BLUES

EUROPEAN ENTREPRENEURSHIP EXPERIENCE

"BLUES Multimedia Digital Training"

QUICK GUIDE

"BLUES Multimedia Digital Training"
Quick Guide

Co-funded by the
Erasmus+ Programme
of the European Union

CONTENT*

CONTENT*

INTRODUCTION*

The Digital Training is a part of the **BLUES** Blended-Learning International Entrepreneurship Skills project, a European blended-learning programme on entrepreneurial skills for university students co-funded by the Erasmus+ Programme of the European Union.

Coordinated by **Centro Internacional Santander Emprendimiento (CISE)** and **the University of Cantabria**, the consortium integrates also the University of Perugia, University of Ljubljana, Nova University of Lisbon, Lappeenranta University of Technology (LUT), CEOE-CEPYME Cantabria, Terni Chamber of Commerce, Industry, Craftsmanship and Agriculture, the Chamber of Commerce and Industry of Slovenia, and Madan Parque de Ciencia.

BLUES project aims to design, test and disseminate an innovative international Blended-learning Entrepreneurship Education Methodology that increases the quality and relevance of students'

skills and promotes internationalisation, innovation and creativity through a transdisciplinary approach and the active involvement of the regional business sectors.

This document aims to be a guide on how to develop a MOOC course similar to the one that has been carried out through the MiriadaX platform during the implementation of the project, and from which the contents can be visited alternatively on the BLUES project page (http://eblues.eu/)

The reader will also find statistical results within Annex I - FIRST EDITION'S BRIEF STATISTICAL ANALYSIS resulting from the implementation of the first edition of this MOOC in the aforementioned MiriadaX platform. The information was collected not only when this edition of the course had finished, but also while it was undergoing, and the insights provided have been essential to the improvement of this guide.

Co-funded by the
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of the European Union

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OVERVIEW*

The BLUES project educational programme includes an online part (in MOOC format) and another face-to-face part, carried out by means of pilot activities at the University of Cantabria, University of Perugia, University Nova Lisbon and University of Ljubljana.

In this first implementation, the MOOC has been delivered on the **Miríada X platform**. This platform was created in 2012 as an agreement between Telefónica (the largest telecommunications company in Spain) and Universia (Educational Foundation of Banco Santander), although now it belongs only to Telefónica, through its subsidiary Telefónica Educación Digital (TED). It is developed internally and includes features similar to other platforms such as Coursera, edX or Future Learn; Content pages, integrated videos, evaluation activities, forums, frequently asked questions, questionnaires, etc.

Today, Miríada X is the leading MOOC platform in the Spanish- and Portuguese-speaking world. It has 85 university partners and hundreds of courses in Spanish, Portuguese and English. Up until 2018, the platform was only available in Spanish, but it is now also available in English and Portuguese (although this new feature seems to be still a work in progress and has some issues).

Once this first phase is concluded, the contents of the MOOC have been made alternatively available for consultation and/or reuse on the BLUES project page following the same structure described below.

The proposed MOOC course for the BLUES project consists of 6 modules with content, plus an introductory module 0. Each module corresponds to a week with a workload of approximately 4 hours per week, except module 0 and module 1 that share the same week. However, it is important to clarify that all modules have been fully available to students from the first to the last day of the MOOC (for example, in the first edition from March 4th to June 9th, 2019). The only requirement to be able to move on to the next module is to have completed the previous one, regardless of the time it took to complete it.

The MOOC course, therefore, has had a total workload of 24 hours for students. These hours take into account not only reading the information contained in the modules and watching the videos, but also the complementary readings, carrying out the evaluation activities and participating in the forums.

The full completion of the BLUES MOOC was a mandatory requirement for the students to be eligible for the second phase of the BLUES blended-learning methodology, the face-to-face sessions, designed for getting more in-depth in the concepts presented in this digital course with a very practical approach and the participation of experts and professionals from the entrepreneurial and business context in the four countries where these pilot experiences took place (Italy, Portugal, Slovenia and Spain).

The structure of the MOOC modules is as follows:

MODULE 0. INTRODUCTION

0.1 "What, Why & How. Your road to Entrepreneurship". Brief description of the methodology, content and activities that make up the MOOC.

0.2 Course Roadmap

0.3 Experts Group

0.4 Initial Questionnaire

MODULE 1. ENTREPRENEURSHIP INNOVATION FOR TURBULENT TIMES

1.1 Why is it important to learn entrepreneurship?

1.2 Introduction to Design Thinking (part 1)

1.3 Introduction to Design Thinking (part 2)

1.4 Technology trends for entrepreneurship

MODULE 2. ENTREPRENEURSHIP THEORY OVERVIEW AND CONTEXT

2.1 Main theories of entrepreneurship.

2.2 Conceptual models of each theory

2.3 Case studies

MODULE 3. BUSINESS ANALYSIS AND STRATEGIC MANAGEMENT

3.1 Market assessment and customer development. Main techniques.

3.2 Lean Start-up. Business Model Canvas

3.3 Lifecycle management of an entrepreneurial initiative. Main techniques

MODULE 4. ORGANISATIONAL DESIGN

4.1 Fundamental of organisational structures.

4.2 Delegation. How to delegate tasks to co-workers.

4.3 Digital transformation.

4.4 Contemporary Forms of Organising

MODULE 5. COMPETING IN THE MARKET

5.1 Defining the product and the brand (parts 1&2).

5.2 Defining the context: competitors, customers and other stakeholders (parts 1&2).

5.3 Defining the strategy for reaching the market: marketing mix.

5.4 Opportunities of digital marketing

MODULE6. HUMAN RESOURCE MANAGEMENT AND LEADING FUNCTION

6.1 Leadership identification. Different kinds of leadership.

6.2 Sources of power in a negotiation.

6.3 Managing people.

6.4 Soft skills.

6.5 Final questionnaire

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REGISTRATION*

REGISTERING ON THE MIRÍADA X PLATFORM*

A short registration tutorial video has been created for those students interested in taking the course, which can be found at the following link https://youtu.be/Banv-k9kgPw

The first step that students must carry out is to register on the Miríada X platform, by going to https://miriadax.net/home and clicking on **"Register-in"**:
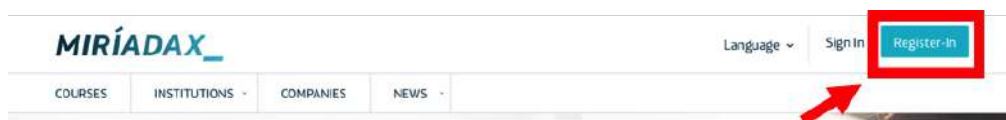
After clicking, a form appears for you to either register on the platform or access it, if you are already a registered user:

After providing the details requested, the student will be sent an email with the password required for entering Miríada X, which is to be used for all platform functions together with the email provided on registration.

Welcome email

User & Password

Hola   user

¡Bienvenid@ a Miriadax! Gracias por unirte a la mayor comunidad online de universidades Iberoamericanas. Desde este momento podrás registrarte de manera gratuita en cursos universitarios de calidad y ponerte en contacto con docentes universitarios y estudiantes para compartir tus intereses académicos.

No hay límite. Elige tus cursos, participa en las herramientas sociales que tienes a tu disposición y practica el Social Learning.

Estamos encantados de que estés con nosotros. ¡Felicitaciones, estás en Miríadax!

Atentamente,
El equipo de Miríadax
http://miriadax.net

Olà   user

¡Seja bem-vind@ a Miríadax!

Obrigado por se juntar à maior comunidade online de universidades Ibero-americanas. A partir desse momento você se pode cadastrar de forma gratuita em cursos universitários de qualidade e contatar com professores universitários e estudantes para compartilhar seus interesses acadêmicos.

Não há limites. Escolha seu curso, participe nas ferramentas sociais que você tem a seu dispor e pratique o Social Learning.

É uma alegria que você esteja conosco. Parabéns, você está na Miriadax!

Atenciosamente.

A equipe da Miriadax.

Tu Usuario es: user
Y tu Contraseña: password

Para modificar tu contraseña, deberás acceder a Miríadax con tu cuenta de correo y contraseña. Una vez dentro, tienes que acceder a tu usuario y dentro del apartado "Mi Perfil" acceder al enlace "Cambiar contraseña". Por último, completa la información que la plataforma solicita, ya que es muy importante para asegurar que el huso horario de la plataforma se adapte a tu localización geográfica real.

A user can then log onto the platform with their username, and enrol in any available course, regardless of the topic or the university that offers it.

Courses on MiriadaX

When the student selects an available course, in this case, "What, Why & How. Your Road to Entrepreneurship", and clicks on "enrol", they are automatically enrolled in the course and can access the contents available, depending on how the MOOC is structured.

The sign-up process is explained to potential users with a video in the project's website, in an attempt to prevent problems with this step that would hinder their experience and affect the dissemination of the project.

In addition, an effort to improve the registration form and information in the MiriadaX platform is in place, based on the feedback received by the users in languages different from Spanish.

It should be clear that this registration is only for the online training phase, so those interested in participating in the face-to-face workshops would need to sign-up again for that. Also that the only thing that you need to pay for is an optional certificate that MiriadaX offers, and that this is not mandatory because any student receives a diploma when 75% of the course is completed (which is valid and required to take part on the face-to-face phase).

As mentioned above, after the completion of this first edition, the contents of the MOOC have been made available openly and at no cost on the website of the BLUES project, which currently does not ask to complete any registration process.

MOOC ENTRY PAGE*

This initial page is always public, both for students who have enrolled in the course and for those who have not yet done so.

