

<b>Curriculum</b>	
<b>Learning Objectives</b>	<p>Intrapreneurship is a way to innovate within one's own organisation.</p> <p>This course aims to introduce innovation and intrapreneurship to create opportunities to develop personal and corporate skills and competencies.</p> <p>The course will introduce key theories, models and stakeholders.</p>
<b>Target group</b>	Maritime professionals at managerial and intrapreneurial levels wish to develop and implement knowledge of creative and innovative skills.
<b>Entry requirements</b>	Deck or engine officers and respective educational background (minimum level 6) and STCW Certificates of Competency.
<b>Duration</b>	200 hours
<b>ECTS</b>	8
<b>Assessment</b>	Case scenario.

## Course description

The course is constituted of three modules for a total of 10 lessons. These lessons will enable the learner to achieve the learning outcomes as stated in this Educational Package.

A main case scenario will guide it throughout the entire course, and smaller case scenarios attached to specific groups of lessons.

Such a course is intended to be proposed to managers - who can introduce and manage innovation - and to employees.

Course outline

Lesson	Topic	Estimated duration (Total learning hours)	Theoretical/practical course
Overview			
1.	Key concepts for innovation - from innovation to intrapreneurship	6 hours	Theoretical
2.	Challenges and stakes of innovation in business	4 hours	Theoretical
3.	Innovation and introduction to case scenario	50	Practical
Project management			
4.	Introducing project management: tools, concepts, terms	20 hours	Theoretical
5.	Costs benefits analysis. Risk assessment	40 hours	Practical
6.	Technical, economic and design feasibility (technical readiness, assessment of risks)	10 hours	Practical
7.	Legal framework: contract and IP law principles	35 hours	Practical
Business models			
8.	Demand modelling	10 hours	Practical
9.	Business planning, strategies, and models	10 hours	Practical
10.	Marketing strategy and analysis	5 hours	Practical
11.	The pitch	10 hours	Practical

<b>Learning outcome</b>	<p>By the end of the course, learners will get the following:</p> <p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Understand and describe intrapreneurial terms and concepts</li> <li>2. Distinguish between the ways of developing intrapreneurship within an organisation</li> <li>3. Identify and describe business aspects of intrapreneurship</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>4. Assess the market potential and be able to evaluate risks</li> <li>5. Perform a technical assessment</li> <li>6. Design and manage intrapreneurial projects</li> <li>7. Embed your own strategy in market trends</li> </ol> <p><b>Competencies</b></p> <ol style="list-style-type: none"> <li>8. Facilitate business-case development</li> <li>9. Facilitate project management of intrapreneurial ideas and projects</li> <li>10. Evaluate best practices for innovation</li> <li>11. Cultivate team/business spirit</li> <li>12. Manage the intrapreneurial mindset in all its components</li> </ol>
<b>Teaching methods</b>	<p>Lectures, tutorials, blended learning, group work</p>
<b>Teaching material</b>	<p>Presentations and videos, texts, handbooks, spreadsheets, websites</p>
<b>Assessment/exam</b>	<p>Case scenario</p>
<b>Evaluation</b>	
<b>Course review</b>	

## Appendix 1- Table of Constructive Alignment

No	Lesson	Learning outcome	Teaching method	Assessment methods
1	Key concepts for innovation - from innovation to intrapreneurship	1; 2; 3; 12	Lectures and tutorials	Socratic questioning
2	Challenges and stakes of innovation in business	1; 2; 3	Lectures and tutorials	Self-assessment quiz for the topic, case scenario & working with your own organisation
3	Innovation	1, 2, 3; 12	Group work	Case scenario
4	Introducing project management: tools, concepts, terms	6; 8; 9; 11	Lectures and tutorials	Group work on case scenario
5	Cost benefits analysis and risk assessments	4	Lectures and tutorials	Individual assignment
6	Technical, economic and design feasibility (technical readiness, assessment of risks)	5	Lectures and tutorials	Socratic questioning & self-assessment quiz for the topic
7	Legal framework: contract and IP law principles	5	Lectures and tutorials	Socratic questioning and case scenario
8	Demand modelling	4	Group work	Case scenario
9	Business planning, strategies, models, and demand modelling	3; 4; 7; 10	Group work and blended learning	Case scenario
10	Marketing strategy and analysis	4; 10	Blended learning and group work	Case scenario
11	The pitch	6; 8; 9; 11	Group work	A pitch

## Appendix 2 - [Example Assessment Case - full semester programme]

## Appendix 2 - [Example Assessment - Case intensive programme]

Left empty on purpose, as it is not relevant for a module like this.

## Appendix 3 - [Exemplary Lesson(s)]

### Lesson 01 - key concepts for Intrapreneurship and Innovation

#### 1) Introduction

This lesson aims to equip learners with the basic knowledge needed to prepare for working with innovation and intrapreneurship. It embeds intrapreneurship in the wider concept of entrepreneurship and its various forms.

