

Heidelberg University

Module Handbook

Continuing Education Modules and Certificate: Entrepreneurial Skills

As of: 08/25/2022

Interdisciplinary modules for students of all bachelor's and master's programs as well as doctoral students and postdoctoral researcher

Introduction date: 03/11/2022

Study site: Heidelberg

Number of university places: Admission not restricted

Number of credit points to be earned within the certificate: 15 CP

Fees / contributions: Based on the general provision of Heidelberg University

Preamble

In line with its mission statement and constitution, Heidelberg University pursues subject-specific, interdisciplinary, and professional goals in its degree programmes both in the context of providing a comprehensive academic education and in relation to its students' later professional activities.

This results in the competence profile below that is included in all module handbooks as the qualification profile valid for all disciplines. It is furthermore implemented in the specific qualification objectives as well as the curricula and modules of the individual degree programmes:

- Develop professional skills that are strongly research-oriented;
- Develop transdisciplinary dialogue skills;
- Build practice-oriented problem-solving skills;
- Develop personal and social skills;
- Promote a willingness to assume social responsibility based on the skills acquired.

Entrepreneurial Skills

Introduction

The Cambridge Dictionary defines entrepreneurship as the “skill in starting new businesses, especially when this involves seeing new opportunities”; entrepreneurs are, thus, in the narrowest sense, “business operators” or “company founders”. The goal of entrepreneurship education – roughly corresponding to the idea of “teaching entrepreneurial thinking and action” – is to enable people to independently develop solutions to social and economic challenges and to transform these solutions into viable and scalable products and business models. This, in turn, supports society's further development in light of present and future challenges and continuously promotes innovations in future-oriented areas.

Entrepreneurship Education provides the framework to convey the skills necessary for such an entrepreneurial mind set. The associated content goes beyond providing training in strictly economic matters. In addition to idea development, building a business model and innovation management, key competencies such as planning, leadership, judgment, and reflection skills are among the central elements of entrepreneurship education. These skills furthermore include dealing with uncertainty, a willingness to take risks, to collaborate, and to work as part of a team. Assuming responsibility, the ability to engage in visionary thinking, as well as the perception of self-efficacy and resource-oriented action represent further important partial skills that play a major role in the modern working world. The knowledge conveyed is always consolidated and trained in settings and by means of direct application.

The Entrepreneurial Skills modules are designed for students of all majors and disciplines. The modules teach skills that are relevant in many areas of the working world – no matter if you want to start your own business or not. In addition to their specialist competencies in their discipline, students are, thus, prepared for their later functions and positions, e.g. as employees in a company or as scientists in academia. The Entrepreneurial Skills modules at Heidelberg University are aimed in particular at students who have no prior training in the basics of business administration. It does not focus on classical business administration.

Entrepreneurial Skills at the University of Heidelberg

Additional qualifications with certification opportunity

Heidelberg University will offer continuing education modules in the area of “Entrepreneurial Skills”, starting in the winter semester of 2022/23. The modules are divided into three pillars with compulsory and elective modules, as well as specialised subjects for three different focus areas. The successful completion of the necessary courses documents a comprehensive basic education in the area of entrepreneurship. Each module is self-contained and can be taken and certified individually. The modules complement each other in content and are partly based on each other. Combining different modules permits diverse possibilities of acquiring different skills. The “Entrepreneurial Skills Certificate” as such can be acquired by documenting 15 credit points.

