

INTENSE International Entrepreneurship Skills Europe

Teaching manual for lecturers
August 2019

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INTRODUCTION TO THE INTENSE PROJECT

What is the INTENSE project?

What are the objectives of the INTENSE during and beyond the project?

What are the project outputs?

Who is a part of the INTENSE network?

How to become a member of the INTENSE network?

The INTENSE journey:
How was the INTENSE teaching
material developed?

1. INTRODUCTION TO THE INTENSE PROJECT

What is the INTENSE project?

The INTENSE Project (INTernational ENtrepreneurship Skills Europe) is a transnational project that is implemented by five European Higher Education Institutions (HEI). The aim of INTENSE is to promote the internationalisation, entrepreneurial, and innovation skills of students, HEI staff, and European Small and Medium-sized Enterprises (SME); as well as, to establish a network between universities, SMEs, and external stakeholders. The project is funded by the EU programme Erasmus+ and runs from September 2016 to September 2019.

What are the objectives of the INTENSE during and beyond the project?

- To promote the internationalisation and the international competitiveness of SMEs, students, and HEI
- To enhance the employability of students and HEI staff
- To strengthen cooperation among SMEs, HEIs, and further stakeholders, i.e. business associations and policy institutions
- To advance interactive, transnational teaching methods in the fields of entrepreneurship education and innovation pedagogy

What are the project outputs?

- 15 ECTS teaching module, including teaching material on international entrepreneurship, SME internationalisation, project management, and practical skills, such as teamwork, consulting skills, and interview techniques
- Cross-national student consulting projects during which students assist SMEs in their internationalisation processes
- Creation of an SME Toolkit for companies with information, links, and tools related to internationalisation
- Policy recommendations for stakeholders involved in business development and curriculum development at HEI
- International training on innovation and entrepreneurship skills, international student meetings, and multiplier events with SMEs and further stakeholders

Who is a part of the INTENSE network?

Core project partners:

- Hochschule für Technik und Wirtschaft Berlin (HTW), Germany
- Hogeschool Utrecht, the Netherlands
- University Colleges Leuven-Limburg, Belgium
- Turku University of Applied Sciences, Finland
- J. Strossmayer University of Osijek, EFOS, Croatia

Recently added associated members:

- The Otto von Guericke University Magdeburg, Germany
- The University of Applied Sciences and Arts of Southern Switzerland (SUPSI),
- · CEU San Pablo University, Spain
- Polytechnic Institute of Porto, Portugal

The INTENSE journey: How was the INTENSE teaching material developed?

The five partner institutes have developed the teaching material. Each institute contributed in developing teaching material that corresponded to its specialisation. Throughout various meetings, quality criteria were discussed and developed. A first version of the teaching material was developed in the winter semester of 2017/2018. Lecturers were invited to comment on this version and the corresponding feedback led to a revision. The revised material was used and led to a second round of revision. In figure 1 the complete development journey is visualised.

How to become a member of the INTENSE network?

If you are an HEI and are interested in joining the INTENSE network to use the teaching material and/or participate the cross-national student consulting projects, please contact us to learn

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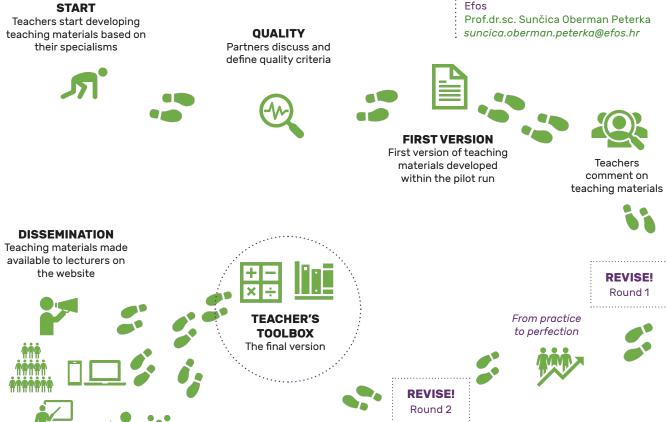


Figure 1: The journey of developing the INTENSE Teaching Material

INTRODUCTION TO THE INTENSE TEACHING MATERIAL

The INTENSE teaching material at a glance

Which topics does the INTENSE teaching material cover?

Who can use the INTENSE teaching material?

How to use the INTENSE teaching material?

What is the INTENSE teaching approach?

How to implement cross-national student consulting projects?

What have we learned?

