



Creating Value Co-creation Hubs between
Universities and Enterprises to foster the infusion
of Entrepreneurship Education in Europe
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Lecture Plans Designed during the ENTREHUBS Value Co-Creation Hubs in Germany

Responsible partner:

KARLS University



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Karlshochschule
International University



STİMÜLİ
for social change



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ENTREHUBS

Lecture Plan 1: Arts, Culture and Entrepreneurship – Beyond Boundaries

Name / Title	Arts, Culture and Entrepreneurship - Beyond Boundaries
Short description	This course explores the nexus between arts, culture, and entrepreneurship. It critically examines how creative industries act as catalysts for economic innovation and societal transformation, integrating cultural entrepreneurship, the impact of arts on social innovation, and the influence of cultural policy on entrepreneurial ecosystems.
Time Slot / Duration	3-4h
Modus	() on-site () hybrid (x) remote
(Online) Tools / Platforms	Remote: MS Teams or Zoom with Break-out Sessions, Digital Collaboration Board (Miro, Mural, Conceptboard, Klaxoon etc.), PowerPoint
Practical/industry resources	Advanced case studies from the creative industries, augmented reality tours of cultural entrepreneurship ventures, curated interviews with leading figures in arts and business
Sources / Links	Access to specialized academic journals, industry insights, and innovative multimedia resources from cultural institutions and think tanks
Literature	<p>- Lingo, Elizabeth L., and Tepper, Steven J. 'Looking Back, Looking Forward: Arts-Based Careers and Creative Work.' <i>Work and Occupations</i>, 40(4),) 337–363, 2013: Looking Back, Looking Forward: Arts-Based Careers and Creative Work (sagepub.com)</p> <p>- Henry, C, <i>Entrepreneurship in the Creative Industries: An International Perspective</i>. Edward Elgar Publishing, 2007.</p> <p>- Oakley, Kate. 'Art Works: Cultural Labour Markets: A Literature Review.' <i>Creative Partnerships</i>, 2009.</p> <p>- Throsby, David, <i>The Economics of Cultural Policy.</i>, Cambridge University Press, 2012</p> <p>Clark, H., <i>Creative economy report, Widening local development pathways</i>, UNESCO 2013: Creative economy report, 2013, special edition: widening local development pathways - UNESCO Digital Library</p>



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Target Group	() Undergraduate Students (x) Graduate Students () Post Graduate Students
Entry requirements / Previous knowledge	General knowledge in entrepreneurship, arts, or cultural studies. A curiosity for exploring creative industries from a multidisciplinary perspective is essential.
Learning Objectives	<ul style="list-style-type: none"> - identify the complex dynamics between arts, culture, and entrepreneurship. - determine and analyze the role of cultural policies in shaping entrepreneurial ventures. - classify innovative models of cultural entrepreneurship and their societal impacts. - synthesize theories and practices for advancing sustainability and innovation in the creative sectors.
Content	<ul style="list-style-type: none"> - In-depth analysis of cultural entrepreneurship - Exploration of social innovation through arts - Impact assessment of cultural policies on entrepreneurship - Development of sustainable and innovative business models in the arts
Teaching and learning methods	mix of scholarly lectures, case studies, interactive workshops, and panel discussions with art industry experts.
Approach(es) to EE	(x) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship () Teaching through Entrepreneurship
Value creation activities	(x) Business model creation () Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback () Internship or traineeship () Customer development () Other: _____
Business stakeholder(s)	Cultural policy makers, renowned artists, innovative entrepreneurs in the creative sectors, scholars in arts management and entrepreneurship
Total workload & composition	2 hours of instruction, completed by 2 hours of project work on a challenge/topic presented by experts
Assessment	Project presentation and participation in debates
Special Focus	(x) Multidisciplinary approach () Partnerships and cross-sectoral cooperation () Links between formal/non-formal learning



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- () Links to key competences
- () Educator training and professional development
- () A lifelong learning perspective
- (x) Learning and teaching pedagogies with a focus on participatory and experiential approaches
- () Learning and teaching pedagogies with a focus on venture-creation approach
- () Learning and teaching pedagogies with a focus on value-creation approach
- () Learning and teaching pedagogies with a focus on design thinking
- () Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)
- () Collaboration/ Link with the business sector



