	SUBJECT DESCRIPTION	MODELO PED.013.02
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<i>Course</i>	Marketing Graduation		<i>Academic year</i>	2021/2022			
<i>Subject</i>	Entrepreneurship		ECTS	3			
<i>Type of course</i>	Compulsory						
<i>Year</i>	3º	<i>Semester</i>	2nd	<i>Student Workload:</i>			
<i>Professor(s)</i>				<i>Total</i>	84	<i>Contact</i>	45
<i>Area Coordinator</i>	PhD Amândio Baía						

Planned SD

1. LEARNING OBJECTIVES

The curricular unit's main objective is the student's development, entrepreneurial skills and skills, technical content(hard skills), and personal (soft *skills*). To this end, promoting challenges and opportunities for presenting innovative solutions to problem-solving is essential. An entrepreneur can have initiative, define objectives and design and implement an action plan to realise them, having the ability to identify and manage a set of resources.

Thus, it is intended that the student face the future professional to actively seek opportunities to value products/activities and transform them into their benefit and the community.

2. PROGRAMME

Chapter 1 - Entrepreneurship

1.1. Entrepreneur motivation and profile

Chapter 2 - Opportunity Analysis and Development

2.1. Business ideas

2.2. Market analysis and opportunity identification techniques

Chapter 3 - Definition of the Entrepreneurial Project / Business


3.1. Business concept/entrepreneurial project

3.1.1. The Business Screen / Entrepreneurial Project

3.1.2. The Lean Startup method

Chapter 4 - The Business Plan

4.1. Strategic and operational business planning

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4.2. Financial planning

Chapter 5 - Legal Framework of the Business

5.1. Choice of the typology of legal entity to be constituted according to the concept of business / entrepreneurial project


5.2. Fundamental legislation to be complied with for the operation of the business/ entrepreneurial project

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

The programmatic contents were defined according to the objectives (O) to be achieved and competencies (C) to be acquired: Chap.1 and Chap.2: O - Identify challenges and opportunities with entrepreneurship/C- Understand the specificities of entrepreneurship; Chap.3, Chap.4 and Chap.5: O- Cement the information and knowledge obtained throughout the training plan through the crossing of information in a practical orientation and real application /C- To be able to delineate entrepreneurial projects.

4. MAIN BIBLIOGRAPHY

- Bessant, John e Tidd, Joe (2019). Inovação e Empreendedorismo. 9ª Edição, Bookman, Porto Alegre, Brasil.
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- Ferreira, M., Santos, J.; Serra, F. (2010). “Ser Empreendedor – Pensar, Criar e Moldar a Nova Empresa”, Ed. Sílabo.
- Hisrich, Robert D.; Peters, Michael P. e Shepherd, Dean A. (2014). Empreendedorismo. AMGH Editora Lda., Grupo A Educação S.A., Porto Alegre, Brasil.
- Huber, Luki e Veldman, Gerrit Jan (2019). Manual Thinking: a ferramenta essencial para gerir o trabalho criativo em equipa. Casa das Letras - Leya, Alfragide, Portugal.
- Osterwalder, Alexander e Pigneur, Yves (2011). Criar Modelos de Negócios. Dom Quixote, Alfragide, Portugal
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5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Teaching methodologies used

Theoretical-practical classes: exhibition method using audiovisuals and debate of the theme worked in the classroom; Practical classes: use of practical methodologies of creativity, innovation and development of business plans; e-learning classes through the visualisation and use of MOOC's on the PIN Platform.

NOTE – the teaching methodologies, not foreseen for the use of e-learning, will be implemented through the use of the Colibri platform and the Sigarra platform, using other technological tools whenever necessary to promote students' involvement and interaction in the development of tasks and work.

Evaluation Method

The evaluation is a continuous type, being carried out throughout the semester through elaborating a business project and participating in the tutorials. Continuous Type Assessment Mandatory presence in practical classes; Workshops and tutorials scheduled: 15% - individual evaluation; Entrepreneurial Project / Business Plan: 70% based on documentation distributed by the teacher - group evaluation; Presentation and defence, mandatory for all elements that make up the entrepreneurial team, of the Entrepreneurial Project / Business Plan: 15% - group and individual evaluation.


Evaluation for Student Workers: Activity 1 - Entrepreneurial Project / Business Plan: 70% based on documentation distributed by the teacher - group evaluation; Presentation and defence, mandatory for all elements that make up the entrepreneurial team, entrepreneurial project/business plan: 15% - group and individual evaluation Activity 2 - Reports on case studies and articles: 15%, based on documentation distributed by the professor.

Special Tests: Entrepreneurial Project / Business Plan: 80% based on documentation distributed by the teacher - group evaluation; Presentation and defence, mandatory for all elements that make up the entrepreneurial team, entrepreneurial project/business plan: 20% - group and individual evaluation

CLASSIFICATION IMPROVEMENT: No activity is considered in the continuous evaluation, being the presentation and discussion Entrepreneurial Project / Business Plan (80%+20%).

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

The theoretical practices and practices and workshops will cement the information and knowledge through the crossing of information in a practical orientation and real application. With the development

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of the Entrepreneur / Business Project plan and its presentation and defence, students learn to work as a team, resolve conflicts, distribute tasks, organise and plan for objectives, and develop communication and negotiation skills. The debate, observation of processes and the resolution of problems resulting from classes, workshops, and development of entrepreneurial plans and the tutorial guidelines will allow a better consolidation of knowledge and development of entrepreneurial skills and skills.

7. ATTENDANCE

The student, including the student with student worker status, who chooses the continuous evaluation system must comply with the mandatory attendance defined in this document.