

ENGAGING ENTREPRENEURIAL ECOSYSTEMS FOR THE YOUTH

## D2.1 Implementation Strategy of the Joint Classes

Deliverable No.	D2.1
Due date	31.08.2024
Type	Report
Dissemination level	Public (PU)
Status	Final
Lead beneficiary	DOBA Business School
Authors	Marina Letonja, Zineta Vilman, Martina Plantak (DOBA Business School)



This project has received funding from the European Union's Horizon Europe research and innovation programme under Grant Agreement No. 101100432

## About this report

---

This report is prepared by DOBA Business School as part of the working package WP2 "Joint Classes", Task 2.1 "Implementation Strategy of the Joint Classes".

### Suggested citation:

Letonja, M., Vilman, Z. & Plantak, M. (2024): Implementation Strategy of the Joint Classes. Deliverable Nr 2.1. of the project Ecosys4you – Engaging Entrepreneurial Ecosystems for the Youth, funded by the European Union's Horizon Europe Research and Innovation Programme. Maribor. DOBA Business School.

# Content

---

A.	Implementation strategy “EMA” - general.....	4
1	COURSE OVERVIEW .....	4
2	COURSE MODULES .....	5
3	COURSE STRUCTURE.....	6
4	LEARNING ENVIRONMENT .....	7
5	ASSESSMENT AND CERTIFICATION .....	7
6	COURSE SCHEDULE.....	7
7	INTEGRATION OF EXPERIENCED ENTREPRENEURS.....	8
8	TEAM COLLABORATION AND COMMUNICATION.....	8
9	EVALUATION AND FEEDBACK.....	9
10	MARKETING AND ENROLLMENT.....	10
11	SUPPORT AND RESOURCES .....	12
12	SUMMARY/ OVERVIEW OF EXPECTED INPUT PER PARTNER ORGANIZATION (WHAT, WHO, HOW MANY INPUTS PER MODULE/ UNIT OF A MODULE) .....	13
B.	Joint Classes Activities Plan + GantChart.....	15
C.	COURSE "EMA" - Implementation of pilot activities of teachers & e-tutors with participants .....	16

## **COURSE: "EMA" – ENTREPRENEURIAL MIND IN ACTION IN THE DIGITAL AGE**

The "Joint Classes" are organized by the Ecosys4you project partnership ([www.ecosys4you.eu](http://www.ecosys4you.eu)) to establish connections between the Entrepreneurial Ecosystems in Ruhr, Germany in Varna, Bulgaria and Slovenia. Ecosys4you has received funding from the European 'Union's Horizon Europe research and innovation programme under Grant Agreement No. 101100432.

### **The objective**

The objective is to develop classes **that foster an entrepreneurial mindset in participants with the potential to become entrepreneurs in the near future** and to educate/train teachers and e-tutors to run these classes. Private sector expertise, especially from the startups (and scale-ups) from all three regions, will be essential for the success of the joint classes. Entrepreneurs will contribute as guests and will give talks, for example, regarding their 'ventures' history, how to acquire funding in different stages of growth, and how to get from an idea to an opportunity on the market; they will coach them in developing solutions with the help of different tools/methods of fostering creativity and innovativeness. When developing the content of the joint classes, the specific needs of female entrepreneurs will be taken into account.

### **Implementation Strategy for "Entrepreneurial Mind in Action in the Digital Age" (EMA) Joint Classes**

The implementation strategy consists of:

A: Implementation strategy (general level)

B: Joint Classes Activities Plan + GantChart

C: Implementation of pilot activities of teachers with participants

C.1 At the level of the course modules/ units (title of module, titles of units, topics per unit, competencies)

C.2 At the level of the course modules/ units (title of module, topics within each module per unit; learning outcomes for participants per unit; activities with participants; assignments for participants (assessment), materials)

It was developed between **June 1 and August 30, 2024**.

In the next step, based on the implementation strategy, the concept of joint classes with a detailed implementation plan (upgraded C.2), weekly instructions with planned activities (synchronous & asynchronous), materials will be prepared by the end of November 2024 (30.11.2024).

## **A. Implementation strategy "EMA" - general**

### **1 Course overview**

"Entrepreneurial Mind in Action in the Digital Age" is a comprehensive online course consisting of three modules, each lasting four weeks and consisting of four weekly units. The course aims to equip participants with essential entrepreneurial skills, from starting a business to developing sustainable business models and pitching to investors. The course will run from March to May 2025, with each module running consecutively. Participants can choose to attend all three modules or select specific/ individual ones according to their interests. Participants can also decide to attend the modules in a self-paced mode (no participation in teamwork) or in an active mode with all activities. Each module will be assigned credit points (2 ECTS, 1 ECTS = 25 hours of participant's workload) and certificates for successful completion of the module. Microcredentials will be considered.

## 2 Course modules

The course “EMA” will be conducted in 2 pilots:

1. Pilot 1: March 3, 2025, until June 1, 2025
2. Pilot 2: November 3, 2025, until February 8, 2026

### Module 1: Seeds of success: Entrepreneurial fundamentals

- Duration: 4 weeks, **start from March 3, 2025 - March 30, 2025/ November 3, 2025 - November 30, 2025**
- Content: Basic information on starting a business (what is entrepreneurship), entrepreneurial competencies and attitudes, success and failure stories, understanding your market (market research), legal and financial foundations (for all 3 ecosystems); future trends in entrepreneurship (emerging trends and technologies)
- Activities:
  - synchronous: 3 interactive webinars (introductory webinar with the course teacher (Varna), webinar with a guest entrepreneur/ guest entrepreneurs (Varna, Ruhr, Maribor) - moderated by course teacher (Varna, Ruhr, Maribor), closing webinar with the course teacher - reflection - Varna); teamwork - collaboration in the MS Teams (e-tutors Varna, Ruhr, Maribor; discussions (forums, blogs) (e-tutors Varna, Ruhr, Maribor).
  - asynchronous: Pre-recorded micro units (covering specific topics - prepared by Varna, Ruhr, Maribor), individual assignment - test on entrepreneurial potential (competences), case studies (Varna, Ruhr, Maribor), team assignments, selected videos, readings, quizzes.

### Module 2: From concept to creation

- Duration: 4 weeks, **start from April 1, 2025 - April 28, 2025/ December 1, 2025 - December 21, 2025 & January 5, 2026 - January 11, 2026**
- Content: Ideation and creative thinking, Design thinking methodology in the process of identifying a problem, Idea generation, Idea validation, Prototyping and presenting ideas/ presentation techniques.
- Activities:
  - synchronous: 3 interactive webinars (introductory webinar with the course teacher (Ruhr), webinar with a guest entrepreneur/ guest entrepreneurs from the 3 entrepreneurial ecosystems (Varna, Ruhr, Maribor) - moderated by course teacher (Varna, Ruhr, Maribor), closing webinar with the course teacher - reflection - Ruhr; teamwork - collaboration in the MS Teams (e-tutors Varna, Ruhr, Maribor); brainstorming sessions (in MSTeams with e-tutors); prototyping exercises (in MSTeams with e-tutors); discussions (forums, blogs) (e-tutors Varna, Ruhr, Maribor).
  - asynchronous: Pre-recorded micro units (covering specific topics - Varna, Ruhr, Maribor), case studies (Varna, Ruhr, Maribor), team assignments, selected videos, readings, podcasts, quizzes.

---

### Module 3: Blueprint for sustainable success

- Duration: 4 weeks, **start from May 5, 2025 - June 1, 2025/ January 12 - February 8, 2026**
- Content: Innovative sustainable business models (donut economy concept), One-Page Business Plan and price calculations; Funding and financial planning, Pitching and infrastructure support
- Activities:
  - synchronous: 3 interactive webinars (introductory webinar with the course teacher (Maribor), webinar with a guest entrepreneur/ guest entrepreneurs (Varna, Ruhr, Maribor) - moderated by course teacher (Varna, Ruhr, Maribor), webinar - pitching in front of jury: Varna, Ruhr, Maribor; teamwork - collaboration in the MS Teams (e-tutors Varna, Ruhr, Maribor); pitching practice in MSTEams - e-tutors Varna, Ruhr, Maribor; discussions (forums, blogs) (e-tutors Varna, Ruhr, Maribor).
  - asynchronous: Pre-recorded micro units (covering specific topics - Varna, Ruhr, Maribor), case studies (Varna, Ruhr, Maribor), team assignments, selected videos, readings, quizzes.

### 3 Course structure

- **Units per module:** Each module will be divided into and delivered in 4 units (one per week).
- **Course curriculum:** learning objectives, target group and its needs, ILOs - individual learning outcomes, topics, timeline, materials (OER, ppt presentations, micro units - short videos for selected topics, videos, TED talks, podcasts, case studies, quizzes, assessments, surveys (pre- and after the module survey) will be developed (or selected), piloted and evaluated in collaboration of all project partners under the lead of DOBA Business School.
- **Synchronous activities:** interactive webinars, team meetings in MS Teams and collaboration in MSTEams in prototyping and pitching exercises and brainstorming sessions, discussions in forums, blogs, and pitching in front of a jury.
- **Asynchronous activities:** Pre-recorded videos (pre-recorded live lectures), readings, discussion forums, blogs, podcasts, quizzes, individual assignments (test +), and team assignments.
- **Learning formats/elements:**
  - **Input** – The aim is to deliver information and facilitate learning of a specific topic. Can be in the form of Video Presentations, micro units (videos), Podcasts, Texts etc.
  - **Case studies** – The aim is to facilitate practical understanding gained from the "real world". Actual stories of startups in written or video format.
  - **Startup stories** – Short videos of startups where they answer predefined questions respective to the unit. Moderated webinars with guest speakers - entrepreneurs. The aims are to facilitate direct understanding especially of complex topics, and to inspire and give an inside view on entrepreneurship in different countries.
  - **Interactive activity** – The aim is to develop skills. These can be different forms of activities (group or individual) where the participants are confronted with a task they need to solve. Requires creativity, cooperation and probably moderation. (e.g. brainstorming, prototyping exercises etc.)
  - **Individual assignments:** The aim of an individual assignment is to assess ' 'participant's understanding and mastery of specific topics or skills covered in a course. It encourages independent research, critical thinking, and the application of theoretical concepts to practical scenarios.

- **Group assignments:** The aim of group assignments is multifaceted, targeting both educational and interpersonal skill development. For example, creating a pitch is the activity "rewarded" with the developed skills, the finished product is then rewarded with points.
- **Test – Quiz:** quizzes at the end of each module assess, reinforce, and enhance the learning process, ensuring participants are well-prepared and confident in their understanding before advancing to new material.

