Mediterranean Youth, NEETs and Women Advancing Skills, Employment and Awareness in the Blue and Green Economy (MYSEA)

Entrepreneurship Training Package-

Trainers Handbook

Table of Contents

1. The MYSEA Project and its Beneficiaries

MYSEA project promotes social inclusion and fight against poverty by increasing the employability of 1000 youth (18-24 years old), women (all ages) and NEETs (up to 30 years old) in the agrifood and waste management in five Mediterranean countries. MYSEA aims to provide the youth, women and NEETs with the marketable skills to boost their employment rates, make career choices and improve their life. MYSEA builds on the outputs of WP3 to design a total of four cross-border training curricula aiming at the enhancement of transversal skills, digital skills, sector-related skills and entrepreneurial skills. The training programmes will be translated into the five consortium languages (AR, GR, IT, ENG, FR).

The training intends to bridge the skills gaps between labour market needs and supply and equip participants with the much-needed competencies to embark on an entrepreneurship journey through founding their own associations. MYSEA foresees a total of 15 association launched at the end of the project following a total of 350 hours of mentoring and coaching with leading mentors to strengthen personal skills and offer career guidance for promoting safe employment options. MYSEA aims to align the experience gap. Trained and mentored individuals will have opportunities to enhance their soft and hard skills through the training and mentoring activities. To achieve this objective the project is structured in two phases:

1. In principle, the Partners gathered all relevant information about the skills that the Primary Beneficiaries already possess and the ones most required by the Economic Actors of the Blue and Green Economy in every Country, to identify the gaps.
2. The second includes the development of 20 modules for the development and/ or enhancement of the necessary knowledge, skills and competences required to integrate in the labour market and are based on the following 4 cross border topics:
   - Transversal skills;
   - Digital skills;
   - Sector Related skills;
   - Entrepreneurial skills

In particular, Youth, Women and NEETs have been identified as the Primary Beneficiaries of the project because they are strongly disadvantaged and underrepresented in the labour market. They are facing high unemployment rates, have scarce work opportunities (especially the graduates and the skilled youth compared to their level of qualifications), have lower quality jobs and are paid lower wages (especially women) compared to the average.

On the other hand, Agri-food and Waste Management are two of the most important sectors for creating job opportunities and attracting investments in the future in the participating countries, given that the European Union and the international Governments are significantly promoting the Blue and Green Economy. The international Communities are concerned about the impact of the current consumption levels, about inequalities that are affecting specific population groups and areas in the planet, about global warming and the consequences of climate change and they are asking for producing and consuming in a more sustainable way. They are fostering the application of the Circular Economy Concept and the Eco-Responsible Innovation, which are key concepts for the design of the modules and training courses of the Skills Development Agenda.

The selected primary beneficiaries of the project (Youth, Women and NEETs) are characterised by a high degree of heterogeneity, in terms of age, field of specialisation, skills and general background. For this reason, the consortium partners have decided, based on the findings of the research carried out, to develop the selected modules in such a way so as to be attended by both low skilled participants and highly skilled ones across all the PPs Countries.

2. Introduction

This Handbook is intended to provide a concise reference and guide for the target groups of the MYSEA project who will attend the Entrepreneurial Skills Workshops. In particular, the handbook may serve as a reference document to help the target groups navigate through the different modules of the training package, understand how they have been structured, what they will be expected to learn by the end of each section and where they could look for additional information to further enhance their newly acquired knowledge, skills and competencies.

Entrepreneurial skills are highly in demand for starts-up, SMEs or associations. This training package is targeted to enhance the required entrepreneurial skills for Youth, Women and NEETs that are highly in demand for starts-up and for SMEs in the Agri-food & Waste Management Sectors. To train and educate leaders who are agents of change with the ability to analyse, innovate, validate, and start new businesses, in a culture of excellence. Graduates will develop the knowledge necessary to evaluate, transfer, and implement high-impact, innovative, sustainable solutions within a global environment.

This handbook aims at creating the conditions for a successful participation at the entrepreneurial training package, while also contributing to the sustainability of the complete MYSEA training programme, by providing access to an innovative didactic tool designed especially for the aforementioned, while also attracting more learners and provide more effective educational services. In addition, the handbook aims at promoting entrepreneurship education considering the current needs of the labour market.