2.INTRODUCTION TO THE INTENSE TEACHING MATERIAL

The INTENSE teaching material at a glance

- 15 ECTS course + 5 ECTS supplementary material
- 3 teaching blocks with 5 ECTS each → topics and skills covered
- Student consultancy project
- Target group: master- and bachelor-level students
- Type of material: lectures, exercises for students, teaching scripts, and case studies
- Teaching approach: blended learning approach involving traditional lectures, e-learning, case studies and interactive games

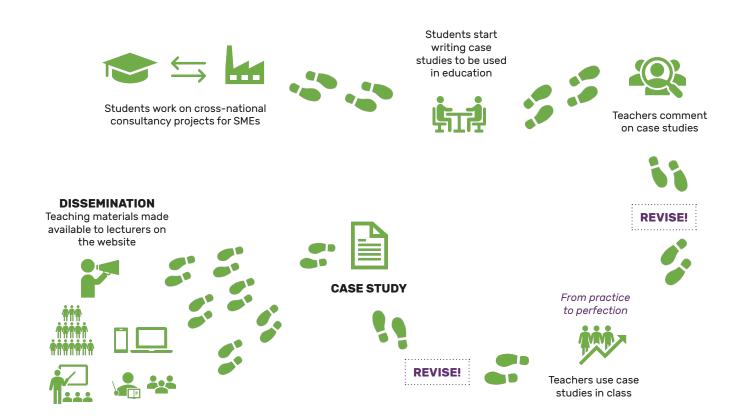
Nr.	Topic	ECTS	Teaching type	Table 1: INTENSE modules at a glance
C1	Internationalisation of SMEs	5 ECTS (41 hrs in-class; 84 hrs self-study time)	Lecture with interactive exercises	
C2	Project Management & Consulting Skills	5 ECTS (36 hrs in-class; 93 hrs self-study time)	Interactive lecture	
C3	International Enterpreneurship Skills: Transnational Student Consultancy	5 ECTS (22,5 hrs in-class; 108,5 hrs self-study time)	Lecture/ blended learning/ advisory sessions	
	SUPPLEMENTARY: Case Writing and International Student Week Entrepreneurial	5 ECTS 2 ECTS 3 ECTS	Additional material to be integrated into the courses	
	Mindset Toolbox INTENSE Case Study			

Which topics does the INTENSE teaching material cover?

As shown in *table 1*, the teaching material is broken down into three stages: *The Internationalisation of SMEs* (C1), *Project Management and Consulting Skills* (C2), and the *Cross-national Student Consulting Project* (C3). For an overview of all topics covered, please see *appendix 1*. For module descriptions of all three components, please see *appendix 2*.

The capstone of the journey is the cross-national student consultancy, where the students put together all of the learned theoretical knowledge and use it in real-life situations. The students consult companies and work as a cross-national consultancy with students from partner HEI. At the end of the project, the students develop a case study from their experience, and these are also an important part of the INTENSE teaching material. These case studies are used to teach future INTENSE students and, in general, go through two rounds of revision before the final version. As mentioned, the case studies are used by the teaching staff in class, as well as being published on the INTENSE website. For an overview of the case writing process, see *figure 2*.

Figure 2: The students' journey of developing the INTENSE case studies



Below are a few examples of the cases, including topics covered, industries, tasks, and some of the theoretical tools utilised during the consulting project.



The question of the Dutch SME was: "How to sell Dutch cookies (syrup waffles) in Finland?" Students needed to find information on the cookie market, e.g. size, characteristics, and trends. The challenge was to find information about wholesalers. What could be potentially interesting to retailers and distributors? And how to organise the export? Direct? Indirect? Or, via a joint venture? Theoretical tools used: Porter's Five Forces, PESTEL, SWOT, and Evaluating Potential Partners.



This Belgian beer company is considering exporting to the Netherlands. Options are various: selling its beer in restaurants, bars, speciality beer shops, or online. Students needed to contact wholesalers, beer specialty stores, restaurants and bars and discuss the possibilities of adding a new brand to their assortment. They made an inventory of the requirements of the distribution from the brewer. What are their wishes in terms of promotion, delivery and stock? Students developed a business model for the brewer. Theoretical tools used: Evaluation of Market Attractiveness, Business Model Canvas, and Evaluating Potential Partners.



This German company is interested in expanding into the Benelux region. The students were tasked with coming up with criteria to analyse each market's attractiveness. In order to do so, they made use of existing theoretical tools for external analysis. In addition, the student team analysed the available market entry modes and made suggestions to the client. Theoretical tools used: Internal/External Analysis, PESTEL, SWOT, Dunning's Eclectic Diagram, Market-Entry Modes.



Shovel, a Croatian bike component company, would like to expand its reach outside of the Croatian market and specifically to the Finnish market. The student consulting group's responsibilities were to assess the attractiveness of the market and also highlight the potential obstacles for Shovel. Additionally, the students created an internationalisation strategy for the client. Theoretical tools used: Evaluation Market Attractiveness, SWOT, and Market-Entry Modes.

Who can use the INTENSE teaching material?

The INTENSE teaching material is developed for HEI. Lecturers use it for full-time, part-time Bachelor or Master students in a national or international programme. The teaching material is centred on SME internationalisation. It fits best in a module that is related to entrepreneurship, international business, or international management. The teaching material is focused on SMEs and can therefore be a good complement to books that are often using case studies of big companies.