## 4 Learning environment

- **Platform:**
  - Virtual Learning Environment (VLE) - Blackboard (BB ultra) hosted by DOBA Business School (2 times piloting in March to May 2025 and November 2025 until beginning of February 2026) to support the 100% online delivery of the course/ 3 modules - all synchronous/ asynchronous activities; guidelines for teachers and e-tutors will be prepared (December 2024/adjustment September 2025) and two days online training (total of 8 hours) will be conducted for teachers and e-tutors in January 2025/ October 2025. E-guidelines for participants will also be written, and an introductory day will be held for the participants in order to get familiar with the VLE (Virtual Learning Environment) before the start of the first module, which will be conducted in February 2025 and October 2025.
  - Learning Management System (LMS) - all materials, instructions, quizzes, and submissions will be accessible and done online.
- **MS Teams:** Participants will work in international, multicultural teams (maximum of 4-5 participants per team) to encourage diverse perspectives and intercultural collaboration.

## 5 Assessment and certification

- **Quizzes:** At the end of each unit to check understanding and knowledge retention. Automatic response to the participant on the achieved results with correct answers.
- **Individual assignment** – Test of entrepreneurial (competencies) potential is the only foreseen individual activity in Module 1, Unit 2; automatic feedback on the achieved result by the system.
- **Team assignments:** Projects and presentations assessed by e-tutors (from Varna, Ruhr, Maribor).
- **Certificates:** Awarded upon successful completion of each module, evaluated by ECTS credits (2 ECTS per module, 1 ECTS = 25 hours of workload) and / or certificate of successful completion, potential of microcredentials.

## 6 Course schedule

The course schedule is developed for the first and the second pilot of "EMA".

### Module 1: Seeds of success: Entrepreneurial fundamentals (3.03.2025 - 30.03.2025) / (3.11.2025 - 30.11.2025)

- Week 1 (3.03.2025 - 9.03.2025/ 3.11.2025 - 9.11.2025): What is entrepreneurship (inclusive ethical principles)
- Week 2 (10.03.2025 - 16.03.2025/ 10.11.2025 - 16.11.2025): Entrepreneurial competencies (including test)
- Week 3 (17.03.2025 - 23.03.2025/ 17.11.2025 - 23.11.2025): Understanding your market

- Week 4 (24.03.2025 - 30.03.2025/ 24.11.2025 - 30.11.2025): Legal and financial foundations (for all 3 ecosystems)

### **Module 2: From concept to creation (1.04.2025 - 28.04.2025)/ (1.12.2025 - 21.11.2025 & 5.01.2026 - 11-01.2026)**

- Week 1 (1.04.2025 - 7.04.2025/ 1.12.2025 - 7.12.2025): Ideation and innovation
- Week 2 (8.04.2025 - 14.04.2025/ 8.12.2025 - 14.12.2025): Design thinking in process
- Week 3 (15.04.2025 - 21.04.2025/15.12.2025 - 21.12.2025): Prototyping and experimentation
- Week 4 (22.04.2025 - 28.04.2025/ 5.01.2026 - 11.01.2026): Presentation techniques

### **Module 3: Blueprint for sustainable success (5.05.2025- 1.06.2025)/ 12.01.2026 - 8.02.2026**

- Week 1 (5.05.2025 - 11.05.2025/ 12.01.2026 - 18.01.2026): Innovative sustainable business models (donut economy concept included)
- Week 2 (12.05.2025 - 18.05.2025/ 19.01.2026 - 25.01.2026): One-Page Business Plan and price calculations
- Week 3 (19.05.2025 - 25.05.2025/ 26.01.2026 - 01.02.2026): Funding and financial planning
- Week 4 (26.05.2025 - 1.06.2025/ 02.02.2026 - 08.02.2026): Pitching and infrastructure support

## **7 Integration of experienced entrepreneurs**

- **Guest speakers:** Entrepreneurs from Varna, Ruhr, and Maribor will share their experiences in synchronous meetings (moderated webinars/ round tables) in all 3 modules. Project partners will invite one guest speaker from each ecosystem per module (total of 3 guest speakers per ecosystem).
- **Case studies:** Real-world examples from the 3 entrepreneurial ecosystems will be included in all 3 modules (source: bioskills). For each ecosystem the project partners will provide one case study per module/ 3 case studies in total (5-6 pages case studies or "one pagers").
- **Jury (pitching of a "one page business plan" ):** Opportunities for students to receive feedback from experienced entrepreneurs. A pitching session (webinar) will be organized and conducted at the end of the Module 3 / Unit 4. The jury will consist of the representatives of all project partner institutions (course teachers and external stakeholders - entrepreneurs).

## **8 Team collaboration and communication**

Upon registration participants will decide on active participation (will collaborate in teamwork) in one, two or all three modules of the course "EMA" or they will register only for a self-paced participation (not collaborating in team activities). Maximum number of participants per pilot of the course "EMA" is 100.

The number of international teams will be defined depending on the number of registered (active participation) participants per module.

Each team will consist of a maximum 4-5 participants from different ecosystems.

E-tutors will monitor/ support the work of international teams.

At least one e-tutor from each ecosystem (Varna, Ruhr and Maribor) per one module will be actively involved in the tutoring process.

Each e-tutor will be assigned a maximum of 6 to 8 teams.



International teams of participants will be formed, and e-tutors will put them on the MS Teams platform (provided by DOBA Business School).

- **The role of an e-tutor:**

An e-tutor serves as a mentor to students in an online study environment by providing academic support, guidance, and motivation. Their role includes facilitating discussions, answering questions, offering feedback on assignments, and helping students understand course materials. E-tutors also monitor student progress, identify learning challenges, and provide personalized assistance to enhance the learning experience. They play a crucial role in creating an engaging and supportive virtual classroom, fostering a sense of community, and ensuring that students remain motivated and on track with their studies.

- **MS Teams:** Central platform for all team activities, including meetings, file sharing, and discussions.

Microsoft Teams (MS Teams) plays a pivotal role in supporting teamwork and collaboration by offering a comprehensive suite of tools designed to facilitate communication, coordination, and task management. Key features include: communication (chat, audio, video calls, real-time communication, regardless of the physical location of team members, it enables quick decision-making), file sharing and collaboration (the platform integrates with other Microsoft Office applications like Word, Excel, and PowerPoint, enabling users to create, share, and collaborate on documents directly within the app), meetings/ conferencing (scheduling and hosting virtual meetings, webinars, enabling virtual whiteboards, meeting recordings...), task management and integration (tracking progress, set deadlines), team assignments (collaborative assignments/ tasks).

- **Team assignments:** Collaborative projects/ tasks that require input from all team members, fostering teamwork and international collaboration.

Team assignments are a valuable educational tool that prepares participants for future professional environments, promoting a range of skills that are beneficial both academically and in their careers. Effective international team collaboration and communication are key drivers of innovation, competitiveness, and success in the global market.

## 9 Evaluation and feedback

- **Continuous assessment:** Through quizzes, assignments, and participation (interactive webinars).
- **Feedback mechanism:** Regular feedback from e-tutors and peers.

Continuous assessment and feedback are vital components of effective online education, promoting a deeper understanding, engagement, and overall success in 'participants' academic journeys. It is important for several reasons: regular assessment helps in monitoring 'participants' progress and understanding, ensuring they are meeting learning objectives; providing timely feedback helps participants correct mistakes and misunderstandings promptly, fostering better retention and comprehension of the material; continuous assessment keeps participants engaged and motivated by providing them with a clear sense of their progress and areas needing improvement; personalized learning; regular feedback helps participants develop critical thinking, problem-solving, and analytical skills through consistent practice and reflection; feedback provides constructive guidance; positive feedback and recognition of improvements can boost 'participants' confidence and encourage them to engage more actively in their studies.

In each unit of Module 1, 2, 3, we plan team assignments of different natures - short case study and problem-solving, problem identification, generating solutions for the problem/idea generation, idea validation, developing a prototype, preparing presentations by using different tools and presentation techniques, business model development, one-page business plan development, preparing a pitch and pitching. Not to forget peer assessments.

At the end of each module, participants will take a quiz. End-of-module quizzes are a valuable educational tool that enhances learning, provides critical feedback, and supports knowledge creation. They are important for several reasons: enhanced learning outcomes, immediate feedback, motivational tools as they can clearly see their progress, skills development - critical thinking, problem-solving, and analytical skills through consistent practice and reflection.

- **Final presentation:** Teams will submit their projects/ assignments for each module, and e-tutors will evaluate them; the final one-page business plan pitch will be in front of a jury.

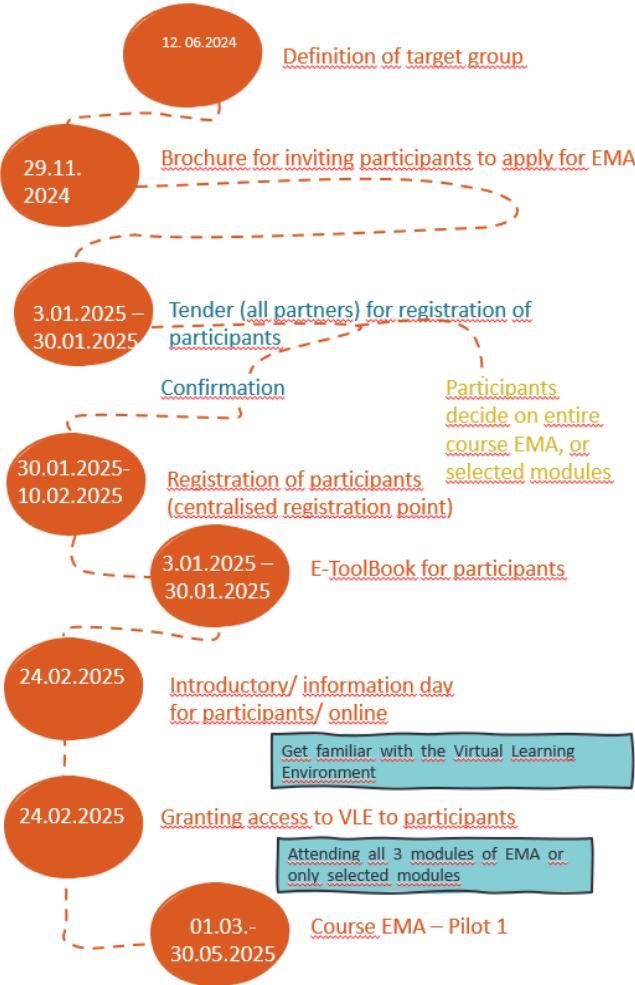
## 10 Marketing and enrollment

The course "EMA" will be conducted by two pilots.

