**SESSION PLAN**

**COURSE:** ABE Level 4 Introduction to Entrepreneurship

**ELEMENT:** Element 1 – Introduction to entrepreneurship

**LEARNING OUTCOME 1**

**Explain the benefit of entrepreneurship and innovation to an economy and how new businesses can impact communities (Weighting 20%)**

1.1 Explain the terms entrepreneurship, enterprise, social enterprise, intrapreneurship, and innovation

1.2 Explain the key characteristics of micro, small, and medium-sized businesses

1.3 Discuss business models that an enterprise can use

1.4 Discuss types and process of innovation

1.5 Evaluate how organisations can create their own enterprising culture

**NUMBER OF SESSIONS:** Two - approximately 16 hours in total

**SESSION TOPICS:** Session 1: Understanding entrepreneurship and innovation

Session 2: Business, innovation and creativity

**Note to tutors: This is the recommended session plan for Learning Outcome 1 of the ABE Level 4 Introduction to Entrepreneurship. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

**SESSION 1****: Understanding entrepreneurship and innovation (8 hours)**

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| Introduction to session & learning outcomes | **1.1 Explain the terms entrepreneurship, enterprise, social enterprise, intrapreneurship, and innovation**  Introduction to course, expectations of business plan and pitch and examination standards. | 1-4 |  |  |
| Introduction to terms on programme | Basic terminology of enterprise – enterprise, entrepreneurship, intrapreneurship, market share and innovation. | 5 | In small groups discuss ‘What is a business?’ and a basic understanding of the different types of business in their area. |  |
| Key types of business | Ask class to list type of companies and their differences using businesses identified in opening discussion and others supplied by tutor, local to their region. | 6 | Learners to research examples of different types of business, outside of class and produce local and global examples.  Use the template on Activity 1 | E1 LO1 Activity 1 |
| Why not for profit | Tutor to explain the growth of non-profit organisation and (briefly) introduce the concept of CSR.  Local examples of social enterprises to be prepared by tutor | 7-8 | Tutor-led discussion on benefit to communities of non-profit organisations using examples students know or research in class. |  |
| Understanding entrepreneurship and intrapreneurship | Explain the difference between entrepreneurship and the reasons why entrepreneurship is encouraged within a business.  Use examples e.g. W Gore and Skunkworks |  | Discussion on terms and differences between entrepreneurship and intrapreneurship (corporate enterprise). |  |
| Understanding entrepreneurship and intrapreneurship | Discussion based upon why business and growth is important to the economy.  For small business discuss the important of the sole trader in economies.  Pre-work on: [www.gallup.com/poll/175292/nearly-three-workers-worldwide-self-employed.aspx](file:///C:\Users\Perrineg\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\UBQVV0WO\www.gallup.com\poll\175292\nearly-three-workers-worldwide-self-employed.aspx) |  | Learners work in small groups to discuss the benefits and drawbacks of one of the following and present back to class using Activity 2:   * small business * large business * International business * High tech industry   Each group needs to include the impact on:   * Local economy * National economy * Local communities * Environment | E1 LO1 Activity 2 |
| Entrepreneurship and innovation | Lead a discussion topic on why businesses want entrepreneurial activity in their country and how often this is in the form of small enterprises. | 9 | Learners to review the study <http://databank.worldbank.org/data/home.aspx> to review sole trading in their country.  The statistics will be used later in Activity 4 |  |
| Looking for business opportunities | Lead class discussion on how business opportunities occur.  Use ‘7 sources of opportunity’ as a base.  Other areas of innovation to be discussed. | 10-11 | This is a theoretical section with tutor leading the learning.  Learner to be encouraged to suggest business ideas that fit into the 7 sources categories discussed.  **Outside of class**  For research, learners to research 4 examples of innovation and submit short summary to class in next lesson.  Use the template on Activity 3 | E1 LO1 Activity 3 |
| Why start-ups success | Play a TED Talk by Bill Gross – over 6 minutes and discuss issues. | 12 | www.ted.com/talks/bill\_gross\_the\_single\_ |  |
| Considering their business plan | Tutor to explain the assessment of a business plan at the end of the programme and learners to consider what business they will plan for. | 13-14 | Learners need to decide on a business that they will plan to start. At this stage, consider their ideas and how practical it is for development during the course. |  |