Lecturers that teach in mainstream undergraduate and graduate programmes at HEI are able to use the teaching material (for students without working experience); but also, it can be used for continuous/lifelong learning for students that already have working experience. The material can also be applied by lecturers in specific courses for entrepreneurs, e.g. via an incubator or business centre.

How to use the INTENSE teaching material?

The teaching material can be used in its complete set up, meaning as a 15 ECTS programme with three components of 5 ECTS each plus supplementary material worth of 5 ECTS:

- · Internationalisation of SMEs
- · Project management and entrepreneurial skills
- Cross-national student consulting project
- + Case writing; international student week; entrepreneurial learning toolbox; INTENSE Teaching cases

However, it is designed as a 'toolbox'. Lecturers can pick out one or more modules of 5 ECTS or even lectures that are part of a module of 5 ECTS. It is also possible to use only a specific exercise from one of the modules, e.g. "The 6 Hats" of E. de Bono on parallel thinking (de Bono, 1985) or "story telling via a Pixar Pitch."

The whole course as it is designed in the 15 ECTS programme can be integrated into a curriculum of a study programme or lecturers can use individual lectures. Modules could also be used in different semesters. Each lecture consists of at least a PPT file and a detailed teaching script. The teaching script includes instructions for lecturers, further readings, learning objectives, workload, etc. Furthermore, the teaching script gives an overview of the topics, the learning outcomes, a detailed explanation of how the lecture is organised, the method, materials needed, and the time needed for the activities. This is clearly displayed in the form of a table so that the lecturer has a concise overview of each lesson. When existing theories and/or methods are used, references are given to the theoretical frameworks/methods and video links are supplied so that lecturers can get acquainted with the specific method or theory.

Examples of how each INTENSE partner HEI uses the teaching material are shown in *appendix 3*.

What is the INTENSE teaching approach?

The INTENSE teaching material helps students and staff to get more experience and knowledge in internationalisation, entrepreneurship, and innovation. Experience in these areas helps students to function better in uncertain environments and broadens their horizons. By focusing on developing skills of the students, the INTENSE programme goes beyond the traditional content-focused curricula and makes use of teaching methods that foster deep learning (Bennet & Bennet, 2008), acquired through active methods and learning in real work situations (Saulich and Lehmann, 2017, p.904).

The INTENSE teaching approach is aimed at enhancing students' employability (see *figure 2*). The concept of graduate employability refers to a mix of specific skills, knowledge, and personal attributes, taking into account experience with internationalisation, innovation, and entrepreneurship skills. The INTENTSE teaching material enhances the students' internationalisation, innovation, and entrepreneurship skills in order to foster graduate employability (Lehmann, Saulich, & Wohlgemuth, 2018, p.307).

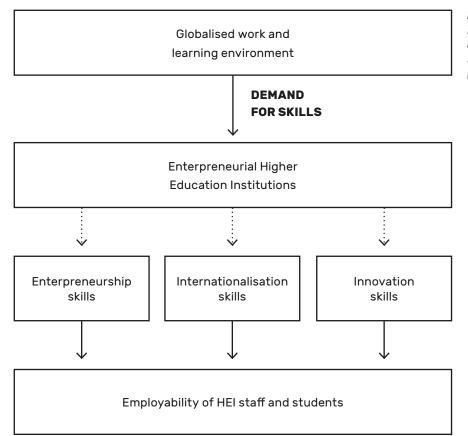


Figure 3: Educational framework: Boosting the employability of HEI students and staff Source: Saulich & Lehmann (2017, p. 904)

The INTENSE teaching approach is aimed at enhancing students' innovation competences. Innovation is a relevant topic all over the world, as it's needed to improve the overall competitiveness of people and nations. The INTENSE teaching material favours a learning model that enhances the creation of innovation competences when learning international entrepreneurship.

The INTENSE teaching material applies some parts of the EntreComp Framework (Bacigalupo, Kampylis, Punie, van den Brande, 2016). During the development of the INTENSE teaching material we used insights from existing Erasmus + projects like EntreComp, a European Entrepreneurship Competence Framework.

The competences in the EntreComp framework are used by students as part of their self-assessment activities, especially in the area of creativity. EntreComp has helped lecturers to design tools, curricula, module manuals, and clear learning outcomes (Huion, 2018, page 100).

