

CHALLENGE 4

ENTREPRENEURSHIP TRAINING

Create a corporate image
How to do a marketing analysis
Important skills for a salesman
How to look for clients
Pricing
Distribution

Brief description

This is the final step before the competition and the finalization of the business idea and the company. We will give the final details of the company to the outside world.

CHALLENGE 4

Starting date:

Estimated duration: 10 hours

Finishing date:

Real duration:

In this challenge we will specialize in the sales side of the product. It is not only important to create a good business idea and be able to set up the structures of the company with a solid financial foundation if we are not able to sell the product, or to reach our target audience, so here we will bring out our most creative part and our best tools to get our product sold, also remember that it is the last part before presenting our company to the competition.

Come on, you've done it!

ACTIVITY 1	
Let 's have a logo!	
Estimated duration: 30 minutes	Real duration:

We started with the most creative part, designing the company logo. It is always important that the logo represents the company and that it is a logo that people remember and immediately associate the logo with the product. It should also use colors that will later be used for the other branding of the company. You can use any programme you want for this, but just in case, here are some ideas of web pages for making logos “[WEB pages for making logos](#)”.

25 minutes should be given to the students for making this activity

ACTIVITY 2	
Marketing plan	
Estimated duration: 2.30 hours	Real duration:

It's time for marketing, first of all we will use the VR to see different strategies with the simulation “[Marketing Strategies](https://my.uptale.io/experience/LaunchPage?id=92WQAHpDk2Zj2jlmJZ2nQ)” <https://my.uptale.io/experience/LaunchPage?id=92WQAHpDk2Zj2jlmJZ2nQ>

After using the VR let's go into something more theoretical, the teacher should give the students 40 minutes to read the document “[marketing a comprehensive guide](#)”.

Once they have read it, we will proceed to get the teams together to work on a mini marketing plan, making decisions on the basics, it does not need to be very extensive.

40 minutes will be given for this activity.

Once done, we will proceed to share it with the rest of colleagues, being able to give advice to the rest of the teams.

The debate should last around 20 minutes. Once finished, each team should be given 10 minutes to make changes to their marketing plan if they so wish.

ACTIVITY 3	
Pricing	
Estimated duration: 1.30 hours	Real duration:

It is time to make a decision, and that is to put a price tag on the business idea.

There are different techniques, for this, students can search the internet for information, as well as use the “[Costing and pricing](#)” document.

Students should attach a report in which they explain the technique they have used for pricing and which indicators they have used.

ACTIVITY 4	
Let's become a salesman	
Estimated duration: 2 hours	Real duration:

Now comes the part that we need to practice, and that is how to be a good salesperson, there are different skills that are important, but first we are going to do a role play with the students, each one will receive a totally random object, and they will be given 5 minutes to think about how to sell that object to the rest of the class.

Each one will have about one minute (it should be an ‘express sale’).

Once all the students have finished, they will have to vote for the best sale.

Once chosen, a debate will be held on why they think it was the best sale and what skills are needed to be a good salesperson.

Once the debate is over, which should last around 20 minutes, the students will read together the document “[Skills needed for a salesman](#)” and discuss it together.

ACTIVITY 5	
How to find your clients	
Estimated duration: 2 hours	Real duration:

We are going to start with a discussion with the students on the topic of how to look for clients and networking, using the document "[How to Look for Clients and Network for Opportunities](#)" reading the teacher together with the students and debating what it says in it and sharing the opinions about it.

Once the reading is finished, which lasts approximately 45 minutes, we proceed to carry out the elevator pitch activity.

This is a brief (think 30 seconds to one minute) overview of your idea that gives listeners all the information they need to understand who you are, what idea you sell, and why they should buy it. A good elevator pitch is attention-grabbing, exciting, and quickly informative

After they have made the role play activity, ask all the students to write down their elevator speech, with all the changes they have made according to the feedback received.

Once the elevator speech activity is finished, we will proceed with the simulation "[Networking](https://my.uptale.io/experience/LaunchPage?id=nvEL1BOKSUK54qPVSLC9KA)"

ACTIVITY 6	
Distribution	
Estimated duration: 1 hour	Real duration:

Finally, and before participating in the contest, the teams must, with the help of the Internet, books or all the information they can find, make a plan of how the distribution of their business idea will be to ensure that they are capable of supplying and distributing their product.

TECHNICAL COMPETENCES 60%						
Headings	5	4	3	2	1	%

Logo	the logo represents the business idea perfectly	The logo represents the business idea very well	The logo represents the business idea well	The logo represents the business idea poorly	The logo doesn't represent the business idea	10 %
Marketing plan	Complete and well defined marketing plan	Complete marketing plan	Missing some parts from the marketing plan	Most parts of marketing plan are missing	Marketing plan missing	20 %
Pricing	Complete and well defined pricing report, the price also is adjust to reality	Complete pricing report, the price also is adjust to reality	Not totally completed pricing report, the price is adjust to reality	Not totally completed pricing report, the price is not adjust to reality	Uncompleted pricing report, the price is not adjust to reality	10 %
Elevator pitch	The elevator pitch sales the idea perfectly	The elevator pitch sales the idea very good	The elevator pitch sales the idea good	The elevator pitch sales the idea poorly	The elevator pitch doesn't sale the idea	10 %

Distribution plan	Complete and well defined distribution plan	Complete distribution plan	Missing some parts from the distribution plan	Most parts of the distribution plan are missing	Distribution plan missing	10%
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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	Actively participates in	Participates in the	Participates in team	Although he/she is punctual	Demonstrates inadequate	8%

	<p>team and assumes leadership in the team.</p> <p>Communicates efficiently</p>	<p>the team and regularly contributes to the team</p>	<p>team's actions/activities and sometimes proposes some of them.</p>	<p>actions/activities and shows appropriate behaviour (use of time, care of materials and/or fulfilment of commitments)</p>	<p>and participates in 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</p>	<p>behaviour in terms of basic standards of attendance and punctuality, use of time, care of materials and fulfilment of commitments</p>	
Oral communication	Communicates efficiently	His speech is clear and easy to understand and he provides documents when necessary and	He is able to express his ideas, opinions and feelings and invites other colleagues to communicate	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 for other people's	8%

		communicates approximately on time	cate with him			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 organized)	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%
Teamwork	Follow 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 above, it incorporates some of the areas of improvement into the	In addition to the above, it detects areas for improvement	Is capable of carrying out the above process by proposing creative alternatives or adding value to	Correctly identifies the problem, proposes different strategies, selects the best alternative	It is able to correctly identify the problem but not to establish a systematic approach	It is not able to correctly identify the problem	4%

	project.		the process	and executes it and evaluates the results	to it		
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.