The way entrepreneurship is taught has been traditionally focused on prescriptive and linear processes that often discourage learners. Unfortunately, when talking about entrepreneurial teaching, our minds segue into old fashioned teaching methods, classroom centred and using a literal approach. The MYSEA consortium has developed all training packages to be delivered through the design thinking (DT) process, which presents significant benefits to both learners

and educators. DT is the process of identifying challenges, gathering information, generating solutions, testing them, and repeating the cycle in order to refine the final product. The learner will come across selected case studies that may challenge the way they think and react to different situations. The case studies are structured in a multi-levelled approach, including different types of complexity and focused on further enhancing each skill addressed.

Specifically, this handbook aims at helping learners:

- Generate, identify, and select business ideas
- Get comfortable creating detailed business plans that are tailored to the needs of each individual entrepreneur.
- Examine the connections between an entrepreneur and all the tools and services required to start and run a small business.
- Recognise entrepreneurship as a life skill for improving one's living be it in the context of their own business creation or as part of the workforce of a company.

3. Entrepreneurship education

Entrepreneurship comes from the French verb "entreprendre", which means "to undertake". Thus, entrepreneurship relates to:

- The process of finding opportunities in the market, organising the resources necessary to explore these opportunities, and investing the resources to capitalise on the prospects for long-term gains. It entails creating money by combining resources in novel ways to launch and maintain a business.
- The procedures by which individuals become conscious of business ownership, formulate business ideas, and launch a company.

Entrepreneurship is a practice and process that results in innovation, corporate growth, development, and creativity. It refers to a person's capacity to put their ideas into action by engaging in socially beneficial wealth creation through the use of inventive thought and execution to suit consumer requirements, utilising their own labour, time, and ideas.

Entrepreneurship transforms individuals from "job searchers" to "job creators," which is crucial in countries with high unemployment rates. It demands a great deal of creativity, which is the engine of invention.

In order to compete in today's highly competitive local and international market, entrepreneurship education has become crucial. Therefore, entrepreneurship education must be viewed as a feasible option, presuming that each individual may be proactive and acquire entrepreneurial habits so long as the environment offers favourable stimuli. The teaching-learning process will provide target groups with the information and skills needed to support their integration into the labour market.

While the fundamentals of entrepreneurship—planning, starting, and maintaining a firm—remain the same, the specific details and abilities required change based on the kind of

business you want to launch. Being able to identify these variations and the particular components that are required is a prerequisite for becoming an entrepreneur.

Small enterprises, scalable start-ups, major firms, and social entrepreneurs are the traditional divisions of entrepreneurship. These models go over the fundamentals of starting a business and place more emphasis on the business itself than the entrepreneur's personal traits. However, businesses change along with the rest of the globe. This opens up fresh chances for risk-takers and game-changing innovators to forge the road in a variety of entrepreneurial methods.

As a result, even while there are many obstacles that all business owners will encounter that are comparable, there are specific forms of entrepreneurship that are determined by the abilities, traits, and personality of the entrepreneur.

It can be very beneficial for future professionals to be encouraged to think like entrepreneurs. They are inspired to learn outside the four walls of the classroom and to develop the skills necessary to advance their ideas. The main goal of entrepreneurship education is to provide learners with vital life skills that will improve their capacity to function in the workplace. Ultimately, it empowers and enables learners, promotes critical thinking, enhances individual competences and promotes a diversity of perspective.

As per the OECD (2016) definition, entrepreneurial individuals "demonstrate initiative, they learn through a trial-and-error process, relying on their own judgements, while taking into account other opinions and being aware of likely consequences; and creating their own job environments".

4. Entrepreneurship Training Package Structure

The Entrepreneurship training package in the context of the MYSEA Project is comprised of five distinct modules, which can be horizontally applicable across both sectors addressed in the context of the MYSEA project, i.e. Agri-food & Waste Management Sectors.

In the subsections that follow, an overview of the modules that form part of the entrepreneurship training package is made is presented, along with the expected outcomes of each one.

