



Biz4Fun - Let's have fun with the business start-up

ERASMUS + 2018-1-SK01-KA202-046271

Learning Scenarios



KA2 Strategic Partnerships

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Course 1. INTRODUCTION INTO THE ENTREPRENEURSHIP

Lesson Basic Data	
Subject	INTRODUCTION TO ENTREPRENEURSHIP
Lesson Title	Introduction to Entrepreneurship
Lesson Objectives	<ol style="list-style-type: none"> 1. Know what an Entrepreneur is 2. Know what comprises an Entrepreneurial Mind-set 3. Know the different thinking strategies 4. Know the background and characteristics that affect success 5. Know about the importance of Role Models and Support Systems 6. Know the different sources for searching business ideas

Prerequisites – Not applicable	
Subject	
Topic	
Knowledge	

List of Activities		
Name	Short description	Type
1. Conversation with NPC	An NPC character introduces and guides the user to the learning material.	- Concept mapping - Interaction with NPC character
2. Study Learning Material	The user studies a series of theory panels.	- Concept mapping - Studying
3. Activity for Thinking Strategies	The user reads 6 examples of thinking and tries to match each one with one of the 4 thinking strategies	- Concept mapping - Assessment - Game
4. Activity for Qualities for success	The user has to select 5 good character qualities from 10 options.	- Concept mapping - Assessment - Game

List of Materials		
Name	Short description	Type
1. Presentation	A presentation with 6 learning topics, displayed across 6 panels.	PPT

Relevant Topics	
Learning Topic Name	Connection Description
4. Business Plan	The ways of thinking and the sources for business ideas are also discussed

Pedagogical Methods (choose relevant)
<input checked="" type="checkbox"/> Concept mapping <input checked="" type="checkbox"/> Participatory Learning in Action (PLA) Techniques <input type="checkbox"/> Questioning <input type="checkbox"/> Drill and Practice <input type="checkbox"/> Tutorials <input checked="" type="checkbox"/> Games <input type="checkbox"/> Story Telling <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Role-playing <input type="checkbox"/> Discussion <input type="checkbox"/> Small group activities <input type="checkbox"/> Social media activities (Facebook, Twitter, Youtube)
Other:

3D Activity Description	
3DActivity Objectives	Learn the Theory about "Introduction to Entrepreneurship"
Keywords	Entrepreneurial mindset, thinking strategies, role models
3DActivity Duration	30 min
Learning Activity Description	<p>An NPC character named "Christine" approaches the user as they enter the park. They introduce and after a welcome message, she directs him to a series of Panels (6 in total):</p> <ol style="list-style-type: none"> 1. Introduction 2. Entrepreneurial Mind-set 3. Thinking Strategies 4. Background and Characteristics 5. Role Models and Support Systems 6. Sources of Business Ideas <p>These six panels are the 6 main topics of the PPT file "Introduction to Entrepreneurship". They are located across a path through the park.</p> <p>More specifically the NPC Character after a conversation option will walk at each one of the panels, stop and give an explanation. After the last panel, the NPC gives a message with instructions towards the next activity.</p>
Assessment	Just Studying
Graphic Description	The scenario takes place in the first area of the Business District, a small park with a pond and tables with benches. The user has just

	<p>learned the basics of moving through the world and the other control actions, from the tutorial area they arrive.</p> <p>The park is the area that separates the introduction area (with tutorials) with the Business District area, where most Entrepreneurship scenarios will take place.</p> <p>There is a big gate that leads to the park, and a big sign "Business District" above it.</p>
<p>Information text</p>	<p>Dialogue:</p> <p>Welcome! My name is Christine. This area has been prepared to introduce you to some initial but important concepts. Would you like a quick presentation?</p> <p>[A] Yes Please! [B] Thanks, but I prefer to check the material alone</p> <p>[A]</p> <ul style="list-style-type: none"> -> Great! Follow me, I will show you the main topics and you can study them on your own as well. -> So, here is a quick introduction about what means to be an Entrepreneur! -> To become a successful Entrepreneur, one needs to have an entrepreneurial mind-set. -> Coming up with a great idea for a business, is not an easy task. There are some useful strategies you can use however! -> Here you can check the most important factors that can affect the success of an Entrepreneur -> The choice of a role model can be a crucial factor for the career path of an entrepreneur. -> Here you can check various sources you can search for business ideas and identifying opportunities. -> You can read the material in detail, through the panels. When you are ready proceed with the two activities in the next area! <p>[B] No problem. Check the material and when you feel ready, proceed with the two activities in the next area!</p>
<p>Work Instructions</p>	<p>The NPC character approaches the user and gives the two options after the introduction.</p> <p>In the first option the NPC will walk slowly at each of the theory panels, stop and comment on it, wait a couple of seconds and continue until the end.</p>
<p>Info</p>	

3D Activity Description	
3DActivity Objectives	Assess the knowledge about the Thinking Strategies
Keywords	thinking strategies, effectuate, bricolage, cognitively adapt, structural thinking
3DActivity Duration	10 minutes
Learning Activity Description	<p>This is a matching activity. There is a vertical bar with 4 buttons and next to it an empty panel with a message "click to start".</p> <p>The left column has 4 cards with the types of Thinking Strategies.</p> <p>A. think structurally B. engage in bricolage C. effectuate D. cognitively adapt</p> <p>When the user clicks the screen, it displays an example of using one of the strategies. The user has to click the correct button that corresponds to the strategy used.</p> <p>If the correct button was clicked, another example is displayed. After 6 examples, if the user has 4 or more correct answers they take a trophy.</p>
Assessment	Matching Activity
Graphic Description	There are is a vertical bar with the 4 buttons and next to it an empty panel with a message "click to start".
Information text	<ol style="list-style-type: none"> 1. You have very limited resources at hand, but you are resourceful and you find a way to use them for something new. [Bricolage] 2. You match an existing technology to a target market [Think Structurally] 3. You examine your own knowledge and skills, find various possible paths to take, and you select one of them [Effectuate] 4. You continuously check the environment and you are ready to take action [Cognitively Adapt] 5. You take creative mental leaps from existing knowledge [Think Structurally] 6. You already have various resources and you find a way to combine them for a new product. [Bricolage]
Work Instructions	<p>When the user clicks the screen, it displays an example of using one of the strategies. The user has to click the correct button that corresponds to the strategy used.</p> <p>If the correct button was clicked, another example is displayed. After 6 examples, if the user has 4 or more correct answers they take a trophy.</p>

Info	
3D Activity Description	
3DActivity Objectives	Assess the knowledge about the good qualities for success
Keywords	Character qualities, background and characteristics
3DActivity Duration	10 minutes
Learning Activity Description	<p>The next activity shows a big panel with 10 cards of various character qualities of a person.</p> <p>A description asks the user to select 5 cards that correspond with qualities that favor Entrepreneur success.</p> <p>After selecting five of the cards, the user clicks a button to check the results. If all 5 choices are correct, they get the second trophy and the gate leading to the business district and the next topics opens.</p>
Assessment	Select correct options from a list
Graphic Description	A big panel with 10 cards of various character qualities of a person.
Information text	<ol style="list-style-type: none"> 1. Discipline [correct] 2. Depend on others for everything 3. Avoid even the slightest risks 4. Leadership [correct] 5. Appetite for work [correct] 6. Ignoring changes in the environment 7. Avoid creative ideas 8. Self-confidence [correct] 9. Willing to take excessive risks 10. Focus on profits [correct]
Work Instructions	<p>After selecting five of the cards, the user clicks a button to check the results. If all 5 choices are correct, they get the second trophy and the gate leading to the business district and the next topics opens.</p> <p>If the user has acquired the trophy, the gate should automatically open when he approaches it.</p>
Info	

References

Hisrich R., Peters M. And Shepherd D. – Entrepreneurship, 10th Edition McGraw Hill Education

Course 2. BUSINESS OPPORTUNITIES AND MARKET TRENDS IN YOUR COUNTRY AND EUROPE

Lesson Basic Data	
Subject	BUSINESS OPPORTUNITIES AND MARKET TRENDS
Lesson Title	How to build Business opportunities and market trends?
Lesson Objectives	<ol style="list-style-type: none"> 1. To be able to envision your business on a long term; 2. To be able to spot the niche domains where you can make a difference; 3. To be able to attract the right business partners to support each other; 4. To be able to evaluate your business on the relevant market; 5. To be able to anticipate your next move, business wise;

Prerequisites – Not applicable	
Subject	Business opportunities; Market trends;
Topic	Collaborative tools for designing or innovating a business model
Knowledge	To know how to receive the feedback on your business and use it to update your business image and model using the appropriate tools to make your business known. To tailor your services so they fit the audience you seek on the market and continuously check the market in order to develop your services and products in accordance to the market needs.

List of Activities		
Name	Short description	Type
5. Business management and long-term management	In the first activity the students will find out what they need for a long-term business and see what kind of business management they need.	<ul style="list-style-type: none"> - Concept mapping - Brainstorming - Questioning
6. Domain niches and implementation.	In this activity the students will seek what the best niches for their domains are and how to implement them in their business.	<ul style="list-style-type: none"> - Concept mapping - Brainstorming - Questioning
7. Business steps and partner needs	The last activity will allow the students to find out what the next step should be so that their business can keep up with the market trends and the business partner needs.	<ul style="list-style-type: none"> - Brainstorming - Questioning - Discussion - Small group activities

List of Materials		
Name	Short description	Type
6. Diagrams/ Business opportunities	Visual explanations of examples given on the matter subject;	PPT
7. Charts/ market trends	Visual explanations of examples given on the matter subject;	PPT
8. Infographics/ Business opportunities and market trends	Visual explanations of examples given on the matter subject;	PPT + video

Relevant Topics	
Learning Topic Name	Connection Description
Basic economic strategies	<ul style="list-style-type: none"> ● Recruit compatible new businesses; ● Target specific sectors and types of industries; ● Location factors (Markets, Raw materials, Industrial site, Financial capital, Labor, Transportation, Utilities); ● Goal is to retain and expand existing businesses; ● Firm visits to assess needs and opportunities; ● Immediate follow-up – especially “Red Flags”; ● Response and direct assistance to firms;
Trends for macroeconomics/microeconomics	<ul style="list-style-type: none"> ● Forward thinking; ● Address the need to survive in a changing environment; ● Nothing mystical – It just involves: Ex: Hard work, Communication, Thought, Cooperation; ● Applies to communities and private sector; ● Key role is data and communication;

Pedagogical Methods (choose relevant)

Concept mapping

Participatory Learning in Action (PLA) Techniques

Questioning

Drill and Practice

Tutorials

Games

Story Telling

Simulations

Role-playing

Discussion

Small group activities

Social media activities (Facebook, Twitter, Youtube)

Other:

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	Competitiveness and development opportunities in the context of market globalization.
Keywords	development opportunities, globalization, Romania, entrepreneur
3D Activity Duration	30 min
Learning Activity Description	<p>In a 3D environment, students sit at the table acting like investors during a meeting with ideas developers. They will be asked about what the key factors are to identify and develop business opportunities by the manager.</p> <p>After that, a pop-up with the presentation will appear. The student can't close the pop-up without seeing the learning material.</p>
Assessment	Quiz
Graphic Description	Setting up the room with the investor (CNP) and the developer of ideas (player) who sit at the table
Information text	<p>Choose the correct answer from the drop list for each question:</p> <p>1. The five different ways that an entrepreneur can beat the competition are:</p> <p>a. Price, location, quality, reputation, advertising</p> <p>b. Price, luxury, quality, reputation, service</p> <p>c. Price, luxury, quality, referrals, advertising</p> <p>d. Price, location, quality, reputation, service</p>

2. In value-of-time analysis, the main question is, "Could the investor use his or her _____ more profitably?"

- a. Money
- b. Connections
- c. Time
- d. Ideas

3. Opportunities are created in different ways. One way to create opportunities is by _____ consumer problems. [Choose the best answer.]

- a. Identifying
- b. Understanding
- c. Explaining
- d. Solving

4. It is important to distinguish between an idea and an opportunity.

- a. True
- b. False

5. Entrepreneurs make investment decisions based on _____.

- a. Emotion
- b. Analysis
- c. Intuition
- d. Guesswork

6. In order for an idea to be a real business opportunity, the idea must _____.

- a. Have a professional-looking website
- b. Sound exciting
- c. Match a consumer need
- d. Have a TV commercial

7. Once an idea has been identified as an opportunity, why is it so important for an entrepreneur to act on that opportunity quickly?

- a. The "window of opportunity" can close
- b. Competitors can seize an opportunity first.

	<p>c. Both A and B</p> <p>d. None of the above</p> <p>8. The best way to train your mind to think like an entrepreneur is to...</p> <p>a. Limit your mind in order to specialize in one area</p> <p>b. Broaden your mind with many new experiences</p> <p>c. Close your mind to new ideas</p> <p>d. Only associate with people just like you</p> <p>9. In opportunity-cost analysis, the main question is, "What other (better) _____ are available?"</p> <p>a. Jobs</p> <p>b. Problems</p> <p>c. Challenges</p> <p>d. Investments</p>
Work Instructions	<p>In a 3D environment, students sit at the table acting like investors during a meeting with ideas developers. They will be asked about what are the key factors to identify and develop business opportunities by the manager.</p> <p>After that, a pop-up with the presentation will appear.</p> <p>The student can't close the pop-up without seeing the learning material.</p>
Info	<p>In the exercise the green options are the right ones to be selected.</p>

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	Finding out what niche domain would be the best for the business
Keywords	niche domain, globalization, Romania, entrepreneur
3D Activity Duration	30 min
Learning Activity Description	<p>In a 3D environment, students sit at the table acting like business manager that are searching for the best niche domain for their business. They will be asked what they know about the niches and in which sub-niche of a specific market trend they prefer to have the business in.</p> <p>The avatar: I don't know how niche best fits to my business. How can I find out?"</p> <p>NPC: "Let`s see what types of niches are in your country!"</p> <p>After that, a pop-up with the presentation will appear.</p> <p>The student can't close the pop-up without seeing the learning material.</p>

Assessment	Quiz
Graphic Description	Setting up the room with the business manager (player) who sit at the table and answer where the questions are
Information text	<p>I. Choose the correct answer from the drop list for each question:</p> <p>1. Does it Have Competition?</p> <p>a. I think competition is a good thing.</p> <p>b. You should choose an affiliate market that has people who buy information.</p> <p>c. The best place to start is to check out different affiliate networks.</p> <p>Correct: a</p> <p>2. What are the Existing Affiliate Products?</p> <p>a. The money you make in a niche is largely determined by existing products.</p> <p>b. The best place to start is to check out different affiliate networks.</p> <p>c. Niche profitability is also determined by the amount of sub-markets.</p> <p>Correct: b</p> <p>3. What are the Commission Rates?</p> <p>a. The money you make in a niche is largely determined by existing products.</p> <p>b. Determine if a niche has a core audience.</p> <p>c. Instead you want to choose affiliate niches that have a wide range of topics and problems.</p> <p>Correct: a</p> <p>4. Are People Buying Information?</p> <p>a. Niche profitability is also determined by the amount of sub-markets.</p> <p>b. The best place to start is to check out different affiliate networks.</p> <p>c. You should choose an affiliate market that has people who buy information.</p> <p>Correct: c</p> <p>5. What are the Sub-Markets?</p>

	<p>a. Niche profitability is also determined by the amount of sub-markets.</p> <p>b. I think competition is a good thing.</p> <p>c. The best place to start is to check out different affiliate networks.</p> <p>Correct: a</p>
Work Instructions	<p>In a 3D environment, the avatar will have a discussion with the NPC. After that, a pop-up with the presentation will appear. The student can't close the pop-up without seeing the learning material.</p>
Info	<p>In the exercise the correct answers are the green ones.</p>

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	Business steps and partner needs
Keywords	business partner, globalization, Romania, entrepreneur
3DActivity Duration	35 min
Learning Activity Description	<p>In a 3D environment, student sits together with other three NPCs at the table acting like businessmen, discussing about the main aim of the business. Each person has a different vision about the business.</p> <p>NPC no.1: "Our main objective is to build a strong business which provides sustainable electric cars."</p> <p>NPC no.2: "I think our aim is to produce more cars at a higher price to increase the revenues."</p> <p>NPC no.3: "In my opinion, we have to increase the production of the cars."</p> <p>NPC no.4: "Let's see what are the advantages of a partnership and fundamental elements that will help all partnerships start off strong."</p> <p>After that, a pop-up with the presentation will appear. The student can't close the pop-up without seeing the learning material.</p>
Assessment	Discussion
Graphic Description	Setting up the room with the business manager (player) who sit at the table and talks with potential business partners (players)
Information text	<p>1. Identify which of the following sentences are True or False:</p> <p>a. A General partnership has one type of partner, and all participate in the day-to-day decisions and the way their partnership share works are the same.</p> <p>Correct: True</p> <p>b. A Limited partnership has both general partners and limited partners.</p>

Correct: **True**

c. A Limited liability partnership allows all partners to be shielded from liability for normal partnership activities.