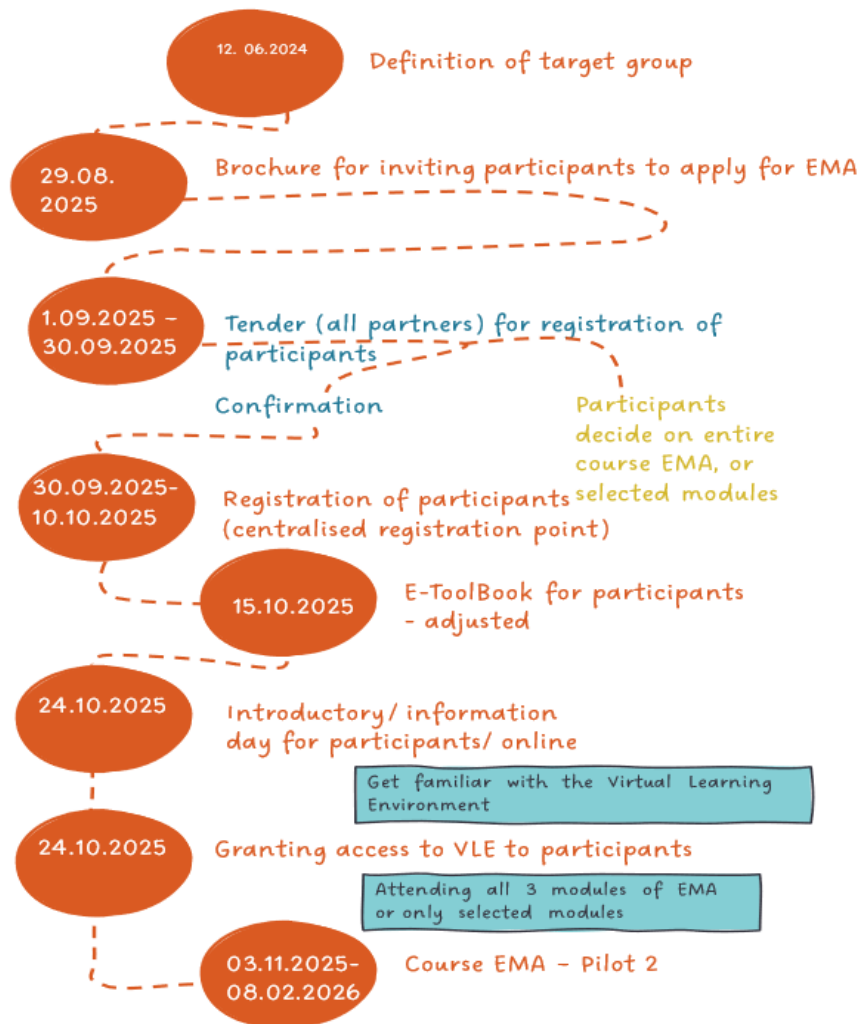
In each ecosystem (Varna, Ruhr and Maribor), project partners will be responsible for the promotion of course "EMA".

- **Brochure:** DOBA Business school is responsible for preparing the brochure for inviting participants from all ecosystems to the course "EMA"(pilot 1, pilot 2)
- **Promotion:** The tender will be published by all project partners. University channels, social media, entrepreneurial networks, and partner institutions will be used to promote the course "EMA" and invite participants. (pilot 1, pilot 2)
- **Enrollment process:** will be repeated twice (pilot 1, pilot 2)
  - Online registration with options to choose one, two, or all three modules and
    - all activities: synchronous, asynchronous, individual & team activities
    - self-paced activities - without engaging in team activities

# Pilot 1: Application journey



## Pilot 2: Application journey



## 11 Support and resources

- **Technical support:** Available for all participants to ensure smooth online learning. Provided by DOBA Business School (IT services).
- **Resources:**
  - **Guidelines** for teachers and e-tutors (How to work in VLE – BBU) will be written. After the first pilot of the course "EMA" and its evaluation, the Guidelines will be adjusted/ upgraded upon the feedback for the second pilot.
  - **e-Toolbook** for participants on how to study in VLE (BBU) will be prepared. After the first pilot of the course "EMA" and its evaluation, the e-Toolbook will be adjusted/ upgraded upon the feedback for the second pilot.

## **12 Summary/ Overview of expected input per partner organization (what, who, how many inputs per module/ unit of a module)**

Deriving from the Implementation of pilot activities of teachers with participants - C.2 At the level of the course modules/ units (title of module, topics within each module per unit; learning outcomes for participants per unit; activities with participants; assignments for participants (assessment), materials) we summarize tasks to be taken by (are expected from) the project partners from all 3 entrepreneurial ecosystems:

Varna:

- Coordination of the Module 1
- Introductory webinar module 1/ Unit1
- Final webinar module 1/Unit 4
- Moderating webinar with guest entrepreneurs – Module 1 / Unit 2
- Providing 3 guest entrepreneurs for webinars in Module 1, 2, 3 (Unit 2)
- Providing 11 micro units – videos of 2-3 minutes covering selected topic (3 modules, all units)
- Providing 9 micro units – videos of 3-5 minutes or testimonials of entrepreneurs (3 modules, all units)
- Providing 3 case studies (short one page case studies), one per module
- Prepare a quiz for Module 1/ unit 4
- Provide one e-tutor per module
- Provide one teacher per module

Ruhr:

- Coordination of the Module 2
- Introductory webinar module 2/ Unit1
- Final webinar module 2/Unit 4
- Moderating webinar with guest entrepreneurs – Module 2 / Unit 2
- Providing 3 guest entrepreneurs for webinars in Module 1, 2, 3 (Unit 2)
- Providing 11 micro units – videos of 2-3 minutes covering selected topic (3 modules, all units)
- Providing 9 micro units – videos of 3-5 minutes or testimonials of entrepreneurs (3 modules, all units)
- Providing 3 case studies (short one page case studies), one per module
- Prepare a quiz for Module 2/ unit 4
- Provide one e-tutor per module
- Provide one teacher per module

Slovenia:

- Coordination of the Module 3
- Introductory webinar module 3/ Unit1
- Final webinar module 3/Unit 4
- Moderating webinar with guest entrepreneurs – Module 3 / Unit 2
- Providing 3 guest entrepreneurs for webinars in Module 1, 2, 3 (Unit 2)
- Providing 11 micro units – videos of 2-3 minutes covering selected topic (3 modules, all units)
- Providing 9 micro units – videos of 3-5 minutes or testimonials of entrepreneurs (3 modules, all units)
- Providing 3 case studies (short one page case studies), one per module
- Prepare a quiz for Module 3/ unit 4
- Provide one e-tutor per module
- Provide one teacher per module

Content	Module 1				Module 2				Module 3			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
Intro webinar	1				1				1			
Final webinar				1				1				1
Guest speaker - entrepreneur		3/1				3/1				3/1		
Moderator		1				1				1		
Video microunits:												
Topic related	1	1	1	1	1	1	1	1	1	1	1	1
Entrepreneurs' testimonials	1		1	1	1		1	1	1		1	1
case study			3/1			3/1				3/1		
quiz				1				1				1
e-tutors	1	1	1	1	1	1	1	1	1	1	1	1
Teachers	1	1	1	1	1	1	1	1	1	1	1	1
Coordinator:	VARNA				RUHR				SLOVENIA			

VARNA
RUHR
DOBA
ALL

Legend:

By following this implementation strategy, "Entrepreneurial Mind in Action in the Digital Age" will provide a rich and engaging learning experience, preparing participants for real-world entrepreneurial challenges.



## C. COURSE "EMA" - Implementation of pilot activities of teachers & e-tutors with participants

- C.1 At the level of the course modules/ units (title of module, titles of units, topics per unit, competencies)
- C.2 At the level of the course modules/ units (title of module, topics within each module per unit; learning outcomes for participants per unit; activities with participants; assignments for participants (assessment), materials)

### C.1 Implementation at the level of the course modules/ units (title of module, titles of units, topics per unit, competences)

COURSE "EMA" CONTENT	COMPETENCIES
<b>MODULE 1: SEEDS OF SUCCESS: ENTREPRENEURIAL FUNDAMENTALS</b>	
<p><b>UNIT 1: What is Entrepreneurship (inclusive ethical principles)</b></p> <ul style="list-style-type: none"> <li>● Entrepreneurial mindset, traits and skills</li> <li>● Success and failure</li> <li>● Guests and their stories</li> <li>● Future trends in entrepreneurship (emerging trends and technologies, ethical principles)</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Understand entrepreneurship and its role in the economy.</b> <ul style="list-style-type: none"> <li>● Develop a comprehensive understanding of what entrepreneurship is and its significance in economic growth and innovation. Explore how entrepreneurs create value, generate employment, and drive societal progress.</li> </ul> </li> <li><b>2. Develop, express and apply an understanding of the entrepreneurial mindset and how it contributes to succeeding as an entrepreneur.</b> <ul style="list-style-type: none"> <li>● Identify and cultivate the key traits, skills, and attitudes that constitute an entrepreneurial mindset. Learn how resilience, creativity, risk-taking, and problem-solving are essential for entrepreneurial success.</li> </ul> </li> <li><b>3. Learn from the stories and experiences of successful entrepreneurs and understand how their mindset and strategies contribute to success.</b> <ul style="list-style-type: none"> <li>● Analyze the journeys of successful entrepreneurs, focusing on the strategies they employed, the challenges they faced, and how their mindset facilitated their success. Extract practical lessons and inspiration from their experiences.</li> </ul> </li> <li><b>4. Identify emerging trends and technologies that are shaping the future of entrepreneurship.</b> <ul style="list-style-type: none"> <li>Investigate the latest trends and technological</li> </ul> </li> </ol>