#### 2) Learning outcomes

Primary learning outcome from the toolbox guide:

LO 1 - Understand and describe intrapreneurial terms and concepts.

LO 2- Distinguish between entrepreneurship and intrapreneurship and the ways of developing intrapreneurship within an organisation

LO 3 - Identify and describe business aspects of intrapreneurship

LO 12 - Manage the intrapreneurial mindset in all its components

#### 3) Teaching methods

The lesson is based on basic knowledge of innovation and intrapreneurship. It will therefore be lecture-based with sporadic small group discussions, leading up to discussions in plenary, enclosing the points and conclusions presented by each group. Ensuring a strong knowledge base for the practical lessons later in the module.

#### 4) Module content

In this lesson, the learners will cover the basic concepts of innovation and entrepreneurship:

1.1 Innovation as a concept

1.2 Entrepreneurship and intrapreneurship

1.3 Organisational intrapreneurship

1.4 Business aspects

#### 5) Lesson plan

- I. **Learner activity:** Discussions in small groups of existing individual knowledge and understanding of innovation and the concepts.
- II. **Presentation:** Basic concepts of innovation and their relations are presented through discussing and supplementing the outcomes of the group discussions.

- III. **Learner activity:** Discussions in small groups of how learners would differ intrapreneurship from entrepreneurship.
- IV. **Plenary discussion:** Outcomes of the above group discussions.
- V. **Presentation:** Intrapreneurship in organisations. How to navigate.
- VI. **Learner activity:** Group discussion; how would the learners approach innovation and intrapreneurship in the organisation in which they are currently working?
- VII. **Presentation:** Basic business aspects between entrepreneurship and intrapreneurship.
- VIII. **Roundup in plenary**

## 6) Teaching materials

### o Books & articles

- I. “*Entrepreneur, Entrepreneurship and Intrapreneurship. A Literature Review*”( [https://mpra.ub.uni-muenchen.de/82793/1/MPRA\\_paper\\_78871.pdf](https://mpra.ub.uni-muenchen.de/82793/1/MPRA_paper_78871.pdf))
- II. “*Entrepreneurship versus intrapreneurship*” (<https://www.ceeol.com/search/article-detail?id=733299>)
- III. Adams, R., Spinelli, S. (2016). *New Venture Creation: Entrepreneurship for the 21st Century*, 10th Edition, International Edition, McGraw-Hill Education, (484 pages) ISBN-10: 9814577464 ISBN-13: 978-9814577465
- IV. Zacharakis, A., William D. Bygrave, W.D. & Corbett, A.C. (2017) *Entrepreneurship*, 4th Edition. John Wiley and Co. (622 pages) ISBN: 1119298814, 9781119298816
- V. Brown, Tim (2009). *Change by Design: How Design Thinking transforms Organisations and inspires Innovation*. Haper Business.
- VI. Baum, J. R., Frese, M., & Baron, R. A. (Eds.). (2014). *The psychology of entrepreneurship*. Psychology Press.
- VII. Bhide, A. (1996). The questions every entrepreneur must answer, *Harvard Business Review*, 74(6), 120-130.
- VIII. Blundel, R., Lockett, N., & Wang, C. (2017). *Exploring entrepreneurship*. SAGE.
- IX. Burns, P. (2013). *Corporate entrepreneurship: Innovation and strategy in large organizations* (3rd ed.). Palgrave Macmillan.
- X. Christensen, C. M. (2013). *The Innovator’s Dilemma: When new technologies cause great firms to fail*. Harvard Business School Publishing.
- XI. Dollinger, M.J. (2008). *Entrepreneurship: Strategies and Resources*. Marsh Publications, Lombard, Ill.
- XII. Drucker, P. (1999). *Innovation and Entrepreneurship*. Butterworth Heinemann.
- XIII. Gartner, W. (1989). Who is an entrepreneur? is the wrong question. *Entrepreneurship Theory and Practice*, 13(4), 47-68.
- XIV. Hirunyawipada, T. & Zolfagharian, M. (2015). *Corporate Entrepreneurship and Resource Recombination: A Dynamic*