Correct: **True**

2. Choose the correct answer from the drop list for each question:

1. Develop your product or service:

a. Retain control of your product and learn constantly.

Implement checks and balances to reduce your risk.

Hire specialists, not generalists.

Don't put all your eggs in one basket.

Manage product development to save money.

b. State your goals clearly.

Follow hiring protocols.

Establish a strong company culture.

c. Think on your own timeframe.

Play the whole field.

Click around town.

Do the deal on your terms.

Correct: **a**

2. Start building your team:

a. Style of operation.

Demographics.

Competition.

The building's infrastructure.

b. State your goals clearly.

Follow hiring protocols.

Establish a strong company culture.

c. Implement checks and balances to reduce your risk.

Hire specialists, not generalists.

Manage product development to save money.

Correct: **b**

	<p>3. Think of a business idea:</p> <p>a. Ask yourself what's next.</p> <p>Fix something that bugs you.</p> <p>Apply your skills to an entirely new field.</p> <p>Use the better, cheaper, faster approach.</p> <p>b. Stop!</p> <p>Start by saying 'thank you.'</p> <p>Look for the grain of truth.</p> <p>Seek out the patterns.</p> <p>Listen with curiosity.</p> <p>Ask questions.</p> <p>c. Design and development plan.</p> <p>Operations and management plan.</p> <p>Finance factors.</p> <p>Executive summary.</p> <p>Business description.</p> <p>Correct: a</p>
Work Instructions	
Info	<p>The business manager has to choose the partner which suits the best for the business so that they can develop services and products in accordance to the market needs.</p>

References

1. Rik Donckels, Financing Growth: Recent Developments in the European Scene, The Blackwell Handbook Of Entrepreneurship, (199-220), (2017).
2. David Pistrui, Harold P. Welsch, Oliver Wintermantel, Jianwen Liao and H.J. Pohl, Entrepreneurial Orientation and Family Forces in the New Germany: Similarities and Differences Between East and West German Entrepreneurs, Family Business Review, 13, 3, (251-264), (2004).

Course 3. BUSINESS MODELS

Course	
Title	Business Model
Objectives	<ol style="list-style-type: none"> 1. To explain the meaning of a business model 2. To present the Business Model Canvas 3. To learn how Business Model Canvas can be used for the creation of the design, business model

Objectives	<ol style="list-style-type: none"> 1. To explain the meaning of a business model 2. To present the Business Model Canvas 3. To learn how Business Model Canvas can be used for the creation of the design, business model
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Module	
Title	Business Model
Learning objectives	<ul style="list-style-type: none"> - After studying this module, you should be able to: - understand why business models are important - explain how the Business Model Canvas would be useful to apply to your own development ideas - describe the nine elements of the Business Model Canvas - explain why a good value proposition is central to a successful Business Model Canvas
Pedagogical Framework	
Learning Theory	
Teaching Methodology	
Learning Activities and ICT environments/tools	
Assessment-Feedback	
References	
Further Reading	

Lesson Basic Data	
Subject	Introduction into online marketing
Lesson Title	Effective marketing in the digital era
Lesson Objectives	<ul style="list-style-type: none"> - how to create business opportunities and gain market access

	<ul style="list-style-type: none"> - guide the entrepreneur from the idea to launch the product/service to the market - the business model Canvas and tools to complete the business plan
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Prerequisites	
Subjects	<ul style="list-style-type: none"> - Market Analysis - Business Plan
Topics	<ul style="list-style-type: none"> - Introduction into the entrepreneurship - Business opportunities and market trends
Knowledge	To get in touch with EntreComp principle as a way to understand what the key competences for entrepreneurs are and what are the steps to be taken; identify market trends and use basic tools for analysing relevant elements in the market

List of Activities / Material		
Name	Short description	Type
<i>Biz4Fun Business Model Presentation.pptx</i>	ppt presentation about the basic characteristics of a business model	power point presentation

Relevant Topics	
Learning Topic Name	Connection Description

Pedagogical Methods (choose relevant) See my comments in the Syllabus template and make modifications
<input checked="" type="checkbox"/> Concept mapping <input type="checkbox"/> Participatory Learning in Action (PLA) Techniques <input checked="" type="checkbox"/> Questioning <input type="checkbox"/> Drill and Practice <input type="checkbox"/> Tutorials <input checked="" type="checkbox"/> Games <input type="checkbox"/> Story Telling <input type="checkbox"/> Simulations <input type="checkbox"/> Role-playing <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Small group activities <input type="checkbox"/> Social media activities (Facebook, Twitter, Youtube)
Other: Presentations, quizzes

3D Activity Description (one table for one activity – copy as much as you need) – General scenario

3D Activity Objectives	Walking around the Business Model Canvas! - Learn about the nine parts of the Business Model Canvas
Keywords	- Business Model Canvas - Customers - Offer - Infrastructure - Financial viability
3DActivity Duration	1 h
Learning Activity Description	<p>In a 3D environment, student/avatar land in the area which looks such a Business Model Canvas. Each part is labelled with the relevant title:</p> <ul style="list-style-type: none"> - Key Activities, - Value Proposition, - Customer Relationships, - Key Partners, - Customers, - Costs, - Key Resources, - Channels - Revenue. <div data-bbox="539 1059 1377 1630" data-label="Diagram"> </div> <p>On the edge of the area the NPC is waiting. The NPC (looks like <u>Alexander Osterwalder</u>, the author of BMC1) is activating whenever the avatar is approaching. Around the BMC several panels are located. At these panels ppt presentations can be displayed.</p> <p>When the NPC is active, he starts to speak with the avatar:</p>

¹ <https://leanstartup.co/berlin2019/speakers/alexander-osterwalder/>

NPC: "Hi! My name is Alexander Osterwalder and I am entrepreneur, speaker and business model innovator. I help you to understand the Business Model Canvas idea – you just step on whatever part of the canvas and additional information will display."

When the avatar steps on the segment, relevant information appears as a flying text above the segment:

Customer Segments

- depicts the customer segments that receive the value of the product/service
- all types of customers are presented in this block with clustered according to the value they receive

Value Proposition

- different value propositions relevant to the defined customer segments

Channels

- outlines the different channels utilized to reach the clients in order to offer and deliver the products/services to them

Customer Relationships

- defines the type of relationship the business maintains with the customer segments

Revenue Streams

- describes the way the company generates revenue from selling the products/services

Key Resources

- presents the resources necessary to create the value for the customer and represent the assets of the company that ensure its sustainability

Key Activities

- outlines the main activities that are needed in order to create and transfer the value proposition through the products/services

Key Partners

- presents the suppliers networks as well as the strategic alliances that support the business

Cost Structure

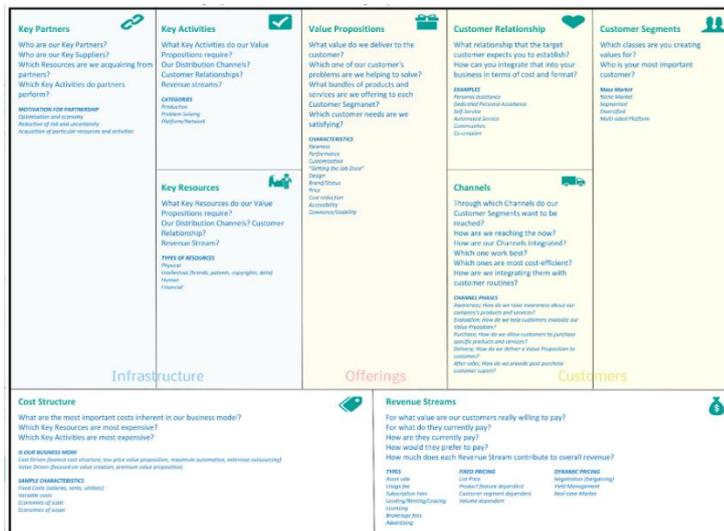
- presents the descriptions and characteristics of the cost structure needed to run the business

Assessment

Small group activity

3-4 avatars work together on the 3D business model canvas.

There is an empty canvas and around it the notecards with the labels with the texts from the figure below.



The task for the avatars will be to place all notecard to the right part of the canvas.

Graphic Description	See text in the 3D activity description
Information text	
Work Instructions	
Info	

Course 4. BUSINESS PLAN

Lesson Basic Data	
Subject	BUSINESS PLAN
Lesson Title	How to build a business plan?
Lesson Objectives	<ol style="list-style-type: none"> 1. to be able to identify successful ideas in the specific market 2. to be able to shape your ideas to market's needs 3. to be able to identify the necessary elements of a business plan (Executive summary, Company description, Organization and management, Service or product, Marketing and sales, Funding request, Financial projections, Sustainability, risk analysis) 4. to be able to design a business plan according to your idea 5. to be able to illustrate and promote your plan

Prerequisites	
Subject	<ol style="list-style-type: none"> 1. Entrepreneurial competence; 2. Market analysis.
Topic	Introduction into the entrepreneurship and promotion of business ideas; Business opportunities and market trends in your country and in Europe.
Knowledge	To get in touch with EntreComp principle as a way to understand what are the key competences for entrepreneurs and what are the steps to be taken; identify market trends and use basic tools for analysing relevant elements in the market

List of Activities		
Name	Short description	Type
A1. Business ideas: from the concept to the reality.	This activity will allow students to identify and select potential business ideas. Students will be asked to discuss and analyse ideas so to recognize potential strengths and weaknesses on a preliminary level.	<ul style="list-style-type: none"> - Concept mapping; - Participatory Learning in Action (PLA) Techniques - Discussion
A2. What's up on the market?	This second steps aims at putting into practice with the tools and knowledge studied in Learning Scenario 2 for analysing market's needs and adapt the ideas to a potential realization.	<ul style="list-style-type: none"> - Concept mapping - case studies - field research - discussion - small group activities - Formative quizzes
A3. How to build a BP?	The third step will make the students able to recognize the fundamental elements of a BP. The most important characteristics will be highlighted and described in order to allow students to set up	<ul style="list-style-type: none"> - Concept mapping; - Participatory Learning in Action (PLA) Techniques - discussion - small group activities - Formative quizzes

	the base for the designing of their plan.	
A4. Shape your idea: design your BP	In the fourth activity students will go into action designing a real BP putting into practice what they have learned in the previous activities. They will develop their own ideas or the ones they have selected in A1 filling in the sections identified in A3 and taking into account potential business opportunities emerged in A2.	<ul style="list-style-type: none"> - Concept mapping - project based activities - Participatory Learning in Action (PLA) Techniques - discussion - small group activities
A5. Make the market fall in love with your business idea	The last step aims at providing the students with the necessary skills for presenting and promoting their business ideas and BP. Through marketing techniques students will be able to present and advertise their idea to investors and the general market in an appealing way.	<ul style="list-style-type: none"> - Participatory Learning in Action (PLA) Techniques - discussion - small group activities - Social media activities (Facebook, Twitter, Youtube) - Role-playing

List of Material

Name	Short description	Type
1. The business idea	Introduction to business ideas; what is creativity; opportunity recognition; methods of generating new ideas, sources of new ideas; what is around (environment); What does enterprise mean.	PPT + video
2. Market analysis	Introduction to the strategic planning tool used to evaluate the strengths, weakness, opportunities and threats points of a business (SWOT analysis); the four main areas of a market research; tools for collecting primary data	PPT + video
3. The Business Plan	Introduction to Business plan, its main sections and key components. Students will be able to draft their own Business plan, outlining goals and details. This will make the students able to understand the importance of creating a Business plan in	PPT + video + Business Plan Template

	in helping the company launch and grow.	
4. Marketing and communication	Introduction to Business Communication; Slogan and Logo; Marketing Plan.	PPT + video

Relevant Topics	
Learning Topic Name	Connection Description

Pedagogical Methods (choose relevant)
<p>X Concept mapping</p> <p>X Participatory Learning in Action (PLA) Techniques</p> <p>X Questioning</p> <p><input type="checkbox"/> Drill and Practice</p> <p><input type="checkbox"/> Tutorials</p> <p><input type="checkbox"/> Games</p> <p><input type="checkbox"/> Story Telling</p> <p>X Simulations</p> <p><input type="checkbox"/> Role-playing</p> <p>X Discussion</p> <p>X Small group activities</p> <p>X Social media activities (Facebook, Twitter, Youtube)</p>
Other: Project based activities, field research, case studies, formative quizzes

3D Activity Description (one table for one activity – copy as much as you need)	
3DActivity Objectives	1. Recognize the successful business ideas
Keywords	Business idea; selection; strengths; weakness
3DActivity Duration	30 min
Learning Activity Description	In a 3D environment, students sit at the table acting like investors during a meeting with ideas developers. They will be asked about what the key factors are to identify and develop a business idea (Learning Material: 1. <i>The business idea</i>).
Assessment	Quiz

Graphic Description	Room setting with investor (NPC) and idea developer (player) sitting at the table discussing
Information text	<p>“Now that you know about the business ideas, it is time to show that you can recognize what successful ideas are made of.”</p> <p>Q1 (investor): “Socio economic context is not relevant to the development of a business idea.”</p> <p>A1 (developer) possible answers: Agree/do not agree</p> <p>Q2 (investor): “Creativity does not require knowledge or skills.”</p> <p>A2 (developer) possible answers: Agree/do not agree</p> <p>Q3 (investor): “Does opportunity recognition represent a possibility to successfully fill a large enough unsatisfied need?”</p> <p>A3 (developer) possible answers: Yes/No</p> <p>Q4 (investor): “You do not need to brainstorm with your collaborators. You can everything on your own.”</p> <p>A4 (developer) possible answers: Agree/do not agree</p> <p>Q5 (investor): “Existing product and services are not crucial to the development of successful ideas”</p> <p>A5 (developer) possible answers: True/False</p>
Work Instructions	The student should receive the notification of a meeting with an investor and consequently he/she should study the theoretical part and get ready. By clicking on “Get ready” the student will be redirected to the PPT (Learning Material: 1. <i>The business idea</i>). Once done with the studying, the student will enter the meeting room and start the dialogue with the investor (see q/a above).
Info	In the exercise the green options are the right ones to be selected.