	<p>advancements that are influencing the entrepreneurial landscape. Understand how these emerging trends can create new opportunities and how to strategically position oneself to leverage these changes.</p>
<p><b>UNIT 2: Entrepreneurial competencies:</b></p> <ul style="list-style-type: none"> <li>● Characteristics of successful entrepreneurs</li> <li>● Developing an entrepreneurial attitude</li> <li>● Test of entrepreneurial potential (competencies)</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Understand the core competencies required for entrepreneurship.</b> <ul style="list-style-type: none"> <li>○ Gain a thorough understanding of the essential skills and attributes needed for entrepreneurial success. This includes strategic thinking, leadership, innovation, and adaptability.</li> </ul> </li> <li>2. <b>Identification of personal strengths characteristic of successful entrepreneurs.</b> <ul style="list-style-type: none"> <li>○ Recognize and evaluate personal traits and strengths that align with those of successful entrepreneurs. Learn to leverage these strengths in your entrepreneurial endeavours.</li> </ul> </li> <li>3. <b>Conduct a self-assessment test of entrepreneurial competences to identify strengths and areas for improvement.</b> <ul style="list-style-type: none"> <li>○ Perform a comprehensive self-assessment to gauge your entrepreneurial competencies. Identify areas of strength to build on and areas for improvement to focus on personal development.</li> </ul> </li> <li>4. <b>Cultivate a proactive and opportunity-seeking mindset.</b> <ul style="list-style-type: none"> <li>● Develop an attitude that is proactive, seeks out opportunities, and is willing to take initiative. Learn how to identify and capitalize on opportunities in various contexts and industries.</li> </ul> </li> </ol>
<p><b>UNIT 3: Understanding your market</b></p> <ul style="list-style-type: none"> <li>● Market segmentation</li> <li>● Market segmentation and targeting</li> <li>● Competitive analysis</li> <li>● Identifying and analyzing competitors</li> <li>● SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Identify different methods of market segmentation (demographic, geographic, psychographic, behavioral) and understand their importance.</b> <ul style="list-style-type: none"> <li>○ Learn to recognize and apply various market segmentation methods. Understand the significance of segmenting the market to tailor products and marketing strategies effectively.</li> </ul> </li> <li>2. <b>Evaluate and select appropriate market segments for a product or service.</b> <ul style="list-style-type: none"> <li>○ Develop the ability to assess different market segments and determine the most suitable ones for a specific product or service. Justify the choice of segments based on market data and business objectives.</li> </ul> </li> </ol>

	<ol style="list-style-type: none"> <li>3. <b>Identify direct and indirect competitors within a market and evaluate their strengths, weaknesses, strategies, and market positions.</b> <ul style="list-style-type: none"> <li>○ Acquire skills to identify and analyze both direct and indirect competitors. Evaluate their competitive advantages, market strategies, and positioning to inform your own strategic decisions.</li> </ul> </li> <li>4. <b>Perform a SWOT analysis to identify the internal strengths and weaknesses, and external opportunities and threats for a business.</b> <ul style="list-style-type: none"> <li>○ Master the process of conducting a comprehensive SWOT analysis. Learn how to identify and interpret the internal and external factors that impact a business's performance and strategic planning.</li> </ul> </li> </ol>
<p><b>UNIT 4: Legal and financial foundations (for all ecosystems):</b></p> <ul style="list-style-type: none"> <li>○ Legal structures and requirements</li> <li>○ Types of business entities</li> <li>○ Legal considerations and compliance</li> <li>○ Financial management</li> <li>○ Basics of accounting and finance</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Identify and describe various types of business entities, including sole proprietorships, partnerships, limited liability companies (LLCs), and corporations.</b> <ul style="list-style-type: none"> <li>○ Gain an understanding of the different types of business entities. Learn to identify the characteristics, legal implications, and operational structures of sole proprietorships, partnerships, LLCs, and corporations.</li> </ul> </li> <li>2. <b>Evaluate the advantages and disadvantages of different business entities.</b> <ul style="list-style-type: none"> <li>○ Analyze the benefits and drawbacks of each type of business entity. Understand the implications for liability, taxation, management, and scalability, helping to make informed decisions about the most suitable entity for a business venture.</li> </ul> </li> <li>3. <b>Understand the legal requirements for forming and operating different types of business entities.</b> <ul style="list-style-type: none"> <li>○ Learn the specific legal requirements for establishing and running various business entities. This includes understanding the necessary documentation, registration processes, and ongoing compliance obligations.</li> </ul> </li> <li>4. <b>Understand the purpose and components of key financial statements, including the income statement, balance sheet, and cash flow statement.</b> <ul style="list-style-type: none"> <li>● Develop a foundational understanding of essential financial statements. Learn how to</li> </ul> </li> </ol>

	<p>interpret the income statement, balance sheet, and cash flow statement to assess the financial health and performance of a business.</p>
<p><b>MODULE 2: FROM CONCEPT TO CREATION</b></p>	
<p><b>UNIT 1: Ideation and innovation</b></p> <ul style="list-style-type: none"> <li>● Generating business ideas</li> <li>● Techniques for idea generation</li> <li>● Identifying problems and finding solutions</li> <li>● Innovation and creativity</li> <li>● Types of innovation (product, process, etc.)</li> <li>● Fostering creativity in business</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Identify and articulate specific problems or needs within a market or community.</b> <ul style="list-style-type: none"> <li>○ Develop the ability to recognize and clearly define problems or unmet needs in a market or community. This competency involves conducting market research and engaging with potential customers to understand their pain points.</li> </ul> </li> <li>2. <b>Apply different techniques to generate a wide range of business ideas such as brainstorming, mind mapping, and reverse thinking.</b> <ul style="list-style-type: none"> <li>○ Learn and practice various ideation techniques to generate diverse and creative business ideas. Understand how to use tools like brainstorming sessions, mind mapping, and reverse thinking to foster innovation.</li> </ul> </li> <li>3. <b>Develop innovative solutions to address identified problems, focusing on feasibility and impact.</b> <ul style="list-style-type: none"> <li>○ Cultivate the ability to create and refine innovative solutions that address specific problems or needs. Emphasize the importance of evaluating the feasibility and potential impact of these solutions.</li> </ul> </li> <li>4. <b>Distinguish between different types of innovation, including product innovation, process innovation, business model innovation, and incremental versus radical innovation.</b> <ul style="list-style-type: none"> <li>● Understand and differentiate various forms of innovation. Learn to identify opportunities for product, process, and business model innovation, and recognize the differences between incremental and radical innovation.</li> </ul> </li> </ol>
<p><b>UNIT 2: Design thinking in process</b></p> <ul style="list-style-type: none"> <li>● Design thinking methodology</li> <li>● Problem identification</li> <li>● Idea generation (for specific identified problem)</li> <li>● Idea validation</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Recognize the key phases of design thinking (empathize, define, ideate, prototype, test) and understand how they contribute to innovative problem-solving.</b> <ul style="list-style-type: none"> <li>○ Develop a thorough understanding of the design thinking process, including the purpose and activities involved in each phase. Learn how each phase contributes to creating innovative, user-centered solutions.</li> </ul> </li> </ol>

	<ol style="list-style-type: none"> <li>2. <b>Understand the importance of a human-centered approach in design thinking and its impact on creating user-focused solutions.</b> <ul style="list-style-type: none"> <li>○ Emphasize the significance of empathy and user focus in the design thinking process. Learn how to incorporate user insights and feedback into the development of solutions that truly meet their needs.</li> </ul> </li> <li>3. <b>Formulate clear and concise problem statements that capture the core issues faced by users.</b> <ul style="list-style-type: none"> <li>○ Learn to synthesize research findings into well-defined problem statements. Develop the ability to articulate the core issues in a way that guides the ideation and solution development process.</li> </ul> </li> <li>4. <b>Assess the feasibility of ideas based on technical, financial, and market considerations.</b> <ul style="list-style-type: none"> <li>● Gain the skills to evaluate potential solutions for their practicality and viability. Understand how to assess ideas considering technical capabilities, financial constraints, and market conditions to ensure they can be effectively implemented.</li> </ul> </li> </ol>
<p><b>UNIT 3: Prototyping and experimentation</b></p> <ul style="list-style-type: none"> <li>● Building prototypes</li> <li>● 'Users' testing session of prototypes (peers in role of users)</li> <li>● Refining prototypes based on feedback of peers</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Develop low-fidelity prototypes (e.g., sketches, paper models) to quickly visualize ideas and gather initial feedback.</b> <ul style="list-style-type: none"> <li>○ Gain the ability to create simple, low-cost prototypes that help visualize and communicate initial ideas. Understand the importance of using these prototypes to gather early feedback and iterate quickly.</li> </ul> </li> <li>2. <b>Create high-fidelity prototypes (e.g., digital mock-ups, working models) to test more refined concepts with users.</b> <ul style="list-style-type: none"> <li>○ Learn to develop more detailed and functional prototypes that closely resemble the final product. Use these prototypes to conduct more thorough testing and gather specific feedback on usability and functionality.</li> </ul> </li> <li>3. <b>Conduct user testing sessions to collect feedback on prototypes and understand user interactions.</b> <ul style="list-style-type: none"> <li>○ Develop the skills to plan and execute user testing sessions. Learn how to observe and analyze user interactions with prototypes to gain insights into</li> </ul> </li> </ol>

	<p>their needs, preferences, and pain points.</p> <ol style="list-style-type: none"> <li>4. <b>Implement an iterative testing process to refine and improve prototypes based on user feedback.</b> <ul style="list-style-type: none"> <li>● Master the iterative process of testing, feedback collection, and prototype refinement. Understand how to use user feedback to make informed improvements, ensuring the final product meets user expectations and requirements.</li> </ul> </li> </ol>
<p><b>UNIT 4: Presentation techniques:</b></p> <ul style="list-style-type: none"> <li>● Pitching and Pecha Kucha</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Develop a concise and engaging elevator pitch that clearly communicates the core idea and value proposition of a business.</b> <ul style="list-style-type: none"> <li>○ Master the ability to create and deliver a brief, compelling pitch that captures the essence of a business idea, highlighting its unique value proposition and potential impact.</li> </ul> </li> <li>2. <b>Structure a pitch presentation to include key elements such as the problem, solution, market opportunity, prototype.</b> <ul style="list-style-type: none"> <li>○ Learn to organize a pitch presentation effectively, ensuring it covers all critical aspects such as identifying the problem, proposing a solution, exploring the market opportunity, prototype.</li> </ul> </li> <li>3. <b>Understand the format and rules of a Pecha Kucha presentation (20 slides, 20 seconds per slide).</b> <ul style="list-style-type: none"> <li>○ Gain a thorough understanding of the Pecha Kucha format and its strict timing rules. Learn how to prepare for this unique presentation style to deliver information efficiently and effectively within the time constraints.</li> </ul> </li> <li>4. <b>Craft a concise and impactful script that aligns with the timing of the slides.</b> <ul style="list-style-type: none"> <li>● Develop the skills to write a clear, impactful script that synchronizes perfectly with the Pecha Kucha slide transitions. Ensure the narrative is compelling and maintains audience engagement throughout the presentation.</li> </ul> </li> </ol>
<p><b>MODULE 3: BLUEPRINT FOR SUSTAINABLE SUCCESS</b></p>	
<p><b>Unit 1: Innovative sustainable business models (donut economy concept)</b></p> <ul style="list-style-type: none"> <li>● Understanding sustainable business models</li> <li>● Donut economy concept</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Define what constitutes a sustainable business model and its importance in contemporary business practices.</b></li> </ol>