- Capabilities Approach to Innovation. In *Revolution in Marketing: Market Driving Changes*, 172-172, Springer.
- XV. Hisrich, R. D. & Kearney, C. (2012). *Corporate entrepreneurship: How to create a thriving entrepreneurial spirit throughout your company*. McGraw-Hill.
- XVI. Kuratko, D. (2013). *Entrepreneurship: Theory, Process, and Practice* (9th ed.) Wiley.
- XVII. Kuratko, D. F., Morris, M. H., & Covin, J. G. (2011). *Corporate innovation & entrepreneurship: Entrepreneurial development within organizations* (3rd ed.). Western Cengage Learning.
- XVIII. McGrawth R.G. & McMillen, I. (2000). *The Entrepreneurial Mindset - Strategies for continuously creating opportunity in an age of uncertainty*. Harvard Business School Press.
- XIX. Osterwalder, A. (2010). *Business model generation: A handbook for visionaries, game changers, and challengers*. Wiley.
- XX. Popescul, L. (2017). Entrepreneurship. The Road to Ideas to Opportunities and Business Success. *International Journal of Entrepreneurial Behavior & Research*, 23(5), 839-841.
- XXI. Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Publishing Group.
- XXII. Sarasvathy, S., Dew, N., Velamuri, S.R. & Venkataraman, S. (2003). Three views of entrepreneurial opportunity, in Acs, Z.J. & Audretsch, D.B. (eds). *Handbook of Entrepreneurship Research. An Interdisciplinary Survey and Introduction*.
- XXIII. Stevenson, H. H. & Jarillo, J. C. (1990). A Paradigm of Entrepreneurship: Entrepreneurial Management, *Strategic Management Journal*, 11 (Special Issue: Corporate Entrepreneurship, Summer), 17-27.

o **PowerPoints**

- I. Introduction to intrapreneurship
- II. Introduction to organisational innovation

o **Websites**

- I. *"Intrapreneurship in Established Organizations"*  
[https://www.youtube.com/watch?v=tTcgVCSII\\_o&ab\\_channel=TEDxTalks](https://www.youtube.com/watch?v=tTcgVCSII_o&ab_channel=TEDxTalks)

## 7) Socratic questioning

- What can be achieved with intrapreneurship?
- Why do we want to use intrapreneurship?
- How do we approach intrapreneurship in an organisation?

## 8) Self-assessment quiz for topic

## Lesson 02 - Challenges and stakes of innovation

### 1) Introduction

This lesson aims to equip learners with basic knowledge of the challenges and stakes that are parts of intrapreneurship and innovation.

### 2) Learning outcomes

Primary learning outcome from the toolbox guide:

LO 1 - Understand and describe intrapreneurial terms and concepts

LO 2 - Distinguish between the ways of developing intrapreneurship within an organisation

LO 3 - Identify and describe business aspects of intrapreneurship

### 3) Teaching methods

The lesson is based on the basic challenges and stakes of intrapreneurship and innovation and will therefore be lecture-based with sporadic small group discussions, leading up to discussions in plenary, enclosing the points and conclusions presented by each group. Ensuring a strong knowledge base for the practical lessons later in the module.

### 4) Module content

In this lesson, the learners will cover the basic challenges and stakes of intrapreneurship and innovation:

2.1 Challenges in innovation

2.2 Challenges - entrepreneurship vs. intrapreneurship.

2.3 Challenges and stakes within the organisation

### 5) Lesson plan

STEP 1 Changes within your organisation, effect of innovation

STEP 2 Challenges and stakes of intrapreneurship and innovation, including questions to reflect on

STEP3 Case work: Michelin Fleet Solutions: From Selling Tires to Selling Solutions

### 6) Teaching materials

- o PowerPoint

- I. Challenges and stakes of innovation

- Article:  
I. “Michelin Fleet Solutions: From Selling Tires to Selling Solutions.  
<http://www.thecasecentre.org.org/>

## **7) Socratic questioning**

## **8) Self-assessment quiz for the topic**

Q1: In one’s innovative approach, how do organisations reach a balance between operations and development?

Q2: Why is intrapreneurship important for an organisation - and what are the challenges and stakes?

Q3: To make sure of a successful implementation, what is required by the organisation?

## Lesson 03 - Innovation and introduction to the case scenario

### 1) Introduction

This lesson focuses on innovation. Learners will be innovating a new product or service by using idea creation. The outcome of this innovative process will be a product or service that will be unfolded throughout the lesson. Learners will also be introduced to the Business Plan, and the importance of it. At the end of this lesson, learners will be able to start working with his or her case scenario.

### 2) Learning outcomes

Primary learning outcome from the toolbox guide:

- LO 1 - Understand and describe intrapreneurial terms and concepts
- LO 2 - Distinguish between the ways of developing intrapreneurship within an organisation
- LO 3 - Identify and describe business aspects of intrapreneurship
- LO 12 - Manage the intrapreneurial mindset in all its components

### 3) Teaching methods

The activities in this lesson will be based on lectures, group work and peer-to-peer activity

### 4) Module content

In this lesson, the students will be innovating from different approaches:

- 3.1 Idea creation
- 3.2 Innovation focusing on product or service optimisation
- 3.3 Outside-in approach
- 3.4 Future demands approach
- 3.5 Introducing the Business Plan

### 5) Lesson plan

STEP 1 Description of the organisation and its products, vision, and mission, defining the goals and objectives, BCG model, idea generation on new products or services optimising existing ones.

STEP 2 Market requirements - idea generation on market requirements. This workshop aims at analysing customer needs and behaviour and, based on that, generating new ideas.

