



EUROPEAN  
ENTREPRENEURSHIP  
CAFÉS



**ENTREPRENEURSHIP CAFE**

# LESSON MANUAL

2022 – 2024

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Facilitating undereducated or disadvantaged adults with tailored and targeted entrepreneurship education resources in a learning-friendly and low-threshold environment, thus offering a clear pathway to business start-up and improved entrepreneurship competences



# Guide to this lesson manual

Within the E-Café IO1 toolbox, each part consists of several lessons. There are a total of **7 lessons**, with **30 tools** included in this practical-based learning material. It can be taught over approximately **52 hours**, though some trainers/tutors/facilitators and practitioners might prefer a longer timeframe to cover the lessons which is possible



# 7

LESSONS



# 30

TOOLS



# 52

HOURS

This publication contains a constructive structure including a logical sequence of lessons. Therefore, it is recommended not to change the sequence of the lessons. Some trainers/tutors and practitioners may decide to leave out a specific lesson or activity or to extend others within the module. If there is not sufficient time to complete the lesson plan during the entrepreneurship gatherings, it is also possible to apply the pick and choose approach. This publication is written so that anybody can take part, but it is especially beneficial to low-skilled/disadvantaged adults, who can benefit from it with the facilitation of tutors, mentors

and coaches. In this way we pave the way for how to deliver these tools in an informal learning environment and then it enables peer education and support for each other. This means that for example an adult participant can deliver a session to other participants. All of the lessons include practical activities for the learners in the context of the entrepreneurial mindset. The activities are closely related to practice and the real world. In this way the course encourages practical learning. Learners should be encouraged to ask as many questions as they like.

## How to Use Lessons in the Training

In order to complete and facilitate the impact of the **Training Material** it is deemed important to provide a set of informal activities ready to be used by practitioners around the facilitators of Entrepreneurship cafes.

Activities should not be taken as isolated events but considered as a process contributing to the personal growth of the learner and its development in terms of entrepreneurial mindset. Each lesson comes with a step-by-step instruction planning to guide some trainers/tutors/facilitators performing the activity.

The following lessons will offer an opportunity to stimulate the learners' reflections and skills through practical, participatory and dialogue-based experiences. By following these lessons, participants will practice a list of competences which is based upon the Entrepreneurship Competence Framework<sup>1</sup>, also known as EntreComp. This framework aims to build consensus around a common understanding of entrepreneurship competence by defining 3 competence areas and a list of 15 competences (see image on the page 43). These competences are linked to the lessons in this training course.

1. <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>

# Entrepreneurship Competence Framework

**European Commission** identified sense of initiative and entrepreneurship as one of the **8 key competences** necessary for a knowledge-based society

The **EntreComp framework** presented in this report proposes a shared definition of entrepreneurship as a competence, with the aim to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work. Developed through a mixed-methods approach, the EntreComp framework is set to become a reference de facto for any initiative aiming to foster entrepreneurial capacity of European citizens.

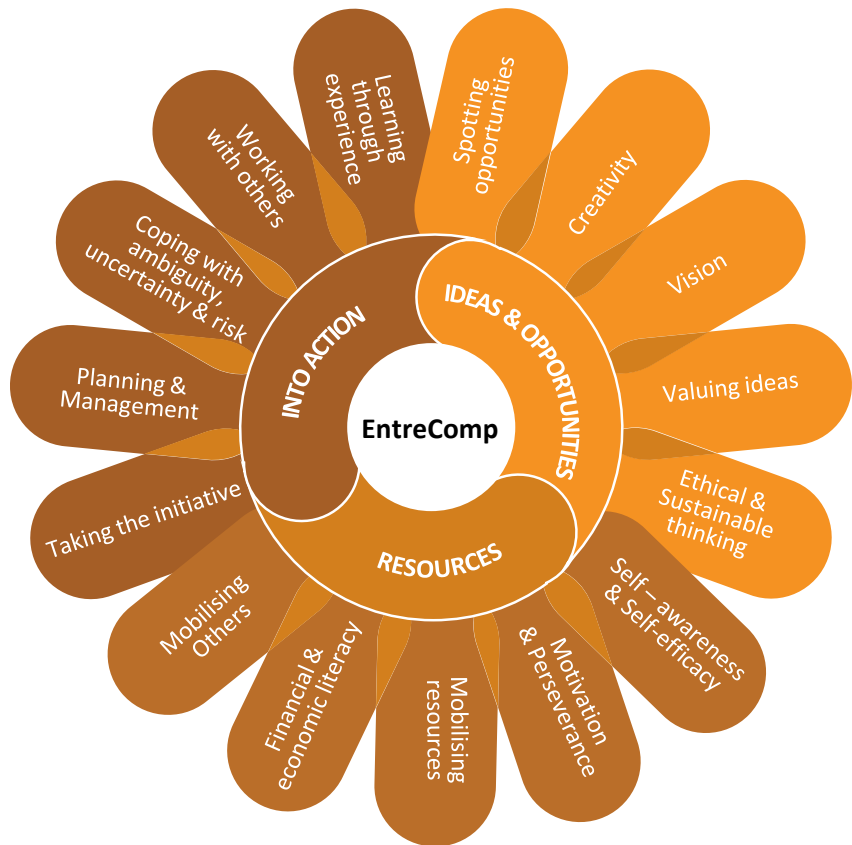
It consists of **3 interrelated and interconnected competence areas**:

1. **Ideas and opportunities'**
2. **Resources'**
3. **Into action**

Each of the-areas is made up of **5 competences**, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the **15 competences** along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes.

The framework can be used as a basis for the development of curricula and learning activities fostering entrepreneurship as a competence. Also, it can be used for the definition of parameters to assess learners' and citizens' entrepreneurial competences.

Every lesson commences with an overview of the content of the lesson enabling trainers to swiftly overlook the lessons content and its connection to their learners' needs. The following icons show the course content at a glance.



*Areas and competences of EntreComp conceptual model*

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# 01

## Entrepreneurial Mindset



### 1.1 What is an Entrepreneur?

- First Steps in Entrepreneurship

### 1.2 Traits and characteristics of an entrepreneur?








- Rapid Self-Assessment - Individual or Group Activity
- Entrepreneurial Traits & Case Study





### 1.3 Entrepreneurial Skills & Behaviours

- Spaghetti & Marshmallow Challenge
- MAGIC BOX Group Activity

# 1.1 What is an Entrepreneur?

## First Steps in Entrepreneurship

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To Find out what is an entrepreneur in general</li> <li>For participants to discover what type of entrepreneur may be suitable for them</li> <li>To Explore Personal Entrepreneurial Competencies</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.1 Self-awareness &amp; self-efficacy:</b> Reflect on your needs, aspirations and wants in the short, medium and long term</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Self-assessment tests revealing the types of entrepreneurs</li> <li>Getting to know information about an entrepreneur</li> <li>Exploration of Personal Entrepreneurial Competencies</li> <li>Self-reflection &amp; Debrief</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Entrepreneur</li> <li>Competences</li> <li>Self-assessment</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li><b>Self-reflection:</b> participants reviewing themselves through the results of Self-assessment tests through questionnaires.</li> </ul>












	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	Tests/quizzes must be done at the beginning of the session until the Personal Entrepreneurial Competencies will be explained.
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ol style="list-style-type: none"> <li><a href="https://howtostartanllc.com/entrepreneurship-quiz">https://howtostartanllc.com/entrepreneurship-quiz</a></li> <li><a href="https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/entrepreneurial-potential-self-assessment">https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/entrepreneurial-potential-self-assessment</a></li> <li><a href="https://sciendo.com/downloadpdf/journals/mosr/82/1/article-p37.pdf">https://sciendo.com/downloadpdf/journals/mosr/82/1/article-p37.pdf</a></li> </ol>

DURATION	TITLE	DETAILS
25 Minutes	Self-assessment tests	<ul style="list-style-type: none"> <li>Using 2 online tests/quizzes (links above) to reveal each participants' types of entrepreneurs.</li> <li>They observe the results and save them for the next parts of the session: Self-reflection &amp; Debrief.</li> </ul>
25 Minutes	Brainstorming	Brainstorming about: What is an entrepreneur? Which competences are needed for an entrepreneur?
20 Minutes	Entrepreneur, Types & Personal Entrepreneurial Competencies	<p>Delivering information about recognized definitions of an entrepreneur and getting to know the Personal Entrepreneurial Competencies.</p> <p><b>What is an entrepreneur?</b> (<a href="http://www.entrepreneur.com">www.entrepreneur.com</a>)</p> <ol style="list-style-type: none"> <li><b>An entrepreneur</b> is a starter. An entrepreneur is an initiator, a challenger and a driver. Someone that creates something new, either an initiative, a business or a company.</li> <li><b>An entrepreneur</b> is the driver. The entrepreneur is the person in charge, the leader and the person to look to for leadership. He or she is the one that pushes forward and inspires a team to follow.</li> <li><b>An entrepreneur</b> is accountable and responsible. The entrepreneur is the ultimate responsible for the destiny of its venture, which can be a company, a project, or any other endeavor.</li> </ol> <p><b>Types of Individual Entrepreneurs of Nowadays:</b></p> <ul style="list-style-type: none"> <li><b>Small business:</b> These include mom-and-pop shops and local business owners. Small businesses can include partnerships, sole proprietors, and LLCs.</li> <li><b>Home-Based Business:</b> A home-based business could fit under the category of small business, but the primary factor, in this case, is that it's run from home, as opposed to an office or other location.</li> <li><b>Online Business:</b> Internet-based business can be small, home-based, or even large corporations. The key difference here is that the business is operated primarily online. This includes companies like Amazon or other e-commerce businesses, bloggers, eBay and Etsy owners, and any other business that does the majority of its business online.</li> <li><b>Inventors:</b> For an inventor to be considered an entrepreneur, they need to go beyond the idea stage to build the product and get it to market.</li> <li><b>Serial Entrepreneur:</b> Those kinds of entrepreneurs start a business, then they sell it and pivot to launching a new idea. They are still considered entrepreneurs because they operate and assume risk in the business for the time they own it.</li> <li><b>Lifestyle Entrepreneur:</b> A lifestyle entrepreneur is one who builds a business that incorporates their interests and passions and sustains their life goals. Many in this category are referred to as digital nomads because they have online businesses that allow them to travel.</li> </ul> <p><b>Personal Entrepreneurial Competencies:</b> Participants will be introduced to PECs using the material: <a href="https://sciendo.com/downloadpdf/journals/mosr/82/1/article-p37.pdf">https://sciendo.com/downloadpdf/journals/mosr/82/1/article-p37.pdf</a></p>
10 Minutes	Break	Break
10 Minutes	Comparisons	All together making the comparisons between the written down brainstormed ideas and the information given by the facilitator.
10 Minutes	Self-reflection	<p><b>Self-Reflection questionnaire:</b></p> <ul style="list-style-type: none"> <li>Do I agree with the results of tests/Quizzes?</li> <li>What type of entrepreneur would I like to be?</li> <li>Which competences do I have from information given by the facilitator?</li> <li>Which competences do I need to develop?</li> </ul>
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their self-reflections.



# 1:2 Traits and characteristics of an entrepreneur?

## Rapid Self-Assessment - Individual or Group Activity

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To support entrepreneurs to reflect on their desire to start a business</li> <li>To facilitate the opportunity to look at their strengths</li> <li>To illustrate how this knowledge could be used in a business start-up context</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<b>2.1 Self-awareness &amp; self-efficacy</b> <ul style="list-style-type: none"> <li>Reflect on your needs, aspirations and wants in the short, medium and long term</li> <li>Identify and assess your individual and group strengths and weaknesses</li> <li>Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Practicing in empowered reflection</li> <li>Self-assessment questionnaire to ensure that participant remains goal-focused by clearly outlining their needs.</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Tablet</li> <li>notebook/notepad</li> <li>desktop document</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Entrepreneur</li> <li>Self-assessment</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li><b>Self-reflection:</b> participants reviewing themselves through the results of Self-assessment and the questionnaires.</li> </ul>
	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input checked="" type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input checked="" type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	This activity can be completed individually on your own self-reflection time. You should complete the questions in book/notepad/desktop document to be able to save and refer back to when needed!
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	N/A








DURATION	TITLE	DETAILS
5 Minutes	Explanation	A facilitator explains the aim/the need of the activity and participants getting ready for self-assessment journey
25 Minutes	Fulfilling the questionnaire #1	<p><b>Empowered reflection to make it a habit to assess one's progress:</b></p> <ol style="list-style-type: none"> <li>1. What message does my business have for me?</li> <li>2. Where am I settling?</li> <li>3. How can I add more of my true self into my business?</li> <li>4. What skills or talents am I not using?</li> <li>5. Who can I forgive?</li> <li>6. What missed opportunity can I let go of and move on?</li> <li>7. What have I been avoiding out of fear?</li> <li>8. What risk can I take even in the face of fear?</li> <li>9. What does my business want that I am not currently giving it?</li> <li>10. What am I committed to changing?</li> </ol>
5 Minutes	Break	Break
15 Minutes	Peer Discussions	Participants walking around the working space and discuss any interesting findings in their work, sharing each other's ideas.
25 Minutes	Fulfilling the questionnaire #2	<p><b>Empowered reflection to make it a habit to assess one's progress:</b></p> <ol style="list-style-type: none"> <li>1. What's working?</li> <li>2. What's not working?</li> <li>3. What would you like to change?</li> <li>4. What accomplishments have you achieved?</li> <li>5. What lessons have you learned?</li> <li>6. Are the goals still the right goals?</li> <li>7. What do you still need to know or learn?</li> <li>8. How might you be sabotaging your own success?</li> <li>9. What do you need to start doing, keep doing, and stop doing?</li> <li>10. What's next?</li> </ol>
5 Minutes	Break	Break
15 Minutes	Peer Discussions	Participants walking around the working space and discuss interesting findings in their work, sharing each other's ideas.
25 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.

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An entrepreneur is a starter. An entrepreneur is an initiator, a challenger and a driver. Someone that creates something new, either an initiative, a business or a company.

