EUROPEAN ENTREPRENEURSHIP CAFÉS

ENTREPRENEURSHIP CAFE

LESSON MANUAL

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[1], 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.
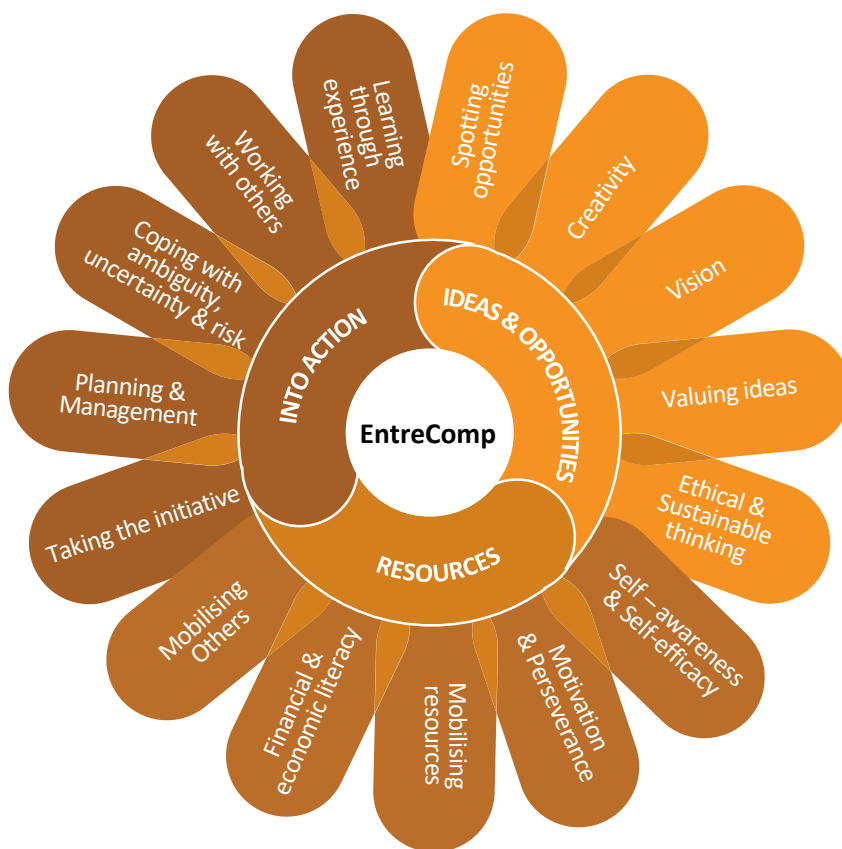
Areas and competences of EntreComp conceptual model

LESSON SECTION

01

Entrepreneurial Mindset

e·CAFE

1.1 What is an Entrepreneur?

First Steps in Entrepreneurship

	Aim of the lesson	• To Find out what is an entrepreneur in general • For participants to discover what type of entrepreneur may be suitable for them • To Explore Personal Entrepreneurial Competencies
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.1 Self-awareness & self-efficacy:** Reflect on your needs, aspirations and wants in the short, medium and long term
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Self-assessment tests revealing the types of entrepreneurs • Getting to know information about an entrepreneur • Exploration of Personal Entrepreneurial Competencies • Self-reflection & Debrief
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone
	Keywords	• Entrepreneur • Competences • Self-assessment
	Reflection Method	• **Self-reflection:** participants reviewing themselves through the results of Self-assessment tests through questionnaires.

	TOOL Format	☒ Digital ☐ Non-Digital
	Level Of Difficulty	☐ Beginner ☒ Intermediate ☐ Advance
	Hint For the Facilitator & Practitioners	Tests/quizzes must be done at the beginning of the session until the Personal Entrepreneurial Competencies will be explained.
	LINKS of Materials, Video Explainers, Images, Examples?	1. https://howtostartanllc.com/entrepreneurship-quiz 2. https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/entrepreneurial-potential-self-assessment 3. https://sciendo.com/downloadpdf/journals/mosr/82/1/article-p37.pdf