STEP 3 Future requirements - idea generation on scenario settings (what if...) This workshop aims at predicting scenarios of technological evolution, with potential impact on the competitiveness of specific industrial sectors.

STEP 4 Idea selection, unfolding the product or service, PLC, environmental approach, design and build your product

STEP 5 Business Plan - introduction to a Business Plan and the importance of this document.

STEP 6 Case scenario - start to fill in the Business Plan and describe the idea (product or service) that your organisation should implement. Writing out the plan is an invaluable exercise for clarifying the ideas and can help to understand the scope of your business, as well as the amount of time, money, and resources.

## 6) Teaching materials

### ○ Websites

- I. How to write a business plan  
<https://www.startupdonut.co.uk/business-planning/write-a-business-plan/essential-guide-to-writing-a-business-plan>
- II. How to write a business plan  
<https://quickbooks.intuit.com/r/business-planning/business-plan-template/>
- III. Business Plan template  
<https://www.shopify.com/id/blog/business-plan#3>

## 7) Socratic questioning

## 8) Self-assessment quiz for the topic

# Lesson 04 - Introducing project management

## 1) Introduction

The lesson investigates the planning and action required to create the conditions for success and effective project management. The aim is to develop a sound understanding of the fundamental concepts of managing projects. Learners shall learn to define a project's strategic objectives, evaluate organisational contexts, and understand how teamwork is key for a successful project. They shall be able to identify the project manager's role regarding the project's completion and apply fundamental project management tools that can be applied in a target-oriented way. Additional learnings can be the evaluation of project risks and the development of work breakdown structures. It is essential to understand the importance of project initiation for project success and how to establish criteria for the project, and to measure and interpret the findings.

## 2) Learning outcomes

Primary learning outcome from the toolbox guide:

LO 6 - Design and manage intrapreneurial projects

LO 8 - Facilitate business-case development

LO 9 - Facilitate project management of intrapreneurial ideas and projects

LO 11 - Cultivate team/business spirit

## 3) Teaching methods

This module has been designed to provide relevant theoretical input to help learners thoroughly understand Project Management.

- **Face-to-face** - this may include the following:
  - Face to face interactive large group session (e.g., team-based learning)
  - Face to face interactive small group session (generic space in smaller groups through seminars/workshops/tutorials)
  - Guest lectures
  - Formative assessment and drop-in sessions
- **Online contact hours** (if applicable)  
(comprising online activities with tutor input over a learning platform)

## 4) Module content

This module will provide learners with a good understanding of key concepts and theories in the field of Project Management. Learners will learn about key practices and techniques and gain a good understanding of how they might be applied in real professional contexts.

The syllabus covered in this module covers:

- Principles of Project Management
- Different types of projects
- The role of the Project Manager
- The project organisation
- Project planning
- Projects within a sustainable framework
- Project scheduling, implementation, and control
- Relationship to business planning and corporate strategy
- International standardisation processes to managing projects
- Risk assessment, prioritisation, and mitigation strategies

## **5) Lesson plan**

**STEP 1** Presentation of the topic - project management framework and processes  
Introduction to the syllabus; explanation of teaching approach. The context of projects and their different types. The various processes involved in project management such as integration and scope management.

**STEP 2** Project planning and control  
Project planning and control through time, cost, and quality management.

**STEP 3** Process improvements and procurement in projects  
Managing progress through lean operations management and procurement.

**STEP 4** Project human resources management and real-life projects (case studies)  
Project leadership and effective people management in projects.  
External speaker to deliver a guest lecture about actual projects. Preferably, the speaker should be from a maritime context such as naval engineering, maritime operations, etc...

**STEP 5** Change and risk management in projects  
Managing risks and resistance in change in projects by adopting a proactive approach.

**STEP 6** Case scenario  
Drafting and completing comprehensive project management plans covering all phases of the effective management of projects from inception to initiation, planning, controlling and completion. Additional elements include costing, risk assessment, human resources management, marketing, and dissemination.

## **6) Teaching materials**

- **Articles**

- I. Hussein, Bassam & Ahmad, Saad & Zidane, Youcef J-T. (2015). Problems Associated With Defining Project Success. *Procedia Computer Science*. 64. 940-947. 10.1016/j.procs.2015.08.611. <https://www.sciencedirect.com/science/article/pii/S1877050915027465?via%3Dihub>
- Scholz, Julia-Anne & Sieckmann, Felix & Kohl, Holger. (2020). Implementation with agile project management approaches: Case Study of an Industrie 4.0 Learning Factory in China. 45. 234-239. 10.1016/j.promfg.2020.04.100. <https://www.sciencedirect.com/science/article/pii/S2351978920311422?via%3Dihub>
- o **PowerPoints**
  - I. ..
- o **Websites**
  - I. <https://www.ipma.world/>
  - II. <https://www.pmi.org/>
- o **Books**
  - I. *“Project management by Dennis Lock, published by Gower Publishing Ltd, 2013*
  - II. *“A User’s Manual to the PMBOK Guide” by Cynthia Stackpole, published by the Project Management Institute PMI, 7th edition (or 5th edition, 2013 - subject to availability), 2021*

## 7) Socratic questioning

## 8) Self-assessment quiz for topic

Q&A



# Lesson 05 - Cost benefit analysis and risk assessment

## 1) Introduction

This lesson introduces the process of cost benefit analysis by which the value of a project is established in terms of its financial and economic viability and the quantitative and qualitative methods used to assess project risk.