3D Activity Description (one table for one activity – copy as much as you need)

3DActivity Objectives	2. Identify business ideas according to market's needs
Keywords	Market needs; market trends; business ideas
3DActivity Duration	1 h
Learning Activity Description	In a 3D environment, students sit at the table acting like ideas developer during a meeting with a market analyst. After having studied how to analyse market needs (Learning Material: 2. <i>Market analysis</i>) the learner will start putting the basis for a market research trying to locate the main aspect that makes the business unique, or at least more attractive than other competitors.
Assessment	Quiz + research
Graphic Description	Room setting with the market expert (NPC) and idea developer (player) sitting at the table discussing
Information text	<p>“Let's start putting the basis for your market research? Is your business idea useful for the target group? Is it innovative?”</p> <p>- QUIZ:</p> <p>Q1 (market expert): “SWOT analysis is useful for detecting potential weaknesses of your business.”</p> <p>A1 (developer) possible answers: Agree/do not agree</p>

	<p>Q2 (market expert): "What are the main four areas of study of a market research?" A2 (developer) possible answers: Product / Technology / Sales / Promotion / Consumer / Funding Q3 (market expert): "The questionnaire can only be delivered F2F." A3 (developer) possible answers: True/False</p> <p>- RESEARCH: Click here to open 'Google maps' and digit the keyword that better qualify your business idea in the search field. Now, you may have an idea of similar companies around you... visit their website and try to list 5 reasons why a customer should choose your product / service</p>
Work Instructions	<p>The student should receive the notification of a meeting with a market expert and consequently he/she should study the theoretical part and get ready. By clicking on "Get ready" the student will be redirected to the PPT (Learning Material: 2. <i>Market analysis</i>). Once done with the studying, the student will enter the meeting room and start the dialogue with the market expert (see q/a and research above)</p>
Info	<p>In the exercise the green options are the right ones to be selected.</p>

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	3. Identify the fundamentals elements of a business plan and how to build it
Keywords	Business plan; building
3DActivity Duration	1,5 h
Learning Activity Description	Students after having been introduced to the basics of Business Plan building will be involved in a virtual 3D discussion with potential business partners. Each partner will contribute to the discussion taking care of a key element of the business plan.
Assessment	Test: students acting as business partners will be request to identify and select the right elements to be included in a BP.
Graphic Description	Room setting with business partners (NPC + player) sitting at the table discussing
Information text	<p>"It's now time to build our business plan! Let's start putting together the key components!" "See below some components that might be included in a BP. Please identify the 5 odd ones out by clicking on them."</p> <p>Executive summary Digital divide Company description Market analysis Organization and management Service or product Cleaning of the office Creativity Marketing and sales</p>

	Funding request Problem solving Financial projections Appendix Salary
Work Instructions	The student should receive the notification of a meeting with the business partner. Before doing the exercise, learner is asked to study the theoretical part and get ready. By clicking on "Get ready" the student will be redirected to the PPT (Learning Material: 3. <i>The Business Plan</i>). Once done with the studying, the student will enter the meeting room and start the dialogue with the business partner (see activity above).
Info	In the exercise the green options are the right ones and the others are the odd ones to be selected.

3D Activity Description (one table for one activity – copy as much as you need)

3D Activity Objectives	4. Define the business plan according to your business ideas and market needs
Keywords	Business plan; design.
3DActivity Duration	2 h
Learning Activity Description	In 3D environment students will put into practice the work carried out until that point. They will develop each part of the BP trying to go into details as much as possible working in groups or alone.
Assessment	Project evaluation: teacher/tutor will evaluate the BP produced by students.
Graphic Description	Room setting with business partners (NPC + player) sitting at the table discussing
Information text	"Hey mate, we are ready to build our BP! This time we have to be careful...our BP will be evaluated by an expert."
Work Instructions	The student should receive the notification of a meeting with the business partner. Before doing the exercise, learner is asked to study the theoretical part and get ready. By clicking on "Get ready" the student will be redirected to the PPT (<i>Learning Material: 3. The Business Plan</i>). Once done with the studying, the student will enter the meeting room and start the dialogue with the business partner (see activity above). Students will be asked to download the BP template and to start working in groups or alone. The activity will be carried out offline and the final project will be evaluated by the teacher/tutor.
Info	

3D Activity Description (one table for one activity – copy as much as you need)

3D Activity Objectives	5. Define a marketing strategy for your business idea
Keywords	Marketing, advertisement, storytelling
3DActivity Duration	45 min
Learning Activity	Students will meet marketing experts in the 3D environment that will provide useful information on how to promote the business idea and be

Description	appealing on the market. Some basics principles of marketing techniques will be presented and students will be requested to figure out how to use them in their BP promotion to both investors and the general market.
Assessment	Quiz: the right techniques and strategies for promoting a BP to be identified + slogan creation
Graphic Description	Room setting with the marketing expert (NPC) and idea developer (player) sitting at the table discussing.
Information text	<p>“Now that you know about the business ideas, it is time to make the market fall in love with it.”</p> <p>- QUIZ:</p> <p>Q1 (marketing expert): “What are the two spheres involved in communication processes?”</p> <p>A1 (developer) possible answers. Please select the two right answers: rational / emotional / technological / financial</p> <p>Q2 (marketing expert): “The longer the slogan is the more powerful it is.”</p> <p>A2 (developer) possible answers: True/False</p> <p>Q3 (marketing expert): “A logo should not include typographic elements.”</p> <p>A3 (developer) possible answers: Agree/do not agree</p> <p>Q4 (marketing expert): “Colours, symbols and characters are the main elements of a logo.”</p> <p>A4 (developer) possible answers: True/False</p> <p>Q5 (marketing expert): “What are the main characteristics for designing a slogan and a logo?”</p> <p>A5 (developer) possible answers. Please select the 4 odd ones out by clicking on them:</p> <p>Simple</p> <p>Distinctive</p> <p>Colourful</p> <p>Memorisable</p> <p>In English</p> <p>Contain numbers</p> <p>Meaningful</p> <p>Coherent</p> <p>Flexible</p> <p>Funny</p> <p>Protectable</p> <p>Hot</p> <p>- SLOGAN CREATION:</p> <p>“Now create your slogan! Remember to use the right techniques and characteristics!”</p>
Work Instructions	<p>The student should receive the notification of a meeting with a market expert and consequently he/she should study the theoretical part and get ready. By clicking on “Get ready” the student will be redirected to the PPT (Learning Material: 4. <i>Marketing and communication</i>).</p> <p>Once done with the studying, the student will enter the meeting room and start the dialogue with the market expert (see q/a and activity above). The</p>

	quiz will be carried out online in the 3D environment while the slogan creation will be performed offline and it will be evaluated by the teacher/tutor. After having taken the quiz the learners will go offline working on the slogan.
Info	In the questions 1-4 the green options are the right ones to be selected. In Q5 green options are the right ones and the others are the odd ones to be selected.

References

[EntreComp: The Entrepreneurship Competence Framework](#)

[TBG Training Course & Activities](#)

[The Small Business Encyclopedia](#)

[Starting a business made easy](#)

Course 5. COLLABORATIVE TOOLS FOR DESIGNING OR INNOVATING A BUSINESS MODEL

Lesson Basic Data	
Subject	Collaborative tools for designing or innovating a business model
Lesson Title	New business models in digital era
Lesson Objectives	<p>Learn how to:</p> <ol style="list-style-type: none"> 1. Receive feedback on your business; 2. Use the feedback to update your business image and model; 3. Use the appropriate tools to make your business known; 4. Tailor your services so they fit the audience you seek on the market; 5. Continuously check the market in order to develop your services and products in accordance to the market needs; 6. Periodically check your overall business performance and personal performance of your employees.

Prerequisites – Not applicable	
Subject	Collaborative tools for designing or innovating a business model
Topic	Continuously usage of the proper tools and practices in your business
Knowledge	<ol style="list-style-type: none"> 1. collaborative practices; 2. developing a business plan; 3. implement PDCA strategy for your business: Plan - Do - Check – Act; 4. use RCA/RPS and 6M fishbone diagram tools to discover the detractors and top offenders in your business.

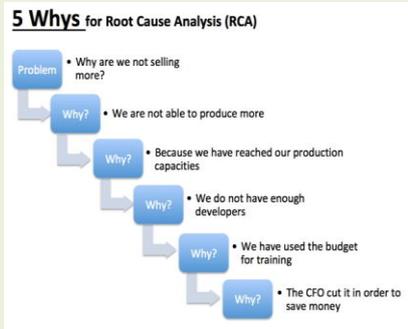
List of Activities / Material		
Name	Short description	Type
1.RCA/RPS practice on a certain problem	This activity aims to teach students how to approach a problem, finding the root cause (Root Cause Analysis – 5 whys) and how to solve the problem in the best and fastest way (Rapid Problem Solving). The students will be able to identify the root of an issue and how to eliminate the root cause from the end-to-end process, to have the problem solved.	PPT/video <ul style="list-style-type: none"> - Concept mapping - Participatory Learning in Action (PLA)

<p>2.6M Fishbone analysis practice</p>	<p>The student will learn about the fishbone diagram and how it helps him finding detractors in a business. At the end of the course, the student will be able to identify which “M” is your biggest problem for your business and needs attention in getting it solved urgently.</p>	<p>PPT/video</p> <ul style="list-style-type: none"> - concept mapping - Participatory Learning in Action (PLA)
<p>3.Weekly review over the business metrics</p>	<p>Students should be learned how important are business metrics, in order to establish what is working well, what can be improved and which are the priorities for the day / week.</p> <p>They need to learn about customers’ metrics (satisfaction, loyalty), business metrics (delivery, inventory, revenue, costs) and employee metrics (performance, quality check, happiness and engagement).</p>	<p>PPT/Video</p> <ul style="list-style-type: none"> - concept mapping - Participatory Learning in Action (PLA)

Relevant Topics	
Learning Topic Name	Connection Description

Pedagogical Methods (choose relevant)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Concept mapping <input checked="" type="checkbox"/> Participatory Learning in Action (PLA) Techniques <input type="checkbox"/> Questioning <input type="checkbox"/> Drill and Practice <input checked="" type="checkbox"/> Tutorials <input type="checkbox"/> Games <input checked="" type="checkbox"/> Story Telling <input type="checkbox"/> Simulations <input type="checkbox"/> Role-playing <input type="checkbox"/> Discussion <input type="checkbox"/> Small group activities <input type="checkbox"/> Social media activities (Facebook, Twitter, Youtube)
<p>Other:</p>

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	1. RCA/RPS practice on a certain problem
Keywords	5 whys, RCA, RPS, root cause analysis, rapid problem solving
3DActivity Duration	60 min
Learning Activity Description	<p>In a 3D world environment, the avatar (student) is located in a company's office, sitting at a round table together with other NPCs (quality team). After few seconds, the team manager (one of the NPCs) will start talking: "We have identified an issue that should get immediate attention. The products are delivered too late and the customers are unhappy. Let's make a RCA/RPS analysis to solve the problem."</p> <p>The manager is asking the team: Why do you think about this problem? Each NPC will respond.</p> <p>John (NPC):</p> <p>Kim (NPC): The vehicle was not maintained according to the recommended service schedule.</p> <p>After that a pop-up with the solution will appear: "The solution is doing an RPS – the RPS for this issue, to solve the root of the first problem (late delivery) is to reinforce the instructions of how to use the production machine for the factory employees." Also there is a button with the learning material. After the student click on it the ppt will start. The student can't close the pop-up without seeing the learning material.</p>
Assessment	Quiz
Graphic Description	A meeting room; the student; other 6 NPC (the quality team)
Information text	<p>Let's see what do you know about the RCA/RPS analysis!</p> <p>1. In order to carry out a Five Whys analysis properly, the following advice should be followed (drag and drop):</p> <p>a. causes, symptoms, from, Distinguish Correct: Distinguish causes from symptoms.</p> <p>b. whiteboard, of, Use, or, paper, instead, computers Correct: Use paper or whiteboard instead of computers.</p> <p>c. cause, Look, the, for, step, step, by, jump, Don't, conclusions, to Correct: Look for the cause step by step. Don't jump to conclusions.</p> <p>* The exercise will be drag and drop type. point a) will have 4 fields in which student will drag and drop the words correctly. If the word doesn't fit will not stay in the field, will return to the word lists.</p> <p>2. Identify which of the following sentences are True or False:</p>

	<p>a. The "five" in the name derives from an anecdotal observation on the number of iterations needed to resolve the problem. Correct: True</p> <p>b. Tendency for investigators to stop at symptoms rather than going on to lower-level root causes. Correct: True</p> <p>c. Results are repeatable – different people using Five Whys come up with different causes for the same problem. Correct: False</p> <p>3. Complete the 5 whys in the following scheme for the following issue: "Why are we not selling more?". Choose from the list the correct answers:</p> <p>List of options: We are not able to produce more Because we have reached our production capacities Because the factory is at half of the full performance We do not have enough developers The factory cannot produce the parts in time We have used the budget for training The CFO cut it in order to save money One of the machines is broken.</p> <p>Correct:</p> 
<p>Work Instructions</p>	<p>In a 3D world environment, the avatar (student) is located in a company's office, sitting at a round table together with other NPCs (quality team). The avatar and the NPC will start discussing about the problem. After the conversation ends, the pop-up with the solution and learning materials will appear.</p> <p>The student have to click on the "Learn about RCA/RPS analysis" button located in the pop-up. The student can't close the pop-up without seeing the learning material. After the learning activity the student could return in the meeting room.</p>
<p>Info</p>	<p>In the exercise the correct answers are the green ones.</p>

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	2. 6M Fishbone analysis practice
Keywords	6M fishbone, machines, methods, materials, mother nature, manpower, measurements, analysis
3DActivity Duration	90 min
Learning Activity Description	<p>In a 3D world environment, the avatar (student) is located in a company's office, sitting at a round table together with other NPCs (quality team). They are in front of a board with a list of issues and things that are red in their metrics. They need to split the issues into 6 categories and discover which category it has the most issues and prepare a plan to combat them. Each NPC is writing any issue under each category on the 6M fishbone diagram (see Picture 6M fishbone). On the board is a list with the options. The characters will drag and drop the things on the board.</p> <div style="text-align: center;"> </div> <p>When they finish to put all the words in the field a pop-up with the solution will appear: "They find as a solution a new system when they can track the business activities." Also there is a button with the learning material. After the student click on it the ppt will start. The student can't close the pop-up without seeing the learning material.</p>
Assessment	Quiz
Graphic Description	A meeting room; the student; other 6 NPC (the quality team); whiteboard
Information text	<p>Let`s see what do you know about the 6M Fishbone analysis practice:</p> <p>1. Advantages (drag and drop):</p> <p>a. brainstorming, root, ighly, tool, visual, which, spark, can, causes, of, examples, further </p> <p>Correct: Highly visual brainstorming tool which can spark further examples of root causes.</p> <p>b. identify, Quickly, the, cause, multiple, in, the, or, causal, tree, if, found, times, root, is, same, different </p> <p>Correct: Quickly identify if the root cause is found multiple times in the same or different causal tree.</p> <p>c. one, to, all, causes, simultaneously, Allows, see </p> <p>Correct: Allows one to see all causes simultaneously.</p>

