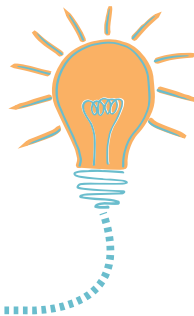


# Meet your local business models

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Teaching note



## DREAMS' SALESMAN – TEACHING NOTES

### SYNOPSIS

Dawid Ławruszko, during his studies, founded a one-man company that initially dealt with building design. Over time, he began to deal with comprehensive investment services - from general design, through land development, visualizations, interior design to building a house. The investor came with his dream of a house, and Dawid implemented it from start to finish.

Dawid's company was profitable throughout its existence, and he could freely support himself from his work in the company. But the construction industry had its downsides. To deliver the finished product to the investor, he had to cooperate with numerous experts from other areas of the industry. David financed their services from his own funds. It happened that the investor abandoned the project, paid late or not at all. A custom-made project was difficult to sell to someone else. Then David lost the funds he had invested. He also noticed that over time, customer requirements became more and more demanding. At the beginning, a simple design and room projections were enough. Later, a visualization had to be created so that the investor immediately knew what everything would look like. And this meant that more and more time was spent working on the comput-

er, which gave Dawid no satisfaction. He felt he needed new challenges. He wanted to work with people, manage the construction process and manage a team. He decided to close the company he has run for 8 years and started PM work in company in first Sweden, than Norway. This study shows the moment when he is thinking seriously of re-establishing his own business in new conditions.

### TARGET AUDIENCE

The case study is directed at high school and technical school students. It is recommend as support in the implementation of compulsory educational classes in business and management and basics of entrepreneurship (Enterprise section) subjects; core curriculum of vocational education (including practical classes preparing for the profession), additional classes, especially for students interested in running their own business, program of an in-school career counseling system.

### LEARNING OBJECTIVES

Working based on a case study will allow students to learn or master practical skills like teamwork, creative thinking, problem-solving skills or logical analysis.

The case itself will support a wide range of

learning objectives, focusing on gaining an understanding of the following: characteristics of successful entrepreneurs, market entry strategy (analysing the strategies and challenges involved in entering a new market, including market research, competitive analysis, positioning, and marketing tactics), difference between a business opportunity and a business idea.

### TEACHING STRATEGY/PROCESS INCLUDING SPECIFIC TIMING

**Teaching tip:** bear in mind that you are not participant of the discussion, but a moderator. Maintain impartiality so that participants can reach their own conclusions. However, you have strong tools that allow to steer the discussion: asking questions, motivating transitions in discussion directions, mirroring the course of the discussion, ensuring everyone's participation.

#### A. 45 minutes slot

##### Step 1 Introduction (10 mins):

Ask the student to read the case before the class and assign them the discussion question at the end of the case. Present the case background and introduce key themes of characteristics of successful entrepreneurs, market entry strategy, difference between a business opportunity and a business idea.

##### Step 2 Interactive Discussion (15 mins):

Engage students in a discussion using the provided discussion questions to explore different aspects of the case.

##### Step 3 Group brainstorm (15 min):

Encourage students to brainstorm in order to create recommendations for Dawid.

##### Step 4 Conclusion and Takeaways (5 mins):

Summarize 3-5 most insightful conclusions. Summarize lessons learned for students.

#### B. 90 minutes slot

##### Step 1 Introduction (10 mins):

Ask the student to read the case before the class and assign them the discussion question at the end of the case. Present the case background and introduce key themes of characteristics of successful entrepreneurs, market entry strategy, difference between a business opportunity and a business idea.

##### Step 2 Interactive Discussion (20 mins):

Engage students in a discussion using the provided discussion questions to explore different aspects of the case.

##### Step 3 Group work & presentations (30 min+ 3 min presentation per group)

Divide students in 3-4 groups. Have each group present their recommendations for Dawid with justification.

##### Step 4 Conclusion and Takeaways (10 mins):

Summarize most insightful conclusions. Summarize lessons learned for students.

### DISCUSSION QUESTIONS:

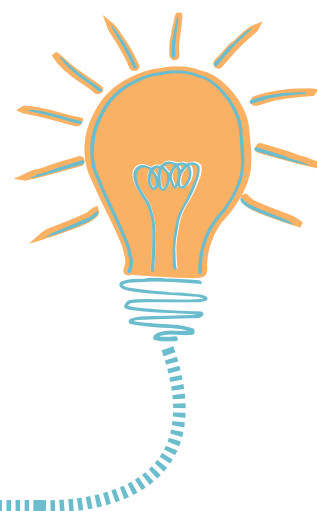
- *How could Dawid only perform tasks that give him satisfaction while continuing to run his business? How to transition from the role of a designer to the role of managing the construction process?*
- *What obstacles did Dawid encounter? What was the reason for closing the business?*
- *What actions could Dawid take to better protect his business and minimize the risk of losing invested funds?*
- *Having in mind 4 primary characteristics of successful entrepreneurs - does Dawid have any of them?*
- *Is his idea a real opportunity to begin with?*
- *What difficulties and opportunities do you see in the further development of his company? What would you do if you were Dawid? Does reopening such a business, but on the Swedish market, make sense?*



Developed by: Aleksandra Kapnik  
Reviewer: Snezhana Hristova

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