<ul style="list-style-type: none"> <li>● Examples of successful sustainable business models</li> <li>● Developing a sustainable business model <ul style="list-style-type: none"> <li>○ Using the business model canvas with a sustainability focus</li> </ul> </li> <li>● Case studies and best practices</li> <li>● Analysis of companies with strong sustainable business practices</li> <li>● Lessons learned and applications to your own business</li> </ul>	<ul style="list-style-type: none"> <li>○ Gain a clear understanding of sustainable business models, including their characteristics, principles, and the critical role they play in ensuring long-term economic, social, and environmental viability.</li> </ul> <ol style="list-style-type: none"> <li>2. <b>Understand the framework of the donut economy, which balances social foundations and ecological ceilings.</b> <ul style="list-style-type: none"> <li>○ Learn about the donut economy concept, including its core components and how it aims to create a balanced approach to economic development that respects both social foundations and ecological boundaries.</li> </ul> </li> <li>3. <b>Integrate sustainability considerations into each component of the Business Model Canvas, including value proposition, customer segments, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structure.</b> <ul style="list-style-type: none"> <li>○ Develop the ability to incorporate sustainability into all elements of the Business Model Canvas. Understand how to align business strategies with sustainable practices across different components of the business model.</li> </ul> </li> <li>4. <b>Extract lessons from case studies and best practices that can be applied to your own business model.</b> <ul style="list-style-type: none"> <li>○ Analyze case studies and best practices from leading sustainable companies. Learn to identify key insights and strategies that can be adapted and applied to enhance the sustainability of your own business model.</li> </ul> </li> </ol>
<p><b>UNIT 2: One-Page Business Plan and price calculations</b></p> <ul style="list-style-type: none"> <li>○ Creating a One-Page Business Plan</li> <li>○ Key components of a One-Page Business Plan</li> <li>○ Identifying key infrastructure needs (technology, operations, HR)</li> <li>○ Planning for scalability and growth</li> <li>○ Pricing strategies and calculations <ul style="list-style-type: none"> <li>- Fundamentals of pricing strategies (cost-based, value-based, competition-based)</li> <li>- Calculating break-even points and profit margins</li> </ul> </li> <li>○ Drafting your One-Page Business Plan</li> <li>○ Interactive session to create and refine your One-Page Business Plan</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Identify, describe and pitch the key components of a one-page business plan, including mission statement, value proposition, market analysis, competitive analysis, marketing strategy, operational plan, and financial summary.</b> <ul style="list-style-type: none"> <li>○ Learn to create a concise, comprehensive one-page business plan that effectively communicates the core aspects of a business. Understand the significance of each component and how to articulate them clearly.</li> <li>○ Present one-page business plan to peers for review, learn to provide</li> </ul> </li> </ol>

<ul style="list-style-type: none"> <li>○ Peer reviews and feedback</li> <li>○ Cases and exercises to determine pricing for your products/services</li> </ul>	<p>structured feedback and improve plan based on peers insights.</p> <ol style="list-style-type: none"> <li>2. <b>Develop strategies for scaling the business and managing growth effectively.</b> <ul style="list-style-type: none"> <li>○ Gain the skills to plan for business scalability and growth. Learn to allocate resources efficiently, including capital, personnel, and technology, to support expansion and ensure sustainable development.</li> </ul> </li> <li>3. <b>Understand and apply cost-based pricing strategies, including calculating costs and setting prices to achieve desired profit margins.</b> <ul style="list-style-type: none"> <li>○ Master the fundamentals of cost-based pricing strategies. Learn to calculate the costs involved in producing a product or service and set prices that ensure profitability, considering desired profit margins based on hypothetical products/services, reinforcing learning through hands-on practice and cases</li> </ul> </li> <li>4. <b>Calculate the break-even point to determine the minimum sales volume needed to cover costs.</b> <ul style="list-style-type: none"> <li>● Develop the ability to compute the break-even point for a business. Understand how to determine the minimum sales volume required to cover all costs and achieve financial sustainability.</li> </ul> </li> </ol>
<p><b>UNIT 3: Funding and financial planning</b></p> <ul style="list-style-type: none"> <li>● Exploring funding options (in all ecosystems)</li> <li>● Overview of funding sources (bootstrapping, loans, venture capital, crowdfunding)</li> <li>● Pros and cons of each funding type</li> <li>● Developing a financial plan</li> <li>● Basics of financial projections (revenue, expenses, profit)</li> <li>● Creating a simple financial plan</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Identify and describe various funding sources available to startups and businesses, including bootstrapping, loans, venture capital, and crowdfunding.</b> <ul style="list-style-type: none"> <li>○ Gain comprehensive knowledge of different funding sources. Learn to identify and describe the key characteristics, processes, and requirements of bootstrapping, loans, venture capital, and crowdfunding.</li> </ul> </li> <li>2. <b>Analyze the advantages and disadvantages of each type of funding, considering factors such as control, risk, cost, and potential for growth.</b> <ul style="list-style-type: none"> <li>○ Develop the ability to critically evaluate the pros and cons of various funding options. Understand how each funding type affects business control, risk exposure, costs, and growth potential, enabling informed decision-making.</li> </ul> </li> </ol>

	<ol style="list-style-type: none"> <li>3. <b>Learn how to project potential revenue based on market analysis, pricing strategies, and sales forecasts.</b> <ul style="list-style-type: none"> <li>○ Master the skills to create accurate revenue projections. Learn to use market analysis, pricing strategies, and sales forecasts to estimate potential income, helping to guide business planning and financial strategies.</li> </ul> </li> <li>4. <b>Develop basic financial statements, including income statements, balance sheets, and cash flow statements.</b> <ul style="list-style-type: none"> <li>● Acquire the knowledge to create fundamental financial statements. Understand how to compile and interpret income statements, balance sheets, and cash flow statements to monitor financial health and support strategic planning.</li> </ul> </li> </ol>
<p><b>UNIT 4: Pitching and infrastructure support</b></p> <ul style="list-style-type: none"> <li>● Pitching to investors</li> <li>- Techniques for a successful investor pitch</li> <li>- Common pitfalls and how to avoid them</li> <li>- Pitch practice sessions</li> <li>● Live pitch sessions with peer and mentor feedback</li> <li>● Interactive improvement based on feedback</li> <li>● Pitching in front of jury</li> <li>● Connecting with support networks</li> <li>● Supporting infrastructure in all ecosystems</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Learn how to structure a compelling investor pitch, including key elements such as the problem, solution, market opportunity, business model, team, and financial projections.</b> <ul style="list-style-type: none"> <li>○ Master the ability to create and present a well-organized and persuasive pitch. Understand how to effectively highlight the problem, propose a solution, demonstrate market opportunity, explain the business model, showcase the team, and provide clear financial projections.</li> <li>○ Learn and understand common pitfalls such as lack of planning, poor financial management, neglecting online presence, overexpansion, weak leadership, and taking proactive measures to avoid them.</li> </ul> </li> <li>2. <b>Gain practical experience by delivering live pitches in front of peers and mentors, and learn how to receive and interpret feedback constructively to improve pitch content and delivery.</b> <ul style="list-style-type: none"> <li>○ Obtain hands-on experience by practicing pitches in a supportive environment. Learn to accept constructive feedback, analyze it effectively, and make necessary adjustments to enhance the pitch.</li> </ul> </li> <li>3. <b>Identify and understand the different types of support infrastructure available in various ecosystems, such as incubators, accelerators, co-working spaces, and mentorship programs.</b></li> </ol>



	<ul style="list-style-type: none"> <li>○ Gain knowledge of the various support structures available to entrepreneurs. Learn to leverage these resources effectively to advance your business, build networks, and gain access to valuable mentorship and support.</li> </ul> <p>4. <b>Develop networking skills to connect with key players in the entrepreneurial ecosystem, including investors, mentors, industry experts, and fellow entrepreneurs.</b></p> <ul style="list-style-type: none"> <li>○ Enhance your ability to build and maintain strategic relationships with investors, mentors, and other stakeholders. Understand how to leverage these networks to gain resources, advice, and opportunities for business growth.</li> </ul>
LITERATURE AND SOURCES	To be developed in the JOINT Classes Concept

**C.2 Implementation plan at the level of the course modules/ units (title of module, topics within each module per unit; learning outcomes for participants per unit; activities with participants; assignments for participants (assessment), materials)**

**MODULE 1: SEEDS OF SUCCESS: ENTREPRENEURIAL FUNDAMENTALS**

TOPIC	Learning outcomes (for participants)	'Students' activities	Assignments – continuous assessment	Materials
<b>WEEK 1</b>				
<p><b>What is Entrepreneurship (inclusive ethical principles):</b></p> <p><b>Introductory webinar (60 minutes) (Varna)</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Entrepreneurial mindset, traits and skills</li> <li>● Success and failure</li> <li>● Future trends in entrepreneurship (emerging trends and technologies)</li> </ul>	<p>Participant will be able to:</p> <p><b>Understand entrepreneurship and its role in the economy</b> (Comprehend the definition and scope of entrepreneurship; Recognize the economic impact of entrepreneurship; Creation and societal progress)</p> <p><b>Develop and apply the entrepreneurial mindset</b> (Identify</p>	<ul style="list-style-type: none"> <li>- Attend introductory webinar</li> <li>- recommended readings, videos – micro units</li> <li>- listen to the recommended podcast</li> <li>- form teams for future group work /e-tutors put teams on MS Teams)</li> <li>- individual activity (IA) in forum: reflect on videos Trends in entrepreneurs hip –</li> </ul>	0%	<p><b>List of materials for the week 1</b></p> <p>Type of materials:</p> <ul style="list-style-type: none"> <li>- ppt presentation (webinar)</li> <li>- webinar recording</li> <li>- micro units (videos)</li> <li>- podcast</li> <li>- recommended readings (text)</li> </ul>

<p>, ethical principles)</p> <p>Videos (micro units)</p> <ul style="list-style-type: none"> <li>• 3 videos (micro unit, 2-3 minutes): Trends in entrepreneurship – aspect of different ecosystems (Varna, Ruhr, Maribor)</li> <li>• 3 videos (micro unit, 3-5 minutes or short testimonials) : Guests and their stories, testimonials (Varna, Ruhr, Maribor)</li> </ul> <p>Podcast</p>	<p>and explain key traits and skills of entrepreneurs; Cultivate the entrepreneurial attitude; Apply the entrepreneurial mindset)</p> <p><b>Learn from successful entrepreneurs</b> (Analyze success stories of entrepreneurs; Understand and discuss challenges and resilience, Extract and synthesize practical lessons)</p> <p><b>Identify emerging trends and technologies</b> (identify and analyze current trends in entrepreneurship, Understand technological advancements, Strategic positioning for future opportunities)</p>	<p>differences in 3 ecosystems</p>		
--	---	------------------------------------	--	--

<p>Estimated ' 'student's workload for the module unit in hours</p>	<p>12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)</p>
---	---