This entry page includes the course description and indicates that there are multi-language subtitles available, however, English is the vehicular language of the course.

This section also indicates that all course materials are available under a Creative Commons License.

In this MOOC the Entry Page Includes:

· Title of the Course

· An initial video talking about the course and what the students know about in it.

· Basic Information

· Types of Certificates

· Course Description

· Partners participating logos

· License and Languages Available

· List of Modules

· Prior Knowledge

· Instructors

Course description

This course focuses on promoting entrepreneurial mind-set, entrepreneurial awareness, entrepreneurial competences and, also, entrepreneurial effectiveness. The course aims at providing students the first insight into entrepreneurship through a program that helps them to develop key competences and skills required in labour markets stressed by a scarce job offer and a considerable number of ailing companies that are not in shape to compete in a global economy. The ability to create your own employment opportunities is considered of utmost importance in this scenario.

The course is divided in 6 modules with different topics like: Entrepreneurship innovation for turbulent times; Entrepreneurship theory overview and context; Business analysis and strategic management; organizational design; competing in the market; and Human resource management and leading function.

This course forms part of the European Project BLUES.

Course description

BLUES
EUROPEAN ENTREPRENEURSHIP EXPERIENCE

Co-funded by the Erasmus+ Programme of the European Union

UC · CISe · Gospodarska zbornica Slovenije · ceoe CEPYME · UNIVERSITÀ DEGLI STUDI DI PERUGIA

LUT · Universidade Nova de Lisboa · madan parque de ciência · Univerza v Ljubljani · Camera di Commercio Terni

This course is available under a Creative Commons License.

Multilanguage subtitles available.

License and languages

Course modules

📄	Module 0. Introduction	Enter
1	Module 1. Entrepreneurship Innovation for Turbulent Times	Finished
2	Module 2. Entrepreneurship Theory Overview and Context	Finished
3	Module 3. Business Analysis and Strategic Management	Finished
4	Module 4. Organisational Design	Finished
5	Module 5. Competing in the Market	Enter
6	Module 6. Human Resource Management and Leading Function	Finished

List of modules

Knowledge

No prior knowledge is required

Prior knowledge

Teachers

Adela Sanchez   Ana Lucka Pirnat

Catarina Casadinho   Federico Gutiérrez-Solana

Isabel Rocha   Leo Oksanen

Marko Radovan   Roberta Mattioli

Instructors

MOOC ENTRY PAGE – BLUES PROJECT WEBSITE*

The initial page on the web page of the BLUES project is also publicly available for anybody accessing the website, or directly through the link http://eblues.eu/what-why-how-your-road-to-entrepreneurship/.

Unlike in any MOOC platform, users who have access to the course through this website are not enrolled in the course or registered on the platform itself, so access is completely public, anonymous and free.

This initial page replicates the one on the MiriadaX platform, including sections such as the description of the course and indications about the existence of subtitles in several available languages, with the reminder that English is the vehicular language of the course.

This section also indicates that all course materials are available under a Creative Commons license.

The website does not include any reference about certifications because users do not register in it, and its purpose is mere as reference material

In this MOOC the Entry Page Includes:

- Title of the Course

- An initial video talking about the course and what the students know about in it.

- Basic Information

- Types of Certificates

- Course Description

- Partners participating logos

- License and Languages Available

- List of Modules

- Prior Knowledge

- Instructors

ABIERTO

What, Why & How. Your Road to Entrepreneurship

Home Syllabus Results Forum Edition Administración

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Module 0. Introduction

Module List

🔒 Module 0. Introduction
  ● Course Roadmap
  ● Experts Group
  ● Where do you live?
  ● Initial questionnaire

🔒 Module 1. Entrepreneurship Innovation for Turbulent Times

🔒 Module 2. Entrepreneurship Theory Overview and Context

🔒 Module 3. Business Analysis and Strategic Management

🔒 Module 4. Organisational Design

🔒 Module 5. Competing in the Market

🔒 Module 6. Human Resource Management and Leading Function

List of modules

Course welcome

Welcome to the course "What, Why & How. Your road to Entrepreneurship"!

This course employs a scalable entrepreneurial education methodology and high-quality interactive educational resources and tools to promote students' entrepreneurial mind-set and skills and the development of key transversal skills such as digital and foreign language skills, thereby fostering students' employability as well as their personal and professional development.

Entrepreneurship is mostly lectured in a traditional way with a focus on business management and the development of business plans, which is why the course also covers general topics such as motivation

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Basic Information

The course aims at providing students the first insight into entrepreneurship through a program that helps them to develop key competences and skills required in labour markets stressed by a scarce job offer and a considerable number of ailing companies that are not in shape to compete in a global economy. The ability to create your own employment opportunities is considered of utmost importance in this scenario.

This course is available under a Creative Commons License

Multi-language subtitles available.

No prior knowledge is required

6 weeks (Estimated 30 hours of study)

License, Languages, Prior knowledge and duration

LIST OF MODULES

📁 Module 0. Introduction

📁 Module 1. Entrepreneurship Innovation For Turbulent Times

📁 Module 2. Entrepreneurship Theory Overview And Context

📁 Module 3. Business Analysis And Strategic Management

Click on the title of the module you wish to visit to see the contents of it

📁 Module 4. Organisational Design

📁 Module 5. Competing In The Market

David Harrison

Santander International
Entrepreneurship Centre
- CISE

—

in

Aneesh Zutshi

Universidade Nova de
Lisboa

—

in

Dolores Kores

University of Ljubljana

—

in

Ricardo Zozimo

Universidade Nova de
Lisboa

—

in

Luca Villa

HR Director at
Thyssenkrupp, Acciai
Speciali Terni S.p.A.

—

in

Francesco Rizzi

University of Perugia

—

in

Marta Mussini

Manager procedures
outside Italy at
Pharmatech S.r.L.

—

Marina Gigliotti

University of Perugia

—

in

Antonio Picciotti

University of Perugia

—

in

Pedro Neves

Universidade Nova de
Lisboa

—

MODULES
CONTENT*

MODULES STRUCTURE (MODULES 1 TO 6)*

All the other modules of the course are divided into sub-modules. Each one corresponds to a topic or key concept that will be conveyed to the students.

When each sub-module is clicked, its contents appear, accompanied by a video. Once the contents have been read and the video has been watched, the "Next activity" button can be clicked to move on to the next topic.

Once all the topics in the module have been completed, the compulsory assessment activity must be carried out, which may consist of a test or a P2P (peer-to-peer) activity.

In our MOOC "**What, Why & How. Your Road to Entrepreneurship"**, a Self-assessment Test is included at the end of each module.

Tests are the most common type of assessment activity. At the beginning of the test, students are informed about the minimum number of correct answers that they must give and the number of attempts that they will have.

P2P activities are not recommended for the target audience of the course as they have proved to present some problems: tasks without review due to the dropout of students that lead to classmates being stuck and unable to progress further in the contents; calendar and temporalization issues; students making erratic evaluations of their peers, or asymmetric quality of feedbacks.

In this course, one of the experts in Module 1 proposes an activity for students to do and then post their results in the corresponding forum. We think that this kind of activity allows for greater interaction between students and a better flow.

In order to successfully complete the course, students must study all the modules and pass all the compulsory tasks. As the modules don't have any time restriction, the course is not organised into weeks. Instead, all the modules become available at the same time so that students can carry out the course at their own pace. However, the modules are linked, in other words, you can only access a new module if the previous module has been successfully completed.

There is a question at the end of each module and sub-module relating to the corresponding video and textual content asking students about their opinion, not their knowledge, of that specific part of the course. If students wish, they can answer this question in the specific forum and share their points of view with their peers and the experts.

It is also important to point out that all the forums are in English, so if any answers from students are given in other languages, these answers will be redirected to the English language.

Regarding the structure of the MOOC, it can be argued that the activities better received are those that correspond to external resources that allow students see more material, like the videos, external links and specific materials downloads.

MODULE 0 | INTRODUCTION

Module 0 is always a module with no content. Its serves to welcome students and provide basic information about the course and it may or may not be accompanied by an explanatory video. In this MOOC, Module 0 also includes information such as the Course Roadmap, the Experts Group and a map where students can indicate their location.

In this MOOC Module 0 includes:

¬ **WELCOME TO THE COURSE**

Here the student can find a brief description and a video about what this course it´s about, explaining the methodology and tools that we are going to use to get to know deeply the entrepreneurial mindset and skills.

In this section, we also explain to the students the number of modules that this course contains and the possibility to be part of the face-to-face training and the universities that offer that option.

This Module includes a General Forum where students can post a thread to look for help, both technical and theoretical, concerning the course.

This MOOC includes 6 modules which will train you in entrepreneurial skills over 6 weeks. Each module contains videos (interviews with experts in entrepreneurship) and complementary multimedia material.

- Module 1. Entrepreneurship Innovation for Turbulent Times
- Module 2. Entrepreneurship Theory Overview and Context
- Module 3. Business Analysis and Strategic Management
- Module 4. Organisational Design
- Module 5. Competing in the Market
- Module 6. Human Resource Management and Leading Function.

Course Module Content

Each module contains a compulsory activity that must be successfully completed in order to move on to the next module. In Module 0 the compulsory activity is the Initial Questionaire.

If you have any doubts, please go to the Frequently Asked Questions at the following link: FAQs Students

Face-to-Face

This MOOC is open to anyone interested in entrepreneurship. After completing the MOOC, face-to-face training will also be offered at the University of Perugia (Italy), University NOVA Lisbon (Portugal), the Santander International Entrepreneurship Centre (CISE, University of Cantabria, Spain) and the University of Ljubljana (Slovenia).