4.1. Business creation

The first module of the Entrepreneurship training package focuses on the principles of business creation and the foreseen learning outcomes of this module are for the learners to:

- Become familiar with the theoretical framework of general management
- Understand what steps need to be made to create a business out of an idea
- Familiarise with the preliminary steps of business creation
- Understand the parameters that will make the business grow

To achieve these objectives, the following sections have been defined:

- General management and business concepts, which presents basic elements and definitions related to management. Alongside these, the importance of planning and organising are highlighted, combined with elements that relate to business operations and production. The section is completed with a thorough presentation of business ethics and social responsibility.
- Formulating business concepts focuses on elements related to creativity and innovation, the potential barriers to creativity and a short approach to the creative process.

- Feasibility analysis and business plan. This section explains what a feasibility analysis is about, and how it is carried out. Then, the importance, benefits and development of a business plan is presented, along with its different sections.
- Business launch and growth is the last section of this module and summarises the benefits of strategic entrepreneurship, the path to launching a business and paving the way to its growth.

4.2.   Human Resources

The second module of the package focuses on presenting Human Resources. In the context of this module, the learning objectives for the participants defined are to:

- Understand the principles of Human Resources Management (HRM)
- Become familiar with the different elements of HRM
- Explain human behaviour and the elements that influence employee behaviour
- Identify and explain the theories of motivation and establish strategies to motivate and build staff morale in the organisation
- Understand the factors which result to successful HRM

To achieve these objectives, the following sections are presented:

- HRM Fundamentals, in which the basic aspects related to HRM are defined.
- Human Resources planning explains the importance of HR Planning within the organisation, along with the types of talent of the workforce.
- Recruiting-Selection-Orientation analyses the different processes, which are related with the selection of a staff member, based on the needs of the organisation.
- Maintaining employees elaborates on the strategies for maintaining employees, which includes rewards, compensation and benefits.

- Human Resources development focuses on the identification and delivery of the appropriate training programmes which fosters the development of the employees.

- Performance Management elaborates on the importance of establishing systems which measure the performance of the employees and the methods through which performance management can be carried out.

- Diversity & Inclusion and Ethical Leadership highlights the benefits for securing and promoting inclusive work spaces and elaborates on the principles of ethical leadership.

4.3. Business Administration

This third module offers an introduction to business administration principles and relevant methodologies. After the successful completion of this module, the learners are expected to:

- Demonstrate an understanding of the nature of management

- Identify and explain management functions, roles and responsibilities

- Explain the major concepts in the functional areas of accounting, finance, management, and management information systems.

- Understand key concepts related to decision making, risk management and quality

- Demonstrate responsible and effective workplace behaviour skills and traits in a professional business environment.

In particular, this module includes the following sections:

- Business policy & strategy where fundamentals related to the importance of establishing business policy and strategy are offered, along with a presentation of

the different management functions and the success factors of strategic planning.

- The second section presents the basic principles of operations management and who they determine the overall function of the organisation.
- The third section analyses financial & managerial accounting principles, explaining the definitions and differences between financial and managerial accounting.
- Management Information Systems (MIS) is the focus on the fourth section, breaking down the main components of an MIS and presenting examples of how an MIS can be utilized.
- The fifth section presents the fundamentals on risk management and decision making within an organisation.
- The sixth and final section relates to quality definitions and principles and explains how these can improve productivity.

4.4.   Business Marketing & Market Analysis

In the context of this fourth module and following its successful completion, the learners are expected to:

- Demonstrate understanding of basic concepts around market characteristics
- Understand how data can lead to strategic decisions
- Become familiar with the principles of digital marketing
- Know how to develop a pricing strategy based on market data.

To achieve these learning objectives, the module is structured in the following sections:

- The first section presents marketing fundamental definitions, along with a preliminary introduction in marketing principles and approaches.

- The second section, Strategic Marketing Planning introduces the steps in the process in establishing a core marketing strategy within an organisation.
- The section of Market Analysis presents the components of the market and how these affect the organisation and the strategy it establishes.
- Consumer behaviour is the fourth section, analysing the different consumer types and how these translate into the decision making process and the management of risks.
- The fifth section introduces digital marketing, presenting its objectives and implementation.
- The sixth and final section focuses on competitive positioning and the different differentiation types.

4.5.   Financial Management

Financial management is the final module of the entrepreneurship training package. Following its successful completion, the learners be in the position to:

- Apply the basic concepts of financial management and financial decision-making
- Assess financial statements in order to identify organisational strengths and weaknesses
- Analyse and evaluate the financial viability of selected projects
- Understand the principles of capital budgeting

The module is structured in five different sections, which are summarised as follows:

- Introduction to financial management, where relevant fundamental definitions are presented, along with its objectives and scope.

