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 entrepreeurship courses:

Module for University Teachers

University of Gjirokastra, Albania

University of León, Spain

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This report has been written with the participation of:

Majlinda Bobrati

"Eqrem Çabej" University, Gjirokastra, Albania

Gëzim Sala

"Eqrem Çabej" University, Gjirokastra, Albania

Eduina Guga

"Eqrem Çabej" University, Gjirokastra, Albania

## D.3.1. DESIGNING THE ENTREPRENEURSHIP COURSES

WP3. Designing of training courses and integration to the TEAVET and U3M-AL Centres.
Lead Organisation: University of León (P2)

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

This template corresponds to D.3.1. Designing the entrepreneurship modules/courses. The aim of this template is to design a complete training module on ***Entrepreneurship for University Teachers***. In a first phase, Albanian partners coordinated by EÇUG, have to design in detail the activities that will be developed within the module (see section 1. Activities). One or more activities will be allocated to a concrete session (day of training). In this section, you are required to reflect on the feasibility of the activities, and the difficulties you might encounter in implementation. In a second phase, based on the activities/sessions designed, you have to describe the module program that fits the requirements of Albanian universities for academic staff modules/courses (see section 2. Module program).
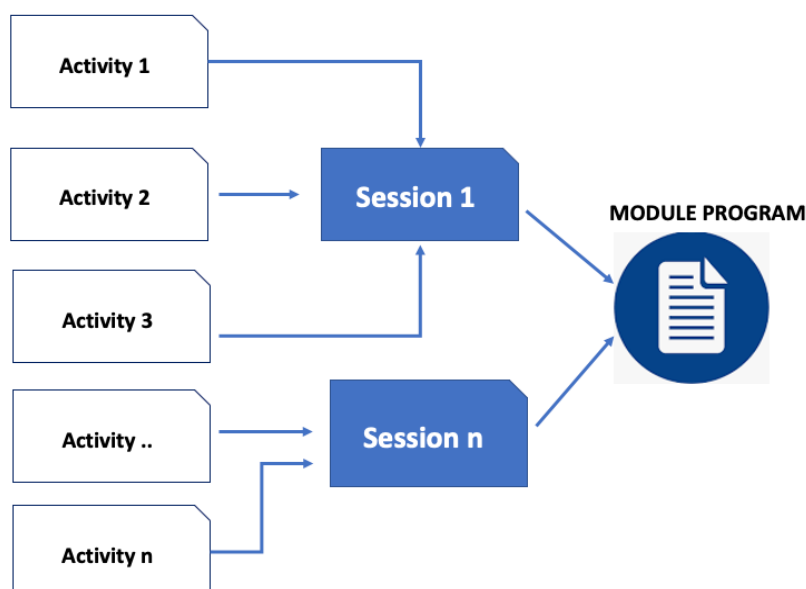
These results will be presented and discussed at the meeting in University of León on May 25th and 26th 2022

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

Deadline for sending this report: 04.05.2022 – to ULE: maria.vieira@unileon.es and camino.ferreira@unileon.es

1. ACTIVITIES

1.1. Description of activities

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

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

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

1	Activity	Leading to an appropriate business choice.
Mode of delivery (choose one)		On-site
Duration		3 hours
Session number		1
Learning outcomes* (numbered list)		• After Entrepreneur Self-Scan process, trainees will be able to **identify** their **skills, strengths and weaknesses**, as a tool to be used in making the right business decision. • After carrying out PESTLE analysis, trainees will gain competences and be able to **understand and assess business uncontrollable external factors**, as a tool be used in avoiding as much as possible inappropriate and problematic business operational areas. • Trainees **will gain competences in integrating the above tools in important decision-making process**, in identifying the problem that needs to be solved and then choosing a business to operate.
Content description (topics to be addressed)		• Carrying out an Entrepreneur Scan as an objective tool for self-reflection for entrepreneurs and those who wish to start a business of their own. • PESTLE analysis, as a tool used to gain a macro picture of business environment. PESTLE stands for Political, Economic, Social, Technological, Legal and Environmental factors. • Vision and Mission statement (What do we do? How do we do it? Whom do we do it for? What value are we bringing?)
Methodology		**Ice breaking**- as an activity, game, or event that is used to welcome and warm up the conversation among trainees in a meeting. Ice breakers range wildly, from simple one-question answers to elaborate team tasks. **Brainstorming-** as a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group.

	Lean start-up - as a method of managing and building a business or Start-Up by experimenting, testing, and iterating while developing products based on findings from your tests and feedback.
Type (choose)	Group
Learning materials/documents	Supporting Lecture: Main Factors Affecting a Successful Business Choice eLearning: • The Entrepreneur Scan Measuring Characteristics and Traits of Entrepreneurs, available at: https://www.researchgate.net/publication/265031019_The_Entrepreneur_Scan_Measuring_Characteristics_and_Traits_of_Entrepreneurs • PESTEL Analysis of The Macro-Environment, available at: https://frrl.files.wordpress.com/2010/04/pestlanalysis.pdf Video Teaching Resources • https://www.youtube.com/watch?v=NaofchxbhXo Literature- • Strategic Management[1], ISBN 9928-134-74-X • Peggy A. Lambing and Charles R, "Entrepreneurship", ISBN-13: 978-0132281744, ISBN-10: 0132281740
Facilities**	Smart Board/Video projector Flipchart Laptops Internet server, Mics Sound system Camera
Assessment of the activity	Feedback from trainees (questionnaire)

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..)

