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Entrepreneurial skills for a modern education in Albania - EntrAL

WP3. DEVELOPMENT

Designing of training courses and integration to the TEAVET and U3M-AL Centres

Deliverable 3.1.

Designing the entrepreneurship courses: Module for University Students

University of Durres, Albania

University of León, Spain

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D.3.1. DESIGNING THE ENTREPRENEURSHIP COURSES

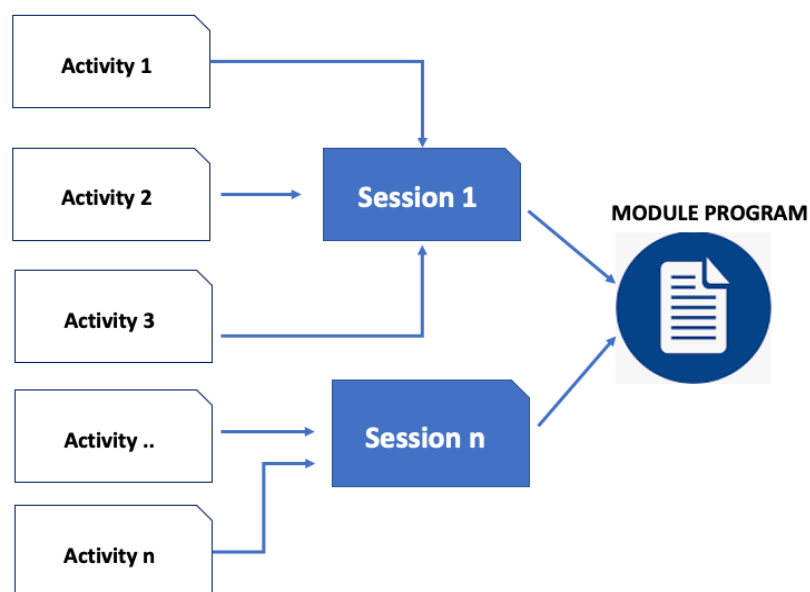
WP3. Designing of training courses and integration to the TEAVET and U3M-AL Centres.

Lead Organisation: University of León (P2)

The work package is developed in three phases and deliverables:

- D.3.1. Designing the entrepreneurship courses (4 modules): 1) development of entrepreneurial mind-set for pre-university teachers (2 modules: for Primary Education, and for Secondary Education, 2) entrepreneurship for university teachers, and 3) entrepreneurship for university students.
- D.3.2. Integrating the courses to the existing TEAVET and U3M-AL Centres.
- D.3.3. Creation of an Albanian Entrepreneurship Network.

This template corresponds to D.3.1. Designing the entrepreneurship modules/courses. The aim of this template is to design a complete training module on **Entrepreneurship for University Students: Innovation Camp**. In a first phase, Albanian partners coordinated by UAMD have to design in detail the activities that will be developed within the module (see section 1. Activities). One or more activities will be allocated to a concrete session (day of training). In this section, you are required to reflect on the feasibility of the activities, and the difficulties you might encounter in implementation. In a second phase, based on the activities/sessions designed, you have to describe the module program that fits the requirements of Albanian universities for students' modules/courses (see section 2. Module program).



These results will be presented and discussed at the meeting in University of León on May 25th and 26th 2022

Modules in the pilot phase will be implemented from October to November 2022 at three universities (EÇUG, UAMD & UV)

Deadline for sending this report: 04.05.2022 – to ULE:

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1. ACTIVITIES

1.1. Description of activities

The module on **Entrepreneurship for University Students** will follow the Innovation Camp organised by UTU adapted to the Albania university context (see documents *D.2.1.2 Innovation camp*, in EntrAI WP2 Google Drive folder).

For more information, see also documents corresponding to the training workshop in TU Dublin (*D.2.3.4* in EntrAI WP2 Google Drive folder).

