and 3	Assignment #3: Startup Ideas
5	Designing the first version of the business model	“Business Model Generation”, Alex Osterwalder, Pages 1-72	Assignment #4: The Scoring Ideas
6	Mitigating the risks	“Why the Lean Startup Changes Everything”, Steve Blank, HBR May 2013	Assignment #5: Business Model 1.0
7	Little bets and the different types of experiments	“The Innovator's Hypothesis: How Cheap Experiments Are Worth More than Good Ideas”, Michael Schrage, Pages 3-48	Assignment #6: Hypothesis Forms
8	Interviewing is not an option	“Lean Customer Development”, Cindy Alvarez, Chapter 5	Assignment #7: Validation Plan
9	Low and high fidelity prototyping	“Lean Customer Development”, Cindy Alvarez, Chapter 7	Assignment #8: Interview Script and Briefings
10	Where is the money?	“Bootstrapping: Weapon Of Mass Reconstruction”, Sramana Mitra	Assignment #9: Minimal Viable Product
11	Entrepreneurial selling	“The Introvert Entrepreneur”, Beth L. Buelow, Chapter 3	Assignment #10: Financial Plan
12	Next Steps	“It's Time to Play Moneyball”, Steve Blank	Assignment #11: Final Project Presentation

Required background:

[Please list key skills or knowledge, which is not explicitly included in the content of the course, but is critical for students to have to be able to participate in the course. Be as specific as possible (e.g., instead of “Linear Algebra” state “Matrix operations, eigenvalues & eigenvectors”)]

Grading:

Grades will be assessed in conformity with the hypothesis validation work done by each team, the individual and group graded exercises, the 1-Page Business Plan, the final presentation to representatives of the entrepreneurial ecosystem, as well as with the quality of individual class participation. There will be no final exam.

Group (60%)

Team's Business Model and Hypothesis Forms: 20% (grade attributed after class n° 5)

Team's Interview Forms and Prototyping: 20% (grade attributed after class n° 7)

Lessons Learned Final Presentation: 20% (grade attributed after the final presentation)

Individual (40%)

Individual graded exercises: 15% (grade attributed by the end of term)

Individual class participation and in class performance: 10% (grade attributed by the end of term)

Individual contribution to the team's work (peer evaluation): 15% (grade attributed by the end of the term)

Bibliography:

Main Textbook:

Daniel Priestley, "Entrepreneur Revolution", Capstone, 2013

Additional reading:

Alex Osterwalder and Yves Pigneur, "Business Model Generation", Pub Wiley & Sons, 2010.

Eric Ries, "The Lean Startup".

Cindy Alvarez, "Lean Customer Development".

"Bootstrapping: Weapon of Mass Reconstruction", Sramana Mitra

Other readings and materials will be distributed along the course.

The Internet links mentioned in the class presentations and Steve Blank's blog (www.steveblank.com) are important additional resources.

Extra Costs (case studies, platforms...):

Miscellaneous information:

COURSE ACTIVITIES: THE BUSINESS PLAN DEVELOPMENT

Course participants will be required, after class nº4, to form teams of four students whose talents, skills and knowledge are complementary.

Classes will be highly interactive and students are expected to bring their own contributions to class.

Extensive team work outside of class is an essential part of this course. Other factors which are extremely relevant to your team's functioning are the management and coordination of group effort by appropriate means (telephone, e-mail, Skype, meetings, etc.).

Each team will design a Business Model, create Hypothesis Forms, execute experiments, including interviews with potential customers and creating a Minimum Viable Product, and deliver Final Project Presentation. Teams will also have to make periodical Lessons Learned presentations in class.

Important Note: If your business development plan has been the subject of class projects in other classes, it is your responsibility to inform the instructor, and to explain how the work performed for this class will be original.

Feedback will be provided after each exercise and presentation of the results of the weekly validation work.

Failing to submit the results of exercises and the validation work at due dates will negatively affect the final evaluation of the team's or the individual performance.

In order to pass this course, you must:

- achieve a composite mark of at least 10; and
- make a satisfactory attempt at all assessment tasks.

Lessons Learned Presentation:

Teams will make a formal and final presentation of the Lessons Learned while validating the Business Model during the exam weeks.

Code of conduct and ethics:

Católica Lisbon School of Business and Economics is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. A crucial element to achieve these goals is the creation and maintenance of an atmosphere contributing to learning and personal growth for everyone in the community. The success of CATÓLICA-LISBON in attaining its goals and in maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities.

Along with all the other members of our community, students are expected to follow professional standards and CATÓLICA-LISBON standards of Academic Integrity. Some details should be mentioned here: Please arrive on time for class with uninterrupted attendance for the duration of the class. Signing attendance sheet for anyone else in the class constitutes fraud and a violation of the CLSBE code of conduct. Use of computers and other electronic devices during the class is not allowed, unless expressly requested by the instructor of the course. Students who persistently act in a disruptive and disrespectful manner during the class session may be invited to leave.

Students are expected to behave at all times according to the fundamental principles of academic integrity, including honesty, trust, fairness, respect, and responsibility. In particular,

- a) In **individual graded assignments** of any type, students may not collaborate with others or use any materials without explicit permission from the instructor of the course;

- b) In **group assignments and reports**, all students listed as authors should have performed a substantial amount of work for that assignment;
- c) It is dishonest to fabricate or falsify data in experiments, surveys, papers, reports or other circumstances; fabricate source material in a bibliography or "works cited" list; or provide false information in other documents in connection with academic efforts;
- d) **Plagiarizing**, i.e. "to steal and pass off the ideas or words of another as one's own and/or to use another's production without crediting the source" (Merriam-Webster Dictionary) is an Academic Integrity breach. It can be avoided by using proper methods of documentation and acknowledgement. Visit this guide for additional resources on how to avoid plagiarism in your written submissions <http://en.writecheck.com/plagiarism-guide>
- e) In **exams** students must not receive or provide any unauthorized assistance. During an examination, students may use only material and items authorized by the faculty. Use of smartwatches or other communication devices is not permitted during the exam.

Academic integrity breaches will be dealt with in accordance with the [school's code of Academic Integrity](#):
<https://www.clsbe.lisboa.ucp.pt/system/files/assets/files/academicintegritycode.pdf>