DURATION	TITLE	DETAILS
25 Minutes	**Self-assessment tests**	• Using 2 online tests/quizzes (links above) to reveal each participants' types of entrepreneurs. • They observe the results and save them for the next parts of the session: Self-reflection & Debrief.
25 Minutes	**Brainstorming**	Brainstorming about: What is an entrepreneur? Which competences are needed for an entrepreneur?
20 Minutes	**Entrepreneur, Types & Personal Entrepreneurial Competencies**	Delivering information about recognized definitions of an entrepreneur and getting to know the Personal Entrepreneurial Competencies. **What is an entrepreneur?** (www.entrepreneur.com) 1. **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. 2. **An entrepreneur** 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. 3. **An entrepreneur** 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. **Types of Individual Entrepreneurs of Nowadays:** • **Small business:** These include mom-and-pop shops and local business owners. Small businesses can include partnerships, sole proprietors, and LLCs. • **Home-Based Business:** 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. • **Online Business:** 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. • **Inventors:** 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. • **Serial Entrepreneur:** 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. • **Lifestyle Entrepreneur:** 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. **Personal Entrepreneurial Competencies:** Participants will be introduced to PECs using the material: https://sciendo.com/downloadpdf/journals/mosr/82/1/article-p37.pdf
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**	**Self-Reflection questionnaire:** • Do I agree with the results of tests/Quizzes? • What type of entrepreneur would I like to be? • Which competences do I have from information given by the facilitator? • Which competences do I need to develop?
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants are sharing their results and opinions from their self-reflections.

1:2 Traits and characteristics of an entrepreneur?

Rapid Self-Assessment - Individual or Group Activity

	Aim of the lesson	• To support entrepreneurs to reflect on their desire to start a business • To facilitate the opportunity to look at their strengths • To illustrate how this knowledge could be used in a business start-up context
	Covered Competences Related to Entrepreneurship Competence Framework	**2.1 Self-awareness & self-efficacy** • Reflect on your needs, aspirations and wants in the short, medium and long term • Identify and assess your individual and group strengths and weaknesses • Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Practicing in empowered reflection • Self-assessment questionnaire to ensure that participant remains goal-focused by clearly outlining their needs.
	Resources necessary to execute the lesson and its activities	• Tablet • notebook/notepad • desktop document
	Keywords	• Entrepreneur • Self-assessment
	Reflection Method	• **Self-reflection:** participants reviewing themselves through the results of Self-assessment and the questionnaires.

	TOOL Format	☐ Digital ☒ Non-Digital
	Level Of Difficulty	☒ Beginner ☒ Intermediate ☐ Advance
	Hint For the Facilitator & Practitioners	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!
	LINKS of Materials, Video Explainers, Images, Examples?	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**	**Empowered reflection to make it a habit to assess one's progress:** 1. What message does my business have for me? 2. Where am I settling? 3. How can I add more of my true self into my business? 4. What skills or talents am I not using? 5. Who can I forgive? 6. What missed opportunity can I let go of and move on? 7. What have I been avoiding out of fear? 8. What risk can I take even in the face of fear? 9. What does my business want that I am not currently giving it? 10. What am I committed to changing?
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**	**Empowered reflection to make it a habit to assess one's progress:** 1. What's working? 2. What's not working? 3. What would you like to change? 4. What accomplishments have you achieved? 5. What lessons have you learned? 6. Are the goals still the right goals? 7. What do you still need to know or learn? 8. How might you be sabotaging your own success? 9. What do you need to start doing, keep doing, and stop doing? 10. What's next?
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 are sharing their results and opinions from their working experience.

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

	Aim of the lesson	• To consider one's own strengths, weaknesses and type of characteristics • To identify the areas of development • To explore one's interesting and proper areas of business • To discuss a case study
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.3. Vision:** Work towards your vision of the future • **2.1 Self-awareness & self-efficacy:** Reflect on your needs, aspirations and wants in the short, medium and long term • **3.2 Planning and management:** Prioritize, organize and follow-up
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Exploring the entrepreneurial traits, self-observation, case studies
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet • Mobile phone
	Keywords	• Entrepreneur • Traits • Case Studies
	Reflection Method	• Group reflection during the debrief time

	TOOL Format	☒ Digital ☐ Non-Digital
	Level Of Difficulty	☒ Beginner ☒ Intermediate ☐ Advance
	Hint For the Facilitator & Practitioners	N/A
	LINKS of Materials, Video Explainers, Images, Examples?	• https://startupnation.com/start-your-business/successful-entrepreneurs-traits/ • https://www.business.com/articles/never-giving-up-9-entrepreneurs-and-millionaires-who-failed-at-least-once/