The following methods are used in the teaching material (this is how we implement entrepreneurial education through our teaching material):

- Focus on interactive methods in which students participate actively in class.
- Mix of in-class and blended learning. All course material is online and can
 be used by students as a form of blended learning and can be used as class
 preparation or for (in-class) assignments.
- Peer tutoring: students evaluate each other, reflect on each other's performance, how they function in a group.
- Collaborative learning: from class room discussion through interviewing entrepreneurs outside the class room.
- Authentic learning in which students direct their own learning, come up with questions and learning needs.
- Immersive learning by using the virtual environment of entrepreneurial games.
- Experiential learning, learning by doing; students work on real-life company consulting projects (practice-based learning).
- Self-reflection. Reflective skills are an important part of learning. Reflection is done according to a specific structure/questionnaire, but also in a less structured way.
- Learning diary: by filling in a learning diary, student takes responsibility for her/his own learning.
- Case teaching. Lecturers use case studies as teaching material. Students themselves develop the cases. By translating the experiences of a company project into case studies, the students create didactic materials.

The course material strongly focuses on skills. It offers a mix of enhancing content-related skills (internationalisation of SMEs) and students' practical skills (project management, team building, business etiquette, writing skills, critical thinking, consulting skills, and reflection skills). Skills are developed in role plays and various exercises.

The INTENSE teaching programme permits students to enhance various competences such as: innovation, creativity, intercultural competences, entrepreneurial skills such as risk taking, openness to new ideas, and spotting opportunities. Via online questionnaires, students' and lecturers' competences are measured or assessed at various moments in the projects. This helps us to have an overview of the progress in the development of the specific competences.

Practice-based learning is vital in the INTENSE teaching material. As a result, students work on cross-national student consulting projects. Before starting the consulting projects, students are trained by following modules on project management, consulting skills, etc.

How to implement cross-national student consulting projects?

The Cross-National Student Consultancy Projects consists of various phases: recruitment, specifying the consulting need, collaboration with SMEs, collaboration with student teams in a second country, doing the research, and presenting results to the SME.

Recruitment of SMEs

The implementation of the cross-national student consultancy projects is organised by each partner university. Each HEI is responsible for SMEs that want to participate. Each HEI establishes relationships with committees and external partners, e.g. Chamber of Commerce or business associations, via these contacts SMES can be recruited. Recruitment also comes from personal networks of lecturers.

Consulting needs of SMEs

SME's often only have a very broad idea of their consultancy needs regarding internationalisation, but do not develop specific questions that guide the student's efforts. Questions could be rather specific like finding a wholesaler in a specific country, but could also be more general like "Is the market for my product in that country attractive?" And, "What are opportunities and threats?". We recommend that lecturers have at least one pre-semester meeting with each SMEs to discuss possibilities but also limits of a student consulting project in order to manage expectations.

Collaboration with SMEs

Students are at various moments in contact with the SME. First, they need a clear briefing on what the consulting need consists of. Then, the students give a debriefing to the company to verify understanding of the research question. During the project, students are in contact with the company to verify progress and get further information.

Collaboration with student teams in second country

Every cross-national consulting project involves students from at least two different HEI in two different countries. In *figure 4*, the partnership is visualised. In this specific example, a German company (SME A) wants to export to the Netherlands. The German team gets support from one or more Dutch student teams and both student teams collaborate and work on the project. The German team also supports a second team, for example a Finnish team that works for SME C that wants to internationalise to Germany.

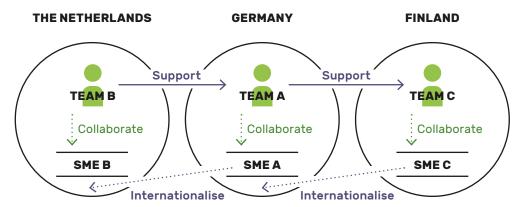


Figure 4: Cross-national student consultancy Source: Lehmann, Saulich & Wohlgemuth (2018, p. 307)

Doing the research

Student teams in both countries are involved in the research. In the case of the German SME A that wants to export to the Netherlands, the German team researches about the company's activity and market in Germany; whereas the Dutch team analyses the Dutch market. Often field work is involved. Students need to find distributors, determine the attractiveness of various distribution options, or research end consumer needs. Contacting potential distributors/end consumers can be done by mail, phone, or face to face. Most of the time SMEs prefer face-to-face contacts with potential distributors or end consumers.

Presenting results to the SME

At the end of the project, students present results to the company. This is usually done at a multiplier institution, e.g. a Chamber of Commerce. Besides the consulted companies, companies interested in future student consulting projects are invited in order to reach a larger audience. This also helps the students to get recognition and increase their own business network.

What have we learned?