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

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

Learning materials/documents		Supporting Lecture: Strategies and tools assissting Market Analysis
		Video teaching materials
		   https://www.youtube.com/watch?v=G2kpQGNxkRc
		Literature-
		  • Strategic Management, ISBN 9928-134-74-X
		  • Peggy A. Lambing and Charles R, "Entrepreneurship", ISBN-13: 978- 0132281744, ISBN-10: 0132281740

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

3	Activity	**Elevator pitch- Trying to impress and persuade a potential investor/supporter with the business idea.**
Mode of delivery (choose one)		On-site
Duration		2 hours
Session number		1
Learning outcomes* (numbered list)		• Trainees will gain competences to present the choice of their business idea in a convincing way.
Content description (topics to be addressed)		• Introduction to the concept of the elevator pitch/elevator speech/ statement (a short description of an idea, product, or company that explains the concept[2] in a way such that any listener should understand and be impressed by it in a short period of time). The aim of this stage is that the trainees gain the competences to clearly present their choice of business, a general idea of where, how and with whom to operate.
Methodology		**The business model canvas-** as a shared language/tool for describing, visualizing, assessing and changing business models. It describes the rationale of how an organization creates, delivers and captures value. **Brainstorming**- as a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group. **Lean Start-Up** - as a method of managing and building a business or Start-Up by experimenting, testing, and iterating while developing products based on findings from your tests and feedback.
Type (choose)		Group
Learning materials/documents		Supporting Lecture: The elements and significance of business model canvas **eLearning:** https://www.businessmodelsinc.com/about-bmi/tools/business-model-canvas/ **Video Teaching Resources** https://www.youtube.com/watch?v=QoAOzMTLP5s Christie Rezaii, The elevator pitch for every professional, https://idahobusinessreview.com/2012/02/22/the-elevator-pitch-for-every-professional **Literature-** •Strategic Management, ISBN 9928-134-74-X •Peggy A. Lambing and Charles R, "Entrepreneurship", ISBN-13: 978-0132281744, ISBN-10: 0132281740

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

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

4	Activity	**Independent Teamwork**
	Mode of delivery (choose one)	N/A
	Duration	9 hours
	Session number	1
	Learning outcomes* (numbered list)	Integrating and applying into practice previously gained knowledge, skills and competences on: • Entrepreneur Self-Scan process • PESTLE analysis, • Competitive analysis and customer profiling • Marketing Strategies • Enhancing presentation skills
	Content description (topics to be addressed)	During this activity trainees will be engaged in independent team work in order to finalise the accomplishment of the activity tasks begun in the facilitated team work in the previous sessions.
	Methodology	**Teamwork** as a joint action by a group of people in which individual interests be-come secondary to the achievement of group goals, unity, and efficiency. In other words, teamwork involves a group of people actively cooperating in an organized way to achieve a goal. **Lean Start-Up,** as a method of managing and building a business or Start-Up by experimenting, testing, and iterating while developing products based on findings from your tests and feedback.
	Type (choose)	Group
	Learning materials/documents	N/A
	Facilities**	N/A
	Assessment of the activity	Feedback from trainees (questionnaire)

5	Activity	Poster Presentation (Elevator Speech)
Mode of delivery (choose one)		N/A
Duration		1 hours
Session number		2
Learning outcomes* (numbered list)		• Enhancing presentation skills
Content description (topics to be addressed)		As a result of this activity, for 3 minutes, each group will present their own completed business canvas model, as an outcome of their facilitated and indipendent team work. For half an hour groups will be engaged on a discussion on the advantages and drawbacks of the peers' choice and presentation. Finally, the trainers in the role of a future investor/supporter will approve of the business idea or assess if there are aspects to be reconsidered.
Methodology		• Business Canvas Model • Poster Presentation
Type (choose)		Group
Learning materials/documents		N/A
Facilities**		N/A
Assessment of the activity		N/A

6	Activity	Planning and Managing Resources
Mode of delivery (choose one)		On- site
Duration		2.5 hours
Session number		2
Learning outcomes* (numbered list)		At the end of this activity, trainees will gain basic competences and knowledge on how to better understand and manage the major resources of a business.
Content description (topics to be addressed)		Trainees will be introduced to the resource management as the practice of planning, scheduling, and allocating people, money, and technology to a project or program. In essence, it is the process of allocating resources to achieve the greatest organizational value[3]. Good resource management results in the