# 1:2 Traits and characteristics of an entrepreneur?

## Entrepreneurial Traits & Case Study

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To consider one's own strengths, weaknesses and type of characteristics</li> <li>To identify the areas of development</li> <li>To explore one's interesting and proper areas of business</li> <li>To discuss a case study</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.3. Vision:</b> Work towards your vision of the future</li> <li><b>2.1 Self-awareness &amp; self-efficacy:</b> Reflect on your needs, aspirations and wants in the short, medium and long term</li> <li><b>3.2 Planning and management:</b> Prioritize, organize and follow-up</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Exploring the entrepreneurial traits, self-observation, case studies</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet</li> <li>Mobile phone</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Entrepreneur</li> <li>Traits</li> <li>Case Studies</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection during the debrief time</li> </ul>








	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input checked="" type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	N/A
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://startupnation.com/start-your-business/successful-entrepreneurs-traits/">https://startupnation.com/start-your-business/successful-entrepreneurs-traits/</a></li> <li><a href="https://www.business.com/articles/never-giving-up-9-entrepreneurs-and-millionaires-who-failed-at-least-once/">https://www.business.com/articles/never-giving-up-9-entrepreneurs-and-millionaires-who-failed-at-least-once/</a></li> </ul>





DURATION	TITLE	DETAILS
10 Minutes	<b>Introduction</b>	Facilitator explains that through completing the following activities participants will discover their own characteristics which they may have in common with successful entrepreneurs, their strengths and areas of development.
20 Minutes	<b>Entrepreneurial Traits</b>	<p>Although there is no set profile of an entrepreneur; they can be young or old, male or female and they come from all sorts of backgrounds, research shows entrepreneurs have certain qualities and characteristics in common. Having entrepreneurial characteristics can increase the chances of business success. While some characteristics are inherent i.e., hard working, others can be developed i.e., motivated.</p> <p>Participants exploring 10 Common Traits of an Entrepreneur through online source (Link #1)</p>
15 Minutes	<b>Self-Observation</b>	Participants write down 3 characteristics out of those 10 and explain in written form how this can help when running a business
30 Minutes	<b>Resilience, Rejection &amp; Failure – The Keys to Success</b>	<p>Participants are divided into several groups. Groups go to the Case Source link (Link #2) and each chooses one specific case. Groups discuss these people, their success story and the roles of Resilience, Rejection &amp; Failure on their ways and answering the questions:</p> <ul style="list-style-type: none"> <li>• What are the major challenges that this person faced?</li> <li>• What were his/her achievements?</li> <li>• What are the causes for his/her success?</li> <li>• What do we learn from the story of this person?</li> </ul> <p>They also discuss their personal experience in terms of these aspects.</p>
25 Minutes	<b>Group presentations</b>	Groups present their work.
20 Minutes	<b>Debrief</b>	Debrief is led by the facilitator and the participants can share their opinions and exchanging their views.



# 1:3 Entrepreneurial Skills & Behaviours

## Spaghetti & Marshmallow Challenge

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To improve a team's capacity to generate ideas, build rapport and incorporate prototyping</li> <li>To reveal the true nature of collaboration</li> <li>To illustrate how each person innovates and emphasizes the importance of diverse perspectives</li> <li>To understand the importance of teamwork and failure</li> <li>Encouraging leadership, including the ability to influence others or allocate tasks</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.3 Mobilizing resources:</b> Gather and manage the resources you need</li> <li><b>3.2 Planning and management:</b> Prioritize, organize and follow-up</li> <li><b>3.4 Working with others:</b> Team up, collaborate and network</li> <li><b>3.5. Learning through experience:</b> Learn by doing</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>70 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Encourages teams to experience simple but profound lessons in collaboration, innovation and creativity which are necessary for building entrepreneurial mindset &amp; skills</li> <li>Generating groups</li> <li>Competing for building the tallest freestanding structure with the given materials and instructions &amp; rules</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<p><b>Each team gets the same set of supplies:</b></p> <ul style="list-style-type: none"> <li>20 sticks of dry spaghetti</li> <li>one-meter-long string</li> <li>one-meter-long tape</li> <li>one marshmallow</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Entrepreneur</li> <li>Competences</li> <li>Self-assessment</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Participants reviewing the group results through questionnaires and then debriefing in whole team.</li> </ul>








	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input checked="" type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	The lesson can be used as an introductory activity in a class or extracurricular club, with as few as four learners to as many as available
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.ted.com/talks/tom_wujec_build_a_tower_build_a_team?language=en#t-12289">https://www.ted.com/talks/tom_wujec_build_a_tower_build_a_team?language=en#t-12289</a></li> </ul>





DURATION	TITLE	DETAILS
20 Minutes	Explanations	<ul style="list-style-type: none"> <li>• A facilitator explains the idea of the activity: The Spaghetti/Marshmallow Challenge is often used to illustrate design thinking mindsets and the importance of ‘failing’ quickly or to make generalized points on effective teams.</li> <li>• showing the 6:35 minute long video (See link #1 above)</li> <li>• Dividing participants into teams of 3-6 people and explaining the rules:               <ul style="list-style-type: none"> <li>• The winning team will be the one who builds the highest tower which can support one whole marshmallow on top</li> <li>• The tower should support a single marshmallow. The marshmallow must be the highest point of the structure</li> <li>• The tower must be freestanding</li> <li>• Teams cannot combine their resources</li> <li>• Teams can only use the materials provided</li> </ul> </li> </ul>
18 Minutes	Working Process	Teams have 18 minutes to build their marshmallow spaghetti tower.
12 Minutes	Self-Reflection with Review Sheets	<p>Participants are given the review sheets to be filled out with individual reflections.</p> <p><b>Review Sheet includes the questions:</b></p> <ul style="list-style-type: none"> <li>• How do you think you worked as a group?</li> <li>• Did you assume different roles?</li> <li>• Did all groups work in the same way?</li> </ul>
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.



# 1:3 Entrepreneurial Skills & Behaviours

## MAGIC BOX Group Activity

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To inspire creativity in problem solving and evoke innovation</li> <li>To help participants to understand an important aspect of entrepreneurial mindset</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.1 Self-awareness &amp; self-efficacy:</b> Reflect on your needs, aspirations and wants in the short, medium and long term</li> <li><b>2.3 Mobilizing resources:</b> Gather and manage the resources you need</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>80 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Group and solo activities, brainstorming, self-assessment, reading</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Paper, card, play dough, glue, lolly stick, feathers, sequins, pins, markers etc,</li> <li>Access to internet</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Problem Solving</li> <li>Creativity</li> <li>Self-awareness</li> <li>Efficiency</li> <li>Evaluation</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Self-reflection questionnaires.</li> </ul>

	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input checked="" type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input checked="" type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	Try to inspire people to relax and have fun, to think outside of the box. In case of self-assessment, some preparation would be good, inviting learners to think about their personal characteristics, attitude, expertise and financial situation, as well as motivation.
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	N/A

DURATION	TITLE	DETAILS
20 Minutes	Explanations	<p>In everyday life and in business, you have to work with the resources available to you. This activity will help you think creatively about how to manage resources solve a problem and to look at alternative ways for completing tasks.</p> <p>Facilitator assembles participants in groups of 4/5 people and gives the task text:</p> <ul style="list-style-type: none"> <li>• In a Magic Box you will find paper, card, play dough, glue, lolly stick, feathers, sequins, pins, markers etc</li> <li>• Your task is to create something using the contents of the box</li> <li>• Write down all the thoughts that you can remember as you were using your resources and innovating</li> <li>• What were the learning points?</li> <li>• How can you adopt those learnings to use in your entrepreneurs' path?</li> <li>• How will you use your limited resources to build your business? Write it down please</li> </ul>
30 Minutes	Working on the Magic Box	Working process
15 Minutes	Reflection	<p>Reflection questionnaire:</p> <ul style="list-style-type: none"> <li>• Do we really need everything to be available to us and perfect in order to make something happen?</li> <li>• What are the resources we never think about, but are there for us?</li> <li>• Would you agree that persistency and dedication ore some of the most important entrepreneurial traits?</li> </ul>
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their self-reflections.





# 02

## Ideas Generation



### 2.1 Ideation

- Think out of the box
- THE SIX THINKING HATS
- Ideation & Brainstorming
- How, Now, Wow Matrix

### 2.2 Entrepreneurship in a Cultural Context

- Culture & Entrepreneurship

### 2.3 Mash-Up Innovation








- SCAMPER & MASH-UP





### 2.4 Future Mapping and Exploring Opportunities

- Future Mapping

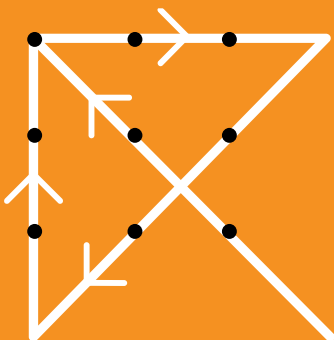
## 2.1 Ideation

### Think out of the box

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To support the development of problem-solving skills when generating ideas</li> <li>To enable collaboration and team development</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.2 Creativity:</b> Develop creative and purposeful ideas</li> <li><b>3.4 Working with others:</b> Team up, collaborate and network</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>80 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>"Think out of the Box" activity</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Pencils</li> <li>Pens</li> <li>Papers</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Creativity</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Self-reflection, Group discussions and debrief</li> </ul>

	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input checked="" type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input checked="" type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	The beauty of this nine-dot puzzle is that you literally have to "think out of the box" to solve the puzzle. Your pencil must go outside the box of dots to be able to solve it.
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	N/A

DURATION	TITLE	DETAILS
10 Minutes	Introduction	<p>Ideation is the creative process of generating new ideas, which can be accomplished through a variety of ideation techniques, such as brainstorming and prototyping.</p> <p>The problem-solving process is an important part of ideation. Problem solving can be broken down into a four-step process:</p> <ol style="list-style-type: none"> <li><b>1. Identify</b> the problem</li> <li><b>2. Generate</b> solutions</li> <li><b>3. Evaluate</b> the possible solutions, decide on the best course of action, and put it into action</li> <li><b>4. Evaluate</b> the outcome. If the problem is not solved, repeat from step 1</li> </ol>
5 Minutes	Think outside the box: Task 1	<p>This is an individual activity, and it aims to develop problem solving techniques.</p> <p><b>Task 1:</b> 5 minutes Show participants nine dots arranged in a set of three rows (as below).</p> <p>• • • • • • • • •</p> <p><b>Challenge:</b> Draw four straight lines which go through the middle of all of the dots without taking the pencil off the paper. They must start from any position and draw the lines one after the other without taking your pencil off the page. Each line starts where the last line finishes.</p>
10 Minutes	Showing: Task 2	Participants showing their solutions to the group
15 Minutes	Review: Task 3	<p>Ask the participants to think back to how they were solving the puzzle. Did they solve it by trial and error, or did they think through a strategy? Ask them to spend 30 seconds thinking about how they solved it and what changes in their thoughts they needed to have to get there.</p>
15 Minutes	Discussion: Task 4	<p>The most frequent difficulty people have with this puzzle is that they try to draw all the lines within the dots, and they do not initially want to draw lines outside it because:</p> <p>There is nothing outside the set of dots to associate to. There are no dots to join a line to outside the puzzle, so they assume a boundary exists. It is assumed that doing this is outside the scope of the problem, even though the problem definition does not say you are not allowed to. You are so close to doing it that you keep trying the same way but harder.</p>
25 Minutes	Explanation & Debrief	<p><b>Lessons to be learned from this puzzle:</b></p> <ul style="list-style-type: none"> <li>• Look beyond the current definition of the problem</li> <li>• Analyze the definition to find out what is allowed and what is not</li> <li>• Are there any real rules to the problem anyway? (especially valid in human related problems - there are only perceptions, not physical rules)</li> <li>• Look for other definitions of problems</li> <li>• Do not accept other people's definitions of problems. They may be either wrong or biased</li> <li>• If a problem definition is wrong, no number of solutions will solve the real problem</li> </ul>



**Investigate the boundaries**

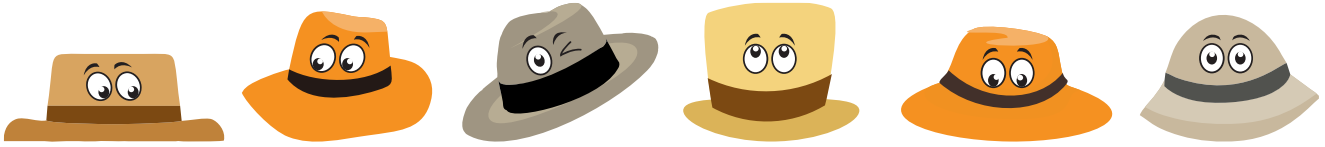
- What are the boundaries which the solution must fit into?
- Are the boundaries your own perceptions or reality?
- What are the possibilities if you push the boundaries?
- What are the benefits of small boundary changes?

**Hard work is not the solution**

- Repeating the same wrong process again and again with more vigor does not work.
- You can be very close to a solution while not getting any closer to it.
- Thought is the solution; physical hard work will not work.

**Solution**

The picture below will show you a solution to this problem.



## THE SIX THINKING HATS












	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To provide tools that empower ideas generation</li> <li>To clearly define the problem to tackle</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.2 Creativity:</b> Develop creative and purposeful ideas</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>70 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Introducing information about design thinking process</li> <li>using SIX THINKING HATS tool</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Ideation</li> <li>Design thinking</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>

	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.interaction-design.org/literature/topics/ideation">https://www.interaction-design.org/literature/topics/ideation</a></li> <li><a href="https://www.debonogroup.com/services/core-programs/six-thinking-hats/">https://www.debonogroup.com/services/core-programs/six-thinking-hats/</a></li> <li><a href="https://www.tsw.co.uk/blog/leadership-and-management/six-thinking-hats/">https://www.tsw.co.uk/blog/leadership-and-management/six-thinking-hats/</a></li> </ul>

DURATION	TITLE	DETAILS
15 Minutes	<b>Introduction</b>	Facilitator describes the concept of Ideation as a part of Design Thinking using the information from the Link #1.  Participants get closer to the 5-stages of the process.
15 Minutes	<b>SIX THINKING HATS</b>	<b>Facilitator explains the idea of SIX THINKING HATS using the Link #2 and gives participants individual task:</b> <ul style="list-style-type: none"> <li>• Think about one problem you face in your life</li> <li>• Work through the hats one at a time and make notes from each perspective</li> <li>• Try to wear one hat at a time and avoid jumping from one hat to another. This helps you keep a focus on one perspective without it being influenced by another</li> </ul>
20 Minutes	<b>Working Time</b>	Individual working time. Participants can check out the example how it works using the Link #3.
20 Minutes	<b>Debrief</b>	Debrief is led by the facilitator and the participants share their results and opinions from their working experience.