	<p>d. visualization, for, issues, stakeholders, Good, presenting, to Correct: Good visualization for presenting issues to stakeholders.</p> <p>2. Identify which of the following sentences are True or False:</p> <p>a. Interrelationships between causes are easily identifiable. Correct: False</p> <p>b. Complex defects might yield a lot of causes which might become visually cluttering. Correct: True</p> <p>c. A fishbone diagram aims to break down and organise the Causes of an issue to reveal what elements have the greatest impact. Correct: True</p> <p>d. An easy Cause screening method involves looking at each one and asking two questions: 1. How likely is this cause to be the major source of the issue or variation?</p> <p>V - Very Likely S - Somewhat Likely N - Not Likely</p> <p>2. How easy would it be to fix or control?</p> <p>V - Very Easy S - Somewhat Easy N - Not Easy Correct: True</p>
<p>Work Instructions</p>	<p>In a 3D world environment, the avatar (student) is located in a company's office, sitting at a round table together with other NPCs (quality team). They are in front of a board where they have to drag and drop the words in the 6M Fishbone analysis. After the activity ends, the pop-up with the solution and learning materials will appear. The student have to click on the "Learn about RCA/RPS analysis" button located in the pop-up. The student can't close the pop-up without seeing the learning material. After the learning activity the student could return in the meeting room.</p>
<p>Info</p>	<p>In the exercise the correct answers are the green ones.</p>

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	3.Weekly review over the business metrics
Keywords	Business, survey, focus groups, performance
3DActivity Duration	120 min
Learning Activity Description	In a 3D world environment, the avatar (student) is located in a company's office, sitting at a round table together with other NPCs (quality team). He will ask the team: "What Is Qualitative Business Metrics?". After that, a pop-up with the presentation will appear. The student can't close the pop-up without seeing the learning material.
Assessment	Quiz
Graphic Description	A meeting room; the student; other 6 NPC (the quality team);
Information text	<p>1. Do we know our most important metrics?</p> <p>a. Measuring CD sales in an MP3 world does not make sense. Stay abreast of changes in your environment, with your competitors, with your customers, with technology. Reevaluate your metrics on a schedule that makes sense for your business. You should be able to answer, "Why are we measuring this?" or ask, "Why are we not measuring this?"</p> <p>b. Not all metrics are equal. Every metric should be clearly tied to a goal, an objective, or strategy. Some, more than others, are indicative of strengths and weaknesses, potential problems, and perhaps opportunities. The better you understand your key metrics, the better you understand how your business is functioning.</p> <p>c. Buy-in can elevate a metrics program. People in the trenches know, see, and have information that may make measurement better, more reliable, and more useful. Likewise, sharing metrics may help build a stronger workforce.</p> <p>Correct: b</p> <p>2. Are we measuring what we need to measure?</p> <p>a. Measuring CD sales in an MP3 world does not make sense. Stay abreast of changes in your environment, with your competitors, with your customers, with technology. Reevaluate your metrics on a schedule that makes sense for your business. You should be able to answer, "Why are we measuring this?" or ask, "Why are we not measuring this?"</p> <p>b. You may have a dashboard that displays key indicators daily or in real time. Or metrics may be the focus of weekly or monthly meetings. Timeliness will be a function of the type of metric, its criticality, and level in the organization. The key is to know if you are reviewing key metrics in sufficient time that corrective measures can be effectively taken if need be.</p> <p>c. Buy-in can elevate a metrics program. People in the trenches know, see, and have information that may make measurement better, more reliable, and more useful. Likewise, sharing metrics may help build a stronger workforce.</p>

	<p>Correct: a</p> <p>3. Do we know precisely how the values of our metrics are determined?</p> <p>a. Every metric needs to be operationally defined and easy to understand. You need to know exactly how the quantitative or qualitative information in a metric got there, the source, the procedure, the form. For example, inadvertently changing a form or data entry criterion may unknowingly change a metric. Some metrics may be too complex or not worth the time consumed to produce.</p> <p>b. Not all metrics are equal. Every metric should be clearly tied to a goal, an objective, or strategy. Some, more than others, are indicative of strengths and weaknesses, potential problems, and perhaps opportunities. The better you understand your key metrics, the better you understand how your business is functioning.</p> <p>c. You may have a dashboard that displays key indicators daily or in real time. Or metrics may be the focus of weekly or monthly meetings. Timeliness will be a function of the type of metric, its criticality, and level in the organization. The key is to know if you are reviewing key metrics in sufficient time that corrective measures can be effectively taken if need be.</p> <p>Correct: a</p> <p>4. Are we measuring what we think we are measuring?</p> <p>a. Buy-in can elevate a metrics program. People in the trenches know, see, and have information that may make measurement better, more reliable, and more useful. Likewise, sharing metrics may help build a stronger workforce.</p> <p>b. You may have a dashboard that displays key indicators daily or in real time. Or metrics may be the focus of weekly or monthly meetings. Timeliness will be a function of the type of metric, its criticality, and level in the organization. The key is to know if you are reviewing key metrics in sufficient time that corrective measures can be effectively taken if need be.</p> <p>c. Even well-designed metrics may be subject to manipulation out of self-interest. For example, consider recent news reports of the manipulation of waiting times at some VA hospitals.</p> <p>Correct: c</p>
<p>Work Instructions</p>	<p>In a 3D world environment, the avatar (student) is located in a company's office, sitting at a round table together with other NPCs (quality team). He will ask the team: "What Is Qualitative Business Metrics?". After that, a pop-up with the presentation will appear. The student can't close the pop-up without seeing the learning material.</p>
<p>Info</p>	<p>In the exercise the correct answers are the green ones.</p>

References

1. Casadesus-Masanell, R., Ricart, J.E.: How to design a winning business model. *Harvard Business Review* 89, 100–107 (2011).
2. Chesbrough, H.: Business model innovation: opportunities and barriers. *Long Range Planning* 43, 354–363 (2010).
3. De Reuver, M., Bouwman, H., Haaker, T.: Business Model Roadmapping: a practical approach to come from an existing to a desired business model. *International Journal of Innovation Management* 17 (2013).

Course 6. MARKETING

Course	
Title	Marketing tools for potential entrepreneurs
Core Aim	<ul style="list-style-type: none"> -Understand the MUST of the marketing activities in the traditional manner and via traditional channels - Build and improve the relevant skills important for efficient marketing communication and promotion in the business environment and handling all different marketing channels - Understand the synergy among the several marketing channels and improve the skills to build an effective multichannel marketing for the entrepreneurs

Lesson Basic Data	
Subject	Introduction of the marketing
Lesson Title	Introduction to the marketing – explanation what is that and for what is this
Lesson Objectives	<ol style="list-style-type: none"> 1. Provide and improve knowledge of the trainee about the marketing, 2. Understand the MUST of traditional marketing activities over the various channels 3. Build and improve the relevant skills important for efficient marketing communication and promotion in the business environment and handling all different marketing channels 4. Understand the synergy among the several marketing channels and improve the skills to build an effective multichannel marketing for the entrepreneurs 5. Understand the communication strategy and improve skills of defining it 6. Provide and improve knowledge about measuring the effect of the marketing communication and learn from the all marketing data that an entrepreneur continuously collects

Prerequisites	
Subject	
Topic	
Knowledge	Marketing is the activity, set of institutions, and process for creating, communicating, delivering and exchanging offerings that have value for customers., clients, partners and society. Knowledge of this module are necessary to run an effective marketing communication and promotion of the business.

List of Activities / Material		
Name	Short description	Type
1. Basic definition of the marketing	This is activity will describe shortly the definition of the marketing	

2. Marketing mix	In this section learner will find out about various types of marketing and strategies used in marketing, he will learn how to use the instruments of the marketing mix.	
3. Promotion	In this section learner will find out about various types of promotions and promotion technics.	
4. Customer service	In this section learner will find out about main points of the customer service.	

Relevant Topics	
Learning Topic Name	Connection Description

Pedagogical Methods (choose relevant) See my comments in the Sylabus template and make modifications
<input type="checkbox"/> Concept mapping <input type="checkbox"/> Participatory Learning in Action (PLA) Techniques <input checked="" type="checkbox"/> Questioning <input type="checkbox"/> Drill and Practice <input type="checkbox"/> Tutorials <input checked="" type="checkbox"/> Games <input type="checkbox"/> Story Telling <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Role-playing <input type="checkbox"/> Discussion <input type="checkbox"/> Small group activities <input type="checkbox"/> Social media activities (Facebook, Twitter, Youtube)
Other: Presentations, quizzes

3D Activity Description (one table for one activity – copy as much as you need) – General scenario	
3D Activity Objectives	Set your company. <ul style="list-style-type: none"> - Learn and test yourself on the knowledge of the marketing. - Basic definitions, human needs, marketing transaction vs. partnership marketing
Keywords	The relevance of the needs of the people, marketing definitions.
3DActivity Duration	0,5 h
Learning Activity Description	In a 3D environment, student/avatar comes to the simple room with 2 doors with the names of the 2 topics of this module: Basic definitions, needs of the people. In the

	<p>room is also waiting a virtual person – marketing guide (further “MG”) who starts the course: MG: “Hi! My name is ... and I am here to guide you through the Marketing issues. If you want to set your company, learn carefully to discover more about the marketing, decrypt successful promotion and other advantages of marketing. Please choose where you want to start!” The player has opportunity to go only to one door – basic definitions of marketing.</p> <p>As soon as he opens the door, he steps into the room followed by MG who starts to give a lecture on the selected topic in the form of presentation which appears in the text bubble/if there is such a possibility, the presentation could be also narrated.</p>
Assessment	<p>Quiz. Based on the information of marketing guide provided in a presentation, student/avatar should be able to answers the questions related to the marketing – i.e. choose the right door from the multiple doors reflecting the possible answers to the quiz. (Appendix 1)</p>
Graphic Description	-
Information text	-
Work Instructions	-
Info	-

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	Let`s go deeper
Keywords	Marketing mix, instruments of the marketing, products, prices, distributions
3DActivity Duration	20 min.
Learning Activity Description	<p>After completing first door lessons learner can go to another two three rooms. First let is named Marketing Mix Instruments, in the middle is door named Promotion and on the right-side door named Customer service.</p> <p>Here is described left door room – Marketing mix instruments.</p> <p>When the avatar is coming into the room, he meets the table with the quiz. He has to fill gaps just to increase his knowledge and asses his knowledge.</p>
Assessment	App 2.
Graphic Description	-
Information text	
Work Instructions	-
Info	File app2.docx

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	Promotion
Keywords	Marketing tools, promotion
3DActivity Duration	20 min.
Learning Activity Description	Here is described middle door room – Promotion. When the avatar is coming into the room, he meets the table with the quiz. He has to fill gaps just to increase his knowledge and asses his knowledge.
Assessment	App 3.
Graphic Description	-
Information text	
Work Instructions	-
Info	App3 file

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	Customer service
Keywords	Customer service, communication, positive approach to the customer
3DActivity Duration	20 min.
Learning Activity Description	Here is described right door room – Customer service. When the avatar is coming into the room he starts to be in the car shop and become a car seller. At the beginning he goes and sit at the chair in from to the computer. At the screen there is displayed ppt about customer service. After passing this ppt avatar becomes a seller of the cars. In this room there is few new cars waiting for the new owner.
Assessment	Screen 1 to 20 App4 question 1 to 20 The question presents as a cloud coming from the head of the seller and there are 3 answers. Each of them has relevant points to collect. At the end avatar gets feedback as a graph with indication of percentage, eg. 20 (on the red) of 40 (blue)  At the end, under the graph will be displayed final feedback: 40 max - super Congratulations on completing the test! Use the results below as a guide and inspiration for your development. If your score is lower than 100%, it means good news - you have a beautiful opportunity to develop your ability to take care of your relations with the client.

	<p>And under this text will be displayed</p> <p>Scale description - thanks to which customer service is professional:</p> <p>1. Empathy</p> <p>The ability to feel the mental and emotional states of others and the ability to adopt their way of thinking and look at reality from their perspective helps to provide the customer with the necessary support and a sense of acceptance. Building such an agreement is especially important in contact with a customer who has reservations, objections and is under the influence of strong emotions. Empathy allows you to build an honest and long-lasting relationship, which is as rare as it is valued in business.</p> <p>2. Assertiveness</p> <p>Professional customer service also requires setting boundaries, clearly showing what we can and cannot do. Honesty and consistency build our credibility, authority and customer satisfaction more than submission and constant compromises. Assertiveness helps to set boundaries in a way that strengthens the relationship.</p> <p>3. Proactivity</p> <p>This is an attitude that means taking full responsibility. Instead of limiting yourself to what you need to do, you take control of the reality around you - you get the information you need, look for new solutions, go beyond existing patterns. Such involvement allows us to take real care of the Client's needs.</p> <p>4. Positive setting</p> <p>Customer service techniques are only a tool, your thoughts and beliefs determine the success. Optimistic interpretation of the world around you makes the Client your partner and it is much easier to reach an agreement and a satisfactory solution. A positive attitude is reflected in your language and behavior, quickly "infecting" others in your environment and directly translating into the quality of contacts and relationships.</p>
Graphic Description	-
Information text	-
Work Instructions	-
Info	-

Course 7. DIGITAL MARKETING

Lesson Basic Data	
Subject	Introduction into Digital marketing
Lesson Title	Effective marketing in the digital era
Lesson Objectives	<ol style="list-style-type: none"> 1. Understand the MUST of online/digital marketing activities over the internet in the current digital era 2. Build and improve the relevant skills important for effective digital marketing communication and promotion in the business environment and handling all different online marketing channels (web, email, social media, organic search, display, etc) 3. Be able to find the perfect marketing mix in order to promote the business, maximize the potential and enhance the business awareness 4. Be able to use digital technologies and automated platforms 5. Be able to engage people creating valuable content 6. Provide and improve knowledge about measuring the effect of online marketing communication and learn from the all marketing data that a entrepreneur continuously collects.

