Entrepreneurial skills for a modern education in Albania - EntrAL

WP3. DEVELOPMENT

Designing of training courses and integration

to the TEAVET and U3M-AL Centers

Deliverable 3.1.

Designing the entrepreneurship courses:

Module for University Teachers

University of Gjirokastra, 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) entrepreneurships 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.

Within D.3.1, this document corresponds to the training module on **Entrepreneurship for University Teachers** considering the review and comments provided by EU and Albanian partners during the EntrAL meeting on designing the entrepreneurship courses that took place on 25th-26th May 2022 in León (Spain). Section 1 includes the description of the module. In section 2, activities presented in the description of the module are detailed in terms of mode of delivery, duration, learning outcomes, content, methodology, learning materials/documents, facilities and assessment of the activity.

1. MODULE PROGRAM

1.1. Title of the module

Towards an Entrepreneurial Mindset

1.2. Summary

In the framework of the EntrAL project, this module aims at increasing the entrepreneurial awareness for university teachers in Albanian HEIs.

Target group: Teaching Staff of Albanian Universities

The main objective of this module is to give Albanian university teachers transferable skills and bring an entrepreneurial mindset at the university by encouraging entrepreneurial teaching methods, nurturing entrepreneurial behaviour of the teaching staff and supporting the creation of new ventures.
Emphasis is given to supporting entrepreneurialism among the teaching staff of the universities and in turn to their students, as well as to further developing cooperation with the surrounding business environment and society.

Description

This module is based on the materials and experience gained in the Innovation Camp organized in the University of Turku, and Technological University Dublin training workshop (both activities organized in the framework of EntrAl project). This version of the module reflects the modifications suggested by the European and Albanian project partners at the meeting in Leon. This Training Program is a 18-hour innovation journey for Albanian university teaching staff, in order to gain transferable skills and introduce Entrepreneurship and New Venture Creation in the Albanian universities. The Training Program supports the universities' shift towards entrepreneurial universities.

During the 18-hour Training Program organised at Albanian universities, participants generate and develop business ideas in multidisciplinary teams, which enable them to build new networks. Participants get practical experience on most important elements of the Start-up process, how to successfully develop a business idea and how to sell it. The participants are expected to engage and challenge themselves.

After the training, participants have a better understanding of the requirements to become an entrepreneur and can advise and support their students better. This program also introduces another approach on how to teach entrepreneurship and foster entrepreneurial skills. Participants are better equipped to foster an entrepreneurial mind-set at university level.

Participants will find in teams new and creative solutions to innovation activities that are based on a new start-up scenario in a short time period. The process is supported by lectures and mentored by trainers.

Requirements for the participants at the moment of registration:
- Trainees will be required to arrange potential access to a business mentor/entrepreneur that they can call or email over the 18-hour event to gain feedback on their business proposal. During the teamwork, groups will decide on the best/most reliable alternative for consultation.

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

Training sessions will take place **On-Site** (University premises).

1.4. Learning outcomes

(Numbered list)

During this Training Program, the participants will reach the following learning general outcomes:
- Gain new knowledge and transferable skills for turning innovative ideas into new products and services
- Increase trainees' understanding about the entrepreneurial process (e.g. opportunity creation and recognition)
- Enhance problem solving and teamwork skills under time pressure
- Enhance presentation skills
- Enhance transferability/applicability skills in multidisciplinary teaching

Specific learning outcomes according to activities are provided in respective activity tables below.

1.5. Sessions

(Number of sessions and main theme of each session: indicate hours per session; if combined, specify on-site and online)
Number of sessions: Two.
This Training Program is an intensive 18-hour new venture developing programme (9 hours face to face and 9 hours independent team work), scheduled to be developed in 2 sessions (days of training). The training activities are designed in such a way to mimic the real-life entrepreneurial process, where each participant might identify opportunities, evaluate different ways to proceed and create a business to operate.

Trainees will get involved in a total of eight activities which are allocated respectively, five in the first session (day of training) and three in the second session.

University teachers Entrepreneurship Training Program:

Session no. 1		14 hours	
	Activity	*Hours per activity*	*Mode of delivery*
Activity 1	Introduction to the training objectives and a guide to reflection and reflective writing	1 hour	On-Site
Activity 2	Leading to an appropriate business choice	1.5 hours	On-Site
Activity 3	Competitive Analysis	1.5 hours	On-Site
Activity 4	Elevator pitch- Trying to impress and persuade a potential investor/supporter	1 hours	On-Site
Activity 5	Independent teamwork	9 hours	N/A
Session no. 2		4 hours	
	Activity	*Hours per activity*	*Mode of delivery*
Activity 6	Power Point Presentation (Elevator Speech)	1.5 hours	On-Site
Activity 7	Discussion on transferability/applicability of gained skills in their disciplines/subjects.	1.5 hour	On-Site
Activity 8	Briefing and evaluation of the overall Training Program	1 hour	On-Site

1.6. Content description

(content of each session/topics to be addressed)

The material below presents a detailed description of each activity planned, as part of the Training Program.

1. *Introduction to the training objectives and a guide to reflection and reflective writing*

The first step of this activity is a brief introduction to the structure, content and overall objectives of the training program. The aim of this step is to trigger the trainee interest in the activities that will follow and focus their efforts and energy on the overall objectives

in order to maximise their achievements of expectations towards an entrepreneurial mindset and transferability/applicability of gained skills.

The second step of the activity will be dedicated to reflection writing, as a tool to critically analyze an experience, to bring trainees beyond simple application of existing theories as this can lead to mundane reasoning with analysis constrained by existing knowledge (Dyer and Hurd, 2016). Instead, trainees will be encouraged to reach deeper levels of learning by drawing on personal experience and course material to create new meaning for themselves. **The first step** of this stage of the activity will be dedicated to the explanation of the concept of reflective writing, it's importance and the introduction of four models of reflection suggested by TU Dublin Guide to Reflection and Reflective Writing. **The next step** will be an exercise on Rolfe et al's (2001) Framework for Reflexive Practice (**What? So what? Now What?**) .

During this exercise, **firstly**, the practitioner (in this case each trainee) reflects on the situation in order to describe it. **The second phase** encourages the practitioner to construct personal theory and knowledge about the situation in order to learn from it. At the **third level** the practitioner reflects on action and considers ways of improving the situation and reflects on the consequences of his/her actions.

2. *Leading to an appropriate business choice*

The **first stage** of the Start-Up process is making a business choice. The **first step** of this activity will be an ice-breaking exercise. After that, making use of brainstorming methodology, trainers will test their initial perspective on the business sector they would like to operate. The aim of this exercise is to see if and how their approach will change at the end of the activity, when they will be retested. As a **second step**, trainees will be introduced to the process of the Entrepreneur scan, which will support them to be able to identify their skills, strengths and weaknesses, as a tool to be used in making the right business decision.