DURATION	TITLE	DETAILS
10 Minutes	Introduction	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	Entrepreneurial Traits	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. Participants exploring 10 Common Traits of an Entrepreneur through online source (Link #1)
15 Minutes	Self-Observation	Participants write down 3 characteristics out of those 10 and explain in written form how this can help when running a business
30 Minutes	Resilience, Rejection & Failure – The Keys to Success	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 & Failure on their ways and answering the questions: • What are the major challenges that this person faced? • What were his/her achievements? • What are the causes for his/her success? • What do we learn from the story of this person? They also discuss their personal experience in terms of these aspects.
25 Minutes	Group presentations	Groups present their work.
20 Minutes	Debrief	Debrief is led by the facilitator and the participants are sharing their opinions and exchanging their views.

1:3 Entrepreneurial Skills & Behaviours

Spaghetti & Marshmallow Challenge

	Aim of the lesson	• To improve a team's capacity to generate ideas, build rapport and incorporate prototyping • To reveal the true nature of collaboration • To illustrate how each person innovates and emphasizes the importance of diverse perspectives • To understand the importance of teamwork and failure • Encouraging leadership, including the ability to influence others or allocate tasks
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.3 Mobilizing resources:** Gather and manage the resources you need • **3.2 Planning and management:** Prioritize, organize and follow-up • **3.4 Working with others:** Team up, collaborate and network • **3.5. Learning through experience:** Learn by doing
	Average duration of the lesson	• 70 minutes
	Activities of the lesson (*)	• Encourages teams to experience simple but profound lessons in collaboration, innovation and creativity which are necessary for building entrepreneurial mindset & skills • Generating groups • Competing for building the tallest freestanding structure with the given materials and instructions & rules
	Resources necessary to execute the lesson and its activities	**Each team gets the same set of supplies:** • 20 sticks of dry spaghetti • one-meter-long string • one-meter-long tape • one marshmallow
	Keywords	• Entrepreneur • Competences • Self-assessment
	Reflection Method	• Participants reviewing the group results through questionnaires and then debriefing in whole team.

	TOOL Format	☐ Digital ☒ Non-Digital
	Level Of Difficulty	☐ Beginner ☒ Intermediate ☐ Advance
	Hint For the Facilitator & Practitioners	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
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.ted.com/talks/tom_wujec_build_a_tower_build_a_team?language=en#t-12289

DURATION	TITLE	DETAILS

20 Minutes	**Explanations**	• 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.
		• showing the 6:35 minute long video (See link #1 above)
		• Dividing participants into teams of 3-6 people and explaining the rules:
		  • The winning team will be the one who builds the highest tower which can support one whole marshmallow on top
		  • The tower should support a single marshmallow. The marshmallow must be the highest point of the structure
		  • The tower must be freestanding
		  • Teams cannot combine their resources
		  • Teams can only use the materials provided

18 Minutes	**Working Process**	Teams have 18 minutes to build their marshmallow spaghetti tower.
12 Minutes	**Self-Reflection with Review Sheets**	Participants are given the review sheets to be filled out with individual reflections. **Review Sheet includes the questions:** • How do you think you worked as a group? • Did you assume different roles? • Did all groups work in the same way?
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

1:3 Entrepreneurial Skills & Behaviours

MAGIC BOX Group Activity

	Aim of the lesson	• To inspire creativity in problem solving and evoke innovation • To help participants to understand an important aspect of entrepreneurial mindset
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.1 Self-awareness & self-efficacy:** Reflect on your needs, aspirations and wants in the short, medium and long term • **2.3 Mobilizing resources:** Gather and manage the resources you need
	Average duration of the lesson	• 80 minutes
	Activities of the lesson (*)	• Group and solo activities, brainstorming, self-assessment, reading
	Resources necessary to execute the lesson and its activities	• Paper, card, play dough, glue, lolly stick, feathers, sequins, pins, markers etc, • Access to internet
	Keywords	• Problem Solving • Creativity • Self-awareness • Efficiency • Evaluation
	Reflection Method	• Self-reflection questionnaires.