The INTENSE project was from all perspectives an immense learning journey for students, partner HEI, and individual lecturers. Learning can vary per person but in general the following was observable:

For students:

- Level of English is important; those few students that were less fluent in English encountered communication issues in the work on cross-national consulting projects;
- Fear may block students to contact potential consumers, distributors, or retailers. A natural preference for contact by email;
- Doing a cross-national consulting project for an SME is fun for most of the students. Students enjoy it and mention the project on the LinkedIn page;
 They gain self-confidence by seeing that they can contribute to an SME and that sometimes they know more theoretical models than the entrepreneur;
- Enhanced self-reflection skills. During the INTENSE project student have to fill
 in various questionnaires, keep a learning diary, and do interactive reflection
 exercises in-class. This helps them to get a better view of their own strengths
 and weaknesses; in addition, students are enhancing their cultural intelligence and ability to interact with peers, colleagues and clients across various
 levels in an organisation;
- Theory is not everything. Students also learned that entrepreneurs had different talents, maybe they were not the experts on theoretical models, but they certainly had an eye for spotting market opportunities and an open-minded attitude:
- Participating in the INTENSE project increases their employability, they are sometimes hired by the company, continue working for them, or get an internship offer. With real-life consulting experience they are definitely more interesting for the job market;
- Working on cross-national consulting projects gives students the opportunity to expand their network, they get to work with other students, lecturers from other HEI, and with one or more SMEs.

For lecturers:

- Participating in the INTENSE project has strengthened relationships between the five participating institutions;
- Increasing amount of guest lectures and staff exchange; it is easier to plan these since parts of the curricula are the same;
- The various data collection that we did in the INTENSE project creates opportunities for joint research and publications;
- Having a closer relationship with partner institutions makes it easier to learn from each other. This led to, for example, learning from the internal structure, from various committees such as: The Examination Board, Test Committees, Curriculum Committees;
- Expanding network (higher employability).

Challenges:

The Project knows quite a few challenges as well. It is not easy to work in cross-national teams. Academic calendars vary, holidays are not the same in the various countries. A semester consists not always of the same number of weeks in the five participating countries. This makes it challenging to work together and to plan common activities.

Not all SMEs speak very good English; in the Netherlands students worked for a Turkish entrepreneur who spoke very little English.

Fieldwork by students needed to be done in the country in which the university was situated. This could mean that Croatian students needed to interview Croatian consumers, retailers, or wholesalers. Participating exchange students often do not know the local language; this could lead to relying more on local students for their language skills.

Administration in various institutions is not comparable. This can also lead to challenges. Although we discussed and defined criteria for quality control, the interpretation of these criteria still varies per institution. This makes it not easy to standardise teaching material or tutoring of cross-national consulting projects.

Cultural differences, although we are all familiar with theory on cultural differences, it was not always easy to work with a large number of lecturers from five different countries. Sometimes this led to frustration and arguments, but we all kept the final result in mind. The project deliverables were realised despite cultural differences and different ways of working.

The workload for the student consultancy course is definitely larger for the lecturer compared to regular teaching. However, we valued the new insights we gained as lecturers from the collaboration with varying companies and their challenges.

APPENDIX 1: OVERVIEW OF INTENSE MODULES

		Class time	Self-study
D	ENTREPRENEURIAL MINDSET TOOLBOX	230 min	
	INTERNATIONALISATION OF SMEs	,	
.0	Introduction to the INTENSE Teaching Approach	75 min	14 hrs
.1.	PRECEDING PHASE		
.1.1.	Theoretical Foundations of International Entrepreneurship	105 min	9 hrs
.1.2.	SMEs in Europe	220 min	6 hrs
.1.3.	Readiness for Internationalisation and Motives & Drivers for Internationalisation	165 min	10 hrs
.2.	DEVELOPMENT OF INTERNATIONALIS	SATION STRAT	EGY
2.1.	External Analysis, Country Selection; Intercultural Management	520 min	7,5 hrs
.2.2.	Internal Company Analysis	80 min	2,5 hrs
2.3.	SWOT, Confrontation Matrix	120 min	2 hrs
.2.4	International Strategic Alternatives	80 min	4 hrs
3.	MARKET ENTRY STRATEGY	• • • • • • • • • • • • • • • • • • • •	***************************************
.3.1.	Market Entry Strategy	250 min	7,5 hrs
.3.2.	Import/Purchasing; Supply-Chain Setup; Outsourcing; Supplier Relation Management	260 min	6 hrs
.3.3.	Legal Issues	225 min	4 hrs
.4.	BUSINESS PLAN FOR INTERNATIONA	LISATION	
.4.1.	Marketing Plan	90 min	2 hrs
.4.2.	Logistics Plan	65 min	3 hrs
.4.3.	Organisational Plan & International HR	100 min	1,5 hrs
.4.4.	Financial Plan	95 min	4 hrs
m C.1	Internationalisation of SMEs	41 hrs	84 hrs