As a third step, trainees will be introduced to the PESTLE analysis[1] concept. It is a tool used to gain a macro picture of an industry (business) environment. PESTLE stands for Political, Economic, Social, Technological, Legal and Environmental factors. It allows an entrepreneur to form an impression of the factors that might impact a new business[2] and gain competences in integrating the above tools in important decision-making process. After a clear explanation of this analysis, as the **fourth step** of this activity, trainees will be divided in groups of a maximum of 4 members, each member with definite responsibilities, making use of RACI method[3].

Trainees will be offered three classifications. The business choice must be part of at least one of each of the following classification categories. Once the teams are presented with the following classifications, their task is to develop an innovative business idea that addresses the specific objective that they are targeting. Their specific objectives must be in compliance with the Vision and Mission statement (What do we do? How do we do it? Whom do we do it for? What value are we bringing?).

Trainees will be presented with[i]:

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[1] Pfeffer, Jeffrey 1946- (2009). *The external control of organizations : a resource dependence perspective*. Stanford Business Books. ISBN 978-0-8047-4789-9. OCLC 551900182

[2] Application of the PEST Analysis for Strategic Planning, available at www.strategicmanagementinsight.com

[3] Responsibility charting (RACI), available at: https://bwms.eu/wp-content/uploads/2017/04/A-simple-yet-complete-description-of-the-RACI-approach.pdf

- **Albania's Government Business Development and Investment Strategy**, which summarizes the vision, priorities and major national objectives, as a key platform for planning the economic development of our country
- The 17 UN Sustainable Development Goals
- A list of business sectors for potential future involvement.

The groups will be provided with a PESTLE analysis example template, Vision and Mission example Statements, as well as a group special template for completion in the facilitated team work session. Afterwards, trainees will be asked to make their own PESTLE analysis and fill in the provided template. The activity aims at helping the trainees in deciding the right business area by maximally avoiding the external barriers affecting their future success. Trainees will have to use the template content in further steps of the Start-Up process.

Trainee assessment:
- Observation,
- Test and retest evaluation

3. *Market Analysis in the chosen business idea*

This activity is the **second stage** in the Start-Up process. A market analysis is a thorough assessment of a market within a specific industry. It will help the trainers to study the dynamics of your market, such as volume and value, potential customer segments, buying patterns, competition, and other important factors. To begin with, trainees will be introduced to the competitive analysis concept. It is an assessment of the strengths and weaknesses of current and potential direct and indirect competitors in their already chosen business field. Potential competitors' profiling combines all of the relevant sources of competitor analysis into one framework in the support of efficient and effective strategy formulation, implementation, monitoring and adjustment. This analysis allows an entrepreneur to form an impression of the competition that might have a considerable impact on the success of a new business. Trainees will be introduced to the customer profile concept (description of the typical customer, their age, gender, location, income, etc?). They will also be introduced to Markets and Marketing Strategy concept (How can we best reach customers matching that profile? How can we best add value to that customer's life, career or company? Why are we better than the alternatives?)

After a clear explanation of this analysis, which will be illustrated with a short video, as well as examples of customer profiling and marketing strategies, trainees will be provided with a competitive analysis example template and customer profiling template. Afterwards, trainees will be asked to make the competitive analysis for the business the group has already decided on, and fill in the provided templates. The activity aims at helping the trainees in deciding the right strategy and maximally avoiding the competition barriers. At this stage of the activity, trainees will be required to create profiles on each of the major competitors and targeted customers. These profiles will give a clear description of the competitor's background, finances, products, markets, facilities, personnel, and strategies. Trainees will have to use the templates content in further steps of Start-Up process.

Trainee assessment:
- Observation

4. Elevator pitch- Trying to impress and persuade a potential investor/supporter

As the next and very important stage in the Start-Up process, trainees will be introduced to the concept of an elevator pitch/elevator speech/statement, which is **a short description of an idea**, product, or company that explains the concept in such a way that any listener should understand and be impressed by it in a short period of time (3 min). The listener should not be considered simply as a peer listener, but as someone who might be a potential business investor, or supporter (family member/ bank agent/ business partner/ investor, etc.). This description typically explains who the thing is for, what it does, why it is needed, and how it will get done. The goal is simply to convey the overall concept or topic in an exciting way. The aim of this stage is that the trainees gain the competences to clearly present their choice of business, a general idea of where, how and with whom to operate. Trainees will be provided with a business canvas model illustrating template, and, after the explanations they will be required to fill in their own group's provided template. The supporting lecture will clearly explain that, an effective business model canvas has to focus on two dimensions: the people dimension and the financial dimension. The right side of the BMC focuses on the customer (external), while, the left side of the canvas focuses on the business (internal).Both external and internal factors meet around the value proposition, which is the exchange of value between the business and the customer/clients.

Cost Structure describes all the costs incurred to operate a business and Revenue Streams represent the cash a company generates from each Customer Segment. The task will be supported by a short illustrative video. Following the guidance and learning materials provided, trainees will get engaged in facilitated, followed by independent teamwork (activity 4) . As a result of this activity, each group will present their own completed business canvas model. For half an hour groups will discuss on the advantages and drawbacks of the peers' choice and presentation. Finally, the trainers in the role of a future investor/supporter will approve of the business idea or assess if there are aspects to be reconsidered.

Trainee assessment:
- Observation,
- Open Discussion

5. Independent teamwork

During this activity trainees will be engaged in independent team work in order to finalise the accomplishment of the activity tasks begun in the facilitated team work in the previous sessions (preparation of business canvas model poster presentation with its specific requirements for the selected business).

6. Power Point Presentation (Elevator Speech)

During this activity, each group will present for 3 minutes their own completed business canvas model, as an outcome of their facilitated and independent team work.
For half an hour, groups will be engaged on a discussion on the advantages and drawbacks of the peers' choice and presentation. Finally, the trainers in the role of a future investor/supporter will approve of the business idea or assess if there are aspects to be reconsidered.

7. *Discussion on transferability/applicability of gained skills in their disciplines/subjects*

The key focus of entrepreneurship education is to impart crucial life skills, which would enhance a student's ability to work in the real world. Students can learn a wide set of skills, from collaboration and teamwork to public speaking, creating presentations, and data analysis. Given the evidence that self-employment is becoming an increasingly viable option for growing numbers of young people entering the labour market, it is important to identify and develop the good practice characteristics of entrepreneurship training. Not only will this enhance the quality of its provision, but it will also serve to ensure that the economic benefits from larger numbers of start-ups and innovatory new businesses are fully realised. Recent studies indicate that the provision of tertiary level training in entrepreneurship boosts new business formation, and that experimental learning (learning by doing) in entrepreneurship provides students with more incentives to start their own enterprises.

Having highlighted the importance of entrepreneurship education, in this activity trainees are invited to attend one or two lectures/presentations and afterwards be involved in a discussion on suggesting possible effective ways to transfer the gained knowledge to their students, and integrating it into their multidisciplinary teaching process.