Please, share your initial comments or views in the **General Forum**.

General Forum

ABIERTO
What, Why & How. Your Road to Entrepreneurship

Home Syllabus Results Forum Edition Administración

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Category:
Discusión general

« Back to Discusión general

Add Subcategory | Post New Thread

∨ Threads

Thread	Started By	Posts	Views	Last Post	
Welcome	Priscila Parra	1	7	Date: 12/27/18 10:35 PM By: Priscila Parra	› Actions

A visual way to show the sequence of the course and the content in each Module.

What, Why & How. Your Road to Entrepreneurship

ROADMAP

HOME PAGE

Registration and main information about the MOOC

MODULE 0

Introduction

Main concepts of the course, the experts, etc. It also contains an initial questionnaire

MODULE 1

Entrepreneurship Innovation for Turbulent Times

Why is it important to know about entrepreneurship? Design Thinking Technology trends

MODULE 4

Organisational Design

Organisational structures Delegation Contemporary Forms of organising

MODULE 3

Business Analysis and Strategic Management

Market assessment Customer development Lean Start Up Business Model Canvas Lifecycle management Entrepreneurial initiative

MODULE 2

Entrepreneurship Theory Overview and Context

Theories of entrepreneurship Conceptual models Case studies

MODULE 5

Competing in the market

The product and the brand Marketing Opportunities of digital marketing

MODULE 6

Human Resources Management and Leading Function

Leadership identification Sources of power in a negotiation Managing people Soft skills

FACE TO FACE

Training activities in the universities

CISE-Universidad de Cantabria Università degli studi di Perugia Universidade Nova de Lisboa University of Ljubljana

¬ EXPERTS GROUP

In contrast to other MOOCs (where there are only one or a few instructors), this MOOC brings together a large and important group of experts from different universities, research centres and enterprises.

Here the students will find their photo, name and a brief professional description.

David Harrison
Associated researcher and professor at the CISE (Santander International Entrepreneurship Centre)

Aneesh Zutshi
Professor at Universidade Nova de Lisboa

Dolores Kores
Centre for Social Entrepreneurship, University of Ljubljana

Ricardo Zozimo
Assistant Professor in Management at Nova School of Business and Economics

Francesco Rizzi
Associate Professor in the Department of Economics, University of Perugia

¬ INITIAL QUESTIONNAIRE

All of the modules of courses published on MiriadaX must include a compulsory activity. For module 0 (bearing in mind that the students have not yet received any information) this is normally a questionnaire, for the students to indicate matters such as their interest in the course, where they come from, their knowledge of the topic, their level of education, etc.

In this MOOC, we include an Initial Questionnaire that helps us to understand student profiles with the aim of better responding to students' expectations. This questionnaire is not an assessment activity but must be completed in order to move on to module 1. It allows the project to obtain statistical information about the participants, which is useful for improving the course.

This questionnaire includes questions regarding age, gender, country of origin, level of education, prior Entrepreneurship Training/Education. In addition, students are asked to indicate to what extent certain statements describe them, on a scale of Low, Medium or High.

The questionnaire also asks students if they would be interested in participating in the Face-to-Face activities available in four European Universities.

Usually, the statics for this activity shows that many participants are not keen on sharing their gender or age, but very high per cent answer questions like location or maximum level of education.

Below, we present the screenshot of Module 0 on the web page of the BLUES project, which, except for the initial questionnaire, contains the same information as that carried out through the **MiriadaX platform**.

Welcome to the course "What, Why & How. Your road to Entrepreneurship"!
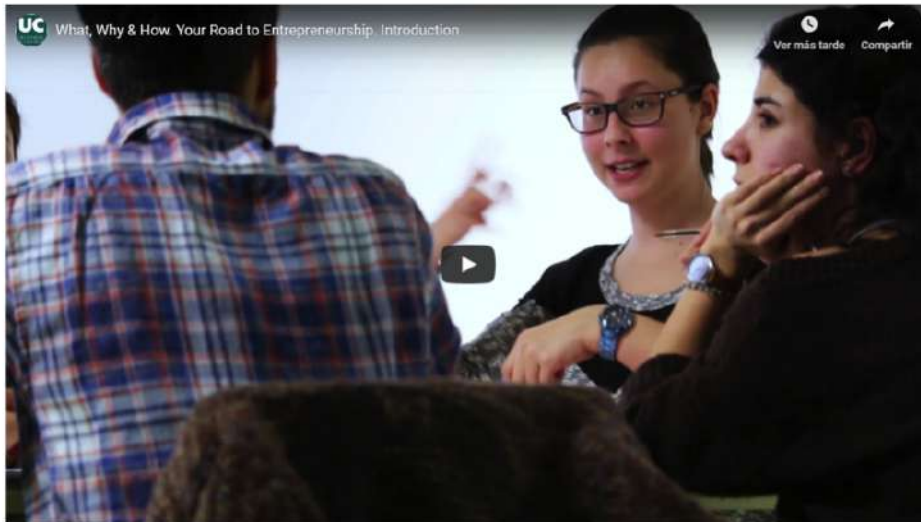
This course employs a scalable entrepreneurial education methodology and high-quality interactive educational resources and tools to promote an entrepreneurial mindset and skills and the development of key transversal skills such as digital and foreign language skills, thereby fostering your employability as well as your personal and professional development.

This MOOC is open to anyone interested in entrepreneurship. After completing the MOOC, face-to-face training will also be offered at the University of Perugia (Italy), University NOVA Lisbon (Portugal), the Santander International Entrepreneurship Centre (CISE, University of Cantabria, Spain) and the University of Ljubljana (Slovenia).

The face-to-face training will take place in the form of a 1-2 week intensive training workshop where students will work in groups to enhance the knowledge acquired in the MOOC. Teaching methods will focus on group work, role plays and case studies. The materials will be based on experimental learning.
If you are interested in this face-to-face training after completing the MOOC, please visit the BLUES project website to obtain more information.
Now it's time to embark on Your Road to Entrepreneurship. Let's go!

Module 0 Content

Course Roadmap — Experts Group — ? Initial questionnaire

What, Why & How. Your Road to Entrepreneurship

ROADMAP

HOME PAGE
Registration and main information about the MOOC

MODULE 0
Introduction
Main concepts of the course, the experts, etc. It also contains an initial questionnaire

MODULE 1
Entrepreneurship Innovation for Turbulent Times
Why is it important to know about entrepreneurship? Design Thinking Technology trends

MODULE 4
Organisational Design
Organisational structures Delegation Contemporary Forms of organising

MODULE 3
Business Analysis and Strategic Management
Market assessment Customer development Lean Start Up Business Model Canvas Lifecycle management Entrepreneurial initiative

MODULE 2
Entrepreneurship Theory Overview and Context
Theories of entrepreneurship Conceptual models Case studies

MODULE 5
Competing in the market

MODULE 6
Human Resources Management and

FACE TO FACE
Training activities in the universities

MODULES STRUCTURE | BLUES PROJECT WEBSITE (MODULES 1 TO 6)

As in the MOOC carried out on the MiriadaX platform, the project site has almost totally replicated the way in which the contents are presented to users.

In the same way, modules 1 to 6 are divided into sub-modules. Each corresponds to a key theme or concept that will be transmitted to users. However, the interface presents the materials in a slightly different way, having first the general introduction to the module and in the lower part the content of the module divided into a series of tabs where each sub-topic can be consulted.

When you click on a sub-module its content appears, accompanied by a video. Once the content has been read and the video has been viewed, you can click on the title of the following subtopic to view its contents.

At the bottom of the page, after the content, the user will always find the buttons to return to the main page of the course or to go to the next module.

Once all the topics in the module have been completed, the evaluation activity can be carried out to which the user accesses clicking on the "answer test" button, that will open it in a new window (in this case the P2P activities are not available).

A self-assessment test is included at the end of each module.

The tests are the most common type of evaluation activity. At the beginning of the test, students are informed about the minimum number of correct answers they must give to pass the test. In this case, the number of attempts is unlimited.

In this course, one of the experts in Module 1 proposes an activity for students to do and then publish their results in the corresponding forum within the MOOC platform. On the project website, limited by the lack of interaction, this activity is available for consultation, and the student can carry out the exercise in a personal way.

Module 1 Content

In order to successfully complete the course, students should study all the modules and pass all the tasks, even if they are only for consultation. As the modules do not have any time restrictions, the course is not organized in weeks. Instead, all modules are available at the same time, so that students can complete the course at their own pace. Unlike the MOOC on the MiriadaX platform, on the project website, the modules are not linked, so the user can access a new module without having completed the previous module correctly.

There are no forums or feedback with the experts or other users of the course, and both the initial and final questionnaire surveys are available in PDF format for the mere purpose of consultation.

MODULE 1 | ENTREPRENEURSHIP INNOVATION FOR TURBULENT TIMES

Once the student finishes Module 0, he or she can continue with Module 1.

This first module covers the development of key competences and skills required in labour markets, which are today characterised by a scarcity of job opportunities and ailing companies that are not geared up to compete in a global economy.