## 2) Learning outcomes

Primary learning outcome from toolbox guide:

LO4 - Assess the market potential and be able to evaluate risks

## 3) Teaching methods

Lectures, case studies, and practical exercises.

- **Face-to-face** - this may include the following:
  - Face to face interactive large group session (e.g., team-based learning)
  - Face to face interactive small group session (generic space in smaller groups through seminars/workshops/tutorials)
  - Guest lectures
  - Formative assessment and drop-in sessions
- **Online contact hours** (if applicable)  
(comprising online activities with tutor input over a learning platform)

## 4) Module content

This lesson covers:

- 5.1 Decision making and business case models.
- 5.2 Costing and investment appraisal - financial appraisal and cost benefit analysis
- 5.3 Risk assessment: sensitivity analysis, qualitative and quantitative risk assessment

## 5) Lesson plan

STEP 1 Investment appraisal frameworks

Principles of cost benefit analysis (CBA) (ethical framework, willingness to pay, net social benefit, externalities). Risk assessment, risk prevention and mitigation

## STEP 2 Costing a project

Financial appraisal (NPV and IIR). Social and economic appraisal (SDRs). Use Excel to build a simple financial model and undertake a sensitivity analysis.

## STEP 3 Probabilistic risk analysis

Monte Carlo simulation methodology. Probability density functions (uniform, triangular, normal, discrete), cumulative distribution function, random sampling Cumulative Distribution Functions (CDFs).

## STEP 4 Applications

Use Excel to implement a simple Monte Carlo simulation to evaluate financial risk, project management risk.

STEP 5 Perform a costing analysis of the project and complete the financial part of the business plan template.

An application of the financial modelling using the Monte Carlo simulation is used to:

- Forecast the free cash flow from the business
- Calculate the Net Present Value of the forecasts cash flow and the confidence of achieving the targets

## 6) Teaching materials

### o Articles

- I. Arteaga, Francisco & Perez-Bermejo, Marcelino. (2020). How To Build A Monte Carlo Simulation Tool In Excel With Only Five Lines Of VBA Code. 8177-8187. 10.21125/inted.2020.2235.

### o PowerPoints

- I.

### o Websites

- I.

### o Books

- I. Cost-Benefit Analysis and the Environment: Recent Developments OECD, [1 ed.] 2006, ISBN 92-64-01004-1; 1-280-60653-3]
- II. Guide to Cost-Benefit Analysis of Investment Projects, Directorate-General for Regional and Urban policy, European Commission 2017, ISBN 978-92-79-34796-2

## 7) Socratic questioning

## 8) Self-assessment quiz for topic

Q&A

## Lesson 06 - Technical assessment

## 1) Introduction

The lesson introduces the principles underpinning the technical assessment of technology and processes of selecting the best available technology for a project.

## 2) Learning outcomes

Primary learning outcome from toolbox guide:

LO5 - Perform a technical assessment

## 3) Teaching methods

Lectures, case studies, and practical exercises.

- **Face-to-face** - this may include the following:
  - Face-to-face interactive large group session (e.g., team-based learning)
  - Face-to-face interactive small group session (generic space in smaller groups through seminars/workshops/tutorials)
  - Guest lectures
  - Formative assessment and drop-in sessions
- **Online contact hours** (if applicable)  
(comprising online activities with tutor input over a learning platform)

## 4) Module content

In this lesson, the learners will cover the basic concepts of project management

6.1 Technology learning, cost, and risk

6.2 Technology Readiness Assessment

## 5) Lesson plan

**STEP 1 Technology learning**

Learning curves and organisational learning. Application of learning curves to competitive strategy and economic policy.

**STEP 2 Technology Readiness**

Technology readiness levels. The process of Technical Readiness Assessment (TEA). Case study e.g., TEA Small Modular Reactors

**STEP 3 Use a Technology Readiness Level Assessment tool to quantify and evaluate the project's technology development**

Assess the readiness of any technology to be incorporated into the product/service. Include the findings into the business plan.

## 6) Teaching materials

- o **Articles**

- I. SMR Techno-Economic Assessment. Project 1: Comprehensive Analysis and Assessment Techno-Economic Assessment Final Report, Volume 1 For The Department of Energy and Climate Change, 21 July 2016

- o **PowerPoints**

- I.