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[3] "Human Resource Management as Entrepreneurial Tool", Neha Narula & Nirmala Chaudhary, Amity Journal of Entrepreneurship, (66-72), 2018 ADMAA, available at https://amity.edu/UserFiles/admaa/f14d6Paper%204.pdf

	right resources being available at the right time for the right task/ piece of work[4]. - human resources, - financial resources, - physical resources, - information resources.
Methodology	**Open questions-** as a tool to scan and check knowledge on a specific concept. **External Speakers-** providing real life example on how to plan and manage business resources **Lean Start-Up methodology**, as a method of managing and building a business or Start-Up by experimenting, testing, and iterating while developing products based on findings from your tests and feedback.
Type (choose)	Group
Learning materials/documents	**Supporting Lecture:** Resource planning and management and its importance in the success of a business. **eLearning:** An entrepreneur's guide for Harvard University faculty, graduate students, and postdoctoral fellows, available at: https://otd.harvard.edu/uploads/Files/OTD_Start-Up_Guide.pdf **Literature:** - Human Resource Management as Entrepreneurial Tool", Neha Narula & Nirmala Chaudhary, Amity Journal of Entrepreneurship, (66-72), 2018 ADMAA, available at https://amity.edu/UserFiles/admaa/f14d6Paper%204.pdf "Entrepreneurship", Pearson New International Edition, Peggy A. Lambing, Charles R. Kuehl, Pearson Education, 2013
Facilities**	Smart Board/Video projector Flipchart Laptops Internet server, Mics Sound system Camera
Assessment of the activity	Feedback from trainees (questionnaire)

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[4] "What Is Resource Management and Why Is It Important", Scott Townsend, available at https://www.planview.com/resources/guide/resource-management-software/resource-management-leverage-people-budgets/

7	Activity	The actual business plan
Mode of delivery (choose one)		On-site
Duration		2.5 hours
Session number		2
Learning outcomes* (numbered list)		• Trainee groups will improve the competences gained in the Start-Up previous stages and prepare their final business plan. • Trainees will enhance integration of previously gained knowledge and skills.
Content description (topics to be addressed)		Summarizing and highlighting most important components of a business plan, already ellaborated in the previous activities. • Vision and Mission statement • Environmental Analysis • Customer profile • Markets and Marketing Strategy • Resource management
Methodology		• **External Speakers**- providing real life example on the importance of the business plan and facing challenges. • **Brainstorming-** as a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group**. • **Lean Start-Up,** as a method of managing and building a business or Start-Up by experimenting, testing, and iterating while developing products based on findings from your tests and feedback.
Type (choose)		Group
Learning materials/documents		**Supporting Lecture:** The integral components of a Business Plan **eLearning** • "The Wow Project". FastCompany. 30 April 1999, available at: https://www.fastcompany.com/36831/wow-project • "Writing A Business Plan", Maine Small Business Development Centre, available at: https://www.mainesbdc.org/wp-content/uploads/2015/08/sample-business-plan-2015.pdf **Literature** • Strategic Management, ISBN 9928-134-74-X • Peggy A. Lambing and Charles R, "Entrepreneurship", ISBN-13: 978- 0132281744, ISBN-10: 0132281740
Facilities**		Smart Board/Video projector

	Flipchart Laptops Internet server, Mics Sound system Camera
Assessment of the activity	Feedback from trainees (questionnaire)

8	Activity	**Independent Teamwork**
Mode of delivery (choose one)		N/A
Duration		9 hours
Session number		2
Learning outcomes* (numbered list)		Integrating and applying into practice previously gained knowledge, skills and competences on: • Planning and managing resources • Enhancing problem solving skills • Writing and presenting a business plan
Content description (topics to be addressed)		During this activity trainees will be engaged in independent team work in order to prepare a PowerPoint presentation, thus finalising the accomplishment of the activity tasks begun in the facilitated team work in the previous sessions, which is the presentation of their actual business plan.
Methodology		**Teamwork** as the joint action by a group of people in which individual interests be-come secondary to the achievement of group goals, unity, and efficiency. In other words, teamwork involves a group of people actively cooperating in an organized way to achieve a goal. **Lean Start-Up,** as a method of managing and building a business or Start-Up by experimenting, testing, and iterating while developing products based on findings from your tests and feedback.
Type (choose)		Group
Learning materials/documents		N/A
Facilities**		N/A
Assessment of the activity		N/A

9	Activity	**Presentation of Group Business Plan**
Mode of delivery (choose one)		On-site
Duration		2 hours

Session number	3
Learning outcomes* (numbered list)	• Improving the trainee presentation skills, • Enhancing trainee problem-solving skills (determining why an issue is happening and how to resolve that issue).
Content description (topics to be addressed)	During this activity each group will present the outcomes of the facilitated and independent team work (for 10-15 minutes), and answer questions from other trainees. The business plan presentations will be subject to peer and jury evaluation (30% and 70% respectively), highlighting the strong and weak points of each presentation. Finally, the winner will be announced by the jury.
Methodology	• PowerPoint Presentation • Discussion
Type (choose)	Group
Learning materials/documents	Video Learning Materials: • HOW TO Give a Great Presentation, available at: https://www.youtube.com/watch?v=MnIPpUiTcRc
Facilities**	Smart Board/Video projector Flipchart Laptops Internet server, Mics Sound system Camera
Assessment of the activity	Feedback from trainees (questionnaire)

10	Activity	Discussion on transferability/applicability of gained skills in their disciplines/subjects.
Mode of delivery (choose one)		On-site
Duration		1.5 hours
Session number		3
Learning outcomes* (numbered list)		• Defining possible efficient ways for knowledge transferability/applicability • Enhancing the knowledge transferability skills
Content description (topics to be addressed)		Having highlighted the importance of entrepreneurship education the trainees are invited to be involved in a discussion: • suggesting possible effective ways to transfer the gained knowledge to their students, and • integrating it into their multidisciplinary teaching process.