The aim of this deliverable is to describe each activity to be implemented under this module. This description is based on concrete tables for each activity:

| | | |
|---|---|---|
| 1 | Activity | Exploring entrepreneurship |
| | Mode of delivery (choose one) | Combined |
| | Duration | 1 hour (onsite) + 1 hour(online) (individual work online) |
| | Session number | 1 |
| | Learning outcomes* (numbered list) | <ul style="list-style-type: none"> • Strengthen knowledge of entrepreneurship and youth entrepreneurship for social and economic development • Understand and promote the importance of entrepreneurship as a personal career path for students from different academic backgrounds. • Understand the success factors of entrepreneurship |
| | Content description (topics to be addressed) | <p>This activity aims to introduce students to entrepreneurship and the importance of entrepreneurship and especially of youth entrepreneurship in social and economic development of countries such as Albania. Students will be introduced to the theoretical concepts of entrepreneur and entrepreneurship and how it differs from self-employment. Students will be as well introduced to the concept of entrepreneurial success.</p> <ul style="list-style-type: none"> • Why to become an entrepreneur? • Characteristics of Successful entrepreneur • Economic and Societal aspects of Start Ups and SMEs • Types of Start Ups |

| | |
|-------------------------------|--|
| Methodology | <ul style="list-style-type: none"> • Energizer: Find the Leader: Ask participants to stay in a circle, and ask one volunteer to go outside the room. The rest of the group in the circle should choose a leader who has to initiate movements or gestures like clapping, blinking, moving his/her body, while others should follow. Ask the volunteer to come in the circle and try to find who is the leader initiating movements. Each time he/she guesses, another volunteer goes in the middle and the first returns to the circle (5 minutes) • Energizer Mentimeter pools: the Word entrepreneurship (5 minutes) • Guest Speaker –story telling “How to be an women Entrepreneur in Albania? “ (20 minutes including Q&A) • Lecture 30 minutes • Case study : Elon Musk (10 minutes)(online) • Individual self-learning –Exploring Entrepreneurial role models (50 minutes using different online resources) (online) |
| Type (choose) | <ul style="list-style-type: none"> • Individual |
| Learning materials/ documents | <p>Readings :</p> <p>Barringer .B, R & Ireland.D.R.(2019). Entrepreneurship: successfully launching new ventures. Chapter 1.</p> <p>Suggested documentaries for Successful Entrepreneur role models :</p> <p><u>Print The Legend</u></p> <p><u>The Creative Brain</u></p> <p><u>The Director: An Evolution in Three Acts</u></p> <p><u>I Am Bolt</u></p> <p><u>She did that</u></p> <p><u>Tony Robbins: I Am Not Your Guru</u></p> <p><u>Minimalism: A Documentary About The Important Things</u></p> <p><u>Fyre: The Greatest Party That Never Happened</u></p> <p><u>Inside Bill's Brain: Decoding Bill Gates</u></p> <p><u>Steve Jobs: The Man in the Machine</u></p> |
| Facilities** | <p>laptops, flipcharts, mics, sound system, Internet server, white boards, smart boards Microsoft Teams Platform</p> |
| Assessment of the activity | <p>Half of page of learning diary on role model on entrepreneurship and entrepreneurial skills to be uploaded on Teams</p> |

