

CHALLENGE 1

ENTREPRENEURSHIP TRAINING

Discover what innovation is
Discover entrepreneurship and business
Discuss about the skills need it to become an
entrepreneur
Make an efficient team
Skills need it for an efficient team
Identification of useful information
Looking for business ideas
Small and Medium enterprises

Brief description

The aim of this challenge is to discover the concept of entrepreneurship and the business idea that can change someone's life by taking part in a competition. In it they will discover the entrepreneurial bug, of being businessmen and businesswomen, working in a theoretical and practical way, and how most of the business fabric of a country is created by small and medium-sized companies, even though our initial idea is to create large companies with thousands of workers, and how these small and medium-sized companies are created and function.

Finally, we will work on the idea that entrepreneurship is not only about creating companies but also it is a way of living and a way of life, related to their skills, and how they can be

developed in order to achieve them.

CHALLENGE 1	
Starting date:	Estimated duration: 15 hours
Finishing date:	Real Duration:
<p>Through a presentation by the teacher, the students will have to interpret the following challenge:</p> <p>In a country where the entrepreneurial fabric is booming, a great job opportunity is to be an entrepreneur. There is still a need for many innovative services and ideas that are not yet being offered to the population and that would be a great investment and solution.</p> <p>So why not become an entrepreneur?</p> <p>It is very possible that you have already had ideas in your head about possible businesses, so let's develop that great idea, an idea that will bring value to the society in which we live.</p> <p>In addition, we are going to participate in a business idea competition, for which the following requirements must be met.</p> <ul style="list-style-type: none"> • The teams have to be of 4 components (or an appropriate number decided by the teacher in the challenge 0). • The business idea must be related to the field proposed by the teacher (it can be related to their studies or any other field). • The business idea will be for a small medium sized company, and related to 	

innovation ideas

ACTIVITY 1

Creation of the team

Estimated duration: 1 hour

Real duration:

At this point, and in order to start with the training, the groups previously made in challenge 0 should be put together.

Once the equipment has been checked and assembled, the document "[teams contract](#)" will be handed over to them. This document will be the basis of the team, and the organization of the team will be in writing. In this document they will have to decide who will be the leader and spokesperson, the name of the team, the rules of internal functioning and the role of each member of the group. The document must be signed by all members.

ACTIVITY 2

Raising the challenge

Estimated duration: 2.30 hours

Real duration:

The teacher has to read the challenge out loud in front of the class. It is time for the students to just write down what they are understanding about the instructions (individually). This should take 10 minutes.

Then the students should be placed into their groups previously made through the lego activity.

Once the student has written it down on his or her sheet, each group shares what they have and looks at their points in common and their discordant points and holds a debate that leads them to a general group idea that they will later have to present to the class. 50 minutes should be given to the students for this task.

Each group explains to the other groups what they have understood they have to do in the challenge. 40 minutes should be given for this task.

Once all the groups have presented their ideas, there is a debate and a common class idea is reached. 50 minutes should be given for this task

ACTIVITY 3	
Identify and connect with the challenge	
Estimated duration: 1.30 hours	Real duration:

We ask them to visualize what the final result of the challenge could be and how to carry it out:

- The characteristics of the outcome they consider most extraordinary for this challenge.
- The characteristics of the worst outcome.
- How to arrive at the extraordinary result.

To do this, we ask them to take a sheet of paper and a pen and we ask them to use the “[pencils to the center](#)” exercises:

After doing the activity, the teams are asked to share again with their classmates and give 15 minutes to raise a discussion about their different answers among the class.

ACTIVITY 4	
Obtaining information	
Estimated time: 4 hours	Real time:

Information of all kinds is becoming more and more available to everyone on the internet, but sometimes too much information can work against us.

It is important to teach students how to get and filter this information properly in order to make good use of it and use it as an advantage in our company, therefore, the teacher will explain how to do content curation and how to get useful business information. To do this you can follow the document “[Identifying useful business information](#)”

After this explanation, the students should indicate 3 reliable sources (from Tanzania or other countries) and 3 fake news or information that can be found on the internet. 10 minutes should be given for this task.

Once everybody has found the different sources, open a discussion among the students about the sources, if they agree or not with the answer from their colleagues. 30 minutes should be given for this task.

After the theoretical discussion, VR should be used, simulation: [Business information and SMEs in Tanzania](#)
<https://my.uptale.io/experience/LaunchPage?id=ixyUGl5qWUmw6mEGgwms4g>.