- o **Websites**

- I.

- o **Books**

- I. Technology Learning Curves for Energy Policy Support, European Commission, 2017, ISBN 978-92-79-25676-9

## 7) Socratic questioning

## 8) Self-assessment quiz for topic

Q&A

# Lesson 07: Legal framework: contract and Intellectual Property (IP) law principles

## 1) Introduction

It may be necessary to protect research and innovative projects. Equally, any innovation must not infringe on existing rights and patents. At this late stage, it time to protect one's rights and provide participants with an understanding of legal rules.

This module will provide students with basics in contract law and IP law.

## 2) Learning outcomes

Primary learning outcome 5 from the toolbox guide:

LO 5 - Perform a technical assessment

## 3) Teaching methods

This lesson will be delivered in the form of blended learning, PowerPoint presentations will be provided as support to case studies of contract and IP law.

In groups, the learners will first understand how to determine the applicable law. Then, learners will discuss the interest of getting patented, and which level is appropriate.

Learners will also be given advice on how to conduct business intelligence and effective IP watch.

The groups will present their case study on IP.

## 4) Module content

In this lesson, the learners will learn about the basic rules of the law of contract, i.e., conditions of validity, effects and risks of liabilities and then specific rules of IP law. But to be able to understand why one state's law applies rather than another, a focus will be made on the sources of law and the hierarchy of the rules.

Law of contract being mainly domestic law, lessons will be performed in accordance with the state where the lessons will be taught, with brief comparison to other countries, where appropriate.

Then learners will be able to cope with IP law, which will enable them to know what property rights are, and to whom they belong. Here, lessons will be domestic-oriented, but European and international rules will also be explained as they may prevail on domestic ones.

## 5) Lesson plan

### STEP 1 Legal systems and sources of law

Learners are living in different legal systems, with rules that differ from one country to another, and all countries' laws cannot be studied.

Therefore, this preliminary lesson will make a short overview of the main legal systems that exist in Europe, and then explain what the different sources of law are together with the hierarchy of the norms, and finally, will expose the rules to determine the applicable law.

### STEP 2 Contracts and obligations, definitions, and classifications

In this lesson, participants will learn about contractual law and the different kinds of contracts

### STEP 3 Formation of the contract

Before knowing the legal regime for the performance of the contract, it is still necessary to be sure that a contract has been concluded on the one hand and on the other hand, whether it has been concluded in compliance with the rules which ensure the parties have agreed, in good faith, as the contract has reflected it without abusing or misleading the other party.

### STEP 4 Effects of the contract

A contract is a concordance of wills that parties want to give legal effects, between them and towards third parties.

### STEP 5 Termination of the contract

Obligations are normally extinguished by their voluntary performance, i.e., satisfaction. But there are other ways of extinguishing obligations, even without performance.

### STEP 6 Contractual non-performance

Parties are supposed to fulfil the contractual obligations, which are the rationale of their commitment. In this sixth lesson, students will learn what are the consequences of non-performing contractual obligations; in other words, contractual liability

### STEP 7 Introducing IP law

Intellectual Property (IP) law relates to the establishment and protection of intellectual creations such as inventions, designs, brands, artwork, and music. This lesson will focus on industrial property.

Within an organisation, any staff can create and this needs to be secured.

This preliminary lesson on IP law will then focus on the issues at stake.

### STEP 8 Rights under IP Law

IP law is divided into different rights: moral rights and economic rights.

This lesson will go through these rights.

### STEP 9 Effective protection

This last lesson will be based on the mechanisms for protection: registering patents under local and international scopes and claiming judicial and extrajudicial ways.

STEP 10 Case scenario

Choosing the best protection for your innovation. Fill in your answers in the business plan

## 6) Teaching materials

PowerPoints

E.g., Formation of contract

Websites

<https://www.wipo.int/portal/en/index.html>

<https://www.epo.org/index.html>

[https://europa.eu/youreurope/business/running-business/intellectual-property/index\\_en.htm](https://europa.eu/youreurope/business/running-business/intellectual-property/index_en.htm)

<https://www.inpi.fr/fr>

## 7) Socratic questioning

## 8) Self-assessment quiz for topic

## Lesson 08: Demand modelling

### 1) Introduction

This lesson introduces the principles underpinning demand modelling. The learner will be able to assess the market potential for the new product or service.

### 2) Learning outcomes

Primary learning outcome from toolbox guide:

LO 4 - Assess the market potential and be able to evaluate risks

### 3) Teaching methods

This lesson will be delivered in the form of blended-learning, PowerPoint presentations, peer to peer presentations and group dialogue

### 4) Module content

After finishing this module, the learner will be able to assess market demand and supply and explore market potential.