Trainee assessment:

- Open Discussion/Debate

8. *Briefing and evaluation of the overall Training Program*

During this activity, the trainees will engage in an open discussion on the benefits and the drawbacks of the overall training. They will be required to suggest possible ways of improvements in the following aspects:

- Organization
- Scheduling
- Learning Materials
- Trainers Performance
- Assistance to trainees
- Facilities
- Other.

Trainees will be asked to answer the questionnaire for the evaluation of the overall training programme[ii].

Trainee assessment:

- Open Discussion/Debate

1.7. Methodology approach/teaching method

The Training Program mainly utilizes the **learning-by-doing method** and takes trainees away from the normal learning environment to develop a start-up. The learning-by-doing methods gives students the primary role in learning and can trigger development of their

entrepreneurial competencies. Business development is a task to create value (preferably innovative) based on opportunities and/or problems the students detect through an iterative development process. The students own and take full responsibility for the task which leads to repeated interactions with the environment, which triggers uncertainty, ambiguity and confusion. This uncertainty, ambiguity and confusion should be considered as a positive outcome and a source of deep learning for trainees. The Training Program applies a team-work approach should be applied giving them access to increased creative ability and peer learning opportunities. It also eases the levels of difficulty and uncertainty[4].

While students' roles change and they take the active role in learning, so changes the role of teachers. Teachers became "coaches" and "facilitators" of learning instead of acting as the "traditional" teacher role suggested by constructivist learning theory[5]. The teachers should allow the students to do their independent work with the minimum of teacher supervision and intervention, but meanwhile the teachers should also monitor and give feedback to students during the learning experiences, because the students may find that they progress slowly, that the experience is frustrating, and that the workload is excessive. As "coaches" the teacher should not give authoritative instructions, but to give the necessary questions to the students that helps the students to identify the critical issues. When the teachers have to provide advice, they should give it in the form of suggestions and options, which allows the students to make the choice of how to proceed.
Training Programs or intensive courses seem to have an impact on students' motivation. According to Christy[6],students taking part in intensive courses demonstrate higher levels of achievement motivation than students in traditional courses. From intensive courses, students have an increased focus, stamina and retention with a decrease in their procrastinating behavior[7]. This can be explained by the fact that intensive courses or camps are short and concentrated and they often include more interaction, discussion and other constructive teaching methods, improving students motivation and achievement[8].

Teacher training or conducting a similar course for students with teachers, is a key component for a high quality education[9]; and shows how students apply the competences they have learnt, supporting the assessment of the intensive course/camp.

The following material includes description and explanation on methods and methodologies which will be used on the Training Program to support the learning of participants according to each activity:

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[4] Lackéus, Martin (2015) Entrepreneurship in Education: What, why, when, how. Entrepreneurship360 Background Paper. OECD
[5] Tenenbaum, G., Naidu, S., Jegede, O. and Austine, J. (2001), "Constructivist pedagogy in conventional on-campus and distance learning practice: an exploratory investigation", Learning and Instruction, Vol. 11 No. 2, pp. 87-111.
[6] Christy, D. F. (1991) Motivation of intensive English program participants: A factor analytical exploration. Dissertation Abstracts International, 54: 782
[7] Scott, P. A. (2003) Attributes of high-quality intensive courses. New Directions for Adult and Continuing Education, 97: 29–38.
[8] Kucsera, John V., and Dawn M. Zimmaro. "Comparing the Effectiveness of Intensive and Traditional Courses." College Teaching 58, no. 2 (2010): 62–68. http://www.jstor.org/stable/25763421.
[9] Buchberger, F., Campos, B. P., Kallos, D., Stephenson, J. (eds) (2000). Green Paper on Teacher Education in Europe: High Quality Teacher Education for High Quality Education and Training, Thematic Network on Teacher Education in Europe, Umeå, University of Umeå.

Activity I

An **ice-breaker exercise** can be constructed to fit any programme or event. For example, in the Training Program, it can be used to get participants to introduce each other before group work or before choosing groups for an experiential exercise (e.g. business planning). These ice-breaker exercises are executed under time pressure when discussions between any two participants are deliberately limited to encourage a focused introduction. The goal of the exercises is to facilitate networking and enable participants to quickly get a basic knowledge of each other. The ice- breakers also break down social barriers and enable the beginning of trust to emerge between participants to assist their learning[10].

Ice-breaker exercises are normally fun activities which easily can take more time than planned, therefore the moderators have to be tightly in charge of the exercises. There are many resources for ice-breakers available online. Here is two of them:

https://teambuilding.com/blog/large-group-icebreakers
https://www.quizbreaker.com/large-group-icebreakers

Another methodology to be used during the first activity is **Critical reflection** as an extension of "Critical thinking". It asks to think about practice and ideas and then it challenges to step-back and examine our thinking by asking probing questions.

Activity II

Brainstorming is a method to create different ideas, even crazy ones in a short time, from 1 to 2 hours. The activity starts with the rules of brainstorming. The teacher should give the students examples of how other people brainstorm, how brainstorming is used for example in the world of advertising, art, and engineering. In short, by brainstorming a group of people works together to generate many ideas quickly and without judgment. Participants stimulate each other's thinking, build on each other's ideas, merge ideas, etc. It is important for participants to understand the rules, therefore it would be beneficial first openly to discuss what is brainstorming and what is not. The Post-It notes could be used in the activity[11].

The 10 rules of brainstorming:

1. Don't judge. Take every idea as it is.
2. Don't comment. Just shoot more ideas.
3. Don't edit ideas. Let them be.
4. Don't execute. Plenty of time for that later!
5. Don't worry. Tell even the worst idea that comes to your mind.
6. Don't look backward. What is your next idea?
7. Don't lose focus. Stop talking about lunch break. Yes, you!
8. Don't sap energy.
9. Don't compare ideas. They are not there yet.
10. Don't make fun of others. It will surely shut them down

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[10] Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010).3EP – A Compendium for Pedagogies for Teaching Entrepreneurship
[11] Mitja Mavsar (2015) How to IDEATE. Unpublished Compendium

After the idea-generating phase, there should be a break. When the work continues, the participants should have about 30 minutes to reflect on the ideas, organize them and choose the best ones.

Lean Start-up methodology aims to shorten product development cycles and rapidly discover if a proposed business model is viable and it is used in developing businesses and products. The lean start-up utilizes a combination of business-hypothesis-driven experimentation, iterative product releases, and validated learning. Lean start-up emphasizes customer feedback over intuition and flexibility over planning. Recovery from failures is seen as positive[12]

Using the Lean Start-up approach, entrepreneurs test a vision continuously in business or product development and reduce their risks. The approach leads to spending less money, but also finding out faster if the business or product idea is viable. The Lean Start-up methodology follows the build-measure-learn feedback loop. The first step is finding the problem that needs to be solved and then developing a minimum viable product (MVP) in order to start the loop as quickly as possible. MVP is the simplest workable product, the core product. After the MVP is established, a start-up can iterate through the build-measure-learn feedback loop, which involves measurement and learning and includes actionable metrics demonstrating cause and effect[13].