## Ideation & Brainstorming

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>Establishing an ideation mindset and encouraging creative thinking</li> <li>Generating effective ideas</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>Spotting opportunities:</b> Use your imagination and abilities to identify opportunities for creating value</li> <li><b>1.4 Valuing ideas:</b> Make the most of ideas and opportunities</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Brainstorming</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Writing tools (board, interactive board, online board, paper, markers)</li> <li>Internet</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Creativity</li> <li>Idea generation</li> <li>Thinking out of the box</li> <li>Innovative ideas</li> <li>Innovative solutions</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Reflection Questionnaire</li> </ul>
	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	Encourage wild ideas and be sure that learners are provided safe & supportive environment during the sessions
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.sessionlab.com/blog/brainstorming-techniques/">https://www.sessionlab.com/blog/brainstorming-techniques/</a></li> </ul>

DURATION	TITLE	DETAILS
20 Minutes	Exploration	<p>An effective facilitator can ensure an ideation workshop is a success by balancing brainstorming techniques, idea development, and evaluation, all with a set of rules that can promote creativity while limiting roadblocks.</p> <p>Participants will learn about 15 rules for better brainstorming by using the Link #1</p> <p><b>Facilitator will deliver information about the following effective brainstorming techniques:</b></p> <ol style="list-style-type: none"> <li>1. Mind Mapping</li> <li>2. Reverse Brainstorming</li> <li>3. Gap Filling</li> <li>4. The 5 Whys</li> <li>5. Brainwriting (or Slip Writing)</li> <li>6. Collaborative Brainwriting</li> <li>7. Role Storming</li> <li>8. "What If" Brainstorming</li> <li>9. Rapid Ideation</li> </ol>
30 Minutes	Step in action	<p>Participants are divided into 9 groups (depends on the group size). Each group takes one technique to explore deeper by searching information on the internet.</p> <p>After they select an interesting idea in each group, using their chosen technique deliver a brainstorming process.</p>
30 Minutes	Presentations: Part 1	<p>Groups present information on what they have found on the internet about their technique. They also share the experience of the brainstorming process, if it was useful or not and if they could fulfill the 15 brainstorming rules.</p>
10 Minutes	Break	Break
30 Minutes	Presentations: Part 1	<p>Groups present information on what they have found on the internet about their technique. They also share their experience of the brainstorming process, if it was useful or not and if they could fulfill the 15 brainstorming rules.</p>
Minutes	Reflection	<p><b>Reflection Questionnaire:</b></p> <p>What are your five greatest ideas in this activity? Why?            Make a list of the ideas in this activity that you genuinely support.</p>
Minutes	Debrief	<p>Debrief is led by the facilitator and the participants can share their results and opinions from their self-reflections.</p>

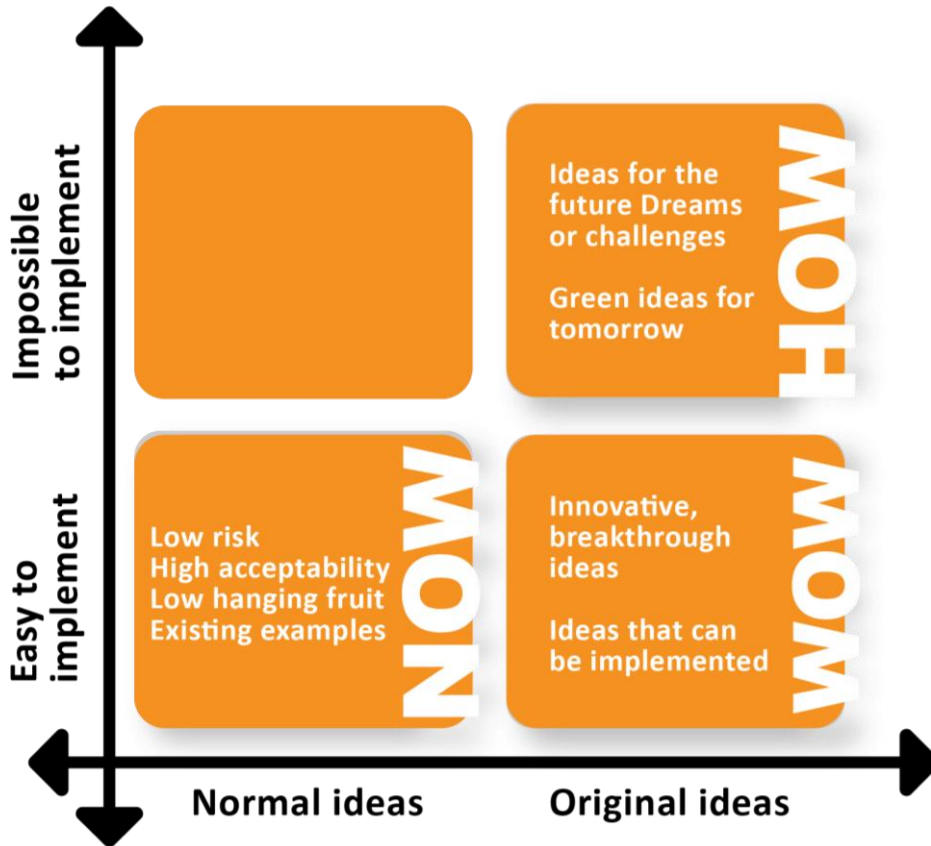


## How, Now, Wow Matrix

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To help groups to brainstorm, plan ideas, and organise their thoughts collaboratively</li> <li>To categorise ideas based on their originality and the ease of implementation</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.2 Creativity:</b> Develop creative and purposeful ideas</li> <li><b>1.4 Valuing ideas:</b> Make the most of ideas and opportunities</li> <li><b>3.4 Working with others:</b> Team up, collaborate and network</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>70 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Categorising the ideas using How, Now, Wow Matrix</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Flipcharts</li> <li>Markers</li> <li>Voting dots (yellow, blue, green)</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Ideation</li> <li>Brainstorming</li> <li>Categorizing</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and debrief</li> </ul>
	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input checked="" type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input checked="" type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.sessionlab.com/methods/how-now-wow-matrix">https://www.sessionlab.com/methods/how-now-wow-matrix</a></li> </ul>










DURATION	TITLE	DETAILS
20 Minutes	Introduction	<p>The How Now Wow matrix is straightforward and easy to use for uncovering the best ideas and when to implement them. The technique encourages the team to let their thoughts flow, and the group dynamic builds on that creativity to encourage groundbreaking innovation.</p> <ul style="list-style-type: none"> <li>• <b>How</b> – represents ideas that are innovative, but difficult to implement so they are not yet feasible, but might be worth considering as future goals.</li> <li>• <b>Now</b> – represents unoriginal ideas which are familiar, easy to implement, and proven to work well.</li> <li>• <b>Wow</b> – represents new ideas that are easy to implement and executable ideas that can be actualized. Aim to form as many ideas in this category as you can.</li> </ul>



30 Minutes		<p>A facilitator lists down the ideas that emerge from the creative ideation phase on large charts of paper stuck around the room.</p> <p>3 sticky dots of each color are given to each player – that is, 3 blue, 3 yellow, 3 green.</p> <p>Each player steps forward and vote for 3 best ideas in each category. They need to do this by sticking a colored dot in front of each idea they choose. In the end, facilitator counts the number of dots under each idea to categorize it. The highest number of dots of a certain color categorizes the idea under that color.</p> <p><b>In case of a tie:</b></p> <ul style="list-style-type: none"> <li>• If blue dots = green dots, the idea is blue</li> <li>• If yellow dots = green dots, the idea is green</li> </ul> <p>You now have a bucket of Now/Green ideas to work on further. Make sure you also collect the low-hanging blue ideas for immediate implementation and the yellow ideas to keep an eye on for the future.</p>
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.

## 2.2 Entrepreneurship in a Cultural Context

### Culture & Entrepreneurship

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To explore the influence of cultural aspects on entrepreneurship</li> <li>To estimate global market risks caused cultural differences</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.5 Ethical and sustainable thinking:</b> Assess the consequences and impact of ideas, opportunities and actions</li> <li><b>3.3 Coping with uncertainty, ambiguity and risk:</b> Make decisions dealing with uncertainty, ambiguity and risk</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>130 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Finding out the influence of culture on entrepreneurship</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Culture</li> <li>Entrepreneurship</li> <li>Global market Risks</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>

	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://cultureplusconsulting.com/2015/06/23/top-ten-cultural-risks-global-business/">https://cultureplusconsulting.com/2015/06/23/top-ten-cultural-risks-global-business/</a></li> </ul>

DURATION	TITLE	DETAILS
20 Minutes	Introduction	<p>It is well-known that the level of entrepreneurial activity, for instance as expressed as the percentage of owner/managers of businesses relative to the labor force, differs strongly across countries. This variation is related to differences in levels of economic development, and also to diverging demographic, cultural and institutional characteristics. There is no generally accepted interpretation of culture as a determinant of entrepreneurship, however there are different existing factors, all of which have a big influence on the entrepreneurial process.</p> <p>Because societies are endowed by nature with different physical environments, members of society must adopt environmentally relevant patterns of behaviour to achieve success. Such patterns of behaviour lead to the formation of different cultural values in different societies, some of which influence the decision to create new businesses. Thus, culture, as distinct from political, social, technological or economic contexts, has relevance for economic behaviour and entrepreneurship.</p> <p>Nowadays even small and medium enterprises have access and operate in international markets and in this process, there are lots of cases finding difficulties based on cultural background.</p>

### The main cultural risks facing global businesses include:

**Failing to adapt global business models to the local market:** Consumer attitudes and behaviours are highly influenced by culture. When a company moves into a new market, business models should be modified to reflect local preferences, customs, and habits.

**Failing to identify regional and subculture differences:** Within emerging markets, there are significant regional variations in consumer preferences and market conditions

**Failing to understand local business practices:** Without a full appreciation of how business is done in a foreign market—including economic, political, regulatory, and cultural influences—new entrants can quickly find themselves on the back foot with stakeholders.

**Failing to adapt management practices across cultures:** Most, if not all, management theories, models, and practices are laden with culture-specific assumptions. No organisational theory is universal.

**Failing to identify new opportunities:** Cultural barriers may result in missed opportunities.

**Failing to understand local legal and ethical issues:** Global companies face a complex web of legal and ethical issues. In 2012, Hermès lost a trademark case in China after a fifteen-year battle with a local firm in Foshan.

**Failing to adapt human resource management to local markets:** Cultural ignorance may threaten a firm's ability to attract, retain, and leverage its pool of global talent. When foreign companies employ local staff, human resource policies need to be adapted to reflect the cultural profile of local employees.

**Ineffective diversity management:** Research shows that diversity is a double-edged sword. Diverse teams may either improve or detract from performance.

**Stakeholder conflict:** Diversity increases the complexity of our exchanges. It enhances the potential for language and other communication barriers and it heightens the risk of ambiguity, value conflicts, and reasoning and decision-making differences.

**Assignment failures:** Expatriate research indicates failure rates of between 15 and 25 percent, and even up to 70 percent in some regions. Expatriate failures may lead to relationship or reputational damage in the host country.








30 Minutes	Working on Task	<p>Participants are divided into 10 groups. Each group takes one of the above mentioned cultural risks and uses the internet to search for incidents where a real international company has faced this risk and has been negatively affected as a result.</p> <p>The group also investigates the strategy which was used from this company to overcome the situation.</p> <p>Participants can then make a 5 minute long presentation on their findings.</p>
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DURATION	TITLE	DETAILS
25 Minutes	<b>Presentations: Part 1</b>	5 teams are presenting their work.
5 Minutes	<b>Break</b>	Break
25 Minutes	<b>Presentations: Part 2</b>	5 teams are presenting their work.
5 Minutes	<b>Break</b>	Break
20 Minutes	<b>Debrief</b>	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.