		Class time	Self-study	
C.2	PROJECT MANAGEMENT AND ENTR	EPRENEURIAI	LSKILLS	
C.2.1.	Project Management	1.260 min	75 hrs	
C.2.2.	Teamwork Skills, Business Etiquette, Employability	285 min	7 hrs	
C.2.3.	Consulting Skills	470 min	5,5 hrs	
C.2.4.	Presentation Skills & Interview Techniques	135 min	5,5 hrs	
Sum C.2	Project Management and Entrepreneurial Skills	36 hrs	93 hrs	5 ECTS
C.3	INTERNATIONAL ENTREPRENEURS STUDENT CONSULTANCY	HIP SKILLS:		
C.3.1.	Facilitation of the Student Consultancy	1.350 min	108,5 hrs	
Sum C.3	International Entrepreneurship Skills: Student Consultancy	22,5 hrs	108,5 hrs	5 ECTS
C.3	SUPPLEMENTARY MATERIAL			
C.3.2	International Student Meeting	1.800 min	1 hr	
C.3.3.	Case Writing	240 min	11,5 hrs	
C.3.4.	Teaching Cases	1.500 min	50 hrs	
Sum C.3	Supplementary Material	59 hrs	62,5 hrs	5 ECTS

APPENDIX 2: MODULE DESCRIPTIONS

Module C.1	Internationalisation of Small and Medium-Sized Enterprises
Module level	Bachelor level. Master level is possible, if students do not have an International Business Bachelor background, we recommend to include more readings and student case teaching for a Master's course.
Duration	 1 Semester, 2*90 min per week in-class time 2 Semesters if 1*90 min in-class time or if more student case teaching is included
Language	English
ECTS Credits	5 ECTS
Workload total	125 hours
Contact hours	41 hours
Self-study time	84 hours
Prerequisites	Introduction to business (recommended)
Intended Learning Outcomes	 Upon completion of the module, students are able to: Understand the issues relevant in SME internationalisation Apply tools of internal and external market analysis Evaluate strength, weaknesses, opportunities, and risks of a SME internationalisation venture Analyse pressures for local responsiveness and global integration and formulate an internationalisation strategy Analyse ownership, location, and internalisation advantages in order to recommend a market entry mode
Content	This course provides a comprehensive overview of internationalisation from the perspective of a small and medium-sized enterprise (SME). It starts with setting basic theoretical concepts based on new institutional economics and stressing the relevance of SMEs in the economy. After discussing the barriers that SMEs face when internationalising, the module elaborates on external and internal market analysis. Different tools to conduct the analysis and combine the results are presented and applied for case studies. After discussing the general four alternative international strategies, the analysis of ownership, location, and internalisation advantage is used to decide on an appropriate market entry mode. The various market entry modes are discussed in detail with the help of the previously discussed theoretical concepts. At the end of the course, different functional areas and the added complexity through internationalisation are discussed.
Teaching/ Learning Methods	Lecture, group work, case study work
Media	PPT, videos
Type of Assessment	See assessment suggestions per session. As an overall assessment we recommend a case-study based exam or a term paper based on an INTENSE case study.
List of Readings	Please see detailed reference list at each session.

Module C.2	Project Management and Consultancy Skills
Module level	Bachelor level.
Duration	1 Semester, 1*90 min per week in-class time plus some additional workshops
Language	English
ECTS Credits	5 ECTS
Workload total	129 hours
Contact hours	36 hours
Self-study time	93 hours
Prerequisites	Introduction to business (recommended)
Intended Learning Outcomes	Upon completion of the module, students are able to: • Apply the basic tools of project management • Evaluate stakeholder of projects and their interests • Plan project scheduling and account for risk responses • Plan project budgets • Evaluate project risks and develop risk mitigation strategies • Develop a basic monitoring system • Understand the role of a consultant • Apply team role tools to improve their own team work • Able to reflect on their team work • Understand the importance of business etiquette • Plan and conduct an interview appropriately
Content	This course provides an introduction to project management. The basic tools are introduced and practiced. Students learn how to analyse stakeholder and how to manage their engagement. They break project activities apart in order to schedule the activities. Budgets are calculated and risks are managed. A monitoring plan helps to understand the big picture of the project. At the end, they reflect on their teamwork. An additional session on team work supports students to improve their team work competences. To improve students' consulting skills, besides some input on the role of consultants, a role play is provided. Additionally, business etiquette and employability are discussed. Doing interviews with companies is trained as an important step of consulting. Finally, effective presentation is discussed.
Teaching / Learning Methods	Lecture, but mostly practical group work on a semester project.
Media	PPT, videos
Type of Assessment	See assessment suggestions per session. As an overall assessment we recommend a project plan and a project pitch.
List of Readings	Please see detailed reference list at each session.