ENTREHUBS Lecture Plan 2: Critical Entrepreneurship Studies

Name / Title	Critical Entrepreneurship Studies
Short description	This course critically examines the foundations, assumptions implications and impact of entrepreneurship beyond conventional frameworks, narratives and practices. In particular it is integrating global perspectives and emphasizing the role of socio-economic, cultural, and ethical considerations in entrepreneurial ventures.
Time Slot / Duration	6 hours spread over 2 sessions
Modus	() on-site (x) hybrid () remote
(Online) Tools / Platforms	Zoom for remote sessions, Miro for collaborative activities, Canvas for material distribution
Practical/industry resources	Peer-reviewed articles, case studies, interviews with entrepreneurs from diverse backgrounds
Sources / Links	
Literature	<p>Academic databases such as www.jstor.org</p> <p>- Ahl, H., Why research on women entrepreneurs needs new directions. <i>Entrepreneurship Theory and Practice</i>, 30(5), 595-621, 2006</p> <p>Essers, C., Dey, P., Tedmanson, D., & Verduyn, K. (2017). Critical entrepreneurship studies. A manifesto. IN: Essers, Caroline; Dey, Pascal; Tedmanson, Deirdre & Verduyn, Karen (ed.): <i>Critical Perspectives on Entrepreneurship: Challenging Dominant Discourses</i>. Abingdon: Routledge, pp. 1-14.</p> <p>- Calás, M. B., Smircich, L., & Bourne, K. A.: Extending the boundaries: Reframing 'entrepreneurship as social change' through feminist perspectives. <i>Academy of Management Review</i>, 34(3), 552-569, 2009</p> <p>Steyaert, C., Katz, J., Reclaiming the space of entrepreneurship in society: Geographical, discursive and social dimensions. <i>Entrepreneurship & Regional Development</i>, 16(3), 179-196, 2006</p>



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	Violina Rindova, Daved Barry, David J. Ketchen, Jr., Entrepreneurship as emancipation. The Academy of Management Review, 34(3), 477-491, 2009
Target Group	() Undergraduate Students (x) Graduate Students (x) Post Graduate Students
Entry requirements / Previous knowledge	A basic course in entrepreneurship or business studies; familiarity with basic social theory concepts recommended
Learning Objectives	- analyze entrepreneurship through a critical, multi-disciplinary lens - determine the economic, socio-cultural and political dimensions influencing entrepreneurship - identify and contesting the dominant paradigms and narratives within entrepreneurship studies - explore alternative approaches and practices, inclusive models of entrepreneurial success or impact
Content	- Critical theory and its application to entrepreneurship studies - The role of culture, gender, and ethnicity in entrepreneurial practice - Ethical considerations and social responsibility in entrepreneurship - Case studies: A global perspective on entrepreneurial ventures
Teaching and learning methods	Combination of lectures, seminar-style discussions, guest lectures by scholars, and student-led presentations
Approach(es) to EE	(x) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship () Teaching through Entrepreneurship
Value creation activities	() Business model creation () Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback () Internship or traineeship () Customer development (x) Other: Development and presentation of a critical analysis project
Business stakeholder(s)	Economy for the Common Good (ECG), ECG-Consultant
Total workload & composition	Lectures and seminars: 4 hours, Independent study and group work: 8 hours
Assessment	Presentation of critical analysis project; eventually submission of a group research paper
Special Focus	(x) Multidisciplinary approach



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- () Partnerships and cross-sectoral cooperation
- () Links between formal/non-formal learning
- () Links to key competences
- () Educator training and professional development
- () A lifelong learning perspective
- (x) Learning and teaching pedagogies with a focus on participatory and experiential approaches
- () Learning and teaching pedagogies with a focus on venture-creation approach
- () Learning and teaching pedagogies with a focus on value-creation approach
- () Learning and teaching pedagogies with a focus on design thinking
- () Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)
- () Collaboration/ Link with the business sector



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Lecture Plan 3: From neoclassical to common good economics – how business models can be developed differently

Name / Title	From neoclassical to common good economics – how business models can be developed differently
Short description	Using and comparing Business Model Canvas (BMC; Osterwalder/Pigneur) and Ecogood Business Canvas (EBC; Economy for the Common Good) to teach the difference between capitalist business model generation and socio-ecological business model generation.
Time Slot / Duration	3-4h
Modus	() on-site () hybrid (x) remote
(Online) Tools / Platforms	On-site: Flipchart, printed out DIN A0 Business Model Canvas Templates, printed out DIN A0 Ecogood Business Canvas Templates (EBC), Flipchart Marker, Post-its Remote: MS Teams or Zoom with Break-out Sessions, Digital Collaboration Board (Miro, Mural, Conceptboard, Klaxoon etc.), PowerPoint
Practical/industry resources	Business Model Canvas, Ecogood Business Canvas
Sources / Links	BMC: https://www.strategyzer.com/library/the-business-model-canvas ECG-Matrix: https://www.ecogood.org/apply-ecg/common-good-matrix/ EBC: https://www.ecogood.org/start-ups/
Literature	Source: J. Dolderer, C. Felber, P. Teitscheid, From Neoclassical Economics to Common Good Economics, Sustainability, Volume 13, Issue 4, 2021.
Target Group	(x) Undergraduate Students (x) Graduate Students () Post Graduate Students
Entry requirements / Previous knowledge	General understanding of economics and the idea of business models.
Learning Objectives	Fostering entrepreneurial self-concept & developing an entrepreneurial mindset, cultivating effective teamwork,
Content	Business model generation, socio-ecological entrepreneurship
Teaching and learning methods	Short presentation, Business Model Canvas, Ecogood Business Canvas
Approach(es) to EE	(x) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship



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	() Teaching through Entrepreneurship
Value creation activities	(x) Business model creation () Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback () Internship or traineeship () Customer development () Other: _____
Business stakeholder(s)	Economy for the Common Good (ECG), ECG-Consultant
Total workload & composition	3h Workshop for max. 30 students
Assessment	Team presentation
Special Focus	(x) Multidisciplinary approach () Partnerships and cross-sectoral cooperation (x) Links between formal/non-formal learning () Links to key competences () Educator training and professional development () A lifelong learning perspective (x) Learning and teaching pedagogies with a focus on participatory and experiential approaches () Learning and teaching pedagogies with a focus on venture-creation approach () Learning and teaching pedagogies with a focus on value-creation approach () Learning and teaching pedagogies with a focus on design thinking () Learning and teaching pedagogies with a focus on Project-Based Learning (PBL) () Collaboration/ Link with the business sector



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Lecture Plan 4: International Relations and Entrepreneurship

Name / Title	International Relations and Entrepreneurship
Short description	This course explores the dynamic interplay between international relations and entrepreneurship, focusing on how global political, economic, and social trends influence entrepreneurial ventures and vice versa. Topics include global market opportunities, international trade policies, cross-cultural communication, and the role of international organizations in fostering entrepreneurship.
Time Slot / Duration	3 hours
Modus	() on-site (x) hybrid () remote
(Online) Tools / Platforms	Remote: MS Teams or Zoom with Break-out Sessions, Digital Collaboration Board (Miro, Mural, Conceptboard, Klaxoon etc.), PowerPoint
Practical/industry resources	Global entrepreneurship reports, case studies of international startups, interviews with global entrepreneurs
Sources / Links	World Bank data, WTO reports, and OECD insights on entrepreneurship
Literature	<p>- McDougall, Patricia Phillips, and Benjamin M. Oviatt. 'International Entrepreneurship: The Intersection of Two Research Paths.' Academy of Management Journal, 2000.</p> <p>- Zahra, Shaker A. 'A Theory of International New Ventures: A Decade of Research.' Journal of International Business Studies, 2005.</p> <p>- Peng, Mike W. 'Global Business.' Cengage Learning, 2016.</p>
Target Group	() Undergraduate Students (x) Graduate Students () Post Graduate Students
Entry requirements / Previous knowledge	A basic knowledge in either entrepreneurship or international relations is recommended.
Learning Objectives	<p>- understand the impact of international relations on entrepreneurship.</p> <p>- identify opportunities and challenges for entrepreneurs in the global marketplace.</p> <p>- analyze the role of cultural differences in international business</p>



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	ventures. - develop strategies for navigating international trade policies and regulations.
Content	- Global entrepreneurship ecosystems - International trade theories and policies affecting entrepreneurship - Cross-cultural communication and negotiation in entrepreneurship - Case studies on successful and failed international ventures
Teaching and learning methods	Lectures, case studies analysis
Approach(es) to EE	(x) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship () Teaching through Entrepreneurship
Value creation activities	(x) Business model creation () Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback () Internship or traineeship () Customer development () Other: _____
Business stakeholder(s)	International entrepreneurs, trade experts, diplomats
Total workload & composition	1 hour self study, 1 hours lecture, 1 hour discussion and debates
Assessment	participation in discussions
Special Focus	(x) Multidisciplinary approach (x) Partnerships and cross-sectoral cooperation () Links between formal/non-formal learning () Links to key competences () Educator training and professional development () A lifelong learning perspective (x) Learning and teaching pedagogies with a focus on participatory and experiential approaches () Learning and teaching pedagogies with a focus on venture-creation approach () Learning and teaching pedagogies with a focus on value-creation approach () Learning and teaching pedagogies with a focus on design thinking () Learning and teaching pedagogies with a focus on Project-Based Learning (PBL) () Collaboration/ Link with the business sector