Further information:

- Why the Lean Start-Up Changes Everything. Steve Blank Harvard Business Review (2013) https://hbr.org/2013/05/why-the-lean-start-up-changes-everything
- The Lean Start-Up http://theleanStart-Up .com/
- How constant innovation creates radically successful businesses. Eric Ries (2011)

Activity III

The Training Program could use **External speakers[23]** for a number of purposes:

- providing role models of entrepreneurs –what's it really like'
- providing a 'real-life case' of how to start a new venture
- teaching more formally the 'how-to' part of entrepreneurial management
- acting as a mentor/evaluator for a piece of work
- presenting on what their institution/organisation does
- giving a view on a general issue of relevance to starting up

The briefing of external speakers is extremely important, so they know what is expected from them. It is important to plan and make clear how their presentations support the learning goals of the Camp. For example, a new young entrepreneur as an external speaker can serve many possible objectives: demonstrating clearly the motivations and drivers to self-employment; establishing how one finds and evaluates an idea; demonstrating how one copes with and adapts to real-world problems as an entrepreneur,

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[12] Steve Blank (2013) Why the Lean Start-up Changes Everything.Harvard Business Review. Available: https://hbr.org/2013/05/why-the-lean-start-up-changes-everything
[13] The Lean Startup Methodology (2011) Lean Startup. Available: http://theleanstartup.com/principles

among many others. Another enterprising way is not to brief the invitee too much but to set up an interview panel or panels of programme participants (each one dealing with a different issue). Their task is to draw out the relevant experiences of the participants.

Where external persons are being used as evaluators of pitches and business plans, initial briefing and agreement of frames of reference and process are important. Where external persons are used as teachers, then camp staff should give them initial training or camp staff should be working jointly with them. The engagement with the 'real world' provides feelings of 'what it is like' to do things and experience things in practice. In order to make a simulation of tacit learning successful, it must leave the participants with an 'emotional' understanding of the learning input and a heuristic framework against which they can judge future events. The participants are given a real 'feel' for the practice of the real world, so they are able to better understand how entrepreneurial decisions are made.

Activity IV

Business Canvas Model is a visual and intuitive business development tool for designing new business models for start-ups and existing businesses, but it can also be used for visualizing and communicating a simple story of the existing business model and further even to manage a portfolio of business models[14]. The entire business can be presented on just 1 page[15]. "A business model is a company's plan for making a profit. It identifies the products or services the business will sell, the target market it has identified, and the expenses it anticipates".[16]

The Business Model Canvas consists of nine key elements of the business model which are presented as nine blocks: Customer Segments, Value Proposition, Channels, Customer Relationships, Revenue Streams, Key Resources, Key Activities, Key Partnerships, and Cost Structure.

There are several benefits in using a business model canvas[17]:

- It forces you to think of your business more scientifically and formally.
- It reduces your business model into a set of assumptions that you can then test to either validate or reject.
- The overall design and layout forces you to think about the various key aspects of the business. When you see one part of the canvas empty, you know where you need to put more effort.
- It is visual and intuitive. This makes it easier to communicate the ideas.
- It is easy to create and maintain. This makes the business models very agile that can be constantly adapted to be in sync with the business realities.

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[14] Strategyser (2020) Business Model Canvast. Available: https://www.strategyzer.com/canvas/business- model-canvas. Retrieved: October 28, 2021
[15] Mitja Mavsar (2015)
[16] Kopp, Carol M. (2019) Business Essentials. Investopedia. Available: https://www.investopedia.com/terms/b/businessmodel.asp. Retrieved: October 28, 2021
[17] Mitjar Mavsar (2015)

However, using the Business Model Canvas it is easy to ignore the competition, because there is no block for it. When designing a business model, the assumptions made should be always tested with the potential customers and market.

An Elevator Pitch[18] (or Elevator Speech) is a brief presentation of an idea for a product, service, or project. As the name implies a pitch can be delivered in a very short time from the time span of an elevator ride (say, thirty seconds or 100-150 words). The elevator pitch is often used by venture capitalists to judge the quality of an idea and team based and to quickly weed out bad ideas in a funding process. The basic approach is to invite individuals to develop their pitch beforehand with a strict time limit (usually 1 to 3 minutes). Entrepreneurs are asked to compete in front of a panel of judges equipped with agreed judging criteria. Entrepreneurs present their pitch one after another and they are timed – a whistle is blown at the end of the time and they must then stop. Elevator Pitches are often used in business plan competitions especially in US Enterprise Education. In education students are given more time to pitch which makes pitching easier. The purpose is to make students prepare a short and focused explanation of their business idea, if they have the opportunity to pitch it to somebody in an informal situation. Students should think out the core of the business and find attractive ways of presenting it. The main benefits are that this enables students to pick up the skills to summarise something in a focused and precise way. The outcome is often that they understand how important lucky opportunities can be in entrepreneurship and are prepared for such opportunities.

Activity V

Teamwork as the joint action by a group of people in which individual interests be-come secondary to the achievement of group goals, unity, and efficiency. In other words, teamwork involves a group of people actively cooperating in an organized way to achieve a goal.

Many of the entrepreneurial teaching pedagogy and methods utilize **cooperative learning** . It is an old idea in education, in which students work in small groups (teamwork) and receive rewards or recognition based on their group performance. Two categories of cooperative learning methods are listed: structured team learning and informal group learning. [19]The former gives rewards to teams based on the learning progress of the members, which results in individual accountability, since the team's success depends on its individual's learning, not the group products. The latter includes methods that are more focused on the social dynamics, projects and discussions than learning of well-specified content. Working together in teams or groups gives trainees a good learning environment that is mimicking the environment of a typical entrepreneur who needs to negotiate with different stakeholders, form alliances, and sell ideas to his/her team, stakeholders and customers.

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[18] Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010).

[19] Gibb, A. (2005) The Future of Entrepreneurship Education – Determining the Basis of Coherent Policy and Practice. In: Paula Kyro and Ca-mille Carrier (Eds.) The Dynamics of Learning Entrepreneurship in a Cross-Cultural University Context. Entrepreneurship Education Series 2/2005, University of Tampere, pp. 44-67

In general, learning methods in entrepreneurship can be divided to traditional methods and action learning or learning-by-doing method[20]s. While the more traditional methods, such as lectures and assignments, can provide a good understanding of the benefits of entrepreneurial activity, they often lack an understanding of "how to" act as an entrepreneur. This shortcoming can be tackled by having more entrepreneurs as role models in the classroom[21].

Activity VI

PowerPoint Presentation
As a means to communicate information or media through a series of slides. Along with regular text, the slides can contain numerous types of content such as tables, images, drawings, charts, links, word art, videos and audio.

Activity VII & VIII

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher/trainer and students/trainees or among students/trainees for the purpose of furthering their thinking, learning, problem solving, understanding, or literary appreciation.