- Capital markets are the focus of the second section, where the learners become acquainted with its definition and are presented with key concepts to better understand them.

- The third section relates to financial statements, their purpose and the different statements used within an organisation.

- Measuring financial performance is the core of the fourth section, which analyses the different ratios used for the measurement of financial performance and their scope. Moreover, the section analyses the key aspects related to the financial health of an organisation and the need for comparison.

- Capital budgeting is the topic of the fifth and final section of the module, introducing the basic concepts along with the different types of capital investment projects and investment criteria.

5. Training approach

The MYSEA courses are constructivist in nature. Learners are in the epicentre to the constructivist paradigm since they are active creators and constructors of their own knowledge. Active learning approaches are used, providing learners with a high degree of autonomy and control over the learning process. The outcomes of learning are based on a holistic, generalised idea of competence that is evaluated through the lens of the persons and their personalities and talents.

The following are the primary objectives in the MYSEA courses:

1. Trainees construct their own reality based on prior experience, mental structures, and beliefs.

2. It is critical for learners to have pre-existing beliefs and knowledge. They are investigated, addressed, and new knowledge is built upon during training.

3. Trainees reflect on their own experiences, assumptions, and expectations and practice critical thinking in a safe space by analysing and evaluating ideas and schemes. This enables them to have a new perspective on their profession.

4. Learners take ownership of their own learning by actively participating in the training process and exploring.

5. Trainers serve as facilitators, assisting trainees in constructing knowledge rather than simply reproducing facts. Problem-based learning, investigative work, situational learning, experimental learning, and action learning all play a critical role in this context. Facilitating discovery requires the provision of resources and the appropriate use of questions.

6. On-the-job training is critical because learners can work on real tasks while being coached by specialists.

7. Trainees acquire metacognitive abilities. They are able to analyse, monitor, and assess the learning process once they become aware of it. They must understand how to learn well through the development of effective learning strategies.

8. Collaborative learning is facilitated by encouraging group effort and collaboration in the process of knowledge construction, rather than competition. Peer learning and peer interaction are encouraged. Trainers are urged to give opportunities for participants with varying levels of expertise to learn from one another. There is a strong emphasis on discussion and debate.

9. Constructivism is receptive to many interpretations and manifestations of learning. Each trainee will interpret material differently, which is anticipated and acceptable.

10. The evaluation is performance-based and makes no claim to total objectivity. It is heavily weighted toward portfolios, projects, role-playing, case studies, and self-evaluation, among other things.

The variety of areas covered in the MYSEA training implies that the teaching approach should follow the principles for teaching ICT skills such as:

- Embedding and integrated: learning is related to the purposes and needs of learners. The development and application of ICT skills is integrated with other subjects, workplace activities and wider interests.
- Personalization: each learner should be offered an individual programme with opportunities for progression.
- Active learning: active learning methods are used to maintain motivation by ensuring that skills are applied in real and relevant contexts.
- Collaborative learning: encouraging collaborative learning whenever possible.

Online training has been developed to provide cost-effective and improved learning experiences beyond those available in classrooms. It is about the delivery of all activities of education such as instructing, teaching and learning through various electronic media. The appropriate

instructional design, including the selection of appropriate theories and principles, is very important to the success of e-learning.

5.1. Design principles for wide entrepreneurship

Gain insight into Entrepreneurship Education (EE) utilising the dimensions offered by this tool. Determine the position of your programme along the continuum (left to right) of eleven EE design principles. What does the process of entrepreneurship look like (blue principles)? How do the tasks look (orange guidelines)? What role do others (green principles) play? There are no moral absolutes. Thus, you can make more careful decisions on the level of complexity or ambiguity you wish to add, and tailor this to your desired learning goals and the prior knowledge of your students. Discuss with your team the variety and advancement of these EE aspects and concepts within specific courses and bigger programmes. Together, choose which parts may be kept or adapted, as well as how you wish to integrate these changes within your programmes.

Place blue, blue-green, and green cards along the continuum to create a visual representation of your EE programmes on the page that follows. This will assist you in determining your development priorities and next steps, which can be filled out on the form provided. Entrepreneurship is about recognising and generating opportunities and ideas, and then transforming them into something of value for others. This worth may be monetary, cultural, social, or ecological.

