



# ENTREHUBS

Creating Value Co-creation Hubs between  
Universities and Enterprises to foster the infusion  
of Entrepreneurship Education in Europe

**Karlsruhe**  
International University

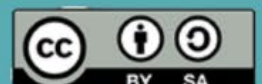


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## *WP3-A6: How to Guide*

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Reference WP:	Development of the ENTREHUBS training programme for HEI educators
Reference PR:	PR3.1: ENTREHUBS Training Toolkit
WP Leader:	RESET
Activity Leader:	RESET
Project Title:	Creating Value Co-creation Hubs between Universities and Enterprises to foster the infusion of Entrepreneurship Education in Europe
Project Acronym:	ENTREHUBS
Project Number:	KA220-HED-9E88D057



## Document Information

Criteria	Details
Project Result number and title:	PR3.1: ENTREHUBS Training Toolkit
Document author:	RESET
Version:	First Draft
Date:	03/04/2023

## Document Version Control

Version	Date	Partner	Description
1.0	03/04/2023	RESET	First Draft
2.0	08/07/2024	RESET	First Version



## Contents

About the Project	5
Introduction to the How to Guide	6
Aims and Objectives	6
Overview of WP3 Results	7
PR3.1: ENTREHUBS Training Toolkit	7
PR3.2: ENTREHUBS MOOC	7
LTTA Module Structure	8
LTTA Module Template	9
LTTA Modules	10
Module 1: ENTREHUBS value co-creation hubs introduction	10
Module 2: Minds and Attitudes for Entrepreneurs	11
Module 3: Value creation through the evolution of business model themes	12
Module 4: Prototyping and MVP Development / Building Your Product and Establishing Competitive Advantage for creating value	13
Module 5: How to Pitch to Investors & Essential Documentation	14
Practical Recommendations	15
When preparing a workshop with young people keep in mind the following:	15
LTTA Evaluation Rubric	1



## About the Project

The project “ENTREHUBS- Creating Value Co-creation Hubs between Universities and Enterprises to foster the infusion of Entrepreneurship Education in Europe” with the acronym ENTREHUBS and the project number KA220-HED-9E88D057 started on 01/11/2022 and has a duration of 24 months.

The “ENTREHUBS- Creating Value Co-creation Hubs between Universities and Enterprises to foster the infusion of Entrepreneurship Education in Europe” is perfectly aligned with the sectoral priority to “reward excellence in learning, teaching and skills development” through the promotion of entrepreneurship and transdisciplinary partnerships between Higher Education Institutions (HEIs) and industry”. The aim of this project is to infuse Entrepreneurship Education (EE) in European universities, and especially in departments outside of traditional business schools and economic faculties through the establishment of the ENTREHUBS interdisciplinary and collaborative model for infusing entrepreneurship in curriculum that is based on value creation processes and strong links between academia and business.

However, in order to reach its aim stated above, the project has set four strategic objectives:

- To develop an interdisciplinary and collaborative educational model for embedding EE in HEIs based on value co-creation processes and the establishment of strong links between academia-industry.
- To develop and deliver a flexible and easily adaptable EE training programme for HEIs educators that will stimulate their entrepreneurial understanding and skills; helping them overcome overly narrow understandings of ‘entrepreneurship’ and embrace EE as a methodology and as a pedagogy that can be used in any discipline to foster the entrepreneurial mind-sets of students.
- To develop teaching and learning resources for supporting HEI educators to foster the entrepreneurial attitudes, skills and potential of their students.
- To support the development of student-oriented EE curricula that will empower students develop their entrepreneurial mindsets and competences.

## Introduction to the How to Guide

The "How-to" guide is a comprehensive manual designed for Higher Education Institution (HEI) educators and aspiring Entrepreneurial Education (EE) trainers, offering practical instructions on delivering training courses using the Toolkit. Tailored to complement the Massive Open Online Course (MOOC), this guide equips educators and trainers with succinct yet insightful guidelines on leveraging each module within the ENTREHUBS model. It focuses on embedding the notion of EE value creation into educational settings and curricula, serving as an invaluable resource for effectively integrating entrepreneurial education methodologies.