As an instructional method, **debating** involves teachers/students/trainees in expressing their opinions from competing perspectives with the goal of contradicting each other's arguments (Chang & Cho, 2010). An opportunity for decision may be given after opposing views are presented in alternating statements.

1.8. Activities to trainees

During the Training Program trainees will be required to perform the following activities:
- Reflection and Reflective writing (Rolfe et al 2001 framework)
- Entrepreneur Scan (Entrecomp conceptual model)
- PESTLE Analysis
- Group formation and responsibility definition
- Deciding on a business
- Business Canvas Model
- Presentation of their business idea
- Competition Analysis for their business
- Customer Profiling

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- Marketing Strategy

1.9. Teaching materials and facilities

The Training Program will take place in the University premises, making use of its auditoriums, and other LLL Center facilities, such as:

Smart Board/Video projector
Flipchart
Laptops
Internet server,
Mics
Sound system
Camera

The list of teaching materials is presented below according to each activity.

1.A guide to reflection and reflective writing
   Supporting Lecture: A Guide to Reflection and Reflective Writing
   eLearning:
   • Reflection for Learning, available at:
   https://tudublin.libguides.com/c.php?g=684780&p=4891166
   • Reflective   Practice,   available   at:
   https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1052&context=ltcassess
2. Leading to an appropriate business choice.
   Supporting Lecture: Main Factors Affecting a Successful Business Choice
   eLearning:
   • EntreComp: The Entrepreneurship Competence Framework, available at:
     https://eige.europa.eu/resources/lfna27939enn.pdf

   • PESTEL   Analysis   of   The   Macro-Environment,   available   at:
     https://frrl.files.wordpress.com/2010/04/pestlanalysis.pdf
   Video Teaching Resources
   • https://www.youtube.com/watch?v=NaofchxbhXo
   Literature-
   • Strategic Management[22], ISBN 9928-134-74-X
   • Peggy A. Lambing and Charles R, "Entrepreneurship", ISBN-13: 978-0132281744, ISBN-10: 0132281740

3. Market Analysis in the chosen business idea

   Supporting Lecture: Strategies and tools assisting Market Analysis

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[22], Bahri Musabelliu, Donika Kërcini, Alketa Bejko, "Menaxhimi Strategjik" , Published on: March`4r2 v 2016, Shtëpia Botuese: " Maluka ", Botimi i dytë, ISBN 9928-134-74-X.

Video teaching materials
- https://www.youtube.com/watch?v=G2kpQGNxkRc

Literature-
- Strategic Management, ISBN 9928-134-74-X
- Peggy A. Lambing and Charles R, "Entrepreneurship", ISBN-13: 978- 0132281744, ISBN-10: 0132281740

4. Elevator pitch- Trying to impress and persuade a potential investor/supporter with the business idea.

   Supporting Lecture: The elements of business model canvas and its significance in elaborating a successful business idea

   eLearning:

   https://www.businessmodelsinc.com/about-bmi/tools/business-model-canvas/

   Video Teaching Resources

   https://www.youtube.com/watch?v=QoAOzMTLP5s

   Christie Rezaii, The elevator pitch for every professional,

   https://idahobusinessreview.com/2012/02/22/the-elevator-pitch-for-every-professional

   - HOW TO Give a Great Presentation, available at: https://www.youtube.com/watch?v=MnIPpUiTcRc

   Literature-
   - Strategic Management, ISBN 9928-134-74-X
   - Peggy A. Lambing and Charles R, "Entrepreneurship", ISBN-13: 978-0132281744, ISBN-10: 0132281740

5. Independent teamwork
   N/A

6. Power Point Presentation (Elevator Speech)
   N/A

7. Discussion on transferability/applicability of gained skills in their disciplines/subjects.

   Supporting Lecture:
   1. Critical Thinking for transferability of skills
   2. The Transdisciplinary Entrepreneurship Education Design , available at: file:///C:/Users/Ilva%20Ciraku/Desktop/EDUINA/EntrAl/TETM_Methodology_and_Handbook_DEF1.0.pdf

   Video material:

- Transferable Skills: An Introduction avilable at:
  https://www.youtube.com/watch?v=ewSEIFMEwd4

8. Briefing and evaluation of the overall Training Program
   N/A

1.10. Assessment

The assessment process involves three dimensions of the Training Program, respectively Trainee achievements (30%), Activity assessment (50%), Overall Training Program Assessment (20%.

1. Trainee achievements (30%)

At the end of each activity trainee interactivity will be evaluated by the trainers choosing the most suitable method form the ones listed below for the actual activity.
   - Observation (activity 1)
   - Test and retest (activity 2 & 3)
   - Discussion/Debate (activity 4, 7 & 8)
   - Trainer / Jury evaluation (activity 5)

Trainee Assessment
   Attendance : 20%
   Interactivity (as explained above) : 30%
   Power Point Presentation (Jury evaluation) :50%

The table below explicitly describes the structure of trainee assessment

Attendance	Interactivity 30%							PPT	Total
	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 7	Activity 8	Activity 6	
20%	**4%**	**6%**	**6%**	**6%**	**n/a**	**5%**	**3%**	**50%**	**100%**

At the end of the training program participants will be issued a certificate of attendance.

2. Activity assessment (50%)

- Activity Evaluation Form

At the end of each activity trainees will be required to complete a questionnaire to obtain valuable feedback and identify areas that need improvement. This evaluation form will give feedback on:
   a) Trainers' performance regarding:
      - Level of qualification and teaching skills,
      - Level of assistance,
      - Level of communication and interactivity,

b) Methodology and Teaching/Learning materials
c) Access to facilities and suitability to the actual activity
d) Time management
e) Overall satisfaction level
f) Suggestions

3. Overall Training Program Assessment (20%)

- Training Evaluation Form (Activity 11)

A sample of the Activity Evaluation Form as well as Training Evaluation Form can be found in Annex II
Both evaluation forms will be electronically distributed and processed.

2. ACTIVITIES

2.1. Description of activities

*The module on **Entrepreneurship for University Teachers** will follow the Innovation Camp organised by UTU adapted to the Albania university context (see documents D.2.1.2 Innovation Camp, in EntrAl WP2 Google Drive folder). It is also suggested to include a debate on the transferability/applicability to foster entrepreneurship among students in their disciplines/subjects.*

For more information, see also documents corresponding to the training workshop in TU Dublin (*D.2.3.4* in EntrAl 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	Introduction to the training objectives and a guide to reflection and reflective writing
Mode of delivery (choose one)	On-site	
Duration	1 hour	
Session number	1	
Learning outcomes* (numbered list)	• Understand the benefits of reflection and its place in academic study • Decide how to use it to improve their learning • Write reflectively for an assignment • Link theory and practice in reflective writing • Ensure their reflective writing strikes the right balance between personal and academic content	
Content description (topics to be addressed)	• The first step of this activity is a brief introduction to the structure, content and overall objectives of the training program.	