Methodology	Discussion/Debate
Type (choose)	Individual
Learning materials/documents	**Supporting Lecture:** Critical Thinking for transferability of skills **Video material**: Transferable Skills: An Introduction avilable at: https://www.youtube.com/watch?v=ewSEIFMEwd4
Facilities**	Mics Sound system
Assessment of the activity	Feedback from trainees (questionnaire)

11	Activity	**Briefing and evaluation of the overall Innovation Camp**
	Mode of delivery (choose one)	On-site
	Duration	0.5 hours
	Session number	3
	Learning outcomes* (numbered list)	N/A
	Content description (topics to be addressed)	During this activity, the trainees will engage in an open discussion on the benefits and the drawbacks of the overall training. They will be required to suggest possible ways of improvement in the following: • Organization • Scheduling • Learning Materials • Trainers Performance • Assisting the trainees • Facilities • Other. Trainees will be asked to answer the questionnaire for the evaluation of the overall training programme.
	Methodology	Discussion
	Type (choose)	Individual
	Learning materials/documents	N/A
	Facilities**	N/A
	Assessment of the activity	Feedback from trainees on the overall innovation camp (questionnaire)

1.2. Reflection on the proposed activities

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

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

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

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

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

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

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

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

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

b) What difficulties may be encountered by trainers?

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

1. Too many members of the university teaching staff show interest in participating in the Innovation Camp.

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

2. Unreliable internet connection.

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

3. Time pressure.

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

c) *What difficulties might trainees have?*

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

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

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

The real problem for university teachers to be engaged full time in a three-day Innovation Camp is that all of them have to reschedule all of their other institutional, academic and personal engagements, which is challenging and needs a lot of coordination.

2. MODULE PROGRAM

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

2.1. Title of the module

Towards an Entrepreneurial Mindset

2.2. Summary

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

Target group: Teaching Staff of Albanian Universities

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

Description

This module is modelled upon the Innovation Camp organized in the University of Turku, and is also based on the materials and experience gained in the Technological University Dublin training workshop (both activities organized in the framework of EntrAl project). This Innovation Camp is a 36-hour innovation journey for Albanian university teaching staff, in order to gain transferable skills and introduce Entrepreneurship and New Venture Creation in the Albanian universities. The Innovation Camp supports the universities' shift towards entrepreneurial universities.

During the 36-hour Innovation Camp organised at Albanian universities, participants develop business ideas in multidisciplinary teams, which enable them to build new networks. Participants get practical experience on most important elements of Start-up process, how to successfully develop a business idea and how to sell it. The participants are expected to engage and challenge themselves.

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

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

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

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

2.4. Learning outcomes

(Numbered list)

During this Innovation Camp, the participants will reach the following learning general outcomes:

- Gain new knowledge and transferable skills for turning innovative ideas into new products and services
- Increase trainees' understanding about the entrepreneurial process (e.g. opportunity creation and recognition)
- Enhance problem solving and teamwork skills under time pressure
- Enhance presentation skills
- Enhance transferability/applicability skills in multidisciplinary teaching

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

2.5. Sessions

(number of sessions and main theme of each session: indicate hours per session; if combined, specify on-site and online)
three
This Innovation Camp is an intensive 36-hour new venture developing programme (18 hours face to face and 18 hours independent team work), scheduled to be developed in 3 sessions (days of training). The training activities are designed in such a way to mimic the real-life entrepreneurial process, where each participant might identify opportunities, evaluate different ways to proceed and create a business to operate.

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

University teachers Entrepreneurship Innovation Camp:

Session no. 1		17 hours	
	Activity	*Hours per activity*	*Mode of delivery*
Activity 1	Leading to an appropriate business choice	3 hours	On-Site
Activity 2	Competitive Analysis	3 hours	On-Site
Activity 3	Elevator pitch- Trying to impress and persuade a potential investor/supporter	2 hours	On-Site
Activity 4	Independent teamwork	9 hours	N/A
Session no. 2		15 hours	
	Activity	*Hours per activity*	*Mode of delivery*
Activity 5	Poster Presentation (Elevator Speech)	1 hour	On-Site
Activity 6	Planning and Managing Resources	2.5 hours	On-Site
Activity 7	The actual business plan	2.5 hours	On-Site
Activity 8	Independent teamwork	9 hours	N/A
Session no. 3		4 hours	
	Activity	*Hours per activity*	*Mode of delivery*
Activity 9	Presentation of Group Business Plan	2 hours	On-Site
Activity 10	Discussion on transferability/applicability of gained skills in their disciplines/subjects.	1.5 hour	On-Site
Activity 11	Briefing and evaluation of the overall Innovation Camp	0.5 hours	On-Site

2.6. Content description

(content of each session/topics to be addressed)

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

1. Leading to an appropriate business choice

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

As a third step, trainees will be introduced to the PESTLE analysis[5] concept. It is a tool used to gain a macro picture of an industry (business) environment. PESTLE stands for Political, Economic, Social, Technological, Legal and Environmental factors. It allows an entrepreneur to form an impression of the factors that might impact a new business[6] and gain competences in integrating the above tools in important decision-making process. After a clear explanation of this analysis, as the **fourth step** of this activity, trainees will be divided in groups of a maximum of 4 members, each member with definite responsibilities, making use of RACI method[7].

