BLUES

EUROPEAN ENTREPRENEURSHIP EXPERIENCE

DIGITAL AND FACE-TO-FACE COURSE

"What, Why & How. Your Road to Entrepreneurship"

PROGRAMME GUIDE

DIGITAL AND FACE-TO-FACE COURSE

"What, Why & How. Your Road to Entrepreneurship"

TABLE OF CONTENTS*

INTRODUCTION TO
THE BLUES PROJECT*

The BLUES - Blended Learning International Entrepreneurship Skills (a European blended learning programme on entrepreneurial skills for university students) is a new initiative born within the ERASMUS + programme. Its objective is to provide European youth with the required skills and entrepreneurial mindset to succeed in the 21st century and increase their career options as an employee or setting up their own companies.

It is a project that aims to design, test and disseminate an innovative international blended-learning entrepreneurship education methodology that increases the quality and relevance of student's skills and promotes internationalization, innovation and creativity through a transdisciplinary approach and the active involvement of the regional business sectors.

BLUES combines the expertise of 5 European Universities, 3 Chambers of Commerce & Business Association, 1 Industry and Scientific Technology Park and 1 International Entrepreneurship Centre. The involved team members have expertise in online training, curricula design, entrepreneurship education, start-up support, SME promotion, etc.

¬ BLENDED-LEARNING METHODOLOGY

We have designed an innovative training methodology that strategically combines face-to-face with online training to deliver an international entrepreneurial experience to students so that they can acquire entrepreneurial and transversal key skills.

¬ DIGITAL TRAINING MATERIAL

We have produced interactive, dynamic and open-source digital training materials aimed at engaging students in complementary learning activities.

¬ FACE-TO-FACE TRAINING MATERIAL

We elaborated cutting-edge entrepreneurship education materials with a focus on how to actively involve entrepreneurs and the business community in entrepreneurship education at universities.

All these tools are explained in this guide, and it will help you to develop an innovative blended-learning training course that will help your students to strengthen their entrepreneurial competences and boost their careers.

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

MANUAL FOR
COURSE MANAGERS*

2.1 THE BLUES'S BLENDED LEARNING METHODOLOGY*

The **"Enriched Virtual model"** [1][2][3][4] is the model followed in the BLUES methodology. The concept was chosen because it contains elements of the traditional, face-to-face learning that students are already accustomed to and the best feature of technology-based learning, which is that content is accessible online regardless of time or place.

It is structured into 10 modules (6 online, 4 face-to-face modules) that are linked to companies' ecosystems and the new environments that employees find in case of losing or changing their employment.

The basic purpose of training in this program is to help the participants to develop their basic skills so they come to become more independent, more dynamic, more active in various social interactions, as well as in relation to the tasks they perform at workplaces. This will only be possible through learning, which is most closely related to the work organization, career planning, and personal development.

2.2 COURSE OUTLINE*

The structure of the BLUES course is two-fold:

1. Online learning takes place in the form of a MOOC that includes 6 modules to train students in the core competences through videos and complementary multimedia materials. The MOOC component of the course lasts a maximum of 6 weeks with a workload of 4 hours per week. The MOOC is provided on the MiriadaX platform (https://miriadax.net) and contains 6 learning modules. MOOC modules include a wide range of multimedia training material and recorded video classes. Digital training seeks to promote reflection of students on key issues by including questions into the videos and student's individual work in the form of Personal Research Reflection Papers (PRRP).

2. The face-to-face training takes place after the completion of the MOOC, it is open to students who successfully completed the MOOC and is offered at University of Perugia (Italy), University NOVA Lisbon (Portugal), University of Cantabria (Spain) and University of Ljubljana (Slovenia). The face-to-face training takes place in the form of a 2- week intensive training workshop or a more prolonged course divided in 6-8 weeks with a total duration of 24 hours of contact. In this face-to-face learning part, the students work in groups to apply the theoretical knowledge that they acquired in the MOOC. Teaching methods are focused on group work, role plays and case studies. The materials are based on experiential learning.

The main course objectives are the following:

- to enable students to experience the principles and practices of entrepreneurship,

- to develop an entrepreneurial mindset,

---

[1] Bergmann, J., & Sams, A. (2012). *Flip your classroom: reach every student in every class every day*. Eugene, Or: International Society for Technology in Education.

[2] Horn, M. B., & Staker, H. (2014). *Blended: Using Disruptive Innovation to Improve Schools*. San Francisco, CA: Jossey-Bass.

[3] O'Flaherty, J., & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. *The Internet and Higher Education*, 25, 85–95.

[4] Thai, N. T. T., De Wever, B., & Valcke, M. (2017). The impact of a flipped classroom design on learning performance in higher education: Looking for the best "blend" of lectures and guiding questions with feedback. *Computers & Education*, 107, 113–126.

- to develop new skills and competencies required for entrepreneurship,

- to provide a balanced mixture of knowledge and activities within the entrepreneurial domain so that the students will be able to apply the gained knowledge and skills within their organizational context,

- to develop teamwork skills, communication skills and the ability to spot business opportunities.

2.3 GUIDELINES ON THE COURSE SET-UP AND MANAGEMENT*

Depending on the choice of intensive or prolonged face-to-face learning, the full duration of the course will be 8 or 12-14, respectively. Since the students can only enrol in the face-to-face part if they successfully complete the MOOC, the full blended course should be advertised prior to the launch of the MOOC, ideally more than 2 months in advance. Moreover, student selection should be done prior to the start of the MOOC.

The course should be managed locally by a teacher whose profile is better described below. This person has the responsibility of recruiting the remaining mentors and experts and to coordinate with them the students' selection and all the tasks described below.

In terms of resources, a normal classroom with multimedia facilities is required for face-to-face learning, together with study space normally available at each University campus. Additional resources may be required to cover the costs of travelling for the visits to incubators and for bringing several guests to talk to the class.

2.4 LEARNING OUTCOMES AND SKILLS*

On successful completion of this BLUES course, students should be able to:

1. familiarize themselves with basic concepts and facts connected to entrepreneurship,

2. develop the understanding of the essence of entrepreneurial perspective,

3. familiarize themselves with the role of entrepreneurship in the economy,

4. analyze business opportunities,

5. build an entrepreneurial team,

6. examine the evolution of entrepreneurship,

7. contrast entrepreneurship and management in the international setting,

8. examine a specific enterprise from the point of view of its benefit for the key stakeholders,

9. propose an enterprise in practice.

2.5 ACCREDITATION*

It is recommended that the course should be certified by the local implementing Universities and should be credited with 3 to 4 ECTS.

This corresponds to a workload of 90-110 hours approximately, which includes 25-30 hours for the MOOC part plus 26-37 hours of face-to-face teaching hours plus approximately 40-45 hours of project development and research work.

The accreditation process should be taken care at each participating University according to their specific procedures.

PARTICIPANTS*

3.1 PARTICIPANTS SELECTION*

Participants pre-selection for the face-to-face classes should be performed prior to the beginning of the MOOC. Selected students are advised to successfully complete the MOOC within the required timeline.

In the selection process, the teachers should have in mind that the final group should be as academically diverse and multicultural as possible and should include people with fewer opportunities. One face-to-face class should have between 20 and 30 students.

For ranking the students, the following criteria should be considered

- Motivation to engage in a course in entrepreneurship – expressed in a motivation letter and/or an interview

- Curriculum Vitae. This criterion should not be only based on the academic background but also take into consideration topics like hobbies, extra scholar activities, participation in entrepreneurship activities or programs.

- Availability for completing the whole training.

Only students who have completed the MOOC can apply. They could be from any university level or external students.

A pre-registration form, including motivation, personal information, studies, nationalities, video presentations will be made available online (annex 1).

3.2 REQUIREMENTS*

The programme has been initially designed for university students engaged in a Bachelor or Master course in Sciences, Engineering, Social Sciences, Management/Economics… or any other studies, that have demonstrated motivation for entrepreneurial activities.

The following requirements will be made available for the students:

- You are an undergraduate student (all majors eligible)

- To have successfully completed the BLUES digital training phase (MOOC) before a given deadline

- To pre-register submitting the application in BLUES webpage during a defined period.

- To have a strong interest in entrepreneurship and innovative thinking.

- To be extroverted, proactive, communicative and creative.

- To be committed to teamwork and enjoy working with others.

- To be able and willing to devote a few hours per week to the training.

THE DIGITAL
TRAINING PHASE*

4.1 INTRODUCTION TO THE BLUES' MOOC*

The MOOC course proposed for the BLUES project consists of 6 modules with content plus an introductory module 0. Each module corresponds to one week with a workload for students of approximately 5 hours per week, except for module 0 which is given in the same week as module 1. However, it is important to clarify that all the modules are fully available to students from the first day until the last day of the MOOC, and that the only requirement for being able to move on to the next module is to have completed the previous one, no matter how long it took to complete it. The MOOC course, therefore, will have a total workload of 30 hours for the students. These hours take into account not just reading the information contained in the modules and watching the videos, but also the complementary readings, carrying out the assessment activities and participating in the forums.

4.2 HOW TO USE MIRIADAX*

The resources for BLUES digital training course are available fully open source at BLUES webpage (eblues.eu), available for any institution or individual interested in the use and replication of the materials.

Also, our digital course, in MOOC format, is provided on the MiriadaX platform. This platform was created in 2012 as an agreement between Telefónica (the largest telecommunications company in Spain) and Universia (Educational Foundation of the Santander Bank), although now it only belongs to Telefónica, via its subsidiary Telefónica Educación Digital (TED). It is internally developed and includes features similar to other platforms like Coursera, edX or Future Learn; content pages, embedded videos, assessment activities, forums, frequently asked questions, questionnaires, etc.

Today, MiriadaX 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.

The first step that students must carry out is to register on the MiriadaX platform, by going to https://miriadax.net/home and clicking on "Register-in".

A detailed guide on how to use MiriadaX is available at the BLUES website ("Multimedia Digital Training Quick Guide"), and we have produced a video tutorial https://youtu.be/Banv-k9kgPw for helping participants to register in our MOOC.

4.3 BLUES' MOOC OUTLINE*

The MOOC is structured into the following modules:

MODULE 0. INTRODUCTION

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

- Course Roadmap

- Experts Group

- 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 in digital marketing.

MODULE 6. 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.

4.4 EVALUATION SYSTEM*

The participants in the MOOC will fulfil an initial questionnaire (Annex 2.1), considered as a line base, included in Module 0 in MiriadaX platform.