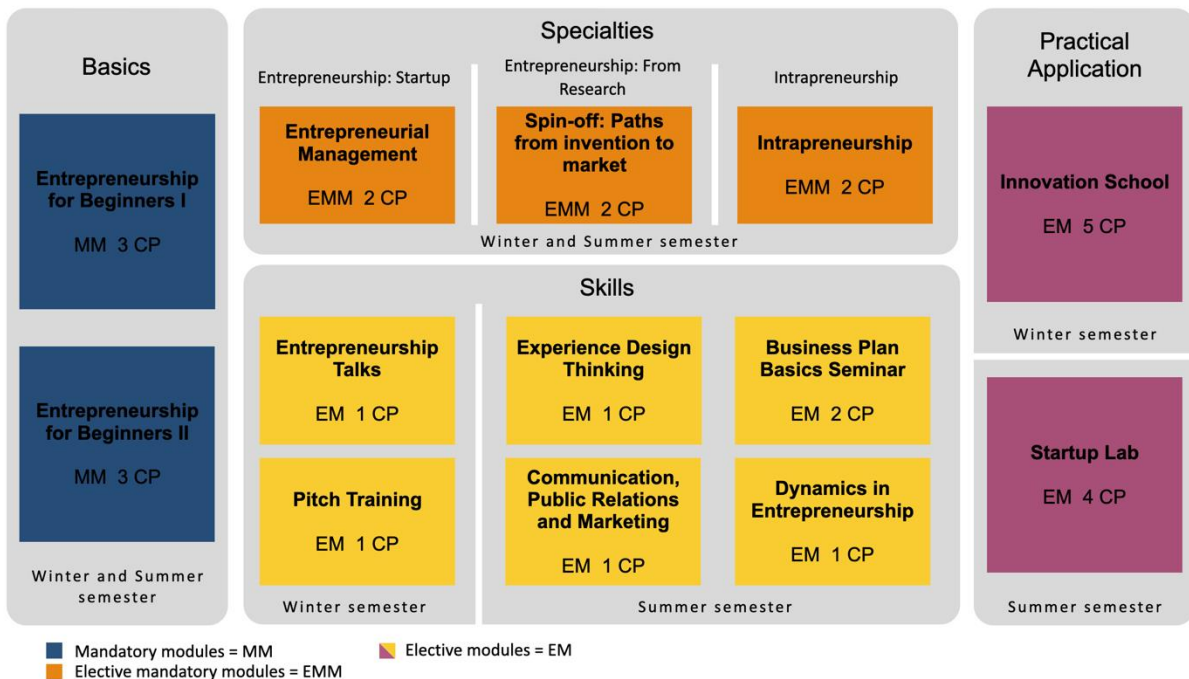
This gives students the opportunity to acquire specific (entrepreneurial) skills in a targeted manner. However, they can also combine different skills that are not only important for an entrepreneurial mindset but prepare participants for the working world. All courses combine the acquisition of theoretical basics with practical exercises. They convey knowledge and skills that belong to, among others, the areas of business model development, marketing and sales setup, management and legal basics, pitching, and/or communication.

The students may structure their modules in a way where participating in individual modules enables them to acquire the certificate at a later stage. We suggest that students aiming to acquire the certificate from the beginning start out by completing the “Entrepreneurship for Beginners 1 & 2” courses (pillar 1). The certificate can be completed with three different specialities:

- Entrepreneurship – Start-up
- Entrepreneurship – From research
- Intrapreneurship

The special field of “**Entrepreneurship – Start-up**” is suitable for students who may want to found their own businesses independently of the university. The special field of “**Entrepreneurship – From Research**” is also aimed at future founders. However, it targets those who would like to establish their own companies based on their research at Heidelberg University. Students who do not plan to start their own business but are interested in entrepreneurship and the innovative development of ideas are the target group of the special field of “**Intrapreneurship**”. This specialty prepares students for a day-to-day entrepreneurial role within an economic business structure.

Apart from choosing one of the three specialties, students can combine various elective modules with one another receive individual certificates for them. In order to obtain the Entrepreneurial Skills Certificate, students must obtain 15 credit points. The mandatory modules must be completed and serve as the basic education. In order to receive the remaining necessary points, students may add elective modules based on their own preference. Students who do not wish to acquire the full certificate may attend and complete the modules individually as well. Students will receive an



attendance certificate upon completing each module.

The modules at Heidelberg University differ from other modules primarily because it offers students specific courses that can be attended without prior knowledge (e.g. in business administration). Since Heidelberg University, as a comprehensive research university, offers its students a comprehensive academic education across all disciplines (life and natural sciences, humanities, and social sciences), the aforementioned modules as well as their combination for the Entrepreneurial Skills certificate are suitable for students of all subject areas.

All courses offered

All modules at a glance

All modules can be taken and certified individually. Modules that are based on each other are marked accordingly.

Module name:	Entrepreneurship for Beginners I
Module type	Compulsory module
Module supervisor	Julia Piechotta & Amelie Vermeer
Language	English
Credit points	3 CP
Module learning content	<p>The module introduces students to the field of entrepreneurship. It contains the theoretical foundations of entrepreneurship and offers an overview and basic understanding of ecosystems and the functions of start-ups in the innovation context.</p> <p>The concept of business start-ups will be introduced by examining it in historical and current contexts, giving students a basic understanding of the subject area of entrepreneurship. The compulsory module furthermore covers basic terminology in the context of entrepreneurship, cultural differences between start-ups and corporates as well as the basics of validating a business model.</p> <p>Independently, students will be able to work out central differences between entrepreneurs and managers as well as between start-ups and corporates. By analysing socio-economic conditions, they stand to gain a basic overview of the start-up ecosystem in Germany and Europe and the key factors that influence its current state. An interim presentation offers the opportunity for students to share the results of their independent work.</p> <p>In the remainder of the course, we will apply the theoretical principles of validating a business model to the start-ups covered earlier. This allows students to both work out strategic contexts of start-ups based on best practice examples and to immediately apply the methodological principles of business model validation in order to identify success factors. Results are presented, discussed, and evaluated together in a final pitch.</p>
Learning objectives	<ul style="list-style-type: none"> ● Students have acquired a basic understanding of entrepreneurship; they will be able to name and define key terms and to distinguish them from one another. ● Students are able to illustrate and present connections between science, business, society, and innovation. ● Students are familiar with the methodological basics of validating a business model (e.g. Business Model Canvas, Lean Start-up approach, competitor analysis, ...); they can outline and elaborate on them. They are able to apply these methods to existing business models, to identify and illustrate factors for success.