Module C.3	Student Consultancy Project
Module level	Bachelor level. Master level is possible, if students do not have an International Business Bachelor background, we recommend to include more readings.
Duration	1 Semester, 1*90 min per week in-class time plus some additional workshops
Language	English
ECTS Credits	5 ECTS
Workload total	131 hours
Contact hours	22,5 hours
Self-study time	108,5 hours
Prerequisites	Introduction to business; C.1 and C.2 are mandatory prerequisites
Intended Learning Outcomes	Upon completion of the module, students are able to: Enhance their project management skills by developing and implementing a project plan for the consultancy project that includes several work streams and deadlines Organise and manage their teamwork Organise and manage virtual team collaboration with partner teams Fulfil a consultant's role Evaluate challenges SMEs face in internationalisation Apply theoretical models and tools related to internationalisation by conducting in-depth research for SMEs Analyse potential markets and market entry modes, based on tools studied in C.1, on an SME Create solutions and possible options for SME internationalisation Present their solution in a convincing way Train their interview skills by preparing and conducting an intake interview with an SME Train their research, writing, and presentation skills by documenting and presenting the findings of the consulting project Increase/establish their network to other students and companies Train their reflection skills by writing their case study

Content

This course is designed for students who seek to gain practical experience in a real working environment. In the course student teams will collaborate with local small and medium-sized firms that seek to internationalise their businesses. Furthermore, students will work together with student teams from the SMEs target country. The consulting project has four milestones: During a kick-off workshop, students will meet the companies and discuss the main objectives/research question of the consultancy. Students present first findings at a mid-term presentation at the company. During an international student meeting, students will work on their consulting projects together with their international partner teams and will participate in workshops related to consulting skills, case writing, and intercultural skills, among others. Students receive 2 ECTS for participating in the international student week. At a multiplier event at the end of the semester, students present the major findings and recommendations of their consulting project in public and have the opportunity to mingle with local SMEs. The consulting project is complemented by in-class sessions on research and presentation skills, consulting skills, project management, and business etiquette as well as individual meetings to discuss the outputs of the student teams. It builds on and applies tools that students became acquainted with during the project management, international management, and intercultural management courses in the frame of INTENSE.

Teaching / Learning Methods

Blended-learning with mostly coaching sessions

Media

PPT, videos, coaching session

Type of Assessment

See assessment suggestions in the teaching script

List of Readings

Please see detailed reference list at each session

APPENDIX 3:
IMPLEMENTATION
OF INTENSE
TEACHING MATERIAL
AT PARTNER HEI

Institution	HU
Level of programme	Bachelor
Full time or part time	Full-time programme
Year	3 rd or 4 th Year of Bachelor Programme International Business
Name of the programme	Minor: Globalising Business (elective unit or one semester, 30 ECTS open to students from Higher Educational Institutions). Part of the International Business Bachelor Programme
Working experience of students	Students have done only internships
Type of students in INTENSE projects	 Regular HU students from International Business Programme Regular HU students from other programmes Exchange students
Duration of programme	One block (7 weeks)
Name of the courses in which INTENSE material is used	 Consulting Skills and Project Management Topics: Market-Entry Strategy Cross-National Consulting Project
Amount of ECTS of INTENSE programme used	 Consulting Skills and Project Management (5 ECTS) Topics: Market-Entry Strategy (5 ECTS) Cross-National Consulting Project (10 ECTS)
Type of assessment	Report Oral presentation
Number of students involved	15-20 per semester The programme is offered twice a year In total 30 – 40 students per year
Language taught in	English
Cross-national Consulting Project: SME sectors exporting out of the Netherlands	FMCG (cookies, beer) Leather industry (handbags) Services (consulting services, chatbot, platform for couriers)
Cross-national Consulting Project: SME sectors exporting towards the Netherlands (coming from partner institutions)	Leisure industry: Garden products — butterfly feeder FMCG: Beer Car industry: Trailers Leather industry: Shoes

Institution	HTW
Level of programme	Bachelor
Full time or part time	Full-time programme
Year	3 rd or 4 th Year of Bachelor Programme International Business
Name of the programme	Part of the International Business Bachelor Programme
Working experience of students	None required, but most students have part-time jobs or previous working experiences
Type of students in INTENSE projects	Regular HTW students from International Business ProgrammeExchange students
Duration of programme	3* 1 semester (14 weeks)
Name of the courses in which INTENSE material is used	 Project Management (3rd-4th semester) (C.2 material) International Management (4th Semester) (C.1 material abridged & INTENSE cases) Cross-National Consulting Project (5th semester) (C.3 material)
Amount of ECTS of INTENSE programme used	 Project Management (5 ECTS, Class-time: 90 min/week*14 weeks) International Management (5 ECTS, class-time: 180 min/week*14 weeks) Cross-National Consulting Project (5-7 ECTS, class-time: 90 min/week*14 weeks)
Type of assessment	 Project Management: project plan & project pitch International Management: student groups "teach" one of the INTENSE case studies & written exam Cross-National Consulting Project: report to company, presentation to company, (case study)
Number of students involved	Project Management: 60 International Management: 60 Cross-National Consulting Project: 15 The programme is offered twice a year
Language taught in	English
Cross-national Consulting Project: SME sectors exporting out of Germany	Machinery/electronics Services (consulting services, Chatbot, platform couriers)
Cross-national Consulting Project: SME sectors exporting towards Germany (coming from partner institutions)	Consumer products: shoes Agricultural products Food and beverage products