Once all the topics in each of the next MOOC modules have been completed, a compulsory assessment activity must be carried out, which may consist of a test or an activity.

In our digital course **"What, Why & How. Your Road to Entrepreneurship"**, that you can find as an open resource in BLUES webpage and in MiriadaX platform on a MOOC format, 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 they will have.

In order to successfully complete the course, students must study all the modules and pass all the compulsory tasks.

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.

4.5 EVALUATION OF SATISFACTION*

In BLUES MOOC's Module 6, together with the contents of the final module, there is a satisfaction questionnaire or final questionnaire (Annex 2.2). 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.

5

THE FACE-to-FACE PHASE*

5.1 FACE-TO-FACE OBJECTIVES*

The main objectives of the face-to-face activities are the following:

- Consolidate the knowledge acquired during the MOOC phase

- Understand the entrepreneurial environment and support structures

- Develop a business idea in teams

- Apply the Business Model Canvas to a business idea

- Understand the legal issues associated with a new business

- Understand the main contents of a business plan

- Perform a preliminary financial analysis for a business idea

- Explore the different financing scenarios for a startup company

- Prepare and perform a pitch for an audience of entrepreneurs, investors and business experts

5.2 BUSINESS MENTOR PROFILES*

For face-to-face training, the students will work in teams. Each team will have one or more mentors allocated throughout the Project development that will help the team, providing advice on major milestones. More specifically, the mentors will guide the team after module 8 in defining their business idea, performing market analysis, applying Business Model Canvas and SWOT techniques, performing an analysis of the legal and IP requirements; performing financial analysis and helping with the final pitch and report.

The ideal profiles of these Business Mentors are the following:

- Experience on launching startup companies and guiding them until an exit or to market;

- Availability to guide students

- Know-how in management, including financial analysis, Business Model Canvas and SWOT methodologies

Clues and tips for guiding mentors' support:

- Let the students find their way

- Avoid too directed guidance; rather share experiences and make them think and search for data and information

- Put the students in contact with relevant people in the network

Besides the mentors, the course organizers should create an expert's pool. This would be a list of people with contacts to be provided to the students, experts in specific fields (IP, financial analysis, a particular technology, etc) that are open to being contacted remotely by students for short interviews.

5.3 FACE-TO-FACE TRAINING ITINERARY*

The face-to-face training is composed of 4 modules (Modules 7 to 10). The Modules objectives and outcomes are listed below, and in section 5.4 of this guide, you will find a wide description of each module and the suggested timing (the minimum and what we consider ideal) to invest.

MODULE 7: EXPERIENCE ENTREPRENEURSHIP AND THE ENTREPRENEURIAL LOCAL CONTEXT

Learning Objectives:

1. How to build a team

2. How to make the practical experience about the entrepreneurial mindset and environment

3. How to choose an incubator, program, or mentor

4. Developing entrepreneurship environment

Learning Outcomes:

Upon completion of MODULE 7, students will be able to:

- Form a team

- Understand the entrepreneur's profile

- Experience the entrepreneurship's local context

MODULE 8: IDEATION PHASE

Learning Objectives:

1. Different tools for business models

2. Understand different concepts of a SWOT analysis

Learning Outcomes:

Upon completion of MODULE 8, students will be able to:

- Identify tools learned in the MOOC

- Use the business model canvas as a valuable tool

- Apply SWOT analysis

MODULE 9: IMPLEMENTATION OF BUSINESS IDEA

Learning Objectives:

1. Learn how to do a financial analysis of your business

2. Different tools in how to finance your business?

3. Developing literacy in legal issues

4. Business plan step by step

Learning Outcomes:

Upon completion of MODULE 9, students will be able to:

· Do their business financial analysis

· Understand financing enterprises and impact investing, competitions, and prizes

· Understand the legal issues of entrepreneurship

· Prepare a Business Model Plan for a business idea

MODULE 10: TOOLS AND TECHNIQUES FOR A SUCESSFUL PRESENTATION

Learning Objectives/Content:

1. How to make a presentation?

2. How to write an essay?

3. How to Pitch?

Learning Outcomes:

Upon completion of MODULE 10, students will be able to:

· Write and present

· Handing-in of the final project teamwork

· Making the final pitch in 3 to 5 minutes

· Receive feedback from investors and entrepreneurs

5.4 LEARNING ACTIVITIES AND METHODS*

MODULE 7: EXPERIENCE ENTREPRENEURSHIP AND THE ENTREPRENEURIAL LOCAL CONTEXT

Session 7.1 Team Building (2 hours)

The class will be divided into teams of 3-4 students that will work on a business idea throughout the face-to-face classes. Team building includes an ice-breaking activity ideally managed using psychology premises for identifying behaviour roles.

Icebreaking and team building activities can be based in very different approaches and environments and are always a good way of starting a team convivence. Examples of these activities are cooking recipes in teams with a limited number of ingredients; creating a net with a ball of wool or speed dating dynamics. For specific examples of activities, see Annex 8 "Tools".

In the team-building process, teams should be created as diverse as possible regarding the academic, social and regional backgrounds of the students. Ideally, the opportunity of creating the teams by their own should be given to the students, with guidance on some parameters to follow such as the diversity previously mentioned.

Session 7.2 – Contact with Entrepreneurs (Minimum: 1 hour / Ideal: 2 hours)

This class will have the presence of 2 entrepreneurs who will share their experience with the students for around 1 hour. They will be asked to share their experience regarding how they started their company, how they got the

initial funding, how they recruited the first team and defined their business model from an initial idea, besides presenting the main achievements and difficulties until the present day. One of the entrepreneurs should be from a tech-based enterprise while the other from a non-tech company.

Research work – Consolidation – entrepreneurship profile and incubators (4 hours)

In teams, the students will receive and search for information on incubation and acceleration programs and will perform a comparative evaluation of these programs for selected case studies of putative companies. Moreover, they will also analyze different perspectives on the important characteristics of an entrepreneur based on contacts with different entrepreneurs. They will also choose an entrepreneur to make an informal interview.

READINGS

- Internal documents of the Companies, materials from the guest lecturers/ entrepreneurs, local incubators, the webpage of the Enterprises, etc.;

- Stokes, D., & Wilson, N. (2006). *Small Business Management and Entrepreneurship* (5th ed.). London: Thomson Learning.

- Article: "Pinpointing That Critical Entrepreneurial Spark" by Joe Hadzima, Boston Business Journal (available at http://www.mitef.org/s/1314/interior-2-col.aspx?sid=1314&gid=5&pgid=5818)

¬ TEACHING METHODOLOGIES

- Contact with guest speakers (entrepreneurs)

- Team research work: assessment of different incubation and acceleration programs according to defined criteria for different startup case-studies, including non-tech and tech-based startups (Form 1 in Annex 3)

- Individual research: coffee with at least one entrepreneur selected by the student. Short paper (6 pages maximum) on entrepreneurial attitudes, behaviour and skills comparing what has been learnt in module 1 and the characteristics of the entrepreneurs that visited the class and other entrepreneurs they interviewed.

¬ EVALUATION METHODOLOGIES

- Evaluation based on the teamwork (form 1 filled) and individual short paper (including "coffee with an entrepreneur")

MODULE 8: IDEATION PHASE

In this module, the students will work in teams and each team will have allocated a mentor with experience as an entrepreneur.

Session 8.1 – Selection of Business Idea (Minimum 2 hours / Ideal 3 hours)

From the initial questionnaire (if students have an idea or not, want to be in a team or not), create teams of 3 to 4 elements. If necessary, the teacher can provide a list of problems to solve or business

opportunities that the students can address in their project as business ideas. This could be opportunities posed by companies, environmental, social, among others.

Each team will brainstorm about the market potential of different alternatives, using the tools learnt on MOOC's Module 3 on market assessment. The validity of their assumptions will be tested by performing, as individual research, interviews to at least 10 different people from the business world that can be potential customers. A guide for the Interview is available in annex 4.

Session 8.2 – Value Proposition // BMC & SWOT (Minimum 3 hours / Ideal 6 hours)

What is the value proposition of your idea? After the selection of the business idea, each team will apply the Business Model Canvas technique (or any other tool you consider) to further detail and characterize their idea, supported by the mentor and by several examples provided. The Business Model Canvas Forms will be distributed in an A1 format and the students will fill them according to the instructions, examples and their own project characteristics.

A SWOT analysis will then be performed in the same setup. Each team must list at least 4 strengths, 4 weaknesses, 4 opportunities and 4 threats for their project. As a suggestion, each team member should do their own SWOT analysis about themselves, to help them understand their skills and how they can be more useful for their teams.

READINGS

- Osterwalder, A., Pigneur, Y. (2010) Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. John Wiley and Sons.

- https://strategyzer.com/platform/ resources (free registration needed)

¬ **TEACHING METHODOLOGIES**

- Teamwork: Brainstorming for identifying a promising business idea also by performing a market assessment.

- Field research work– Interviews to at least 10 customers/partners/experts, and report/ analysis collection related to industry trends. Report on the results of the interviews (maximum 10 pages). As a guide, use Annex 4 suggested questions.

- Teamwork: Business Model Canvas and SWOT analysis for the identified business idea.

¬ **EVALUATION METHODOLOGIES**

Evaluation based on the teamwork on the report on the interviews (guide in annex 4); and Business Model Canvas and SWOT Analysis forms filled.

MODULE 9: IMPLEMENTATION OF BUSINESS IDEA

Session 9.1 – Business Model Plans (2 hours)

In this class, first, an investor or a representative of an incubator with significant experience in evaluating Business Plans will be invited to share her/his critical experience for 1 hour, guiding on the best content of a Business Plan.

Next, the teams will be exposed to examples of business plans for different entrepreneurship projects and will critically discuss the right contents for each case, with the help of the business mentor (1 hour).

Session 9.2.1 – Financial Analysis I (Minimum 1.5 hours / Ideal 3 hours)

Work on a case study: Presentation of a case study to explain how a financial analysis works, why it is important and how to interpret results.

Session 9.2.2 – Financial Analysis II (Minimum 1.5 hours / Ideal 3 hours)

Hands-on Financial analysis of Team's idea: Each team will perform, with the help of the business mentor, financial analysis of their business idea. They will identify the main costs and revenue streams for a 3 year period and will make a simplified financial analysis using the excel form available on the e-learning site. This will allow computing a few financial indicators of the project.

Session 9.3 – Financing Enterprises (2 hours)

In this class, the subject of financing an enterprise will be approached.