	<ul style="list-style-type: none"> Students are able to summarise and apply the basic knowledge acquired in the area of entrepreneurship and to explain and present it in the context of a presentation. They are also able to pitch and discuss their work to an audience.
Teaching and learning methods	The compulsory module uses a number of interactive forms of knowledge preparation and transfer. This includes, among other things, a lecture-based introduction, presentations by instructors, multimedia presentations, research groups, plenary discussion, independent work, and group presentations.
Attendance requirements	There are no attendance requirements.
Module usability	The module forms the basis for the Entrepreneurship for Beginners 2 module. Furthermore, it forms the basis for any further modules in the Entrepreneurial Skills Certificate.
Prerequisites for awarding of credit points	Credit points can be awarded following attendance of all courses of the module, expanding and deepening self-study, and successful completion of the interim and final presentations.
Interval of the module	This module is offered twice a year.

Module name:	Entrepreneurship for Beginners II
Module type	Compulsory module
Module supervisor	Julia Piechotta & Amelie Vermeer
Language	English
Credit points	3 CP
Module learning content	<p>This module leads students through the process from idea development to business model development using typical tools like the design thinking method or the business model canvas. The necessary steps include “design”, “empathize”, “define”, “ideate”, “prototype”, as well as “test” a business idea. This conveys a basic understanding of how to develop a business idea. The theoretical basics of design thinking as well as entrepreneurship are applied in a workshop, where students can gain first(hand) experiences with the challenges of founding and developing/validating a business model. The course furthermore establishes a core understanding of market analysis and creating as well as testing a prototype. Implementing a marketing and sales strategy, then, enables students to differentiate between strategic and operational decisions, identify success factors, and draw their own conclusions. Developing a business model also gives students insights into how to finance a business model or how to spin off a scientific idea. The students present their business models in a final pitch, which will be critically examined and discussed in the plenary.</p>
Learning objectives	<ul style="list-style-type: none"> ● By the end of this course, students are able to define and execute design thinking process chains. ● Students are able to develop, plan, and derive a business idea using the process chain of design thinking based on a predefined social problem. ● The course conveys central knowledge of market analysis, an understanding of correlations between supply and demand as well as customer feedback and product offering - in order to enable students to carry out the first steps of the process chain. ● Students are able to develop prototypes, test them, and derive results in order to develop and optimise a business model using the pivoting approach. ● Students run through the design thinking process repeatedly to optimise their developed business model by identifying market feedback. ● Students are able to present a business model developed on their own, demonstrate challenges, and explain possible solutions in their final pitch. Students compare solutions for the social issue at hand, using theoretical basics to present and implement a business model.
Teaching and learning methods	This compulsory module uses a number of interactive forms for knowledge preparation and transfer. This includes, among other things, a lecture-based introduction, presentations by instructors, multimedia presentations, workshop, research groups, plenary discussions, independent work, and group presentations.
Attendance requirements	There are no attendance requirements. A previous completion of “Entrepreneurship for Beginners I” is recommended for students aiming for the Entrepreneurial Skills Certificate.
Module usability	The module forms the basis for further courses of the Entrepreneurship Certificate.
Prerequisites for awarding of credit points	Credit points can be awarded following attendance of all courses of the module, expanding and deepening self-study and successful completion of the final presentation.
Interval of the module	This module is offered twice a year.

Module name:	Entrepreneurial Management
Module type	Elective module
Module supervisor	Amelie Vermeer
Language	English
Credit points	2 CP
Module learning content	The <i>Entrepreneurial Management</i> elective module presents the different management facets of a founder. Special fields such as time management, corporate governance, corporate culture, and negotiation management are highlighted, examined, and explored together. The elective module illustrates the tasks of an entrepreneur and the possible approaches for addressing such issues. Scenario exercises and role-playing allow students to learn and develop individual ways of dealing with the topics listed independently. Input on best-practices complements this approach. Students may understand and experience real-life circumstances by examining examples from practical everyday start-up life and via debates or Q&A sessions.
Learning objectives	Students are able to <ul style="list-style-type: none"> ● name and list the research-based characteristics of an entrepreneur. ● classify different corporate cultures and present a potential culture of their own. ● explain the obstacles and practices of time management and potentially use them for their own future start-ups. ● distinguish between different conflict situations, evaluate them, and question their own manners of dealing with conflicts. ● derive forms of negotiation and further develop their own techniques from negotiation scenarios. ● conceptualise their own persona and design a potential framework for their own start-up based on the entirety of the acquired content.
Teaching and learning methods	This elective module switches between theoretical input, examples from the practical professional world, and group work in order to enable students to work on and understand topics independently. Various teaching methods give students both the theoretical knowledge and practical application to prepare them for various day-to-day issues in a start-up.
Attendance requirements	There are no attendance requirements. A previous completion of the “Entrepreneurship for Beginners I & II” courses is recommended for students aiming for the Entrepreneurial Skills Certificate.
Module usability	Priority module of pillar 2a: Entrepreneurship – Own founding.
Prerequisites for awarding of credit points	Credit points are assigned for independent work, active participation, and presentation of the persona.
Interval of the module	This module is offered once a year.

