

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 Durrës, Albania
University of León, Spain

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"Entrepreneurial skills for a modern education in Albania – EntraAL" project is organised under Erasmus+ Programme, Key Action 2 – Capacity Building in the field of Higher Education 2020
Project Reference: 617886-EPP-1-2020-1-FI-EPPKA2-CBHE-SP

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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.

Within D.3.1, this document corresponds to the training module on **Entrepreneurship for University Students** 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

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 Camp

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) how to start an entrepreneurial project and how to generate business ideas, 2) how to develop business ideas through appropriate business development tools 3) how to bring business ideas to market and how to sell them.

2.1 Entrepreneurship Environment and entrepreneurship education in Albania

Albania has one of the youngest populations in Europe (ILO, 2015); the number of students enrolled in business-related degree programs is increasing each year, and especially after the fall of communism in 1991 intensifying after the 2000s. According to Roberts (2009), the young generation in CEE is more privileged than youth in Western Europe. Young people in CEE spend more time at the university, learn more foreign languages and are highly adaptable to change.

The economic development of a country depends on knowledge-based entrepreneurship (Ramaswamy and Ozcan, 2013). Efforts have been made from higher education institutions and policymakers in Albania to incentivise youth entrepreneurship, especially for young students enrolled in business-related degree-programs. In the National Action Plan for Youth in Albania 2015-2020 (Xhafaj et al., 2015), youth entrepreneurship is among the top priorities.

these factors in the Albanian context, which will be developed in the following section.

Albania is a small developing European economy located in the Western Balkan region in South-Eastern Europe. It has a population of 2.9 million inhabitants (World Bank, 2020). During the last three decades, the country has been implementing important structural reforms to support growth, create more employment opportunities and increase the overall country's productivity. Albania's transition to the market economy was slow, and even though a lot of structural economic reforms have been elaborated, they remain weakly implemented (Hach and Trenkmann, 2019). The transition years in Albania had two main consequences in terms of business opportunities in the private sector: the first consequence was the development of

family business and the second consequence is the increase of foreign direct investment. The low labour cost was a determinant in factor in attracting foreign direct investment in Albania (Asllani et al., 2014).

The country is challenged by European Union integration criteria together with other neighbouring countries in the Western Balkan Region such as Montenegro, North Macedonia, Serbia, Kosovo and Bosnia and Herzegovina. In June 2014, Albania was granted with the candidate status by the European Council. According to the Progress Report by European Commission (2019), the country has made some progress and it is moderately prepared for developing a functioning market economy where one of the main recommendations was the improvement of the labour market relevance and quality of policies that focus the capacity building of individuals. The European Commission assessment of 2020 suggests that even if employment rates in Albania have continued to increase, there is still underemployment. The gender employment gap in Albania in 2018 was 16.5 points wider compared to the EU28 average. The unemployment rate is high especially among young people, 10.7% in 2018. There are still young people that are unemployed and they still are not enrolled in any formal education or non-formal education program. Albania is not part of the GEM, so it is not possible to have data on entrepreneurship activity and youth entrepreneurship activity. There has been some recent progress in Albania in term of entrepreneurship and Start Up as of Mars 2022 the law for Start Ups was approved which gives support to Albanian Start Ups through Start Up ecosystem in line with the National Strategy on Jobs and Skills where entrepreneurship is the main pillar. In country such as Albania where after the fall of communism we produce graduates without a clear career orientation, developing the entrepreneurial spirit implies to challenge the cultural and societal barriers as well. Currently, course of Entrepreneurship are given mostly to students which study Business Administration Degrees but the majority of entrepreneurs comes from different degrees.

The Isenberg's model on the entrepreneurship ecosystem includes six elements, such as a conducive culture, appropriate policy-making, access to finance, quality of human capital, markets, and institutional and infrastructural support. A crucial feature of entrepreneurial ecosystems is the interconnected relationship between entrepreneurs, entities, and networks. The entrepreneurial ecosystem can be more dynamic; there must be an increased exchange within the ecosystem (Auerwald, 2015). In Albania the entrepreneurship and innovation ecosystem remains fragmented.