Different types of mechanisms will be presented and when they should be chosen. Pros and cons of each strategy will also be presented:

- Venture Capitals

- Business Angels

- FFF

- Banks

Finally, as research work, each team will perform an analysis of each instrument for their specific project and justify why they would choose one or the other (guide in annex 6).

Session 9.4 – Legal Issues of entrepreneurship (Minimum 2 hours / Ideal 3 hours)

The module will start with one selected guest speaker expert in providing legal assistance to entrepreneurs. She/he will cover the topics of the general legal obligations of a company and generic Intellectual Property issues, providing also some examples on specific obligations for case-studies covering, for example, service-based companies and tech-based companies.

Afterwards, each team will identify, with the help of the teacher, the main topics of the legal obligations for their projects, at each step. The students will then do research work on developing a roadmap of these obligations and estimated costs associated. They will also identify the main issues related to Intellectual Property in their idea. The main topics for this analysis are in Annex 5.

READINGS

- Hirsch, R.D., Peters, M.P., Shepherd, D.A. (2013). Entrepreneurship (9th ed.), Part 2, Chapter 6: *Protecting the idea and other legal issues for the entrepreneur* (pp. 150-177); Part 4, Chapter 11: *Sources of capital* (pp. 289-290). New York: McGraw Hill.

- The Technology Entrepreneurs Handbook. Nasdaq; Indian CEO High Tech Council, US Chamber of Commerce.

- Available at http://nutsandbolts.mit.edu/resources/Guidebook.pdf

- Intellectual Property for Entrepreneurs - U.S Basics and Strategy (Video). Available at https://youtu.be/-pbz_MLngR8

¬ TEACHING METHODOLOGIES

- Team research: a roadmap of the different legal obligations and IP strategy for each business project and associated costs (guide in Annex 5)

- Teamwork – financial analysis of the business idea using excel form available at the e-learning site

- Roundtable with guests

- Team research: pros and cons of each type of financing instrument and justification of the chosen one for each team's project (guide in Annex 6)

¬ EVALUATION METHODOLOGIES

Evaluation based on the team reports on a roadmap of legal obligations and IP strategy and type of financing as well as the excel form for financial analysis filled.

MODULE 10: TOOLS AND TECHNIQUES FOR A SUCESSFUL PRESENTATION

Session 10.1 – Project Report (Minimum 1 hour / Ideal 2 hours)

In this class the students will, with the help of the business mentor, finish their project with the results compiled along with the past classes and prepare a report covering the topics listed in Annex 7.

Session 10.2 –Pitch preparation (Minimum 2 hours / Ideal 3 hours)

The class will start by a session of pitches from guests that are entrepreneurs that have won an entrepreneurship contest/ have secured significant funding or are already in the market with their product. The students will then be given a list of possible contents for their pitch and will prepare it. They will then do a rehearsal for the class. Each team will receive feedback after rehearsal.

Session 10.3 – Visit to Incubators (Minimum 2 hours / Ideal 4 hours)

The students will visit at least one general-purpose incubator and one incubator for tech-based enterprises. During these visits, the students will have the opportunity to understand the services normally offered by incubators and how these can facilitate early stages of entrepreneurial activity. During the visits, the students will also be exposed to different incubation/acceleration programs, understanding their characteristics and how they fit different projects.

Session 10.4 –Pitches Preparation (2 hours)

The teams will do their pitch-trial to the mentors and colleagues to have feedback and suggestions before the final pitch.

Session 10.5 – Final Pitches (2 hours)

The teams will do their pitch in front of an audience of guests, including the mentors from previous classes and guest speakers

READINGS

- Gallo, C. (2009). *The Presentation Secrets of Steve Jobs*. USA: McGraw-Hill Education.

- Readings: Coughter, P. (2012). The art of the pitch. New York: Palgrave

¬ TEACHING METHODOLOGIES

- Guest speakers

- Teamwork: report (based on Annex 7)

- Teamwork: slides and preparation of the pitch

- Teamwork: final pitch

¬ EVALUATION METHODOLOGIES

- Evaluation based on the final report and slides for the pitches.

- Evaluation based on the final pitches.

5.5 EVALUATION SYSTEM*

Each student will be graded according to the grade of her/his team and an individual score.

For being evaluated, the participant must have:

1. A minimum attendance to 80% of sessions. In any case, it is mandatory to provide documentation to justify the absence.

2. Carried out the corresponding individual deliveries as well as actively participate in the team's deliveries.

3. Collaborated with the team.

4. Fully completed the digital training part (MOOC) of BLUES program.

The team score will represent 60% of the final grade, while the individual component will account for the remaining 40%.

TEAMWORK EVALUATION:

		EVALUATION OF THE TEAMWORK WILL CONSIST OF THE EVALUATION OF THE TEAM IN EACH MODULE
60%	10%	**MODULE 7** – Assessment of Incubation programs (Annex 3)
	30%	**MODULE 8** – report on interviews (annex 4); Business Model Canvas and SWOT Analysis
	30%	**MODULE 9** – Roadmap for legal obligations and IP strategy (annex 5). A report in the type of financing (annex 6) and financial analysis (excel form)
	30%	**MODULE 10** – Final report (annex 7) and pitch

INDIVIDUAL WORK EVALUATION:

		INDIVIDUAL WORK
40%	30%	**MODULE 7** – Short paper (including "coffee with an entrepreneur")
	70%	Each team member will evaluate her/his peers in terms of contribution to the project development. This evaluation will count 70% of the individual grade

5.6 EVALUATION OF SATISFACTION*

BLUES courses' quality is evaluated with a purpose of continuous improvement and, with that purpose, the program incorporates a series of questionnaires specifically designed. These questionnaires are grouped in two blocks: the first one aiming to evaluate each of the training sessions developed in the four pilots, and the second one for the evaluation of global aspects of the programs.

¬ TRAINING EVALUATION

The collection of information will be done using the paper forms provided (Annex 2.3), as we consider it facilitates a higher response rate from the participants. Without a high response rate, no analysis or reliable conclusions can be drawn from the evaluations. That is why it is extremely important to emphasize this aspect.

Those responsible for the training course in each implementing institution will be responsible for collecting the information. They will have at their disposal the corresponding questionnaire in Word format and will be responsible for facilitating it to the participants at the end of each training session. Subsequently, they will download this information in an online form that will be sent to them from CISE.

The language in which this online questionnaire will be available will be English. Even if the training is done in local languages, and even the participants can answer the evaluation questionnaires in their native language if the institution decides so, uploading the information in the online questionnaire will be done in English.

¬ GLOBAL EVALUATION OF PILOT PROGRAMS

In a complementary way to the evaluation of the training sessions, a questionnaire of the global evaluation of the pilot is proposed.

Not only it's important to evaluate the quality of the training sessions of the program, but many other aspects and variables that contribute, or not, to the good development of the program and need to be considered. Aspects such as the organization or personal development that the programme means for the participants, among others.

As with the training evaluation questionnaires, in this case, the collection of information will also be done on paper using the form provided (Annex 2.4) and those responsible for the training course in each implementing institution will be responsible for collecting the information.

At the end of each of the pilots, the final questionnaire will be provided to all participants for completion. Once the information is collected, the responsible for each pilot will dump it into an online form provided by CISE for the overall evaluation.

Once more, the language in which the information from this form will be uploaded will be English although the participants can work using their local languages.

6

CONCLUSIONS AND RECOMMENDATIONS*

This toolkit is based on the research, reflection and creation process we have implemented in the BLUES project, starting with the creation of the blended-learning methodology and also in close coordination with the design of the digital part of our training.

The modules and structure we designed were tested and validated by four different pilots to support our peer Universities with a guideline on best practices, to successfully implement a blended learning methodology programme.

However, from our results, it was clear that each group of students is very diverse and therefore, the challenges to be faced will also vary. As such, we believe this manual should be used as a reference, a guideline, but should also be open to being adapted to the needs of each group of students.

From our experience, we strongly believe that the length of the program is one of the key elements for the success of the students and therefore the program. Due to that, the toolkit considers a "minimum" and an "ideal" number of hours required for the face to face activities to properly fulfil the contents to be taught throughout each topic.

We observed that, the amount of research work students have to do along the program is considerable (however, necessary) and for that reason, it is important to ensure that enough time is given for students to assimilate the information learned and also have time to complete the proposed tasks/goals defined along the program.

Our experience has shown us that a minimum of two months should be considered. Ideally, we also recommend this program to be offered in the first semester period, since students are more prone to dedicate their time into other activities besides the University activities.

We also recommend that, whenever possible, time should be allocated throughout the program for students to work with their teams and mentors and try to minimize the post-classes work, particularly in the beginning of the program. That is of particular importance, considering that most of the participants may not know each other but will be working in groups, trying to develop an idea. It is known that multi-cultural and multi-skilled teams are one of the key elements to ensure the success of a project, hence the importance to support them to soon get acquainted with each other, to rely on each other and to develop a good working environment. That will ultimately lead to an exponential learning curve both in technical and soft skills.

All these reflections and, therefore, the final result you can see in this document, took into consideration the suggestions and validation process guided by BLUES project's European Advisory Board, a group of external and independent renowned experts that collaborated with us seeking for the best quality and impact of BLUES intellectual outputs.

Finally, we hope this toolkit can bring a new and innovative perspective on the blended learning methodology and that we keep always improving and innovating the way we learn but mostly, the way we teach.

7

ANEXES*

This is the pre-register form we designed for the four pilots. It is based on the recommendations and feedback regarding the selection process made by the BLUES European Advisory Board in Lisbon, in November 2018. Following the image, you may find the sections in an editable format.

