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EntrepreneurshipEducationErasmusPlus

GLOBAL COLLEGE INTERNATIONAL

Co-funded by the Erasmus+ Programme of the European Union

GCI Business Incubation Center

Business Case-Challenge Competition

Call for Letter of Intent (LOI)

Interested and eligible students from BBA and MBA programs of GCI are invited to submit the LOI latest by 11th Nov 2022.

Global College International (GCI) is in partnership with ERASMUS + program funded by European Union and has been hosting three-year entrepreneurship and sustainable tourism development projects. The projects are aimed at creating Center of Excellence for Sustainable Tourism (CESTOUR) and Entrepreneurship Knowledge Centers to Foster Innovative Entrepreneurship Practices in Education and Research (ENCORE) for building youth capacity through research, training and exposure programs in the fields. Some of the land marking activities of these projects include entrepreneurship and sustainable tourism knowledge and skills development training workshops, desk and field research activities, mobility tours, conference presentations, business incubation and case study development competition (Case-challenge) practices and more as basic means to attaining the project goals and objectives.

All the project focused activities of ERASMUS + are operated within the work-package scheme for each partner institution to act out in calendric regularity and accomplish the assignments within the timelines granted.

Within the guidelines, Global College International has successfully accomplished three major packages and are now through 4th and 5th work-packages this tenure. Corresponding to other work packages, the 5th work-package of ENCORE consists of a number of training workshops, field research and entrepreneurial skills enhancement events and competitions. Case Study Competition (Case-challenge) is one of the instrumental events of this work-package. It is looked forward with tangible learning and career impact to be realized by the participating individual or group contestants. To this very end, GCI is organizing Case Study Competition (Case-challenge) where the contestants are invited to explore and disseminate insightful entrepreneurial cases built with a focus on their disruptive as well as innovative history.

Participation in the case challenge contest will be approved within the guideline included in the annex and in accordance with the TOR as specified in this announcement.

The program invites Letter of Intent from the highly potential and self-motivated students (individually or in group) of MBA and BBA programs of GCI to take part in the Case Study Competition (Case-challenge) as per the objectives mentioned here:

Objectives:

The major objective is to have students undergo a realistic business entrepreneurship process that aligns with the goals and objectives of the Entrepreneurship Knowledge Centre (EKC).

The specific objectives:

- To make the case challenge feasible, realistic, and time-bound in an intent to enable the contestants to learn the entrepreneurial challenges from real-business scenarios that help them enhance their skills and also make an impact in their career growth.
- To provide the guideline that provides instructions as to how the case study shall be carried out effectively and with adequate resources.

The guideline in the annex provides the framework and methodology on how the case challenge needs to be developed and implemented which are subject to be taken note of by the eligible applicants. The annexed guideline manuscript as well contains information regarding case challenge preparation, student participation, support faculties, and business partners. Moreover, it provides step-by-step instructions that will allow for high productivity, consistent output quality, and predictable process costs of the entrepreneurial venture while the students are creating their case studies (please see the enclosed guideline in the annex).

Following TOR will apply for eligibility and selection of the applicant for participation in the case challenge competition.

TOR for eligibility and selection:

1. The candidate has to be enrolled to and must have a record of being a full time student particularly in terms of attendance and regularity (documentary record will be required for evidence).
2. The letter of intent should be complete in all standards such as content and format.
3. Letter of intent must inform a real case proposed for study and development and brief description of justification on why it is being chosen and what methods shall apply for study and development.

4. Through LOI and other procedures of selection, the applicant must exhibit knowledge of academic writing alongside a level of competence in how to generate a disruptive or innovative problem based business cases.
5. The candidate should be ready to work without financial incentives, instead for certification and funding support for conference presentation at the international level and publication of case if declared winner.
6. The incumbent must commit in LOI to consistently work for months and accomplish the case development with all rigors maintained till the program is announced successfully done subject to decision from the project authority.
7. The applicant must commit to generate original case from real-business phenomenon or otherwise and any adaptation of a case from other sources shall be considered infringement of the TOR, and so, automatically leading to termination from the competition.

Interested and eligible student candidates from BBA and MBA programs of GCI are invited to submit the Letter of Intent (LOI) latest by 10th Nov 2022.
Please note: LOI submitted after the deadlines will not be eligible for selection.