## Aims and Objectives

The How to Guide aims to accomplish the following:

- To empower Higher Education Institution (HEI) educators and prospective Entrepreneurial Education (EE) trainers by providing them with practical instructions on how to effectively deliver training courses using the Toolkit.
- To complement the Massive Open Online Course (MOOC) by offering concise yet comprehensive guidelines on utilizing each module within the ENTREHUBS model.
- To facilitate the integration of EE value creation notions into educational settings and curricula, thereby enhancing the overall entrepreneurship education experience for both educators and learners.
- To equip educators and trainers with the necessary tools and strategies to foster entrepreneurial mindsets and skills among students, preparing them for success in today's dynamic and competitive global landscape.

## Overview of WP3 Results

### *PR3.1: ENTREHUBS Training Toolkit*

Building upon the results of WP2, a complete toolkit for training HEI educators to design their own programs and deliver EE through the value creation approach will be developed. It will be designed to be delivered both online and offline and shall include a syllabus with the training modules incl. relevant evaluation rubrics, a “How-to” guide (practical manual on their application), ready to use teaching and learning resources as those have been defined through WP2 (R2.1). The toolkit will be structured in a way that allows for easy adaptation by educators to their specific environments and for an easy update of the most specific contents. This toolkit will be available on the project’s website as an OER to be made freely available to other European HEIs.

### *PR3.2: ENTREHUBS MOOC*

Building upon R2.1 an online course (in the form of a Massive Online Training Course - MOOC) will be developed and provided to facilitate open access to the ENTREHUBS educational model and training programme for triggering educators’ entrepreneurial mindsets and enhancing their skills in EE. The MOOC will be developed by the end of the project when the ENTREHUBS model will have been tested, evaluated, and refined. It will be comprised of multiple modules, whose content will be fuelled by the important facets of the ENTREHUBS model (WP2) and clustered in a variety of themes (i.e. definitional background and entrepreneurial competences, entrepreneurial employees, value creation and not venture creation, effects in practice esp. in different disciplinary areas, tools for teachers, etc.) that cover key EE areas favouring the value creation approach. It will be created not only for further supporting HEI educators while implementing the ENTREHUBS model in their settings but also for increasing its utilization potential by other trainers and educators.

## LTTA Module Structure

<b>No.</b>	<b>Module</b>
<b>1</b>	<b>ENTREHUBS Value Co-creation Hubs Introduction</b>
<b>2</b>	<b>Minds and Attitudes for Entrepreneurs</b>
<b>3</b>	<b>Value creation through the evolution of business model themes</b>
<b>4</b>	<b>Prototyping and MVP Development / Building Your Product and Establishing Competitive Advantage for creating value</b>
<b>5</b>	<b>How to Pitch to Investors &amp; Essential Documentation</b>





## LTTA Module Template

The templates for these workshops will be divided in the following way:

**Aim:** In this section, one can find in more detail what to expect out of the session that they will be reading about

**Learning Objectives:** Concise statements will be included outlining what learners are expected to know or be able to do upon completing the module.

**Learning outcomes:** Description of the knowledge, skills, or abilities that learners have acquired or can demonstrate after completing the module.

**Module contents:** Module contents will be separated into an icebreaker activity, teaching sub-sections, two activities and a closing session.

**Estimated Duration:** Estimated duration will be provided specifically for the icebreaker, teaching session, activities and closing session.

**Resources:** Detailed information regarding methodology and resources will be provided.

**Bibliography:** References will also be provided.



## LT TA Modules

### *Module 1: ENTREHUBS value co-creation hubs introduction*

#### **Aim:**

To introduce educators to the concept of the ENTREHUBS Value Co-Creation Hub, and equip them with knowledge, skills and tools to design and implement a Value Co-Creation Hub as part of their curriculum.

#### **Learning Objectives:**

1. Introduce educators and trainers to the concept of Value Co-Creation Hubs (VCHs)
2. Equip educators and trainers with the knowledge and tools to run a VCH within their settings.
3. Provide guidelines on how to design, implement and evaluate the learning outcomes of a VCH.
4. Encourage the infusion of Entrepreneurship Education (EE) across different disciplines, through participatory, action-oriented and value-creation approaches.
5. Facilitate connections between HEIs and stakeholders of the business sector.