PRE-REGISTER *

1. **YOUR NAME** *

2. **SURNAME** *

3. **YOUR EMAIL** *

4. **PHONE NUMBER**

5. **I'M A** *   ◯ University Undergraduate Student   ◯ Recent Graduate

6. **WHERE DO YOU LIVE?**

    6.1. Locality*   **6.2. Country***

7. **ARE YOU FLUENT IN ENGLISH? (B2 LEVEL OR MORE)** *   ◯ YES   ◯ NO

8. **DO YOU HAVE ENTREPRENEURSHIP STUDIES?** *   ◯ YES   ◯ NO

9. **DO YOU ALREADY HAVE A BUSINESS IDEA OR ARE YOU LOOKING TO JOIN AN IDEA?** *

    ◯ I already have a business idea   ◯ I'm looking to join an idea

10. **HOW DID YOU HEAR ABOUT THE BLUES PILOT TRAINING EXPERIENCE?**

    Social Media Internet University Friends/Acquaintances   Other

11. **WHERE DO YOU WANT TO BE PART OF THE FACE-TO-FACE TRAINING PHASE?** * (SELECT ONLY ONE)

    ◯ **University of Cantabria / CISE (Spain)**   ◯ **University of Perugia (Italy)**

    ◯ **University of Ljubljana (Slovenia)**   ◯ **University Nova of Lisbon (Portugal)**

12. **Upload your CV***   [Seleccionar archivo]   Ningún archivo seleccionado

13. **Upload a motivation letter***   [Seleccionar archivo]   Ningún archivo seleccionado

    (We are not only interested in your academic background, and we will take into consideration also topics like hobbies, extra scholar activities, participation in entrepreneurship activities or programmes…)

    By sending this pre-register form I also understand that it's a mandatory requirement to successfully complete the BLUES digital online training (MOOC) in order to be eligible to participate in the Face-to-Face training phase.

    I also understand that, in case of being pre-selected, I may be contacted by the BLUES consortium in order to perform a personal online interview.

    ☐ **Check here if you accept these terms**

To facilitate the understanding of this annex, we reproduce below the questionnaire questions, but we omit the options given as a response.

The full questionnaire can be found here:

QUESTIONNAIRE

Please complete this short initial questionnaire, which will help 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**.

CHOOSE ONE OF THE FOLLOWING:

Age

Gender

Where are you from?

Level of education you have completed or are completing now

Have you participated in Entrepreneurship Training/Education before?

TO WHAT EXTENT DO THE FOLLOWING STATEMENTS DESCRIBE YOU ON THE SCALE: LOW – MEDIUM – HIGH?

Statement			
I have new ideas that can also be of benefit (e.g. give value or joy) to other people.	LOW	MEDIUM	HIGH
I have new ideas that can be turned into entrepreneurship.	LOW	MEDIUM	HIGH
I would often like to do things differently from what is customary.	LOW	MEDIUM	HIGH
I try out new things with an open mind (to create value or joy).	LOW	MEDIUM	HIGH
I have goals in life that I want to reach.	LOW	MEDIUM	HIGH
I have a vision of how I could carry out my ideas through my own actions.	LOW	MEDIUM	HIGH
I believe in myself and my own abilities.	LOW	MEDIUM	HIGH
I recognize my own needs, wishes and desires in the short and long term.	LOW	MEDIUM	HIGH
I can identify my own abilities/strengths even in uncertain situations.	LOW	MEDIUM	HIGH
I strive with determination to complete the task I find interesting.	LOW	MEDIUM	HIGH
I work hard to reach my goals even when I face difficulties.	LOW	MEDIUM	HIGH
Even if I fail, I try to reach my goal again and again.	LOW	MEDIUM	HIGH
I am able to make an independent decision, even when I am not sure of the outcome.	LOW	MEDIUM	HIGH
I get by in difficult or uncertain situations.	LOW	MEDIUM	HIGH
I work quickly and flexibly in demanding situations.	LOW	MEDIUM	HIGH
I like to work in a team with different people to solve challenges, develop ideas and turn them into value.	LOW	MEDIUM	HIGH
I like to solve problems and take part in challenging activities.	LOW	MEDIUM	HIGH

DESCRIBE BRIEFLY, IN YOUR OWN WORDS, WHAT THE CONCEPT OF ENTREPRENEURSHIP MEANS TO YOU AT THE MOMENT AND WHAT ELSE YOU WOULD LIKE TO LEARN ABOUT ENTREPRENEURSHIP.

THANK YOU VERY MUCH FOR YOUR ANSWERS!

Although this MOOC is a complete course in itself, the BLUES project offers you a two-step methodology: this MOOC and Face-to-Face activities in four European universities (more info here). Would you be interested in participating in the Face-to-Face activities after completing the MOOC?

To facilitate the understanding of this annex, we reproduce below the questionnaire questions, but we omit the options given as a response.

The full questionnaire can be found here:

QUESTIONNAIRE

Please complete this short initial questionnaire, which will help 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 terminate the course.**

TO WHAT DEGREE DO THE NEXT STATEMENTS DESCRIBE YOUR OPINION OF THIS ENTIRE COURSE ON THE SCALE LOW – MEDIUM – HIGH:

I found this entire course very useful and practical. LOW MEDIUM HIGH

I found the information in these course Modules difficult. LOW MEDIUM HIGH

I found the information in this course inspirational and motivating. LOW MEDIUM HIGH

In my opinion, these Modules covered most of the topics that are needed for a startup or becoming an entrepreneur. LOW MEDIUM HIGH

I agree blended learning is a worthy way of learning. LOW MEDIUM HIGH

What is the likelihood you will seek more information about becoming an entrepreneur? LOW MEDIUM HIGH

How likely are you to recommend this course for someone else? LOW MEDIUM HIGH

DESCRIBE BRIEFLY IN YOUR OWN WORDS, WHAT THE CONCEPT OF ENTREPRENEURSHIP MEANS TO YOU AT THE MOMENT AND WHAT ELSE YOU WOULD LIKE TO LEARN REGARDING ENTREPRENEURSHIP (MAXIMUM 300 WORDS).

THANK YOU VERY MUCH FOR YOUR ANSWERS!

This questionnaire aims at gathering your **opinion** on the **contribution of this BLUES course session for your learning**. **The confidentiality of your answers is ensured. We appreciate your collaboration.**

DATE

    BLUES Face-to-Face session number

    Trainer/s (if applicable)

    Collaborator/s (if applicable)

GENDER

○ Female   ○ Male

AGE

FIELD OF STUDY

○ **Arts and Humanities**   ○ **Health Sciences**

○ **Science**   ○ **Social and Legal Sciences**

○ **Engineering and Architecture**

STUDY YEAR

UNIVERSITY

BEFORE ATTENDING, I WAS GIVEN CLEAR INFORMATION ABOUT THIS CURRICULAR UNIT. THIS INFORMATION FULLY SUPPORTED MY CHOICE

○ YES   ○ NO

If your answer was NO, please explain what could be improved:

(Maximum 1000 characters)

THE FOLLOWING WERE HELPFUL IN SUPPORTING MY LEARNING DURING THE SESSION

Mark with an X, from 1 to 5, the most appropriate option in each case (1: Totally disagree, 5: Totally agree)

	1	2	3	4	5	No answer/Don't know
A) LECTURES						
B) STUDENTS' PRESENTATIONS (IF APPLICABLE)						
C) IN-CLASS DISCUSSIONS						
D) TEAMWORK IN PROJECTS						
E) RESEARCH ASSIGNMENTS (IF APPLICABLE)						
F) COURSE MATERIAL OFFERED ON-LINE (IF APPLICABLE)						
G) OTHER EDUCATION MEDIA (IF APPLICABLE)						

THE RESOURCES/FACILITIES MADE AVAILABLE WERE ADEQUATE

◯ YES   ◯ NO

If your answer was NO, please explain what could be improved:

(Maximum 1000 characters)

THE TEACHING STAFFS

Mark with an X, from 1 to 5, the most appropriate option in each case (1: Totally disagree, 5: Totally agree

	1	2	3	4	5	No answer/Don't know
A) WAS ORGANIZED AND PREPARED FOR CLASSES						
B) USED CLASS TIME EFFECTIVELY TO TEACH THE COURSE MATERIAL						
C) ENCOURAGED QUESTIONS AND CLASS PARTICIPATION						
D) ANSWERED QUESTIONS AND PROVIDED A FULL EXPLANATION						
E) STIMULATED MY THINKING AND MY INTEREST IN THE SUBJECT						

OVERALL

Mark with an X, from 1 to 5, the most appropriate option in each case (1: Totally disagree, 5: Totally agree)

	1	2	3	4	5	No answer/Don't know
A) THE LENGTH OF THE SESSION WAS ADEQUATE						
B) I AM SATISFIED WITH THE QUALITY OF THE LEARNING EXPERIENCE IN THIS SESSION						
C) I'VE GAINED A GOOD UNDERSTANDING OF THE SUBJECT						
D) THE ACQUIRED KNOWLEDGE WILL BE USEFUL FOR ME:						
D.1 PERSONAL DEVELOPMENT						
D.2 PROFESSIONAL DEVELOPMENT						
E) THIS SESSION FULFILLED MY EXPECTATIONS						
F) I WILL RECOMMEND OTHERS TO ATTEND THIS SESSION						

ADDITIONAL COMMENTS YOU WISH TO DO

1. Identify up to three aspects of the curricular unit that most helped your learning
(Maximum 1000 characters)

2. Suggest up to three changes of the curricular unit that would enhance your learning
(Maximum 1000 characters)

This questionnaire aims at gathering your **opinion** on the **contribution of this curricular unit for your learning.** **The confidentiality of your answers is ensured. We appreciate your collaboration.**

YEAR OF BIRTH

GENDER

○ Female   ○ Male

UNIVERSITY

GRADE

THE BLUES COURSE

Mark with an X, from 1 to 5, the most appropriate option in each case (1: Totally disagree, 5: Totally agree)

	1	2	3	4	5	No answer/Don't know
The training sessions have been useful and have helped to work better as a team.						
The training received has allowed me to solve the problem better						
The duration of the training is adequate						
The session Contact with Entrepreneurs is useful						
Fieldwork is adequate (interviews and analysis)						
The final presentation format is adequate						
The visit to Incubators helps me to know better this model						
"Speed dating" with mentors is useful						

HOW COULD WE IMPROVE THE TRAINING?

(For example, you would like some specific training, expand knowledge in some field, remove some of the sessions …)

WHAT CAN WE IMPROVE FOR FUTURE EDITIONS?

(Indicate any comments or suggestions you have regarding the program, the dissemination campaign, timing…)

THE PROGRAMME AND YOU

Mark with an X, from 1 to 5, the most appropriate option in each case (1: Totally disagree, 5: Totally agree)

	1	2	3	4	5	No answer/Don't know
I am satisfied with my participation in the Blues programme						
My time in the programme is a differentiating feature for my CV						
The programme has allowed me to improve my communication skills						
The programme has allowed me to improve my teamwork skills						
I consider that the programme has improved my professional opportunities						
I believe that my entrepreneurial attitude has been strengthened						

TEAMWORK

Mark with an X, from 1 to 5, the most appropriate option in each case (1: Totally disagree, 5: Totally agree)

	1	2	3	4	5	No answer/Don't know
The work and the involvement of the rest of my team has been adequate						
The work and involvement of my mentor has been adequate						
It is positive that the teams are multidisciplinary						

ORGANIZATION

Mark with an X, from 1 to 5, the most appropriate option in each case (1: Totally disagree, 5: Totally agree)

	1	2	3	4	5	No answer/Don't know
The treatment I received from the course coordinator has been adequate						
What overall score would you give to the coordination in the development of the course?						