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

Trainees will be presented with[i]:

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

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

Trainee assessment:

- Observation,
- Test and retest evaluation

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

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

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

2. *Market Analysis in the chosen business idea*

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

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

Trainee assessment:

- Observation

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

As the next and very important stage in the Start-Up process, trainees will be introduced to the concept of an elevator pitch/elevator speech/statement, which is **a short description of an idea**, product, or company that explains the concept in such a way that any listener should understand and be impressed by it in a short period of time (3 min). The listener should not be considered simply as a peer listener, but as someone who might be a potential business investor, or supporter (family member/ bank agent/ business partner/ investor, etc.). This description typically explains who the thing is for, what it does, why it is needed, and how it will get done. The goal is simply to convey the overall concept or topic in an exciting way. The aim of this stage is that the trainees gain the competences to clearly present their choice of business, a general idea of where, how and with whom to operate. Trainees will be provided with a business canvas model illustrating template, and will be required to fill in their own group's provided template. The task will be supported by a short illustrative video. Following the guidance and learning materials provided, trainees will get engaged in facilitated, followed by independent teamwork (activity 4) . As a result of this activity, each group will present their own completed business canvas model. For half an hour groups will

discuss on the advantages and drawbacks of the peers' choice and presentation. Finally, the trainers in the role of a future investor/supporter will approve of the business idea or assess if there are aspects to be reconsidered.

Trainee assessment:
- Observation,
- Open Discussion

4. *Independent teamwork*

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

5. *Poster Presentation (Elevator Speech)*

During this activity, each group will present for 3 minutes their own completed business canvas model, as an outcome of their facilitated and indepenent team word.

For half an hour, groups will be engaged on a discussion on the advantages and drawbacks of the peers' choice and presentation. Finally, the trainers in the role of a future investor/supporter will approve of the business idea or assess if there are aspects to be reconsidered.

6. *Planning and Managing Resources*

During this activity, which might be considered as the **fourth stage** in the Start-Up process, trainees will be introduced to the resource management as the practice of planning, scheduling, and allocating people, money, and technology to a project or program. In essence, it is the process of allocating resources to achieve the greatest organizational value[8]. Good resource management results in the right resources being available at the right time for the right task/ piece of work[9]. At the very beginning, trainees will be required to answer a set of open questions, in order to scan and check their knowledge on the concept of resources in a business. Afterwards, they will have a Power Point presentation of clear explanations on each category of business resources, and their management:
- Human Resources,
- Financial Resources,
- Physical Resources,
- Information Resources.

 They will be provided with Business Plan Example Templates, focusing only on the section of resource management. Next, based on the explanations and given examples,

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[8] "Human Resource Management as Entrepreneurial Tool", Neha Narula & Nirmala Chaudhary, Amity Journal of Entrepreneurship, (66-72), 2018 ADMAA, available at https://amity.edu/UserFiles/admaa/f14d6Paper%204.pdf

[9] "What Is Resource Management and Why Is It Important", Scott Townsend, available at https://www.planview.com/resources/guide/resource-management-software/resource-management-leverage-people-budgets/

trainees will work in groups to create the group's business resource plan, as an important component of the final business plan.
Trainee assessment:

- Observation

7. *Writing the actual business plan*

This activity, which might be considered as the **fifth and the final stage** in the Start-Up process, will start with a test on previously gained knowledge and skills (Vision and Mission Statement, Pestle Analysis, Market Analysis, Planning And Managing Resources). The aim of this test is reinforcing the competences gained during previous activities, and also highlighting the fact that all of them are an integral part of the final business plan. Trainees have already become familiar to the provided template, the most important sections of which have been dealt with. However, an explanation of how all the information of all sections of the template is integrated in a final business plan will follow. The primary purpose of a business plan is to establish your plans for the future. These plans should include goals or milestones alongside detailed steps of how your company will reach each step. The process of creating a roadmap to your goals will help you determine your business focus and pursue growth. The trainees will fill in the information produced as a result of the previous activities, in the respective sections. This process will summarize and highlight the most important components of a business plan, already ellaborated in the previous activities.

- Vision and Mission statement
- Environmental Analysis
- Customer profile
- Markets and Marketing Strategy
- Resource management

In interaction with the trainees, the trainer/external speaker will support the process of defining their business scheme, and fill in the information in the above sections of the template. The activity will be finalised with a short illustrative video on some tips on a successful Power Point Presentation. The trainees are advised to pay attention to the tips during their facilitated and independent team work (activity 8), (in order to prepare an impressive presentation for the next day.
Trainee assessment:

- Observation

8. *Independent teamwork*

During this activity trainees will be engaged in independent team work in order to prepare a PowerPoint presentation, thus finalising the accomplishment of the activity tasks begun in the facilitated team work in the previous sessions, which is the presentation of their actual business plan.

9. *Presentation of Group Business Plan*

During this activity each group will make use of the PowerPoint presentation methodology to present the actual group business plan as the outcome of the facilitated and indipendent team work and answer questions from all participants. The business plan powerpoint presentations will be subject to peer and jury evaluation (30% and 70% respectively), highlighting the strong and weak points of each presentation. Finally, the winner will be announced by the jury.
Trainee assessment:
- Peer evaluation (30%)
- Jury Evaluation (70%)

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

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

11. *Briefing and evaluation of the overall Innovation Camp*

During this activity, the trainees will engage in an open discussion on the benefits and the drawbacks of the overall training. They will be required to suggest possible ways of improvements in the following aspects:
- Organization
- Scheduling
- Learning Materials
- Trainers Performance
- Assistance to trainees
- Facilities
- Other.