Prerequisites – Not applicable	
Subject	<ol style="list-style-type: none"> 1. Marketing competences; 2. Digital platforms skills;
Topic	Analysis on the best Marketing Strategies for Small Businesses; Collaborative tools for designing or innovating a business model
Knowledge	To get in touch with new technologies and platforms which allow you to promote your business in an efficient way covering a big area with minimal costs; create and design engaging and valuable content to be spread to the target audience

List of Activities		
Name	Short description	Type
A1. Effective marketing	This is about what is digital marketing its advantages, an effective online marketing strategy. This activity will allow students to identify the unique feature of the business and create valuable content in accordance with it. Students will be able to build messages starting from the identified keywords to deliver them towards a specific target.	<ul style="list-style-type: none"> - Concept mapping - field research - Participatory Learning in Action (PLA) Techniques - brainstorming - small group activities
A2. Web promotion. Search engine optimization (SEO)	In this section students will learn about acceptable website with a relevant content, about mobile	<ul style="list-style-type: none"> - Concept mapping

	friendly website strategy and about email marketing strategy. Also, this activity will enhance students` ability to optimize the company`s website increasing the amount of organic (or free) traffic with less costs.	<ul style="list-style-type: none"> - Participatory Learning in Action (PLA) Techniques
A3. Design and optimize an online campaign. Social media	This step aims at putting into practice the knowledge achieved in Learning Scenario 6 – Marketing. The student will be able to identify the perfect marketing mix, set up campaign goals and choose the right channel to start promoting the business towards social media (Facebook, Instagram, LinkedIn, Twitter etc.). Also, the students will have knowledge about video marketing strategy (Youtube).	<ul style="list-style-type: none"> - Concept mapping - Participatory Learning in Action (PLA) Techniques - social media activities - drill and practice
A4. Marketing Automation	The fourth step gives students the opportunity to find and explore various software that serves to automate the basic marketing operations (email newsletters, social media post scheduling, lead-nurturing workflows etc.).	<ul style="list-style-type: none"> - Concept mapping - Participatory Learning in Action (PLA) Techniques - tutorials - drill and practice
A5. Digital metrics. Evaluate the campaign	The final activity aims to help students to have an overview about the results of the online campaigns. They can sort everything they work on by the campaign it's serving, and then track the performance of that campaign based on the progress all of these components make over time. Also, students will be able to present their work to clients or team`s members.	<ul style="list-style-type: none"> - Concept mapping - Participatory Learning in Action (PLA) Techniques - role-play

List of Material		
Name	Short description	Type
A1. Effective marketing	Methods to identify what differentiates your business and how help students; create valuable and innovative content in accordance with the	PPT/video

	communication channel; identify and use keywords to build memorable messages and increase the visibility; relevance of the digital marketing; advantages of online marketing	
A2. Web promotion. Search engine optimization (SEO)	How to identify keywords; on page SEO; Off page SEO; technical SEO; meta description; acceptable website with a relevant content; Email marketing	PPT/video
A3. Social media	Social media strategy; Video marketing strategy (You Tube); Target the audience; estimate budget for campaigns; Facebook; Instagram; LinkedIn	PPT/video
A4. Automated platforms	email newsletters; social media post scheduling; lead-nurturing workflows; platforms to create visual materials for campaigns	PPT/video
A5. Reports & metrics	KPIs; Google Analytics; tracking and reporting; final reports;	PPT/video
Relevant Topics		
Learning Topic Name	Connection Description	

Pedagogical Methods (choose relevant)

- X Concept mapping
- X Participatory Learning in Action (PLA) Techniques
- X Questioning
- X Drill and Practice
- X Tutorials
- X Games
- Story Telling
- Simulations
- X Role-playing
- X Discussion
- X Small group activities
- X Social media activities (Facebook, Twitter, Youtube)

Other: Presentations, formative quizzes

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	Effective marketing discovery!
Keywords	content; market research; positioning; promotion; digital marketing; online marketing
3D Activity Duration	45 min
Learning Activity Description	<p>In a 3D environment, the active avatar (student) is walking in the city, where there are many buildings with ads. He stops at one building where is an ad for an electric car and thinks about how the ads are made, then he decides to enter in the building where he finds a labyrinth like space or simply room with 3 doors with the names of the 3 topics of this module: Effective marketing, Web promotion. Search engine optimization (SEO), Social media. In the room is also waiting a virtual person – marketing expert (further “ME”, Mark Zuckerberg, Jeff Bezos or some successful start-uper in the area of online marketing from one of the partner countries) who starts the course: ME: “Hi! My name is ... and I am here to guide you through the Marketing Labyrinth. If you want to get through the marketing labyrinth, learn carefully to discover more about the effective marketing in the digital era, decrypt successful web promotion and unveil the mysteries of social media. Please choose where you want to start!”</p> <p>The player can subsequently choose by which topic he wants to start – which door to choose first.</p> <p>As soon as he opens one of the three doors, he steps into another room followed by ME who starts to give a lecture on the selected topic in the form of presentation which appears in the text bubble/if there is such a possibility, the presentation could be also narrated.</p> <p>Topic/Door/Activity chosen: Effective marketing</p>
Assessment	Quiz & practical project
Graphic Description	Active avatar walking in the city; many buildings with ads; a labyrinth like space or simply room with 3 doors with the names of the 3 topics of this module
Information text	<p>“Our company is focused on delivering electric cars in a competitive way, using the knowledge and experience of our young professionals. We want our audience know that we can add value to their business.”</p> <p>ME shows first 8 slides of the presentation “Effective marketing” and then tell the student: “Our company is focused on delivering electric cars in a competitive way, using the knowledge and experience of our young professionals. We want our audience know that we can add value to their business.”, then ask:</p> <p>1. “Which tool does help you to understand how people use the Internet across the world?”</p> <p>Student can then choose one of the following 4 doors:</p> <ol style="list-style-type: none"> Google analytics Consumer barometer Facebook Woorank <p>Correct: b.</p> <p>If student answers correctly, he can proceed through the doors to another room, if not, ME returns him back to the first 8 slides of the presentation.</p>

2. How many people in average are watching YouTube at least once a month in 2018 in Europe?
- less than 40 %
 - 50 %
 - 60 %
 - 80 %

Correct: d.

If student answers correctly, he can proceed through the doors to another room, if not, ME returns him back to the first 8 slides of the presentation. ME shows the presentation "Effective marketing" up to the slide no. 17 and then asks a question:

3. Among advantages of online marketing doesn't belong?
- Accurate measuring
 - Availability for all
 - You can advertise only during the day
 - Interactivity

Correct: c.

If student answers correctly, he can proceed through the doors to another room, if not, ME returns him back to the slides no. 9 – 17 of the presentation. ME shows the presentation "Effective marketing" up to the end and then asks a question:

4. What is the first step in creating an effective online marketing strategy?
- Paid advertising
 - Social media
 - SEO & Acceptable website
 - Display advertising

Correct: c.

5. Which are the common types of market positioning?
- customer needs
 - development
 - brand recognition
 - quality
 - sales

Correct answers: **a,c,d**

If student answers correctly, he can proceed through the doors to the first of the Marketing labyrinth and choose another of the remaining topics or go out of the Marketing Labyrinth with the message that he has successfully accomplished the module if he has completed the three activities.

The students have the possibility to do more practical exercises if he wants by pressing the button "Practical exercises". If he presses the button, a pop-up with the exercises (open questions) will appear:

- Make a list of important, relevant topics based on what you know about your business and find at least 5 keywords which best suits to a competitive company which produces cars.
- Create a simple, clear, and consistent message to deliver to the audience in the next campaigns.

	If the student does not complete the activities, ME returns him back to the slides no. 18 – 24 of the presentation.
Work Instructions	<p>The active avatar (student) is walking in the city, where there are many buildings with ads. He stops at one building, for a few seconds, where an ad for an electric car is, then he decides to enter in the building where he finds a labyrinth like space or simply room with 3 doors with the names of the 3 topics of this module.</p> <p>By clicking on each door, he will be redirected to a space like labyrinth where ME presents the information from the ppts.</p> <p>Once done with the studying, the student returns in the main hall where are the three doors.</p> <p>After finishing all the lessons (Effective marketing, Web promotion. Search engine optimization (SEO), Social media) the student returns in the city.</p>
Info	In the exercise the correct answers are the green ones. The practical project is optional.

3D Activity Description (one table for one activity – copy as much as you need)

3D Activity Objectives	2. Web promotion. Search engine optimization (SEO)
Keywords	SEO; Google; content; organic traffic; payed traffic; email marketing
3DActivity Duration	60 min
Learning Activity Description	<p>The avatar is still in the labyrinth, in front of the three doors: Effective marketing, Web promotion. Search engine optimization (SEO), Social media. In the room is also waiting a virtual person – marketing expert (further “ME”, Mark Zuckerberg, Jeff Bezos or some successful start-uper in the area of online marketing from one of the partner countries) who starts the course: ME: “Hi! My name is ... and I am here to guide you through the Marketing Labyrinth. If you want to get through the marketing labyrinth, learn carefully to discover more about the effective marketing in the digital era, decrypt successful web promotion and unveil the mysteries of social media. Please choose where you want to start!”</p> <p>The player can subsequently choose by which topic he wants to start – which door to choose first.</p> <p>As soon as he opens the door Web promotion decryption! he steps into another room followed by ME who gives him a flyer with an ad for electric cars. The student will search on his phone the website from the ad and asks ME: “How is it possible to find the website so easy?”. After that, the presentation appears in the text bubble/if there is such a possibility, the presentation could be also narrated.</p>
Assessment	Quiz & Practical project
Graphic Description	A labyrinth like space or simply room with 3 doors with the names of the 3 topics of this module

Information text	<p>ME shows first 14 slides of the presentation “Web promotion” and then asks a question:</p> <p>1. What are the two most crucial factors for acceptable website?</p> <ol style="list-style-type: none"> domain name and country of a website web page size and dominant color on page product price and stock information speed and responsivity <p>Correct: d. If student answers correctly, he can proceed through the doors to another room, if not, ME returns him back to the first 14 slides of the presentation.</p> <p>2. What is the optimal web page load time that 83% of internet user expect?</p> <ol style="list-style-type: none"> 3 seconds 8 seconds 10 seconds load time is not relevant for them <p>Correct: a. If student answers correctly, he can proceed through the doors to another room, if not, ME returns him back to the first 14 slides of the presentation.</p> <p>3. What happened when users visit unresponsive website on their mobile?</p> <ol style="list-style-type: none"> 61% of them immediately leave the website 66% of them continue viewing the page 90% of them start to zoom the page they behave same as on desktop computer <p>Correct: a. If student answers correctly, he can proceed through the doors to another room, if not, ME returns him back to the first 14 slides of the presentation. ME shows the presentation “Web promotion” up to the end and then asks a question:</p> <p>4. Which is the most important part of marketing email?</p> <ol style="list-style-type: none"> picture, because it's good eye catcher greetings, because it's polite email subject line, because subscribers see it even before they open the message <p>Correct: c.</p> <p>If student answers correctly, he can proceed through the doors to the first of the Marketing labyrinth and choose another of the remaining topics or go out of the Marketing Labyrinth with the message that he has successfully accomplished the module if he has completed the three activities. The students have the possibility to do more practical exercises if he wants by pressing the button “Practical exercises”. If he presses the button, a pop-up with the exercises (open questions) will appear:</p> <ul style="list-style-type: none"> – Optimize your article title: Create a SEO friendly title for an article which describes the products delivered by the company – Meta description optimization: Create a brief and SEO friendly description of the “Products” page – Choose the type of the image, size, alternative text and title to optimize the image for the “Products” page. – Identify and choose tags and categories for the “Products” page.
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	If the student does not complete the activities, ME returns him back to the slides no. 15 – 22 of the presentation.
Work Instructions	The avatar is still in the labyrinth, in front of the three doors. By clicking on each door, he will be redirected to a space like labyrinth where ME presents the information from the ppts. Once done with the studying, the student returns in the main hall where are the three doors. After finishing all the lessons (Effective marketing, Web promotion. Search engine optimization (SEO), Social media) the student returns in the city.
Info	In the exercise the correct answers are the green ones. The practical project is optional.

3D Activity Description (one table for one activity – copy as much as you need)

3D Activity Objectives	3. Social media mysteries...
Keywords	Social media; audience; target; platforms; content planning; video marketing strategy
3DActivity Duration	45 min
Learning Activity Description	The avatar is still in the labyrinth, in front of the three doors: Effective marketing, Web promotion. Search engine optimization (SEO), Social media. In the room is also waiting a virtual person – marketing expert (further “ME”, Mark Zuckerberg, Jeff Bezos or some successful start-uper in the area of online marketing from one of the partner countries) who starts the course: ME: “Hi! My name is ... and I am here to guide you through the Marketing Labyrinth. If you want to get through the marketing labyrinth, learn carefully to discover more about the effective marketing in the digital era, decrypt successful web promotion and unveil the mysteries of social media. Please choose where you want to start!” The player can subsequently choose by which topic he wants to start – which door to choose first. As soon as he opens the door Social media, he steps into another room followed by ME who tell the student: “Let`s start together an online marketing campaign for an electric car company”. After that, the presentation appears in the text bubble/if there is such a possibility, the presentation could be also narrated.
Assessment	Quiz & practical project
Graphic Description	A labyrinth like space or simply room with 3 doors with the names of the 3 topics of this module; a PR Agency and a meeting room
Information text	ME shows first 17 slides of the presentation “Social media” and then asks a question: 1. What is the social media penetration of world population (as the data from January 2018)?

- a. 10 %
- b. 42%
- c. less than 5%
- d. 70%

Correct: b.

If student answers correctly, he can proceed through the doors to another room, if not, ME returns him back to the first 17 slides of the presentation.

2. What is so far the biggest social media network with its 2,2 billion active users?

- a. YouTube
- b. Instagram
- c. Facebook
- d. Twitter

Correct: c.

If student answers correctly, he can proceed through the doors to another room, if not, ME returns him back to the first 17 slides of the presentation.

3. Which of these statements is correct?

- a. Using social media means long term commitment and results won't come in a first day or week.
- b. To be successful on social media is enough to invest a huge time and effort at the beginning.

Correct: a.

If student answers correctly, he can proceed through the doors to another room, if not, ME returns him back to the first 17 slides of the presentation.

ME shows the presentation "Social media" up to the end and then asks a question:

4. What consumers say it is most memorable in online ads or communication for them?

- a. written text
- b. video
- c. picture
- d. table with numbers

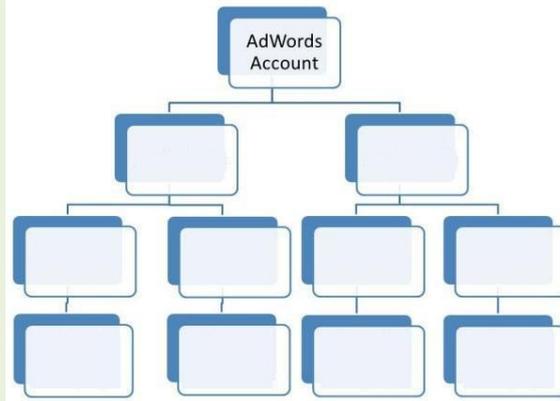
Correct: b.

5. What is the name of the biggest platform for a video content?

- a. Instagram
- b. Snapchat
- c. Vimeo
- d. YouTube

Correct: d.

6. Recreate the account structure for a successful of a SEM campaign

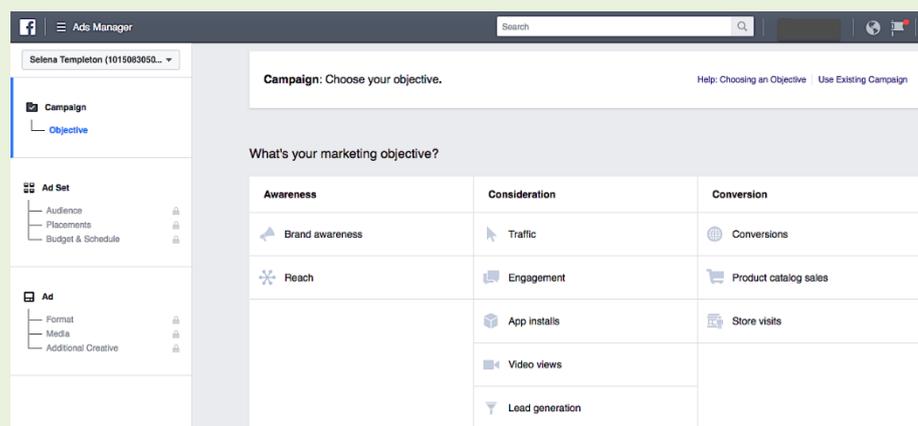


List of labels: ad group; ad campaign; ad text; landing pages; keywords

Correct answers:



7. You work for a company which produces electric cars. Which marketing objective will you choose to increase the visibility of the brand? *Look at the picture and choose one objective.*



If student answers correctly, he can proceed through the doors to the first of the Marketing labyrinth and choose another of the remaining topics or go out of the Marketing Labyrinth with the message that he has successfully accomplished the module if he has completed the three activities.