TOPIC	Learning outcomes (for participants)	'Students' activities	Assignments – continuous assessment	Materials
WEEK 2				
<p><b>Entrepreneurial competencies:</b></p> <p><b>Entrepreneurial potential (competencies) (test)</b></p> <p><b>Webinar with 3 guest entrepreneurs from Varna, Ruhr, Maribor – moderated by Varna</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of successful entrepreneurs</li> <li>• Developing an entrepreneurial attitude</li> </ul> <p><b>Videos (micro units)</b></p> <ul style="list-style-type: none"> <li>• 3 videos (micro units, 2-3 minutes; topic how to develop a proactive mindset) (Varna, Ruhr, Maribor)</li> </ul> <p><b>Podcast</b></p>	<p>Participant will be able to:</p> <p><b>Understand core competencies for entrepreneurship</b> (Grasp key skills for entrepreneurial success, including strategic thinking, leadership, innovation, and adaptability.)</p> <p><b>Identify personal entrepreneurial strengths</b> (Recognize and evaluate traits that align with successful entrepreneurs.)</p> <p><b>Leverage personal strengths.</b> (Learn to use your strengths in entrepreneurial activities.)</p> <p><b>Conduct entrepreneurial self-assessment.</b> (Assess your competencies to identify strengths and areas for growth.)</p> <p><b>Develop a proactive mindset.</b> (Cultivate a proactive attitude, seek opportunities, and learn to capitalize on them.)</p>	<ul style="list-style-type: none"> <li>- Attend the webinar with guest entrepreneurs</li> <li>- recommended readings, videos – micro units</li> <li>- listen to the recommended podcast</li> <li>- MS Teams: team members get introduced and start communication</li> <li>- Individual activity IA – test &amp; blog: complete a self-assessment test on their entrepreneurial potential (competencies) (link: <a href="https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/entrepreneurial-potential-self-assessment">https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/entrepreneurial-potential-self-assessment</a>) and submit a blog.</li> </ul>	<p>IA: X/ 100 points</p> <p>Blog: Assessment of entrepreneurial (potential) competencies</p>	<p><b>List of materials for the week 2</b></p> <p>Type of materials:</p> <ul style="list-style-type: none"> <li>- Video (micro units)</li> <li>- Guest Speaker Session recording</li> <li>- ppt presentation</li> <li>- recommended readings (text)</li> <li>- podcasts</li> </ul>
Estimated 'student's workload for the module in hours		12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)		

TOPIC	Learning outcomes	'Students' activities	Assignments –	Materials
-------	-------------------	-----------------------	---------------	-----------

	(for participants)		continuous assessment	
<b>WEEK 3</b>				
<p><b>Understanding your market</b></p> <p><b>Content:</b></p> <p>Market segmentation; Market segmentation and targeting Competitive analysis:</p> <ul style="list-style-type: none"> <li>Identifying and analyzing competitors</li> <li>SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)</li> </ul> <p><b>Case studies</b></p> <ul style="list-style-type: none"> <li>3 case studies (one pagers – focus on competition) (Varna, Ruhr, Maribor)</li> </ul> <p><b>Videos – micro units</b></p> <ul style="list-style-type: none"> <li>3 videos (Micro units, 2-3 minutes; topic: Understand market segmentation) (Varna, Ruhr, Maribor)</li> <li>3 videos (micro units, 3-5 minutes or</li> </ul>	<p>Participant will be able to:</p> <p><b>Understand market segmentation</b> (Recognize and apply demographic, geographic, psychographic, and behavioral segmentation methods.)</p> <p><b>Select market segments</b> (Assess and justify the most suitable market segments for a product or service.)</p> <p><b>Analyze competitors</b> (Identify and evaluate direct and indirect competitors, including their strengths, weaknesses, and strategies.)</p> <p><b>Perform SWOT analysis</b> (Conduct a SWOT analysis to identify and interpret a business's internal strengths and weaknesses, and external opportunities and threats.)</p>	<ul style="list-style-type: none"> <li>Recommended readings, videos - micro units, case studies, podcast</li> </ul> <p>Group activity - TA: Listen to the videos on market segmentation and prepare and submit a report on the application of demographic, geographic, psychographic, and behavioral segmentation methods for specific examples of products/ services.</p> <p>Group activity - TA: read 3 case studies, listen to videos on competition, prepare and submit a SWOT analysis for a selected company or business (imaginary) taking in account lessons learned from case studies/ videos.</p>	<p>TA: X/100 points</p> <p>TA: X/100 points</p>	<p><b>List of materials for week 3</b></p> <p>Type of materials:</p> <ul style="list-style-type: none"> <li>Reading materials (books, articles)</li> <li>Videos (micro units) - Guest Speaker Sessions</li> <li>Podcasts</li> <li>Case studies</li> </ul>

<p>testimonials – entrepreneurs on topic of competition ) (Varna, Ruhr, Maribor) Podcast</p>				
--	--	--	--	--

<p>Estimated ' 'student's workload for the module in hours</p>	<p>12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)</p>
--	---

TOPIC	Learning outcomes (for participants)	'Students' activities	Assignments – continuous assessment	Materials
<b>WEEK 4</b>				
<p><b>Legal and financial foundations (for all ecosystems)</b></p> <p><b>Concluding webinar (60 minutes) (Varna)</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>○ Legal structures and requirements</li> <li>○ Types of business entities</li> <li>○ Legal considerations and compliance</li> <li>○ Financial management</li> <li>○ Basics of accounting and finance</li> </ul> <p><b>Videos (micro units)</b></p> <ul style="list-style-type: none"> <li>● 3 videos (Micro units, 2-3 minutes; topic: <b>Understand legal environment</b>) (Varna, Ruhr, Maribor)</li> <li>● 3 videos (micro units, 3-5 minutes or testimonials – entrepreneurs on topic of</li> </ul>	<p>Participant will be able to:</p> <p><b>Understand various types of business entities</b> (Identify and describe sole proprietorships, partnerships, LLCs, and corporations.)</p> <p><b>Evaluate business entities</b> ( Analyze the pros and cons of each business entity type for liability, taxation, management, and scalability.)</p> <p><b>Legal requirements for business entities</b> (Learn the legal requirements for forming and operating different business entities.)</p> <p><b>Learn the basics of financial management and financial statements</b> (Learn about the characteristics of financial management; Understand and interpret the income statement, balance sheet, and cash flow statement.)</p>	<ul style="list-style-type: none"> <li>- Attend final webinar</li> <li>- Reading materials: recommended readings, lecture recordings, ppt , podcast</li> <li>- Prepare for quiz</li> <li>- Conduct quiz</li> </ul> <p>Group activity – TA: Analyze the advantages and disadvantages of operating a business under different organizational and legal forms; brainstorm an idea to develop as entrepreneurs. Choose the organizational and legal form considered as most appropriate and describe the set-up process and the obligations business must fulfill to comply with the legal framework.</p>	<p>TA: X/100 points</p>	<p><b>List of materials for week 4</b></p> <p>Type of materials:</p> <ul style="list-style-type: none"> <li>- Reading Materials (books, articles)</li> <li>- Videos (micro units) – guest speakers, short lectures</li> <li>- ppt presentation (webinar)</li> <li>- podcasts</li> <li>- quiz</li> </ul>

<p>importance to understand the numbers) (Varna, Ruhr, Maribor)</p> <p>Podcast</p> <p>Quiz (Varna)</p>				
--	--	--	--	--

<p>Estimated ' 'student's workload for the module in hours</p>	<p>12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)</p>
--	---

MODULE 2: STARTING THE BUSINESS

TOPIC	Learning outcomes (for participants)	'Students' activities	Assignments – continuous assessment	Materials
<b>WEEK 1</b>				
<p><b>Introductory webinar (60 minutes) (Ruhr)</b></p> <p><b>Ideation and innovation</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Generating business ideas</li> <li>● Techniques for idea generation</li> <li>● Identifying problems and finding solutions</li> <li>● Innovation and creativity</li> <li>● Types of innovation (product, process, etc.)</li> <li>● Fostering creativity in business</li> </ul> <p><b>Videos (micro units)</b></p> <ul style="list-style-type: none"> <li>● 3 videos (micro unit, 2-3 minutes): <b>Innovation and creativity (Varna, Ruhr, Maribor)</b></li> <li>● 3 videos (micro unit, 3-5 minutes or short</li> </ul>	<p>Participant will be able to:</p> <p><b>Identify and articulate market needs.</b> (Develop the ability to recognize and clearly define problems or unmet needs in a market or community; Conduct market research and engage with potential customers to understand their pain points.)</p> <p><b>Generate business ideas</b> (Learn and practice various ideation techniques to generate diverse and creative business ideas; Use tools like brainstorming sessions, mind mapping, and reverse thinking to foster innovation)</p> <p><b>Develop innovative solutions</b> (Cultivate the ability to create and refine innovative solutions that address specific problems or needs; Evaluate the feasibility and potential impact of these solutions)</p> <p><b>Differentiate types of innovation</b> (Understand and differentiate various</p>	<ul style="list-style-type: none"> <li>- Attend introductory webinar</li> <li>- recommend readings, videos – micro units</li> <li>- listen to the recommended podcast</li> <li>- form teams for future group work /e-tutors put teams on MS Teams)</li> <li>- individual activity (IA) in forum: reflect on videos on innovation and creativity in 3 ecosystems</li> <li>- group activity – TA: The Sniffing Dog exercise: blog + peers assessment</li> </ul>	<p>IA: forum</p> <p>TA: blog + peer assessment – x/ 100 points</p>	<p><b>List of materials for the week 1</b></p> <p>Type of materials:</p> <ul style="list-style-type: none"> <li>- Reading materials (books, articles)</li> <li>- Video (Lectures on selected topic)</li> <li>- Videos - Guest Speaker Sessions</li> <li>- ppt presentation (webinar)</li> <li>- podcast</li> </ul>



<p>testimonials ): Guests and their stories, testimonials on innovation and creativity (Varna, Ruhr, Maribor)</p> <p>Podcast</p>	<p>forms of innovation. Identify opportunities for product, process, and business model innovation: Recognize the differences between incremental and radical innovation)</p>			
--	---	--	--	--

<p>Estimated ' 'student's workload for the module in hours</p>	<p>12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)</p>
--	---