There have been several studies about entrepreneurial intention of Albanian students such as a study on entrepreneurial intention by Alimehmeti and Shaqiri (2015) which applied the Theory of Planned behaviour from Ajzen and the main conclusion was that the attitude and social norm are connected directly to entrepreneurial intention and the self-efficacy and know how are connected indirectly to the entrepreneurial intention.

Entrepreneurship education in Albania is recent. The country had a communist past and with a centralised economy. There was an increase of academic offer among public higher education institutions and private higher educations in Albania which offer business related degrees. Shaqiri (2015) analysed the academic offer in entrepreneurship education in Albanian public higher education institutions. There is a not specific bachelor degree in Entrepreneurship in public higher education institutions in Albania whereas the subject of Entrepreneurship is taught at the Bachelor level at business related degrees. At the master degree level there are specific Master Degrees in Entrepreneurship or SME management at respectively at the University of Tirana and at the University "Aleksandër Moisiu" Durrës. There is an absence of PhD programs in Entrepreneurship in Albanian public higher education institu-

tions in Albania. Entrepreneurship education is not present at the Polytechnic University, University of Sports or University of Arts. Apart from formal education, Albanian higher education institutions have been actively promoting entrepreneurship through different initiatives. Tirana Inc. is an initiative by Albanian universities and the City of Tirana to kick off a brand new student incubation programme – supported by EU for Innovation and Preneurz.Amsterdam. This initiative includes the University of Tirana, Epoka University, Polis University, Metropolitan University of Tirana and Polytechnic University. Tirana Inc. opens its doors for ambitious student teams with a great business idea. Some private higher education institutions such as Metropolitan University have established an incubator and Polis University has established an Innovation factory. Students clubs and career and alumni offices through the creation of students clubs have established mechanisms that promote entrepreneurial education. Another successful initiative is the Start-Up competition organised each year by the Department of Management, Faculty of Business, University “Aleksander Moisiu” Durrës,

Entrepreneurial education approach and is based on the constructionist learning theory. The teaching methods are cooperative learning and learning-by-doing. Apart from the short introductory lectures, the teacher will only facilitate the group work of the learners.

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 and receive rewards or recognition based on their group performance, which results in individual accountability, since the team’s success depends on its individual’s learning, not the group products. This 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 students 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.

2.2 Key concepts

- **Entrepreneur-** An entrepreneur is an individual who creates a new business, bearing most of the risks and enjoying most of the rewards. The entrepreneur is commonly seen as an innovator, a source of new ideas, goods, services, and business/or procedures.
- **Entrepreneurship-**The process of setting up a business is known as entrepreneurship
- **Start Up-**A startup company is a newly formed business with particular momentum behind it based on perceived demand for its product or service. The intention of a startup is to grow rapidly as a result of offering something that addresses a particular market gap.
- **Entrepreneurial skills-** include various skill sets such as leadership, business management, time management, creative thinking and problem-solving. The European Commission has developed EntreComp: the European Entrepreneurship Competence Framework as a reference framework to explain what is meant by an entrepreneurial mindset. EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. EntreComp is a common reference framework that identifies 15 competences in three key areas that describe what it means to be entrepreneurial. . It consists of 3 interrelated and interconnected competence areas: ‘Ideas and opportunities’, ‘Resources’ and ‘Into action’.
- **Entrepreneurial team-**is two or more individuals who jointly establish a business in which they have equal financial interest. These individuals are present at

the pre-start-up phase of the firm, before it actually begins making goods or services available to the market.