#### **Learning Outcomes:**

- Understand the Concept of Value Co-Creation Hubs (VCHs)
- Design and Implement a VCH
- Utilize Tools and Knowledge for Running a VCH:
- Evaluate Learning Outcomes of a VCH
- Integrate Entrepreneurship Education (EE) Across Disciplines
- Foster Collaboration Between HEIs and Business Sector Stakeholders

#### **Module Content:**

- Definition of ENTRHEHUBS VCH and its core approaches
- Role of co-creation and co-teaching as approaches in a VCH
- Key actors involved in the VCH
- Preparation and Implementation
- Short Activity



## Module 2: Minds and Attitudes for Entrepreneurs

### Aim:

The primary aim of this module is to equip educators with the knowledge, tools, and pedagogical strategies necessary to instill in students the mindset and attitudes critical for entrepreneurial success. This module is rooted in the principles of Design Thinking, emphasizing empathy, experimentation, and iterative learning, which are vital in the entrepreneurial journey.

### Learning Objectives:

1. Understand the Entrepreneurial Mindset
2. Integrate Design Thinking into Entrepreneurial Education
3. Foster Innovation and Creativity
4. Facilitate Experiential Learning
5. Cultivate Problem-Solving Skills
6. Encourage Collaboration and Teamwork
7. Embed Social Responsibility and Ethical Entrepreneurship
8. Adapt Teaching Strategies for Diverse Learners

### Learning Outcomes:

- Articulate the Entrepreneurial Mindset
- Apply Design Thinking in Entrepreneurship Education
- Enhance Creativity and Innovation
- Design and Implement Experiential Learning Activities
- Teach Problem-Solving Techniques
- Promote Teamwork and Collaborative Skills
- Incorporate Social Responsibility into Entrepreneurship
- Adapt Teaching to Diverse Learning Needs

### Module content

- Entrepreneurial Mindset: Cultivating a Vision
- Attitude Essentials for Entrepreneurs: Resilience and Adaptability
- Risk-Taking Strategies: Balancing Fear and Opportunity
- Creative Thinking in Entrepreneurship: Fostering Innovation
- Building a Growth Mindset: Learning from Failure
- Activity 1: The Failure Resume
- Activity 2: Design Thinking Sprint - Revolutionizing Financial Literacy for Young Adults



## *Module 3: Value creation through the evolution of business model themes*

### **Aim:**

This module aims to provide an Interactive introduction into selected elements of the EntreComps framework

### **Learning Objectives:**

1. Assess the consequences and impact of ideas, opportunities and actions.
2. Gather and manage the resources you need.
3. Use any initiative for value creation as a learning opportunity.

### **Learning Outcomes:**

- To identify pedagogical tools to make the business development more sustainable and ethical.
- To analyse factors that mobilise learners to engage into the value-creation process.
- To create innovative approaches to inspire learners for the value-creation.
- To reflect on experience that encourages learning process.

### **Module content:**

- Ethical and Sustainable Thinking
- Mobilizing Others
- Learning through Experience
- Activity 1: Business idea creation and sustainable development
- Activity 2: Mobilising factors for value-co creation and didactics
- Activity 3: Reflecting on learning through experience
- Closing Session: Plenary discussion



## Module 4: Prototyping and MVP Development / Building Your Product and Establishing Competitive Advantage for creating value

### Aim:

The aim of this module is to provide educators with the the knowledge, tools, and pedagogical strategies to ensure their students understand what they need to be prepared for when building their product and try to establish their competitive advantage.

### Learning Objectives:

1. Illustrate real-world examples of successful MVPs and how they evolved into fully-fledged products through iterative development.
2. Emphasize the importance of user-centric design in prototyping and MVP development to ensure the final product meets user needs and preferences.
3. Explore strategies for establishing competitive advantage through effective prototyping and MVP development, such as focusing on unique value propositions and market differentiators.
4. Discuss the role of rapid experimentation and iteration in refining prototypes and MVPs based on user feedback and market insights.

### Learning outcomes:

- Understand the role of prototyping in the entrepreneurial process and its significance in validating business ideas.
- Demonstrate the ability to apply various prototyping methods and tools to quickly iterate product concepts and gather feedback from potential customers.
- Develop critical thinking skills to evaluate the feasibility and viability of business ideas through prototyping and experimentation.
- Gain practical experience in translating conceptual ideas into tangible prototypes that effectively communicate value propositions.