Module name:	The Scientist Entrepreneurship Course
Module type	Elective module
Module supervisor	Bodo Brückner, Eva Markutzik
Language	English
Credit points	2 CP
Module learning content	<p>With our compact course "The Scientist Entrepreneur", scientists will broaden their skillset to turn scientific discoveries into innovations that can positively impact the lives of many people and patients. Within just a few weeks, participants will learn how to develop and pitch a business idea in life science. Equipped with entrepreneurial frameworks, they will experience immersive group work by simulating a start-up founder team.</p> <p>Participants will learn the basics of intellectual property, innovation, and economic value creation from academic research results. To this end we will introduce Alexander Osterwalder's business model and value proposition canvas in the context of a life science start-up. Participants will also learn the life science investors mindset and the importance of de-risking a biotech asset. The teams will get to know the crucial components of a pitch presentation, which is not only an essential skill for start-ups but also in other industry settings and even in everyday life.</p>
Learning objectives	<p>Our course enables scientists to understand the steps from discovery to a diagnostic or therapeutic product. Participants will:</p> <ul style="list-style-type: none"> • develop a basic understanding of entrepreneurship and innovation including intellectual property and venture capital financing of start-ups • receive guidance on how to come up with a viable and compelling business idea • pitch their business idea in front of a critical audience
Teaching and learning methods	<p>Participants are grouped in founder teams to develop a viable and compelling business model. Each founder team will receive a current research article* about an invention or discovery in the field of life sciences or health tech as a basis for its business idea. With the knowledge gained during the lectures, teams will finally present their business idea in front of a critical audience (peers and lecturers).</p> <p>We will provide access to an online folder with all lectures (as pdf) and additional materials (e.g., articles, reading recommendations).</p> <p>*Papers will be selected, e.g., from Nature, Science and Cell</p>
Attendance requirements	<p>Participants need a computer with a microphone, a camera and access to the internet, because all lectures will be provided via ZOOM. The camera and the microphones are needed for the interaction during the lectures and the pitch presentations. Further technical details will be provided with an extra document and during a dedicated online meeting. Completion of the Entrepreneurship for Beginners I and II courses is recommended for students aiming for the Entrepreneurial Skills Certificate.</p>
Module usability	Priority module for pillar 2b: Entrepreneurship – From research
Prerequisite for awarding of credit points	<p>We expect every team (max 4 participants per team) to prepare a pitch presentation based on a scientific article. A jury of the lecturers will grade the presentations (in case of participating students who need credit points) and provide feedback after each team presentation. We expect you to attend all lectures and pitch presentations. If you miss more than 2 meetings (lectures or</p>

	<p>pitch presentations) or miss the pitch presentation of your team, we will not be able to provide you with a certificate of attendance or credit points.</p> <p>We are providing live lectures and expect that participants raise questions via the chat function. The co- moderator will regularly check the chat and collect the questions, which will be answered in regular intervals.</p>
Interval of the module offer	<p>This module is offered once a year.</p>