- **Entrepreneurial attitude**-Entrepreneurial attitude refers to consistent behavior and thinking, which are in line with creating and running a business.
- **SWOT analysis** -SWOT (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate a company's competitive position and to develop strategic planning. SWOT analysis assesses internal and external factors, as well as current and future potential.
- **PESTEL analysis** -A PESTEL analysis is a strategic framework commonly used to evaluate the business environment in which a firm operates. Traditionally, the framework was referred to as a PEST analysis, which was an acronym for Political, Economic, Social, and Technological; in more recent history, the framework was extended to include Environmental and Legal factors as well.
- **Entrepreneurial Opportunities** -Entrepreneurial opportunities are usually defined as situations where products and services can be sold at a price greater than the cost of their production. An 'entrepreneurial opportunity', thus, is a situation where entrepreneurs can take action to make a profit.
- **Business Idea**- A business idea is a concept that can be used for financial gain that is usually centered on a product or service that can be offered for money. An idea is the base of the pyramid when it comes to the business as a whole.
- **Business model**-The term business model refers to a company's plan for making a profit. It identifies the products or services the business plans to sell, its identified target market, and any anticipated expenses. Business models are important for both new and established businesses.
- **Business plan**-A business plan is a document that defines in detail a company's objectives and how it plans to achieve its goals. A business plan lays out a written roadmap for the firm from marketing, financial, and operational standpoints. Both startups and established companies use business plans.
- **Business Model Canvas** -Business Model Canvas 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 model
- **Elevator Pitch** -An Elevator Pitch 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).

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

3. Learning outcomes

- Develop of problem-solving and creative thinking skills and team building skills
- Apply skills and knowledge in order to identify business problems and challenges and find accordingly creative and feasible solutions
- Understanding of entrepreneurial opportunities, entrepreneurial skills , business logics, Start ups and enabling two way communication and collaboration with the business environment

- Promote of 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.

4. Sessions

<i>Nr</i>	<i>main theme</i>	<i>hours per session</i>	<i>Onsite</i>
1	Starting and entrepreneurial project	15	15
2	Building an entrepreneurial project	15	15
3	Selling the entrepreneurial idea	6	6

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.

2.

(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

Session 2- Build your entrepreneurial project

- Lecture
- Video
- Group work (onsite)
- Guest speaker
- Facilitated group work

Session 3 –Selling your business idea

- Lecture
- Pitching role playing simulation
- Final simulation presentations

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

5. Assessment

The assessment will have this components :

Session 1 assessment : 35 %

Session 2 assessment : 45 %

Session 3 assessment : 20%

Total : 100%

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>

2. 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 EntrA1 WP2 Google Drive folder).

For more information, see also documents corresponding to the training workshop in TU Dublin (D.2.3.4 in EntrA1 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)	Onsite
	Duration	4 hours
	Session number	1
	Learning out-comes* (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 (15 minutes) • Energizer Mentimeter pools : the Word entrepreneurship (15 minutes) • Guest Speaker –story telling Entrepreneur: Rafaela Rica - Iceberg communication “How to be a women Entrepreneur in Albania? “ (1 hour including Q&A) • Lecture 30 minutes • Individual self-learning –Exploring Entrepreneurial role models (1 hour minutes using different resources)
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> <u>The Creative Brain</u> <u>The Director: An Evolution in Three Acts</u> <u>I Am Bolt</u> <u>She did that</u> <u>Tony Robbins: I Am Not Your Guru</u> <u>Minimalism: A Documentary About The Important Things</u> <u>Fyre: The Greatest Party That Never Happened</u> <u>Inside Bill's Brain: Decoding Bill Gates</u> <u>Steve Jobs: The Man in the Machine</u></p>
Facilities**	laptops, flipcharts, mics, sound system, Internet server, white boards, smart boards
Assessment of the activity	Half of page of learning diary on role model on entrepreneurship and entrepreneurial skills