	TOOL Format	☐ Digital ☒ Non-Digital
	Level Of Difficulty	☒ Beginner ☐ Intermediate ☐ Advance
	Hint For the Facilitator & Practitioners	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.
	LINKS of Materials, Video Explainers, Images, Examples?	N/A

DURATION	TITLE	DETAILS
20 Minutes	**Explanations**	• 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. • showing the 6:35 minute long video (See link #1 above) • Dividing participants into teams of 3-6 people and explaining the rules: • The winning team will be the one who builds the highest tower which can support one whole marshmallow on top • The tower should support a single marshmallow. The marshmallow must be the highest point of the structure • The tower must be freestanding • Teams cannot combine their resources • Teams can only use the materials provided
18 Minutes	**Working Process**	Teams have 18 minutes to build their marshmallow spaghetti tower.
12 Minutes	**Self-Reflection with Review Sheets**	Participants are given the review sheets to be filled out with individual reflections. **Review Sheet includes the questions:** • How do you think you worked as a group? • Did you assume different roles? • Did all groups work in the same way?
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

MAGIC BOX Group Activity

02

Ideas Generation

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2.1 Ideation

Think out of the box

	Aim of the lesson	• To support the development of problem-solving skills when generating ideas • To enable collaboration and team development
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.2 Creativity:** Develop creative and purposeful ideas • **3.4 Working with others:** Team up, collaborate and network
	Average duration of the lesson	• 80 minutes
	Activities of the lesson (*)	• "Think out of the Box" activity
	Resources necessary to execute the lesson and its activities	• Pencils • Pens • Papers
	Keywords	• Creativity
	Reflection Method	• Self-reflection, Group discussions and debrief

	TOOL Format	☐Digital ☒Non-Digital
	Level Of Difficulty	☒Beginner ☐Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	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.
	LINKS of Materials, Video Explainers, Images, Examples?	N/A

DURATION	TITLE	DETAILS
10 Minutes	**Introduction**	Ideation is the creative process of generating new ideas, which can be accomplished through a variety of ideation techniques, such as brainstorming and prototyping. The problem-solving process is an important part of ideation. Problem solving can be broken down into a four-step process: 1. **Identify** the problem 2. **Generate** solutions 3. **Evaluate** the possible solutions, decide on the best course of action, and put it into action 4. **Evaluate** the outcome. If the problem is not solved, repeat from step 1
5 Minutes	**Think outside the box: Task 1**	This is an individual activity, and it aims to develop problem solving techniques. **Task 1:** 5 minutes Show participants nine dots arranged in a set of three rows (as below). • • • • • • • • • **Challenge:** 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.
10 Minutes	**Showing: Task 2**	Participants showing their solutions to the group
15 Minutes	**Review: Task 3**	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.
15 Minutes	**Discussion: Task 4**	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: 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.
25 Minutes	**Explanation & Debrief**	**Lessons to be learned from this puzzle:** • Look beyond the current definition of the problem • Analyze the definition to find out what is allowed and what is not • Are there any real rules to the problem anyway? (especially valid in human related problems - there are only perceptions, not physical rules) • Look for other definitions of problems • Do not accept other people's definitions of problems. They may be either wrong or biased • If a problem definition is wrong, no number of solutions will solve the real problem
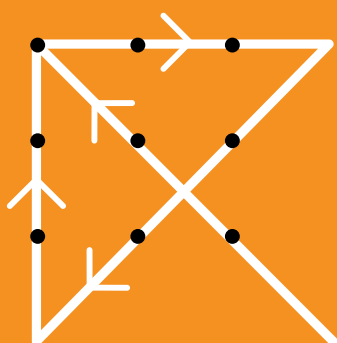
Investigate the boundaries
• What are the boundaries which the solution must fit into?
• Are the boundaries your own perceptions or reality?
• What are the possibilities if you push the boundaries?
• What are the benefits of small boundary changes?