Annex-1

Framework for the Implementation of a Case Challenge

1. Objective:

The objective of this case challenge is to have students undergo a realistic business entrepreneurship process that aligns with the goals and objectives of the Entrepreneurship Knowledge Centre (EKC). To make the case challenge feasible, realistic, and time-bound, this guideline serves to provide instructions as to how the case study will be carried out effectively and with adequate resources. This guideline provides a framework and methodology on how the case challenge needs to be developed and implemented. Additionally, the guideline contains information regarding case challenge preparation, student participation, support faculties, and business partners. Moreover, the guideline provides step-by-step instructions that will allow for high productivity, consistent output quality, and predictable process costs while students are creating their case studies.

2. Preparation:

a. Identify a business opportunity:

i. Using the provided logistical resources by ERASMUS/EU, the institute will create a positive environment and support system for the student while they are undergoing their case study. This support system will include a mentor and additional academic staff. The student will closely work with their mentor, the academic staff, and the entrepreneur to identify an innovative growth opportunity for the assigned business. It is the university's responsibility to identify enough entrepreneurs to work with the students and ensure matching. One entrepreneur can work with one student and one university mentor can work with more than one student. This identification process will require the student to complete research on the assigned business's resources, challenges, current objectives, and trends. During this identification process, the student will learn how to effectively collect and analyse basic business information at both micro and macro levels. As a result, the student will have an advanced understanding of business subject matter that is critical to their assigned business and be in a position to work with their mentor to maximise the growth of the business.

1. Discussion questions for the student to ask their mentor at this stage should include the following:
2.
   a. What is a specific challenge that your business faces? For example, does your business face issues related to distribution channels, access to customer groups, etc.? The selected business challenge must be specific in scope.
   b. Does your business have the current resources to support one of these business plans?
   c. Why has your business not yet implemented one of the mentioned strategies or plans?

b. Determine the resources needed to implement the selected innovative growth and/or product:

ii. The student, mentor, and academic staff should work together to compile a list of the materials needed to implement the innovative business project. There are no costs involved for any participants. The student, mentor, and entrepreneur will work with the materials provided at the EKC.

c. Formally agree on an innovative growth project/strategy:

iii. The student, mentor, and academic staff should all agree on the innovative growth project the student will pursue. This will require the mentor and/or academic staff to deem the innovative growth opportunity as realistic and feasible given the timeline period.

iv. The student, mentor, and client, with the supervision of academic staff, will sign a non-binding agreement that outlines the agreed-upon selected innovative growth project. This agreement should outline the following:

1. A brief description of the challenge. This description should include the below components:

a. Objectives of the project/strategy

b. Resources needed to implement the project/strategy

c. The participants involved in the project/strategy

2. A basic timeline of the project

a. Start date b. End date c. Half-way mark

3. Critical considerations:

a. Ethics b. Research c. Anti-plagiarism policy

4. Performance indicators

i. There will be regular online meetings between the academic mentor, student, entrepreneur, and European partner liaison during the research and writing stages of the case study challenge. During the meetings, the below questions (including but not limited to the following) can be discussed:

a. Will the project/strategy reduce business costs in any way?

b. Is it likely that the assigned business/client will report a high rate of satisfaction with the service?

c. Will the project/strategy stimulate business growth?

d. What could be adjusted and/or improved to advance the effectiveness of the project/strategy?

5. Feedback period

a. The student, mentor, and academic staff should meet at the end of the implementation of the strategy and/or project to discuss the following:

i. How can the project/strategy be improved in the future?

ii. What challenges occurred?

iii. How can the project be diversified to serve gender inclusion and empowerment?

3. Begin the Drafting Process:

b. Once a non-binding agreement is made, the student should begin producing a draft case study in the format of a report. This draft will compose of four sections, each detailed below.

i. Title and Executive Summary

1. The student should establish a title and provide a brief yet informative summary of the enterprise and business problem at hand. This summary should answer the following questions. The student should not provide an executive summary until after the conclusion of the writing process (the last section to be written). Please note that the phrase "client" refers to the student's assigned business.

   a. What is the background of the client and/or issue?

   b. Who is the client?

   c. What are your customer's current challenges?

   d. Why is there a need for this new product, strategy, or implementation plan?

   e. How is this product supposed to assist and improve the operations of your client?

ii. Client Information:

a. In this section, the student should provide a detailed description of the case challenge. This section should answer the following questions:

1. What industry is your client from?
2. Where is your client located?
3. What products and/or services are being offered by your client?
4. How many employees does your client have?
5. What are your client's target groups?
6. How is your client's business financed?
7. What does the cost structure of your client look like?
8. What are your client's current growth trends (where are they succeeding?)

iii. Description of Case Study Challenge:

1. In this section, the student should provide a detailed description of their proposed case study challenge. This section should explain the following:
    a. What is your client's current challenge?
    b. What type of challenge is your client facing? Is the challenge strategic or structural? Is it related to financial management, monitoring performance, regulation and compliance, competency, technology, reputation, customer service, etc.?
    c. Why is it important to overcome this challenge? What would happen to your client if they did not overcome this challenge?

iv. In-depth Overview of the Proposed Solution:

1. This is the solution stage of the writing process. Here, the student should introduce their proposed solution, explain their business plan/strategy or product, and provide details on how their solution would be implemented. Important questions to answer here are provided below:
    a. What is the proposed solution (new product and/or strategy)?
    i. What type of solution is being proposed? Is it structural or strategic? Does the solution involve information technology, artificial intelligence, strategic management and planning, etc.?
    b. What are the short-term, mid-term, and long-term targets and objectives, both qualitative and quantitative, of the product and/or strategy?
    i. How will the project/strategy meet these targets and objectives?
    c. What performance indicators will be used to prove that the strategy/project is working effectively?

v. Call to action:

1. After detailing the above components, the student should convey the urgent need for the project/strategy in a call to action (CTA). The CTA should be convincing and highlight the importance of the innovative business plan/strategy.

4. Finalise the draft report of the case study

c. The student should review the draft report with their mentor and academic staff. At this stage, the student should ensure that their draft involves the use of graphics and images that enhance their project/strategy. Once the draft meets expectations, the mentor should sign off on the student's draft. This signature will allow the student to progress to the next stage(s) of the case study challenge.

5. Creation of the public pitch

d. Once the case study report has been finalised, the student should begin creating their public pitch. The student should use their case study as the backbone of their public pitch. The public pitch must be presented using PowerPoint or Google Slides. The public pitch should be no longer than 7 minutes. The pitch should follow the format below:

i. Title and introduction:

1. Here, the student should do the following:

a. Introduce themselves

b. Introduce the client and provide a brief description of the client

c. Describe the specific challenge faced by the client

d. Describe the solution to the specified challenge

ii. Call to action (CTA)

1. Here, the student should focus on selling the case study. The student should briefly answer the following:

a. Why is the proposed solution the best?

b. What consequences will result for the client if this solution is not implemented?

c. Why must it be implemented now?

d. What end goals of the project are significant and how will the innova tive project/strategy help the client in the long run?

iii. Client information and decision-making process:

1. Here, the student should:

a. Provide deeper background information on the client

b. Provide a brief description of the thought process and discussions that led the student and mentor to agree on the innovative growth project/strategy

iv. Details on the solution:

1. Here, the student should:

a. Outline the short-term and long-term goals (both qualitative and quantitative) of the innovative project/strategy

b. Provide basic information on the resources and total cost needed to implement the project. Here, the student must ensure to incorporate data that shows that the total cost and amount of resources that the project/strategy acquires will 1) not deprive the client in the long run and 2) foster overall gains.

c. Summarise how the innovative project/strategy will meet short-term and long-term goals.

d. State the short-term, mid-term, and long-term impact of the project

e. Provide a timeline of the project

f. Summarise the indicators that will be used to measure project success and identify and respond to possible challenges

v. Brief Conclusion

1. Here, the student should do the following:

a. Briefly reiterate their CTA

b. Briefly describe how their research contributes to the field of business (both policy and implementation)

e. General tips and advice:

i. The PowerPoint or Google Slides presentation should include images and charts. The slides should not be filled with text and should instead include short and concise sentences and/or bullet points.

6. Evaluation Criteria

6.1 Evaluation criteria for the case study report (%60 of total score):

Category:	Criteria:	Score:
Reality Orientation	1. Is the implementation of the innovative project/strategy realistic within the provided time frame?	1. (0-3)
	2. Is it likely for the innovative project/strategy to facilitate the growth of the client?	2. (0-3)
	3. Is the innovative project/strategy based on accurate and truthful contexts and data?	3. (1-3)