	• The second step of this activity of the training program will be dedicated to reflection writing, as a tool to critically analyze an experience. ➢ Explanation of the concept of reflective writing ➢ Its importance ➢ Introduction of four models of reflection suggested by TU Dublin Guide to Reflection and Reflective Writing. ➢ Exercise on Rolfe et al's (2001) Framework for Reflexive Practice (What? So what? Now What?) .
Methodology	**Ice breaking**- as an activity, game, or event that is used to welcome and warm up the conversation among trainees in a meeting. Ice breakers range wildly, from simple one-question answers to elaborate team tasks. **Critical reflection** as an extension of "critical thinking". It asks to think about practice and ideas and then it challenges to step-back and examine our thinking by asking probing questions.
Type (choose)	Group
Learning materials/documents	Supporting Lecture: A Guide to Reflection and Reflective Writing eLearning: • Reflection for Learning, available at: https://tudublin.libguides.com/c.php?g=684780&p=4891166 • Reflective Practice, available at: https://arrow.tudublin.ie/cgi/viewcontent.cgi?article=1052&context=ltcassess
Facilities**	Smart Board/Video projector Flipchart Laptops Internet server, Mics Sound system Camera
Assessment of the activity	Feedback from trainees (questionnaire)

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..)

2	Activity	**Leading to an appropriate business choice.**
Mode of delivery (choose one)		On-site
Duration		1.5 hours
Session number		1
Learning outcomes* (numbered list)		• After Entrepreneur Self-Scan process, trainees will be able to **identify** their **skills, strengths and weaknesses**, as a tool to be used in making the right business decision. • After carrying out PESTLE analysis, trainees will gain competences and be able to **understand and assess business uncontrollable external factors**, as a tool be used in avoiding as much as possible inappropriate and problematic business operational areas. • Trainees **will gain competences in integrating the above tools in important decision-making process**, in identifying the problem that needs to be solved and then choosing a business to operate.
Content description (topics to be addressed)		• Carrying out an Entrepreneur Scan (Entrecomp conceptual model) as an objective tool for self-reflection for entrepreneurs and those who wish to start a business of their own. • PESTLE analysis, as a tool used to gain a macro picture of business environment. PESTLE stands for Political, Economic, Social, Technological, Legal and Environmental factors. • Vision and Mission statement (What do we do? How do we do it? Whom do we do it for? What value are we bringing?)
Methodology		**Brainstorming-** as a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group. **Lean start-up** - as a method of managing and building a business or Start-Up by experimenting, testing, and iterating while developing products based on findings from your tests and feedback.
Type (choose)		Group
Learning materials/documents		Supporting Lecture: Main Factors Affecting a Successful Business Choice eLearning: • EntreComp: The Entrepreneurship Competence Framework, available at: https://eige.europa.eu/resources/lfna27939enn.pdf • PESTEL Analysis of The Macro-Environment, available at: https://frrl.files.wordpress.com/2010/04/pestlanalysis.pdf Video Teaching Resources • https://www.youtube.com/watch?v=NaofchxbhXo

	Literature- • Strategic Management[23], ISBN 9928-134-74-X • Peggy A. Lambing and Charles R, "Entrepreneurship", ISBN-13: 978-0132281744, ISBN-10: 0132281740
Facilities**	Smart Board/Video projector Flipchart Laptops Internet server, Mics Sound system Camera
Assessment of the activity	Feedback from trainees (questionnaire)

3	Activity	**Market Analysis in the chosen business idea**
Mode of delivery (choose one)		On-site
Duration		1.5 hours
Session number		1
Learning outcomes* (numbered list)		At the end of the activity, trainees will gain competences and be able to: • Understand competitive analysis • Explore the steps in the competitive analysis process • Create a competitive analysis for their specific business idea • Define typical customer profile • Adapt the proper marketing strategy
Content description (topics to be addressed)		• **Competitive analysis** (strengths and weaknesses of current and potential direct and indirect competitors). • **Customer profile** (Describe your typical customer, what is their age, gender, location, income, etc.?) • **Markets and Marketing Strategy** (How can we best reach customers matching that profile? How can we best add value to that customer's life, career or company? Why are we better than the alternatives?
Methodology		**Brainstorming**- as a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group. **Lean Start-Up** - as a method of managing and building a business or Start-Up by experimenting, testing, and iterating while developing products based on findings from your tests and feedback.

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[23], Bahri Musabelliu, Donika Kërcini, Alketa Bejko, "Menaxhimi Strategjik" , Published on: March`4r2 v 2016, Shtëpia Botuese: " Maluka ", Botimi i dytë, ISBN 9928-134-74-X.

		External Speakers- providing real life example on the importance of the business plan and facing challenges.
Type (choose)	Group	
Learning materials/documents	Supporting Lecture: Strategies and tools assissting Market Analysis Video teaching materials https://www.youtube.com/watch?v=G2kpQGNxkRc Literature- • Strategic Management, ISBN 9928-134-74-X • Peggy A. Lambing and Charles R, "Entrepreneurship", ISBN-13: 978- 0132281744, ISBN-10: 0132281740	
Facilities**	Smart Board/Video projector Flipchart Laptops Internet server, Mics Sound system Camera	
Assessment of the activity	Feedback from trainees (questionnaire)	

4	Activity	**Elevator pitch- Trying to impress and persuade a potential investor/supporter with the business idea.**
Mode of delivery (choose one)		On-site
Duration		1 hour
Session number		1
Learning outcomes* (numbered list)		• Trainees will gain competences to present the choice of their business idea in a convincing way.
Content description (topics to be addressed)		• Introduction to the concept of the elevator pitch/elevator speech/ statement (a short description of an idea, product, or company that explains the concept[24] in a way such that any listener should understand and be impressed by it in a short period of time). The aim of this stage is that the trainees gain the competences to clearly present their choice of business, a general idea of where, how and with whom to operate.
Methodology		**The business model canvas-** as a shared language/tool for describing, visualizing, assessing and changing business models. It describes the rationale of how an organization creates, delivers and captures value. **External Speakers**- providing real life example on the importance of the business plan and facing challenges.
Type (choose)		Group

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[24] Elevator Pitch Definition, Investopedia, Available at:
https://www.investopedia.com/terms/e/elevatorpitch.asp

Learning materials/documents	Supporting Lecture: The elements and significance of business model canvas
	eLearning:
	    https://www.businessmodelsinc.com/about-bmi/tools/business-model-canvas/
	Video Teaching Resources
	    https://www.youtube.com/watch?v=QoAOzMTLP5s
	    Christie Rezaii, The elevator pitch for every professional, https://idahobusinessreview.com/2012/02/22/the-elevator-pitch-for-every-professional
	Literature-
	    •Strategic Management, ISBN 9928-134-74-X
	    •Peggy A. Lambing and Charles R, "Entrepreneurship", ISBN-13: 978-0132281744, ISBN-10: 0132281740

Facilities**	Smart Board/Video projector Flipchart Laptops Internet server, Mics Sound system Camera
Assessment of the activity	Feedback from trainees (questionnaire)

5	Activity	Independent Teamwork
	Mode of delivery (choose one)	N/A
	Duration	9 hours
	Session number	1
	Learning outcomes* (numbered list)	Integrating and applying into practice previously gained knowledge, skills and competences on: • Entrepreneur Self-Scan process • PESTLE analysis, • Competitive analysis and customer profiling • Marketing Strategies • Enhancing presentation skills
	Content description (topics to be addressed)	During this activity trainees will be engaged in independent team work in order to finalise the accomplishment of the activity tasks begun in the facilitated team work in the previous sessions.
	Methodology	**Teamwork** as a joint action by a group of people in which individual interests be-come secondary to the achievement of group goals, unity, and efficiency. In other words, teamwork involves a group of people actively cooperating in an organized way to achieve a goal.