Module name:	Intrapreneurship Innovation process in large corporations – <i>strengths and weaknesses compared to start-ups</i>
Module type	Elective module
Module supervisor	Karl Hahn & Daniel Lohner & Amelie Vermeer
Language	English
Credit points	2 CP
Module learning content	<p>Entrepreneurship in companies – Introduction to the core aspects of intrapreneurship and discussion of the differences to entrepreneurship using the example of innovation in large companies, e.g. Kodak, Fujifilm, Apple and others. Detailed analysis of the influence of culture, structures and processes on innovation success in large companies. Introduction of innovation as a process from idea to value creation. Different types of innovation: big and small, sustaining and radical innovations. Explanation of the differences using specific examples. Discussion of the importance of enabling technologies and entrepreneurship for radical innovations. Discussion of the strengths and weaknesses of industrial innovation processes using the example of the “stage gate process”.</p> <p>Introduction to the structural challenges of successful start-ups. Universities as incubation centres for radical innovation. What cultural and structural prerequisites are needed for universities to be successful as incubation centres?</p> <p>Development of a radical innovation in a large company using the example of a spin-off. The development of the spin-off from the beginning (as a research project) to the current state is presented. In addition, external lectures, case studies and best practice are integrated into the course.</p>
Learning objectives	<ul style="list-style-type: none"> ● Students can outline, summarize, discuss and criticize the R&D environment in large companies. (The presentation of the R&D environment is intended to illustrate to the students the manner of industrial research). ● Students will be able to explain and demonstrate how innovations are made in large companies and how market potential can be investigated. ● Students can compare the strengths and weaknesses of the innovation processes of large companies and start-ups. This should help them later to choose the “right” employer. ● The course aims to awaken the desire for their own entrepreneurship endeavours and, if necessary, help the students to generate and develop their own ideas in this direction.
Teaching and learning methods	Lecture with strong involvement of the listeners through active enquiries and many discussions. Processing of complex “business cases” in the form of group work.
Attendance requirements	There are no attendance requirements. A previous completion of the “Entrepreneurship for Beginners I & II” courses is recommended for students aiming for the Entrepreneurial Skills Certificate.
Module usability	Priority module for pillar 2c: Intrapreneurship
Prerequisites for awarding of credit points	Participation in > 80% of the course. Work on two innovation Business Cases in groups.
Interval of the module	This module is offered once a year.

Module name:	Entrepreneurship Talks
Module type	Elective module
Module supervisor	Amelie Vermeer
Language	English
Credit points	1 CP
Module learning content	Teaching entrepreneurship comprises both the theoretical basics and the practical implementation (or undergoing) a hypothetical founding process. Students need best practice examples from the real world in order to be able to connect the two areas and relate what they have learned directly to the implementation process. This elective module specifically offers practical lectures from role models in the entrepreneurship world. The topics are chosen broadly, covering anything from intrapreneurship to spin-offs to start-up stories. An additional Q&A session at the end of each presentation will give students the opportunity to engage actively in discussions on the respective subject.
Learning objectives	<ul style="list-style-type: none"> ● Students are able to compare and contrast different practical examples ● A number of presentations on similar topics make it possible for them to evaluate and question procedures ● Question and answer sessions and practical input allow students to reflect on their own ideas and potentially generate new ideas.
Teaching and learning methods	Practical input from the start-up and corporate world will be provided through presentations followed by Q&A sessions.
Attendance requirements	There are no attendance requirements. A previous completion of the “Entrepreneurship for Beginners I & II” courses is recommended for students aiming for the Entrepreneurial Skills Certificate. Students are no longer eligible for this course after taking the Entrepreneurship lecture.
Module usability	Specialised module for pillar 2
Prerequisite for awarding of credit points	Brief written or oral summary and reflection on the presentations and related discussions.
Interval of the module	This module is offered once a year.

Module name:	Experience Design Thinking
Module type	Elective module
Module supervisor	Amina Daca
Language	English
Credit points	2 CP
Module learning content	<p>In the elective module "Experience Design Thinking" students go through the practice-oriented design thinking process and work on real challenges. The students, who are expected to be from different faculties and departments, will be divided in cross-semester and interdisciplinary teams as they develop user-focused solutions to diverse presented challenges.</p> <p>Teams go through the design-thinking process in brief design-sprint units. This teaches them the user-focused approach to generating innovative solutions to complex problems. In accompanying input sessions, students will learn the basics of design thinking, which they can apply to their projects right away.</p> <p>The design-thinking techniques help students solve complex problems in an agile and creative manner. They are applied directly in the process of developing innovative prototypes for products, services, or processes.</p> <p>The <i>Experience Design Thinking</i> workshop is aimed at motivated, interested, and committed students who are interested in thinking "outside the box" and developing solutions for relevant issues.</p>
Learning objectives	<p>Students</p> <ul style="list-style-type: none"> ● know and understand the "design thinking" process and its basics. ● are aware of the relevance of user needs and can place them in the context of design thinking. ● are able to perform empathy interviews. ● understand bold, intuitive as well as exploratory thinking and action as a foundation within the design thinking process. ● learn creativity methods and are able to apply them. ● cooperate in interdisciplinary teams and develop solutions together. ● are able to apply and use design thinking methods to describe, analyse, and question new problems relevant to practice in a structured manner. ● are able to understand the central relevance of the "design thinking" innovation method, perform a structured prototype development, and present innovative ideas and prototypes.
Teaching and learning methods	This elective module is based on the "experiential learning" or "experimental learning" teaching approach. Lecture-related formats are used to convey knowledge. Group work serves to implement the methods of design thinking.
Attendance requirements	There are no attendance requirements. A previous completion of the "Entrepreneurship for Beginners I & II" courses is recommended for students aiming for the Entrepreneurial Skills Certificate.
Module usability	Specialised module in pillar 2
Prerequisite for awarding of credit points	Active participation in all arising work steps. Independent completion of practical exercises as well as the creation and presentation of a (paper) prototype
Interval of the module	This module is offered once a year.