Consider the following questions:

- How is the entrepreneurial process implemented?
- What and for whom is value created?
- Is there a predetermined objective, or does the learner rely on his or her own skills and requirements (method)?
- How does the iterative process manifest itself (through exploration, reflection, and adaptation)?
- How much input do the student, instructor, and external stakeholders have?
- What is the function of subject matter expertise in EE?

- How do the various dimensions interact with one another?

6. Suggestions for workshop techniques that improve entrepreneurial thinking

In addition to comprehending economic conditions, entrepreneurial thinking and behaviour conveys creative skills and social competences, such as teamwork, communication, and network development. These abilities and competencies can be utilised for professional career planning as well as the implementation of private initiatives and the enhancement of one's own resilience, thereby contributing to the active shaping of one's own life. Different tried-and-true learning and teaching approaches that are suited for accomplishing the learning objectives may be employed to work on these competencies.

Educating learners in entrepreneurial skills allows for them to:

- Recognize their personal competencies, abilities, and skills, as well as their limitations and needs
- Learn how to apply critical key competencies for their own career planning and professional and personal success.
- Understand possible life pathways and methods for achieving their objectives.

Entrepreneurial training involves approaches that are, on the one hand, creative, communicative, and team-oriented, but, on the other hand, work out participants' specific strengths and shortcomings and give them with concrete possibilities for their professional and personal life pathways. Following are some tried-and-true strategies that can be simply changed and utilized in a variety of ways.

6.1 Blue Sky Exercise

The Blue Sky Exercise or Ideaspace is a method for transforming intriguing ideas into unique prospects. There are usually a sufficient number of ideas to begin with, but relatively few "blue sky ideas" (Neck, Greene, & Brush, 2014, p. 200); ideas that are neither obvious, safe, nor

predictable, nor ludicrous, crazy, or impossible. Initially, the exercise facilitates a critical evaluation of the uniqueness and applicability of early conceptions or ideas. Then, it assists in transforming these grounded ideas into wacky, "spaced out," blue sky" concepts.

To encourage blue sky thinking to improve professional development the following suggestions need to be considered:

- Dream the dreams of individuals who are not hindered by restraints such as time and money. You must understand the ideals, not any potential compromises.
- Never assume the impossibility of something. There may be a method, and every proposal and request is worthy of attention.
- Even in their grandiose imaginings, it's common for educators to undersell themselves. Without pushing boundaries, standards will never improve.
- Encourage blue sky thinking as a challenging opportunity. Without it, learning is restricted at best.
- Remove pessimism from optimistic thinking. It serves no function.
- Work patiently through the obscure (and inane) material, as the most insightful ideas are likely to emerge at the conclusion of the exercise (however you are executing it).
- Encourage individuals to consider both themselves and the institution. Constantly, one must be balanced by the other.
- Use blue sky thinking to gain consensus on what will foster trust in your classroom, especially in terms of professional development.
- Determine the most appealing learning ideal and vision. Is this available to all participants?

6.2 Business Model Canvas

The Business Model Canvas is a well-known tool used to represent the business model of a company (see Osterwalder & Pigneur, 2010). It is intended to provide insight into how nine

building parts work together to create customer value (see Figure below), but it can also be used for other purposes. For instance, it can represent how the building blocks of a course or programme help to fulfil a Value Proposition to its 'Customer Segments' (e.g., students, entrepreneurs, and/ or other stakeholders), and what can or must be done differently to create more value, to different customers or in a different way, i.e., through a different business model.

6.3 Decision Matrix

Decision Matrix Analysis is an effective decision-making technique. It is particularly effective when there are numerous viable options to pick from and numerous aspects to consider. This makes it an ideal method for practically any significant decision where there is no clear and obvious best option.

Having the ability to apply Decision Matrix Analysis enables you to make decisions with confidence and reason while others may be struggling to do so. Decision Matrix Analysis works by getting you to list your options as rows on a table, and the factors you need consider as columns. You then score each option/ factor combination, weight this score by the relative importance of the factor, and add these scores up to give an overall score for each option. Although other scoring methods are conceivable, it is typical to assign each option a score between 1 (worst) and 5 (best) for each criterion (most). In the column on the right or bottom row, a weighted score for each option can be generated. This allows the options to be ranked from highest to lowest score and the most advantageous option to be identified.