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

2.7. Methodology approach/teaching method

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

Many of the entrepreneurial teaching pedagogy and methods utilize **cooperative learning** . It is an old idea in education, in which students work in small groups (teamwork) and receive rewards or recognition based on their group performance. Two categories of cooperative learning methods are listed: structured team learning and informal group learning. [10]The former gives rewards to teams based on the learning progress of the members, which results in individual accountability, since the team's success depends on its individual's learning, not the group products. The latter includes methods that are more focused on the social dynamics, projects and discussions than learning of well-specified content. Working together in teams or groups gives trainees a good learning environment that is mimicking the environment of a typical entrepreneur who needs to negotiate with different stakeholders, form alliances, and sell ideas to his/her team, stakeholders and customers.

In general, learning methods in entrepreneurship can be divided to traditional methods and action learning or learning-by-doing method[11]s. While the more traditional methods, such as lectures and assignments, can provide a good understanding of the benefits of entrepreneurial activity, they often lack an understanding of "how to" act as an entrepreneur. This shortcoming can be tackled by having more entrepreneurs as role models in the classroom[12].

The Innovation Camp utilizes the **learning-by-doing method** and takes trainees away from the normal learning environment to develop a start-up. The learning-by-doing methods gives students the primary role in learning and can trigger development of their entrepreneurial competencies. Business development is a task to create value (preferably innovative) based on opportunities and/or problems the students detect through an iterative development process. The students own and take full responsibility for the task which leads to repeated interactions with the environment, which triggers uncertainty, ambiguity and confusion. This uncertainty, ambiguity and confusion should be considered as a positive outcome and a source of deep learning for trainees. The Innovation Camp applies a team-work approach should be applied giving them access

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

[11] Bygrave, W. D. (2004). 'The Entrepreneurial Process'. In W. D. Bygrave & A. Zacharakis (Eds.). ThePortable MBA in Entrepreneurship. Hoboken, NJ: John Wiley & Sons.

[12] Slavin, R. (2010), "Co-operative learning: what makes group-work work?" in Dumont, H., D. Istance and F. Benavides (eds.), The Nature of Learning: Using Research to Inspire Practice, OECD Publishing,Paris, https://doi.org/10.1787/9789264086487-9-en

to increased creative ability and peer learning opportunities. It also eases the levels of difficulty and uncertainty[13].

While students' roles change and they take the active role in learning, so changes the role of teachers. Teachers became "coaches" and "facilitators" of learning instead of acting as the "traditional" teacher role suggested by constructivist learning theory[14]. The teachers should allow the students to do their independent work with the minimum of teacher supervision and intervention, but meanwhile the teachers should also monitor and give feedback to students during the learning experiences, because the students may find that they progress slowly, that the experience is frustrating, and that the workload is excessive. As "coaches" the teacher should not give authoritative instructions, but to give the necessary questions to the students that helps the students to identify the critical issues. When the teachers have to provide advice, they should give it in the form of suggestions and options, which allows the students to make the choice of how to proceed.
[15]

Innovation Camps or intensive courses seem to have an impact on students' motivation. According to Christy[16],students taking part in intensive courses demonstrate higher levels of achievement motivation than students in traditional courses. From intensive courses, students have an increased focus, stamina and retention with a decrease in their procrastinating behavior[17]. This can be explained by the fact that intensive courses or camps are short and concentrated and they often include more interaction, discussion and other constructive teaching methods, improving students motivation and achievement[18].

Teacher training or conducting a similar course for students with teachers, is a key component for a high quality education [19]; and shows how students apply the competences they have learnt, supporting the assessment of the intensive course/camp.

Below are introduced some methods which may be used on the Innovation Camp to support the learning of participants.

An **ice-breaker exercise** can be constructed to fit any programme or event. For example, in the Innovation Camp, it can be used to get participants to introduce each other before group work or before choosing groups for an experiential exercise (e.g. business planning). These ice-breaker exercises are executed under time pressure when

[13] Lackéus, Martin (2015) Entrepreneurship in Education: What, why, when, how. Entrepreneurship360 Background Paper. OECD

[14] Tenenbaum, G., Naidu, S., Jegede, O. and Austine, J. (2001), "Constructivist pedagogy in conventional on-campus and distance learning practice: an exploratory investigation", Learning and Instruction, Vol. 11 No. 2, pp. 87-111.

[15] Hytti & O'Gorman (2004).

[16] Christy, D. F. (1991) Motivation of intensive English program participants: A factor analytical exploration. Dissertation Abstracts International, 54: 782

[17] Scott, P. A. (2003) Attributes of high-quality intensive courses. New Directions for Adult and Continuing Education, 97: 29–38.

[18] Kucsera, John V., and Dawn M. Zimmaro. "Comparing the Effectiveness of Intensive and Traditional Courses." College Teaching 58, no. 2 (2010): 62–68. http://www.jstor.org/stable/25763421.