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.
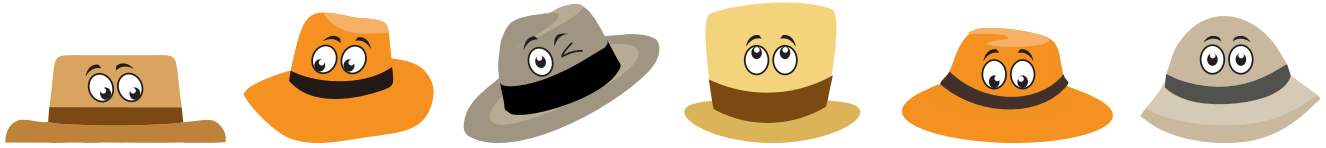
THE SIX THINKING HATS

	Aim of the lesson	• To provide tools that empower ideas generation • To clearly define the problem to tackle
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.2 Creativity:** Develop creative and purposeful ideas
	Average duration of the lesson	• 70 minutes
	Activities of the lesson (*)	• Introducing information about design thinking process • using SIX THINKING HATS tool
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone
	Keywords	• Ideation • Design thinking
	Reflection Method	• Group discussion

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.interaction-design.org/literature/topics/ideation • https://www.debonogroup.com/services/core-programs/six-thinking-hats/ • https://www.tsw.co.uk/blog/leadership-and-management/six-thinking-hats/

DURATION	TITLE	DETAILS
15 Minutes	**Introduction**	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	**SIX THINKING HATS**	**Facilitator explains the idea of SIX THINKING HATS using the Link #2 and gives participants individual task:** • Think about one problem you face in your life • Work through the hats one at a time and make notes from each perspective • 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
20 Minutes	**Working Time**	Individual working time. Participants can check out the example how it works using the Link #3.
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants share their results and opinions from their working experience.

Ideation & Brainstorming

	Aim of the lesson	• Establishing an ideation mindset and encouraging creative thinking • Generating effective ideas
	Covered Competences Related to Entrepreneurship Competence Framework	• **Spotting opportunities:** Use your imagination and abilities to identify opportunities for creating value • **1.4 Valuing ideas:** Make the most of ideas and opportunities
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Brainstorming
	Resources necessary to execute the lesson and its activities	• Writing tools (board, interactive board, online board, paper, markers) • Internet
	Keywords	• Brainstorming • Creativity • Idea generation • Thinking out of the box • Innovative ideas • Innovative solutions
	Reflection Method	• Reflection Questionnaire

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	Encourage wild ideas and be sure that learners are provided safe & supportive environment during the sessions
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.sessionlab.com/blog/brainstorming-techniques/

DURATION	TITLE	DETAILS
20 Minutes	**Exploration**	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. Participants will learn about 15 rules for better brainstorming by using the Link #1 **Facilitator will deliver information about the following effective brainstorming techniques:** 1. Mind Mapping 2. Reverse Brainstorming 3. Gap Filling 4. The 5 Whys 5. Brainwriting (or Slip Writing) 6. Collaborative Brainwriting 7. Role Storming 8. "What If" Brainstorming 9. Rapid Ideation
30 Minutes	**Step in action**	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. After they select an interesting idea in each group, using their chosen technique deliver a brainstorming process.
30 Minutes	**Presentations: Part 1**	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.
10 Minutes	**Break**	Break
30 Minutes	**Presentations: Part 1**	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.
Minutes	**Reflection**	**Reflection Questionnaire:** What are your five greatest ideas in this activity? Why? Make a list of the ideas in this activity that you genuinely support.
Minutes	**Debrief**	Debrief is led by the facilitator and the participants share their results and opinions from their self-reflections.

How, Now, Wow Matrix

	Aim of the lesson	• To help groups to brainstorm, plan ideas, and organise their thoughts collaboratively • To categorise ideas based on their originality and the ease of implementation
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.2 Creativity:** Develop creative and purposeful ideas • **1.4 Valuing ideas:** Make the most of ideas and opportunities • **3.4 Working with others:** Team up, collaborate and network
	Average duration of the lesson	• 70 minutes
	Activities of the lesson (*)	• Categorising the ideas using How, Now, Wow Matrix
	Resources necessary to execute the lesson and its activities	• Flipcharts • Markers • Voting dots (yellow, blue, green)
	Keywords	• Ideation • Brainstorming • Categorizing
	Reflection Method	• Group reflection and debrief

	TOOL Format	☐Digital ☒Non-Digital
	Level Of Difficulty	☒Beginner ☐Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.sessionlab.com/methods/how-now-wow-matrix

DURATION	TITLE	DETAILS
20 Minutes	**Introduction**	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. • **How –** represents ideas that are innovative, but difficult to implement so they are not yet feasible, but might be worth considering as future goals. • **Now –** represents unoriginal ideas which are familiar, easy to implement, and proven to work well. • **Wow –** represents new ideas that are easy to implement and executable ideas that can be actualized. Aim to form as many ideas in this categ ory as you can.