Module name:	Pitch Training
Module type	Elective module
Module supervisor	Amelie Vermeer & Colin Bennett
Language	English
Credit points	1 CP
Module learning content	<p>This hands-on module helps students craft a presentation that's engaging, dynamic, and convincing.</p> <p>We will learn that the key to this is to focus on your audience. More importantly, we will learn <i>how</i> to do it. We will look at what persuades audiences, how different personalities respond to different approaches, how to get them to pay attention and to understand our presentation. We will discover the link between a memorable presentation and one that is credible and convincing.</p> <p>We will also look at what specific audiences such as investors want to see and how to make sure you connect with them in the most powerful way possible.</p> <p>The course is practical and centres on a five-minute presentation of your choice. You will give an initial presentation to the group and receive feedback.</p> <p>After that we will deep dive into the challenges we face as presenters, the tools we have at our disposal to overcome said challenges, and – most importantly – how you can use those tools in your specific presentation.</p> <p>In the course of the two days, you will develop an understanding of audiences and your ability to engage them. We will finish with the final version of your five-minute presentation and you will receive detailed one-to-one feedback.</p>
Learning objectives	<p>Students</p> <ul style="list-style-type: none"> • understand how to persuade their audience. • understand how different types of audience respond. • understand what investors are looking for in a pitch. • can get, keep, and direct the audience's attention. • can spark the audience's curiosity. • can make even abstract ideas clear, understandable, and memorable. • can turn potential weaknesses into strengths. • can use language to keep their audience on track. • understand and can use the building blocks of rhetoric. • can make the audience care about their argument. • develop dynamic delivery. • can keep the audience with them from their first words to their last.
Teaching and learning methods	<p>As Aristotle said: "What we have to learn to do, we learn by doing."</p> <p>That is why this training is practical, with a mixture of individual presentations, paired presentations, individual work, group discussions. You will receive feedback from the other participants and from the trainer. We will be using a variety of inputs: discovery learning, video examples, and hands-on activities.</p>
Attendance requirements	<p>There are no attendance requirements. A previous completion of the "Entrepreneurship for Beginners I & II" courses is recommended for students aiming for the Entrepreneurial Skills Certificate.</p>
Module usability	Specialised module in pillar 2
Prerequisite for awarding of credit points	Credit points are assigned for independent work, active participation, and the final pitch.
Interval of the module	This module is offered once a year.

Module name:	Dynamics in Entrepreneurship
Module type	Elective module
Module supervisor	Jennifer Smith
Language	English
Credit points	2 CP
Module learning content	<p>The <i>Dynamics in Entrepreneurship</i> elective module focuses on the different facets and special areas of entrepreneurship. Subjects such as social or sustainable entrepreneurship have been known for many years and implemented in a variety of ways. Social debates, among others, have shifted attention towards and shaped other specialisations, which have furthermore become a central element of current funding policies. They include, for example, female entrepreneurship and diversity, as well as a focus on intercultural entrepreneurship.</p> <p>The elective module covers each area in detail, listing its history, reasons for, and trends related to its emergence. We will discuss each respective topic and its relevance for the social transformation process in connection with the relevant social contexts and delve into the matter of funding opportunities (and potential barriers). The module focuses on both bottom-up approaches and on changes at the strategic level, which correspond to various top-down approaches.</p> <p>Students are given the opportunity to independently identify individual role models and investigate key elements of their success in greater detail. Alternatively, they can develop their own ideas in the various specialised areas of entrepreneurship. They then present their results in the form of a pitch, discuss, and evaluate them together.</p>
Learning objectives	<p>Students</p> <ul style="list-style-type: none"> ● are able to name various special areas in the field of entrepreneurship (e.g. social entrepreneurship; sustainable entrepreneurship; female entrepreneurship; intercultural entrepreneurship) and distinguish them from one another based on specific characteristics. ● are familiar with the societal conditions that led to the formation of the specialisations and can freely reflect on and contextualise them. ● understand the different forms and characteristics of social or sustainable entrepreneurship as well as the most important groups of actors/stakeholders in the respective areas. ● are able to name and assign both funding opportunities and obstacles to specific areas of entrepreneurship. ● are able to develop or derive the respective USP (unique selling point) from the individual (social, sustainable, female, or intercultural) entrepreneurship initiatives and to put it in the context of the respective social framework. ● are able to assess individual initiatives based on general criteria, to question them, and to classify them in their respective categories. ● are familiar with bottom-up and top-down approaches and can contrast and classify them ● are familiar with prominent examples of, e.g., social sustainable or female entrepreneurship, corresponding success factors, and are able to critically assess these ● are able to apply the basic knowledge and skills acquired in the course to their own idea development in an area of their choice; they can also generate new initiatives or develop existing ones further.