Type (choose)	Group
Learning materials/documents	N/A
Facilities**	N/A
Assessment of the activity	Feedback from trainees (questionnaire)

6	Activity	**Power Point Presentation (Elevator Speech)**
	Mode of delivery (choose one)	On Site
	Duration	1.5 hours
	Session number	2
	Learning outcomes* (numbered list)	• Enhancing presentation skills
	Content description (topics to be addressed)	As a result of this activity, for 3 minutes, each group will present their own completed business canvas model, as an outcome of their facilitated and independent team work. For half an hour groups will be engaged on a discussion on the advantages and drawbacks of the peers' choice and presentation. Finally, the trainers in the role of a future investor/supporter will approve of the business idea or assess if there are aspects to be reconsidered.
	Methodology	• Power Point Presentation
	Type (choose)	Group
	Learning materials/documents	N/A
	Facilities**	Video projector Laptops Internet server, Mics Sound system Camera
	Assessment of the activity	Feedback from trainees (questionnaire)

7	Activity	**Discussion on transferability/applicability of gained skills in their disciplines/subjects.**
	Mode of delivery (choose one)	On-site

Duration	1.5 hours
Session number	2
Learning outcomes* (numbered list)	• Defining possible efficient ways for knowledge transferability/applicability • Enhancing the knowledge transferability skills
Content description (topics to be addressed)	Having highlighted the importance of entrepreneurship education the trainees are invited to be involved in a discussion: • suggesting possible effective ways to transfer the gained knowledge to their students, and integrating it into their multidisciplinary teaching process.
Methodology	• Discussion/Debate
Type (choose)	Individual
Learning materials/documents	**Supporting Lecture:** 1. Critical Thinking for transferability of skills 2. The Transdisciplinary Entrepreneurship Education Design , available at: https://ec.europa.eu/docsroom/documents/7465/attachments/1/translations/en/renditions/pdf 3. **Video material**: Transferable Skills: An Introduction available at: https://www.youtube.com/watch?v=ewSEIFMEwd4
Facilities**	Mics Sound system
Assessment of the activity	Feedback from trainees (questionnaire)

8	Activity	**Briefing and evaluation of the overall Training Program**
	Mode of delivery (choose one)	On-site
	Duration	1 hour
	Session number	2
	Learning outcomes* (numbered list)	N/A
	Content description (topics to be addressed)	During this activity, the trainees will engage in an open discussion on the benefits and the drawbacks of the overall training. They will be required to suggest possible ways of improvement in the following: • Organization • Scheduling • Learning Materials • Trainers Performance • Assisting the trainees • Facilities • Other.

	Trainees will be asked to answer the questionnaire for the evaluation of the overall training programme.
Methodology	Discussion
Type (choose)	Individual
Learning materials/documents	N/A
Facilities**	N/A
Assessment of the activity	Feedback from trainees on the Overall Training Program (questionnaire)

2.2. 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?

When a project is proposed, an important first step towards actualizing it is to assess the value, plausibility and potential of the activity. Along this line, this feasibility involves exploration that looks at some aspects of the project, aiming to generate an objective picture of the costs, benefits and risks before going ahead. Future feasibility studies may be undertaken later on, after the piloting phase, to determine whether it is still realistic.

The five principal areas of feasibility are technical (or technological), economic, legal, operational (or organizational) and scheduling, often denoted by the acronym TELOS.

Technical/Technological: The activities of the training program are technically feasible. Albanian universities have got the technical capabilities including the availability of skilled staff and appropriate facilities.

Economical: The training program is economically feasible. There are no extra costs as the teaching staff of the Universities (trainers and trainees) are always interested in gaining new knowledge, as an institutional obligation and an integral part of their ongoing advancements in their teaching career.

Legal: The training program proposed is in compliance with the Mission of Albanian Universities, clearly expressed in article 1 of the Law no. 80/2015 on *Higher Education and Research in the Republic of Albania* and University Strategies.
Albanian Universities aim at the development of education, culture, science and economy, in the service of freedom and diversity of ideas. Along the same line, Albanian Universities officially aim at becoming leading institutions in terms of vocational training according to European Standarts of Qualifications/Proffesional Skills and Employment. All the above make the project of the Training Program absolutely legaly feasible.

Operational/Organizational: The project is in line with the operational regualions and objectives of the Albanian Higher Education Institutions and, thus, it is easily applicable.

Schedule: Referring to the proposed schedule, it is realistic to expect that the training module will be completed on time. The training activity is scheduled in such a way that it doesn't take too long to complete, so that the overall feasibility can be positively affected.

b)   What difficulties may be encountered by trainers?

Things do not always go smoothly when organizing training sessions. Indeed, there are a number of challenges faced by trainers and many of these can be avoided with careful planning. However, some problems might occur:

1. Too many members of the university teaching staff show interest in participating in the Training Program.

Although it is a positive indicator, an unexpected increase in the number of attendees does not happen often but, when it does, it can produce an awkward situation, because of shortage in training materials and space. This problem can be solved by carefully planning and periodically organizing Training Programs on demand.

2. Unreliable internet connection.

Unreliable connection means trouble, like not being able to accomplish training tasks as scheduled leading to confusion and loss of effectiveness. However, if faced with such a situation, trainers and trainees will try alternative ways of providing internet connection.

3. Time pressure.

The workshop is designed to offer a full picture of an entrepreneurial mindset. In trying to accomplish this task, trainers might have planned to overload with materials and tasks. If that happens to be the case, according to the trainees feedback, the organisers will reconsider the timing and training materials.

c)   What difficulties might trainees have?

Trainees manifest the constant vigilance needed to maintain the appearance that they are doing well and the mounting fear that they will be "rumbled." There is fear of disapproval from their colleagues; and, should they make an error, they can find the harsh criticism from some peers challenging and at times devastating.

In addition, competition is a fundamental part of training. Procedures that involve ranking mean that colleagues and possible allies can become rivals. Many trainees find such situations frustrating.

All these difficulties occur in extremely challenging circumstances, and which doesn't seem to usually apply to University Teachers training sessions.

The real problem for university teachers to be engaged full time in a two-day Training Program is that all of them have to reschedule all of their other institutional, academic and personal engagements, which might still be challenging and needs some coordination.