Once the simulation has been completed, give the students 20 minutes to read the document “[The Role and Significance of Small and Medium Enterprises in the Economy](#)”.

After reading the document, make the teams design the perfect small business they could

think about (number of workers, role of every worker inside the company, logistics they could need on their daily duties, etc...) giving them an specific field for the business (of the future company would be related to their field of studies), or giving them total freedom for it.

30 minutes should be given for this task. Once they finish, they should give their answers written down into a paper with the team to their left, this team that receives the answers from another team should "correct" their work, explaining why they would make a different organigram, or a different small business.

After 30 minutes, corrections should be given back to their original team and given 30 minutes to discuss among them if they want to keep the changes made by the other groups, some, all, none or different ones they have thought of after the exercise.

ACTIVITY 5	
Being an entrepreneur	
Estimated duration:	Real duration:

Let's start the activity with some VR, simulation "Introduction to entrepreneurship"
<https://my.uptale.io/experience/LaunchPage?id=eMG72NMDFErhrMc8VhjmQ>

The importance of entrepreneurship is important, but like everything in life, skills can be trained, so we are going to start with a simple group dynamic, in which you must first decide individually which are the 3 most important qualities in an entrepreneur.

Then they should get together in working groups and decide among all members, which are the 2 most important qualities out of all the qualities they have written down.

After 10/15 minutes, the students should share with the rest of the class what they have decided they are.

Once the whole class has shared this information they are asked to read the following documents:

[The Entrepreneur Scan Measuring Characteristics and Traits of Entrepreneurs](#)

[Concept of Entrepreneurship and Entrepreneurs Traits and Characteristics](#)

[Entrepreneurship: Concepts, Theory and Perspective. Introduction](#)

At least one hour should be given to reading these documents.

Afterwards, we will again make use of virtual reality, with the simulation "[Characteristics of Successful Entrepreneurs](#)"

<https://my.uptale.io/experience/LaunchPage?id=bALWJinke0KbTEltpts8A>

Once finished, ask the students to get back together in groups and decide if, after having done the reading, they still have the same opinion about the two most important characteristics to be an entrepreneur and after 10 minutes in groups discussing it, open a whole class debate for 20 minutes about their opinions, if they have changed their vision about the skills and how to improve them in a personal way.

In case the students show great interest, give a little more time for this, sharing opinions and ways of looking at entrepreneurship always brings positive things to the students.

ACTIVITY 6	
Generating possible alternatives	
Estimated duration: 30 min	Real duration:

After having all the necessary information, the teacher will use divergent thinking to generate alternatives to the solution of the challenge posed. In order to boost students' creativity, we will first use VR simulation "Business ideation".
<https://my.uptale.io/experience/LaunchPage?id=XtdKXBu7EaU3RgTA5ofYg>

After VR, the students will be placed back into their teams and will do the following activity, the [writing brainstorming activity](#). The students should give an innovative idea about a business they will create for the contest.

30 minutes should be given for this activity.

ACTIVITY 7	
Submit proposals	
Estimated duration: 30 min	Real duration:

In the class group, the ideas generated in each team are shared, so that everyone can enrich their alternatives or consider new possibilities. For this task, 30 minutes should be taken.

ACTIVITY 8	
Select the proposal	
Estimated duration: 30 min	Real duration:

In order to select the proposal that will be develop during the next challenges, the tool used by the students will be the [decision matrix](#)

ACTIVITY 9	
Action planning	
Estimated duration: 30 min	Real duration:

Each team draws up a timeline in which they plan the work to be done, who will do it, when, how, as well as the material, tools and space to be used. For the space use, it should be always fittable with the space available and also the materials.

Work milestones and characteristics of the quality of the work carried out will also be marked. The planning must be approved by the teaching staff.

ACTIVITY 10	
Execute actions	
Estimated duration: 5 hours	Real duration:

Each team works on the achievement of the challenge as planned. In the process, it monitors that the set milestones are respected, as well as the quality and safety characteristics.

During this phase they will have to spend time preparing the challenge presentation, because they will have to present everything at the end of the challenge in front of the class and the teacher (extra teachers can be present during the presentations, especially good if they are not involved in entrepreneurship training).