	<p>The students have the possibility to do more practical exercises if he wants by pressing the button "Practical exercises". If he presses the button, a pop-up with the exercises (open questions) will appear:</p> <ul style="list-style-type: none"> – Set S.M.A.R.T goals for an online campaign – Create a post for Facebook/Instagram for electric cars and identify some specific hashtags – Choose a picture to illustrate the text above – Set a campaign to enhance the visibility of the product <p>If the student does not complete the activities, ME returns him back to the slides no. 15 – 22 of the presentation.</p>
Work Instructions	<p>The avatar is still in the labyrinth, in front of the three doors. By clicking on each door, he will be redirected to a space like labyrinth where ME presents the information from the ppts.</p> <p>Once done with the studying, the student returns in the main hall where are the three doors.</p> <p>After finishing all the lessons (Effective marketing, Web promotion. Search engine optimization (SEO), Social media) the student returns in the city.</p>
Info	<p>In the exercise the correct answers are the green ones. The practical project is optional.</p>

3D Activity Description (one table for one activity – copy as much as you need)

3D Activity Objectives	4. Marketing automation
Keywords	Digital marketing; automation tools; email marketing; scheduling
3DActivity Duration	60 min
Learning Activity Description	<p>The active avatar (student) continues walking in the city. He chooses to enter in a building which is a PR agency. He meets the other avatar who is the CEO of the company: "Hello! I`m ME, CEO of Digital Wand PR Agency. Let`s see how we work to set up a campaign for electric cars!"</p> <p>They will take a tour of the company and will enter in the digital marketing department where are 3 people working on different automated software: 1. email newsletters, 2. social media post scheduling, 3. lead-nurturing workflows. The student will walk to each people:</p> <p>People 1 (working on email newsletters): "Hi, (the name of the character)! I`m quite close to finish the email newsletter for our new electric car. Let`s test it together."</p> <p>After the discussion the presentation/video appears in the text bubble. The student will move to the other persons after he reads/sees the learning materials.</p> <p>People 2 (working on social media post scheduling): "Hi, (the name of the character)! Now I am working on the media plan for October. Let`s choose the best time for the posts".</p> <p>After the discussion the presentation/video appears in the text bubble. The student will move to the other persons after he reads/sees the learning materials.</p>

	<p>People 3 (working on lead-nurturing workflows): “Hi, ... (the name of the character)! Let`s choose together the lead-nurturing workflows.”</p> <p>After the discussion the presentation/video appears in the text bubble. The student will move to the other persons after he reads/sees the learning materials.</p> <p>At the end, the student returns in the city.</p>
Assessment	Quiz
Graphic Description	A meeting room; 3 individuals (NPC) working in an office
Information text	<p>“Now it`s time to tell us why should we use automation in our daily activities when creating campaigns. What are the benefits?”</p> <ol style="list-style-type: none"> Email automation doesn't just allow you to automatically send emails to your subscribers, but also help you shrink and expand your contact list. Possible answers: <u>True</u>/False Social media scheduling tools push your content to your social media channels for you. Possible answers: <u>True</u>/False Generating leads, and converting those leads into customers, can be a short process. Possible answers: True/<u>False</u> Marketing automation refers to the software that serves to automate your basic marketing operations that are repetitive. T Possible answers: <u>True</u>/False When considering a marketing automation solution, focus on the individual features, not on the business results and the long-term partnership. Possible answers: True/<u>False</u>
Work Instructions	<p>The active avatar (student) continues walking in the city. He chooses to enter in a building which is a PR agency. He meets the other avatar who is the CEO of the company.</p> <p>They will take a tour of the company and will enter in the digital marketing department where are 3 people working on different automated software: 1. email newsletters, 2. social media post scheduling, 3. lead-nurturing workflows. The student will walk to each people. After seeing the learning material, the student returns in the office to start a new conversation with the other people.</p> <p>At the end, the student returns in the city.</p>
Info	In the exercise the correct answers are the green ones.

3D Activity Description (one table for one activity – copy as much as you need)

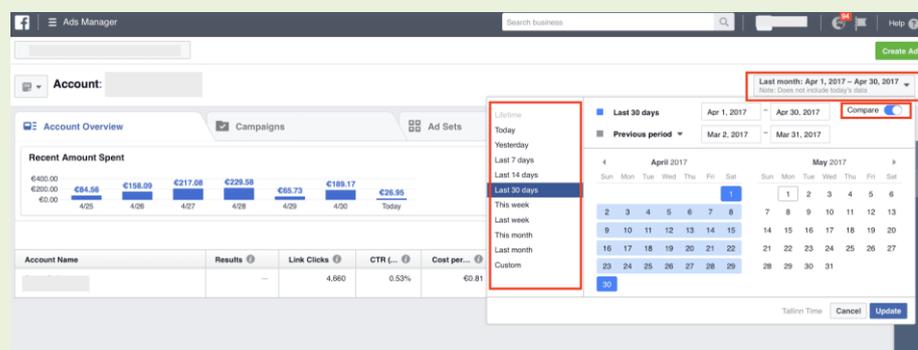
3D Activity Objectives	5. Digital metrics. Evaluate the campaign
Keywords	Metrics; analytics; evaluation
3D Activity Duration	60 min
Learning Activity Description	In a 3D environment, the active avatar (student) is walking in the city, where there are many buildings with ads. Suddenly, all the ads are changing into the ad for electric cars. A NPC will appear and will tell the player about the impact of the online campaign: “There are millions of website on internet trying to reach prospective customers. ... Billion dollars are spend on advertising on Internet. It shows the clear picture of effect of internet marketing on business. Let`s see together how it works!”. The presentation/video appears in the text bubble.

Assessment	Quiz & practical project
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Graphic Description	Active avatar walking in the city; many buildings; a PR Agency and a meeting room
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Information text	“Marketing Metrics are measurable values used by marketing teams to display the overall performance of social platform accounts, campaigns, lead nurturing, etc. How does you campaign performed?”
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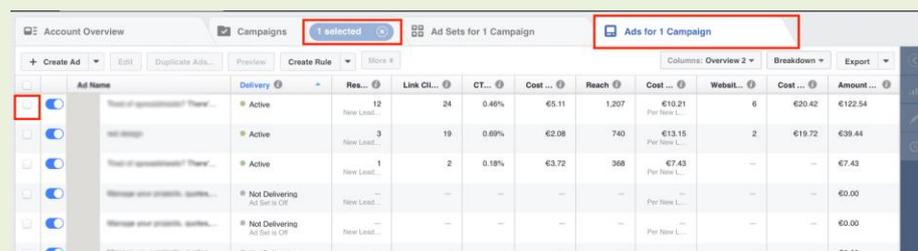
1. Look at the following picture. What is the action you want to do?



- a. Set a campaign
- b. Create an ad
- c. View a report for a specific period/month

Correct answer: **c**

2. Look at the following picture. What is the action you want to do?



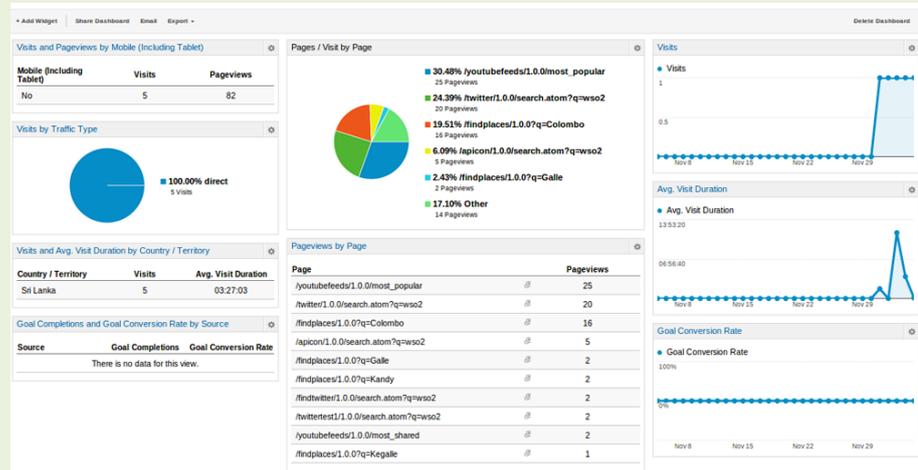
- a. View the performance of a specific campaign/ad set

- b. View the organic impact
- c. See the conversion

Correct answer: **a**

PROJECT:

- Take a conclusion of the analyzed report. How does the campaign performed?



Work Instructions

In a 3D environment, the active avatar (student) is walking in the city, where there are many buildings with ads. Suddenly, all the ads are changing into the ad for electric cars. A NPC will appear and will tell the player about the impact of the online campaign. The presentation/video appears in the text bubble after discussion.

Info

The assessment is project based. Also, it has a quiz with closed-questions.

References

Strauss, J., Frost, R. (2009). E-marketing. Upper Saddle River, NJ: Pearson Prentice Hall.
 Tuten, T. L., Solomon, M. R. (2018). Social media marketing. Los Angeles: Sage.
 Chaffey, D., Ellis-Chadwick, F. (2018). Digital Marketing. Los Angeles: SAGE.

Course 8. ANALYSIS ON THE BEST MARKETING STRATEGIES FOR SMALL BUSINESSES

Lesson Basic Data	
Subject	Analysis on the best Marketing Strategies for Small Businesses
Lesson Title	How to choose the most suitable marketing strategy
Lesson Objectives	<ol style="list-style-type: none"> 1. To be able to use design thinking as a strategy for innovation in your business 2. To be able to identify the benefits of the online advertising and how to use them in a proper way to accomplish your marketing objectives 3. To be able to evaluate and measure the online marketing activities using different types of data visualization 4. To be able to create ads and use Search Engine marketing (SEM) 5. To be able to create marketing strategies.

Prerequisites – Not applicable	
Subject	<ol style="list-style-type: none"> 1. Marketing and business analyse competences; 2. Digital platforms skills;
Topic	Business opportunities and market trends in your country and in Europe
Knowledge	To get in touch with the principles and key elements of marketing strategy; identify KPI's and use basic tools to evaluate and measure a successful campaign

List of Activities / Material		
Name	Short description	Type
1. Design thinking and strategy	This activity aims to teach students how to approach the business in terms of innovation and customer-oriented experience.	- concept mapping - Participatory Learning in Action (PLA) Techniques
2. Online advertising & social media	This activity provides students the most important concepts and principles of online advertising which help them take the best decision.	- concept mapping - Participatory Learning in Action (PLA) Techniques
3. Web analytics & data visualization	This step aims to introduce students in the field of metrics and data visualization in order to create the necessary skills for evaluating the results of the marketing campaigns.	- concept mapping - Participatory Learning in Action (PLA) Techniques
4. Search Engine marketing (SEM)	This fourth step gives students the basic knowledge to promote the business having a specific budget.	- concept mapping - Participatory Learning in Action (PLA) Techniques

List of Material		
Name	Short description	Type
1. Design thinking and strategy	5 easy steps towards a successful idea; framework of design thinking; stages of design thinking;	PPT/video
2. Online advertising & social media	Native Advertising; Display Advertising;	PPT/video
3. Web analytics & data visualization	Key differences between data visualisation and data analytics; how to track web analytics; key web analytics you should be tracking	PPT/video
4. Search Engine marketing (SEM)	Paid Search Advertising; Paid Social Advertising; PPC (pay-per-click); Search Engine Marketing vs SEO; Search Engine Marketing Platforms	PPT/video
Relevant Topics		
Learning Topic Name	Connection Description	

Pedagogical Methods (choose relevant)
<p>X Concept mapping</p> <p>X Participatory Learning in Action (PLA) Techniques</p> <p><input type="checkbox"/> Questioning</p> <p>X Drill and Practice</p> <p>X Tutorials</p> <p><input type="checkbox"/> Games</p> <p><input type="checkbox"/> Story Telling</p> <p>X Simulations</p> <p>X Role-playing</p> <p><input type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Small group activities</p> <p>X Social media activities (Facebook, Twitter, Youtube)</p>
Other: field research, formative quizzes, project based

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	1. Design thinking and strategy
Keywords	SEM; design thinking; strategy; leadership;
3DActivity Duration	45 min
Learning Activity Description	In a 3D environment, students are acting like a CEO of a company, discussing with the team, in a meeting room, about a new product they want to release. They have to identify what's the added value of the product through brainstorming.
Assessment	Quiz
Graphic Description	A meeting room with a roundtable where are sitting the 3 NPCs , with some papers in front of them, and the active avatar (student);
Information text	<p>List of definitions:</p> <p>1) Areas Where Design Thinking Can Apply:</p> <ul style="list-style-type: none"> a. b. c. d. e. <p>2) The first stage of the Design Thinking process is to gain an of the problem you are trying to solve.</p> <p>3) Design thinking has a human-centered core. It encourages organizations to focus on the people they're creating for, which leads to better 1)....., 2)..... , and internal 3)</p> <p>4) SAP has identified four critical success factors when implementing design thinking:</p> <ul style="list-style-type: none"> 1.: Link design thinking initiatives to your strategic goals. Provide direction, resources, and commitment. 2.: Enable champions to lead the change through successful lighthouse projects. Build up an internal design thinking community where best practices are shared. 3.: Use the generic design thinking framework, but evolve the method and tools so they support your company's objectives. 4.: Develop and create collaborative workspaces for your workforce. Use to co-innovate with your customers and partners. <p>5) 3 Essential Pillars of Design Thinking</p> <ul style="list-style-type: none"> — Understanding the needs of those you're designing for. — Generating a lot of ideas. Brainstorming is one technique, but there are many others. — Testing those ideas with prototyping.

6) Design thinking consists of 5 phases—1), 2), 3), 4) and 5) and is most useful when you want to tackle problems that are ill-defined or unknown.

- List of labels**
- environment**
- people**
- product design**
- ideation**
- prototype**
- service and experience design**
- products**
- business design**
- services**
- empathize**
- process**
- leadership**
- processes**
- empathy**
- define**
- organizational change**
- experimentation**
- ideate**
- empathic understanding**
- leadership**
- test**

Correct answers:

1) Areas Where Design Thinking Can Apply:

- Product design**
- Service and experience design**
- Business design**
- Leadership**
- Organizational change**

2) The first stage of the Design Thinking process is to gain an **empathic understanding** of the problem you are trying to solve.

3) Design thinking has a human-centered core and encourages organizations to focus on the people they're creating for, which leads to better **products, services, and internal processes**.

4) SAP has identified four critical success factors when implementing design thinking:

1. **Leadership**: Link design thinking initiatives to your strategic goals. Provide direction, resources, and commitment.
2. **People**: Enable champions to lead the change through successful lighthouse projects. Build up an internal design thinking community where best practices are shared.