HOW DID YOU HEAR ABOUT BLUES PROGRAMME?

1. University   2. Web   3. Social Network   4. CISE   5. Others

OVERALL SATISFACTION WITH THE PROGRAMME

1	2	3	4	5	6	7	8	9	10

GENERAL COMMENTS

(Indicate any comments or suggestions you have regarding the programme, the organization, the mentors, entrepreneurs...)

This questionnaire aims at gathering your **opinion** on the **contribution of this BLUES course session for your learning**. The confidentiality of your answers is ensured. We appreciate your collaboration.

At least 4 programmes should be selected, including the ones visited during the "Visit to Incubators" session, and the teams would need to get information that helps them to understand the type of incubator and what offers to the different companies, so they can also choose the one that could fit better to their own project, or the case studies proposed.

* **INCUBATION PROGRAMME 1:**

The minimum following criteria should be included:

- Incubator information (location, persons contacted, contact information, year of foundation…)
- type of companies (tech-based/non-tech based);
- stage of the companies supported (pre-incubation/early stage/…);
- the business model of the incubator (fee for service/shares);
- services offered (physical incubation, administrative, legal, IP, business support);

* **INCUBATION PROGRAMME 2:**

The minimum following criteria should be included:

- Incubator information (location, persons contacted, contact information, year of foundation…)
- type of companies (tech-based/non-tech based);
- stage of the companies supported (pre-incubation/early stage/…);
- the business model of the incubator (fee for service/shares);
- services offered (physical incubation, administrative, legal, IP, business support);

* **INCUBATION PROGRAMME 3:**

The minimum following criteria should be included:

- Incubator information (location, persons contacted, contact information, year of foundation…)
- type of companies (tech-based/non-tech based);
- stage of the companies supported (pre-incubation/early stage/…);
- the business model of the incubator (fee for service/shares);
- services offered (physical incubation, administrative, legal, IP, business support);

* **INCUBATION PROGRAMME 4:**

The minimum following criteria should be included:

- Incubator information (location, persons contacted, contact information, year of foundation…)
- type of companies (tech-based/non-tech based);
- stage of the companies supported (pre-incubation/early stage/…);
- the business model of the incubator (fee for service/shares);
- services offered (physical incubation, administrative, legal, IP, business support);

ANNEX 4: SUMMARY OF CUSTOMER INTERVIEW POINTS

This form is related to **MODULE 8: Overall entrepreneurship overview, Session 8.1 – Selection of Business Idea** and it is designed for the teams to help them in the interviews process.

Each team will brainstorm about the market potential of different alternatives, using the tools learnt in Module 3 (BLUES MOOC) on market assessment. The validity of their assumptions will be tested by performing, as research, interviews to at least 10 different people from the business world that can be potential customers, partners or experts from the pool of experts.

* **THIS ANNEX 4 IS A GUIDE FOR THE INTERVIEWS TO THE CUSTOMERS/PARTNERS/EXPERTS, AND REPORT/ ANALYSIS COLLECTION RELATED TO INDUSTRY TRENDS.**

The team will make a report on the results of the interviews (maximum 10 pages), including at least:

- What customers/users are currently doing?
- Why the product/service would be valuable?
- How they would use it?
- The key attributes it would need to have for them to buy/use it
- The economic value of the product/service to the user or customer
- The competitors or substitutes for this product/service
- How is the current product/service inefficient?
- How much does the customer need the new product/service?
- What's the customer's current buying process?
- Any complimentary products/services

This form is related with **MODULE 9: Entrepreneurship practice implementation, Session 9.1 – Legal Issues of entrepreneurship**, and it is designed for the teams to help them understand legal obligations related with their project/idea.

After the Session 9.1 – "Legal Issues of entrepreneurship", each team will identify for their projects, as research, the main legal obligations at each step, developing a roadmap of these obligations and estimated costs associated.

They will also identify the main issues related to Intellectual Property in their idea.

THIS ANNEX 5 CONTENTS THE MAIN TOPICS THAT SHOULD BE TAKEN INTO CONSIDERATION FOR THIS ANALYSIS.

* **ILEGAL ANALYSIS:**
- Formal constitution of the company – steps, time and costs
- Tax obligations – the type of taxes and deadlines
- Hiring employees – the type of contracts and obligations
- Other contracts

* **IP ANALYSIS**
- Is IP protection essential for the business?
- Does IP already exist?
- Can it be protected?
- To whom does it belong?
- Is there freedom to operate?
- Main steps for protection and geographical scope.

This form is related to **MODULE 9: Entrepreneurship practice implementation, Session 9.4 – Financing Enterprises**, and it is designed for the teams to help them to analyze different financing instruments for their project/idea.

After "Session 9.4 – Financing Enterprises", as research work, each team will perform an analysis of each instrument for their specific project and they will justify why they would choose one or the other. (guide in annex 6).

THIS ANNEX 6 WILL HELP THEM AS A GUIDE.

* **IN SELECTING WHICH TYPE OF FINANCING INSTRUMENT IS BETTER TO FINANCE A GIVEN ENTERPRISE, THE FOLLOWING FACTORS SHOULD BE CONSIDERED:**

- Risk of success
- Amounts needed
- Foreseen exit strategy
- Time to market

* **THE FOLLOWING INSTRUMENTS SHOULD BE ANALYSED:**

- Friends and Family
- Business Angels
- Venture Capital
- Bank loans
- State subsidies

This form is related with all the Modules, but it is a deliverable of **MODULE 10: Entrepreneurship theory and practice overview, Session 10.1** – Project Report, and it is designed for the teams to help them consolidate the results of all the sessions.

During Session 10.1 - Project Report the teams will, with the help of their business mentors, finish their projects with the results compiled along with the past classes and prepare a report covering the topics listed in Annex 7.

* **THE REPORT SHOULD BE IN THE FIFTEEN TO THE TWENTY-FIVE-PAGE RANGE, AND SHOULD INCLUDE**

- Executive Summary

- Product/Service Description

- Market Analysis

  o Problem addressed
  o Size of market
  o Competitive analysis
  o Industry dynamics
  o Supply chain analysis

- Business Model

- Commercial Strategy

- Next Steps and Conclusions

- Appendix

  o Sources
  o Summary of customer interviews

The following are different tools and templates to be used during face-to-face sessions. Feel free to modify and adapt them to the specific needs of your classroom.

KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITION	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
	KEY RESOURCES			
COST STRUCTURE		REVENUE STREAMS		

S STRENGTHS (What do you do well?)	**W** WEAKNESS (Where do you need to improve?)	**O** OPPORTUNITIES (What are your goals?)	**T** THREATS (What obstacles do you face?)
• Things you do well. • Qualities that separate you from your competitors. • Internal resources such as skilled, knowledgeable staff. • Tangible assets such as intellectual property, capital, proprietary technologies, etc.	• Things you lack. • Things your competitors do better than you. • Resource limitations. • Unclear unique selling proposition.	• Underserved markets for specific products. • Few competitors in your area. • The emerging need for your products or services. • Press/media coverage for your company.	• Emerging competitors. • Changing regulatory environment. • Negative press/media coverage. • Changing customer attitudes toward your company.

* **8.3 DESIGN INNOVATION PROCESS**

	HELPFUL to achieving the objective	**HARMFUL** to achieving the objective
INTERNAL ORIGIN (attributes of the organization)	**S** STRENGTHS	**W** WEAKNESS
EXTERNAL ORIGIN (attributes of the environment)	**O** OPPORTUNITIES	**T** THREATS