ENTREHUBS Lecture Plan 5: Coping with Uncertainty, Ambiguity and Risk

Name / Title	Coping with Uncertainty, Ambiguity and Risk
Short description	When carrying out projects, entrepreneurs, project managers or other leaders have to make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes. Following the value-creating process, this lesson teaches learners how to include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing.
Time Slot / Duration	3-4h
Modus	(x) on-site () hybrid () remote
(Online) Tools / Platforms	Remote: MS Teams or Zoom with Break-out Sessions, Digital Collaboration Board (Miro, Mural, Conceptboard, Klaxoon etc.), PowerPoint
Practical/industry resources	
Sources / Links	
Literature	<p>Rebecca Zucker , Darin Rowell: 6 Strategies for Leading Through Uncertainty. 2021: 6 Strategies for Leading Through Uncertainty (hbr.org)</p> <p>Ortwin Renn, Andreas Klinke, Marjolein van Asselt : Coping with Complexity, Uncertainty and Ambiguity in Risk Governance: A Synthesis. 2011</p> <p>Adrian Furnham, Joseph Marks: Tolerance of Ambiguity: A Review of the Recent Literature. 2013: Tolerance of Ambiguity: A Review of the Recent Literature (ucl.ac.uk)</p> <p>Ronald A. Beghetto, Garrett J. Jaeger: Uncertainty: A Catalyst for Creativity, Learning and Development. 2022, Springer</p>
Target Group	() Undergraduate Students (x) Graduate Students () Post Graduate Students
Entry requirements / Previous knowledge	No specific requirement
Learning Objectives	- Understands what ambiguity means and how it impacts decision-making and emotions.

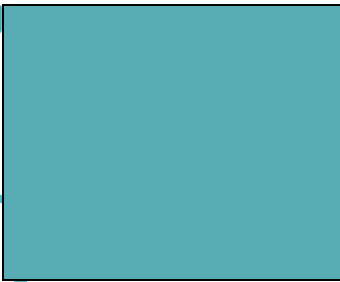


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	<ul style="list-style-type: none"> - Knows how to look for, compare and contrast different sources of information that help to reduce ambiguity, uncertainty, and risks in making decisions - Critically evaluates the risks related to the formal setup of a value creating venture in a given area of work.
Content	<p>Introduce the concept of ambiguity from a perspective of decision making process and of psychology</p> <p>Study cases and best practice examples of decisions made despite ambiguity and uncertainty in different fields. Use examples from the Covid area.</p> <p>Reflect on own decisions made to detect the personal decision making process</p> <p>Introduce risk management tools and process and apply to a given area of wor.</p> <p>Invite guest speaker</p>
Teaching and learning methods	mix of scholarly lectures, case studies, interactive workshops, and panel discussions.
Approach(es) to EE	<input checked="" type="checkbox"/> Teaching about Entrepreneurship <input checked="" type="checkbox"/> Teaching for Entrepreneurship <input checked="" type="checkbox"/> Teaching through Entrepreneurship
Value creation activities	<input checked="" type="checkbox"/> Business model creation <input type="checkbox"/> Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback <input type="checkbox"/> Internship or traineeship <input type="checkbox"/> Customer development <input type="checkbox"/> Other: _____
Business stakeholder(s)	
Total workload & composition	<i>1 hour readings, 3 hours lessons</i>
Assessment	e.g. documentation of a decision making process in a situation of uncertainty (from the real life)
Special Focus	<input checked="" type="checkbox"/> Multidisciplinary approach <input type="checkbox"/> Partnerships and cross-sectoral cooperation <input checked="" type="checkbox"/> Links between formal/non-formal learning <input type="checkbox"/> Links to key competences <input type="checkbox"/> Educator training and professional development <input type="checkbox"/> A lifelong learning perspective <input checked="" type="checkbox"/> Learning and teaching pedagogies with a focus on participatory and experiential approaches <input type="checkbox"/> Learning and teaching pedagogies with a focus on venture-creation approach



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- Learning and teaching pedagogies with a focus on value-creation approach
- Learning and teaching pedagogies with a focus on design thinking
- Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)
- Collaboration/ Link with the business sector