How, Now, Wow Matrix

30 Minutes		A facilitator lists down the ideas that emerge from the creative ideation phase on large charts of paper stuck around the room. 3 sticky dots of each color are given to each player – that is, 3 blue, 3 yellow, 3 green. 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. **In case of a tie:** • If blue dots = green dots, the idea is blue • If yellow dots = green dots, the idea is green 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.
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants share their results and opinions from their working experience.

2.2 Entrepreneurship in a Cultural Context

Culture & Entrepreneurship

	Aim of the lesson	• To explore the influence of cultural aspects on entrepreneurship • To estimate global market risks caused cultural differences
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.5 Ethical and sustainable thinking:** Assess the consequences and impact of ideas, opportunities and actions • **3.3 Coping with uncertainty, ambiguity and risk:** Make decisions dealing with uncertainty, ambiguity and risk
	Average duration of the lesson	• 130 minutes
	Activities of the lesson (*)	• Finding out the influence of culture on entrepreneurship
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone
	Keywords	• Culture • Entrepreneurship • Global market Risks
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://cultureplusconsulting.com/2015/06/23/top-ten-cultural-risks-global-business/

DURATION	TITLE	DETAILS
20 Minutes	**Introduction**	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. 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. 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.

The main cultural risks facing global businesses include:

01 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.

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

03 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.

04 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.

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

06 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.

07 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.

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

09 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.

10 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.

DURATION	TITLE	DETAILS
30 Minutes	**Working on Task**	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 effected as a result. The group also investigates the strategy which was used from this company to overcome the situation. Participants can then make a 5 minute long presentation on their findings.

DURATION	TITLE	DETAILS
25 Minutes	**Presentations: Part 1**	5 teams are presenting their work.
5 Minutes	**Break**	Break
25 Minutes	**Presentations: Part 2**	5 teams are presenting their work.
5 Minutes	**Break**	Break
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants share their results and opinions from their working experience.

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2.3 Mash-Up Innovation

SCAMPER & MASH-UP

	Aim of the lesson	• To help participants generate ideas for new products and services • To encourage them to think about how they can improve existing ones.
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.1 Spotting opportunities:** Use your imagination and abilities to identify opportunities for creating value • **1.2 Creativity:** Develop creative and purposeful ideas
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Generating the ideas, thinking about new perspectives, improvements
	Resources necessary to execute the lesson and its activities	• Printed Mash-Up worksheets
	Keywords	• Methods: SCAMPER & MASH-UP
	Reflection Method	• Group discussions and debrief

	TOOL Format	☐Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	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!
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.ideou.com/pages/ideation-method-mash-up

DURATION	TITLE	DETAILS
10 Minutes	**Introduction**	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. Firstly, The **SCAMPER**: copycat technique uses existing businesses as inspiration. 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. SCAMPER is a mnemonic that stands for: Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Rearrange - Reverse
35 Minutes	**SCAMPER**	**Task:** 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. **SUBSTITUTE** 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? **COMBINE** 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? **ADAPT** 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? **MODIFY** How could you change the shape, look, or feel of your product? What element of this product could you strengthen to create something new? **PUT TO ANOTHER USE** Can you use this product somewhere else, perhaps in another industry? Could you recycle the waste from this product to make something new? **ELIMINATE** What features, parts, or rules could you eliminate? How could you make it smaller, faster, lighter, or more fun? **REVERSE - REARRANGE** 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?
10 Minutes	**Break**	Break
10 Minutes	**Mash – Up Intro**	Any great ideation session begins with a well-framed opportunity. It uses something we call *"How Might We"* statements—an optimistic, solutions-oriented starting point. It's critical that a *How Might We* 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?" 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.