[19] Buchberger, F., Campos, B. P., Kallos, D., Stephenson, J. (eds) (2000). Green Paper on Teacher Education in Europe: High Quality Teacher Education for High Quality Education and Training, Thematic Network on Teacher Education in Europe, Umeå, University of Umeå.

discussions between any two participants are deliberately limited to encourage a focused introduction. The goal of the exercises is to facilitate networking and enable participants to quickly get a basic knowledge of each other. The ice-breakers also break down social barriers and enable the beginning of trust to emerge between participants to assist their learning[20].

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

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

The Innovation Camp could use **External speakers[23]** for a number of purposes:

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

The briefing of external speakers is extremely important, so they know what is expected from them. It is important to plan and make clear how their presentations support the learning goals of the Camp. For example, a new young entrepreneur as an external speaker can serve many possible objectives: demonstrating clearly the motivations and drivers to self-employment; establishing how one finds and evaluates an idea; demonstrating how one copes with and adapts to real-world problems as an entrepreneur, among many others. Another enterprising way is not to brief the invitee too much but to set up an interview panel or panels of programme participants (each one dealing with a different issue). Their task is to draw out the relevant experiences of the participants.

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

Brainstorming is a method to create different ideas, even crazy ones in a short time, from 1 to 2 hours. The activity starts with the rules of brainstorming. The teacher should give the students examples of how other people brainstorm, how brainstorming is used

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[20] Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010).3EP – A Compendium for Pedagogies for Teaching Entrepreneurship

for example in the world of advertising, art, and engineering. In short, by brainstorming a group of people works together to generate many ideas quickly and without judgment. Participants stimulate each other's thinking, build on each other's ideas, merge ideas, etc. It is important for participants to understand the rules, therefore it would be beneficial first openly to discuss what is brainstorming and what is not. The Post-It notes could be used in the activity[21].

The 10 rules of brainstorming:

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

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

Business Canvas Model is a visual and intuitive business development tool for designing new business models for start-ups and existing businesses, but it can also be used for visualizing and communicating a simple story of the existing business model and further even to manage a portfolio of business models[22]. The entire business can be presented on just 1 page[23]. "A business model is a company's plan for making a profit. It identifies the products or services the business will sell, the target market it has identified, and the expenses it anticipates".[24]

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

There are several benefits in using a business model canvas[25]:

* It forces you to think of your business more scientifically and formally.
* It reduces your business model into a set of assumptions that you can then test to either validate or reject.

[21] Mitja Mavsar (2015) How to IDEATE. Unpublished Compendium
[22] Strategyser (2020) Business Model Canvast. Available: https://www.strategyzer.com/canvas/business- model-canvas. Retrieved: October 28, 2021
[23] Mitja Mavsar (2015)
[24] Kopp, Carol M. (2019) Business Essentials. Investopedia. Available: https://www.investopedia.com/terms/b/businessmodel.asp. Retrieved: October 28, 2021
[25] Mitjar Mavsar (2015)

- The overall design and layout forces you to think about the various key aspects of the business. When you see one part of the canvas empty, you know where you need to put more effort.
- It is visual and intuitive. This makes it easier to communicate the ideas.
- It is easy to create and maintain. This makes the business models very agile that can be constantly adapted to be in sync with the business realities.

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

An Elevator Pitch[26] (or Elevator Speech) is a brief presentation of an idea for a product, service, or project. As the name implies a pitch can be delivered in a very short time from the time span of an elevator ride (say, thirty seconds or 100-150 words). The elevator pitch is often used by venture capitalists to judge the quality of an idea and team based and to quickly weed out bad ideas in a funding process. The basic approach is to invite individuals to develop their pitch beforehand with a strict time limit (usually 1 to 3 minutes). Entrepreneurs are asked to compete in front of a panel of judges equipped with agreed judging criteria. Entrepreneurs present their pitch one after another and they are timed – a whistle is blown at the end of the time and they must then stop. Elevator Pitches are often used in business plan competitions especially in US Enterprise Education. In education students are given more time to pitch which makes pitching easier. The purpose is to make students prepare a short and focused explanation of their business idea, if they have the opportunity to pitch it to somebody in an informal situation. Students should think out the core of the business and find attractive ways of presenting it. The main benefits are that this enables students to pick up the skills to summarise something in a focused and precise way. The outcome is often that they understand how important lucky opportunities can be in entrepreneurship and are prepared for such opportunities.

Lean Start-up methodology aims to shorten product development cycles and rapidly discover if a proposed business model is viable and it is used in developing businesses and products. The lean start-up utilizes a combination of business-hypothesis-driven experimentation, iterative product releases, and validated learning. Lean start-up emphasizes customer feedback over intuition and flexibility over planning. Recovery from failures is seen as positive[27]

Using the Lean Start-up approach, entrepreneurs test a vision continuously in business or product development and reduce their risks. The approach leads to spending less money, but also finding out faster if the business or product idea is viable. The Lean Start-up methodology follows the build-measure-learn feedback loop. The first step is finding the problem that needs to be solved and then developing a minimum viable product (MVP) in order to start the loop as quickly as possible. MVP is the simplest workable product, the core product. After the MVP is established, a start-up can iterate through the build-measure-learn feedback loop, which involves measurement and learning and includes actionable metrics demonstrating cause and effect[28].