TOPIC	Learning outcomes (for participants)	'Students' activities	Assignments – continuous assessment	Materials
WEEK 2				
<p><b>Design thinking in process</b></p> <p><b>Webinar with 3 guest entrepreneurs from Varna, Ruhr, Maribor – moderated by Ruhr</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Design thinking methodology</li> <li>• Problem identification</li> <li>• Idea generation (for specific identified problem)</li> <li>• Idea validation</li> </ul> <p><b>Videos (micro units)</b></p> <ul style="list-style-type: none"> <li>• 3 videos (micro units, 2-3 minutes; topic design thinking) (Varna, Ruhr, Maribor)</li> </ul> <p><b>Podcast</b></p>	<p>Participants will be able to:</p> <p><b>Design thinking process</b> (Develop a thorough understanding of the design thinking process, including empathize, define, ideate, prototype, and test phases; Learn how each phase contributes to creating innovative, user-centered solutions)</p> <p><b>Human-centered design thinking</b> (Emphasize the significance of empathy and user focus in the design thinking process; Incorporate user insights and feedback into the development of solutions that truly meet their needs)</p> <p><b>Formulate problem statements</b> (Learn to synthesize research findings into well-defined problem statements; Develop the ability to articulate core issues to guide the ideation and solution development process)</p> <p><b>Assess Feasibility of Ideas</b> (gain skills to evaluate potential</p>	<ul style="list-style-type: none"> <li>- Attend the webinar with guest entrepreneurs</li> <li>- recommended readings, videos – micro units</li> <li>- listen to the recommended podcast</li> <li>- MS Teams: team members get introduced and start communication</li> <li>- Individual activity –</li> <li>- Group activity –</li> </ul> <p>TA: generation and evaluation of business ideas, selection of one business idea, submit report</p> <ul style="list-style-type: none"> <li>- Group activity- TA: blog – Soul Searching</li> </ul>	<p>TA: x/100 points</p> <p>TA: x/100 points</p>	<p><b>List of materials for the week 2</b></p> <p>Type of materials:</p> <ul style="list-style-type: none"> <li>- Video (micro units)</li> <li>- Guest Speaker Session recording</li> <li>- ppt presentation</li> <li>- recommended readings (text)</li> <li>- podcasts</li> </ul>

	solutions for their practicality and viability; Assess ideas considering technical capabilities, financial constraints, and market conditions to ensure effective implementation)			
--	---	--	--	--

Estimated ' 'student's workload for the module in hours	12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)
---	---

TOPIC	Learning outcomes (for participants)	'Students' activities	Assignments – continuous assessment	Materials
<b>WEEK 3</b>				
<p><b>Prototyping and experimentation</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Building prototypes</li> <li>'Users' testing session of prototypes (peers in rolls of users)</li> <li>Refining prototypes based on feedback of peers</li> </ul> <p><b>Case studies</b></p> <ul style="list-style-type: none"> <li>3 case studies (one pagers – focus on developing new products/ services, MVP) (Varna, Ruhr, Maribor)</li> </ul> <p><b>Videos – micro units</b></p> <ul style="list-style-type: none"> <li>3 videos (Micro units, 2-3 minutes; topic: how to test users) (Varna, Ruhr, Maribor)</li> <li>3 videos (micro units, 3-5 minutes or testimonials – entrepreneurs on topic</li> </ul>	<p>Participants will be able to:</p> <p><b>Develop low-fidelity prototypes</b> (Gain the ability to create simple, low-cost prototypes like sketches and paper models that help visualize and communicate initial ideas; Understand the importance of using these prototypes to gather early feedback and iterate quickly to refine concepts)</p> <p><b>Create high-fidelity prototypes</b> (Learn to develop more detailed and functional prototypes such as digital mock-ups and working models that closely resemble the final product; Use these prototypes to conduct thorough testing and gather specific feedback on usability and functionality from potential users)</p> <p><b>Conduct user testing sessions</b> (Develop the skills to plan and execute user testing sessions effectively; Learn how to observe and analyze user interactions with prototypes to gain</p>	<ul style="list-style-type: none"> <li>Recommended readings, videos - micro units,</li> <li>Case studies,</li> <li>podcast</li> <li>Group activity - TA: development of prototypes for selected idea, submitting report</li> <li>Group activity – TA: testing users- collecting feedback</li> <li>Individual activity – IA: forum – discussion on new product/service development based on case studies</li> </ul>	<p>TA: X/100 points TA: X/100 points IA: forum</p>	<p><b>List of materials for the week 3</b></p> <p>Type of materials:</p> <ul style="list-style-type: none"> <li>Reading materials (books, articles)</li> <li>Videos (micro units) - Guest Speaker Sessions</li> <li>Podcasts</li> <li>Case studies</li> </ul>

<p>of developing new products and testing market) (Varna, Ruhr, Maribor)</p> <p>Podcast</p>	<p>deep insights into their needs, preferences, and pain points, facilitating the design of user-centric solutions)</p> <p><b>Implement an iterative testing process</b> (Master the iterative process of testing prototypes, collecting user feedback, and making refinements.; Understand how to continuously improve prototypes based on user insights, ensuring the final product meets or exceeds user expectations and requirements)</p>			
---	--	--	--	--

<p>Estimated ' 'student's workload for the module in hours</p>	<p>12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)</p>
--	---

TOPIC	Learning outcomes (for participants)	'Students' activities	Assignments – continuous assessment	Materials
<b>WEEK 4</b>				
<p><b>Presentation techniques</b></p> <p><b>Concluding webinar (60 minutes) (Ruhr)</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• The art of pitching</li> <li>• A 10-minute pitch</li> <li>• Examples</li> <li>• Pecha Kucha</li> </ul> <p><b>Videos (micro units)</b></p> <ul style="list-style-type: none"> <li>• 3 videos (Micro units, 2-3 minutes; topic: importance of pitching, examples) (Varna, Ruhr, Maribor)</li> <li>• 3 videos (micro units, 3-5 minutes or testimonials – entrepreneurs share experience of pitching) (Varna, Ruhr, Maribor)</li> </ul> <p><b>Podcast</b></p>	<p>Participants will be able to:</p> <p><b>Develop an elevator pitch</b> (Master the ability to create and deliver a brief, compelling pitch that clearly communicates the core idea and value proposition of a business; Highlight its unique benefits and potential impact to capture the audience's interest quickly)</p> <p><b>Structure a pitch presentation</b> (Learn to organize a pitch presentation effectively; Ensure it includes key elements such as identifying the problem, proposing a solution, exploring the market opportunity, detailing the business model, and concluding with a strong call to action)</p> <p><b>Understand Pecha Kucha format</b> (Gain a thorough understanding of the Pecha Kucha format, which involves 20 slides shown for 20 seconds each. Learn the rules and techniques to prepare for this unique, fast-paced presentation style)</p>	<ul style="list-style-type: none"> <li>- Attend final webinar</li> <li>- Reading materials: recommended readings, lecture recordings, ppt, podcast</li> <li>- Prepare for quiz</li> <li>- Conduct quiz</li> <li>- Group activity - TA: Pecha Kucha presentation format for idea and prototype presentation</li> </ul>	<p>TA: X/100 points</p>	<p><b>List of materials for the week 4</b></p> <p>Type of materials:</p> <ul style="list-style-type: none"> <li>- Reading Materials (books, articles)</li> <li>- Videos (micro units) – guest speakers, short lectures</li> <li>- ppt presentation (webinar)</li> <li>- podcasts</li> <li>- Pecha Kucha app</li> <li>- quiz</li> </ul>

<p><b>Quiz (Ruhr)</b></p>	<p>to deliver information efficiently within the time constraints)</p> <p><b>Craft a Pecha Kucha script</b> (Develop the skills to write a concise and impactful script that aligns perfectly with the timing of the Pecha Kucha slides; Ensure the narrative is compelling and maintains audience engagement, synchronizing with the slide transitions to convey the message effectively)</p>			
---------------------------	--	--	--	--

<p>Estimated ' 'student's workload for the module in hours</p>	<p>12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)</p>
--	---

MODULE 3: SCALE-UP YOUR BUSINESS

TOPIC	Learning outcomes (for participants)	'Students' activities	Assignments – continuous assessment	Materials
WEEK 1				
<p><b>Innovative sustainable business models (donut economy concept)</b></p> <p><b>Introductory webinar (60 minutes) (Maribor)</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Understanding sustainable business models</li> <li>• Donut economy concept</li> <li>• Examples of successful sustainable business models</li> <li>• Developing a sustainable business model - <i>Using the business model canvas with a</i></li> </ul>	<p>Participant will be able to:</p> <p><b>Define sustainable business models</b> (Gain a clear understanding of sustainable business models, including their characteristics, principles, and the critical role they play in ensuring long-term economic, social, and environmental viability)</p> <p><b>Understand the donut economy</b> (Learn about the donut economy concept, including its core components and how it aims to create a balanced approach to economic development that respects both social foundations and ecological boundaries)</p> <p><b>Integrate sustainability into Business Model Canvas</b> (Develop the ability to incorporate sustainability into all elements of the Business Model Canvas; Understand how to align business strategies with sustainable practices across different</p>	<ul style="list-style-type: none"> <li>- Attend introductory webinar</li> <li>- recommended readings, videos – micro units</li> <li>- listen to the recommended podcasts</li> <li>- form teams for future group work /e-tutors put teams on MS Teams)</li> <li>- individual activity (IA) in blog: Listening to the videos (Video 1 + Video 2) and presenting the essentials in a summary of the content in the Blog 1&amp; blog 2</li> <li>- Group activity: development of a sustainable Business model canvas and submission of the report</li> </ul>	<p>IA: Blog 1(Video 1): X/100 points</p> <p>Blog 2 (Video 2): X/100 points</p> <p>TA: 2X/ 100 points</p>	<p><b>List of materials for the week 1</b></p> <p>Type of materials:</p> <ul style="list-style-type: none"> <li>- Reading materials (books, articles)</li> <li>- Video (Lectures on selected topic)</li> <li>- Videos - Guest Speaker testimonials</li> <li>- ppt presentation (webinar)</li> <li>- podcasts</li> </ul>



<p><i>sustainability focus</i></p> <p><b>Videos (micro units)</b></p> <ul style="list-style-type: none"> <li>• <b>3 videos (micro unit, 3-5 minutes or short testimonials): Guests and their stories, testimonials on business models and sustainability practices (Varna, Ruhr, Maribor)</b></li> <li>• <b>2 videos on Donut economy:</b></li> </ul> <p>Video 1: Kate Raworth: <a href="#">A healthy economy should be designed to thrive, not grow</a></p> <p>Video 2: Kate Raworth: <a href="#">How to live within the doughnut</a></p> <p>Podcast:</p> <p><a href="#">GreenBiz 350 Podcast</a></p> <p><a href="#">The Sustainability Agenda</a></p> <p><a href="#">The Sustainable Futures Report</a></p>	<p>components of the business model)</p> <p><b>Learn from case studies and best practices</b> (Analyze case studies and best practices from leading sustainable companies; Learn to identify key insights and strategies that can be adapted and applied to enhance the sustainability of your own business model.</p>			
---	--	--	--	--