The entrepreneurial expert David Harrison (Santander International Entrepreneurship Centre - CISE) will take you through three different aspects:

1.1 WHY IS IT IMPORTANT TO LEARN ENTREPRENEURSHIP?*

1.2 INTRODUCTION TO DESIGN THINKING (PART 1)*

1.3 INTRODUCTION TO DESIGN THINKING (PART 2)*

On the BLUES project website the content looks like this:

1.3 B PRACTISING DESIGN THINKING*

Practice Activity that has to be answered in the specific forum link:

1.3.b Practising Design Thinking: designing a bag for a friend

I'm a disaster choosing Christmas or birthday presents for my partner. Last year I calculated that some 70% of the presents I regularly choose are returned to the shops, or changed for something else. Something is wrong obviously with my decision-making process. While I think the presents I choose are pretty fantastic, my partner doesn't feel quite the same. I am obviously failing.

Let's see if design thinking can help. And let's see if we can do this together.

Think of a friend, a family member, a partner or a colleague that you have to give a birthday present to. You have decided that you're going to give them a bag as a present. But what kind of bag? Colour, style, design, there are any number of designs on the market, and in order to choose the right bag we need to investigate our *client*. Given the vast array of choices, you have decided to design your present yourself.

Stage one: EMPATHISE

In this phase, in stage one of the process, we really need to understand our clients, their needs, lifestyles and aspirations. To do this we we have a series of tools at our disposal in design thinking.

For this activity, we are going to use the simplest:

THE INTERVIEW.

Interview your subject for about five minutes. You may want to ask them about their lifestyle, their day-to-day activities, hobbies or work. Do not ask them what kind of bag they would like to receive (because people will normally tell you what they want based on what they have already seen in the market, rather than the bag that they actually need). In fact, the less you talk about bags the better!

Here I recommend that you keep the interview loosely structured.

Make notes on your findings from the interview, and look for insights into the possible needs of your client.

Other possible ways we could observe our clients include: User/Camera studies; fly on the wall style observation, etc. And we could map our findings and observations with tools like: Customer journey maps; persona profiles; empathy mapping or affinity maps, etc.

Stage 2: Define needs

In the second stage of our design thinking process to design a bag for our client, we need to define their needs, and the reason why we have decided this. To do this, we may create a simple document which includes a sentence along the following lines:

This can be one of the most active forums during the MOOC, as it invites the participants to not only answer an assignment but also exchange impressions with all the participants and professors.

This can also be translated into a Peer-to-Peer (P2P) activity. This kind of tasks allows the participants to upload their answers to a specific assignment, and then evaluate the assignment of other two or three student´s. This would be a very collaborative activity and it could help to increase the interest in the topic.

It´s important to say that P2P activities need planning ahead before the MOOC begins because the start and end dates need to be very specific, allowing the participants to have a few weeks to do their own assignment and later a few more weeks to evaluate others job, so they might hinder the progress in some cases.As mentioned earlier, this activity is purely for self-evaluation purposes and no response can be sent to the project website.

Finally, Professor Aneesh Zutshi from Universidade Nova de Lisboa will talk about Technology trends for entrepreneurship in:

1.4 TECHNOLOGY TRENDS FOR ENTREPRENEURSHIP*

1.4 Technology trends for entrepreneurship

In this last video Aneesh Zutshi, Professor at Universidade Nova in Lisbon, talks about how technological trends are an important point of departure for the opening and unlocking of potential for new businesses in the future, using as an example the evolution of startups from the dot-com boom to the possibilities offered by Artificial Intelligence.

Aneesh Zutshi talks about how future business possibilities, as well as jobs in organisations, are completely redesigned based on technological trends that create new environments and activities that can greatly help the entrepreneur of today.

Forum

What do you think are the main technology trends for entrepreneurship? (**Click here to answer**)

⦿ Previous activity   Next activity ⦿

This module provides an overview of the main entrepreneurship theories and outlines the concept of entrepreneurship, with a particular focus on social entrepreneurship. It defines the common personality traits of entrepreneurs and how they exploit new business opportunities. Not only must entrepreneurs be prepared to take risks and face personal and business challenges along to way, but they must also learn to think "outside the box" to increase their likelihood of success.

The instructor of this module is Dolores Kores from the University of Ljubljana.

2.1 MAIN THEORIES OF ENTREPRENEURSHIP*

2.2 CONCEPTUAL MODELS OF EACH THEORY*

2.3 CASE STUDIES*

2.1 Main theories of entrepreneurship

This first topic of module 2 is a short description of the most relevant theories in entrepreneurship such as: psychological, sociological, anthropological, economic, resource-based theories, opportunity-based and theories of innovation.

When we examine an enterprise according to different theories, we can say that all of these views are applicable. The main difference is actually the angle from which the theories try to examine entrepreneurship. It is all about getting acquainted with entrepreneurship in different sciences, and the enrichment of entrepreneurship theories in an interdisciplinary approach.

We also analyse the meaning of social entrepreneurship. Social entrepreneurs solve societal or environmental problems through an entrepreneurial approach. The main difference between ordinary and social entrepreneurship is in governance, social aim and profit distribution. Social entrepreneurship includes different stakeholders in governance, the societal aim is at the same level of importance as financial sustainability and all profit is usually reinvested in the enterprise or in solving a societal problem.

Forum

In your opinion, should social entrepreneurship be taken into consideration when creating a startup? (**Click here to answer**)

Next activity ◉

On the BLUES project website the content looks like this:

Usually, in the second module, the interactions go down and the number of students working in it takes a hit. It is important to motivate them to avoid abandonment.

MODULE 3 | BUSINESS ANALYSIS AND STRATEGIC MANAGEMENT

This module provides an overview of the main The third module of this course deals with business analysis and strategic management. It analyses the sources of entrepreneurial ideas, which often come from professional experience, but may also derive from personal experience, frustration with what is already available on the market or simply a passion for something. We will look at the business model canvas, which is a powerful strategic tool for developing and assessing new business models, with the value proposition at its centre. This module concludes with some advice about how to manage a startup in order to increase the likelihood of success.

The instructor is Ricardo Zozimo, Assistant Professor in Management at Universidade Nova de Lisboa.

The module is divided into the following three topics:

3.1 MARKET ASSESSMENT AND CUSTOMER DEVELOPMENT. MAIN TECHNIQUES*

3.2 LEAN STARTUP. BUSINESS MODEL CANVAS*

3.3 LIFECYCLE MANAGEMENT OF AN ENTREPRENEURIAL INITIATIVE. MAIN TECHNIQUES*

Module 3. Business Analysis And Strategic Management

3.1 Market assessment&customer development. Main techniques

In this first video of Module 3 we will analize the main techniques that entrepreneurs can use for market assessment and customer development.

Market assessment is an in-depth evaluation of the potential of a new product, a new business idea or a new investment. It is a detailed analysis of the environmental conditions, market trends, competition, risks, opportunities and resources and limitations of the company. Market assessment is the first step that must be taken to determine if there is a need or a customer base for a particular product or service and prevent, thus, the waste of resources, loss of opportunities, scarce benefits or considerable financial losses.

Customer development is a technique used to try to focus the business idea on what customers want and avoid wasting time, money and resources on products and services that they do not really want or need. It can be used both to identify problems and opportunities in new business ideas and to optimize existing projects. The customer development method was created by serial entrepreneur Steve Blank. You can learn more about this in the Complementary Materials section.

Forum

What sources of entrepreneurship opportunities do you think will be useful to you? **(Click here to answer)**

On the BLUES project website the content looks like this:

Module 3 Content

3.1 Market assessment&customer development. Main techniques	3.2 Lean Start Up. Business Model Canvas	3.3 Lifecycle management of an entrepreneurial initiative. Main techniques	Complementary Materials	Self-assessment Test. Module 3

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MODULE 4 | ORGANISATIONAL DESIGN

Module 4 of the course is about organisational design, which the art of defining tasks and responsibilities within a company by dividing the employees that work in a company into small groups.

This module covers the following topics:

4.1 FUNDAMENTAL OF ORGANISATIONAL STRUCTURES*

4.2 DELEGATION. HOW TO DELEGATE TASKS TO CO-WORKERS*

4.3 DIGITAL TRANSFORMATION*

4.4 CONTEMPORARY FORMS OF ORGANISING*

The instructors for this module are:

- **Luca Villa**, HR Director at Thyssenkrupp, Acciai Speciali Terni S.p.A. (4.1 and 4.2).

- **Francesco Rizzi**, Associate Professor in the Department of Economics at the University of Perugia (4.3 and 4.4).

4.2 Delegation. How to delegate tasks to co-workers

What is delegation and why is it important?
The concept of delegation is embedded in the concept or being a manager: a manager is a person who supervises a team, by assigning to each member a task to be performed with a certain degree of autonomy.

Unfortunately, the world is full of managers who exceed in micro-management: micro-management is the attitude of controlling too frequently or too in-depth the performance of workers, and to some extent doing the job that they should do for them, based on the assumption they are not able or not willing to do it properly.

Managers who exceed in micro-management need to learn how to delegate tasks properly to workers.

4.3 Digital Transformation

Digital transformation
Digital transformation is the integration of digital technologies into all areas of a business, fundamentally changing how you operate and deliver value to customers.
It's not just a matter of access to new technologies, but it's a real cultural change that requires organizations to continually challenge the status quo, experiment, and get comfortable with the grounded-in-data management of both success and failure.
Industry 4.0 is a clear example of the profound opportunities stemming from a digital transformation consisting of automation and data exchange in manufacturing technologies.
It includes cyber-physical systems, the Internet of things, cloud computing and cognitive computing.
In Industry 4.0, cyber-physical systems communicate and cooperate with each other and with humans in real-time.
This enables the optimization of processes both internally and across the organizations involved throughout the value chain.