Factors:							Total
Weights:							

6.4   Entrepreneurship Education Canvas

The Entrepreneurship Education Canvas is a tool created by Gulikers et al. (2019) that may be used to draw a course on the design principles' scales. It may be utilised either by inserting a post-it anywhere along the continuum from blue to green (see Figure below) or by placing blue and green cards (or post-its) directly on the Entrepreneurship Education Canvas. This will aid in gaining a quick overview of the present "design choices" and revising, modifying, and fine-tuning a course or programme.

Name of dimension	Blue >	<Blue-Green>	<Green
Method	Causation / causal, starting from a clear goal		Effectuation / effectual, starting from the learners 'resources' (who am I, what do I know, and whom do I know?)
Autonomy	Teacher-centred, structured, and with low levels of autonomy		Student-centred, unstructured, and with high levels of autonomy
Room to manoeuvre	Narrow and fixed		Broad and open-ended
Scope	Narrow, targeted to the teacher and / or peers, local or regional		Broad, directed targeted on a domain, sector, or society / system level
Complexity	Simple, but authentic, focused on cases with multiple solution paths		Complex and ambiguous, focused on 'wicked' problems
Nature of knowledge creation process	Driven by intuition and curiosity, focused on challenging the status quo		Driven by innovation, focused on creating new (domain) specific knowledge
Nature of value creation process	Single-level, focused on one form of value creation (e.g. economic, social, cultural, or ecological)		Multi-level, focused on a combination of different forms of value creation
Collaboration	Limited, individual or internally oriented, and mono- or multidisciplinary		Extensive, group or externally oriented, and inter- or transdisciplinary
Role of external stakeholders	Limited, with one or few clients involved and low levels of alignment		Extensive, with multiple stakeholders (co-creating) and high levels of alignment
Role of role models	Serve as inspiration and set a good example		Serve as mentors and coaches that stimulate the development of students
Impact	Direct and minor, but tangible and noticeable		Indirect and major, but less tangible (tacit) / noticeable

6.5   Unique Selling Proposition Analysis

Your USP (Unique Selling Proposition) is the distinct advantage you have over your competition. Your "Competitive Advantage" It is the reason why clients exclusively purchase from you. USPs have helped many businesses achieve success and they can assist you in marketing yourself as well (when seeking a promotion, finding a new job, or just making sure that you get the recognition you deserve.)
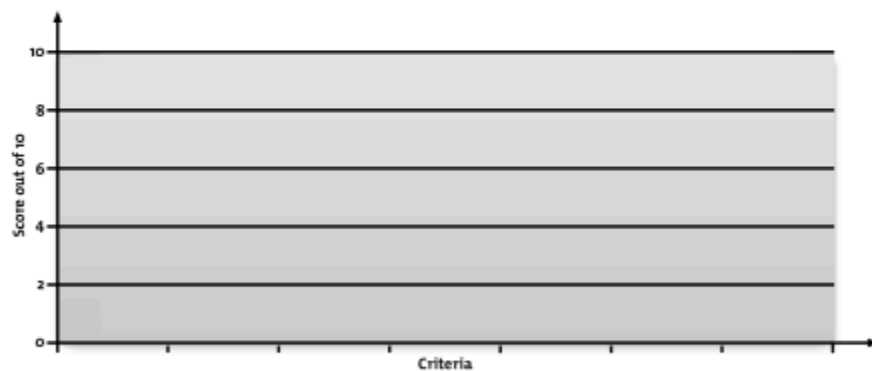
If you lack a unique selling proposition, you are doomed to a life of drudgery with little reward. However, USPs are frequently difficult to discover and as soon as a company establishes a successful USP in a market, rivals race to imitate it.

The Phases of USP Evaluation

1. Recognise the Qualities That Customers Value. First, determine what features of your product or service and those of your competitors' customers value the most. Examine the criteria buyers use to pick which product or service to purchase, going beyond the fundamentals shared by all industry vendors. As with any brainstorming session, adding knowledgeable individuals will increase the variety of traits you identify. Communicate with salespeople, customer service teams, and, above all, customers.