Estimated ' 'student's workload for the module in hours	12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)
---	---

TOPIC	Learning outcomes (for participants)	'Students' activities	Assignments – continuous assessment	Materials
<b>WEEK 2</b>				
<p><b>One-Page Business Plan and price calculations</b></p> <p><b>Webinar with 3 guest entrepreneurs from Varna, Ruhr, Maribor – moderated by Maribor</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Creating a One-Page Business Plan</li> <li>● Key components of a one-page business plan</li> <li>● Identifying key infrastructure needs (technology, operations, HR)</li> <li>● Planning for scalability and growth</li> <li>● Pricing strategies and calculations</li> <li>● Fundamentals of pricing strategies (cost-based, value-based,</li> </ul>	<p>Participant will be able to:</p> <p><b>Create a one-page business plan</b> (Learn to create a concise, comprehensive one-page business plan that effectively communicates the core aspects of a business; Understand the significance of each component, including the mission statement, value proposition, market analysis, competitive analysis, marketing strategy, operational plan, and financial summary)</p> <p><b>Pitch and review one-page business plan</b> (Present your one-page business plan to peers for review; Learn to provide structured feedback and improve your plan based on peer insights)</p> <p><b>Develop strategies for scaling and growth</b> (Gain the skills to plan for business scalability and growth; Learn to allocate resources</p>	<ul style="list-style-type: none"> <li>- Attend the webinar with guest entrepreneurs</li> <li>- recommended readings, videos – micro units</li> <li>- listen to the recommended podcast</li> <li>- MS Teams: team members get introduced and start communication</li> <li>- Group activity – TA: Prepare One Page Business Plan with key components and with basic pricing and break even point calculation.</li> <li>- Group activity – TA:</li> </ul> <p>Peer review of another's team One Page Business Plan, submit report</p>	<p>TA: X/ 100 points</p> <p>TA: X/ 100 points</p>	<p><b>List of materials for the week 2</b></p> <p>Type of materials:</p> <ul style="list-style-type: none"> <li>- Video (micro units)</li> <li>- Guest Speaker Session recording</li> <li>- ppt presentation</li> <li>- recommended readings (text)</li> <li>- podcasts</li> </ul>

<p>competition-based)</p> <ul style="list-style-type: none"> <li>● Calculating break-even points and profit margins</li> <li>● Drafting your One-Page Business Plan</li> <li>● Interactive session to create and refine your one-page business plan</li> <li>● Peer reviews and feedback</li> <li>● Cases and exercises to determine pricing for your products/services</li> </ul> <p><b>Videos (micro units)</b></p> <ul style="list-style-type: none"> <li>● <b>3 videos (micro units, 2-3 minutes; topic break even point) (Varna, Ruhr, Maribor)</b></li> </ul> <p><b>Podcast</b></p>	<p>efficiently, including capital, personnel, and technology, to support expansion and ensure sustainable development)</p> <p><b>Apply cost-based pricing strategies</b> (Master the fundamentals of cost-based pricing strategies: Learn to calculate the costs involved in producing a product or service and set prices that ensure profitability, considering desired profit margins)</p> <p><b>Calculate break-even point</b> (Develop the ability to compute the break-even point for a business; Understand how to determine the minimum sales volume required to cover all costs and achieve financial sustainability)</p>			
---	--	--	--	--

<p>Estimated ' student's workload for the module in hours</p>	<p>12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)</p>
---	---

TOPIC	Learning outcomes (for participants)	'Students' activities	Assignments – continuous assessment	Materials
<b>WEEK 3</b>				
<b>Funding and financial planning</b>  <b>Content:</b> <ul style="list-style-type: none"> <li>Exploring funding options (in all ecosystems)</li> <li>Overview of funding sources (bootstrapping, loans, venture capital, crowdfunding)</li> <li>Pros and cons of each funding type</li> <li>Developing a financial plan</li> <li>Basics of financial projections (revenue, expenses, profit)</li> <li>Creating a simple financial plan</li> </ul> <b>Case studies</b> <ul style="list-style-type: none"> <li><b>3 case studies (one pagers – focus on funding the business) (Varna, Ruhr, Maribor)</b></li> </ul> <b>Videos – micro units</b>	Participant will be able to:  <b>Identify funding sources</b> (Gain comprehensive knowledge of different funding sources available to startups and businesses, including bootstrapping, loans, venture capital, and crowdfunding; Learn to identify and describe the key characteristics, processes, and requirements of each)  <b>Analyze funding options</b> (Develop the ability to critically evaluate the pros and cons of various funding options; Understand how each funding type affects business control, risk exposure, costs, and growth potential, enabling informed decision-making)  <b>Project potential revenue</b> (Master the skills to create accurate revenue projections; Learn to use market analysis, pricing strategies, and sales forecasts to estimate potential	<ul style="list-style-type: none"> <li>Recommended readings, videos - micro units,</li> <li>Case studies,</li> <li>podcast</li> <li>Group activity - TA: analyze, compare different funding options in all 3 ecosystems, submit report (case study based)</li> <li>Group activity – TA: develop propositions and prepare financial statements with help of program, include compliance requirements, submit</li> </ul>	TA: X/ 100 points  TA: X/ 100 points	<b>List of materials for the week 3</b>  Type of materials: <ul style="list-style-type: none"> <li>Reading materials (books, articles)</li> <li>Videos (micro units) - Guest Speaker Sessions</li> <li>Podcasts</li> <li>Case studies</li> <li>Financial projections program</li> </ul>

<ul style="list-style-type: none"> <li>• 3 videos (Micro units, 2-3 minutes; topic: different funding sources) (Varna, Ruhr, Maribor)</li> <li>• 3 videos (micro units, 3-5 minutes or testimonials – entrepreneurs on financial forecasting) (Varna, Ruhr, Maribor)</li> </ul> <p>Podcast</p> <p>Financial projections (program)</p>	<p>income, helping to guide business planning and financial strategies)</p> <p><b>Develop financial statements</b> (Acquire the knowledge to create fundamental financial statements; Understand how to compile and interpret income statements, balance sheets, and cash flow statements to monitor financial health and support strategic planning.)</p>			
---	--	--	--	--

<p>Estimated ' 'student's workload for the module in hours</p>	<p>12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)</p>
--	---

TOPIC	Learning outcomes (for participants)	'Students' activities	Assignments – continuous assessment	Materials
<b>WEEK 4</b>				
<p><b>Pitching and infrastructure support</b></p> <p><b>Concluding webinar (60 minutes) (Maribor)</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Pitching to investors (Techniques for a successful investor pitch Common pitfalls and how to avoid them Pitch practice sessions)</li> <li>● Live pitch sessions with peer and mentor feedback</li> <li>● Interactive improvement based on feedback</li> <li>● Pitching in front of jury</li> <li>● Connecting with support networks</li> <li>● Supporting infrastructure in all ecosystems</li> </ul> <p><b>Videos (micro units)</b></p> <ul style="list-style-type: none"> <li>● <b>3 videos (Micro units, 2-3 minutes; topic: importance</b></li> </ul>	<p>Participant will be able to:</p> <p><b>Structure a compelling investor pitch</b> (Master the ability to create and present a well-organized and persuasive pitch; Understand how to effectively highlight the problem, propose a solution, demonstrate market opportunity, explain the business model, showcase the team, and provide clear financial projections)</p> <p><b>Recognize common business pitfalls</b> (Learn and understand common pitfalls such as lack of planning, poor financial management, neglecting online presence, overexpansion, weak leadership, and taking proactive measures to avoid them)</p> <p><b>Practice live pitches and feedback</b> (Gain practical experience by delivering live pitches in front of peers and mentors; Learn to receive and interpret feedback constructively to improve pitch content and</p>	<ul style="list-style-type: none"> <li>- Attend final webinar</li> <li>- Reading materials: recommend readings, lecture recordings, ppt, podcast</li> <li>- Prepare for quiz</li> <li>- Conduct quiz</li> <li>- Group activity - TA: Blog - Research and identify a support structure ecosystem and networking possibilities and present findings.</li> <li>- Group activity - TA: develop presentation of a One page Business Plan for the pitch</li> <li>- Group activity – TA: pitch a One page Business Plan to investors (jury).</li> </ul>	<p>TA – blog X/100 points</p> <p>TA: X/ 100 points</p> <p>TA: X/ 100 points</p>	<p><b>List of materials for the week 4</b></p> <p>Type of materials:</p> <ul style="list-style-type: none"> <li>- Reading Materials (books, articles)</li> <li>- Videos (micro units) – guest speakers, short lectures</li> <li>- ppt presentation (webinar)</li> <li>- podcasts</li> <li>- quiz</li> </ul>

<p>of pitching to investors, examples) (Varna, Ruhr, Maribor)</p> <ul style="list-style-type: none"> <li>• 3 videos (micro units, 3-5 minutes or testimonials – entrepreneurs share experience of pitching) (Varna, Ruhr, Maribor)</li> </ul> <p>Podcast</p> <p>Quiz (Maribor)</p>	<p>delivery)</p> <p><b>Identify support infrastructure</b> (Gain knowledge of the various support structures available to entrepreneurs, such as incubators, accelerators, co-working spaces, and mentorship programs; Learn to leverage these resources effectively to advance your business, build networks, and gain access to valuable mentorship and support)</p> <p><b>Develop networking skills</b> (Enhance your ability to build and maintain strategic relationships with investors, mentors, industry experts, and fellow entrepreneurs; Understand how to leverage these networks to gain resources, advice, and opportunities for business growth)</p>			
--	---	--	--	--

<p>Estimated ' student's workload for the module in hours</p>	<p>12,5 hours (25 hours per ECTS; 2 ECTS = 50 hours per module)</p>
---	---

## Imprint

### Publisher and Contact

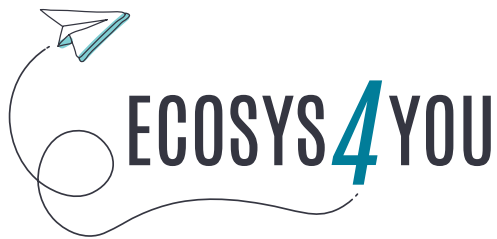
DOBA Business School

Marina Letonja

Prešernova ulica 1

2000 Maribor, Slovenia

<https://www.fakulteta.doba.si>



Ecosys4you – Engaging Entrepreneurial Ecosystems for the Youth (2023-2026) strives to bridge the entrepreneurial ecosystems of the Ruhr in Germany, Varna in Bulgaria, and Slovenia by connecting young founders, startups, HEIs and other ecosystem actors.

### Consortium



### Funded by



This project has received funding from the European Union's Horizon Europe research and innovation programme under Grant Agreement No. 101100432