ENTREHUBS Lecture Plan 6: Entrepreneurial Storytelling through Podcasting

Name / Title	Entrepreneurial Storytelling through Podcasting
Short description	This course explores the art of storytelling through podcasting, tailored for entrepreneurs who want to share their journeys, insights, and innovations. It covers the technical aspects of podcasting, storytelling techniques, and strategies for engaging an audience.
Time Slot / Duration	4h, spread over 2 sessions
Modus	() on-site (x) hybrid () remote
(Online) Tools / Platforms	Zoom or similar platform for live sessions, Anchor, Audacity etc (see below) for podcast production, Moodle for resource sharing and assignments.
Practical/industry resources	Examples of successful entrepreneurial podcasts, Audio recording and editing software, Podcasting microphones and equipment.
Sources / Links	Anchor: www.medium.com/anchor Audacity: www.audacityteam.org Podcast Insights: www.podcastinsights.com Spotify for Podcasters: Spotify for Podcasters
Literature	J. Abel, Out on the Wire: The Storytelling Secrets of the New Masters of Radio, 2025 Michael W. Geoghegan , Dan Klass, The Complete Guide to Audio and Video Podcasting, 2007 Jonathan Kern , Sound Reporting: The NPR Guide to Audio Journalism and Production, 2008 Daniel Diaz Vidal, Thomas G. Pittz, Giles Hertz, Rebecca White, Enhancing entrepreneurial competencies through intentionally designed podcasts, The International Journal of Management Education. Volume 19, Issue 3, November 2021, Page 100537
Target Group	(x) Undergraduate Students (x) Graduate Students



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	() Post Graduate Students
Entry requirements / Previous knowledge	No specific prerequisites, but a keen interest in entrepreneurship and storytelling is beneficial.
Learning Objectives	<ul style="list-style-type: none"> - exploit the power of storytelling in entrepreneurship - analyse successful storytelling on entrepreneurship journeys - recognise tools, methods and practice of entrepreneurship storytelling - gain abilities regarding the technical skills required for podcast production. - practice storytelling and outline personal or business brand through podcasting. - develop a pilot episode of an entrepreneurial podcast.
Content	<ul style="list-style-type: none"> - Introduction to Podcasting and its relevance to entrepreneurship - Storytelling techniques and narrative construction - Technical aspects of podcast production: recording, editing, and publishing - Case studies of successful entrepreneurial podcasts - Creating a podcast strategy for personal or business branding
Teaching and learning methods	Interactive lectures, hands-on workshops, group discussions, guest speaker sessions from successful podcasters.
Approach(es) to EE	<p>(x) Teaching about Entrepreneurship</p> <p>(x) Teaching for Entrepreneurship</p> <p>() Teaching through Entrepreneurship</p>
Value creation activities	<p>(x) Business model creation</p> <p>() Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback</p> <p>() Internship or traineeship</p> <p>() Customer development</p> <p>(x) Other: Students will conceptualize, produce, and present a pilot episode of their podcast idea, aimed at exploring entrepreneurial themes or stories.</p>
Business stakeholder(s)	Local entrepreneurs, podcasting experts, media professionals.
Total workload & composition	Preparation and follow-up work: 2 hours Interactive sessions and workshops: 2 hours
Assessment	Submission and presentation of a pilot podcast episode. Evaluation based on creativity, technical quality, and storytelling effectiveness.



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Special Focus

- (x) Multidisciplinary approach
- () Partnerships and cross-sectoral cooperation
- () Links between formal/non-formal learning
- () Links to key competences
- () Educator training and professional development
- () A lifelong learning perspective
- (x) Learning and teaching pedagogies with a focus on participatory and experiential approaches
- () Learning and teaching pedagogies with a focus on venture-creation approach
- () Learning and teaching pedagogies with a focus on value-creation approach
- () Learning and teaching pedagogies with a focus on design thinking
- (x) Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)
- () Collaboration/ Link with the business sector



ENTREHUBS Lecture Plan 7: Ethics and Entrepreneurship

Name / Title	Ethics and Entrepreneurship: Navigating Moral Landscapes
Short description	This course looks into the ethical and philosophical issues entrepreneurs face, offering an overview of major ethical schools of thought applied to entrepreneurship. Students will explore how to manage ethical problems and dilemmas in business, with a focus on case studies involving forgotten or underrepresented entrepreneurs and non-Western forms of entrepreneurship as well as social entrepreneurship.
Time Slot / Duration	4h, 2 hours each session
Modus	() on-site (x) hybrid () remote
(Online) Tools / Platforms	MS Teams or Zoom with Break-out Sessions, Digital Collaboration Board (Miro, Mural, Conceptboard, Klaxoon etc.), PowerPoint
Practical/industry resources	Ethical case studies in entrepreneurship, biographies of ethical leaders in business
Sources / Links	Academic journals on business ethics, online ethics databases, and multimedia resources
Literature	<p>- De George, Richard T. 'Business Ethics.' Pearson, 2010.</p> <p><i>Dey, P., & Steyaert, C. (2016). Rethinking the Space of Ethics in Social Entrepreneurship: Power, Subjectivity, and Practices of Freedom. Journal of Business Ethics, 133, 627-641.</i></p> <p>- Clarke, J., & Holt, R. (2010). <i>Reflective Judgement: Understanding Entrepreneurship as Ethical Practice. Journal of Business Ethics, 94, 317-331.</i></p> <p>- Crane, Andrew, and Dirk Matten. 'Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization.' Oxford University Press, 2016.</p> <p>- Karanda, C., & Toledano, N. (2018). The promotion of ethical entrepreneurship in the Third World: Exploring realities and complexities from an embedded perspective. Business Horizons. 61(6) DOI: 10.1016/j.bushor.2018.07.008 (case study NGO in Zimbabwe with support programs for enhancing ethics-driven entrepreneurship)</p>