Further information:

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[26] Gibb, A. A., Hannon, P., Price, A., & Robertson, I. (2010).
[27] Steve Blank (2013) Why the Lean Start-up Changes Everything.Harvard Business Review. Available: https://hbr.org/2013/05/why-the-lean-start-up-changes-everything
[28] The Lean Startup Methodology (2011) Lean Startup. Available: http://theleanstartup.com/principles

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

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

Poster presentation as a formal, research-based presentation of a piece of work. A poster presentation provides a visual representation of research through text, charts, graphs, and other visual aids. A poster presentation allows viewers to read your research material at their own leisure and to interact with you—perhaps asking questions about your methods or your findings.

2.8. Activities to students

If the term "students" refers to trainees the following are the activities, they are going to perform:
- Entrepreneur Scan
- PESTLE Analysis
- Group formation and responsibility definition
- Deciding on a business
- Business Canvas Model
- Presentation of their business idea
- Competition Analysis for their business
- Customer Profiling
- Marketing Strategy
- Resource planning
- Putting it all together in a business plan
- Power Point Presentation

If the term "students" is used literally for university students- this does not apply to this module.

2.9. Teaching materials and facilities

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

Smart Board/Video projector
Flipchart
Laptops

Internet server,
Mics
Sound system
Camera

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

1. Leading to an appropriate business choice.

Supporting Lecture: Main Factors Affecting a Successful Business Choice
eLearning:
- The Entrepreneur Scan Measuring Characteristics and Traits of Entrepreneurs, available at:
  https://www.researchgate.net/publication/265031019_The_Entrepreneur_Scan_ Measuring_Characteristics_and_Traits_of_Entrepreneurs
- PESTEL Analysis of The Macro-Environment, available at: https://frrl.files.wordpress.com/2010/04/pestlanalysis.pdf

Video Teaching Resources
- https://www.youtube.com/watch?v=NaofchxbhXo

Literature-
- Strategic Management[29], ISBN 9928-134-74-X
- Peggy A. Lambing and Charles R, "Entrepreneurship", ISBN-13: 978-0132281744, ISBN-10: 0132281740

2. Market Analysis in the chosen business idea

Supporting Lecture: Strategies and tools assisting Market Analysis
Video teaching materials
- https://www.youtube.com/watch?v=G2kpQGNxkRc

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

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

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

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

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

Video Teaching Resources

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

Christie Rezaii, The elevator pitch for every professional,

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

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

Literature-

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

4. Independent teamwork
   N/A

5. Poster Presentation (Elevator Speech)
   N/A

6. Planning and Managing Resources

Supporting Lecture: Resource planning and management and its importance in the success of a business.

eLearning:

An entrepreneur's guide for Harvard University faculty, graduate students, and postdoctoral fellows, available at:
https://otd.harvard.edu/uploads/Files/OTD_Start-Up_Guide.pdf

Literature:

- Human Resource Management as Entrepreneurial Tool", Neha Narula & Nirmala Chaudhary, Amity Journal of Entrepreneurship, (66-72), 2018 ADMAA, available at https://amity.edu/UserFiles/admaa/f14d6Paper%204.pdf
- "Entrepreneurship", Pearson New International Edition, Peggy A. Lambing, Charles R. Kuehl, Pearson Education, 2013

7. The actual business plan

Supporting Lecture: The integral components of a Business Plan

eLearning

- "The Wow Project". FastCompany. 30 April 1999, available at:
  https://www.fastcompany.com/36831/wow-project
- "Writing A Business Plan", Maine Small Business Development Center, available at: https://www.mainesbdc.org/wp-content/uploads/2015/08/sample-business-plan-2015.pdf

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

8. Independent teamwork
   N/A

9. Presentation of Group Business Plan
   N/A

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

    Supporting Lecture: Critical Thinking for transferability of skills

<u>Video material:</u>
- Transferable Skills: An Introduction avilable at: https://www.youtube.com/watch?v=ewSEIFMEwd4

11. Briefing and evaluation of the overall Innovation Camp
    N/A

2.10. Assessment

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

1. Trainee achievements (30%)

At the end of each activity trainees will be evaluated by the trainers including peer evaluation when applicable, choosing the most suitable method form the ones listed below for the actual activity.
- Observation
- Test and retest
- Discussion/Debate
- Trainer Evaluation
- Peer Evaluation

2. Activity assessment (50%)

- Activity Evaluation Form

At the end of each activity trainees will be required to complete a questionnaire to obtain valuable feedback and identify areas that need improvement. This evaluation form will give feedback on:

a)   Trainers' performance regarding:
- Level of qualification and teaching skills,
- Level of assistance,
- Level of communication and interactivity,

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

3.   Overall Innovation Camp Assessment (20%)

- Training Evaluation Form (Activity 11)

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

3. BIBLIOGRAPHY

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4. ANNEX

4.1. Anex 1

Business Ideas

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

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

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

4.2. Anex II

ACTIVITY   EVALUATION   FORM

Activity no./name: _____

Date: _____/_____/_____

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

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

14. What aspects of the activity need further improvement:

_____

_____

_____

_____

Thank you for your feedback!

Training Evaluation Form

Date: _____

Title and location of training: _____

Trainer: _____

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

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

12. What did you like most about this training?

13. What aspects of the training could be improved?

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

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

16. Please share other comments or expand on previous responses here:

Thank you for your feedback!

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