It is important to keep motivating students at this middle point in the course because usually, those that have gotten this far are more likely to complete the training.

On the BLUES project website the content looks like this:

Module 4 Content

Organizational design

Organizational design is the art of grouping people into smaller groups that have a specific scope, synergies or set of competencies.

Digital transformation

Digital transformation is the integration of digital technologies into all areas of a business, fundamentally changing how you operate and deliver value to customers.

It's not just a matter of access to new technologies, but it's a real cultural change that requires organizations to continually challenge the status quo, experiment, and get comfortable with the grounded-in-data management of both success and failure.

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In Industry 4.0, cyber-physical systems communicate and cooperate with each other and with humans in real-time. This enables the optimization of processes both internally and across the organizations involved throughout the value chain.

MODULE 5 | COMPETING IN THE MARKET

Module 5 of the course is about competing in the market and covers the following topics:

5.1 DEFINING THE PRODUCT AND THE BRAND (PARTS 1&2)*

5.2 DEFINING THE CONTEXT: COMPETITORS, CUSTOMERS AND OTHER STAKEHOLDERS (PARTS 1&2)*

5.3 DEFINING THE STRATEGY FOR REACHING THE MARKET: MARKETING MIX*

5.4 OPPORTUNITIES IN DIGITAL MARKETING*

The instructors for this module are:

- **Marina Gigliotti**, Professor and Researcher in the Department of Economics at the University of Perugia (5.1 parts 1 and 2 and 5.2 part 1).

- **Antonio Picciotti**, Professor and Researcher in the Department of Economics at the University of Perugia (5.2 part 2 and 5.3).

- **Marta Mussini**, Manager procedures outside Italy at Pharmatech S.r.l. (5.4).

5.2 Defining the context: competitors, customers and other stakeholders

This topic is about market segmentation, which is the process of dividing a market into groups of consumers. We will see the most important criteria to be taken into consideration when performing market segmentation. Another concept discussed here is positioning, which is the place that a product or brand occupies in consumers' minds compared with competing products. In order to define this position, the concept of perceptual map and the different steps of its construction are explained.

5.4 Opportunities of digital marketing

After discussing the basis of good digital communication, this topic describes the methods, strategies and tools to be considered in digital marketing such as Social Networks, E-mail marketing, Website & SEO, Youtube, Online Contest and Crowd-funding. Subsequently, indications are given on how to construct good online communities, from the definition of the objectives and the target audience to the performance of A/B testing and/or Split testing.

On the BLUES project website the content looks like this:

Module 5 Content

| 5.1 Defining the product and the brand | 5.2 Defining the context: competitors, customers and other stakeholders | 5.3 Defining the strategy for reaching the market: marketing mix | 5.4 Opportunities of digital marketing | Complementary Materials | Self-assessment Test Module 5 |

This topic is about market segmentation, which is the process of dividing a market into groups of consumers. We will see the most important criteria to be taken into consideration when performing market segmentation.

Another concept discussed here is positioning, which is the place that a product or brand occupies in consumers' minds compared with competing products. In order to define this position, the concept of perceptual map and the different steps of its construction are explained.

DOWNLOAD DOCUMENT: TOPIC 5.2: MARKET SEGMENTATION AND MARKET POSITIONING.PDF

Module 5 Content

| 5.1 Defining the product and the brand | 5.2 Defining the context: competitors, customers and other stakeholders | 5.3 Defining the strategy for reaching the market: marketing mix | 5.4 Opportunities of digital marketing | Complementary Materials | Self-assessment Test Module 5 |

After discussing the basis of good digital communication, this topic describes the methods, strategies and tools to be considered in digital marketing such as Social Networks, E-mail marketing, Website & SEO, Youtube, Online Content and Crowd-funding. Subsequently, indications are given on how to construct good online communities, from the definition of the objectives and the target audience to the performance of A/B testing and/or Split testing.

Module 6 of the course is about human resource management and the leading function.

This module covers the following topics:

6.1 LEADERSHIP IDENTIFICATION. DIFFERENT KINDS OF LEADERSHIP*

6.2 SOURCES OF POWER IN A NEGOTIATION*

6.3 MANAGING PEOPLE*

6.4 SOFT SKILLS*

The instructors for this module are:

- **Pedro Neves**, Associate Professor at Universidade Nova de Lisboa (6.1, 6.2 and 6.3).

- **Aneesh Zutshi**, Professor at Universidade Nova de Lisboa (6.4).

6.2 Sources of power in a negotiation

There are many different sources of power and what leaders have to do is to try to understand what is going on around them to see what sources of power are more or less effective in a given situation.

According to professor Neves, the most common sources of power are:

- **Formal position** that one occupies in an organization
- How one uses one's **relationships and network**
- **Access to information**

6.4 Soft Skills

In this last video, professor Aneesh Zutshi talks about soft skills.

Together with the contents of the final module, there is a self-assessment test as usual, as well as a satisfaction questionnaire or final questionnaire.
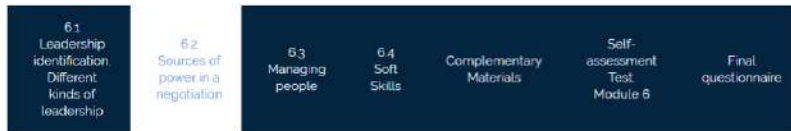
Here, students are asked to provide their opinions or answer questions on a scale of Low, Medium or High, in order to obtain statistical information.

A lower rate of completion in the activities on the final module is to be expected because an expert user will know that not everything will be mandatory to reach the 75% needed for the diploma.

On the BLUES project website the content looks like this:

Module 6 Content

GENERAL FEEDBACK ON THE MATERIALS

It is important to clarify that the following feedback and improvements are based on the experience of the first edition of this MOOC, carried out in the MiriadaX platform.

The feedback that we received about the materials was:

1. Some topics are maybe not so useful for beginners. "Since we are just trying to evolve our idea, we are not so interested at the moment how the structure of the organization could look like"

2. The final tests are extremely easy.

3. Six weeks of MOOC is very long period and especially if you have to wait then for the face-to-face. It would be much more useful if MOOC would run in parallel with face-to-face.

Recommendations based on the feedback (and stats):

There is a considerable loss of students from the moment of registration to the start of the contents of almost 50%. Although this is not atypical for this kind of courses, some strategies could be put together to avoid it.

This loss continues to occur throughout the development of content, so a rethinking not only in the order of the contents but also in the topics themselves may be a good tool for future editions.

Based on the statistics, a breakout of the subjects ranked by completion rate in the complete run of the course is presented in the following table.

Seeing the drop ratios in the first two modules, it can be inferred that a good share of students saw the contents in the introduction and decided that the course was not what they expected, which is understandable. But a bigger number started the first module and then decided to abandon the course. This may be cause for planning changes in the future, although the chance that this will keep happening is quite real because of the typical dynamics in MOOC courses.

MODULE	NAME OF THE MODULE	% COMPLETED
4	**Organisational Design**	97,16%
5	**Competing in the market**	96,48%
3	**Business Analysis And Strategic Management**	96,42%
6	**Human Resource Management And Leading Function**	96,36
2	**Entrepreneurship Theory Overview And Context**	92,87%
0	**Introduction**	90,77%
1	**Entrepreneurship Innovation For Turbulent Times**	74,05%

COMPLEMENTARY MATERIALS*

Modules 1 to 6 contain a specific section or sub-module with Complementary Materials or Suggested Readings, which are either links to web resources or downloadable material prepared by the course experts themselves (PDF, Word, PowerPoint format etc.).

Furthermore, as mentioned above, there are discussion forums for each one of the modules and submodules for students to express their doubts and opinions, thus enabling debates to take place, which is particularly enriching. The expert's role in these forums is that of "moderator", in other words, they manage the running of the forum without interfering too much and only intervening when bad practice is detected or problems arise which are difficult to resolve. The experts should resolve the problems posed as soon as possible, providing solutions or guidance within a couple of days. A support team will monitor the forums and forward more technical questions to the respective experts, in order to speed up the process. As mentioned above, the support team will be responsible for steering all the questions and answers in the forum towards the English language.
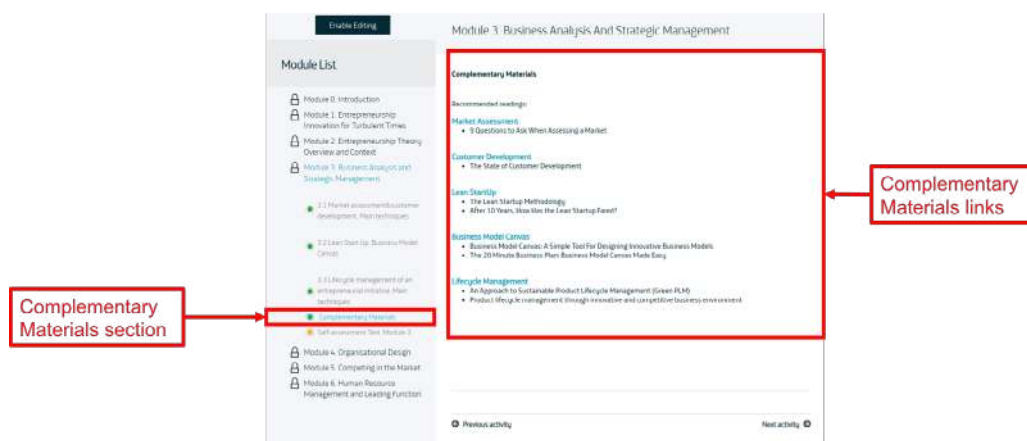
After the first edition experience, the participation in the forums was fluid and almost all the students followed the link added by the staff at the end of each topic and participated in the specific forum, answering the question provided. Noteworthy how Module 1 was the only one that experienced an important increase in the number of comments, which suggests that the dynamic implemented there could yield better results if used in other modules too.