2. Use these criteria to rank yourself and your competitors. Identify your leading competitors. As objectively as possible, assign yourself and each of your competitors a score of 10 for every quality. If feasible, base your evaluations on objective evidence. If this is not possible, make an educated assumption by attempting to perceive things from the customer's perspective.

3. Determine where you rank highly. Plot these points on a graph. This allows you to identify the strengths and shortcomings of your competition and based on this, write a concise, easily articulated explanation of your USP.

4. Maintain your USP (and utilise it!) Lastly, you must ensure that you can defend your USP. As soon as you begin promoting a USP, you can be certain that your competitors will attempt to neutralize it. For example, if you have the best website, they will hire a better

web designer. Alternatively, if you have a fantastic new feature in your product, you will find it in theirs the next year. If you've developed a USP, it makes sense to invest in defending it; this will make it difficult for competitors to stay up; by the time they've caught up, you'll have gone on to the next step and once you have built a USP, you must ensure that the market is aware of it.

Criterion	You (1 = poor, 10 = good)	Competitor 1	Competitor 2	Competitor 3

USP Statement

7 Resources and further reading

Richard Barker - Short Introduction to Accounting Dollar Edition-Cambridge University Press (2011)

Barrow, Colin_ Barrow, Paul_ Brown, Robert - The Business Plan Workbook A Step-By-Step Guide to Creating and Developing a Successful Business-Kogan Page, Limited (2018)

Christopher O. Cox - Decision Making in Risk Management_ Quantifying Intangible Risk Factors in Projects (Manufacturing and Production Engineering)-CRC Press (2022)

Franco Malerba, Yannis Caloghirou, Maureen McKelvey,, Slavo Radosevic -Dynamics of Knowledge- Intensive Entrepreneurship-Business strategy and business policy-Routledge Studies in Innovation, Plan Organization and Technology (2016)

Edward Fields - The Essentials Of Finance And Accounting For Nonfinancial Managers-AMACOM (2002)

Peter Atril – Financial Management for Decision Makers – Pearson (2020)

Titman, Keown, Martin – Financial Management: Principles & Applications – Pearson (2018)

Ricky Griffin - Fundamentals of Management -Cengage Learning (2021)

Hossein Bidgoli - MIS -Cengage Learning (2020)

John L. Thompson, Frank Martin - Strategic Management_ Awareness and Change-Cengage Learning Business Press (2005)

Michael Baye, Jeff Prince - Managerial Economics & Business Strategy - McGraw-Hill Education (2021)

Margaret Woods - Risk management in organisations _ an integrated case study approach (2022)

Michael D. Hartline - Marketing Strategy-Cengage Learning (2021)

Mike P. McKeever - How to write a business plan (2019)

John L. Colley Jr., Jacqueline L. Doyle, Robert D. Hardie, George W. Logan, Wallace Stettinius - Principles of General Management: The Art and Science of Getting Results Across Organizational Boundaries - Yale University Press (2007)

Kamel Mellahi, Klaus Meyer, Rajneesh Narula, Irina Surdu, and Alain Verbeke - The Oxford Handbook of International Business Strategy-Oxford University Press (2021)

Sunil Luthra, Dixit Garg, Ashish Agarwal, Sachin K. Mangla - Total Quality Management (TQM): Principles, Methods, and Applications (2020)

Lourdesamy Iruthayasamy - Understanding Business Strategy: Confusion And Consensus-Springer (2021)

Yvette Baggen, Thomas Lans, Judith Gulikers - Making Entrepreneurship Education Available to All: Design Principles for Educational Programs Stimulating an Entrepreneurial Mindset - Entrepreneurship Education and Pedagogy (2021)

Lourdesamy Iruthayasamy - Understanding Business Strategy: Confusion And Consensus-Springer (2021)

Daniel A. Cohen, Gregory Arthur Pool, Heidi M. Neck - The IDEATE Method_ Identifying High-Potential Entrepreneurial Ideas-SAGE Publications, Inc (2020)

van der, Peter Sijde, Annemarie Ridder, Gerben Blaauw, Christoph Diensberg - Teaching Entrepreneurship_ Cases for Education and Training

Heidi M. Neck_ Christopher P. Neck_ Emma L. Murray - Entrepreneurship_ The Practice and Mindset-Sage Publications, Inc (2017)