	<ul style="list-style-type: none"> • are familiar with the term <i>pitch deck</i> and able to transfer results of their independent work into one. • are able to pitch their development or ideas to an audience and engage in a discussion about them.
Teaching and learning methods	<p>The elective module uses a number of mostly interactive forms of knowledge preparation and transfer. This includes, among other things, a lecture-based introduction, discussion-led presentation(s) of theoretical concepts, workshops, discussion sessions, independent work, group work.</p> <p>Experimental forms of teaching/learning such as flipped classroom, video documentation, or visual support formats like Advance Organizer will be used as well. The selection of the teaching-learning forms will be made with the following goals in mind: to enable students to activate pre-existing knowledge, to familiarise themselves with new content, to recognise connections, to stimulate learning, and to eventually consolidate the knowledge and to already apply it in certain selected areas.</p>
Attendance requirements	There are no attendance requirements. A previous completion of the “Entrepreneurship for Beginners I & II” courses is recommended for students aiming for the Entrepreneurial Skills Certificate.
Module usability	Specialised module in pillar 2
Prerequisites for awarding of credit points	Credit points are assigned for independent work and the pitch.
Interval of the module	This module is offered once a year.

Module name:	Communication, Public Relations, and Marketing
Module type	Elective module
Module supervisor	Anna Echtenacher
Language	English
Credit points	1 CP
Module learning content	<p>The <i>Communication, Public Relations and Marketing</i> elective module is dedicated to the subject of communication with an emphasis on public relations, text production, marketing, and development of communication concepts. Communication happens at all times in all spheres and facets of life in numerous ways and contexts. The question of “What do we communicate and how do we do that?” plays a central role throughout the course, especially of course in the field of public relations. The elective module starts out by looking at what belongs to the field of communication, what happens when we communicate, and what models of communication there are. It considers target audiences and their dynamics, as well as different types of media. Students learn about different text formats and writing styles, as well as meaningful information structure and efficient information arrangement. Other topics addressed in the module include the structure and various fields of public relations and marketing, the process of developing communication concepts, and communication in the field of entrepreneurship.</p>
Learning objectives	<p>Students are able to</p> <ul style="list-style-type: none"> ● define what “communication” means, explain its various facets and what happens when we communicate ● contrast and compare different communication models and recognise different target groups and to classify them ● compare and classify the behaviour of different target groups and to design concepts suitable for communicating effectively with them ● describe how the media landscape is constructed and how it works. They are able to deduce which media are suitable for each target group. ● weigh information, differentiate between different text formats and styles, and compose a meaningful information structure in various text formats ● define the meaning of “public relations” and distinguish between different communication strategies. ● compare how communication in the field of “entrepreneurship” differs from other areas of communication and design their own communication concept
Teaching and learning methods	The elective module uses various, mostly interactive, forms and formats for knowledge preparation, transfer, and review. This includes lecture-related elements, discussion-led theory and knowledge transfer, workshops, discussion sessions, group work, feedback rounds, brainstorming sessions, and space for creative and independent work and experimental teaching and learning formats.
Attendance requirements	There are no attendance requirements. A previous completion of the “Entrepreneurship for Beginners I & II” courses is recommended for students aiming for the Entrepreneurial Skills Certificate. Basic knowledge in communication and public relations is of advantage.
Module usability	Specialised module in pillar 2
Prerequisite for awarding of credit points	The credit point is assigned for active participation in the seminar blocks and elaboration of the student’s communication concept.
Interval of the module	This module is offered once a year.