2	Activity	My entrepreneurial skills and my entrepreneurial team
	Mode of delivery (choose one)	Onsite
	Duration	5 hours onsite
	Session number	1
	Learning out-comes* (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 (5 hours) with the facilitation of mentors that are entrepreneurs that operate in the Albanian market and of a Business skills coach Dr. Gentjan Shaqiri from Faculty of Economy, University of Tirana
	Type (choose)	Group

Learning materials/documents	Readings : 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
Facilities**	laptops, flipcharts, mics, sound system, Internet server, white boards, smart boards
Assessment of the activity	Half of page of group work on the business idea together with the solution that it brings to the community (combined with activity 3)

3	Activity	Generation of a business idea
Mode of delivery (choose one)		Onsite
Duration		6 hours
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 (1.5 hour) • Facilitated Group Work- Brainstorming in teams (4.5 hours) with the facilitation of mentors entrepreneurs that operate in the Albanian market

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**	<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 group work on the business idea together with the solution that it brings to the community</p>

4	Activity	Business environment analysis and market analysis
	Mode of delivery (choose one)	Onsite
	Duration	5 hours onsite
	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 PESTEL 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 PESTEL 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, PESTEL, MOST, Five Forces of Porter, Hepalysis etc. Then in country teams they perform SWOT and PESTEL 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, PESTEL 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 (30 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 (1 hour) • Guest Speaker -Fabiola Duro CEO of INNVEST Albania- about empowering Start Ups in the Albanian business environment (1 hour) • Facilitated group work (onsite): business environment analysis Start Ups (3 hours) with the facilitation of Albanian mentors and entrepreneurs
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 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**	laptops, flipcharts, mics, sound system, Internet server, white boards, smart boards
Assessment of the activity	1.5 pages team report “ SWOT AND PESTLE matrix analysis”

5	Activity	Business Development Tools and Methods
	Mode of delivery (choose one)	Onsite
	Duration	6 hours
	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
Methodology	<ul style="list-style-type: none"> •Lecture (1 hour) •Guest speaker on how to elaborate and effective sales and marketing strategy-Pranvera Rrpushi- CEO and founder of the first virtual shopping mall in Albania, Graal Albania (1 hour) • Facilitated group work (presential): Identifying key components of the business development plan in teams (4 hours) with the facilitation of Albanian mentors and entrepreneurs
Type (choose)	<ul style="list-style-type: none"> •Group
Learning materials/documents	<p>Readings :</p> <p>Barringer .B, R & Ireland.D.R, , Entrepreneurship: successfully launching new ventures . Chapter 3 .</p> <p>Sources and platforms for business development tools</p> <p>Sales Navigator</p> <p>Marketo</p> <p>Hubspot</p> <p>Zoho</p> <p>Buffer</p> <p>Slack</p> <p>Asana</p>
Facilities**	<p>laptops, flipcharts, mics, sound system, Internet server, white boards, smart boards</p>

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		4 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
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 it 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 (45 minutes) •Exploring Strategyzer platform (45 minutes) •Facilitated group work (presential): Identifying key components of the business development plan in teams (2.5 hours) with the facilitation of Albanian mentors and entrepreneurs
Type (choose)		<ul style="list-style-type: none"> •Group

Learning materials/documents	<p>Readings :</p> <p>Ostewalder, A & Pigneur, Y,(2010) Business Model Generation, Chapter 1</p> <p>Sources for business development tools</p> <p>Youtube: Business Model Canas video tutorials</p> <p>Sales Navigator</p> <p>Strategyzer platform</p>
Facilities**	laptops, flipcharts, mics, sound system, Internet server, white boards, smart boards
Assessment of the activity	Business Model Canvas

7	Activity	Pitching Business Ideas
	Mode of delivery (choose one)	Onsite
	Duration	6 hours onsite
	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 (3 hours) • Evaluation of the final pitches from a jury composed by Albanian entrepreneurs, academic staff and representatives of the Municipality of Durres and the Chamber of Commerce of Durres
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
Assessment of the activity	Final Pitch

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. 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 enthousiastic 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.