| | | |
|---|----------|--|
| 2 | Activity | My entrepreneurial skills and my entrepreneurial team |
| Mode of delivery (choose one) | | Combined |
| Duration | | 1 hour (onsite) + 1 hour (online) (individual work) |
| Session number | | 1 |
| Learning outcomes* (numbered list) | | <ul style="list-style-type: none"> • Identify and recognize entrepreneurial skills • Encourage application of entrepreneurial skills for individual and collaborative projects • Understand and apply collaborative skills and teambuilding in entrepreneurial projects |
| Content description (topics to be addressed) | | <p>This activity aims to raise awareness of the self-identification of entrepreneurial skills and their application according to the needs of the entrepreneurial project and communities. This activity will build teams that will serve for the elaboration of the entrepreneurial project that will be presented in the final pitching activity.</p> <p>The topics to be addressed are:</p> <ul style="list-style-type: none"> • Entrepreneurial attitudes and skills • Entrepreneurial Behaviour • Entrepreneurial teams |
| Methodology | | <ul style="list-style-type: none"> • Self reflection and team building exercise on skills from the weakest to the strongest and according to the needs of their communities, then gather the skills in bigger groups and 4-5 groups participants according their similar skills and interests. These groups will serve groups that will generate business ideas. This exercise should conclude with discussion of the importance of teamwork and effective communication in teams. (1 hour) • 1 hour of individual learning diary to be uploaded online |
| Type (choose) | | Individual/Group |
| Learning materials/ documents | | <p>Readings :</p> <p>Future of Jobs Skills https://www.coorpacademy.com/en/blog/learning-innovation-en/future-of-jobs-the-top-10-skills-to-be-developed-by-2025/ A guide to advancing your career with Essential business https://online.hbs.edu/Documents/A-Guide-to-Advancing-Your-Career-with-Essential-Business-Skills.pdf</p> |
| Facilities** | | laptops, flipcharts, mics, sound system, Internet server, white boards, smart boards Microsoft Teams Platform |
| Assessment of the activity | | Half of page of learning diary on role model on entrepreneurship and entrepreneurial skills to be uploaded on Teams (Combined with activity 1) |

| | | |
|---|----------|--|
| 3 | Activity | Generation of a business idea |
| Mode of delivery (choose one) | | Combined |
| Duration | | 1 hour (onsite) + 1 hour (online)(group work) |
| Session number | | 1 |
| Learning outcomes* (numbered list) | | <ul style="list-style-type: none"> • Identify and recognize opportunity • Develop new ideas and problem solving skills through finding the gaps in the market • Business idea feasibility |
| Content description (topics to be addressed) | | <p>This activity aims to encourage students to generate their business ideas through identifying problems in their communities or their country. The activity will encourage the use of the brainstorming technique in order to generate new business ideas.</p> <p>Topics to be addressed:</p> <ul style="list-style-type: none"> • Techniques for the generation of business ideas • How to protect business ideas |
| Methodology | | <ul style="list-style-type: none"> • Lecture 30 minutes • Brainstorming in teams 20 minutes • Wrap Up and Q&A 10 minutes • Virtual learning communities (1 hour) |
| Type (choose) | | <ul style="list-style-type: none"> • Group |
| Learning materials/ documents | | <p>Readings:</p> <p>Barringer. B, R & Ireland.D.R.(2019). Entrepreneurship: successfully launching new ventures. Chapter 2.</p> <p>https://www.forbes.com/sites/theyec/2021/06/17/need-inspiration-eight-methods-for-coming-up-with-a-great-business-idea/?sh=2cb43d5b70f6</p> |
| Facilities** | | laptops, flipcharts, mics, sound system, Internet server, white boards, smart boards Microsoft Teams Platform |
| Assessment of the activity | | Half of page of group work on the business idea together with the solution that it brings to the community to be uploaded in Microsoft Teams |

| | | |
|---|--|---|
| 4 | Activity | Business environment analysis and market analysis |
| Mode of delivery (choose one) | Combined | |
| Duration | 1 hour (onsite) + 1 hour online (group work) | |
| Session number | 2 | |
| Learning outcomes* (numbered list) | <ul style="list-style-type: none"> • Understand and evaluate challenges/opportunities • Apply critical thinking skills while using SWOT and PESTLE as well as other business environment analysis tools and matrixes • Collect, analyse and synthesize from a different range of information on topical analysis on business environment | |
| Content description (topics to be addressed) | <p>The focus of this activity is to concretely perform business environment analysis. Students divided into teams will perform business environment analysis using SWOT and PESTLE tools. The activity will start with four ice breaker questions related to SWOT analysis. Students will be introduced to different business analysis tools such as SWOT, PESTLE, MOST, Five Forces of Porter, Heralysis etc. Then in country teams they perform SWOT and PESTLE analysis and one additional analysis that they will choose in their own for business environment. This activity will combine in presence group work and the end of the day students will have to deliver a group report of 1.5 pages with the matrixes of their country business environment analysis.</p> <p>The following topics will be addressed:</p> <ul style="list-style-type: none"> • Business environment • Markets for Start Ups and SMEs • SWOT, PESTLE and other business environment analysis tools • Turning challenges into opportunities • Industry analysis | |
| Methodology | <ul style="list-style-type: none"> • Ice breaker: 4 ice-breaker questions on SWOT analysis (15 minutes) for a sustainable University <p>a. What do you do best? b. What could we improve? c. How can we turn our strengths into opportunities? d. What obstacles do we face?</p> <ul style="list-style-type: none"> • Lecture (30 minutes) • Video on the importance of cultural awareness on business environment (5 minutes) • Group work (onsite): business environment analysis Start Ups (25 minutes) • Virtual learning communities in Microsoft teams: collaborative group work and final report of business environment analysis. (1 hour) | |
| Type (choose) | <ul style="list-style-type: none"> • Group | |