### Module contents:

- Pit From Idea to Reality: Prototyping Strategies
- Minimum Viable Product (MVP) Essentials
- Crafting Your Product: Design and Development
- Gaining Competitive Edge: Strategies for Product Building
- Establishing Your Product's Competitive Advantage
- Activity 1 Role play as an entrepreneur
- Activity 2 Designing of a digital entrepreneurial game for students

## Module 5: How to Pitch to Investors & Essential Documentation

### Aim:

The aim of this module is to provide educators with the the knowledge, tools, and pedagogical strategies to ensure their students understand what they need to be prepared for when pitching to investors, the subtleties of pitching and how to document their ideas.

### Learning Objectives:

1. Understand the investor mindset
2. Craft an effective pitch
3. Structure the pitch presentation
4. Master presentation skills
5. Create essential documentation
6. Understand investor documentation requirements
7. Handle Q&A and objections
8. Consider ethical considerations

### Learning outcomes:

- Gain insights into the mindset and expectations of investors, including what they look for in potential investment opportunities, their risk tolerance, and their desired return on investment.
- Learn how to create and deliver a compelling pitch that effectively communicates their business idea, value proposition, market opportunity, competitive advantage, and financial projections.
- Earn to identify and understand the key components of a pitch deck, including problem identification, solution presentation, market analysis, business model, traction, team, and financial projections, facilitating the creation of well-structured and informative pitch presentations.
- Develop effective presentation skills, including public speaking, storytelling, and engaging with investors, enabling them to convey confidence and credibility during pitch presentations.
- Gain proficiency in creating essential documents such as pitch decks, executive summaries, business plans, and financial forecasts that support and enhance the effectiveness of pitch presentations.
- Learn about the typical documentation investors may request, such as term sheets, due diligence materials, and legal agreements, enabling them to prepare and provide necessary documentation during the investment process.

### Module contents:

- Pitching with Precision: Strategies for Investor Success
- Documenting Value: Essential Materials for Investor Engagement
- Pitch Perfect: Crafting Compelling Presentations for Investors
- Winning Investors Over: Techniques for Pitching Success
- Essential Documentation: Building Investor Confidence
- Activity 1: Role play as an entrepreneur and investor
- Activity 2: Designing of a Social Media Post

## Practical Recommendations

This guidebook contains several sessions that can be used with young people to learn more on the topic of social permaculture, and green entrepreneurship and through the process, create a permaculture garden. The sessions are designed to be as interactive as possible, and they include various tools and methodologies that make it more interesting for the young persons to be engaged and stay focused on the learning process taking place.

The sessions in this guidebook have the workshop well planned for you with all the things that need to be used and prepared. The sessions were prepared for HEI academics and educators working with university students. However, you can adapt the session according to your needs and to the needs of the crowd that you will be having.

*When preparing a workshop with young people keep in mind the following:*

1. Define what the **goal** of the workshop is. This is the main aim of the workshop and what you want the participants to take out of it at the end of the workshop.
2. Know your **target audience** to prepare the methodology according to your target audience.
3. Be aware that there are **different types of learners**. There is the visual learner, the kinaesthetic learner, and the auditory learner. Make sure to prepare activities that include methodologies that have something for all types of learners.
4. When it comes to **Visual Learners** one has to keep in mind that they: Use visual aids such as diagrams, charts, and slides, they make use of a lot of colour coding, they love to read and also it is great to provide them with opportunities for reading and exposure to written content and it will also be great to incorporate videos and images to illustrate concepts.
5. When it comes to the **Kinaesthetic Learners** one must keep in mind that they like to have hands-on activities and interactive exercises. It would be ideal to encourage movement during learning, like role-play or physical demonstrations, and to use tangible objects or props to enhance understanding. It is also important to allow time for group discussions and collaborative projects.
6. When it comes to **Auditory Learners** one has to keep in mind that with the auditory learners, it is good to promote discussions, debates, and group conversations, provide

verbal explanations and lectures, encourage listening to podcasts, audiobooks, and recorded lectures, and make use of rhymes, songs, and mnemonics to aid memory.

7. Be aware of the **space** that you have. The space where you will implement the workshop will also shape the way you will implement the workshop. So be aware of that and prepare accordingly.
8. Prepare for the **unexpected**: You might plan a lot but the session might not go as planned. This is ok. The most important thing is that you are ready to adapt according to the needs and the situations that crop up.
9. Create some **safe space rules**. It is important to list down some guidelines of what is expected from young people. Keep in mind that certain sessions will take place outside in the gardens where certain equipment is being used. Making some safety rules to make sure that everyone stays safe is essential.
10. **Energise the students**: When you see that the energy of the group is dwindling make use of energizers to get their energy high up again.
11. **Facilitate but do not control**. It is important that you do not control the crowd and give them a safe space where they can actually be creative and discuss their own ideas and thoughts.
12. **Close the session**: It's important to create a conclusion for the session and also plan what are the next steps and follow-up.