On the BLUES project website the content looks like this:

TYPES OF MULTIMEDIA MATERIALS*

The audio-visual part is fundamental in MOOCs, so now we are going to focus on the types of videos that we include in this MOOC and the way to record them.

It is very common in MOOCs for the "talking head" format to be used: a professor (expert in the matter in question) talks directly to the camera, with or without the support of a digital presentation. This is a good format, but the problem is that it is seen too often and may bore students.

Another format is to directly record the PowerPoint presentation, with a voice-over by the professor, who appears on the screen in a small window. This is also a very common format, but we believe that it is worse than the previous one.

Consequently, we suggest recording videos with an interview format for this MOOC. In fact, interviews are the format that we are used to seeing on television. When we watch the news or investigative or culture documentaries, normally there is a journalist asking questions and an expert answering. In this way, the spectator sees two people interacting, instead of somebody addressing them directly. This is a more informal format which is also much simpler for the person participating in the video, as they do not have to talk to the camera, but to another person who is asking them a series of questions (To know more about this go to http://ceur-ws.org/Vol-1836/4.pdf, in Spanish).

All the videos were recorded, edited and post-produced by a single team of professionals, thus guaranteeing a quality and format standard for all course materials.

After the first edition of the course, some feedback supporting these concepts was received, that literally said: "Topics in MOOC are very easy to understand – good presentations".
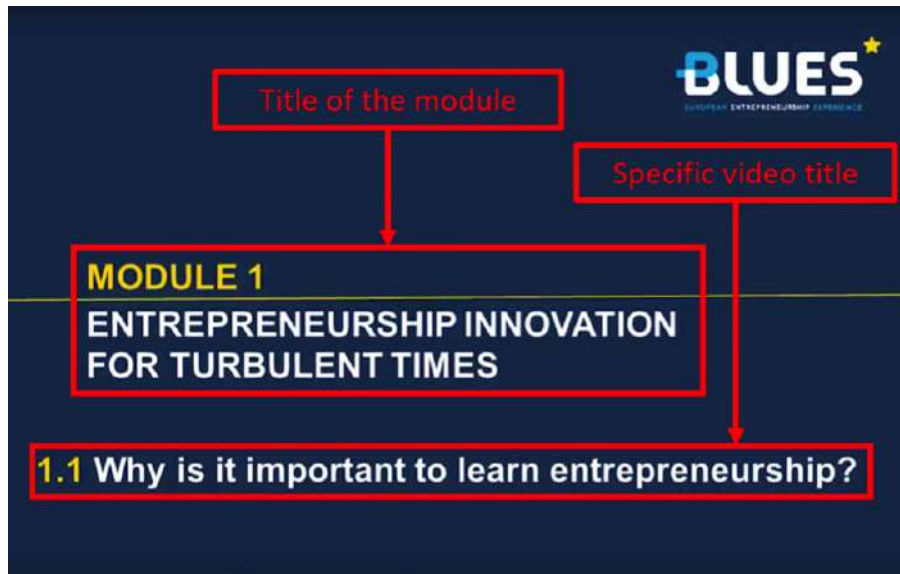
VIDEO STRUCTURE*

Each video will be structured as follows:

1. Title page with information concerning:

   · The title of the MOOC (with the BLUES logo)

- The title of the module

- The specific video title

2. Visualization of the first question that includes the name of the expert and the organisation that they belong to. In this case, students have the opportunity to find out more about the expert on the MiriadaX platform (Experts Group section, Profile for each expert).

3. Then there are three clearly defined questions about the content we want to cover. We have used visual resources so that the question is readable on the screen and can be heard, improving the material's accessibility. The interviewee responds as briefly as possible to these questions so that the full video lasts between 6 and 8 minutes. Some videos, due to their duration, have been divided in two, however others, due to the type of response, have required a longer duration for their understanding. For certain submodules, there are two or three videos to provide greater knowledge on the topic or because more than one expert has taken part.

4. Finally, we include an ending with information about the university (in our case the European project and partner logos) and the link to the Creative Commons license.

After recording the videos, we edited them, added subtitles in the original language, in this case, English, as well as in Spanish and uploaded them to our YouTube channel. The videos on this channel are not listed: this means that only those who know the link can see them; for example, they will not appear in Google search results.

For these videos to have a strong impact, it has been necessary to:

- Prepare well-posed questions.

- Make high-quality videos from a technical perspective.

- Have the participation of interviewees who have provided interesting and well-explained answers.

For this reason, the experts have been chosen on account of their high level of knowledge on the subject in question and also because they are good communicators. Furthermore, the interview format used is the least "intimidating" format, which has facilitated obtaining good results.

The multimedia materials available on the project website are the same as those used on the MiriadaX platform where the first edition of our MOOC was carried out, and are freely available for their reuse.

ANNEX I – FIRST EDITION'S BRIEF STATISTICAL ANALYSIS*

The results of the MOOC's first run have been used to improve the updated version of this guide. The conclusions have not only been reached after the course had finished but also during the weeks, it was open. This information might be useful for future instances of the course.

The data is broken out for each of the MOOC's phases, and some further conclusions can be found, too.

REGISTRATION*

In the next chart the amount of registered user per week are shown, and the percentage from the total of 1268 registered users it represents.

According to the stats obtained from the platform, it is quite clear that the majority of registrations happen at the beginning of the course, suggesting that the initial dissemination of the initiative was rather successful, but that may be an effort to keep bringing students to this phase can be done.

Note: the figures in this annex have some captions and titles not in the English language, as the platform only provides them in Spanish, but they should be straightforward to be understood even without the use of a translation tool.

WEEK	REGISTERS (APPROX.)	PERCENTAGE
0	750	59,15 %
1	150	11,83 %
2	50	3,94 %
3	50	3,94 %
4	50	3,94 %
5	10	0,79 %
6	10	0,79 %
7	10	0,79 %
8	20	1,58 %
9	30	2,37 %
10	50	3,94 %
11	25	1,97 %
12	25	1,97 %
13	20	1,58 %
14	13	1,03 %
15	5	0,39 %
TOTAL	1268 USERS	

GENERAL OVERVIEW OF THE MODULES*

The following chart shows general information about the modules: the start and end dates, the number of activities and the students who started and finished it.

| State	Module	Start Date	End Date	Students Who Started	Students Who Finished	Activities	Dependencies
✓	Module 0. Introduction	03/03/19	09/06/19	651	597	3	No
✓	Module 1. Entrepreneurship Innovation for Turbulent Times	03/03/19	09/06/19	583	434	7	Module 1. Entrepreneurship Innovation for Turbulent Times
✓	Module 2. Entrepreneurship Theory Overview and Context	03/03/19	09/06/19	422	395	5	Module 2. Entrepreneurship Theory Overview and Context
✓	Module 3. Business Analysis and Strategic Management	03/03/19	09/06/19	391	382	5	Module 3. Business Analysis and Strategic Management
✓	Module 4. Organisational Design	03/03/19	09/06/19	388	377	6	Module 4. Organisational Design
✓	Module 5. Competing in the Market	03/03/19	09/06/19	369	359	6	Module 5. Competing in the Market
✓	Module 6. Human Resource Management and Leading Function	03/03/19	09/06/19	357	345	7	Module 6. Human Resource Management and Leading Function

General stats per module. MiriadaX

MODULE 0*

MODULE 1*

7   Total
     Actividades

0   Actividades abiertas
7   Actividades cerradas
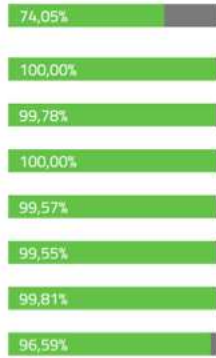
Finalizaciones vs Inicios

74,05%	TOTAL
100,00%	1.3 Introduction to Design Thinking (part 2)
99,78%	1.4 Technology trends for entrepreneurship
100,00%	1.1 Why is it important to learn entrepreneurship?
99,57%	1.3.b Practising Design Thinking: designing a bag for a f...
99,55%	Complementary Materials
99,81%	1.2 Introduction to Design Thinking (Part 1)
96,59%	Self-assessment Test. Module 1