### 5) Lesson plan

STEP 1 The economic and political factors, and how they will influence demand and supply, assess sales opportunities and threats

STEP 2 Estimate potential value that the product generates, define your core

STEP 3 Define your target group, perform a market segmentation, select a beachhead market, build an End User profile, calculate the TAM size for the Beachhead market, identify your next five customers

STEP 4 Estimate the number of potential customers, define your penetration rate, calculate the potential market size

STEP 5 Apply market size data, identify risks of change, assess best-case and worst-case scenarios in addition to your expected scenario.

STEP 6 Based on the scenario - describe the potential growth and risks within your market. Fill in the Business Plan.

### 6) Teaching materials



## **PowerPoints**

## **Websites**

<https://learn.marsdd.com/article/how-to-estimate-market-size-business-and-marketing-planning-for-startups/>

**7) Socratic questioning**

**8) Self-assessment quiz for topic**

## Lesson 09: Business planning, strategies, and models

### 1) Introduction

Organisations must be aware of their surroundings, and act fast upon market shifts, disruptions, and innovative ideas. As a result, organisations must be able to continuously innovate their products and services and possibly even their business model to stay profitable. Managers must think as designers and innovate like start-ups.

This module will provide learners an idea of different types of business models, and strategies.

### 2) Learning outcomes

Primary learning outcome from toolbox guide:

LO 3 - Identify and describe business aspects of intrapreneurship

LO 4 - Assess the market potential and be able to evaluate risks

LO 7 - Embed your own strategy in market trends

LO 10 - Evaluate best practice for innovation

### 3) Teaching methods

This lesson will be delivered in the form of blended learning, PowerPoint presentations, and group dialogue, peer to peer presentations.

### 4) Module content

In this lesson, the learners will learn about the logic behind the Business Model Canvas, and the model guides one through all elements.

The Business Model Canvas is a shared language for describing, visualising, assessing, and changing business models. It describes the rationale of how an organisation creates, delivers, and captures value (<https://www.businessmodelsinc.com/about-bmi/tools/business-model-canvas/>).

### 5) Lesson plan

STEP 1: Introduction to Business Model Canvas

STEP 2: Based on the case scenario - product or service, fill in the Business Model canvas i.e.:

- Customer segments: Who are the customers? What do they think? (See lesson 8)
- Gain better insights of your customers

- Value propositions: What's compelling about the proposition?
- Channels: How are these propositions promoted, sold, and delivered? Why? Is it working?
- Customer relationships: How do you interact with the customer through their 'journey'?
- Revenue streams: How does the business earn revenue from the value propositions?
- Key activities: What uniquely strategic things does the business do to deliver its proposition?
- Key resources: What unique strategic assets must the business have to compete?
- Key partnerships: What can the company not do so it can focus on its key activities?
- Cost structure: What are the businesses' major cost drivers? How are they linked to revenue?

STEP 3: Present the Business Model Canvas, and receive peer feedback

STEP 4: Fill in your answers in the business plan

## 6) Teaching materials

### PowerPoints

Presentation - Workshop: Venture Design IV 'Engineering Your Business Model'

### Websites

<https://medium.com/seed-digital/how-to-business-model-canvas-explained-ad3676b6fe4a>

<https://www.productplan.com/learn/business-model-canvas/>

[https://www.alexandercowan.com/workshop-business-model-canvas/#Learning\\_Objectives](https://www.alexandercowan.com/workshop-business-model-canvas/#Learning_Objectives)

## 7) Socratic questioning

## 8) Self-assessment quiz for topic

# Lesson 10: Marketing strategy and analysis

## 1) Introduction

This lesson aims at providing learners with effective tools and methodologies to analyse market and competition, and to conduct effective, targeted marketing activities.

## 2) Learning outcomes.

Primary learning outcome from toolbox guide

LO - 4 Assess the market potential and be able to evaluate risks

LO - 10 Evaluate best practice for innovation

## 3) Teaching methods

This lesson will be delivered in the form of blended learning, PowerPoint presentations, Padlet and group dialogue

## 4) Module content

Learners will be able to create the optimal marketing mix for the organisation that they work for. Learners will also be able to assess competitors and market potentials.

## 5) Lesson plan

STEP 1: Analyse and identify your competitors, perform a competitor analysis, pinpoint indirect and direct competitors, examine replacement competitors, determine which parts of your competitors' businesses are worth investigating

STEP 2: Describe the marketing mix for the new product or service

STEP 3: Make a SWOT analysis

STEP 4: Perform a PESTEL analysis, summarize the political and economic, social, technological, environmental, and legal factors

STEP 5: Case scenario - Fill in your business plan

## 6) Teaching materials

**PowerPoints**

## **Websites**

<https://strategicmanagementinsight.com/tools.html>

<https://www.business2community.com/marketing/the-marketing-mix-is-it-still-relevant-today-02298017>

<https://courses.aiu.edu/Certificate/Branding/Marketing/Leccion%204/Marketing%2004.completed.word.pdf>

<https://www.youtube.com/watch?v=11b2JdeHoGM>

<https://www.mykpono.com/how-to-conduct-competitive-analysis/>

**7) Socratic questioning**

**8) Self-assessment quiz for topic**

## Lesson 11 -The pitch

### 1) Introduction

The learner will become an expert on his or her idea. The learner will describe the idea/product in a clear way so that experts within the specific field will understand the idea behind the product and see the potential behind the product.