	<p>3. Process: Use the generic design thinking framework, but evolve the method and tools so they support your company's objectives.</p> <p>4. Environment: Develop and create collaborative workspaces for your workforce. Use to co-innovate with your customers and partners.</p> <p>5) 3 Essential Pillars of Design Thinking</p> <p>Empathy — Understanding the needs of those you're designing for. Ideation — Generating a lot of ideas. Brainstorming is one technique, but there are many others. Experimentation — Testing those ideas with prototyping.</p> <p>6) Design thinking consists of 5 phases—Empathize, Define, Ideate, Prototype and Test and is most useful when you want to tackle problems that are ill-defined or unknown.</p>
Work Instructions	<p>Students are acting like a CEO of a company, discussing with the team, in a meeting room, about a new product they want to release. They have to identify what's the added value of the product through brainstorming, encouraging the creativity and the thinking design. On the wall the product image is projected. Below the picture is the "Get ready" button which will redirect students to the PPT (see list of activity and material S1_M1). Once done with the studying, the students will return to the meeting room and start the dialogue with the other members of the team (see q/a above).</p>
Info	<p>In the exercise the correct answers are the green ones.</p>

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	2. Online advertising & social media
Keywords	Online advertising; social media; audience; online campaign
3DActivity Duration	45 min
Learning Activity Description	In a 3D environment, students travel by subway to work. They are in the metro, looking at a tablet and scrolling down on social media. The tablet stops on one ad. The student will find out how to create an ad on social media and why receives this add.
Assessment	Quiz
Graphic Description	The active avatar (student) in the metro, looking at a tablet
Information text	<p>"An awareness campaign for the company should be set, using the proper communication channel, especially the online ones."</p> <p>1. Selecting an objective sets the business goal you want the ads within this campaign to accomplish. Possible answers: <u>True</u>/False</p> <p>2. Facebook does not allow advertisers to target different audience types.</p>

	<p>Possible answers: <u>True/False</u></p> <p>3. When creating a Facebook campaign, you have to set a daily or lifetime ad budget, and set start/end dates for the ad set. T Possible answers: <u>True</u>/False</p> <p>4. Instagram offers five ad formats: a. Stories ads b. Photo ads c. Video ads d. Carousel ads e. Collection ads Correct answers: <u>a, b, c, d, e</u></p> <p>5. Carousel ads let users swipe through a series of images or videos (like a carousel) with a call-to-action button to connect them directly to your website. Possible answers: <u>True</u>/False</p> <p>6. Adding hashtags to an Instagram post boosts engagement by 6% on average. Possible answers: True/<u>False</u></p> <p>7. LinkedIn helps you not only to share information about your expertise, but to promote your business and recruit professionals too. Possible answers: <u>True</u>/False</p>
Work Instructions	<p>Students travel by subway to work. They are in the metro, looking at a tablet and scrolling down on social media. The tablet stops on one ad. The student will find out how to create an ad on social media and why receives this add. By clicking on "Get ready" the student will be redirected to the PPT (see list of activity and material S1_M2). Once done with the studying, the student will enter the meeting room and start the dialogue with the CEO (see q/a above).</p>
Info	<p>In the exercise the correct answers are the green ones.</p>

3D Activity Description (one table for one activity – copy as much as you need)	
3D Activity Objectives	3. Web analytics & data visualization
Keywords	Analytics; metrics; reports; data visualization; KPI; SEO
3DActivity Duration	45 min
Learning Activity Description	In a 3D environment, students sit in a meeting room, at a roundtable, with the CEO of the company. They have some metrics and reports of online campaigns in front of them, to analyze.
Assessment	Quiz
Graphic Description	A meeting room with a roundtable where are sitting the 3 NPCs , with some papers in front of them, and the active avatar (student);
Information text	The student is working with another 2 individuals (NPC) to measure the success of the online campaigns. They have a white board where the student

should match the correct information. The labels are stored in the right side of the board.

List of definitions

1. Popular marketing KPIs include:
 - a.
 - b.
 - c.
 - d.

2. There are five categories of marketing KPIs:
 - a.
 - b.
 - c.
 - d.
 - e.

3. Prospects who have the potential to become a paying customer can be categorized into three groups.

Marketing qualified leads (MQL) -

Sales-accepted leads (SAL) –

Sales qualified leads (SQL) –

4. A successful template for evaluating the results might include things like:
 - a.
 - b.
 - c.
 - d.

List of labels

- Your initial goal(s)
- Metrics
- Things that worked the best
- Things that didn't work so well
- lead generation
- website & traffic metrics
- SEO optimization
- paid advertising
- social media tracking
- leads that marketing team has evaluated and decided to forward to the sales team
- prospects that the sales team has accepted and will follow up on.
- leads that the salespeople consider
- Cost Per Lead
- Marketing Qualified Leads (MQL)
- Cost Per Acquisition (CPA)
- Website Visits Per Marketing Channel

	<p>Correct answers:</p> <p>1.Popular marketing KPIs include:</p> <ul style="list-style-type: none"> • Cost Per Lead, • Marketing Qualified Leads (MQL), • Cost Per Acquisition (CPA), • Website Visits Per Marketing Channel <p>2.There are five categories of marketing KPIs:</p> <ul style="list-style-type: none"> • lead generation • website & traffic metrics • SEO optimization • paid advertising • social media tracking. <p>3.Prospect who have the potential to become a paying customer can be categorized into three groups.</p> <p>Marketing qualified leads (MQL) – leads that marketing team has evaluated and decided to forward to the sales team.</p> <p>Sales-accepted leads (SAL) – prospects that the sales team has accepted and will follow up on.</p> <p>Sales qualified leads (SQL) – leads that the salespeople consider.</p> <p>4.A successful template for evaluating the results might include things like:</p> <ul style="list-style-type: none"> • Your initial goal(s). • Metrics • Things that worked the best • Things that didn't work so well.
<p>Work Instructions</p>	<p>Students sit in a meeting room, at a roundtable, with the CEO of the company. They have some metrics and reports of online campaigns in from of them, to analyze. When the CEO of the company asks about the results a pop up appears. By clicking on "Get ready" the student will be redirected to the PPT (see list of activity and material S1_M3). Once done with the studying, the student will enter the meeting room and start the dialogue with the CEO (see q/a above).</p>
<p>Info</p>	<p>In the exercise the correct answers are the green ones.</p>

3D Activity Description (one table for one activity – copy as much as you need)

3D Activity Objectives	4. Search Engine marketing (SEM)
Keywords	Marketing; search engine; advertising; traffic; ads
3DActivity Duration	45 min
Learning Activity Description	In a 3D environment, students sit in a meeting room with the CEO of the company and the other members of the team. In the middle of the table is the product they want to promote. Each player is searching for keywords.
Assessment	Quiz
Graphic Description	A meeting room with a roundtable where are sitting the 3 NPCs , with some papers in front of them, and the active avatar (student);
Information text	<p>The student is working with another 2 individuals (NPC) to measure the success of the online campaigns. They have a white board where the student should match the correct information. The labels are stored in the right side of the board.</p> <ol style="list-style-type: none"> 1. Search engine marketing (SEM) is a form of Internet 1)..... that involves the promotion of websites by increasing their visibility in 2) results pages (SERPs) primarily through 3)..... advertising. 2. : PPC advertising has become one of the most popular ways to improve a website's rankings in search engines. 3. A paid SEM strategy includes both the activities involved with 1) as well as setting a budget that pays for the 2) 4. AdWords and Bing Ads accounts should be structured in the following way for optimal results: + picture with fields to fill in 5. When setting up a campaign within an SEM network, the marketer is prompted to: <ol style="list-style-type: none"> a. Select a set of keywords related to their 1) b. Select a 2) location for the ad to be displayed within; c. Create a 3) ad to display in the search results; d. Bid on a 4) they are willing to pay for each click on their ad. <p>List of labels as text geographic search engine keywords placement of ads ad group paid marketing website or product text-based landing pages</p>

	<p>setting up and optimizing ads price ad campaign</p> <p>Correct answers:</p> <ol style="list-style-type: none"> 1. Search engine marketing (SEM) is a form of Internet marketing that involves the promotion of websites by increasing their visibility in search engine results pages (SERPs) primarily through paid advertising. 2. Pay Per Click Advertising: PPC advertising has become one of the most popular ways to improve a website's rankings in search engines. 3. A paid SEM strategy includes both the activities involved with setting up and optimizing ads as well as setting a budget that pays for the placement of ads. 4. AdWords and Bing Ads accounts should be structured in the following way for optimal results: + correct picture 5. When setting up a campaign within an SEM network, the marketer is prompted to: <ol style="list-style-type: none"> a. Select a set of keywords related to their website or product; b. Select a geographic location for the ad to be displayed within; c. Create a text-based ad to display in the search results; d. Bid on a price they are willing to pay for each click on their ad.
Work Instructions	<p>Students sit in a meeting room with the CEO of the company and the other members of the team. In the middle of the table is the product they want to promote. Each player is searching for keywords. The keywords appear in bubbles (marketing; search engine; advertising; traffic; ads). By clicking on "Get ready" button placed on the product, the student will be redirected to the PPT (see list of activity and material S1_M4). Once done with the studying, the student will enter the meeting room and start the dialogue with the CEO (see q/a above).</p>
Info	<p>In the exercise the correct answers are the green ones.</p>

References	
Anderson, James C. and James A. Narus (1984),	A Model of the Distributor's Perspective of Distributor-Manufacturer Working Relationships, <i>Journal of Marketing</i> , 48 (Fall), 62.
Geyskens, Inge, Jan-Benedict E.M. Steenkamp, and Nirmalya Kumar (1998),	Generalizations About Trust in Marketing Channel Relationships Using Meta-Analysis, <i>International Journal of Research in Marketing</i> , 15 (3), 223.
Young, Joyce A., Faye W. Gilbert, and Faye S. McIntyre (1996),	An Investigation of Relationalism Across a Range of Marketing Relationships and Alliances, <i>Journal of Business Research</i> , 35 (2), 139- 51

Course 9. FINANCIAL MANAGEMENT

Lesson Basic Data	
Subject	Financial Management
Lesson Title	Financial planning and Financial Management
Lesson Objectives	<ul style="list-style-type: none"> - Provide and improve knowledge of the trainee about forecasting and planning their finances as the key skills which any entrepreneur should develop. - Sales revenue forecast - Net profit - Purpose of a cash flow forecast

Prerequisites	
Subject	Financial planning and Financial management
Topic	<ol style="list-style-type: none"> 1. The importance of financial information 2. Financial planning 3. Financial management tools
Knowledge	<ul style="list-style-type: none"> - Basic financial definitions, terminology (Assets, Capital, Liabilities, revenues, Expenses) - Initial start-up costs - Identifying operating costs - Pricing - Break-even analyses - Financial forecast - Financial management tools

List of Activities / Material		
Name	Short description	Type
1. Financial terminology	This section is about basic definitions and terminology of Assets, Capital, Liabilities, Revenues, Expenses, operating costs	PPT
2. Financial Planning	Section provides important knowledge in order to be able to draft a good financial plan and subsequently apply for the necessary seed capital. (Initial start-up costs, pricing, break-even analyses and financial forecast). The equally important topic is the pricing and preparation of the most accurate market research	PPT
3. Financial management	This topic educates entrepreneur on how to establish a well-functioning financial system and its components such as Sales revenue forecast, P&L forecast, Assets and Liabilities and Cash-flow management.	PPT

Relevant Topics	
Learning Topic Name	Connection Description

Pedagogical Methods (choose relevant)
<input type="checkbox"/> Concept mapping <input type="checkbox"/> Participatory Learning in Action (PLA) Techniques <input checked="" type="checkbox"/> Questioning <input type="checkbox"/> Drill and Practice <input type="checkbox"/> Tutorials <input checked="" type="checkbox"/> Games <input type="checkbox"/> Story Telling <input type="checkbox"/> Simulations <input type="checkbox"/> Role-playing <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Small group activities <input checked="" type="checkbox"/> Social media activities (Facebook, Twitter, Youtube)
Other: Presentations, quizzes

3D Activity Description (one table for one activity – copy as much as you need)	
3DActivity Objectives	Learn about financial planning and financial management
Keywords	Assets, Capital, Liabilities, Revenues, Expenses, Start-up costs, Operating costs, Initial start-up costs, Pricing, Break-even analyses and Financial forecasting
3DActivity Duration	30 min.
Learning Activity Description	<p>In a 3D environment, student/avatar comes to the bank like space with one person standing at the help desk welcoming student at the bank, one private bank clerk sitting at the table and one person at the counter with respectively the names of the 3 topics of this module: Financial terminology, Financial Planning and Financial management. In the room is also waiting a virtual person – bank guide (further “BG”) who starts the course:</p> <p>BG: “Hi! My name is ... and I am here to guide you on your way to get your first big money to start your business! If you want to get the capital at the end of the day you have to first learn your basic financial jargon at the entrance, plan carefully all the steps in the financial plan with the clerk at the desk and master the financial management to succeed at the counter! Are you ready wolf? Let’s get down to the business then?”</p> <p>The player subsequently starts and proceeds through all 3 levels – officer, bank clerk and the counter clerk:</p> <ol style="list-style-type: none"> 1. The helpdesk welcome person gives a lecture on the first topic – “Learn your basic jargon” in the form of presentation which appears in the text bubble/if there is such a possibility, the presentation could be also narrated. Slides 1 – 5 of the presentation. 2. Bank clerk gives a lecture on the second topic – “Plan carefully all the steps in your financial plan” in the form of presentation which appears in the text bubble/if there is such a possibility, the presentation could be also narrated. Slides 6 – 28 of the presentation. 3. Clerk at the counter gives a lecture on the third topic – “Master the financial management” in the form of presentation which appears in the text bubble/if there is such a possibility, the presentation could be also narrated. Slides 29 – 34 of the presentation. <p>After the completion of all three stages, the “BG” comes and says: “You should now be ready to apply for your first funding. The CEO of the bank awaits you at the door to the treasure!”</p>

Assessment	Quiz. Based on the information provided by the relevant person (helpdesk officer, bank clerk, counter clerk), student/avatar should be able to answers the questions related to the financial planning and management posed by the CEO of the bank at the door to the treasure.
Graphic Description	-
Information text	<p><i>CEO asks 11 questions:</i></p> <ol style="list-style-type: none"> 1. What is included in financial planning? <i>(Slide 7)</i> <ol style="list-style-type: none"> a. <u>Initial (start-up) costs;</u> b. <u>Pricing strategy;</u> c. Entering foreign markets; d. <u>Financial forecasting.</u> 2. What is a start-up cost? <i>(Slide 8)</i> <ol style="list-style-type: none"> a. <u>Investment needed before starting (or expanding) a new business</u> b. Salary c. Rent d. Marketing 3. What do we know about pricing? <i>(Slide 11)</i> <ol style="list-style-type: none"> a. <u>The price should allow the enterprise to function</u> b. <u>Normally customers focus more on product satisfaction than on the price.</u> c. All your price should be the same d. You can never change your prices. 4. Which is not an important factor at break-even analysis? <i>(Slide 15)</i> <ol style="list-style-type: none"> a. The time unit of the analysis b. Define the sales unit c. Define the price d. <u>Define your pricing strategy</u> 5. Which is not an example for a unit? <i>(Slide 17)</i> <ol style="list-style-type: none"> a. Number (product) b. Hour c. Portion d. <u>People</u> 6. Which is a variable cost? <i>(Slide 16)</i> <ol style="list-style-type: none"> a. <u>Direct materials</u> b. Wages c. Utilities d. Rent 7. What is the part of a financial system? <i>(Slide 30)</i> <ol style="list-style-type: none"> a. <u>Managing cash-flow</u> b. Product design c. Trademarks d. <u>Internal controls</u>

	<p>8. What does a sales revenue forecast need to include an estimate of?</p> <ol style="list-style-type: none"> Selling price and costs <u>Selling price and volume of sales</u> Costs and volume of sales Profit and Loss <p>9. How is Net Profit calculated? <i>(Slide 28)</i></p> <ol style="list-style-type: none"> Subtracting total cost of sales from total sales revenue Working out a percentage on top of the Cost per Unit Subtracting Cost per Unit from Price per Unit <u>Subtracting Operational Costs from Gross Profit</u> <p>10. If a Profit and Loss Forecast indicates that costs are higher than sales, what does this mean for a business idea?</p> <ol style="list-style-type: none"> There will be a profit, so the business proposal looks viable There will be a profit, so there is a problem with the business proposal <u>There will be a loss, so there is a problem with the business proposal</u> There will be a loss, so the business proposal looks viable <p>11. The main purpose of a cashflow forecast is to estimate which one of the following? <i>(Slide 33)</i></p> <ol style="list-style-type: none"> <u>How well a trading business can pay for its costs</u> How much you should charge customer for a product How profitable a business will be each year What the value of a business' assets might be <p>If student answers correctly, he can proceed to the treasure and get his first money, if he makes a mistake CEO denies the investment and points him back to the slide with the correct answer and asks him whether he wants to start the whole quiz from the beginning. If yes, he should repeat the whole course again, if not he goes all the way to the beginning.</p>
Work Instructions	-
Info	The content of the course is included in the attached presentation entitled "Financial Management".