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	<p>- Solomon, Robert C. 'Ethics and Excellence: Cooperation and Integrity in Business.' Oxford University Press, 1992.</p> <p>- Werhane, Patricia H. 'Moral Imagination and Management Decision-Making.' Oxford University Press, 1999.</p>
Target Group	<p><input type="checkbox"/> Undergraduate Students</p> <p><input checked="" type="checkbox"/> Graduate Students</p> <p><input type="checkbox"/> Post Graduate Students</p>
Entry requirements / Previous knowledge	An introductory course in business or entrepreneurship is recommended.
Learning Objectives	<ul style="list-style-type: none"> - Understand the ethical challenges, problems and dilemmas entrepreneurs face. - Analyze different ethical approaches and frameworks and their application to entrepreneurship. - Explore the impact of cultural and societal values on business ethics. - Develop practical strategies for ethical decision-making in entrepreneurial ventures.
Content	<ul style="list-style-type: none"> - Introduction to ethics in entrepreneurship - Major schools and approaches of ethics and their relevance to entrepreneurial practice - Ethical problems and dilemmas in entrepreneurship: case studies and discussions - Nonwestern perspectives on business ethics and social entrepreneurship
Teaching and learning methods	Lectures, case-studies, discussion groups
Approach(es) to EE	<p><input checked="" type="checkbox"/> Teaching about Entrepreneurship</p> <p><input type="checkbox"/> Teaching for Entrepreneurship</p> <p><input type="checkbox"/> Teaching through Entrepreneurship</p>
Value creation activities	<p><input type="checkbox"/> Business model creation</p> <p><input type="checkbox"/> Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback</p> <p><input type="checkbox"/> Internship or traineeship</p> <p><input type="checkbox"/> Customer development</p> <p><input type="checkbox"/> Other: _____</p>
Business stakeholder(s)	Ethicists, entrepreneurs with a focus on ethical business practices



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Total workload & composition	2 hours lecture, 2 hours self study
Assessment	Written analyses of ethical dilemmas
Special Focus	<ul style="list-style-type: none"> (x) Multidisciplinary approach () Partnerships and cross-sectoral cooperation () Links between formal/non-formal learning () Links to key competences () Educator training and professional development () A lifelong learning perspective (x) Learning and teaching pedagogies with a focus on participatory and experiential approaches () Learning and teaching pedagogies with a focus on venture-creation approach () Learning and teaching pedagogies with a focus on value-creation approach () Learning and teaching pedagogies with a focus on design thinking () Learning and teaching pedagogies with a focus on Project-Based Learning (PBL) () Collaboration/ Link with the business sector



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Lecture Plan 8: Guerilla Marketing for Social Change

Name / Title	Guerrilla Marketing for Social Change
Short description	This lecture introduces students to guerrilla marketing tactics tailored for social entrepreneurs, focusing on achieving high-impact results with limited resources. It emphasizes creativity, virality, and ethical considerations in crafting campaigns that drive social change.
Time Slot / Duration	2-3 hours
Modus	(x) on-site () hybrid () remote
(Online) Tools / Platforms	
Practical/industry resources	Case studies on successful guerrilla marketing campaigns, social media platforms.
Sources / Links	
Literature	<ul style="list-style-type: none"> - Levinson, Jay Conrad, Guerrilla Marketing: Easy and Inexpensive Strategies for Making Big Profits from Your Small Business. 2007 - Kotler, Philip, and Nancy R. Lee, Social Marketing: Influencing Behaviors for Good. 2011 - Andreasen, Alan R., Marketing Social Change: Changing Behavior to Promote Health, Social Development, and the Environment. 1995 - Holiday, Ryan., Trust Me, I'm Lying: Confessions of a Media Manipulator, 2013
Target Group	(x) Undergraduate Students (x) Graduate Students () Post Graduate Students
Entry requirements / Previous knowledge	No specific prerequisites required.
Learning Objectives	<ul style="list-style-type: none"> - Understand the principles of guerrilla marketing. - Develop creative and cost-effective marketing strategies. - Analyze the impact of marketing campaigns on social change. - Apply ethical considerations in guerrilla marketing.