## 2.3 Mash-Up Innovation

### SCAMPER & MASH-UP

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To help participants generate ideas for new products and services</li> <li>To encourage them to think about how they can improve existing ones.</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.1 Spotting opportunities:</b> Use your imagination and abilities to identify opportunities for creating value</li> <li><b>1.2 Creativity:</b> Develop creative and purposeful ideas</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Generating the ideas, thinking about new perspectives, improvements</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Printed Mash-Up worksheets</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Methods: SCAMPER &amp; MASH-UP</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group discussions and debrief</li> </ul>








	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	Quantity is most important when doing a Mash-up. The more ideas you come up with, the better chance you have to reach a truly brilliant solution. Get from the ridiculous to radical solution in a matter of minutes!
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.ideo.com/pages/ideation-method-mash-up">https://www.ideo.com/pages/ideation-method-mash-up</a></li> </ul>





DURATION	TITLE	DETAILS
10 Minutes	Introduction	<p>Mash-up is a collaborative idea generation method in which participants come up with innovative concepts by combining different elements together. In a second step, they rapidly combine elements from those areas to create new, fun and innovative concepts.</p> <p>Firstly, The <b>SCAMPER</b>: copycat technique uses existing businesses as inspiration.</p> <p>When you are trying to find new ideas, it can be difficult to develop it from zero. That's the reason why SCAMPER has become a good method to solve this problem.</p> <p>SCAMPER is a mnemonic that stands for: Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Rearrange - Reverse</p>
35 Minutes	SCAMPER	<p><b>Task:</b></p> <p>Imagine an existing product or service and create a SCAMPER from it e.g., a mobile phone. Ask the following questions about this product. These questions help you come up with creative ideas for developing new products, and for improving current ones.</p> <p><b>SUBSTITUTE</b> What resources, rules, product or process can you substitute to improve the product? Can you use this product somewhere else, or as a substitute for something else?</p> <p><b>COMBINE</b> What would happen if you combined this product with another, to create something new? What could you combine to maximize the uses of this product?</p> <p><b>ADAPT</b> How could you adapt or readjust this product to serve another purpose or use? Who or what could you emulate to adapt this product? What other context could you put your product into?</p> <p><b>MODIFY</b> How could you change the shape, look, or feel of your product? What element of this product could you strengthen to create something new?</p> <p><b>PUT TO ANOTHER USE</b> Can you use this product somewhere else, perhaps in another industry? Could you recycle the waste from this product to make something new?</p> <p><b>ELIMINATE</b> What features, parts, or rules could you eliminate? How could you make it smaller, faster, lighter, or more fun?</p> <p><b>REVERSE - REARRANGE</b> What would happen if you reversed this process or sequenced things differently? What if you try to do the exact opposite of what you're trying to do now? What roles could you reverse or swap?</p>
10 Minutes	Break	Break
10 Minutes	Mash – Up Intro	<p>Any great ideation session begins with a well-framed opportunity. It uses something we call “<i>How Might We</i>” statements—an optimistic, solutions-oriented starting point. It's critical that a <i>How Might We</i> statement allows for a broad set of solutions but is narrow enough that we know where to start. For example, in a challenge around improving the patient experience at a hospital, one of their ideation sessions began with “How might we better support patients’ families in the hospital?”</p> <p>The Mash Up is one of the fastest and most fun ways to race generating the ideas. A Mash-up brings odd or unexpected things together to spark fresh ideas.</p>

DURATION	TITLE	DETAILS
35 Minutes	From Ideas to Action	<p>Task: follow the steps below to create your very own mash – up! Participants should be provided with a printed 2-page worksheets downloaded from Link #1 – alternatively a Google Jamboard could be created for participants to collaborate on if this activity is being done virtually.</p> <p><b>STEP 1 - FRAME</b> - Articulate the challenge as a How Might We statement.  <b>STEP 2 - NARROW</b> - Pick two broad, unrelated categories, like hospitals and hotels or waiting rooms and schools. Think outside your industry.  <b>STEP 3 - GENERATE</b> - Starting with one category at a time, list as many elements of these two experiences you can in two minutes.  <b>STEP 4 - MASH-UP</b> - Combine items from the two lists to ideate as many new products, services or experiences as you can.</p> <p>At Step 4 set a timer for approx. 10 minutes to provide some constraints for the activity and spur on even more ideas!</p>
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their tasks, discussing the methods used and their achievements.



## 2.4 Future Mapping and Exploring Opportunities

Future Mapping		
	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To learn new method to lead you to your ideal future</li> <li>To generate new entrepreneurial ideas</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.4 Valuing ideas:</b> Make the most of ideas and opportunities</li> <li><b>2.3 Mobilizing resources:</b> Gather and manage the resources you need</li> <li><b>3.2 Planning and management:</b> Prioritize, organize and follow-up</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Exploring future mapping concept</li> <li>Making comparisons in between personal future mapping and organizational strategic planning</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Future Mapping</li> <li>Strategic Planning</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>

	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://blog.learningstrategies.com/index.php/archives/4139">https://blog.learningstrategies.com/index.php/archives/4139</a></li> <li><a href="https://www.lucidchart.com/blog/5-steps-of-the-strategic-planning-process">https://www.lucidchart.com/blog/5-steps-of-the-strategic-planning-process</a></li> </ul>



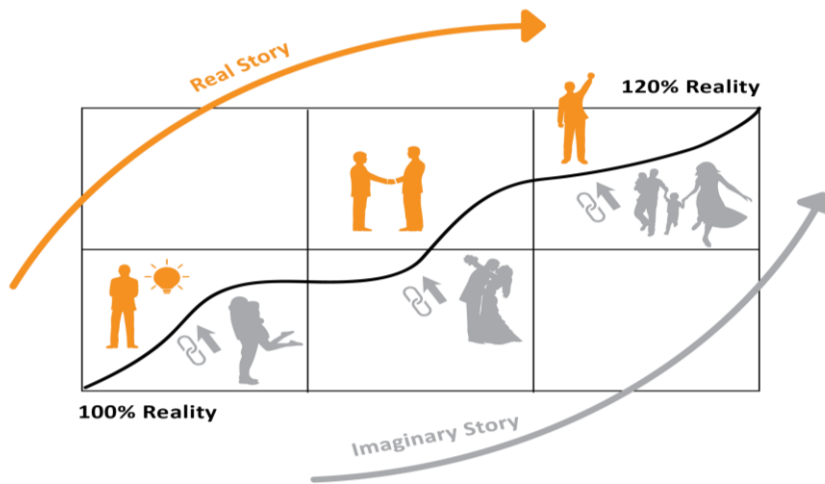
DURATION	TITLE	DETAILS
20 Minutes		Mechanism of Future Mapping

Future Mapping involves a map with six areas as shown above, to create an action scenario to achieve your goal. On the horizontal axis, time is divided into three periods. On the vertical axis, the shift from negative reality to positive reality is indicated. On this map, you can draw a clear action scenario to achieve your goal.

**Future Mapping is different from other methods of goal attainment in two ways:**

- **First** is that you draw out both conscious and subconscious thoughts on one map. As you can see, it is a curvy line with ups and downs that divides the map into two. Below the curvy line is the area of subconscious where you draw an imaginary “story.” Above the curvy line is the area of conscious where you draw realistic “action scenarios.”
- **The second** way Future Mapping is different from other methods of goal attainment involves “altruism,” which is an “unselfish regard for or devotion to the welfare of others.” Masanori’s studies have shown that altruism is the largest resource for self-change.

Real Story, 120% Reality, Imaginary Story , 100% Reality



10 Minutes	<b>Future Mapping vs Strategic Planning</b>	<p>Facilitator introduces the 5 steps of personal future mapping and organizational strategic planning.</p> <p><b>There are 5 steps in Future Map:</b></p> <ol style="list-style-type: none"> <li>1. Set the scope</li> <li>2. Map the potential</li> <li>3. Identify the dark side</li> <li>4. Create a compelling narrative</li> <li>5. Turn words into action</li> </ol> <p><b>Strategic Planning Process Steps:</b></p> <ol style="list-style-type: none"> <li>1. Determine your strategic position</li> <li>2. Prioritize your objectives</li> <li>3. Develop a strategic plan</li> <li>4. Execute and manage your plan</li> <li>5. Review and revise the plan</li> </ol>
40 Minutes	<b>Task</b>	<p>Participants working in small groups.</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• explore information given on Link #1 and Link #2</li> <li>• make the comparison in between the personal future mapping and organizational strategic planning, the steps, similarities, differences</li> <li>• formulate your work and prepare 3 minutes presentations</li> </ul>
30 Minutes	<b>Preparations</b>	<ul style="list-style-type: none"> <li>• Groups are presenting their work, their views and findings</li> </ul>
20 Minutes	<b>Debrief</b>	<ul style="list-style-type: none"> <li>• Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.</li> </ul>

# 03

## Product/Service Development



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### 3.1 Rapid Prototyping

- Customer journey Map
- Empathy Map

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### 3.2 Frugal Innovation

- Doing More With Less








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### 3.3 Customer Journey

- Customers' needs and wants

## 3.1 Rapid Prototyping

### Customer journey Map

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To visualize quickly how different stages of customer reactions when interacting with product or service</li> <li>To improve one's business in a cost and time effective manner.</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.1 Spotting opportunities</b> Use your imagination and abilities to identify opportunities for creating value</li> <li><b>1.2 Creativity</b> develop creative and purposeful ideas</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>180 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Getting know the concept of a customer journey map</li> <li>Group work on creating the customer journey map</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>A customer journey map</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>








	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://blog.hubspot.com/service/customer-journey-map">https://blog.hubspot.com/service/customer-journey-map</a></li> <li><a href="https://www.youtube.com/watch?v=X7iXcP-wlkk">https://www.youtube.com/watch?v=X7iXcP-wlkk</a></li> </ul>

DURATION	TITLE	DETAILS
10 Minutes	Introduction	<p>A customer journey map is a visual representation of the customer journey. It helps you tell the story of your customers' experiences with your brand across all touchpoints.</p> <p>Mapping out the customer journey is a prerequisite for creating a shared understanding of what your customers think, feel, and struggle with as they interact with your brand. A customer journey map can help your teams align around solving known problems, identifying new user pain points, and removing barriers to your customer's (and therefore your company's) success. This exercise will enable you and your team to develop a product/service/business that accurately meets the needs of your target group through a better understanding of how customers react.</p>
60 Minutes	Deeper Understanding of the Topic	<p>Watching the video on YouTube (Link #2) Participants are divided into 4 groups and reading more about a customer journey on Link #1.</p>
5 Minutes	Break	Break
60 Minutes	Creating a customer journey map	<p>Participants are asked to think of a famous international company/business and work on creating its customer journey from their perspective. Into the group each person takes 1 or 2 sections out of 8 and works on it.</p> <p><b>Task: Create a Customer Journey Map</b></p> <ol style="list-style-type: none"> <li>1. Set clear objectives for the map.</li> <li>2. Profile your personas and define their goals.</li> <li>3. Highlight your target customer personas.</li> <li>4. List out all the touchpoints.</li> <li>5. Identify the elements you want your map to show.</li> <li>6. Determine the resources you have and the ones you'll need.</li> <li>7. Take the customer journey yourself.</li> <li>8. Make necessary changes.</li> </ol>
5 Minutes	Break	Break
20 Minutes	Presentations	Each group presents their work
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.

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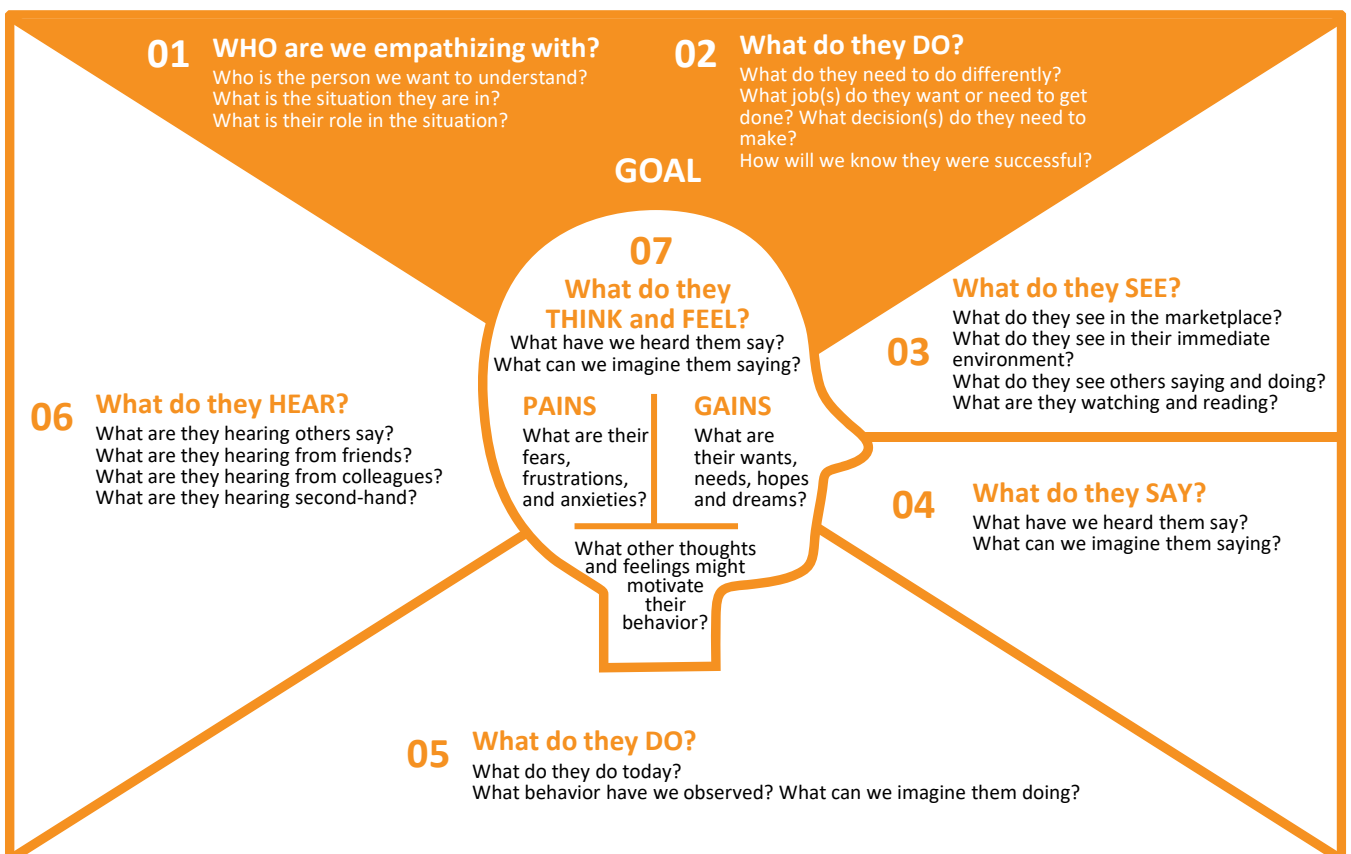
A customer journey map is a visual representation of the customer journey.