3D Activity Description (one table for one activity – copy as much as you need)

3DActivity Objectives	Learn about funding opportunities
Keywords	Assets, Capital, Liabilities, Revenues, Expenses, Start-up costs, Operating costs, Initial start-up costs, Pricing, Break-even analyses and Financial forecasting
3DActivity Duration	30 min.

Learning Activity Description	<p>In a 3D environment, student/avatar comes to the a financial consultancy company like space with one person standing at the help desk welcoming student at the company. The avatar starts the conversation with the person from the office: "My company will no longer have liquidity. How can I avoid this situation and find some new funding opportunities?" Consultancy company responsible:"Let me present you all the funding opportunities you can take."</p> <p>A pop up with the Learning material (FM Funds resources.pptx) will appear. After that, the consultant comes and says:"You should now be ready to choose which funding source best fits for your company and apply for it."</p>
Assessment	<p>Quizz. Based on the information provided by the relevant person, student/avatar should be able to answers the questions related to the fund opportunities posed by the consultant.</p>
Graphic Description	-
Information text	<ol style="list-style-type: none"> 1. What are the business life cycle phases? <ol style="list-style-type: none"> a. <u>Pre-seed, Seed, Start-up, Development, Expansion, Exit</u> b. Pre-seed, Seed, Development, Expansion, Start-up, Exit c. Pre-seed, Seed, Start-up, Development d. Pre-seed, Development, Expansion, Exit 2. What are the funding opportunities? <ol style="list-style-type: none"> a. <u>Own savings</u> b. <u>Loans from family and friends</u> c. <u>State support (country specific!)</u> d. <u>Bank loans</u> – in specific cases e. <u>Leasing</u> – in specific cases f. <u>Private investors</u> – in specific cases 3. What are business angels? <ol style="list-style-type: none"> a. <u>People who invest their money in the initial phase of startups, in exchange for a participation in capital.</u> b. Persons or companies that invest money into the private equity of the company and are often willing to participate in the management of the company. c. Investment funds that manage money of investors who seek private equity stakes in startups and SMEs. 4. What will deter investors the most? <ol style="list-style-type: none"> a. <u>No need for the product on the market</u> b. <u>The product is too simple</u> c. Marketing strategy d. Employees 5. What are the advantages of bank loan? <ol style="list-style-type: none"> a. <u>Simpler fundraising process</u> b. Long-term planning of business development without pressure on cash flow c. Business history and positive business results are required d. Loss of part of equity e. <u>The entrepreneur does not lose his share in the company</u> 6. Which of the following sources <u>do not belong</u> to private sources? <ol style="list-style-type: none"> a. Bank loans b. Lease

	<p>c. State funds d. Business angels e. EU Grants f. Venture capital g. Crowdfunding</p> <p>7. Which of the other sources of financing/funding is characterized by the following statement: „ <i>An innovative way of getting financial support for various businesses. Collection where people contribute more or less to start an interesting business idea</i>“</p> <p>a. Bank loans b. Leasing c. Crowdfunding</p> <p>If student answers correctly he can proceed to the treasure and get his first money, if he makes a mistake consultant denies the investment and points him back to the slide with the correct answer and asks him whether he wants to start the whole quiz from the beginning. If yes, he should repeat the whole course again, if not he goes all the way to the beginning.</p>
Work Instructions	-
Info	The content of the course is included in the attached presentation entitled “Funding opportunities”.

References	
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Course 10. HUMAN RESOURCE MANAGEMENT

Subject	Business Plan of Human Resources in Entrepreneurship
Lesson Title	Human Resources in Entrepreneurship
Lesson Objectives	To build plan of human resources for entrepreneurship: 1.to determine human capital power(qualifications, skills etc.) of the Market(External environment) 2.to demonstrate how to prepare current workers in order to reach organizational targets and vision (Internal environment) 3.to build human resources Information System (planning human resources, the process of planning etc.) 4.to show that how to find out human resources from External Environment 5.to educate human resources for your business plan

Prerequisites

Subject	1.Organization and Management 2.Informational Systems of Business 3.Communication with Human Capital through education
Topic	<ul style="list-style-type: none"> - Managerial capabilities directly related to organizational type/s. Introduction to Country managerial trends and organizational structure. - Datas are primary valuable for business life. Data gathering and data evaluation steps are crucial. - Traditional learning methodology and e-processes of human resources plan.
Knowledge	To organize business plan and human resources organization through by external and internal environment of business, key information are identify internal human capital, to plan human resources management according to Europe Young Entrepreneurs objectives.

List of Activities

Name	Short description	Type
A1.Human capital power of Market (qualifications and skills etc.)	Activity 1 is directly related to business type and its environment and to determine what they need for their business type. To analyse human capital power and its capability, students will evaluate their business production capacity.	-Case studies -Field research -Discussion
A2.How to manage and show the direction to the business internal stakeholders?	A2 aims to analyse human factor motivations for studying with together. That's why, A2 is analysing business internal stakeholders(owners, shareholders, mentors, initial workers etc.)	-Concept mapping -case studies -Discussion -Small group activities
A3.How to build human resources information system?	A3 is focusing on the process of planning for human resources. This step will make participants	-Participatory Learning in Action (PLA) Techniques -Discussion

	to allow how to manage their human capital resources.	-Formative quizzes -Small group activities
A4. Gathering human capital from External environment	Activity 4 will discuss and show how to gather from human capital from external environment and main part of this activity is to show making business interviews techniques.	-Role modelling -Concept mapping -Small group activities -Discussion -Social media activities
A5. To discuss education techniques for Human capital by through businessplan codes	A5 will coordinate students that how to live business without any time limit. Because of this crucial issue, A5 will determine educational ways for students to imply their plan directly.	-Small group activities, -Concept mapping -Project-based activities -Role-modeling

List of Material		
Name	Short description	Type
A1. Human capital description and types of supply qualifications	Human capital, supply of qualifications, what business needs to survive, what does human capital meaning?	PPT+Video
A2. Business Internal supply qualification	What does business need as an internal actioners and stakeholders? What are their contributions for business plan?	PPT +Video
A3. Human resources informational system as a database	Which data will help to manage business? Which kind of database survive business' human resources plan?	PPT+video+Microsoft office solutions
A4. Gathering human capital from external environment	Which kind of activities can give business attractiveness? How to reach successful people from external environment? Which techniques are the best solution for gathering human capital?	PPT+video
A5. Business' human resources educational plan	Lifelong learning programme will useful and how to use this kind of business inside learning platform? Because of these reasons, people improve their skills at this stage.	PPT+video

Relevant Topics	
Learning Topic Name	Connection Description
Human Resource Management	Human Resource Management is a main part of Business Plan.

Pedagogical Methods (choose relevant)
<input checked="" type="checkbox"/> Concept mapping
<input checked="" type="checkbox"/> Participatory Learning in Action (PLA) Techniques
<input type="checkbox"/> Questioning
<input type="checkbox"/> Drill and Practice
<input type="checkbox"/> Tutorials
<input type="checkbox"/> Games
<input type="checkbox"/> Story Telling
<input type="checkbox"/> Simulations
<input checked="" type="checkbox"/> Role-playing
<input checked="" type="checkbox"/> Discussion
<input type="checkbox"/> Small group activities
<input type="checkbox"/> Social media activities (Facebook, Twitter, Youtube)
Other: Presentations, quizzes

3D Activity Description (one table for one activity – copy as much as you need)	
3DActivity Objectives	1. Business Internal supply qualification
Keywords	Human capital level, human capital
3DActivity Duration	15 min
Learning Activity Description	In a 3D section, participants like “market evaluator for human capital” during the meeting. They are looking for the answer that what is the level of human capital that they proposed jobs/business’ ideas. (PPT Module 1)
Assessment	Quiz
Graphic Description	At the working place, an investor (have business’ ideas) and evaluator (evaluating the market situation according to human capital qualifications etc. are sitting at the table.
Information text	<p>“Now that you know about the human capital at the market, it is time to show that you can recognize what people have at the market.”</p> <p>Q1 (investor): “University degree level unemployed are very high.”</p> <p>A1 (evaluator) possible answers: Agree/do not agree</p> <p>Q2 (investor): “Unemployed bachelor degree alumni have not got any experience about your idea.”</p> <p>A2 (evaluator) possible answers: Agree/do not agree</p> <p>Q3 (investor): “My business idea and right person matching is very difficult?”</p> <p>A3 (evaluator) possible answers: Yes/No</p> <p>Q4 (investor): “I couldn’t reach the right technicians for the idea.”</p> <p>A4 (evaluator) possible answers: Agree/do not agree</p> <p>Q5 (investor): “Sometimes I feel that I organized the encouraging team.”</p> <p>A5 (evaluator) possible answers: True/False</p>
Work Instructions	The student should receive the notification of a meeting with an investor and consequently he/she should study the theoretical part and get ready. By clicking on “Get ready” the student will be redirected to the PPT (see list of activity and material 1). Once done with the studying, the student will enter the meeting room and start the dialogue with the investor (see q/a above).
Info	In the exercise the green options are the right ones to be selected.

3D Activity Description (one table for one activity – copy as much as you need)	
3DActivity Objectives	2. Business Internal supply qualification
Keywords	Internal supply, internal human resources, CEO and Boarding Council
3DActivity Duration	45 min
Learning Activity Description	In a 3D environment, students sit at the table acting like ideas developer during a meeting with a CEO. After having studied how to analyse internal supplies of business (PPT module 2) the learner will start putting the basis for a supply qualification trying to locate the main aspect that makes the business unique.
Assessment	Quiz + research
Graphic Description	Room setting with the market expert (NPC) and idea developer (player) sitting at the table discussing
Information text	<p>“Ok, Let’s start contributions of your Internal human capital to human resources management of business.”</p> <p>- QUIZ:</p> <p>Q1 (CEO): “Weekly meetings of internal people are very useful for managerial contributions to human resources.”</p> <p>A1 (developer) possible answers: Agree/do not agree</p> <p>Q2 (CEO): “What are the main four sources of internal human capital?”</p> <p>A2 (developer) possible answers: Owners/ Shareholders / Mentors / Consumers /Initial workers</p> <p>Q3 (CEO): “External human capital more important than internal human capital.”</p> <p>A3 (developer) possible answers: True/False</p> <p>- RESEARCH:</p> <p>Open to Google website, then search keywords (CEO and Boarding Council) that better qualify your business idea in the search field. Now, you may have an idea of similar companies around you... visit their website and try to list 5 successful factors how they achieve internal customer contribution increasing.</p>
Work Instructions	The student should receive the notification of a meeting with a CEO and consequently he/she should study the theoretical part and get ready. By clicking on “Get ready” the student will be redirected to the PPT (see list of activity and material 2). Once done with the studying, the student will enter the meeting room and start the dialogue with the CEO (see q/a and research above).
Info	In the exercise the green options are the right ones to be selected.

3D Activity Description (one table for one activity – copy as much as you need)	
3DActivity Objectives	3. Human resources informational system as a database
Keywords	Human resources, business information systems
3DActivity Duration	40 min
Learning Activity Description	Participants/students have introduced with business information system as a human resources management tool, With using this tool, managers will have key elements of productivity rules.

Assessment	Test: Participants like as a planner and human resources manager, select the right elements and write the productivity meaning.
Graphic Description	Participant sitting at the table discussing.
Information text	<p>“It’s now time to build our human resources plan and information system! Let’s start putting together the key components!”</p> <p>“See below some components that might be included in a Human resources information system. Please identify the 3 odd ones out by clicking on them.”</p> <p>Salary Productivity Human resources demand of departments Human resources demand estimation techniques Digital process planning for each staff Organization and management Payments of fixed costs of business Cleaning of the office</p>
Work Instructions	By clicking on “Get ready” the student will be redirected to the PPT (see list of activity and material 3). Once done with the studying, the student will enter the meeting room and start the dialogue with itself as a human resource manager (see activity above).
Info	In the exercise the green options are the right ones and the others are the odd ones to be selected.

3D Activity Description (one table for one activity – copy as much as you need)	
3DActivity Objectives	4. Gathering human capital from external environment
Keywords	Human capital, external environment
3DActivity Duration	35 min
Learning Activity Description	In 3D Activities, participants will get experience about internal process and other points. They will select the gathering ways to picking up human capital from external environment.
Assessment	Quiz
Graphic Description	Room setting player is sitting at the table.
Information text	<p>“Let’s picking up team friend from external environment, Let’s check the elements below.”</p> <p>-QUIZ:</p> <p>Q1 (Human resource manager): “Which kind of technique is the best for picking up human resource from external environment?”</p> <p>A1 (developer) possible answers:</p> <p>Traditional media channel notice Internet Advice of Internals Education Institutions Vocational Unions</p>

	Q2.(Human resource manager): "Social media announcements of our business exceed other announcement ways proportion." Agree/Disagree
Work Instructions	By clicking on "Get ready" the student will be redirected to the PPT (see list of activity and material 4). Once done with the studying, the student will enter the meeting room and start the dialogue with itself - human resource manager(see activity above).
Info	In the exercise the green options are the right ones to be selected.

3D Activity Description (one table for one activity – copy as much as you need)

3DActivity Objectives	5. Business' human resources educational plan
Keywords	Human resource, education plan
3DActivity Duration	15 min
Learning Activity Description	In 3D activities, educational activities are the orientation of the workers who started to work new also it is an adaptation tool for everybody at the firm. That's why, participants select appropriate answers and determine the human resources education kit.
Assessment	Quiz
Graphic Description	Room setting player is sitting at the table.
Information text	Q1(Human resource manager):What is the first step of education and development? A1(Developer): Analysis of Education needs / Educational feedbacks Q2(Human resource manager): Which one is not in educational techniques? A2(Developer): Brainstorming, Delphi method, T group method, F method Q3(Human resource manager): E-learning method is the best way for education. A3(Developer): Agree/Disagree
Work Instructions	By clicking on "Get ready" the student will be redirected to the PPT (see list of activity and material 5). Once done with the studying, the student will enter the meeting room and start the dialogue with itself - human resource manager(see activity above).
Info	In the exercise the green options are the right ones to be selected.

References

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Robbins, S.P. and M.Coulter(2002). Management, 7 th Edition Prentice Hall