## LTTA Evaluation Rubric

Criteria	Points	Scale 1	Scale 2	Scale 3	Scale 4	Scale 5
<b>1. Understanding of Key Concepts</b>	20	Limited understanding; struggles to grasp core concepts (20 points).	Basic understanding; demonstrates some familiarity with key concepts (16 points).	Good understanding; able to articulate key concepts with clarity (12 points).	Strong understanding; demonstrates depth of knowledge in core concepts (8 points).	Exceptional understanding; demonstrates mastery of key concepts (4 points).
<b>2. Application and Integration</b>	20	Rarely applies concepts; struggles to connect ideas (20 points).	Attempts to apply concepts but with limited success (16 points).	Applies concepts adequately to some scenarios (12 points).	Applies concepts effectively to various scenarios (8 points).	Consistently applies concepts creatively to diverse real-world situations (4 points).
<b>3. Critical Analysis and Problem-Solving</b>	15	Demonstrates poor critical thinking and problem-solving skills (15 points).	Shows some ability to analyse but lacks depth (12 points).	Analyses effectively but may overlook some aspects (9 points).	Demonstrates strong critical thinking skills and identifies problems accurately (6 points).	Excels in critical analysis and consistently offers innovative solutions (3 points).
<b>4. Engagement and Collaboration</b>	15	Rarely engages and does not collaborate effectively (15 points).	Participates inconsistently; limited collaboration with peers (12 points).	Engages adequately and collaborates effectively in group settings (9 points).	Actively engages and contributes positively to group activities (6 points).	Demonstrates exemplary engagement and fosters collaboration among peers (3 points).
<b>5. Communication and Presentation Skills</b>	10	Communicates poorly; lacks clarity and coherence (10 points).	Communicates with some clarity but lacks engagement (8 points).	Communicates ideas clearly; engages the audience moderately (6 points).	Communicates effectively with clarity and engages the audience well (4 points).	Communicates persuasively with exceptional clarity and audience engagement (2 points).
<b>6. Application to Real-world Contexts</b>	10	Struggles to apply concepts to real-world situations (10 points).	Attempts to apply concepts but with limited success in practical scenarios (8 points).	Applies concepts adequately to some real-world contexts (6 points).	Applies concepts effectively to various real-world situations (4 points).	Consistently applies concepts creatively to diverse real-world scenarios (2 points).
<b>7. Overall Understanding and Synthesis</b>	10	Demonstrates poor understanding and lacks synthesis of concepts (10 points).	Shows some understanding but lacks integration of ideas (8 points).	Understands concepts well; synthesizes knowledge to some extent (6 points).	Demonstrates strong understanding and synthesizes knowledge effectively (4 points).	Excels in understanding and synthesizing knowledge from various sources comprehensively (2 points).

\*Note: Each criterion is rated on a scale from 1 to 5, with clear descriptors for each level of performance and total points, providing a more concise evaluation of learners' proficiency in each aspect.



## **Further information**

*Here below you can find more information about each scoring criteria:*

1. **Understanding of Key Concepts:** Demonstrates a thorough understanding of the core concepts presented in all modules. Can articulate the connections between different modules for value creation.
2. **Application and Integration:** Applies concepts learned across all modules to real-world scenarios. Integrates knowledge from different modules for innovative value creation strategies.
3. **Critical Analysis and Problem-Solving:** Critically evaluates the effectiveness of various approaches discussed in the modules. Identifies and solves problems related to value creation using module insights.
4. **Engagement and Collaboration:** Actively engages in discussions, activities, and group exercises. Collaborates effectively with peers to exchange ideas and enhance learning.
5. **Communication and Presentation Skills:** Communicates ideas clearly and persuasively during presentations and discussions. Engages the audience effectively.
6. **Application to Real-world Contexts:** Applies concepts learned to real-world business situations. Provides practical examples or case studies to support arguments or recommendations.
7. **Overall Understanding and Synthesis:** Exhibits a comprehensive understanding of the interplay between modules and their impact on value creation. Synthesizes knowledge for holistic solutions.

## The Partnership

**Karlshochschule**  
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