MANUFACTURING

TECHNOLOGY
Feasibility

BUSINESS
Viability

Design
Innovation

DESIGN &
INTERACTIVITY

ORGANIZATION
BEHAVIOR

HUMAN VALUES
Usability, Desirability

Products
& Services

Pain Relievers

Gain Creators

Customer Segment

Pains

Gains
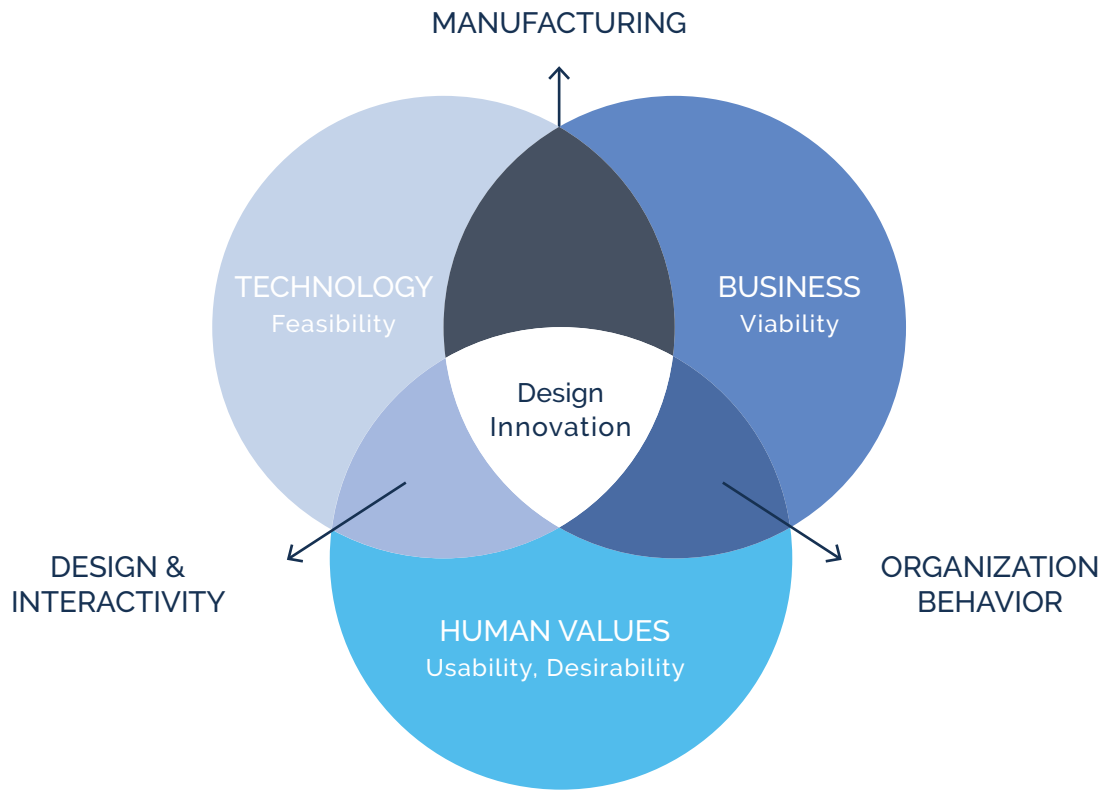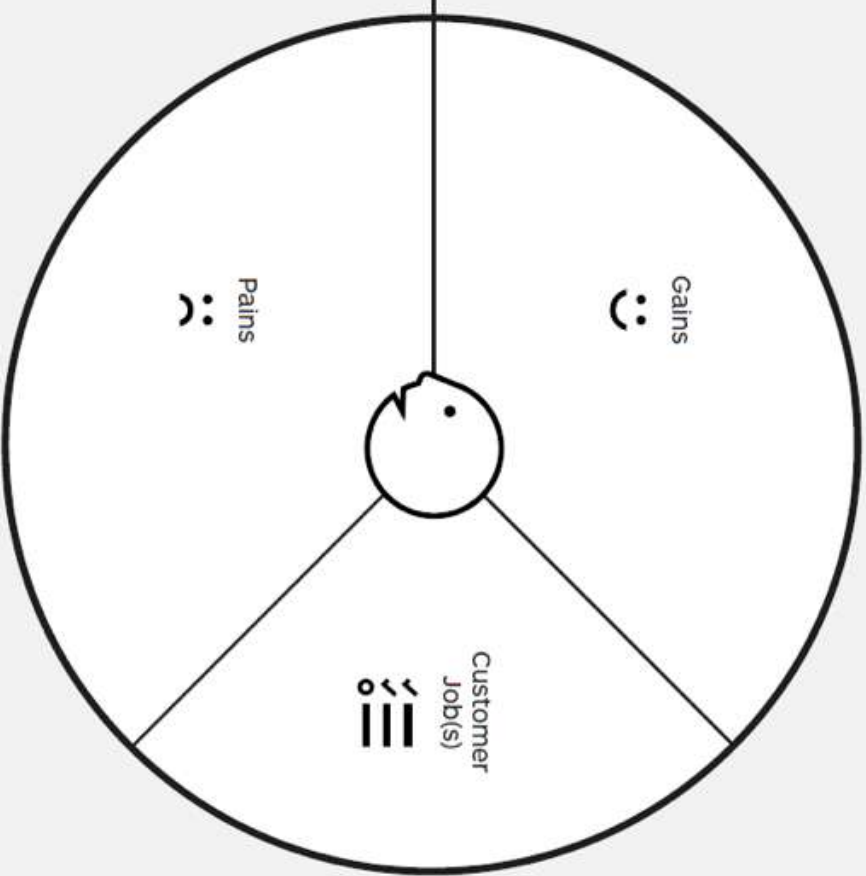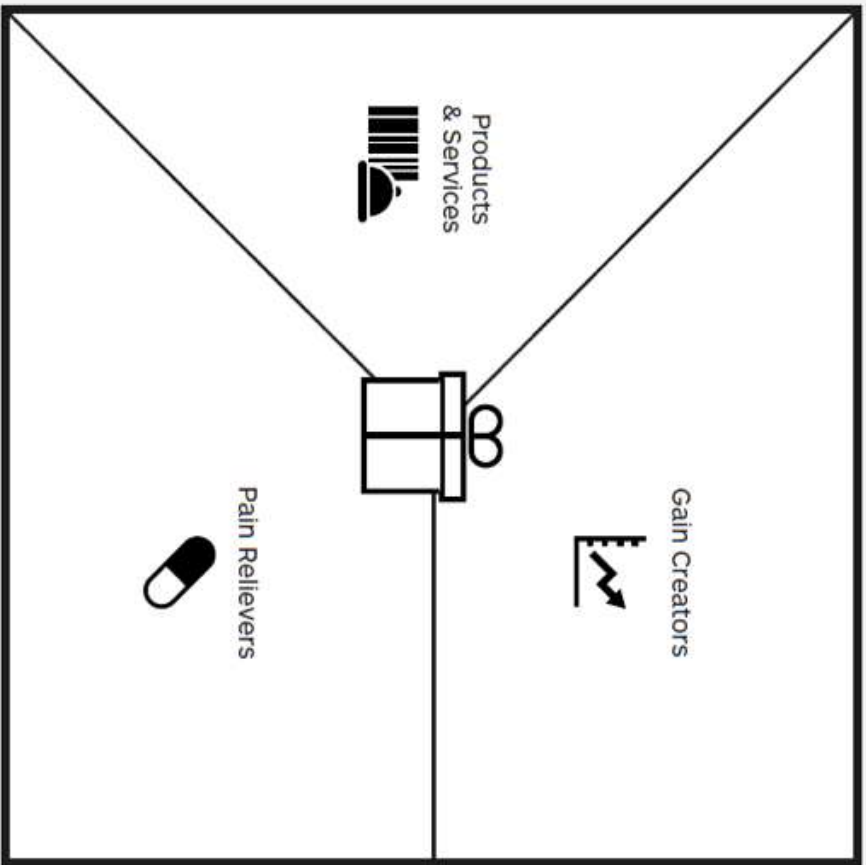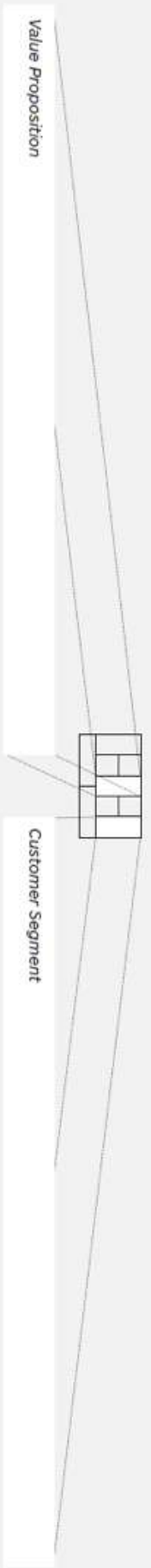
Customer
Job(s)

@Strategyzer
strategyzer.com

Customer Segment

Thinking and feeling
What is important to the customer?
What are his hopes, dreams, fears?

Seeing
What does the customer's environment look like?

Hearing
What influences the customer?

Pains
What obstacles or challenges does the customer have?

Gains
What does he hope to acheive, and how might he measure success?

* 8.6 VALIDATION BOARD
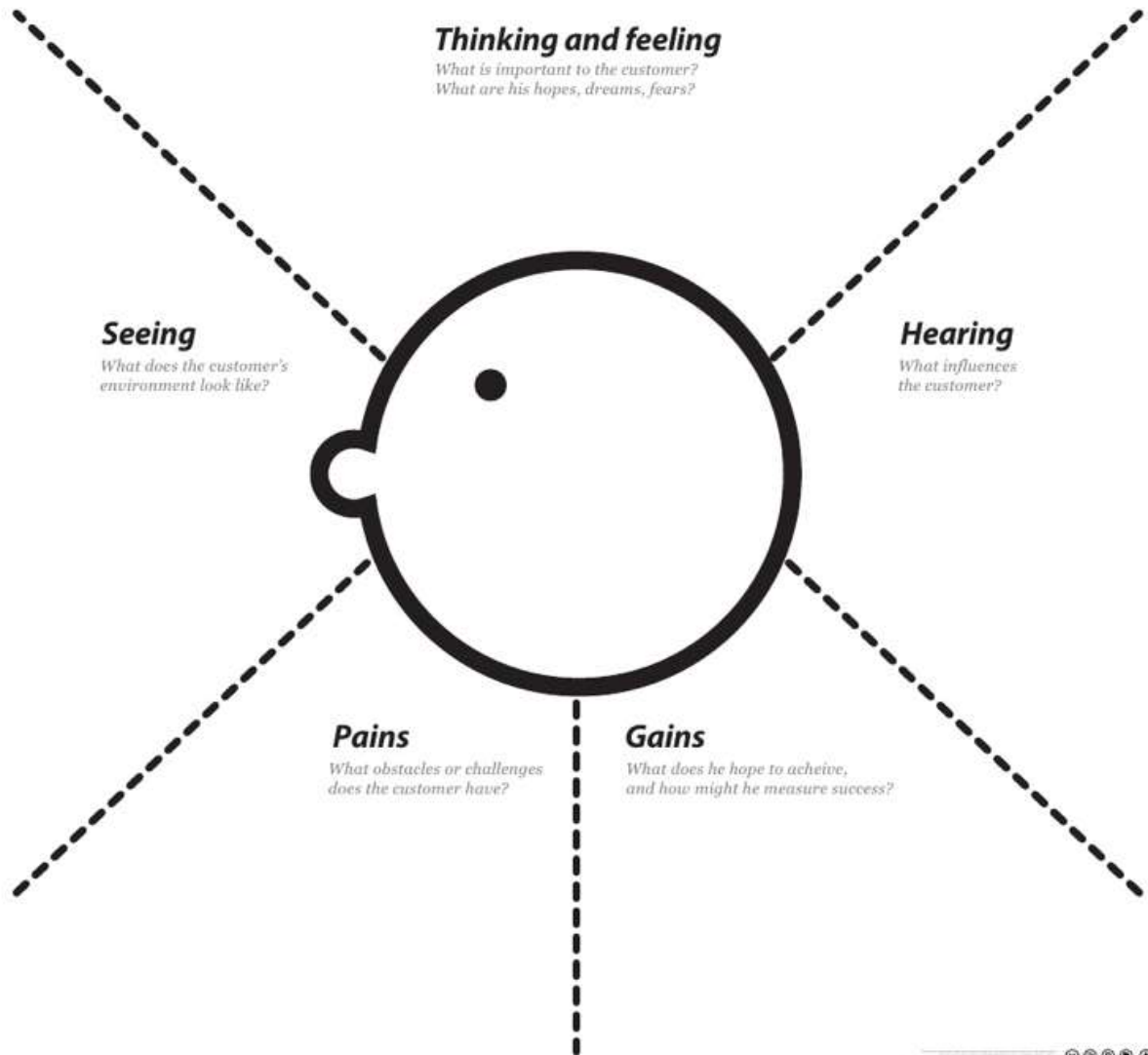
leanstartupmachine

Validation Board

Project Name:

Team Leader Name:

Track Pivots	Start	1st Pivot	2nd Pivot	3rd Pivot	4th Pivot
Customer Hypothesis *Tip: For two-sided markets, always validate the maker side first.*					
Problem Hypothesis *Remember: Limit one sticky-note per box. Write in ALL CAPS. Do not write more than 5 words on any sticky-note*					
Solution Hypothesis *Tip: Do NOT define a solution until you've validated the problem*					

Design Experiment *Tip: Clear all post-its from this area after each experiment is completed*

Core Assumptions
Any assumption that, if invalidated, will break the business

Riskiest Assumption
Which Core Assumption has the highest level of uncertainty?