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| Learning materials/ documents | <p>Readings :</p> <p>Barringer .B, R & Ireland.D.R.(2019)., Entrepreneurship: successfully launching new ventures. Chapter 7.</p> <p>Sources for PESTLE and SWOT analysis:</p> <p>Economist.com</p> <p>Political Handbook of the World</p> <p>Fitch Connect (formerly BMI)</p> <p>MarketResearch.com Academic</p> <p>hofstede-insights.com</p> <p>Disruptor- Global Data</p> <p>worldbank.org</p> |
| Facilities** | <p>laptops,</p> <p>flipcharts, mics,</p> <p>sound system, Internet server, white boards, smart boards</p> <p>Microsoft Teams Platform</p> |
| Assessment of the activity | <p>1.5 pages team report “ SWOT AND PESTLE matrix analysis” to be uploaded on Microsoft Teams</p> |

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| 5 | Activity | Business Development Tools and Methods |
| Mode of delivery (choose one) | Combined | |
| Duration | 1 hour (onsite) + 1 hour (online) (group work online) | |
| Session number | 2 | |
| Learning outcomes* (numbered list) | <ul style="list-style-type: none"> • Integrate knowledge and expertise from different areas of sustainable business in order identify and solve problems • Demonstrate analytical skills in resolving different tasks and decisions of business development Identify and reach different stakeholders related to business development • Design effectively a business development plan with its different components | |
| Content description (topics to be addressed) | <p>The focus of this activity is business development plan. Students will be introduced to the different components of business development for products and services. After the presentation of the theoretical concepts students will be asked in groups to design a draft of their business development plan and to identify for each component different stakeholders.</p> <p>Topics to be addressed are:</p> <ul style="list-style-type: none"> • Choosing a product and service to enter into the market • Decision Making for Start Ups and SMEs • Opportunities for business growth • Funding and financial goals • Sales and marketing • Operational needs • Human Capital needs • Stakeholder’s involvement | |

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| Methodology | <ul style="list-style-type: none"> • Lecture (20 minutes) • Guest speaker on how to elaborate and effective sales and marketing strategy (15 minutes) • Facilitated group work (presential): Identifying key components of the business development plan in teams (20 minutes) • Wrapping Up, lessons learned and Q&A (5 minutes) • Virtual learning communities in Microsoft teams: collaborative group work: business development plan and key stakeholders (1 hour) |
| Type (choose) | <ul style="list-style-type: none"> • Group |
| Learning materials/ documents | <p>Readings: Barringer .B, R & Ireland. D.R. , Entrepreneurship: successfully launching new ventures. Chapter 3.</p> <p>Sources and platforms for business development tools Sales Navigator Marketo Hubspot Zoho Buffer Slack Asana</p> |
| Facilities** | laptops, flipcharts, mics, sound system, Internet server, white boards, smart boards Microsoft Teams Platform |
| Assessment of the activity | 1 page team report : business development plan and key stakeholders matrix |

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| 6 | Activity | Developing a Business Model Canvas |
| Mode of delivery (choose one) | | Onsite |
| Duration | | 2 hours (onsite) |
| Session number | | 2 |
| Learning outcomes* (numbered list) | | <ul style="list-style-type: none"> • Understand the importance of business models • Explain why the business canvas model is important for a business idea |