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Content	<ul style="list-style-type: none"> - Introduction to Guerrilla Marketing - Case Studies of Successful Campaigns - Designing a Guerrilla Marketing Campaign - Ethical Considerations in Marketing for Social Change
Teaching and learning methods	Lectures, group discussions, workshop on campaign design.
Approach(es) to EE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching about Entrepreneurship <input checked="" type="checkbox"/> Teaching for Entrepreneurship <input type="checkbox"/> Teaching through Entrepreneurship
Value creation activities	<ul style="list-style-type: none"> <input type="checkbox"/> Business model creation <input type="checkbox"/> Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback <input type="checkbox"/> Internship or traineeship <input type="checkbox"/> Customer development <input type="checkbox"/> Other: _____
Business stakeholder(s)	Local NGOs, social enterprises, community organizations.
Total workload & composition	2 hours workshop, 2 hours of study
Assessment	Presentation of a guerrilla marketing campaign plan.
Special Focus	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Multidisciplinary approach <input type="checkbox"/> Partnerships and cross-sectoral cooperation <input type="checkbox"/> Links between formal/non-formal learning <input type="checkbox"/> Links to key competences <input type="checkbox"/> Educator training and professional development <input type="checkbox"/> A lifelong learning perspective <input checked="" type="checkbox"/> Learning and teaching pedagogies with a focus on participatory and experiential approaches <input type="checkbox"/> Learning and teaching pedagogies with a focus on venture-creation approach <input type="checkbox"/> Learning and teaching pedagogies with a focus on value-creation approach <input type="checkbox"/> Learning and teaching pedagogies with a focus on design thinking <input type="checkbox"/> Learning and teaching pedagogies with a focus on Project-Based Learning (PBL) <input type="checkbox"/> Collaboration/ Link with the business sector



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Lecture Plan 9: Intercultural Competences and Entrepreneurship

Name / Title	Intercultural Competences and Entrepreneurship
Short description	This course offers an in-depth exploration of how intercultural competences are critical for entrepreneurial success in a globalized world. It integrates academic theories and practical frameworks to equip students with the skills needed to navigate diverse cultural landscapes, addressing ethical and philosophical issues arising for entrepreneurs across different cultures.
Time Slot / Duration	6h, 2 sessions
Modus	<input type="checkbox"/> on-site <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> remote
(Online) Tools / Platforms	Remote: MS Teams or Zoom with Break-out Sessions, Digital Collaboration Board (Miro, Mural, Conceptboard, Klaxoon etc.), PowerPoint
Practical/industry resources	Global entrepreneurship case studies, interviews with cross-cultural entrepreneurs, simulations of intercultural business scenarios
Sources / Links	Academic journals, online libraries, TED Talks on intercultural communication
Literature	<p>- Hofstede, Geert, Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations. Sage Publications, 2001.</p> <p>- Trompenaars, Fons, and Charles Hampden-Turner: Riding the Waves of Culture: Understanding Diversity in Global Business. McGraw-Hill, 1998.</p> <p>- Meyer, Erin: The Culture Map: Breaking Through the Invisible Boundaries of Global Business. PublicAffairs, 2014.</p> <p>- Thomas, David C., and Kerr Inkson: Cultural Intelligence: Living and Working Globally, Berrett-Koehler Publishers, 2009.</p> <p>- Adler, Nancy J., and Allison Gundersen: International Dimensions of Organizational Behavior. South-Western Cengage Learning, 2007.</p>
Target Group	<input type="checkbox"/> Undergraduate Students <input checked="" type="checkbox"/> Graduate Students <input type="checkbox"/> Post Graduate Students



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Entry requirements / Previous knowledge	An introductory course in entrepreneurship or international business is recommended.
Learning Objectives	<ul style="list-style-type: none"> - Analyze major theories and frameworks of intercultural competence relevant to entrepreneurship. - identify skills for effective cross-cultural communication and negotiation. - Examine the impact of cultural diversity on entrepreneurial ventures. - list strategies for managing ethical dilemmas in diverse cultural settings.
Content	<ul style="list-style-type: none"> - Theoretical foundations of intercultural competence in entrepreneurship. - Cultural dimensions and their impact on business practices. - Ethical considerations and decision-making in a global context. - Practical application of intercultural competencies in entrepreneurial scenarios.
Teaching and learning methods	Combination of theoretical lectures, case study discussions, intercultural workshops, eventually guest lecture by expert
Approach(es) to EE	<ul style="list-style-type: none"> (x) Teaching about Entrepreneurship (x) Teaching for Entrepreneurship () Teaching through Entrepreneurship
Value creation activities	<ul style="list-style-type: none"> () Business model creation () Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback () Internship or traineeship () Customer development (x) Other: Development of a cross-cultural negotiation plan
Business stakeholder(s)	Cross-cultural trainers, international entrepreneurs, expert in intercultural studies
Total workload & composition	2 hours of lecture, 1 hour of self study, 1 hour debate, 2 hours project work in groups
Assessment	presentations of group projects
Special Focus	<ul style="list-style-type: none"> (x) Multidisciplinary approach () Partnerships and cross-sectoral cooperation (x) Links between formal/non-formal learning () Links to key competences () Educator training and professional development () A lifelong learning perspective (x) Learning and teaching pedagogies with a focus on participatory and experiential approaches