## Empathy Map

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To visualize attitudes and behaviors in an empathy map</li> <li>To help teams align on a deep understanding of end users</li> <li>To reveal any holes in existing user data.</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.1 Spotting opportunities:</b> Use your imagination and abilities to identify opportunities for creating value</li> <li><b>1.2 Creativity:</b> Develop creative and purposeful ideas</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>90 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Learning about an Empathy Map and working on it</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone</li> <li>Printed empathy map templates</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Empathy Map</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>








	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input checked="" type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://gamestorming.com/wp-content/uploads/2017/07/Empathy-Map-Canvas-006.pdf">https://gamestorming.com/wp-content/uploads/2017/07/Empathy-Map-Canvas-006.pdf</a></li> <li><a href="https://www.youtube.com/watch?v=Qz7EwkprvFE">https://www.youtube.com/watch?v=Qz7EwkprvFE</a></li> </ul>





DURATION	TITLE	DETAILS
30 Minutes	Introduction	<p>Empathy Maps enable people to think deeper about their business idea and fast-forward the competencies in spotting opportunities.</p> <p>Empathy maps can be used whenever you find a need to immerse yourself in a user’s environment. They can be helpful, for example, when: diving into the customer segments of a business model canvas, elaborating on user personas capturing behaviors when interviewing a customer, or building out the “user” in a user story.</p> <p>Participants will watch explanatory video on Link#2 and will be introduced to the template through Link #1</p>
40 Minutes	Working process	<p>Participants are divided into several groups. In each team there will be appointed one person to lead. Assemble your team and have them bring any personas, data, or insights about the target of your empathy map.</p> <p>Teams are given printed empathy map templates. Hand each team member sticky notes and a marker. Each person should write down their thoughts on stickies. Ideally everyone would add at least one sticky to every section.</p> <p>Start with the GOAL section, by defining WHO will be the subject of the Empathy Map and a goal: something they need to DO. This should be framed in terms of an observable behavior.</p> <p>Once they have clarified the goal, work their way clockwise around the map in page below, until they have covered Seeing, Saying, Doing, and Hearing.</p> <p>After teams have made the full circle around the map from 1 to 6, they focus on what’s going on inside their head at number 7. The large head in the center is one of the most important aspects of the map’s design the whole idea is to imagine what it’s like to be inside someone else’s head. That was and is the primary power of the exercise.</p>
20 Minutes	Debrief	<p>Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.</p>



## 3.2 Frugal Innovation

### Doing More With Less

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To learn about Frugal Innovation idea</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.4 Valuing ideas:</b> Make the most of ideas and opportunities</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Exploring the concept of Frugal Innovation</li> <li>Finding out the real examples</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Frugal innovation</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>

	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input checked="" type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://royalsocietypublishing.org/doi/10.1098/rsta.2016.0372">https://royalsocietypublishing.org/doi/10.1098/rsta.2016.0372</a></li> <li><a href="https://ideas.ted.com/the-genius-of-frugal-innovation/">https://ideas.ted.com/the-genius-of-frugal-innovation/</a></li> </ul>

DURATION	TITLE	DETAILS
30 Minutes	Introduction	<p>Frugal innovation can be defined as an attempt to maximize the ratio of value to resources. Value could be for customers, shareholders or society more generally. Resources could be energy, capital or time. Thus, frugal innovation is the ability to 'do better with less resources for more people', i.e., to create significantly more value while minimizing the use of resources for a detailed historical and conceptual discussion of the concept of 'frugal innovation'.</p> <p>The frugal approach to innovation is disruptive. It requires companies to focus on simultaneously maximizing value while minimizing the use of resources.</p> <p>It should be noted that related terms exist in the literature that address similar phenomena to those that the term 'frugal innovation' covers. These include Jugaad innovation, Gandhian innovation, cost innovation, reverse innovation and inclusive innovation. However, the consensus seems to be that the term frugal innovation best captures the range of phenomena that these other terms aim to capture.</p> <p>Frugal innovation shares an important general similarity with the engineering and economics definitions of efficiency: all three are broadly concerned with maximizing outputs (e.g., quantity produced) while minimizing inputs (e.g., material resources).</p> <p>In recent years, growing resource scarcity and volatility has added to the pressure on companies to adopt frugal innovation. Several companies have now placed, or are in the process of placing, environmental sustainability at the heart of their business models. An outstanding example is Unilever and its 2010 Sustainable Living Plan.</p>

The main cultural risks facing global businesses include:

In order to achieve these ambitious objectives, companies have had to adopt the frugal innovation approach across a range of their activities, including:

- **how they source** raw materials and manage their factories and supply chains,
- **how they design** and package their products, and
- **how they engage** with consumers to make them more environmentally conscious in their consumption behaviour.

In November 2010, Unilever launched the Sustainable Living Plan. The plan was inherently frugal in its approach. it aimed to double sales (i.e., increase value) while halving the company's environmental impact (i.e., decrease the use of resources) by 2020.

Specifically, the plan had three pillars:

- **deliver** more value to more people (e.g., improve health and hygiene for over a billion new consumers especially in emerging markets);
- **halve** its environmental footprint;
- **enhance** livelihoods, including those of 500 000 smallholder farmers and distributors that it works with worldwide.

If you'd like to become a frugal innovator, there are several principles to follow:








- **Keep it simple.** Don't create solutions to impress customers; make them easy to use and widely accessible.
- **Do not reinvent the wheel.** Leverage existing resources and assets that are widely available
- **Think and act horizontally.** Companies tend to scale up vertically by centralizing operations in big factories and warehouses, but if you want to be agile, you need to scale out horizontally using a supply chain with smaller manufacturing and distribution units.





40 Minutes	Task	Participants are divided into small groups and search on internet the real examples of Frugal innovation approaches in business. They prepare this information as a short presentation and introduce it to other groups.
30 Minutes	Presentations	Participants presenting the task results.
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.



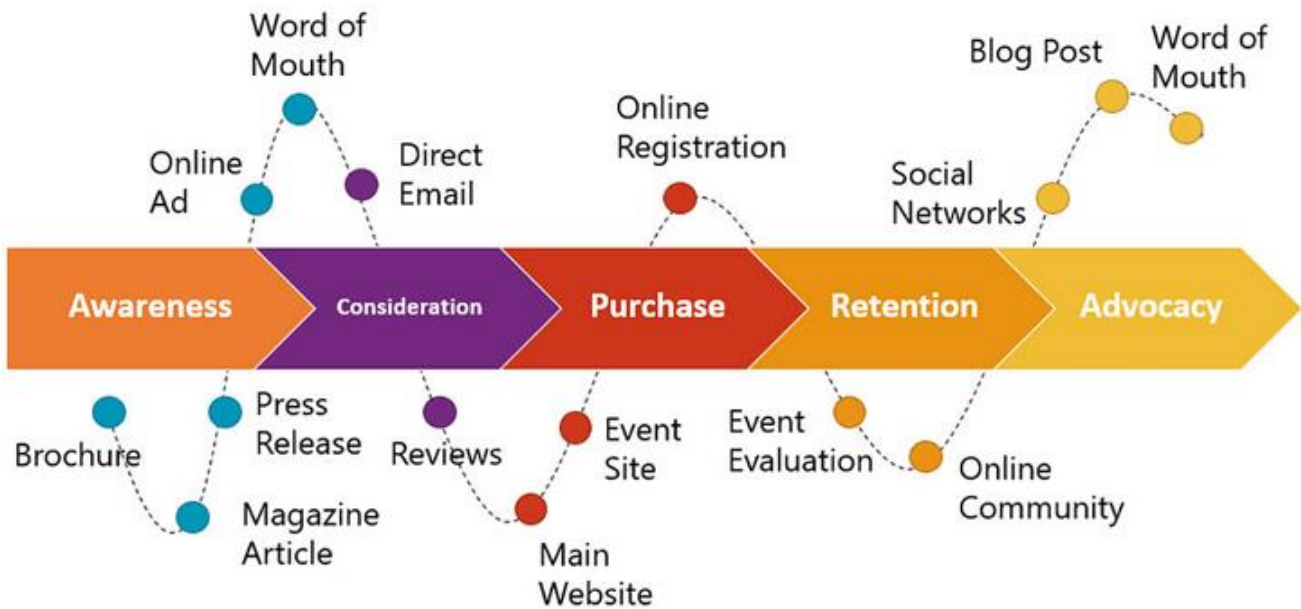
## 3.3 Customer Journey

### Customers' needs and wants

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To realize customers' needs and wants</li> <li>To understand the customer's journey and why it is important</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.2 Creativity:</b> Develop creative and purposeful ideas</li> <li><b>3.2 Planning and management Prioritize,</b> organize and follow-up</li> <li><b>3.4 Working with others:</b> Team up, collaborate and network</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>90 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Realizing customer's journey, finding market segment, Needs and Wants</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone</li> <li>Papers, Pens</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Customer</li> <li>Market</li> <li>Needs and Wants</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and debrief</li> </ul>

	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.simplypsychology.org/maslow.html">https://www.simplypsychology.org/maslow.html</a></li> </ul>

DURATION	TITLE	DETAILS
20 Minutes	<b>Intro:</b> <u>A customer journey map</u>	<p>A customer journey map is a visual representation of all the experiences customers have with your brand. It tells a story, beginning with the first engagement and hopefully ending with a long-term, loyal relationship.</p> <p>To help a customer transition successfully through the stages of the customer journey we need to find out who they are and what it is that they want and need. This allows us to adapt a product or service to one that fully meets these needs.</p>



20 Minutes	<b>TASK 1 - Who are the customers?</b>	<ul style="list-style-type: none"> <li>Choose a business from Instagram</li> <li>Identify potential market segments or customer groups for this business.</li> </ul>
30 Minutes	<b>TASK 2 – Customers' needs and wants</b>	<p>A customer need is a motive that prompts a customer to buy a product or service. Ultimately, the need is the driver of the customer's purchase decision.</p> <p>We may consider Maslow's Hierarchy of Needs in relation to how customers interact with businesses (Link #1)</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>identify the needs and wants of customers for the business from Task 1</li> <li>write down on the left side of the working paper Market Segment and along on the right-side Needs and Wants.</li> </ul> <p><b>An example:</b></p> <p>Market Segment: Visitors/tourists            Market Segment: Sit in service, Quality food, All day service, Convenient to shops, Reasonably priced, Tourist information, Convenient to tourist locations</p>
20 Minutes	<b>Debrief</b>	Debrief is led by the facilitator and the participants can share their results and opinions from their working process.

# 04

## Business Model Development



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### 4.1 What is an enterprise

- What is an enterprise

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### 4.2 Developing your Business Model

- Business Model Canvas








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### 4.3 Enterprise in other contexts

- Forms of Business Structure
- Social Entrepreneurship


## 4.1 What is an enterprise

### What is an enterprise

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To understand the various ways of structuring a business.</li> <li>To explore enterprises in their local context.</li> <li>To understand the advantages and disadvantages for each legal structure.</li> <li>To understand the importance of key enterprise skills in a number of contexts.</li> <li>To think logically and strategically about the type of the business model that they would need to follow</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.1 Self-awareness and self-efficacy:</b> Believe in yourself and keep developing</li> <li><b>3.2 Planning and management:</b> Prioritize, organize and follow-up</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>100 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Reflecting on types of enterprises in a local context.</li> <li>Selecting a business structure and explore personal advantages and disadvantages.</li> <li>Exploring key enterprise skills in different settings.</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Business model</li> <li>Legal structure</li> <li>Sole trader</li> <li>Partnership</li> <li>Franchise</li> <li>Limited company</li> <li>Social enterprise</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>

	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	Encourage group discussion and use of local examples. All activities can be done as a group session or as individual activities with participants.
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/teach/class-clips-video/business-ks4-gcse-music-mud-and-making-money-different-types-companies-ltds-plcs/zrk8qp3">https://www.bbc.co.uk/teach/class-clips-video/business-ks4-gcse-music-mud-and-making-money-different-types-companies-ltds-plcs/zrk8qp3</a></li> </ul>

DURATION	TITLE	DETAILS
20 Minutes	Introduction	<p>An 'enterprise' can be defined as: An organization, especially a business, or a difficult and important plan, especially one that will earn money.' There are a range of enterprises including sole trader, partnerships and limited companies. Alternative enterprises can include social enterprises and franchises.</p> <p>It is important to remember that projects can also be referred to as an enterprise.</p> <p>The table below outlines types of enterprises with accompanying examples of each type.</p>

Type of Enterprise	Examples	Local examples
<p><b>SOLE TRADER</b> A person who owns and operates a business alone. This enterprise is owned and managed by one person.</p>	<ul style="list-style-type: none"> <li>• Beauty therapist</li> <li>• Taxi Driver</li> <li>• Gardener</li> </ul>	
<p><b>PARTNERSHIP</b> Two or more people own and manage this type of enterprise.</p>	<ul style="list-style-type: none"> <li>• Dentists</li> <li>• Solicitors</li> <li>• Accountants</li> </ul>	
<p><b>LIMITED COMPANY</b> A limited company is a form of business which is legally separate from its owners, usually shareholders.</p>	<ul style="list-style-type: none"> <li>• Pharmaceutical companies</li> <li>• Construction companies</li> <li>• Large retailers</li> </ul>	
<p><b>FRANCHISE</b> A franchise is a business whereby the owner licenses its operations in exchange for a franchise fee.</p>		
<p><b>SOCIAL ENTERPRISE</b> Like traditional businesses they aim to make a profit but it's what they do with their profits that sets them apart – reinvesting or donating them to create positive social change.</p>	<p><a href="https://www.nowgroup.org/">https://www.nowgroup.org/</a></p> <ul style="list-style-type: none"> <li>• Social housing</li> <li>• Café</li> <li>• Childcare facility</li> </ul>	

DURATION	TITLE	DETAILS
10 Minutes	Task	Use the table above and for each type reflect on and consider local examples of each type of enterprise.
10 Minutes	Explaining the types of business	












Type of Enterprise	Advantages	Disadvantages
<b>SOLE TRADER</b>	<ul style="list-style-type: none"> <li>Your own profits</li> </ul>	<ul style="list-style-type: none"> <li>Your own responsibility</li> </ul>
<b>PARTNERSHIP</b>	<ul style="list-style-type: none"> <li>Shared risk</li> </ul>	<ul style="list-style-type: none"> <li>Disagreement</li> </ul>
<b>LIMITED COMPANY</b>	<ul style="list-style-type: none"> <li>Limited liability</li> </ul>	<ul style="list-style-type: none"> <li>Financial information is public</li> </ul>
<b>FRANCHISE</b>	<ul style="list-style-type: none"> <li>Recognised brand and reputation</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing fees</li> </ul>
<b>SOCIAL ENTERPRISE</b>	<ul style="list-style-type: none"> <li>Making a difference to society</li> </ul>	<ul style="list-style-type: none"> <li>Limited personal financial gain</li> </ul>

20 Minutes	Task	<ol style="list-style-type: none"> <li>Reflect on the table and consider further pros and cons for each structure.</li> <li>If you were to start your own business, what would be your preferred legal structure and why?</li> </ol>
20 Minutes	Brainstorming	Facilitator leads the brainstorming about the Enterprise skills. Participants using their knowledge in brainstorming gained previously and are actively participating in the process.
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.