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| Content description (topics to be addressed) | <p>The activity aims to apply business model canvas approach for a sustainable business idea. Students will be introduced to the components of business model canvas and they will fill in teams the business model canvas model.</p> <p>The content of this activity is as follows:</p> <ul style="list-style-type: none"> • Elements of Business Model Canvas • Value Proposition • Customer Segments • Customer Relationships • Channels • Revenue Streams • Key Partners • Key Activities • Key Resources • Cost Structure |
| Methodology | <ul style="list-style-type: none"> • Lecture (30 minutes) • Exploring Strategyzer platform (15 minutes) • Facilitated group work (presential): Identifying key components of the business development plan in teams (1 hour) • Wrapping Up, lessons learned and Q&A (15 minutes) |
| Type (choose) | <ul style="list-style-type: none"> • Group |
| Learning materials/ documents | <p>Readings: Ostewalder, A & Pigneur, Y, (2010) Business Model Generation, Chapter 1</p> <p>Sources for business development tools Youtube: Business Model Canvas video tutorials Sales Navigator Strategyzer platform</p> |
| Facilities** | <p>laptops, flipcharts, mics, sound system, Internet server, white boards, smart boards Microsoft Teams Platform</p> |
| Assessment of the activity | <p>Business Model Canvas to filled until the end of the activity in Teams</p> |

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| 7 | Activity | Pitching Business Ideas |
| Mode of delivery (choose one) | | Combined |
| Duration | | 3 hours (onsite) + 3 hours (online) (group work) |
| Session number | | 3 |
| Learning outcomes* (numbered list) | | <ul style="list-style-type: none"> • Understand pitching to different counterparts such as business angels, investors, capitalists • Develop negotiation, selling, persuasion and presentation skills. |
| Content description (topics to be addressed) | | <p>This activity aims to introduce students to the importance of pitching in entrepreneurship focusing in selling a business idea through the different elements of pitching.</p> <p>The topics to be addressed are:</p> <ul style="list-style-type: none"> • The art of pitching • The elements of pitching • Pitching elevators |
| Methodology | | <ul style="list-style-type: none"> • Lecture (1 hour) • Pitching role playing simulation (1 hour) • Final simulation presentations , feedback and lessons learned (1 hour) • Preparation of the final drafts of entrepreneurial business plans and of the 5 minutes video pitch to uploaded in Microsoft teams (3 hours) |
| Type (choose) | | <ul style="list-style-type: none"> • Group |
| Learning materials/ documents | | <p>Readings The Best Start Up Decks https://management.buffalo.edu/content/dam/mgt/Entrepreneurship/documents/venture-university-slide-deck-template-panasci-21.pdf</p> |
| Facilities** | | laptops, flipcharts, mics, sound system, Internet server, white boards, smart boards Microsoft Teams Platform |
| Assessment of the activity | | Business Model Canvas to filled until the end of the activity in Teams |

*Learning outcomes: Statements of what a learner is expected to know, understand and/or **be able to do** at the end of a period of learning. Learning outcomes should be SMART (specific, measurable, attainable, relevant, and time-bound). An example: After this session, the learner should be able to orally present a business idea in a convincing manner in 3 minutes (see reference to learning objectives here <https://insider.fiu.edu/writing-in-bloom-writing-measurable-learning-objectives/>). For more information on LO visit <http://www.ehea.info/cid103095/learning-outcomes-edinburgh-february-2008.html> and check Albanian education legislation.

** When applicable, refer to the facilities of the D.3.2. equipment bought with TEAVET and EntrAL funds (laptops, flipcharts, mics, sound system, camera, Internet server..)