### 2) Learning outcomes

Primary learning outcome from toolbox guide:

LO 6 - Design and manage intrapreneurial projects

LO 8 - Facilitate business case development

LO 9 - Facilitate project management of intrapreneurial ideas and projects

LO 11 - Cultivate team/business spirit

### 3) Teaching methods

The teaching methods will be based on blended-learning, dialogue with peers and external partners, and finally learner pitches.

To make the lecture more vivid and engaging, the teacher could bring in start-up firms, to give good advice on how to proceed with the business plan, but also to give good ideas on how to make a good business plan.

### 4) Module content

The learners will be able to write and complete their business plan, and in a simple way explain the core values of the idea/product. The business plan describes market opportunity and risks, potential competitors, future customers etc. The business plan must be realisable and easy to implement for any organisation, and cover all relevant data, figures, and information.

The business plan is well structured, and easy to understand.

### 5) Lesson plan

Transferring the ideas and material from lesson 1 to 10 into the business plan.

STEP 1 - Finalise the business plan, prepare a pitch

STEP 2 - Assess how to motivate the people around you

STEP 3 - Pitch your business plan in max. 10 minutes in front of another learner, and receive feedback after the pitch (peer feedback)

STEP 4 - Based on the peer feedback, finalise the business plan

STEP 5 - Pitch your business plan in front of relevant experts from within your organisation, and receive feedback when the pitch is done (Expert feedback)

## 6) Teaching materials

PowerPoints

Websites

<https://www.startupdonut.co.uk/business-planning/write-a-business-plan/essential-guide-to-writing-a-business-plan>

<https://quickbooks.intuit.com/r/business-planning/business-plan-template/>

[https://www.youtube.com/watch?v=XWRtG\\_PDRik](https://www.youtube.com/watch?v=XWRtG_PDRik)

<https://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/>

## 7) Socratic questioning

1. How will you engage internal and external partners to your idea/project?
2. How will you communicate your idea, and persuade people within your organisation, that your idea is absolutely a need-to-have?

## 8) Self-assessment quiz for topic

Now that you have completed your business plan, and received feedback on it, what would you have done differently?

## Appendix 4 - Resources

### References from lessons 7-10

*\*Please refer also to references listed in the exemplary lessons (Appendix 2)*

#### Websites

- MaRs Startup Toolkit, How to estimate market size: Business and marketing planning for startups, MaRS Discovery District., 2021  
<https://learn.marsdd.com/article/how-to-estimate-market-size-business-and-marketing-planning-for-startups/>
- Sheda, How To: Business Model Canvas Explained, Sheda, 2016  
<https://medium.com/seed-digital/how-to-business-model-canvas-explained-ad3676b6fe4a>
- ProductPlan, How to Build a Product Roadmap Based on a Business Model Canvas, ProductPlan 2021  
<https://www.productplan.com/learn/business-model-canvas/>
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[https://www.alexandercowan.com/workshop-business-model-canvas/#Learning\\_Objectives](https://www.alexandercowan.com/workshop-business-model-canvas/#Learning_Objectives)
- Strategic Management Insight, Strategic Tools and Management, StrategicManagementInsight.com, 2021  
<https://strategicmanagementinsight.com/tools.html>
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<https://www.business2community.com/marketing/the-marketing-mix-is-it-still-relevant-today-02298017>
- Pono, Myk, Competitive Analysis: How To Conduct A Comprehensive Competitive Analysis, MykPono, 2021  
<https://www.mykpono.com/how-to-conduct-competitive-analysis/>
- How to write a business plan  
<https://www.startupdonut.co.uk/business-planning/write-a-business-plan/essential-guide-to-writing-a-business-plan>
- Atom Content Marketing, Essential guide to writing a business plan, Atom Content Marketing Ltd, 2021  
<https://quickbooks.intuit.com/r/business-planning/business-plan-template/>



- Brame, Cynthia J. and Rachel Biel, Group work: Using cooperative learning groups effectively, Vanderbilt University, 2021  
<https://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/>

## Videos

- Olsen, Dan Olsen, How to Create Your Product Strategy, NYC Product Leader Summit, 2018  
<https://www.youtube.com/watch?v=11b2JdeHoGM>
- Sais Programme, How to Pitch your Startup in 3 Minutes, Sais Programme, 2018  
[https://www.youtube.com/watch?v=XWRtG\\_PDRik](https://www.youtube.com/watch?v=XWRtG_PDRik)