

Workshop Plan for Next Step

Track 4 – Fall 2019

Learning Objectives

We will work through the course with four overall dimensions: Action, Creativity, External Relationships and Personal Attitude (The Foundation for Entrepreneurship, 2015). These can be seen in relation to the purpose as well as in relation to the learning objectives of the course. In addition, the construction of the respective workshops in the process will also be based on these four dimensions.

Action - "enables the student to initiate, plan, lead and execute various projects and activities."

Creativity - "enables students to create ideas, see opportunities, think divergently and be able to relate openly, experiment and improvise."

External Relationships - "the way in which students perceive their surroundings as an arena for entrepreneurial activities - entrepreneurial actions require insight into the context in which these actions must take place."

Personal Attitude - "the student develops beliefs that they can act in the world with their own resources and have influence on their life, career and external circumstances." (Taxonomy in Entrepreneurship Education by the Foundation for Entrepreneurship, 2015, Figure 1)

The learning goals for the Next Step process are based on the Taxonomy from the Foundation for Entrepreneurship and the qualification framework for higher education in Denmark:

	Knowledge	Skills	Competencies
	<i>Knowledge about . . . Be able to understand and reflect. . .</i>	<i>Can use. . . Can consider. . . Can convey. . .</i>	<i>Could handle. . . Could identify... Work independently and professionally...</i>
Handling the Course	Theories, concepts and tools in innovation and entrepreneurship. Finance, budget and accounting in a	Analyze and evaluate own and others' activities based on relevant professional criteria. Apply and analyze budgets and accounts for complex activities.	The student can independently and in collaboration with others take responsibility for initiating, organizing, planning and implementing value-creating projects in a

	<p>professional framework.</p> <p>Collaboration and communication forms at different levels.</p> <p>Networking and professional cooperation</p>	<p>Develop and apply personal and professional networks.</p> <p>Analyze and evaluate resources and set up alternative solutions for resource allocation.</p>	<p>professional context, and relate reflectively to connections between resources, relationships, process and results.</p>
Creativity	<p>Creativity in relation to own professional skills</p> <p>Creativity in a personal and professional context.</p>	<p>Analyze opportunities and ideas on a professional basis.</p> <p>Experiment and improvise with professional knowledge and personal experience.</p>	<p>The student can take responsibility for processes that create value and evaluate new uses of academic knowledge and work consistently with creative processes in a professional setting.</p>
External Relationships	<p>Business model, market and market conditions in relation to professional knowledge.</p> <p>How professional knowledge in relation to cultural, social and economic conditions can create opportunities and challenges.</p>	<p>Analyze and evaluate economic, social and cultural phenomena as a starting point for new opportunities on a professional basis.</p> <p>Analyze and evaluate relationships between professional knowledge and possible business models.</p>	<p>The student can, based on understanding his own background, interact in professional, contexts, and analyze these for opportunities.</p>
Personal Attitude	<p>Leveraging personal and others' personal resources and consequences of this.</p> <p>Methods for developing personal and professional resources.</p>	<p>Apply own and others' resources in connection with solving tasks.</p> <p>Analyze and evaluate your own and others' mistakes and successes and apply this as a starting point for learning.</p>	<p>The student has a reflected knowledge of their own resources, can independently and in collaboration with others take responsibility and work persistently with uncertain and open tasks.</p>

As mentioned earlier, the above learning objectives must be seen in the context of the vocational learning objectives for the education with which the student is affiliated. An attempt is made to create a connection between these and the Next Step process, as the students' competencies through both courses must be seen as complementary. Through their studies, the students have gained knowledge of/in entrepreneurship. It is this existing knowledge that the Next Step process builds on. Through the existing knowledge, a progression is created for the students' learning about entrepreneurship. Due to this existing knowledge from the students, the focus on the Next Step will be on the taxonomic levels - skills and competencies.

Next Step - Workshop Course

The model below shows the course of the 10 workshops in the Next Step. In addition to these 10 workshops, the students will be offered individual sparring and guidance with the associated teachers from the Next Step in relation to their business concepts. In addition, the student will be associated with a mentor through the course. This mentor is them self an entrepreneur and will be able to spar with the student in relation to current conditions in the industry, thereby helping the student develop their company. The mentor is found through a collaboration between the associated teachers and the student. The mentor participates voluntarily (unpaid) in the course, it is the student's responsibility to contact the mentor through the course and arrange meetings etc.

	Contents	Teacher / Supervisor	Dimension/Learning Objectives
Module 1 (19/8/19)	Introduction	Lise Juul Poulsen + Travis James Mathers	Knowledge of the course, knowledge of learning goals, knowledge of the teachers' backgrounds, knowledge of fellow students and knowledge of Canvas
Module 2 (26/8/19)	Business Model Generation	Travis James Mathers + Lise Juul Poulsen	Knowledge of business models through the BMC. Development of business idea and concept - qualification of business idea and concept. Literature: <ul style="list-style-type: none"> • Business Model Generation by Alex Osterwalder et al., 2010. • Value Proposition Design by Alex Osterwalder et al., 2014.
Module 3 (2/9/19)	Business Law	Torben Momme Holm	Knowledge of how a company forms, contract law, user terms, etc.
Module 4 (9/9/19)	Pitching / Communication	Travis James Mathers / Lise Juul Poulsen	Achieves competences in relation to being able to pitch your business idea to various stakeholders, among other things; potential customers, competitions, investors.

Module 5 (16/9/19)	Customer Positioning	Daniel B. Nielsen	Knowledge and preparation of customer segmentation, market positioning, competitor analysis.
Module 6 (23/9/19)	Finance and Accounting	Torben Momme Holm	Budget, VAT and Tax, Financial Management
Module 7 (30/9/19)	Design Thinking	Lise Juul Poulsen & Daniel B. Nielsen	User involvement, iterative processes, innovation process - creativity
Module 8 (7/10/19)	Online Marketing	Brian Hvarregaard	Knowledge of online marketing, knowledge of commercial use of Facebook, Google, SEO. Understanding the link between business idea and marketing.
Module 9 (14/10/19)	Process Week	Travis James Mathers / Lise Juul Poulsen	The student works independently with immersion in his own business / start-up.
Module 10 (21/10/19)	Closing Week	Lise Juul Poulsen & Daniel B. Nielsen	The student works independently with immersion in his own business / start-up.