



## 1. Policy/practice

* <b>Title</b>	<b>Entrepreneurship I, Training course</b>	
* <b>Name and full contact details of key contact person<sup>1</sup></b>	<b>A.S.PE.T.E: Higher School of Pedagogical and Technological Education</b> Address: IRENE Train station, Line 1, 141 21 N.Heraklion, Athens, GR, Branches in Thessaloniki, Patras, Heraklion, Volos	
* <b>Keywords</b> (These should also refer to themes relevant to other objectives groups where appropriate)	Professional development, entrepreneurship, competence, qualification, appraisal, assessment, e-learning, courses, graduate training scheme	
* <b>Key priority(ies) addressed</b>	<ul style="list-style-type: none"> <li>• Culture of enterprising mentality.</li> <li>• Incentive to more individuals to become businessmen.</li> <li>• Preparation of businessmen for the development of competitiveness.</li> <li>• Improvement of cash-flow of financing.</li> <li>• Creation of a friendlier lawful and administrative frame.</li> </ul>	
* <b>Duration of policy/initiative</b>	<b>14 weeks</b>	
* <b>Outline, Summary (max. 500 characters)</b>		
<p>The training course provides different modules for fourteen weekly sessions of three days each.</p> <p>Analysing in more depth the environment of the entrepreneur, the participants follow a presentation and analysis of the profile of MMEs. They are given the definition of MME, their advantages and disadvantages. Finally, they make an extensive reference to the business networks.</p> <p>The social, geographic and cultural factors which influence the development of entrepreneurship are analyzed in this session. In parallel, participants examine the external (negative and positive) economics of the environment. With reference to the concept of international entrepreneurship, the concept of international business culture is presented.</p> <p>An other didactic unit, exploiting the didactic material, analyzes thoroughly the concepts of:</p> <ul style="list-style-type: none"> <li>• Social factors influencing entrepreneurship</li> <li>• Geographic factors influencing entrepreneurship</li> <li>• Cultural factors influencing entrepreneurship</li> <li>• External economic scale</li> <li>• Social responsibility of the entrepreneur.</li> </ul> <p>An other didactic unit, as in the two following sessions, analyzes thoroughly the following concepts of:</p> <ol style="list-style-type: none"> <li>1. Business Plan</li> <li>2. Analysis of Sector-Market</li> <li>3. SWOT Analysis</li> <li>4. Marketing Plan</li> <li>5. Administration and Operational Management</li> <li>6. Economic Planning</li> <li>7. Business Sustainability</li> </ol> <p>This unit is very important, because in it converge in practice all the concepts that the participants met in the previous units. The most important point in the didactic unit is that the participants familiarize with the business plan that is the representation on paper of the business enterprise.</p>		

## 2. Background

* <b>Related national/regional policies/initiatives</b>

<sup>1</sup> Please note that it is important to provide the details of an individual who may be contacted by the consultants should they require further information.



### 3. Content of policy/initiative

<p><b>* Implementation (programmes, methods, measures and actions)</b></p> <p>The first session has the aim the training course presents smooth to the meaning of entrepreneurship. More specifically, the participants are informed for the specific European Program and, in parallel, they are able to express their doubts. After, they present the teaching approach of the lesson, give the necessary theoretical background and do a brief retrospection with regard to the development of entrepreneurship meaning.</p> <p>During the second session participants analyze in detail the concepts: entrepreneurship, entrepreneur, private enterprise, enterprise and enterprise management. At the same time they compare the advantages and disadvantages of entrepreneurship in everyday life and do an extensive reference to the procedure of business and development.</p> <p>The third session the participants have the occasion to understand the concepts of uncertainty, of risk and of profit performance. More specifically, in depth analysis of the concepts of risk and uncertainty and how they relate to people. Moreover, participants follow an analysis of the terms of gain and profit and examine in depth the degree of relation between risk and profit.</p> <p>The aim of the forth session is to give the necessary theoretical background about the measurement of risk and profit. In parallel, presentation of specific example is made so that the participants understand how the uncertainty and the risk make their appearance in an enterprise. Finally, participants develop ways of facing uncertainty and risk.</p> <p>In the fifth session participants study the concept of innovation and its relation with entrepreneurship. They discover the important role that innovation plays in the current situation of the enterprise but also the perspectives for its future route. Finally, there is a reference to the methods of application of innovation to entrepreneurship.</p> <p>In the following didactic unit there is analysis of the methods to shape the business advantage, as well as the life cycle of products in connection with the business advantage. Moreover, presentation of the development phases is made of a product and the suitable time of its introduction on the market. Also, there is a reference to the time planning and to the application of technology for a business advantage.</p> <p>In the seventh didactic unit participants examine the basic characteristics of the entrepreneur and in parallel mention his specific personal features. After, they study the factors which favour the turning of some social groups to entrepreneurship and analyze the way of thinking of the entrepreneur.</p> <p><b>KEY-POINT OF THE COURSE IS PRACTICAL APPLICATION OF THE THEORETICAL COURSES. THIS WILL BE DONE IN THE FOLLOWING WAYS:</b></p> <ul style="list-style-type: none"> <li>• <b>Visits of participants in enterprises.</b> Discussing with representatives of enterprises the participants can see closely the functioning of the enterprise and better comprehend the problems but also the challenges.</li> <li>• Participants undertake real <b>case studies</b> and with the guidance of professors functioning as advisers in small enterprises, are invited to face the problems and be called to give solutions.</li> <li>• <b>SIMULATION OF OPERATIONS OF A VIRTUAL ENTERPRISE.</b> With the method of virtual enterprises the participants are invited to manage a (virtual) enterprise, in all the phases of its development, understanding the way of operation, the pleasant but also unpleasant facts that they will face as potential businessmen. this course last 40 hours (1 week).</li> </ul> <p>Finally, it is important to highlight that the more basic factor of the course in question, is the encouragement of development and exploitation of new enterprising ideas.</p> <p>Through the virtual enterprise course, the participants are in continuous vigilance, 'learning and applying', trying various alternative strategies so that they comprehend when a businessman or a enterprise is successful. The basic contribution of the course is the systematic study and comprehension of innovation in the sector of entrepreneurship. Through teams, comprehending the importance of collaboration, the participants have the possibility of exchanging opinions and knowledge, of checking their results, of realising their errors, and finally of coding the success.</p> <p><b>THE COURSE</b></p> <p>The course is implemented with the participation of four (4) to six (6) competitive teams, composed by four (4) individuals. Every team constitutes a different enterprise which, guided from the process of operation of enterprise, plans, takes decisions and finally evaluates the results of its actions.</p> <p>Each team represents a separate enterprise whose participants constitute the Management team. The trainees undertake the role of executives of the enterprise and for the duration of operation of the course change roles so that they pass from all the jobs (sales management, production management, financial management and general management).</p> <p>The teams work in a completely competitive environment and begin all from the same base and the same data. Catalytic role in the growth and profitability of enterprise play the decisions and the actions of the trainees for the duration of repeated cycles.</p> <p>The course covers all the operations of modern enterprise, exposes the participants to the real administration of small enterprise in the completely competitive market of today and it gives them the possibility of conceiving the actions that is</p>
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essential they undertake in order to confirm the success of the enterprise.