**Session 2: Business, innovation and creativity (8 hours)**

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| **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| SMEs | **1.2 Explain the key characteristics of micro, small, and medium-sized businesses**  **1.3 Discuss business models that an enterprise can use**  **1.4 Discuss types and process of innovation**  **1.5 Evaluate how organisations can create their own enterprising culture**  Use website for guidance on EU definition.  Ec.europa.eu  Tutor should localise information to discuss the size of the SME market in their region. | 15 | Using internet in class or outside of class, learners to research the figures for the number of SMEs and if possible their rate of grown over recent years in their region or nationally.  Use the template on Activity 4 and include research from previous session. | E1 LO1 Activity 4 |
| The differences size makes in staffing and culture | Tutor takes the learner from lifestyle to large business and discuss the key facts.  Focus to include the benefit of lifestyle employment is important, as owner-manager lifestyle can be a positive choice for an entrepreneur. |  | Working in groups – learners discuss how different businesses operate, using Activity 5 for notes. | E1 LO1 Activity 5 |
| Business size | Tutor to judge debate  Which legal structure is the best | 16-17 | Learners use notes for Activity 5 to represent a side of the view in a debate. |  |
| Internal management structures | Tutor to review three main internal structures discussing the benefits and drawbacks of each. | 18 | Using the template Activity 6 - learners to research examples of the three structures and justify if the structure is suitable for the needs of the business. Research can be in or out of class. | E1 LO1 Activity 6 |
| What are stakeholders | Tutor-led discussion on stakeholders.  Tutor introduce the Mendelow matrix and apply to local, well known organisation, for learners to understand its application. | 19-23 | Learners participate, sharing ideas.  Start to apply the Mendelow matrix  Learners choses a local and large business and compare the stakeholders using this matrix on Activity 7. | E1 LO1 Activity 7 |
| The concept of business models | Tutor discuss the tradition forms of trade and new business models:  Affiliate, freemium, auction, subscription, bait & hook, franchise and direct sales.  Review the case study of Nespresso outlined in study guide  [“Business model innovation: coffee triumphs for Nespresso”](http://www.emeraldinsight.com/doi/abs/10.1108/02756661311310431) | 24-27 | In small groups, each take a business model and present on the benefits and drawbacks – include examples.  Use Activity 8 to make notes for this topic. | E1 LO1 Activity 8 |
| Innovation and new product development | Tutor to present theories of innovation – Schumpeter & new product process. At end, learners participate in discussion groups.  In addition to Kotler, learners are encouraged to read the Emerald Insight chapter: [New Product Development](http://www.emeraldinsight.com/doi/abs/10.1108/978-1-78635-746-520161008), Ehsan ul Haque, Khalid Hasan  Strategic Marketing Management in Asia. 2016, 225-260. (This article will be available in your online student resources.) | 28-30 | Learners apply 5 types of innovation – compare with Drucker ideas too.  In addition to Kotler, learners are encouraged to read the Emerald Insight chapter: [New Product Development](http://www.emeraldinsight.com/doi/abs/10.1108/978-1-78635-746-520161008), Ehsan ul Haque, Khalid Hasan  Strategic Marketing Management in Asia. 2016, 225-260. (This article will be available in your online student resources.) |  |
| Creativity and ideas within a business | Tutor will refer to opening session on Drucker and 7 Sources of Innovation and discussion on intrapreneurship using examples. Learners will be directed to the following article.  Adam Brand, (1998) “Knowledge Management and Innovation at 3M”, Journal of Knowledge Management, Vol. 2 Issue: 1, pp.17-22. (This article will be available in your online student resources.) | 31-33 | Adam Brand, (1998) “Knowledge Management and Innovation at 3M”, Journal of Knowledge Management, Vol. 2 Issue: 1, pp.17-22. (This article will be available in your online student resources.)  This article will be used as the basis for your class discussion. |  |
| Creativity and Intrapreneurship | Tutor to lead idea generation session and manage activity on how intrapreneurship can support and enterprising culture. | 34 | Learners will review 4-step process of Creativity and discuss the benefits of an enterprising culture and intrapreneurship in a business. |  |
| Preparing the business plan (continued) | Tutor will discuss topics covered in this section and how it contributes to the business plan.  Tutor will discuss how ideas maybe rejected or put on hold and the value of reconsidering plans. | 35 | Learners will use skills learnt and progress their business plan – deciding product, business structure and business model.  By completing Activity 9, students will develop more of their plan. | E1 LO1 Activity 9 |