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- () Learning and teaching pedagogies with a focus on venture-creation approach
- () Learning and teaching pedagogies with a focus on value-creation approach
- () Learning and teaching pedagogies with a focus on design thinking
- () Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)
- () Collaboration/ Link with the business sector





ENTREHUBS Lecture Plan 10: Mobilizing Others

Name / Title	Mobilizing Others
Short description	This lecture will explore the concept of mobilizing others, a crucial skill for effective leadership. It involves inspiring, motivating, and guiding individuals or groups to take collective action towards a common goal. The session will cover the importance of mobilization in various contexts, strategies to mobilize effectively, and the role of communication and persuasion, negotiation and leadership.
Time Slot / Duration	3-4h
Modus	() on-site () hybrid (x) remote
(Online) Tools / Platforms	You may use social media channel to demonstrate effective mobilization
Practical/industry resources	
Sources / Links	Social Media Value Chain: What It is and Why It Should Matter to You (agorapulse.com)
Literature	Sihame Benmira , Moyosolu Agboola: Evolution of leadership theory. 2020. Evolution of leadership theory (bmj.com) Catherine Campbell: Community mobilisation in the 21st century: Updating our theory of social change? (2013) Community mobilisation in the 21st century: Updating our theory of social change? (sagepub.com)
Target Group	() Undergraduate Students (x) Graduate Students () Post Graduate Students
Entry requirements / Previous knowledge	Very basic knowledge in entrepreneurship.
Learning Objectives	The learners demonstrates personal strategies to overcome difficulties without getting frustrated. The learner can persuade others by providing evidence for his/her arguments. The learner knows how to communicate imaginative design solutions.



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	The learners identifies and is able to implement various methods, including social media, to communicate value creating ideas effectively.
Content	<p>Introduction to Mobilization: Definition and significance in leadership.</p> <p>The Psychology of Mobilization: Understanding what drives people to act.</p> <p>Strategies for Mobilization: Practical steps to motivate and inspire others.</p> <p>Case Studies: Real-world examples of successful mobilization efforts.</p> <p>Invite leaders who have successfully mobilized others to share their experiences.</p>
Teaching and learning methods	<p>Mix of interactive elements, readings and pitch presentations and social media elements:</p> <p>Interactive activities:</p> <p>Individual reflection: Please think about three different situations in your life where other people could motivate you to participate in a particular project (5 minutes)</p> <p>Build of group of five and develop a list of factors which mobilized you for these value-creating activities. (15 minutes)</p> <p>Plenary: How can we cluster mobilizing factors? (10 minutes)</p> <p>Group work: Each groups develops a didactical idea for enable participants/students to inspire others and get them on board for value-creating activities teaching (15 minutes)</p> <p>Presentations: Each group presents their idea! (15 minutes)</p>
Approach(es) to EE	<p><input checked="" type="checkbox"/> Teaching about Entrepreneurship</p> <p><input checked="" type="checkbox"/> Teaching for Entrepreneurship</p> <p><input type="checkbox"/> Teaching through Entrepreneurship</p>
Value creation activities	<p><input type="checkbox"/> Business model creation</p> <p><input checked="" type="checkbox"/> Stakeholder pitches and other external stakeholder/ audience presentations including direct feedback</p> <p><input type="checkbox"/> Internship or traineeship</p> <p><input type="checkbox"/> Customer development</p> <p><input type="checkbox"/> Other: _____</p>
Business stakeholder(s)	Not specific
Total workload & composition	4h
Assessment	Presentation or diary
Special Focus	<p><input checked="" type="checkbox"/> Multidisciplinary approach</p> <p><input type="checkbox"/> Partnerships and cross-sectoral cooperation</p> <p><input checked="" type="checkbox"/> Links between formal/non-formal learning</p>



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- (x) Links to key competences
- () Educator training and professional development
- () A lifelong learning perspective
- (x) Learning and teaching pedagogies with a focus on participatory and experiential approaches
- () Learning and teaching pedagogies with a focus on venture-creation approach
- () Learning and teaching pedagogies with a focus on value-creation approach
- () Learning and teaching pedagogies with a focus on design thinking
- () Learning and teaching pedagogies with a focus on Project-Based Learning (PBL)
- () Collaboration/ Link with the business sector