EVALUATION

TECHNICAL COMPETENCES 60%						
Headings	5	4	3	2	1	%
Definition	Innovative and well-defined business idea	Well-defined business idea	Poorly defined business idea	Business idea very poorly defined	Business idea not defined	20 %
Creativity	Creative business idea or born from Brainstorming or similar.	Creative business idea.	Uncreative business idea	Uncreative business idea, similar to existing business ideas	It is a copy of another idea.	20 %
Feasibility	Business idea with good viability	Potentially viable business idea	Hardly viable business idea	Definitely unviable business idea.	Business idea without feasibility analysis	20 %

TRANSVERSAL COMPETENCES 40%							
	Excellent work	Great work	Good work	Proper work	More work needs to be done	Needs to work harder	%
	10	8	6	5	4	2	
Autonomy	When faced with unforeseen situations, they show a spirit of self-improvement and have the resources and ability to find solutions on their own.	Plans to carry out tasks in accordance with set objectives and deadlines	Performs tasks autonomously and on time.	Performs tasks on his/her own and knows how to ask for help when necessary.	Can develop activities under the guidance of the teacher or peers.	Needs constant help from the teacher or peers for any kind of activity.	8%
Implication	Takes the initiative in the team and assumes	Actively participates in the team and regularly	Participates in the team's actions/activities	Participates in team actions/activities and	Although he/she is punctual and participates in	Demonstrates inadequate behaviour in	8%

	<p>leadership in the team.</p> <p>Communicates efficiently</p>	contributes to the team	s and sometimes proposes some of them.	shows appropriate behaviour (use of time, care of materials and/or fulfilment of commitments)	part or all of the actions/activities proposed by his/her peers, he/she proposes them and shows inadequate behaviour regarding the use of time, care of materials and/or fulfilment of acquired commitments	terms of basic standards of attendance and punctuality, use of time, care of materials and fulfilment of commitments	
Oral communication	Communicates efficiently	His speech is clear and easy to understand and he provides documents when	He is able to express his ideas, opinions and feelings and invites other colleagues	Expresses ideas, opinions and feelings when necessary	He rarely expresses his ideas, opinions and feelings, and when he does, they are not clear	Has problems expressing ideas, opinions and feelings. Does not show respect	8%

		necessary and communicates approximately on time	es to communicate with him			for other people's messages (interrupts, mocks)	
Written communication	Written work presented in an original, entertaining, attractive and visual way (e.g. with pictures, mental maps)	Well-structured written work, following a logical order and easy to follow (index, well organised)	Your written work is well structured	Their written work is free of spelling errors	Their written work has some spelling mistakes and is poorly structured	Their written work is riddled with spelling errors and poorly structured	8%
Team work	Follows up the conflict using a monitoring plan.	Is able to manage conflicts within the team by providing solutions	Makes important contributions and is able to detect conflicts in the team	He contributes normally and generates a good atmosphere within the team	He does not contribute to the team although he does not generate a bad atmosphere within the team	He does not contribute to the team and also generates a bad atmosphere within the team	4%
Problem solving	In addition to the	In addition to the	Is capable of carrying	Correctly identifies the problem,	It is able to correctly identify	It is not able to correctly identify	4%

	above, it incorporates some of the areas of improvement into the project.	above, it detects areas for improvement	out the above process by proposing creative alternatives or adding value to the process	proposes different strategies, selects the best alternative and executes it and evaluates the results	the problem but not to establish a systematic approach to it	the problem	
Decision making	It sets out a plan for the follow-up of decisions taken and possible adjustments	Is able to take initiative and make decisions both in familiar circumstances and in a novel situation	Participates in decision-making, taking ownership of the group's objectives and responding to the commitments made	Make decisions by evaluating different alternatives and analysing the situation	Makes decisions without weighing up the alternatives	He hides and does not make decisions	4%

PROMOTION. FINAL RATING

In order to meet the challenge, the following will be taken into account:

- o To pass a challenge in a module you must have a minimum of 4 (out of

10) in all the parts of the module

- o In the challenge, it can happen that a student passes the challenge in one module and fails in another; in this case, he/she would make up only the module he/she failed.
- o Depending on the contents of each module, the teaching staff will consider whether or not to carry out validation activities, such as a conceptual/procedural activity where students demonstrate the knowledge acquired in the challenge; this validation will be taken as further evidence when it comes to the qualification.

RECOVERY SYSTEM:

- o Recovery from the challenge will be one or more of the following activities:
 - The complete team will improve the documentation submitted for the modules suspended in the challenge (if it is the complete team that is suspended).
 - The complete team will improve the presentation for the modules suspended in the challenge.
 - Individually improve the documentation submitted for failed modules in the challenge (if an individual in the team fails).
 - Individually the presentation will be improved for the modules suspended in the challenge.
- o The student must make up the part(s) he/she has failed.