## 4.2 Developing your Business Model

### Business Model Canvas












	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To learn a new strategic management tool: Business Model Canvas(BMC)</li> <li>To practice BMC, review and estimate work results</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.3 Mobilizing resources:</b> Gather and manage the resources you need</li> <li><b>3.2 Planning and management:</b> Prioritize, organize and follow-up</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>130 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Exploring the concept of Business Model Canvas</li> <li>Practicing working on BMC</li> <li>Review the results</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone, Laptop</li> <li>Printed Business Model Canvas Template</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>BMC, Strategic Management</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>
	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=AdpGgWHraXU">https://www.youtube.com/watch?v=AdpGgWHraXU</a></li> <li><a href="https://neoschronos.com/download/business-model-canvas/pdf/">https://neoschronos.com/download/business-model-canvas/pdf/</a></li> <li><a href="https://canvanizer.com/new/business-model-canvas">https://canvanizer.com/new/business-model-canvas</a></li> <li><a href="https://www.businessmodelsinc.com/about-bmi/tools/business-model-canvas/">https://www.businessmodelsinc.com/about-bmi/tools/business-model-canvas/</a></li> </ul>

DURATION	TITLE	DETAILS
30 Minutes	Introduction	<p>The Business Model Canvas is a strategic management template used for developing new business models and documenting existing ones. It offers a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances, assisting businesses to align their activities by illustrating potential trade-offs.</p> <p>The Business Model Canvas reflects systematically on your business model, so you can focus on your business model segment by segment. This also means you can start with a brain dump, filling out the segments that spring to your mind first and then work on the empty segments to close the gaps. The following list with questions will help you brainstorm and compare several variations and ideas for your next business model innovation.</p> <p>Please have a look at Link 4 and watch video on Link #1 for getting deeper understanding of the concept.</p>
50 Minutes	Creating BMC	<p>Participants are divided into small groups. They are given printed templates of BMC (downloaded from link #2) or they use free online tool to fill the BMC on Link #3.</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Brainstorm business ideas into your team</li> <li>Select the one and do BMC for this idea</li> </ul>
10 Minutes	Break	Break
20 Minutes	Review	<p>Take a step back check if every customer segment is linked to a value proposition and a revenue stream. Make sure everything on the left side of the canvas is needed to support the right side of the canvas. Everything else can go.</p> <p><b>Rank your business model's performance (0: bad, 10: excellent) for each of the following questions:</b></p> <ul style="list-style-type: none"> <li>How much does switching costs prevent your customers from churning?</li> <li>How scalable is your business model?</li> <li>Does your business model produce recurring revenues?</li> <li>Do you earn before you spend?</li> <li>How much of the work can be done by others?</li> <li>Does your business model provide built-in protection from competition?</li> <li>On what cost structure is your business model based?</li> </ul>
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.



## 4.3 Enterprise in other contexts

### Forms of Business Structure

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To learn about common Forms of Business Structure</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.3 Mobilizing resources:</b> Gather and manage the resources you need</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>80 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Learning about Business Structure Forms</li> <li>Research local reality</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone, Laptop</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Forms of Business Structure</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>
	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input checked="" type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://corporatefinanceinstitute.com/resources/knowledge/strategy/business-structure/">https://corporatefinanceinstitute.com/resources/knowledge/strategy/business-structure/</a></li> </ul>

DURATION	TITLE	DETAILS
20 Minutes	Introduction	<p>Business structure refers to the legal structure of an organization that is recognized in a given jurisdiction. An organization's legal structure is a key determinant of the activities that it can undertake, such as raising capital, responsibility for obligations of the business, as well as the amount of taxes that the organization owes to tax agencies.</p> <p>Before making a choice on the type of legal structure, business owners should first consider their needs and goals and understand the features of each business structure.</p> <p><b>Country by country there can be different forms, however, there are four most common ones of business structures:</b></p>

## Sole Proprietorship

A sole proprietorship is the simplest business structure and involves one individual who is responsible for the day-to-day operations of the business. Also, from a tax perspective, the incomes and expenses of the business are included in the tax return of the owner.

## Partnership

A partnership is a form of business structure that comprises two or more owners. It is the simplest form of business structure for a business with two or more owners. A partnership shares a lot of similarities with a sole proprietorship.

## Limited Liability Company

A limited liability company (LLC) is a hybrid business structure that combines the best of both worlds, i.e., it possesses the characteristics of both partnerships and corporations. It provides personal liability protection to business owners while reducing tax and business requirements. The profits and losses of the business are passed through to the owners, and each business owner is required to include a share of the profits/losses in their personal tax returns.

## Corporation

A corporation is a type of business structure that gives the entity a separate legal entity from its owners. It is complex and expensive to set up, and it requires the owners to comply with more tax requirements and regulations.








A business structure describes the legal structure of a company that influences the day-to-day operations of a business.

A sole proprietorship and partnership are simple to set up since they are not required to meet ongoing requirements such as shareholder meetings and voting.

A corporation and a limited liability company provide limited liability protection to their owners, which serves to prevent

40 Minutes	Task	<ul style="list-style-type: none"> <li>Search on internet and find out if there are different business forms in your country</li> <li>Discuss pros and cons of the forms which exist within your country</li> </ul>
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.

## Social Entrepreneurship

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To define what is Enterprise Context</li> <li>To explore social entrepreneurship concept as Enterprise in other contexts</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.4 Valuing ideas:</b> Make the most of ideas and opportunities</li> <li><b>1.5 Ethical and sustainable thinking:</b> Assess the consequences and impact of ideas, opportunities and actions</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Exploration of the Enterprise Context and Social Entrepreneurship Idea</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone, Laptop</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Business Model</li> <li>Enterprise Context</li> <li>Social Entrepreneurship</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>

	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition">https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition</a></li> </ul>

DURATION	TITLE	DETAILS
20 Minutes	Introduction	<p>Enterprise context is also called "business architecture artifact" because it reveals data about the enterprise and its goals. An enterprise context model is often a visual representation of the stakeholders and parties involved in a collaborative process, wherein parts of a business process are integrated well with each other. Other aspects of enterprise context may involve defining a business strategy and looking at conceptual models for growth and expansion or considering requirements for business changes.</p> <p>Along with a number of other steps, enterprise context work can help with the process of renovating an enterprise architecture, which is critically important not only to day-to-day operations, but also to long-term goals.</p> <p>Social entrepreneurship is the process of recognizing and resourcefully pursuing opportunities to create social value. Social entrepreneurs are innovative, resourceful, and results oriented. They draw upon the best thinking in both the business and nonprofit worlds to develop strategies that maximize their social impact. These entrepreneurial leaders operate in all kinds of organizations: large and small; new and old; religious and secular; nonprofit, for-profit, and hybrid. These organizations comprise the "social sector."</p>
50 Minutes	Task	<p><b>Participants working in small groups:</b></p> <ul style="list-style-type: none"> <li>• Search on internet successful Social entrepreneurs and enterprises</li> <li>• Explore their business and social model</li> <li>• Investigate the differences which may exist in between this social enterprise and other companies active in the same field</li> <li>• Write down 5 characteristics a good entrepreneur must have</li> <li>• Write down 5 characteristics a good social entrepreneur must have</li> <li>• Create brief presentation about your work</li> </ul>
30 Minutes	Presentations	Groups presenting their findings and work results
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.



# 05

## Coping with challenges



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### 5.1 Dealing with risk

- Risk Management Essentials

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### 5.2 Learning from Failure

- Decision Tree

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### 5.3 Internal Challenges & External Challenges

- VRIO Analysis








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### 5.4 Self-empowerment

- From Feedback to Focus

# 5.1 Dealing with risk

## Risk Management Essentials








	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To explore the risk management essentials</li> <li>To understand the types of risk</li> <li>To learn how to create a risk assessment matrix</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.4 Financial and economic literacy:</b> Develop financial and economic know how</li> <li><b>3.3 Coping with uncertainty, ambiguity and risk:</b> Make decisions dealing with uncertainty, ambiguity and risk</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>180 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Defining the risk types and risk assessment practice</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Laptop, Tablet, Mobile phone</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Risk management</li> <li>Risk assesment</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>

	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.infoentrepreneurs.org/en/guides/manage-risk/">https://www.infoentrepreneurs.org/en/guides/manage-risk/</a></li> <li><a href="https://www.ntaskmanager.com/blog/risk-assessment-matrix/">https://www.ntaskmanager.com/blog/risk-assessment-matrix/</a></li> </ul>

DURATION	TITLE	DETAILS
20 Minutes		<p>Every business faces risks that could present threats to its success. Risk is defined as the probability of an event and its consequences. Risk management is the practice of using processes, methods and tools for managing these risks.</p> <p>Risk management focuses on identifying what could go wrong, evaluating which risks should be dealt with and implementing strategies to deal with those risks. Businesses that have identified the risks will be better prepared and have a more cost-effective way of dealing with them.</p> <p>This guide sets out how to identify the risks your business may face. It also looks at how to implement an effective risk management policy and program which can increase your business' chances of success and reduce the possibility of failure.</p> <p><b>A risk management process involves:</b></p> <ul style="list-style-type: none"> <li>methodically identifying the risks surrounding your business activities</li> <li>assessing the likelihood of an event occurring</li> <li>understanding how to respond to these events</li> <li>putting systems in place to deal with the consequences</li> <li>monitoring the effectiveness of your risk management approaches and controls</li> </ul> <p><b>As a result, the process of risk management:</b></p> <ul style="list-style-type: none"> <li>improves decision-making, planning and prioritisation</li> <li>helps you allocate capital and resources more efficiently</li> <li>allows you to anticipate what may go wrong, minimising the amount of firefighting you have to do or, in a worst-case scenario, preventing a disaster or serious financial loss</li> <li>significantly improves the probability that you will deliver your business plan on time and to budget</li> </ul> <p><b>The types of risk your business faces:</b></p> <ul style="list-style-type: none"> <li><b>strategic</b>, for example a competitor coming on to the market</li> <li><b>compliance</b>, for example the introduction of new health and safety legislation</li> <li><b>financial</b>, for example non-payment by a customer or increased interest charges on a business loan</li> <li><b>operational</b>, for example the breakdown or theft of key equipment</li> </ul>
60 Minutes	Task: Part 1	<p><b>Participants working in small groups on a task:</b></p> <ul style="list-style-type: none"> <li>Brainstorm the business ideas in your group and choose one</li> <li>Discuss and make sure all the group members understand well the concept of this business</li> <li>Use information explained during the previous part of the session and identify all types of risks for your business idea: Strategic, Compliance, Financial, Operational. (You can check out Link #1 for better understanding the types of risk)</li> </ul>
10 Minutes	Break	Break
60 Minutes	Task: Part 2	Explore information on Link #2 and create the risk assessment matrix
10 Minutes	Break	Break
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.

## 5.2 Learning from Failure

### Decision Tree

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To help participants to choose between several courses of action.</li> <li>To lay out options and investigate the possible outcomes of choosing those options.</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>3.1 Taking the initiative:</b> Go for it</li> <li><b>3.3 Coping with uncertainty, ambiguity and risk:</b> Make decisions dealing with uncertainty, ambiguity and risk</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>80 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Individual work on how to make a decision using Decision Tree</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone</li> <li>Papers, Pens</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Decision tree</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>

	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.mindtools.com/dectree.html">https://www.mindtools.com/dectree.html</a></li> <li><a href="https://www.youtube.com/watch?v=4D_tyoJUIqo">https://www.youtube.com/watch?v=4D_tyoJUIqo</a></li> </ul>














DURATION	TITLE	DETAILS
20 Minutes	Introduction	<p>Decision making is a skill necessary to cope with challenges. It sets you forward, and moving forwards, taking action is key to overcoming challenges.</p> <p>Decision Trees are excellent tools for helping you to choose between several courses of action.</p> <p>Participants read more information using Link #1 and watch video Link #2</p>
30 Minutes	Drawing a Decision Tree	<p><b>Participants are asked to think about one important decision they are about to make it and follow instruction:</b></p> <ul style="list-style-type: none"> <li>-Draw a small square to represent this towards the left of a large piece of paper.</li> <li>-From this box draw out lines towards the right for each possible solution and write that solution along the line.</li> <li>-At the end of each line, consider the results. If the result of taking that decision is uncertain, draw a small circle. If the result is another decision that you need to make, draw another square. Squares represent decisions, and circles represent uncertain outcomes. Write the decision or factor above the square or circle. If you have completed the solution at the end of the line, just leave it blank.</li> <li>-Starting from the new decision squares on your diagram, draw out lines representing the options that you could select. From the circles draw lines representing possible outcomes. Again, make a brief note on the line saying what it means.</li> <li>-Keep on doing this until you have drawn out as many of the possible outcomes and decisions as you can see leading on from the original decisions.</li> </ul> <p>An example can be found on Link #1</p>
10 Minutes	Evaluating Decision Tree	To evaluate the decision tree, you can work out which option has the greatest worth to you. Start by assigning a cash value or score to each possible outcome. Estimate how much you think it would be worth to you if that outcome came about.
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.