Finalizaciones vs Inicios por Actividad
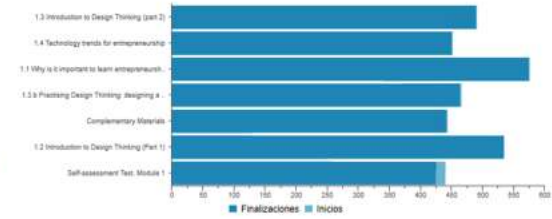
Evolución total de las interacciones con el módulo
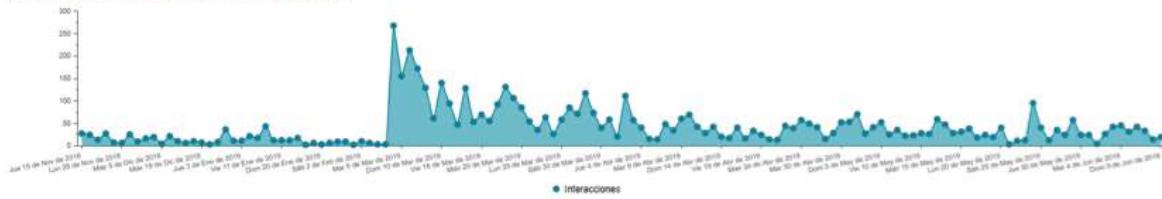
Finalizaciones vs Inicios por Tipo de Actividad
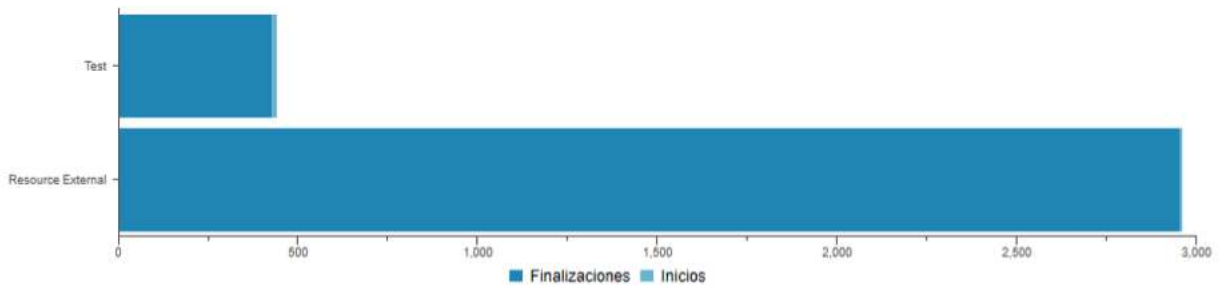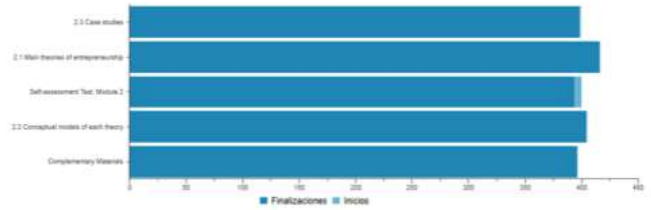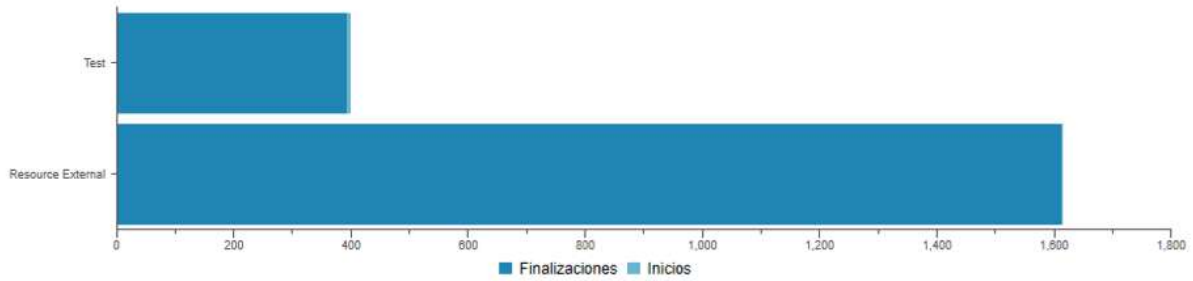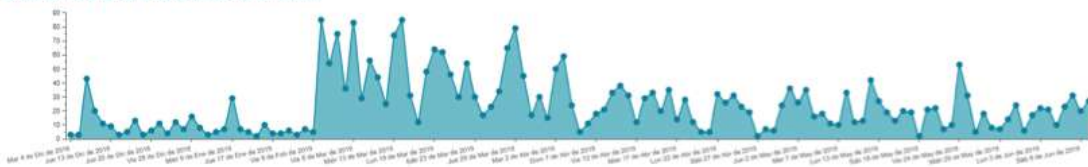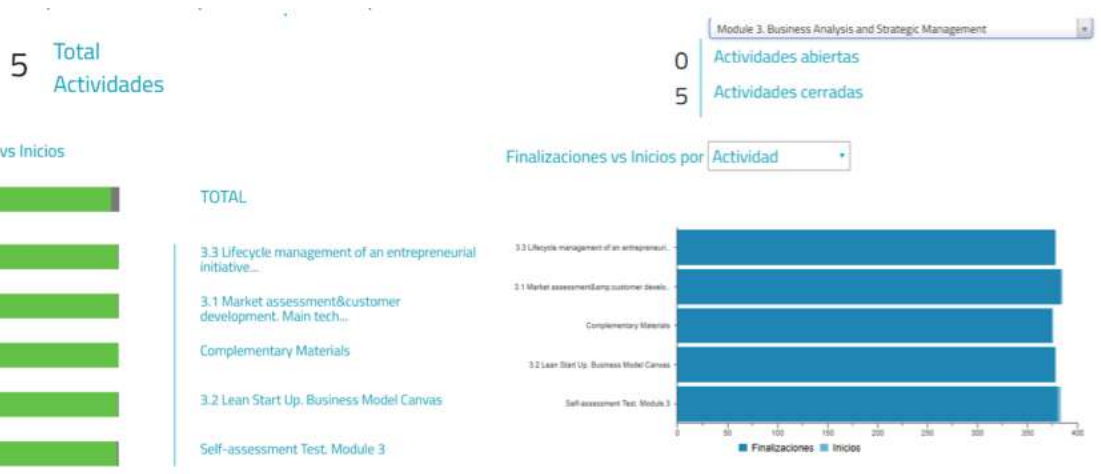
MODULE 2*

5 Total Actividades

Module 2. Entrepreneurship Theory Overview and Context

0 Actividades abiertas

5 Actividades cerradas

Finalizaciones vs Inicios

92,87%	TOTAL
99,75%	2.3 Case studies
100,00%	2.1 Main theories of entrepreneurship
98,25%	Self-assessment Test. Module 2
99,75%	2.2 Conceptual models of each theory
100,00%	Complementary Materials

Finalizaciones vs Inicios por Actividad

Finalizaciones ▪ Inicios

Evolución total de las interacciones con el módulo

▪ Finalizaciones ▪ Inicios

5 Total Actividades

Module 3. Business Analysis and Strategic Management ▾

0 Actividades abiertas
5 Actividades cerradas

Finalizaciones vs Inicios

96,42%	TOTAL
99,74%	3.3 Lifecycle management of an entrepreneurial initiative…
99,74%	3.1 Market assessment&customer development. Main tech…
100,00%	Complementary Materials
99,74%	3.2 Lean Start Up. Business Model Canvas
99,22%	Self-assessment Test. Module 3

Finalizaciones vs Inicios por Actividad ▾

Evolución total de las interacciones con el módulo
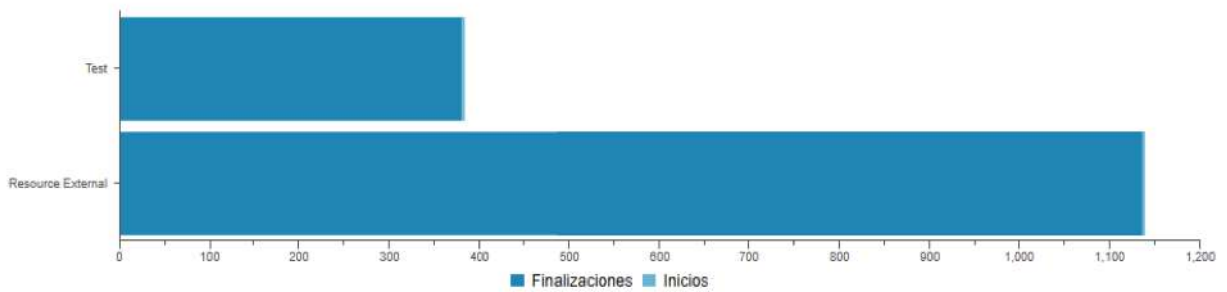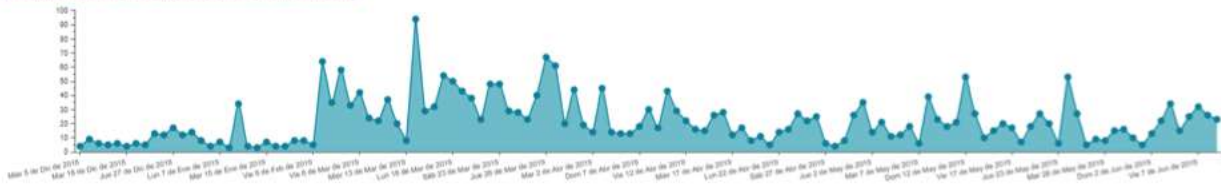
MODULE 4*

6 Total Actividades

Module 4. Organisational Design

0 Actividades abiertas

6 Actividades cerradas

Finalizaciones vs Inicios
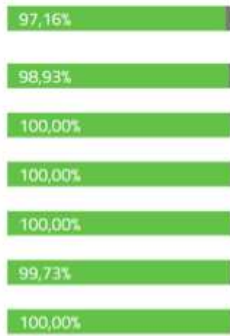
|	
97,16%	TOTAL
98,93%	Self-assessment Test. Module 4
100,00%	4.3 Digital Transformation
100,00%	Complementary Materials
100,00%	4.1 Fundamentals of organisational structures
99,73%	4.4 Contemporary Forms of Organising
100,00%	4.2 Delegation. How to delegate tasks to co-workers