1.2. Reflection on the proposed activities

Please, reflect on each of the following questions after completing the tables in the previous section.

a) *Do you consider the proposal of activities to be feasible?*

The proposal of the seven proposed activities is feasible. The module proposes a variety of activities that interlace theoretical concepts with practical application of these theoretical concepts in order to build the final business plan and the final video pitch of the entrepreneurial project. The proposed methodology is innovative for the context of our university, as for example tools such as business model canvas has not been implemented before. Teamwork as method within the framework of the development of business idea has been implemented in different courses at the Business Faculty as well international teamwork has been implemented in a virtual context though the project Valeu-X where our University is partner. Combined teamwork is a tool that is necessary for the future career development of the students, it requires the adequate digital skills.

b) *What difficulties may be encountered by trainers?*

- **Entrepreneurship experience** – trainers are from academia and they can have lack of experience in the business sector. The process of knowledge transfer can be challenged by the absence of real business practices.
- **Developing an entrepreneurial mindset**- the aim of this course is not only to push students toward entrepreneurship but to help them create an entrepreneurial mindset. At the end of the course it will be difficult for the mentor to identify if the mission of this course is completed because there are no forms of measuring an entrepreneurial mindset.
- **Lack of using appropriate teaching activities** – every lecturer will have a set of activities to adapt during the course, but student groups are different and the activities should be adapted to the groups, their knowledge and their profiles.

c) *What difficulties might students have?*

- **Declining focus**- students might be enthusiastic about participating in the entrepreneurship course, this can result in a decline of focus in the other courses.
- **Networking difficulties** - it may be difficult for students to work in groups with people they don't know and to adapt in the team environment.
- **Teamwork**- there are some students that find it difficult to collaborate and to work in groups. This category finds it difficult to collaborate and elaborate in teams. They may be more productive when they work individually.
- **Balancing theory with practice** – students that are not enrolled in a business degree may find it difficult to learn economic concepts and to relate them to practice.

2. MODULE PROGRAM

Considering the activities and sessions in section 1, complete the module program. This template is based on examples of programs for university students' extracurricular courses from UV.

1. Title of the module

Entrepreneurship for university students

2. Summary

The aim of this module is to help students from different disciplines to gain the basic knowledge in entrepreneurship and to bring this knowledge from lectures to practice. The course will help students to gain confidence in self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, organizational structure, sources of financing, budgeting. Student will further learn to develop their entrepreneurial project in teams. The course will cover three key aspects of entrepreneurship: 1) individuals, their traits, skills, and attributes that make entrepreneurs successful, 2) the business ideas, how to generate them, where to look for them, how to expand them, and 3) how to ensure that these business ideas are valid and how they can be put into practice with the adequate business development tools 4) how to bring their business ideas to market and how to sell these business ideas.

Type of training: on-site, on-line, combined

Combined

3. Learning outcomes

- Develop problem-solving and creative thinking skills and team work
- Apply skills and knowledge in order to identify business problems and challenges and find accordingly creative and feasible solutions
Increase the number of Entrepreneurship undergraduates and graduates through the development of tailored entrepreneurship courses and training packages that employ innovative teaching learning methodologies. Students will be able not only to develop their innovation capability but as well as it will be possible to turn their business ideas in real projects that can reach venture capitalists or business angels, investors and Start Up competitions.
- Understand target group in entrepreneurial opportunities, entrepreneurial skills, business logics, Start ups and enabling two way communication and collaboration with the business environment
- Promote entrepreneurship as a career path for university undergraduates and graduates and as well as offer the possibility to develop their career as business consultants in entrepreneurship.

Provide students with team building and collaborative skills.

4. Sessions

| <i>Nr</i> | <i>main theme</i> | <i>hours per session</i> | <i>on-site /online</i> |
|-----------|--------------------------------------|--------------------------|------------------------|
| 1 | Starting and entrepreneurial project | 6 | 3/3 |
| 2 | Building an entrepreneurial project | 6 | 3/3 |
| 3 | Selling the entrepreneurial idea | 6 | 3/3 |

1. Content description

| Nr | Main theme | Content of the session |
|-----------|--|---|
| 1 | <i>Starting your entrepreneurial project</i> | This session focuses on the main aspects of start an entrepreneurial project through explaining the role of entrepreneur, entrepreneurial success and the role of entrepreneurial skills and team work. |
| 2 | <i>Building your entrepreneurial project</i> | This session aims to build capacities on how to build effectively an entrepreneurial project through business environment analysis, business develop and business model canvas |
| 3 | <i>Selling your entrepreneurial idea</i> | This session focuses in preparing students on how to sell effectively their business idea. |