## 5.3 Internal Challenges & External Challenges

### VRIO Analysis








	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To understand how to approach complexity, overcoming obstacles and finding feasible solutions</li> <li>To gain a necessary skill set for any successful manager</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.4 Financial and economic literacy:</b> Develop financial and economic know how</li> <li><b>3.2 Planning and management:</b> Prioritize, organize and follow-up</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>100 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Researching, writing, thinking, sketching, planning, watching videos, listening</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Pen</li> <li>Paper</li> <li>Internet access</li> <li>Quiet space</li> <li>Printed VRIO analysis template</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>VRIO</li> <li>Competitive advantage</li> <li>Decision tree</li> <li>Deciding</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>





	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://managementmania.com/en/vrio-analysis">https://managementmania.com/en/vrio-analysis</a></li> <li><a href="https://www.youtube.com/watch?v=RMIbCpcpSt8">https://www.youtube.com/watch?v=RMIbCpcpSt8</a></li> <li><a href="https://praxie.com/vrio-analysis-model-online-tools-templates/">https://praxie.com/vrio-analysis-model-online-tools-templates/</a></li> </ul>

DURATION	TITLE	DETAILS
20 Minutes	Introduction	<p>VRIO Analysis is an analytical technique brilliant for the evaluation of the company's resources and thus the competitive advantage. Competitive advantage refers to factors that allow a company to produce goods or services better or more cheaply than its rivals.</p> <p>VRIO is an acronym from the initials of the names of the evaluation dimensions: Value, Rareness, Imitability, Organization.</p> <p>The VRIO Analysis was developed as a way of evaluating the resources of an organization which are as follows: Financial resources, Human resources, Material resources, Non-material resources (information, knowledge).</p> <p>Is perfect for evaluation of the company's resources. Once you know your resources you can better understand your competitive advantages or weaknesses. The VRIO considers for each type of the resource the following questions (called evaluation dimension) both for your company and for your competitors. The dimensions of VRIO are:</p> <ul style="list-style-type: none"> <li>• <b>Value</b> - How expensive is the resource and how easy is it to obtain on the market (purchase, lease, rent..)?</li> <li>• <b>Rareness</b> - How rare or limited is the resource?</li> <li>• <b>Imitability</b> - How difficult is it to imitate the resource?</li> <li>• <b>Organization</b> - respectively arrangement - Is the resource supported by any existing arrangements and can the organization use it properly?</li> </ul>
40 Minutes	Working on VRIO	<p>Participants are divided into several groups, choosing one successful company of their choice and doing VRIO analysis through asking four questions about the resources or strategies the organization possesses:</p> <p><b>Question 1:</b> The Question of Value: "Does the organization have valuable resources?" More specifically, a valuable resource or strategy is one that provides advantages on the market, such as increased profits or reduced costs. If the answer to this question is "No:" Take more time to think critically about what value your resources have.</p> <p><b>Question 2:</b> The Question of Rarity: "Do relatively few organizations possess the strategies or resources that your organization does?" This question generally forces you to consider whether your resources are unique to your organization or held by all of your competitors. If the answer to this question is "No:" your organization will have a harder time obtaining and sustaining competitive advantage because the facets that make your resources valuable can be procured by anyone.</p> <p><b>Question 3:</b> The Question of Imitation: "Are there costly consequences to the organizations that are not in possession of the resources or strategies of your organization?" In particular, these disadvantages occur because the resource or strategy possessed by one company that offers competitive advantage cannot be imitated, bought or replaced by any other company If the answer to this question is "No:" any competitive advantage that your organization has can be easily taken away</p> <p><b>Question 4:</b> The Question of Organization: "Is the organization capable of capitalizing on these resources to obtain the benefits from them?" Some of the ways to assess the company's ability to harness the full power of their resources is through their compensation policies (i.e., the organization's budget, salary or stock prices) their management (i.e., how well managerial decisions align with the goals of the organization) and chain of command (i.e., who reports to whom). If the answer to this question is "No:" the organization will still only have a short-lived competitive advantage.</p>
20 Minutes	Reflection	<p><b>Reflection Questionnaire:</b></p> <p>Have you changed your mind about some aspects of your business? Why yes/no? Are there immediate decisions you need to make? What is the time frame for your decision a week, month, year?</p>
20 Minutes	Debrief	<p>Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.</p>

## 5.4 Self-empowerment

### From Feedback to Focus

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>Explore the skills and characteristics that contribute to personal empowerment.</li> <li>Practice steps that lead to personal empowerment.</li> <li>Consider opportunities and ways in which they can help to empower others.</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.1 Self-awareness &amp; self-efficacy:</b> Reflect on your needs, aspirations and wants in the short, medium and long term.</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Individual work/ Discussions</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Printed Worksheets</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Self-empowerment</li> <li>Strengths</li> <li>Weakness</li> <li>Development goals</li> <li>Performance analysis</li> <li>Self-awareness</li> <li>Motivation</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Self-reflection questionnaire.</li> </ul>

	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input checked="" type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input checked="" type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	All activities can be done as a group session or as individual activities with participants.
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.2020insight.net/40/PowerUser/trainotograin/Self-DevelopmentToolkit.pdf">https://www.2020insight.net/40/PowerUser/trainotograin/Self-DevelopmentToolkit.pdf</a></li> </ul>

DURATION	TITLE	DETAILS
10 Minutes	Introduction	<p>Giving and receiving feedback is how we can understand how others see us, and let people know how we see them. For many years people have used the Johari window with individuals and groups as a simple way to describe how we can both gather feedback and disclose more about ourselves, and the benefits for doing this.</p> <p>Introducing the Self-development Toolkit for personal exploration (Link #1)</p>
10 Minutes	Instructions	<ul style="list-style-type: none"> <li>• Think about what people are telling you</li> <li>• Sort through comments and ratings</li> <li>• Determine strong and weak areas</li> <li>• Prepare to ask follow-up questions about the feedback</li> <li>• Record supplemental feedback as you receive it</li> <li>• Set development goals. Setting a SMART Goal is a strong and effective way to begin effecting change in your own life or in your community.</li> </ul> <p><b>Remember, SMART Goals are:</b></p> <p><b>S – Specific M – Measurable A – Achievable R – Relevant T – Time bound</b></p>

	KNOWN	UNKNOWN
STRENGTHS	<p>Areas you already know are strong</p> <hr/> <hr/> <hr/>	<p>New information about strong areas</p> <hr/> <hr/> <hr/>
WEAKNESSES	<p>Areas you already know need improvement</p> <hr/> <hr/> <hr/>	<p>New information about areas that need improvement</p> <hr/> <hr/> <hr/>
DEVELOPMENT GOALS	<hr/> <hr/> <hr/>	

30 Minutes	Working Process	Participants are working on the questionnaire.
5 Minutes	Break	Break

DURATION	TITLE	DETAILS
45 Minutes	Self-Development Plan	Participants create an action plan for development and using development goals drafted during the previous task.

### TOOL #4 – SELF-DEVELOPMENT PLAN

Describe the problem behavior:
Improvement goal (SMART):
<p><b>ACTION #1</b> (what, when, where, with whom)</p> <p>Resources</p>
<p><b>ACTION #2</b> (what, when, where, with whom)</p> <p>Resources</p>
<p><b>ACTION #3</b> (what, when, where, with whom)</p> <p>Resources</p>
<p><b>ACTION #4</b> (what, when, where, with whom)</p> <p>Resources</p>

<b>10 Minutes</b>	<b>Reflection</b>	<p><b>Reflection Q uestionnaire:</b></p> <ul style="list-style-type: none"> <li>What do you do really, really well?</li> <li>What would you like to learn to do really, really well? ...</li> <li>What gets you truly excited about life?</li> <li>How do you define your purpose in life?</li> <li>When was the last time you did something for the very first time?</li> </ul>
<b>20 Minutes</b>	<b>Debrief</b>	Debrief is led by the facilitator and the participants can share their results and opinions from their self-reflections and new findings about acceptance of feedback, their weak and strong points.

# 06

## Getting to Market



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### 6.1 Marketing on a shoestring

- The 4 P's of Marketing strategy – Individual

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### 6.2 Sales as the engine

- Blueprint for Building a Sales Engine












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### 6.3 Building your brand, credibility and trust online

- Brand credibility and trust online

## 6.1 Marketing on a shoestring

### The 4 P's of Marketing strategy – Individual

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To connect directly to marketing on a budget as it enables the user to clearly think about how, where, when they want to market their business</li> <li>To learn how save time and money on marketing efforts which are suitable for users</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.3. Vision Work</b> towards your vision of the future</li> <li><b>2.1 Self-awareness and self-efficacy.</b> Believe in yourself and keep developing</li> <li><b>3.2 Planning and management Prioritize,</b> organize and follow-up</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>70 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Getting to know The 4 P's of Marketing strategy and personal task</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>A blank piece of paper, preferably A4/A3 or</li> <li>A blank word document on computer</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>4 P's of Marketing strategy</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>
	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input checked="" type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input checked="" type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	Whilst completing the task more details as much as possible is desired for better understanding the concept and results.
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	



DURATION	TITLE	DETAILS
10 Minutes	Introduction	<p>Marketing is everything you do to place your product or service in the hands of potential customers. It is a process to create interest amongst potential customers in your products and/or services. Good marketing makes it easier to sell your product/service.</p> <p>It is important that you have a clear idea of the details of your product/service, this will make it easier to discover where and how you should market your business. The worksheet below is an interactive and fun way of understanding your initial thoughts on 4 integral elements of marketing for your start up!</p>
40 Minutes		<p>Draw 1 big circle in the middle and draw 4 rectangles surrounding the circle (make sure the rectangles are big enough to write answers in). Label each rectangle with PRODUCT, PLACE, PRICE AND PROMOTION. (Example is shown below)</p> <p>This activity is designed to allow you to think freely about how you will begin your marketing journey, it enables you to think closely about the product/service.</p>








- Step 1:** Draw your product or service in the space provided
- Step 2:** Product (answer the following questions)
- What the product/service is?
  - What does it do?
  - Are there any similar products/service out there/who are the competitors?
  - What is special/different about the product?
  - Why do people need your product/service?
- Step 3:** Place (answer the following questions)
- Where are people going to be able to buy this product service?
  - Why did you choose to sell your product in this place?
- Step 4:** Price (answer the following questions)
- What is the price of your product/service?
  - Why did you choose this price?
  - What are the prices of your competitors?
- Step 5:** Promotion (answer the following questions)
- Where are you going to advertise your product?
  - Why are you going to advertise your product here?
  - Will you have any brand ambassadors?







20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.
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## 6.2 Sales as the engine

### Blueprint for Building a Sales Engine

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To learn about sales engine concept</li> <li>To practice creating of sales engine about our business ideas</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>1.2 Creativity:</b> Develop creative and purposeful ideas</li> <li><b>1.3. Vision Work</b> towards your vision of the future</li> <li><b>2.3 Mobilizing resources:</b> Gather and manage the resources you need</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Exploring the concept and practical work</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone, Laptop</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Sales engine</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>

	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	

DURATION	TITLE	DETAILS
30 Minutes	Introduction	Companies live and die by their sales model: Providing the right product at the optimal price to the right customer at the right time and repeating that process as quickly and efficiently as possible.

Companies live and die by their sales model: Providing the right product at the optimal price to the right customer at the right time and repeating that process as quickly and efficiently as possible.

Build a repeatable sales engine that includes four key pillars:

## 1. Crafting a well-defined go-to-market strategy

The go-to-market (GTM) strategy is an action plan that defines how you'll most effectively compete for customers in your distinct market segments and drive alignment of the organization. **Ask yourself:**

- Do your sales teams know what your target market is?
- Is your current messaging resonating with the target market?
- Do you have the right sales roles and model to capture this market?
- Is your organization aligned towards a common goal?

An effective GTM strategy starts with a clear understanding of your 'sweet spot', how your product is differentiated with a clear message and value proposition, and where you have the best chance of capturing the Total Addressable Market (TAM).

## 2. Building a high-performing sales team

Sales success requires top-tier talent. Like any other team, that starts with strong leadership capable of setting aggressive and achievable goals and motivating their team to stretch themselves.

High performing sales organizations drive consistent performance across their sales teams rather than relying on a few top performers. To recruit more consistent talent, insight encourages our portfolio companies to use pre-interview assessments to screen out low-quality candidates and also remove subjective indicators like a person's references or interview style.

Companies have to compensate and reward high-performing salespeople for driving the strategic goals with a simple and easy to understand compensation model.

## 3. Optimizing the lead-to-close process

All organizations must have a point of view on top of the funnel leads required to meet plan and the sources of these leads – i.e., how much is expected from marketing vs. ISR/SDR teams vs. field sales (depending on their business mix). Target customer lists for the field reps ensure that the salespeople are focusing their efforts on the right set of customers to build the pipeline.

**With the right throughput of leads, organizations strive to do to two things:**

- Consistently achieve plan
- Drive predictability and limit surprises

## 4. Using robust metrics to track progress

You can only manage what you can measure. Most organizations struggle with how many metrics to measure, how frequently to measure them and who needs to see which metrics. A lack of consistent dashboards and cadence of inspecting the business results in frequent fire drills and adds more vibrations to the field.

**Answering these questions time by time is very important to have a clear imagination about your ongoing progress:**

- How much time per day does the average salesperson spend selling, versus doing everything else?
- How quickly are you responding to inbound customer interest?
- What is your opportunity win rate? Which salespeople are able to close the highest ratio of sales opportunities and why? Which salespeople are struggling to close?
- How long does it take on average for the team to close a deal? Can that be compressed?
- How productive is your sales team?
- What percentage of revenue is coming from new customers versus existing customers?