Module name:	Business Plan Basics Seminar
Module type	Elective module
Module supervisor	Amina Daca
Language	English
Credit points	2 CP
Module learning content	<p>Students receive a guide and helpful tools for creating a business plan for their own business idea. They learn to understand the structure of a business plan and all relevant basics via presentations held by experts. In addition, students will write a business plan for their own business idea as a task of self-study. They will receive feedback on the results.</p> <p>The business plan will tell the founders and any potential investors which products or services can be brought to market at what price and how.</p> <p>In addition to the formal structure of a business plan, the following contents will be covered:</p> <p>Brief description of the business idea in an executive summary; description of the founder/s; description of the business idea: Product/service; analysis of the market and competition; marketing; organisation/employees; legal forms; opportunities/risks; financial planning and financing.</p>
Learning objectives	<p>Upon completion of this course, students are able to:</p> <ul style="list-style-type: none"> ● identify markets for their business idea and analyse market entry opportunities and market positioning. ● identify opportunities and present business concepts prototypically, e.g. using a business plan. ● segment markets and identify and characterise potential niche markets. ● develop a business model with clear positioning in the market and clear differentiation from competitors. ● design a cost and revenue plan and a pricing strategy; derive whether a business model is economically sustainable.
Teaching and learning methods	<p>Seminar style: Changing lecturers will be invited: These may be entrepreneurs, founders, coaches, or former CEOs.</p> <ul style="list-style-type: none"> ● Action-based learning: All students are encouraged to take action and learn from experience as well as an iterative approach. ● Learning-by-doing: Each team will pursue an actual business idea. ● Blended-learning format: Online learning using a learning platform and interactive online platforms will be combined with live sessions.
Attendance requirements	<p>There are no attendance requirements. A previous completion of the "Entrepreneurship for Beginners I & II" courses is recommended for students aiming for the Entrepreneurial Skills Certificate. Furthermore, a start-up project or student business idea must be brought along.</p>
Module usability	Specialised module in pillar 2
Prerequisites for awarding of credit points	Business plan submission.
Interval of the module	This module is offered once a year.

Module name:	Start-up Lab
Module type	Elective module
Module supervisor	Julia Piechotta
Language	English
Credit points	4 CP
Module learning content	<p>This module covers the development, implementation and validation of a start-up on the market. Students will go through the founding process here: They collect customer feedback on a business model, develop a sales and marketing concept, and compile a financial plan. Students also handle the internal and external communication of their start-ups and the associated personnel structure. Students acquire the theoretical legal principles required for a start-up. They collect direct customer feedback by presenting and testing a prototype and prepare their market entry.</p> <p>The students expand their knowledge of entrepreneurship, learn about the practical challenges of a founder, and can identify opportunities and risks. Practical applications enable them to use and try out the basics previously learned right away. The students' presentation skills are challenged, and critical questions are discussed in a plenary session with an (investor) pitch.</p>
Learning objectives	<ul style="list-style-type: none"> ● After completing this module, students are able to plan and execute a marketing and sales strategy and to develop a business model on an economic level using a comprehensive financial plan. ● They are able to imagine themselves as founders and to evaluate the business and strategic challenges. ● Students know, understand, and question foundation methods. They are aware of solution-oriented, dynamic, and flexible action. ● They learn to apply creative solution methods, to classify complex situations strategically, and to design business models. ● Students learn how to present (or pitch) a business idea.
Teaching and learning methods	Instructor presentations, multimedia presentations, research groups, group presentations.
Attendance requirements	There are no attendance requirements. A previous completion of the "Entrepreneurship for Beginners I & II" courses is recommended for students aiming for the Entrepreneurial Skills Certificate.
Module usability	Application module in pillar 3
Prerequisites for awarding of credit points	Credit points can be awarded following attendance of all courses of the module, expanding and deepening self and successful completion of the final pitch.
Interval of the module	This module is offered once a year.

Module name:	Innovation School
Module type	Elective module
Module supervisor	Amina Daca
Language	English
Credit points	5 CP
Module learning content	<p>Young scientists come together in interdisciplinary teams and develop business ideas in intensive project work to solve real challenges from industry or academia. Each team has four weeks to develop a business model and a start-up pitch to be presented to a jury. They learn to apply innovation methods such as design thinking, rapid prototyping, and business model innovation to new and unknown challenges and processes.</p> <p>In this way, the course offers teams comprehensive input from professional speakers, coaches, and mentors.</p>
Learning objectives	<p>Upon completion of this course, students are able to:</p> <ul style="list-style-type: none"> ● identify, understand, and evaluate problems in an innovation context based on given (real-world) challenges. ● design and conduct interviews. ● assess solutions and their implementation potential. ● create prototypes with digital tools and software. ● develop ideas for business models. ● create marketing and sales concepts. ● design and execute project plans. ● create a financial plan for a company. ● develop strategies to find initial customers for their products. ● create short presentations (pitches) of business models and present them to stakeholders and investors. ● apply innovation methods such as design thinking, rapid prototyping, and business model innovation to new and unknown challenges and processes.
Teaching and learning methods	Independent preparation with literature in advance of the course. Supervised digital workshops and project groups. Theory basics taught using digital and interactive teaching formats. Lectures held by experts. Practical processing of tasks in self-study. Presentations with feedback discussions with the instructor.
Attendance requirements	There are no attendance requirements. A previous completion of the “Entrepreneurship for Beginners I & II” courses is recommended for students aiming for the Entrepreneurial Skills Certificate.
Module usability	Application module in pillar 3
Prerequisites for awarding of credit points	<ul style="list-style-type: none"> ● Active participation in all arising work steps ● Participation in the various exercises and independent execution ● Prototype creation ● Final presentation
Interval of the module	This module is offered once a year.