(content of each session/topics to be addressed)

Session 1 – Starting your entrepreneurial project

- Why to become an entrepreneur?
- Characteristics of Successful entrepreneur
- Economic and Societal aspects of Start Ups and SMEs
- Types of Start Ups
- Entrepreneurial attitudes and skills
- Entrepreneurial Behaviour
- Entrepreneurial teams
- Techniques for the generation of business ideas
- How to protect business ideas

Session 2- Building your entrepreneurial project

- Business environment
- Markets for Start Ups and SMEs
- SWOT, PELSTLE and other business environment analysis tools
- Turning challenges into opportunities
- Industry analysis
- Choosing a product and service to enter into the market
- Decision Making for Start Ups and SMEs
- Opportunities for business growth
- Funding and financial goals
- Sales and marketing
- Operational needs
- Human Capital needs
- Stakeholder's involvement
- Elements of Business Model Canvas
- Value Proposition
- Customer Segments
- Customer Relationships
- Channels
- Revenue Streams
- Key Partners
- Key Activities
- Key Resources
- Cost Structure

Session 3 – Selling your entrepreneurial idea

- The art of pitching
- The elements of pitching
- Pitching elevators

2. Methodology approach/teaching method

Session 1- Start your entrepreneurial project

- Energizer
- Energizer Mentimeter pools
- Lecture
- Case study
- Individual self-learning
- Self reflection and team building exercise
- Learning diary
- Brainstorming in teams
- Virtual learning communities

Session 2- Build your entrepreneurial project

- Lecture
- Video
- Group work (onsite)
- Virtual learning communities in Microsoft teams
- Guest speaker
- Facilitated group work

Session 3 –Selling your business idea

- Lecture

- Pitching role playing simulation
- Final simulation presentations
- Virtual learning communities

3. Activities to students

| Nr | Main theme | Activities |
|----|--------------------------------------|---|
| 1 | Starting and entrepreneurial project | Exploring entrepreneurship |
| 2 | Starting and entrepreneurial project | My entrepreneurial skills and my entrepreneurial team |
| 3 | Starting and entrepreneurial project | Generation of a business idea |
| 4 | Building an entrepreneurial project | Business environment analysis and market analysis |
| 5 | Building an entrepreneurial project | Business development tools and methods |
| 6 | Building an entrepreneurial project | Business Model Canvas |
| 7 | Selling the entrepreneurial idea | Pitching business ideas |

4. Teaching materials and facilities

laptops,
flipcharts, mics,
sound system, Internet server, white boards, smart boards
Microsoft Teams Platform

5. Assessment

The assessment will have this components :

Activity assessment 1 : 10%

Activity assessment 2: 10%

Activity assessment 3: 10%

Activity assessment 4: 15%

Activity assessment 5: 10%

Activity assessment 6: 10%

Activity assessment 7: Video pitch 15%

Final business plan development 20%

6. Bibliography

Readings:

Barringer .B, R & Ireland.D.R.(2019). Entrepreneurship: successfully launching new ventures, Chapter 1, Chapter 2, Chapter 3

Ostewalder, A & Pigneur, Y,(2010) Business Model Generation, Chapter 1

Future of Jobs Skills

<https://www.coorpacademy.com/en/blog/learning-innovation-en/future-of-jobs-the-top-10-skills-to-be-developed-by-2025/>

A guide to advancing your career with Essential business

<https://online.hbs.edu/Documents/A-Guide-to-Advancing-Your-Career-with-Essential-Business-Skills.pdf>

<https://management.buffalo.edu/content/dam/mgt/Entrepreneurship/documents/venture-university-slide-deck-template-panasci-21.pdf>

<https://www.forbes.com/sites/theyec/2021/06/17/need-inspiration-eight-methods-for-coming-up-with-a-great-business-idea/?sh=2cb43d5b70f6>