DURATION	TITLE	DETAILS
70 Minutes	Task	<p>Participants working in small groups.</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Brainstorm the business ideas in your group and choose the one. Business idea can be invented by you or just select one successful business in your country.</li> <li>Use the scheme given above and create Sales Engine for your business.</li> </ul>
20 Minutes	Debrief	<p>Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.</p>



**WELL-DEFINED GTM STRATEGY**

- Identify **sweet-spot** segments
- Address needs with right **value proposition / pricing / messaging / competitive plays**
- Build the optimal **coverage model (roles, ROE, ratios etc.)**
- **Aligned sales & marketing plan**

**HIGH PERFORMING TEAM/TALENT**

- Build a strong **leadership team** and attract & **recruit 'A' Players**
- **Onboard** effectively
- Effective **enablement** and **sales collaterals**
- **Compensate / reward** for success

**DISCIPLINED LEAD TO CLOSE PROCESS**








- Drive **account / territory planning**
- Develop strong **pipeline generation** engine
- Consistent **lead to close** (processes & tools)
- Robust **onboarding** and **customer success**





**METRICS BASED MANAGEMENT**

- Drive predictability through **robust set of metrics**
- Ensure clarity across **layers of organisation**
- Tighten planning to **align on goals, opportunity & resourced**

## 6.3 Building your brand, credibility and trust online

### Brand credibility and trust online

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To explore the importance of Brand credibility and trust online</li> <li>To find out best examples of Brand credibility and trust online of different international organizations</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>3.2 Planning and management:</b> Prioritize, organize and follow-up</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Exploring the need of Brand credibility and trust online</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone, Laptop</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Brand credibility and trust online</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>

	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://lojomarketing.com/learning-center/how-do-i-build-trust-online-for-my-brand/">https://lojomarketing.com/learning-center/how-do-i-build-trust-online-for-my-brand/</a></li> <li><a href="https://www.izestmarketing.com/12-ways-to-build-trust-and-credibility-online/">https://www.izestmarketing.com/12-ways-to-build-trust-and-credibility-online/</a></li> </ul>

DURATION	TITLE	DETAILS
20 Minutes	Introduction	<p>Developing a brand involves identifying your business strategy, target customers and their needs, your competition, and your brand positioning and messaging. Once you know your core brand identity, you can create a logo and tagline and develop a branding and marketing strategy alongside. After that, bring your brand to life through your website.</p> <p>Brand identity is the core of your brand and what it stands for. Brand identity includes your values, brand personality, and visual aesthetic. Your brand identity is communicated through every single part of your company—from your logo, to your colors, to your copy, to your in-store experiences.</p> <p>Nowadays most of the customers meet the product and introducing the organizations through their online facilities: website, social media resources. So, in this process, establishing brand credibility and trust online becomes more and more important.</p> <p>When you build trust online, you're also building new opportunities for your brand to connect with folks who are eager to do business with you. Certainly, those who might want to purchase your products and services, but don't forget those who would want to subscribe to your email list, follow you on social media, or spread the word about you among their own friends.</p> <p>It's vital you uphold your reputation as an honest and trustworthy brand. You will need the strategy based on these 10 steps to build trust in your brands online and protect your bottom line:</p>

**Know your target audience, connect with them!**

Build trust with your target audience, use your content strategy to identify their needs so you connect with them on an emotional level. By addressing their issues and identifying how to resolve them, you can build a loyal list of brand followers.

**Make sure your website is secure.**

Set up a plan to run regular site security checks to ensure you have all software plugins, website themes, and all other software free from viruses and malware.

**Be transparent about your business with Brand Storytelling.**

Another way to build trust in your brand is by providing insights on how your products are made. Consumers are far more aware and interested nowadays about raw material sustainability and eco-friendly ways of manufacturing products.

**Build your website with a user centric focus in mind.**

The design of your website can very often drive trust with customers, recent studies have shown that users will often leave a site if the design and look of the website are unintuitive and awkward to browse.

**Create a sense of trustworthiness by profiling the team of people who work with you.**

Brand storytelling in terms of profiling the team is ubiquitous, be sure to take the opportunity to personalize your business with highlighting your team through your 'About us' or 'Meet the Team' pages.

**Leverage your social media channels.**

With fake news on the rise and the increasing reports of cybercrime, transparency from businesses has never been more important. Leveraging your social media to drive brand authenticity and awareness should be more than just a marketing activity, but also built into your overall business strategy.

**Build a Community of Advocates.**

An online community is a place where like-minded people share thoughts and concerns or even passions and interests. Tapping into this and establishing a base for your own community can be a critical path in developing trust with your customers.

**Create an online reputation management system.**

Online reputation management is all about transparency, it's risky but not being transparent is even riskier especially when customers are now more aware of the power in social media! Good online reputation management starts with social listening, how often do you check your social media channels, Google Reviews & Alerts.

**Become an Expert! Talk about topics related to your brand or industry sector.**

Become an educator about your brand and how it can benefit your customers. Offer tips and advice on how to get the most from your brand and its features. This provides powerful content that will keep them engaged to stop your customers from turning to a competitor for an alternative solution.

**Ask your customers for feedback and reviews about your Brand.**

Customer reviews are golden nugget material, a great way for customers to give feedback and highlight their experiences in using your brand. Create a private linked page on your website where customers can leave comments about your product, even offer a small incentive for leaving a comment or review. Once you've gathered enough choose the most prominent ones to display on your website.

<b>80 Minutes</b>	<b>Task</b>	<p>Participants working in small groups.</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Choose one international organization which cooperates on your country market</li> <li>• Explore their website and social media profiles and estimate them by each step of above mentioned 10 step strategy.</li> <li>• For each step give the scores from 0 to 10, where 0 = "The Worst" and 10= "Extremely Good".</li> </ul>
<b>20 Minutes</b>	<b>Debrief</b>	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.



# 07

## Finances



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### 7.1 Basic Finances

- Personal living budget

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### 7.2 Managing Cash

- Cash flow Forecasts

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### 7.3 Sources of Finance Support

- PITCH DECK



# 7.1 Basic Finances

## Personal living budget

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To gain practical experience in developing a personal or household living budget</li> <li>To determine the level of income that would be required from a business to live on</li> <li>To prepare participants for any changes and unanticipated expenses as well.</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.4 Financial and economic literacy:</b> Develop financial and economic know how</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>70 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Creating a personal or household living budget</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Printed budget sheets</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Expenses</li> <li>Budget</li> <li>Planning</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and debrief</li> </ul>
	<b>TOOL Format</b>	<input type="checkbox"/> Digital <input checked="" type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input checked="" type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	

DURATION	TITLE	DETAILS
20 Minutes	Introduction	<p>A personal or household living budget is an itemized list of expected expenses that helps you to plan for how your money will be spent or saved, as well as track your actual spending habits. However, a budget is really just a tool to gain a better and more accurate insight into your spending habits. By listing all of your expenditure (from required expenses like mortgage or rent payments to discretionary spending like eating out or going to the movies), you get a true picture of your personal cash flow, which will allow you to make better and more informed financial decisions.</p> <p>It may help to break these expenses down into monthly costs. You may also have certain expected or even recurring expenses that occur more or less often than monthly. To account for those expenses (<u>like car insurance</u>) in a monthly budget, simply calculate the total expense for the calendar year and divide that by 12 in order to find the "monthly" expense.</p>
30 Minutes		<p>As everyone's financial situation is different, you may find that not every category listed in the table below is applicable to your spending. You may add or exclude some expenses.</p> <p><b>Task: use the table from the next page and fill it.</b></p>
20 Minutes	Debrief	<p>Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.</p>










PERSONAL OR HOUSEHOLD EXPENDITURE	£/€	WHEN/HOW OFTEN	TOTAL £/€
Rent/Mortgage			
Electricity			
Telephone			
Heating			
TV license			
Household Insurance			
Car Insurance			
Life/Critical illness insurance			
Food			
Clothing			
Cleaning			
Vehicle tax			
Vehicle servicing and repairs			
Vehicle tax etc			
Hairdresser/Barber			
Make-up			
Glasses			
Books			
Childcare			
Going out/socialising			
Presents/gifts			
Hobbies			
Fitness			
Household items			
Decorating			
<b>TOTAL</b>			

Personal living budget

## 7.2 Managing Cash

### Cash flow Forecasts








	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To support improved understanding of the importance of managing cash flow in a business</li> <li>To learn how to carry out a simple cash flow forecast.</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.4 Financial and economic literacy:</b> Develop financial and economic know how</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>120 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Introducing the Cash Flow</li> <li>Practice managing the cash flow</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Tablet, Mobile phone</li> <li>Printed Cash Flow sheets</li> </ul>
	<b>Keywords</b>	<ul style="list-style-type: none"> <li>Finances</li> <li>Cash Flow</li> </ul>
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>





	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=hefAHWvrFDQ">https://www.youtube.com/watch?v=hefAHWvrFDQ</a></li> <li><a href="https://templates.office.com/en-us/small-business-cash-flow-projection-tm16410107">https://templates.office.com/en-us/small-business-cash-flow-projection-tm16410107</a></li> </ul>

DURATION	TITLE	DETAILS
30 Minutes	Introduction	<p>Managing your cash flow is vital for business survival and growth. To run your business effectively, you need to balance the timing and amount of your costs with those of your income.</p> <p>A cash flow forecast is a projection of the receipts and payments for a given period of time, typically 12 months.</p> <p>No matter how effective your negotiations with customers and suppliers, poor business practices can put your cash flow at risk.</p> <p>However, there are some practices you could introduce into your business to reduce the risk of cash flow problems. For example, you should think about:</p> <ul style="list-style-type: none"> <li>• Running credit checks on your customers</li> <li>• Whether you can fulfil your order</li> <li>• How effective your marketing strategy is</li> <li>• How easy it is for your customers to do business with you</li> <li>• Keeping up-to-date accounting records</li> <li>• How you work with your suppliers</li> <li>• Controlling your overheads</li> </ul> <p>Watching the explanatory video (Link #1)</p>
20 Minutes	Cash flow Forecasts	<p>Cash flow forecasting enables you to predict peaks and troughs in your cash balance. It helps you to plan how much and when to borrow and how much available cash you're likely to have at a given time. Many banks require cash flow forecasts before considering a loan.</p> <p>A cash flow projection is normally divided into 4 parts: receipts, payments, net cash flow and opening and closing balances. Here are 4 key steps in preparing a cash flow forecast:</p> <p><b>Step 1:</b> Estimate the monthly receipts, e.g., funding and sales and add them together.</p> <p><b>Step 2:</b> Estimate the monthly payments, e.g. materials, overheads and capital expenditure and add them together.</p> <p><b>Step 3:</b> Calculate the net monthly cash flow by subtracting the total monthly payments from the total monthly receipts.</p> <p><b>Step 4:</b> Calculate the opening and closing balances. The monthly opening balance is the closing balance from the previous month. The monthly closing balance is calculated by adding the opening balance and net cash flow of each month.</p>
50 Minutes	Virtual Business Cash Flow	<p>Participants are provided with Cash Flow sheets. They invent the business and create a Cash Flow to introduce the bank for demanding the loan for their business development.</p>
20 Minutes	Debrief	<p>Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.</p>

## 7.3 Sources of Finance Support

### PITCH DECK

	<b>Aim of the lesson</b>	<ul style="list-style-type: none"> <li>To learn how to provide your audience with a quick overview of your business plan</li> <li>To learn how to use your pitch deck during face-to-face or online meetings with potential investors, customers, partners, and co-founders.</li> </ul>
	<b>Covered Competences Related to Entrepreneurship Competence Framework</b>	<ul style="list-style-type: none"> <li><b>2.3 Mobilizing resources:</b> Gather and manage the resources you need</li> </ul>
	<b>Average duration of the lesson</b>	<ul style="list-style-type: none"> <li>190 minutes</li> </ul>
	<b>Activities of the lesson (*)</b>	<ul style="list-style-type: none"> <li>Reading, thinking, planning, writing, using slides and templates, visualizing, branding, watching the video, using Canva</li> </ul>
	<b>Resources necessary to execute the lesson and its activities</b>	<ul style="list-style-type: none"> <li>Access to the internet</li> <li>Laptop, Tablet, Mobile phone</li> <li>A free Canva account</li> <li>A projector</li> </ul>
	<b>Keywords</b>	
	<b>Reflection Method</b>	<ul style="list-style-type: none"> <li>Group reflection and Debrief</li> </ul>

	<b>TOOL Format</b>	<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Non-Digital
	<b>Level Of Difficulty</b>	<input type="checkbox"/> Beginner <input checked="" type="checkbox"/> Intermediate <input type="checkbox"/> Advance
	<b>Hint For the Facilitator &amp; Practitioners</b>	Inspire learners to make a list of potential supporters/funders of their business idea, with the contact details, and to start pitching to them
	<b>LINKS of Materials, Video Explainers, Images, Examples?</b>	<ul style="list-style-type: none"> <li><a href="http://www.shorturl.at/bdftj">www.shorturl.at/bdftj</a></li> <li><a href="https://pitchdeck.improvepresentation.com/what-is-a-pitch-deck">https://pitchdeck.improvepresentation.com/what-is-a-pitch-deck</a></li> <li><a href="https://www.youtube.com/watch?v=P2LwuF7zn9c">https://www.youtube.com/watch?v=P2LwuF7zn9c</a></li> </ul>

DURATION	TITLE	DETAILS
10 Minutes	Introduction	<p>Pitch Deck is a tool that responds to the Resources section of the framework. When properly used, it has the power to secure mobilizing resources, finances and getting supporters.</p> <p>A pitch deck is a brief presentation, often created using PowerPoint, Keynote or Prezi, used to provide your audience with a quick overview of your business plan. You will usually use your pitch deck during face-to-face or online meetings with potential investors, customers, partners, and co-founders.</p> <p>People using the Pitch Deck to present who they are, what is their idea about, why is it relevant and who's needs it helps, to explain how their business does that and why is it sustainable and why it pays off. Starting off with storytelling is a good way to go.</p>
30 Minutes		<p>Participants are asked to think about one idea they have and "Sell" it to the investors. Investors will be all the other participants.</p> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1. Open a free Canva account</li> <li>2. Check out and use all advices given on Link #2 and Link #3</li> <li>3. Use Canva template Link #1 to create your maximum 5 minutes long presentation</li> <li>4. Explain your idea in your presentation to engage people emotionally: Everyone loves to hear stories, even the investors, so tell an exciting story about your startup.</li> <li>5. Prepare to make a great first impression: First impressions are powerful. Believe it.</li> <li>6. Show the people behind your idea: Focus on a significant, relevant accomplishment for each person in a team that identifies that person as a winner</li> </ol>
50 Minutes	Presentations: Part 1	Participants presenting their presentations
10 Minutes	Break	Break
50 Minutes	Presentations: Part 2	Participants presenting their presentations
10 Minutes	Break	Break
10 Minutes	Self-Reflection	<p><b>Reflection Questionnaire:</b></p> <p>Do you think your idea is presented well?  How do you feel when you see it in the form of the pitch?  Can you see any weak spots?  Can you fix them?  Remember: reevaluating your idea is a constant process.</p>
20 Minutes	Debrief	Debrief is led by the facilitator and the participants can share their results and opinions from their working experience.

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