Method
What is the lowest cost way to test the Riskiest Assumption?
Choose: Exploration, Pitch, or Concierge

Minimum Success Criterion
What is the weakest outcome we will accept as validation?

GET OUT OF THE BLDG

Results	Invalidated	Validated
Only put the Riskiest Assumption from an experiment in these boxes. Record data & learnings separately	If invalidated, pivot at least one Core Hypothesis	If Validated, brainstorm and test the next Riskiest Assumption
	1 — 2	1 — 2
	3 — 4	3 — 4
	5 — 6	5 — 6

www.ValidationBoard.com

© 2012 Lean Startup Machine. You are free to use it and earn money with it as an entrepreneur, consultant, or executive, as long as you are not a software company (the latter need to license it from us).

* 8.7.1 DETECTIVES

Aa an example of icebreaking and teambuilding activities (you can find several open source examples online), we propose "Detectives".

Each participant gets one copy of this paper, and for 5 minutes they must find among their classmates' different persons that have one or more of the

following characteristics. The same person can be used for filling more than one option.

This data will help them to know something about each other's and that would be useful for building the teams. Try to include skills you consider interesting for a multidisciplinary and diverse team.

Find somebody that...	Signatures
... was born the same month than you	
... is a comics' fan	
... is wearing different socks (probe it! ;)	
... went to the same concert	
... likes numbers	
... takes a picture with you, uploads it to Instagram and uses the hashtag #eBLUES	
... looks familiar to you	
... eats cauliflower... because he/she likes it!!!	
... loves photography	
... enjoys	
... always watches "Forged in Fire"	
... would go again on Erasmus without hesitation!	
... uses the same cell phone as you	
... has entrepreneurial studies	
... is celiac	
... has two brothers or sisters	
... has a pet	
... surfs	

BLUES

EUROPEAN ENTREPRENEURSHIP EXPERIENCE

creative
innovative
entrepreneurial
skilled
digital

8.8 **"GUIDE FOR MENTORS AND TRAINERS DURING THE FACE-TO-FACE PHASE"**

GUIDE FOR MENTORS AND TRAINERS
DURING THE FACE-TO-FACE PHASE*

SANTANDER // MARCH 30 – MAY 25, 2019*

This is the guide for mentors and trainers that was used in the pilot implemented in Santander during 2019, one of the four experiences BLUES project developed for testing and improving the proposed methodology. We include it here as an example of the contents that you should provide to the persons participating in your training initiative.

Thank you very much again for your interest in participating in the training we have developed from the BLUES program. Your collaboration is very important to us.

In the case of the participation of trainers and entrepreneurs, their roles are clearer as they come from the delivery of a certain session, or from telling their experience to the teams.

We, therefore, wanted to focus on these lines in the role of the people who are going to act as mentors for each of the five teams that we will create for this experience, and with whom you will start working directly from May 3.

BASIC PRINCIPLES*

For us at CISE, the figure of the mentor is that of a person of reference with experience in the company or in the professional field in which the participants

of the course want to progress, and have a vital trajectory and human values to transmit…

The basic principles that move the relationship between the mentor and his team, applicable to both figures, are:

· Respect and mutual appreciation.

· Collaboration. Both must see you as partners, with concrete development goals.

· Constructive spirit to share strengths and weaknesses.

· Sensitivity and receptivity to the objectives, needs and perspectives of the other.

· Strengthen confidence in compliance with established agreements.

· Create a safe environment to favour addressing "difficult" conversations.

· Have initiative and be proactive.

· Establish a relationship of empathy, trust and rapport.

MENTORS' COMMITMENTS*

We commit ourselves to try to "steal" from you as little time as possible, and for that reason, we leave to the future coordination between you and your team the how and when to organize, according to your agendas, although we do need to set some minimum questions:

1. Assistance to at least the following sessions:

Session: 3 - CONSOLIDATION. PROFILE OF ENTREPRENEURS AND INCUBATORS

- Date: 03/05/2019

- Time: 16:00 – 18:30

- Place: Facultad de CC. Económicas y Emp. Planta 1. Aula 17

Session: 10 - PROJECT REPORT

- Date: 18/05/2019

- Time: 11:30 – 14:00

- Place: Facultad de CC. Económicas y Emp. Planta 1. Aula 17.

Session: 12 - FINAL PRESENTATIONS

- Date: 25/05/2019

- Time: 11:30 – 14:00

- Place: Facultad de CC. Económicas y Emp. Planta 1. Aula 17.

Of course, you are more than invited to attend all sessions freely. The ones that we have just listed are those in which your team will directly work with you in the classroom and the final session in which they will make the public presentation of their idea.

2. Meetings with your team:

- Availability to attend your team at least once a week.

3. Activities with your team:

- Share your vision, your experiences, your contacts ...

- Challenge and come along with them, not lead.

4. Follow up:

- Communication with the CISE team to see the evolution and possible needed adjustments.

TRAINERS **SHEET***

SESSION*   **0 – TEAM BUILDING**

TRAINER/S*   JOSÉ C. CEBALLOS & JOSÉ I. RODRÍGUEZ

DATE*   30/03/2019

HOUR*   9:00 – 11:30

LOCATION*   BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 17

The class will be divided into teams of 3-4 students that will work on a business idea throughout the face-to-face classes. Team building includes an ice-breaking activity ideally managed using psychology premises for identifying behaviour roles.

Icebreaking and team building activities can be based in very different approaches and environments and are always a good way of starting a team convivence. Examples of these activities are cooking recipes in teams with a limited number of ingredients; creating a net with a ball of wool or speed dating dynamics. For specific examples of activities, see Annex 8 "Tools".

In the team-building process, teams should be created as diverse as possible regarding the academic, social and regional backgrounds of the students. Ideally, the opportunity of creating the teams by their own should be given to the students, with guidance on some parameters to follow such as the diversity previously mentioned.

SESSION*   **1 – CONTACT WITH ENTREPRENEURS**

TRAINER/S*   JOSÉ C. CEBALLOS & JOSÉ I. RODRÍGUEZ

ENTREPRENEURS*   SERGIO PESQUERA & MARIÁN SÁNCHEZ

DATE*   05/04/2019

HOUR*   16:00 – 18:30

LOCATION*   BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 16

This class will have the presence of 2 entrepreneurs who will share their experience with the students for around 1 hour. They will be asked to share their experience regarding how they started their company, how they got the initial funding, how they recruited the first team and defined their business model from an initial idea, besides presenting the main achievements and difficulties until the present day.

One of the entrepreneurs should be from a tech-based enterprise while the other from a non-tech company

SESSION* **2 – VISIT TO INCUBATORS**

TRAINER/S* JOSÉ C. CEBALLOS & JOSÉ I. RODRÍGUEZ

COLLABORATES* BINARY BOX, CDTUC & SODERCAN

DATE* 11/04/2019

HOUR* 18:30 – 21:00

LOCATION* CISE: CDTUC (ETS CAMINOS, CANALES Y PUERTOS). FLOOR 3

The students will visit at least one general-purpose incubator and one incubator for tech-based enterprises. During these visits, the students will have the opportunity to understand the services normally offered by incubators and how these can facilitate early stages of entrepreneurial activity. During the visits, the students will also be exposed to different incubation/acceleration programs, understanding their characteristics and how they fit different projects .

SESSION* **3 – CONSOLIDATION. ENTREPRENEURSHIP PROFILE AND INCUBATORS**

TRAINER/S* TEAMWORK

DATE* 03/05/2019

HOUR* 16:00 – 18:30

LOCATION* BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 17

In teams, the students will receive and search for information on additional incubation and acceleration programs and will perform a comparative evaluation of these programs for selected case studies of putative companies. Moreover, they will also analyze different perspectives on the important characteristics of an entrepreneur based on contacts with different entrepreneurs. They will also choose an entrepreneur to make an informal interview.

METHODOLOGY*

· Contact with guest speakers (entrepreneurs)

· Field visit (2 incubators)

· Team research work: assessment of different incubation and acceleration programs according to defined criteria for different start-up case-studies, including non-tech and tech-based start-ups (Form 1, Annex 3)

- Individual research work: coffee with at least one entrepreneur selected by the student. Short paper (6 pages maximum) on entrepreneurial attitudes, behaviour and skills comparing what has been learnt in module 1 and the characteristics of the entrepreneurs that visited the class and other entrepreneurs they interviewed.

SUGGESTED READINGS*

- Internal documents of the Companies, materials from the guest lecturers/ entrepreneurs, local incubators, webpage, etc.;

- Stokes, D., & Wilson, N. (2006). Small Business Management and Entrepreneurship (5th ed.). London: Thomson Learning.

- Article: "Pinpointing That Critical Entrepreneurial Spark" by Joe Hadzima, Boston Business Journal. Available at:

- http://www.mitef.org/s/1314/interior-2-col.aspx?sid=1314&gid=5&pgid=5818)

ASSESSMENT*

- Evaluation based on teamwork (Form 1, Annex 3)

- Individual short paper (including "coffee with an entrepreneur")

NOTES*

TRAINERS **SHEET***

SESSION* **4 – SELECTION OF SOLUTION/IDEA**

TRAINER/S* PABLO DE CASTRO

DATE* 09/05/2019

HOUR* 18:30 – 21:00

LOCATION* BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 17

The initial projects ideas can be brought by one element of the team that has to convince the others. Also, the teacher will provide a list of problems to solve or business opportunities that the students can address in their project as business ideas. This could be opportunities posed by companies, environmental, social, among others.