Finalizaciones vs Inicios por Actividad
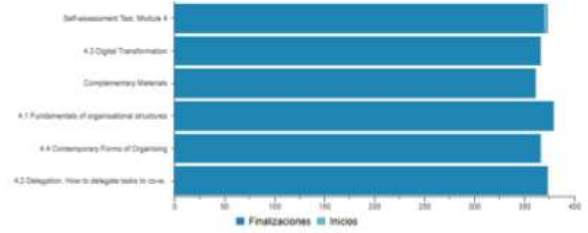
Evolución total de las interacciones con el módulo
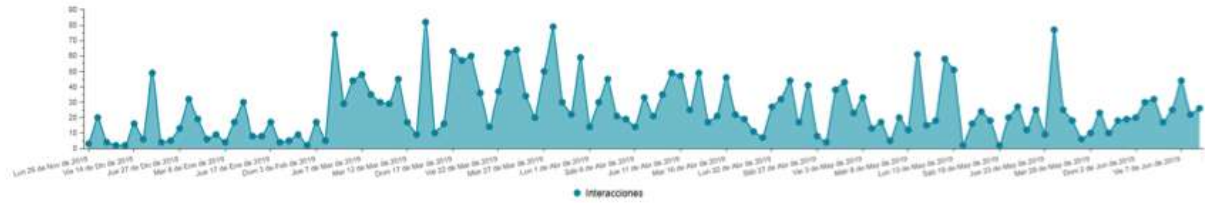
Finalizaciones vs Inicios por Tipo de Actividad ▼
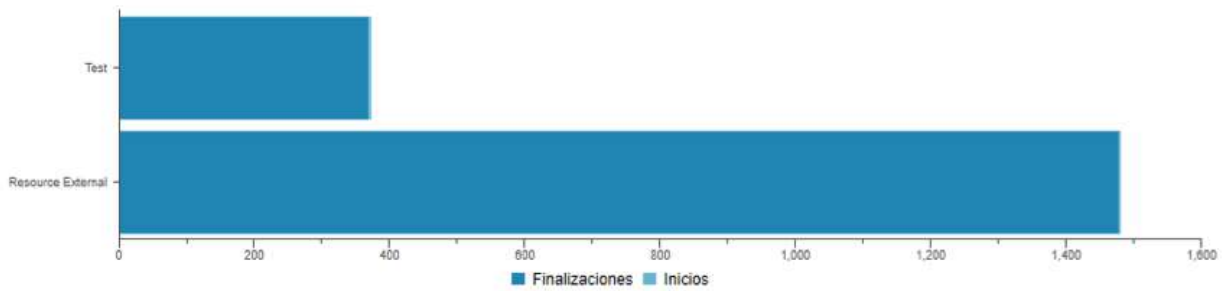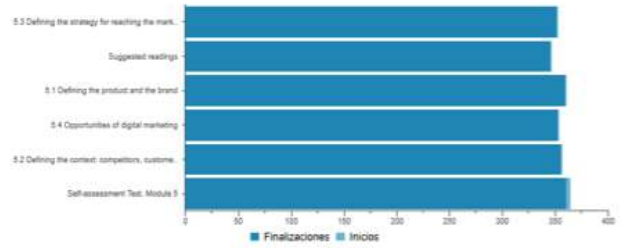
MODULE 5*

6   Total Actividades

| Module 5. Competing in the Market | ▼ |

0   Actividades abiertas
6   Actividades cerradas

Finalizaciones vs Inicios

| 96,48% | TOTAL |
100,00%	5.3 Defining the strategy for reaching the market: market...
100,00%	Suggested readings
100,00%	5.1 Defining the product and the brand
100,00%	5.4 Opportunities of digital marketing
100,00%	5.2 Defining the context: competitors, customers and othe...
98,90%	Self-assessment Test. Module 5

Finalizaciones vs Inicios por Actividad ▼

Evolución total de las interacciones con el módulo

● Interacciones

Finalizaciones vs Inicios por Tipo de Actividad ▼
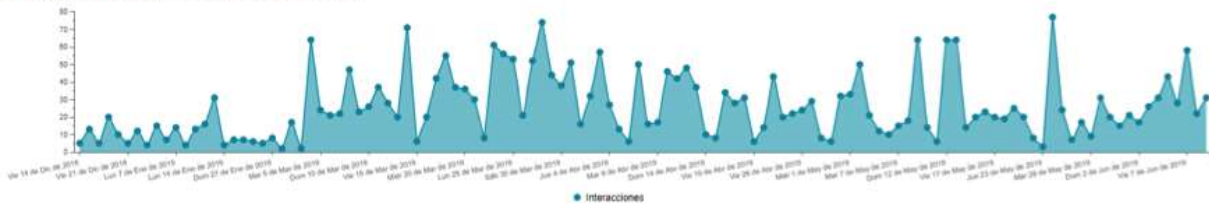
■ Finalizaciones ■ Inicios
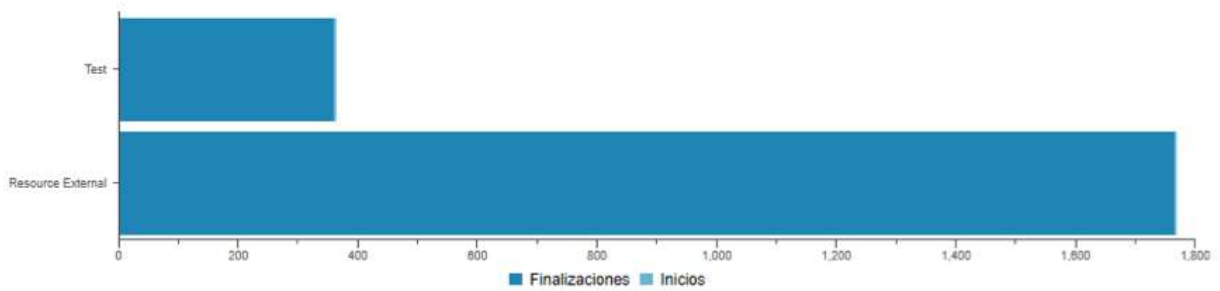
MODULE 6*

7 Total
Actividades

Module 6. Human Resource Management and Leading Function
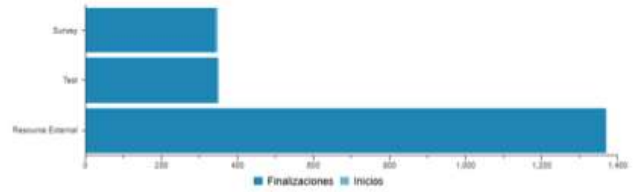
0 Actividades abiertas
7 Actividades cerradas
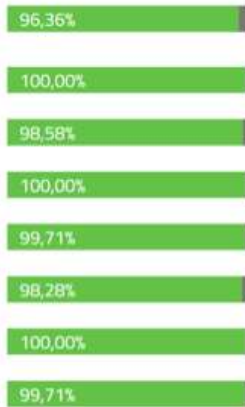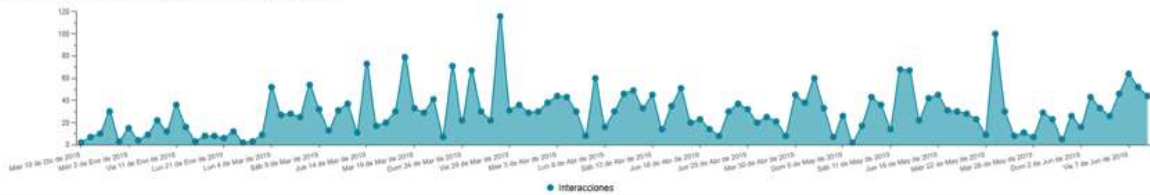
Finalizaciones vs Inicios

96,36%	TOTAL
100,00%	6.3 Managing people
98,58%	Self-assessment Test. Module 6
100,00%	6.1 Leadership identification. Different kinds of leadership
99,71%	6.4 Soft Skills
98,28%	Final questionnaire
100,00%	6.2 Sources of power in a negotiation
99,71%	Complementary Materials

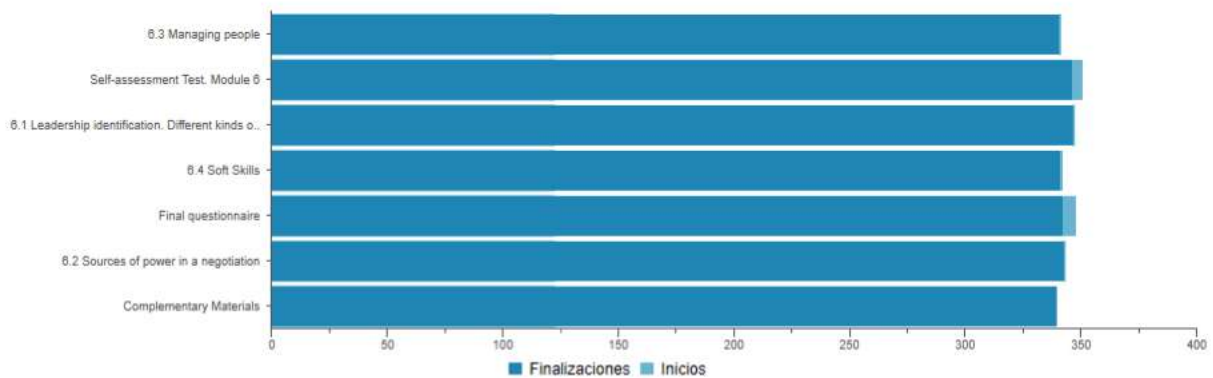### Finalizaciones vs Inicios por Tipo de Actividad ▾

Evolución total de las interacciones con el módulo

Finalizaciones vs Inicios por Actividad ▾

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