Institution	UCLL
Level of programme	Bachelor
Full time or part time	Full-time programme
Year	3 rd Year Bachelor of all study programmes in the management department and for incoming Erasmus students
Name of the programme	Elective course
Working experience of students	Students have done internships
Type of students in INTENSE projects	 Regular UCLL students from all management study programmes Exchange students
Duration of programme	Two blocks of 4 ECTS in semester one (13 weeks) and one block of 4 ECTS (4 weeks) in the second semester of the third year
Name of the courses in which INTENSE material is used	 Consulting Skills and Project Management Topics: Market-Entry Strategy Cross-National Consulting Project
Amount of ECTS of INTENSE programme used	International Entrepreneurship (4 ECTS) x 2 Cross-National Consulting Project (4 ECTS)
Type of assessment	Report Oral presentation
Number of students involved	No maximum has been set
Language taught in	English
Cross-national Consulting Project: SME sectors exporting out of Belgium	Each year we work on different challenges with new entrepreneurs
Cross-national Consulting Project: SME sectors exporting towards Belgium (coming from partner institutions)	Each year we work on different challenges with new entrepreneurs

Institution	TUAS
Level of programme	Bachelor
Full time or part time	Full-time programme
Year	2 nd and 3 rd Year of Bachelor Programmes
Name of the programme	Business Logistics, Sales, Industrial Management and Engineering, Mechanical Engineering Part of the Bachelor Programme
Working experience of students	Students have done internships; some also have worked several years before starting the studies at TUAS
Type of students in INTENSE projects	 Regular TUAS students from Business Logistics Programme Regular TUAS students from Sales Programme Regular TUAS students from Industrial Management and Engineering Programme Regular TUAS students from Mechanical Engineering Programme
Duration of programme	Autumn term 14 weeks
Name of the courses in which INTENSE material is used	 International Operations (in two degree programmes) Strategic Sourcing Cross-National Consulting Project
Amount of ECTS of INTENSE programme used	International Operations (5 ECTS)Strategic SourcTUASing (5 ECTS)Cross-National Consulting Project (7 ECTS)
Type of assessment	Depending the course: Exam Report Oral Presentation
Number of students involved	110 per autumn semester and 20 per spring semester Strategic Sourcing course is offered twice a year, others once a year In total about 130 students per year
Language taught in	English
Cross-national Consulting Project: SME sectors exporting out of Finland	Food Industry (beer, gluten-free products) Eco products (butterfly feeders) Finnish design (lever-based axe) Services (customer inquiry, market analysis)
Cross-national Consulting Project: SME sectors exporting towards Finland (coming from partner institutions)	Leather industry (wallets, shoes) Food industry (cookies) Glass industry (water bottles) Heating products (radiators) Pharmaceutical products

Institution	EFOS
Level of programme	Masters
Full time or part time	Full-time programme
Year	1 st and 2 nd year
Name of the programme	This are programs in which the INTENSE material was used: Graduate programmes in Entrepreneurship, Marketing, Financial Management, and in Business informatics
Working experience of students	Students have done internships, and are involved in different student organisations gaining experience through various projects and volunteering activities
Type of students in INTENSE projects	Regular EFOS students from undergraduate and graduate programmes in Entrepreneurship, Marketing, Management and Financial Management who took part in INTENSE programme as non-curricular activity
Duration of programme	13 weeks
Name of the courses in which INTENSE material is used	 International entrepreneurship Operation management Consultation Entrepreneurial skills Introduction to entrepreneurship research Entrepreneurial strategies New venture creation
Amount of ECTS of INTENSE programme used	 International entrepreneurship - 5 ECTS Operation management - 5 ECTS Consultation - 5 ECTS Entrepreneurial skills - 5 ECTS Introduction to entrepreneurship research - 5 ECTS Entrepreneurial strategies - 5 ECTS New venture Creation Every - 5 ECTS
Type of assessment	Written exams Reports Oral presentations
Number of students involved	25 students were directly involved in INTENSE project Overall 300 students participated in courses where INTENSE teaching materials were used
Language taught in	INTENSE programme in English, other courses where INTENSE teaching materials were used in Croatian

Cross-national Consulting Projects: SME sectors Exporting out of Croatia

- ORTOSTEP (shoes for diabetics) to Belgium, Finland,
- The Netherlands, Germany
- Shovel (mountain bikes) to Finland
- LadzLife (luxury wallets) to Finland
- Žito (cured meat products) to Germany
- Europlast (trailers) to The Netherlands
- Carta (paper bags) to Belgium
- TinkerLab (children education programme) to Belgium
- Agristar (tea) to Germany

Cross-national Consulting Projects: SME sectors exporting towards Croatia (coming from partner institutions)

- Pannoc, Belgium pharmacy
- Eurotrans, The Netherlands transport
- Haloila, Finland manufacture stretch wrapping machines for pallet loads
- Ayvi, The Netherlands leather bags & accessories

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