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- Application of the PEST Analysis for Strategic Planning, available at www.strategicmanagementinsight.com
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4. ANNEX

4.1. Annex 1: Business Ideas

- Albania's Government Business Development and Investment Strategy. https://financa.gov.al/wp-content/uploads/2021/10/Strategjia-e-Zhvillimit-t%c3%ab-Biznesit-dhe-Investimeve.pdf

- Economic Sectors
- Agriculture, hunting, fishing
- Construction
- Industry
- Electricity, gas
- Telecommunication
- Financial Intermediation
- Transport and distribution
- Tourism
- Trading
- Other.

- The 17 UN Sustainable Development Goals (**https://sdgs.un.org/goals**) are:
- No poverty
- Zero hunger
- Good health and wellbeing
- Quality education
- Gender equality
- Clean water and sanitation
- Affordable and clean energy
- Decent work and economic growth
- Industry, innovation and infrastructure
- Reduced inequalities
- Sustainable cities and communities
- Responsible consumption and production
- Climate actions
- Life below water
- Life on land
- Peace, justice and strong institutions
- Partnerships for the goals

4.2. Anex II: Activity evaluation form

ACTIVITY EVALUATION FORM

Activity no./name: _____

Date: _____/_____/_____

Please answer the following questions for the activity evaluation. Choose the option that best represents your opinion/response.

	Aspects of the activity	*Strongly Agree (1)*	*(2)*	*(3)*	*(4)*	*Strongly Disagree (5)*
1	Activity learning outcomes were clearly stated					
2	I understood the content of this activity					
3	Teaching and Learning materials were carefully selected					
4	The activity sequence was easy to follow					
5	Sufficient time was allowed for each topic					
6	The activity offered a good mixture of theory and practice					
7	The trainer was well qualified					
8	The trainer was helpful and assisting					
9	The trainer was communicative and encouraged interactivity					
10	The facilities used during the activity assisted to better my learning and understanding					
11	The delivery methods were suitable for the content of this activity					
12	The methodology used assisted my learning and understanding					
13	The assessment methods were fair					

14. What aspects of the activity need further improvement:

_____

_____

_____

_____

Thank you for your feedback!
4.3. Anex III: Training evaluation form

Training Evaluation Form

Date: _____

Title and location of training: _____

Trainer: _____

Instructions: Please indicate your level of agreement with the statements listed below in #1-11.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the training were clearly defined.	O	O	O	O	O
2. Participation and interaction were encouraged.	O	O	O	O	O
3. The topics covered were relevant to me.	O	O	O	O	O
4. The content was organized and easy to follow.	O	O	O	O	O
5. The materials distributed were helpful.	O	O	O	O	O
6. This training experience will be useful in my work.	O	O	O	O	O
7. The trainer was knowledgeable about the training topics.	O	O	O	O	O
8. The trainer was well prepared.	O	O	O	O	O
9. The training objectives were met.	O	O	O	O	O
10. The time allotted for the training was sufficient.	O	O	O	O	O
11. The meeting room and facilities were adequate and comfortable.	O	O	O	O	O

12. What did you like most about this training?

13. What aspects of the training could be improved?

14. How do you hope to change your practice as a result of this training?

15. What additional similar trainings would you like to have in the future?

16. Please share other comments or expand on previous responses here:
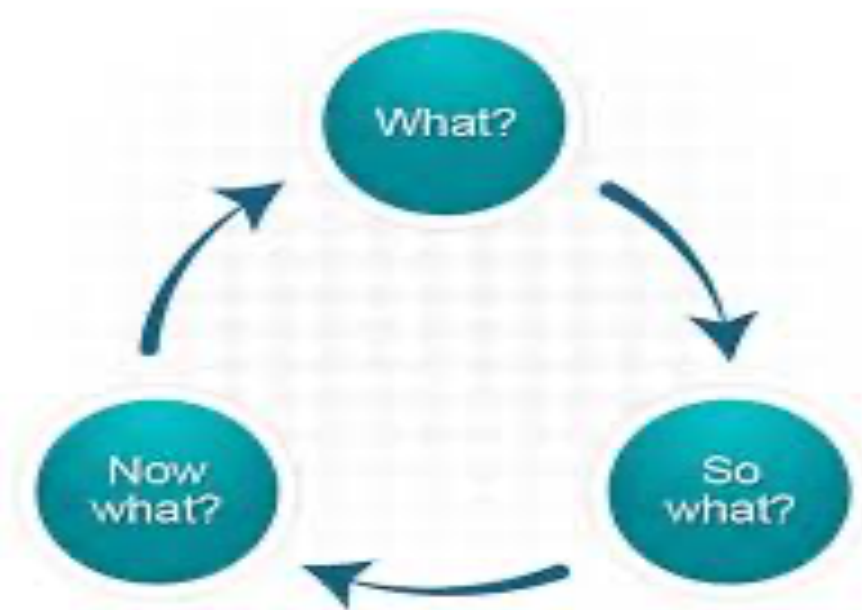
Thank you for your feedback!

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i Detailed description of mentioned guidelines are provided in Annex I.
ii The Training Evaluation Form is provided in Annex III

4.4 Anex IV: Templates

Rolfe et al's (2001) Framework for Reflexive Practice

Descriptive level of reflection	Theory - and knowledge - building level of reflection	Action-orientated (reflexive) level of reflection
What … … is the problem/difficulty/ reason for being stuck/reason for feeling bad/reason we don't get on/etc., etc.? … was my role in the situation? … was I trying to achieve? … actions did I take? … was the response of others? … were the consequences · for myself? ·for others? … feelings did it evoke . in myself? · in others?. Was good/bad about the experience?	**So what …** … does this tell me/teach me/imply/mean about me/others/our relationship/my attitudes/etc.? … was going through my mind as I acted? … did I base my actions on? … other knowledge can I bring to the situation? Experiential… personal · … could/should I have done to make it better? … is my new understanding of the situation? … broader issues arise from the situation?	**Now what …** … do I need to do in order to make things better/stop being stuck/improve my patient's care/resolve the situation/feel better/get on better/etc., etc.? … broader issues need to be considered if this action is to be successful? …might be the consequences of this action?

EntreComp Conceptual Model

PESTLE Analysis

RACI Matrix

Competitor Profile

COMPETITOR PROFILE

LOGO

COMPANY NAME
Basic contact
information:

SALES	MARKET	CUSTOMERS	STRATEGIES	PARTNERS
-Enter your text here -Enter your text here -Enter your text here -Enter your text here	-Enter your text here -Enter your text here -Enter your text here -Enter your text here	-Enter your text here -Enter your text here -Enter your text here -Enter your text here	-Enter your text here -Enter your text here -Enter your text here -Enter your text here	-Enter your text here -Enter your text here -Enter your text here -Enter your text here

Busines Canvas Model

BUSINESS MODEL CANVAS

KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITIONS	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
	KEY RESOURCES		CHANNELS	

COST STRUCTURE	REVENUE STREAMS

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