**The objective aim of virtual enterprises** is to help the participants:

- A) to deepen their enterprising thought exercising their business decision-making
- B) to develop their empiric judgement and to test their enterprising skills against a "dangerous competitor" under the eye of experienced instructors.
- C) to acquire a total picture for the operation of enterprise (Big Picture), and
- D) to comprehend the problems that are presented in the administration of a small or intermediate enterprise.

The program must be adapted to the modern enterprise, all the quantitative elements that are given must be absolutely linked between them and the program operation is supported by a series of algorithms.

With the use of algorithms, all the quantitative data of program, either these concern production or financial data, or quantitative elements of market, must be absolutely linked between them.

Participants are called to investigate the market, to determine and to evaluate its opportunities, to plan and to execute a business plan, to check their own performance but also that of competition, as well as to re-define the strategy and their tactics provided that this is deemed essential. The program must support itself with 'Experiential Learning'. Learning is acquired via continuous team exercises, during which the participants undertake to manage 'Virtual Enterprises', to face daily situations of the market, as well as to take decisions that will determine the future course and the results (virtual) of their companies.

The practical application of techniques and knowledge, as well as the continuous alternation of roles, are the main axes of learning and completion of knowledge and experience of the participants.

The methodology should apply the principles of Learning Loops. The repeated cycles of learning in which the degree of difficulty increases gradually, gives the possibility to trainees to absorb completely the object of teaching.

The program exposes the participants of real administration of an enterprise, in the very competitive market of today; while simultaneously it gives them the possibility of conceiving the actions that it is essential to undertake to confirm the success of the enterprise.

**\* Scope or level: national, regional, local**

National

**\* Partners involved** (*in the design, implementation and evaluation of the policy/initiative*)

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**\* Target Group(s) and beneficiaries** (*definition and estimated numbers*)

Young people wishing to create their own enterprise or to be self-employed.

**\* Financial costs and support** (*source: public and/or private; amount, recipients*)

All the costs are covered by the national budget.

## 4. Outcomes and results

**\* Outcomes, specific achievements; Perceived strengths, weaknesses and priorities for improvement** (*qualitative and quantitative evidence*)

In the frames of the program the ASPETE organises competition of business plans in which have the possibility to participate individual participants or teams of participants.

Objective of this effort is to become absolutely comprehensible how to draw up business plans, which are the likely sources of financing, which type of questions the likely investors make and how much intense it can be the competition in the real world.

With the completion of the course the participants have the possibility of presenting a study with subject the concretisation of a 'Business Idea'. The studies have the form of a full business plan and they are evaluated by a committee in which professors, executives of ASPETE and businessmen participate.

The participants that participate in the competition develop a full business plan, that includes in-depth analysis of subjects as the prospects of growth, the financing form, the forecasted economically elements and the timetable of implementation. The 3 Enterprising Plans that are judged to fulfil the conditions of implementation and effectiveness are rewarded.

**Sources of the information provided**

Websites: [www.aspete.gr](http://www.aspete.gr)