Each team will brainstorm about the market potential of different alternatives, using the tools learnt on MOOC's Module 3 on market assessment. The validity of their assumptions will be tested by performing, as research work, interviews to at least 10 different people from the business world that can be potential customers, partners or experts from the pool of experts. **A guide for the Interview is available in annex 4.**

SESSION* **5 – BUSINESS MODEL CANVAS AND SWOT ANALYSIS**

TRAINER/S* FRANCISCO LENA

DATE* 10/05/2019

HOUR* 16:00 – 18:30

LOCATION* BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 17

After the selection of the business idea, each team will apply the Business Model Canvas technique to further detail and characterize their idea, supported by the mentor and by several examples provided. The Business Model Canvas Forms will be distributed in an A1 format and the students will fill them according to the instructions, examples and their own project characteristics.

A SWOT analysis will then be performed in the same setup. Each team has to list at least 4 strengths, 4 weaknesses, 4 opportunities and 4 threats for their project.

METHODOLOGY*

- Teamwork: Brainstorming for identifying a promising business idea also by performing a market assessment.

- Field research work – Interviews to at least 10 customers/partners/experts, and report/analysis collection related to industry trends. Report on the results of the interviews (maximum 10 pages). As a guide, use Annex 4 suggested questions.

- Teamwork: Business Model Canvas and SWOT analysis for the identified business idea.

SUGGESTED READINGS*

- Osterwalder, A., Pigneur, Y. (2010) Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. John Wiley and Sons.

- Resources: **https://strategyzer.com/platform/resources**

ASSESSMENT*

- Evaluation based on the teamwork on the report on the interviews **(guide in annex 4)**; and Business Model Canvas and SWOT Analysis forms filled

TRAINERS **SHEET***

SESSION*	6 – BUSINESS MODEL PLAN
TRAINER/S*	MANUEL REDONDO
DATE*	16/05/2019
HOUR*	11:30 – 14:00
LOCATION*	BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 17

In this class, first, an investor or a representative of an incubator with significant experience in evaluating Business Plans will be invited to share her/his critical experience, guiding on the best content of a Business Plan.

Next, the teams will be exposed to examples of business plans for different entrepreneurship projects and will critically discuss the right contents for each case.

SESSION*	7 – FINANCIAL ANALYSIS
TRAINER/S*	IGNACIO IRASTORZA
DATE*	16/05/2019
HOUR*	18:30 – 20:00
LOCATION*	BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 17

Each team will perform, with the help of the business mentor, financial analysis of their business idea.

They will identify the main costs and revenue streams for a 5-year period and will make a simplified financial analysis using the excel form provided.

This will allow computing a few financial indicators of the project.

SESSION*	8 – FINANCING BUSINESSES
TRAINER/S*	IGNACIO IRASTORZA
DATE*	16/05/2019
HOUR*	20:00 – 21:00
LOCATION*	BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 17

In this class, the subject of financing an enterprise will be approached. In the first stage, a roundtable will be organized with guests with different profiles regarding investment (public bodies, venture capitalist, business angel, corporate investor and bank). Each one will provide her/his view on the type of projects funded and how they select a project to finance, including tips for the entrepreneurs.

Finally, as research work, each team will perform an analysis of each instrument for their specific project and justify why they would choose one or the other **(guide in annex 6)**.

SESSION*	9 – LEGAL ISSUES OF ENTREPRENEURSHIP
TRAINER/S*	CRISTINA CANO
ENTREPRENEURS*	SERGIO PESQUERA & MARIÁN SÁNCHEZ
DATE*	17/05/2019
HOUR*	18:30 – 21:00
LOCATION*	BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 17

The module will start with one selected guest speaker expert in providing legal assistance to entrepreneurs. She/he will cover, in 2 hours, the topics of the general legal obligations of a company and generic Intellectual Property issues, providing also some examples on specific obligations for case-studies covering, for example, service-based companies and tech-based companies in the life sciences.

Afterwards, each team will identify, as research work, for their projects, the main legal obligations at each step, developing a roadmap of these obligations and estimated costs associated. They will also identify the main issues related to Intellectual Property in their idea. The main topics for this analysis are in **Annex 5**.

METHODOLOGY*

- Team research work: a roadmap of the different legal obligations and IP strategy for each business project and associated costs **(guide in Annex 5)**

- Teamwork – financial analysis of the business idea using excel form available at the e-learning site

- Roundtable with guests

- Team research work: pros and cons of each type of financing instrument and justification of the chosen one for each team's project **(guide in Annex 6)**

SUGGESTED READINGS*

- Hirsch, R.D., Peters, M.P., Shepherd, D.A. (2013). Entrepreneurship (9th ed.), Part 4, Chapter 11: Sources of capital (pp. 289-290). New York: McGraw Hill.

- The Technology Entrepreneurs Handbook. Nasdaq; Indian CEO High Tech Council, US Chamber of Commerce. Disponible en: http://nutsandbolts.mit.edu/resources/Guidebook.pdf

- Intellectual Property for Entrepreneurs - U.S Basics and Strategy (Video). Available at **https://youtu.be/-pbz_MLngR8**

ASSESSMENT*

- Evaluation based on the team reports on the roadmap of legal obligations and IP strategy and type of financing as well as the excel form for financial analysis filled.

NOTES*

TRAINERS **SHEET***

SESSION* **10 – PROJECT REPORT**

TRAINER/S* MENTORS

DATE* 18/05/2019

HOUR* 11:30 – 14:00

LOCATION* BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 17

In this class the students will, with the help of the business mentor, finish their project with the results compiled along with the past classes and prepare a report covering the topics listed in **Annex 7**.

SESSION* **11 – PITCH PREPARATION**

TRAINER/S* PAULA CAPPARELLI

DATE* 23/05/2019

HOUR* 18:30 – 20:00

LOCATION* BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 17

The class will start by a session of pitches from guests that are entrepreneurs that have won an entrepreneurship contest/ have secured significant funding or are already in the market with their product. The students will then be given a list of possible contents for their pitch and will prepare it. They will then do a rehearsal for the class. Each team will receive feedback after rehearsal.

SESSION[*] | **12 – FINAL PITCHES**

TRAINER/S[*]   ELENA GARCÍA & CELESTINO GÜEMES

DATE[*]   25/05/2019

HOUR[*]   11:30 – 14:00

LOCATION[*]   BUSINESS SCHOOL (UC, SANTANDER). FLOOR 1, CLASS 17

The teams will do their pitch in front of an audience of guests, including the mentors from previous classes and guest speakers.

METHODOLOGY[*]

- Guest speakers

- Teamwork: report **(based on Annex 7)**

- Teamwork: slides and preparation of the pitch

- Teamwork: final pitch

SUGGESTED READINGS[*]

- Gallo, C. (2009). The Presentation Secrets of Steve Jobs. USA: McGraw-Hill Education.

- Coughter, P. (2012). The art of the pitch. New York: Palgrave

ASSESSMENT[*]

- Evaluation based on the final report and slides for the pitches.

- Evaluation based on the final pitches

	N°	Name	Email	Phone	City	Country	Registered in MOOC	Finished MOOC	Studies	Age	Selection	CONFIRMATION	Final Selection
											YES	YES	YES
											NO	NO	NO
											YES		

CRITERIA

ATTENDANCE LIST		
TRAINERS	**# HOURS**	**SIGNATURE**

SESSION NAME: Session #_:		
DATE: __ / __ /2019		
PLACE		TIMING

PARTICIPANTS ATTENDING		
NAME AND SURNAME	**ID #**	**SIGNATURE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		

18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

BLUES PROGRAMME FACE-TO-FACE IN _____

COMMITMENT OF PARTICIPATION AS A STUDENT

The purpose of this general conditions document is to regulate the student's commitment in the pilot program developed within the BLUES European program, coordinated by the Santander Entrepreneurship International Center (CISE) of the UCEIF Foundation together with the University of _____, within the framework of the Erasmus+ programme "KA2 Cooperation for Innovation and the Exchange of Good Practices" of the European Union.

The face-to-face training course of the pilot will take place between _____, 2019 and _____, 2019 at the University of _____

Mr/Ms.: _____
_____ address _____
_____
_____, locality _____
and ID/Passaport # _____   c
undergraduated in /   or graduated in: _____
_____
_____ _____
_____ at the
University of _____
_____

HEREBY **DECLARES** THAT

The personal data provided in this document, as well as those provided in the registration process are true and by the same means ACCEPT his/her selection to participate as a student in the Blues Program

GENERAL DESCRIPTION

BLUES is a European project coordinated by the UC (University of Cantabria) and CISE, with co-financing of the European Union and the collaboration of 8 partners from 5 countries.

This initiative helps to improve the employability of European youth, as well as to develop their entrepreneurial spirit by providing them through blended learning with the skills that companies seek.

For this, best practices in the field of entrepreneurship education will be identified, and a pilot experience will be designed for university students from several countries of the European Union.

GENERAL CONDITIONS OF PARTICIPATION

I. The duration and schedule of the program, as well as the experts who collaborate in it, can be found at http://eblues.eu/face-to-face/

II. The participant must have previously completed the digital phase foreseen in the course https://miriadax.net/web/what-why-how-your-road-to-entrepreneurship

III. The organization will provide students with training workshops on entrepreneurship. With this, the students will acquire knowledge and will have useful tools to undertake and/or improve their curricula.

IV. Each student, independently of the activities and training provided by the BLUES programme, will be responsible for dedicating the necessary time for the favourable development of the project.

V. Each participant will be responsible for completing the objectives of the program, attending and participating in different activities.

VI. The student is committed to participate and collaborate with maximum diligence in all activities and tasks scheduled in the development of the programme.

VII. The teams created will have the support and advice of a mentor, who will guide them in the projects they propose and will serve as a stimulus for creative

values, in all kinds of circumstances, as well as other activities that arise.

VIII. Students must attend a minimum of 80% of scheduled sessions, justifying absences.

IX. Students are required to collaborate with their teams and to make all scheduled deliveries.

X. Students must actively participate in the development of projects.

XI. The organization may change some date of the scheduled activities. In this case, the participants will be notified in advance.

XII. The organization will grant participation certificates to all students in accordance with the commitments acquired, after validation of this and their involvement in the development of the project with their team.

I ACCEPT WITH THIS MY SIGNATURE, MY PARTICIPATION IN THE BLUES PROGRAM AND THE CONDITIONS SET FORTH IN THIS DOCUMENT

Signed in _____,

Date: ___/_____/ 20__

On behalf of the participant

Mr/Ms.: _____

ID/Passport: _____

Signature:

This document, duly completed, must be sent to _____ before _____ at 12.00. Otherwise, the participant will lose the option to be part of this training

On behalf of the University

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

www.eBLUES.eu

BLUES ToolKit