DURATION	TITLE	DETAILS
35 Minutes	From Ideas to Action	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 is activity is being done virtually. **STEP 1 - FRAME** - Articulate the challenge as a How Might We statement. **STEP 2 - NARROW** - Pick two broad, unrelated categories, like hospitals and hotels or waiting rooms and schools. Think outside your industry. **STEP 3 - GENERATE** - Starting with one category at a time, list as many elements of these two experiences you can in two minutes. **STEP 4 - MASH-UP** - Combine items from the two lists to ideate as many new products, services or experiences as you can. At Step 4 set a timer for approx. 10 minutes to provide some constraints for the activity and spur on even more ideas!
20 Minutes	Debrief	Debrief is led by the facilitator and the participants share their results and opinions from their tasks, discussing the methods used and their achievements.

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2.4 Future Mapping and Exploring Opportunities

Future Mapping

	Aim of the lesson	• To learn new method to lead you to your ideal future • To generate new entrepreneurial ideas
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.4 Valuing ideas:** Make the most of ideas and opportunities • **2.3 Mobilizing resources:** Gather and manage the resources you need • **3.2 Planning and management:** Prioritize, organize and follow-up
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Exploring future mapping concept • Making comparisons in between personal future mapping and organizational strategic planning
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone
	Keywords	• Future Mapping • Strategic Planning
	Reflection Method	• Group reflection and Debrief

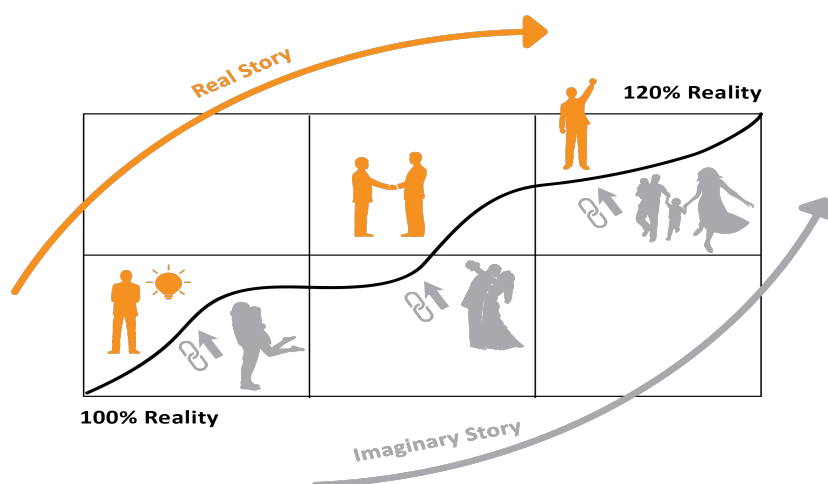|		
	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://blog.learningstrategies.com/index.php/archives/4139 • https://www.lucidchart.com/blog/5-steps-of-the-strategic-planning-process

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	**Future Mapping vs Strategic Planning**	Facilitator introduces the 5 steps of personal future mapping and organizational strategic planning. **There are 5 steps in Future Map:** 1. Set the scope 2. Map the potential 3. Identify the dark side 4. Create a compelling narrative 5. Turn words into action **Strategic Planning Process Steps:** 1. Determine your strategic position 2. Prioritize your objectives 3. Develop a strategic plan 4. Execute and manage your plan 5. Review and revise the plan
40 Minutes	**Task**	Participants working in small groups. **Task:** • explore information given on Link #1 and Link #2 • make the comparison in between the personal future mapping and organizational strategic planning, the steps, similarities, differences • formulate your work and prepare 3 minutes presentations
30 Minutes	**Preparations**	• Groups are presenting their work, their views and findings
20 Minutes	**Debrief**	• Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

03

Product/Service Development

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3.1 Rapid Prototyping
- Customer journey Map
- Empathy Map

3.2 Frugal Innovation
- Doing More With Less

3.3 Customer Journey
- Customers' needs and wants

3.1 Rapid Prototyping

Customer journey Map

	Aim of the lesson	• To visualize quickly how different stages of customer reactions when interacting with product or service • To improve one's business in a cost and time effective manner.
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.1 Spotting opportunities** Use your imagination and abilities to identify opportunities for creating value • **1.2 Creativity** develop creative and purposeful ideas
	Average duration of the lesson	• 180 minutes
	Activities of the lesson (*)	• Getting know the concept of a customer journey map • Group work on creating the customer journey map
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone
	Keywords	• A customer journey map
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://blog.hubspot.com/service/customer-journey-map • https://www.youtube.com/watch?v=X7iXcP-wIkk

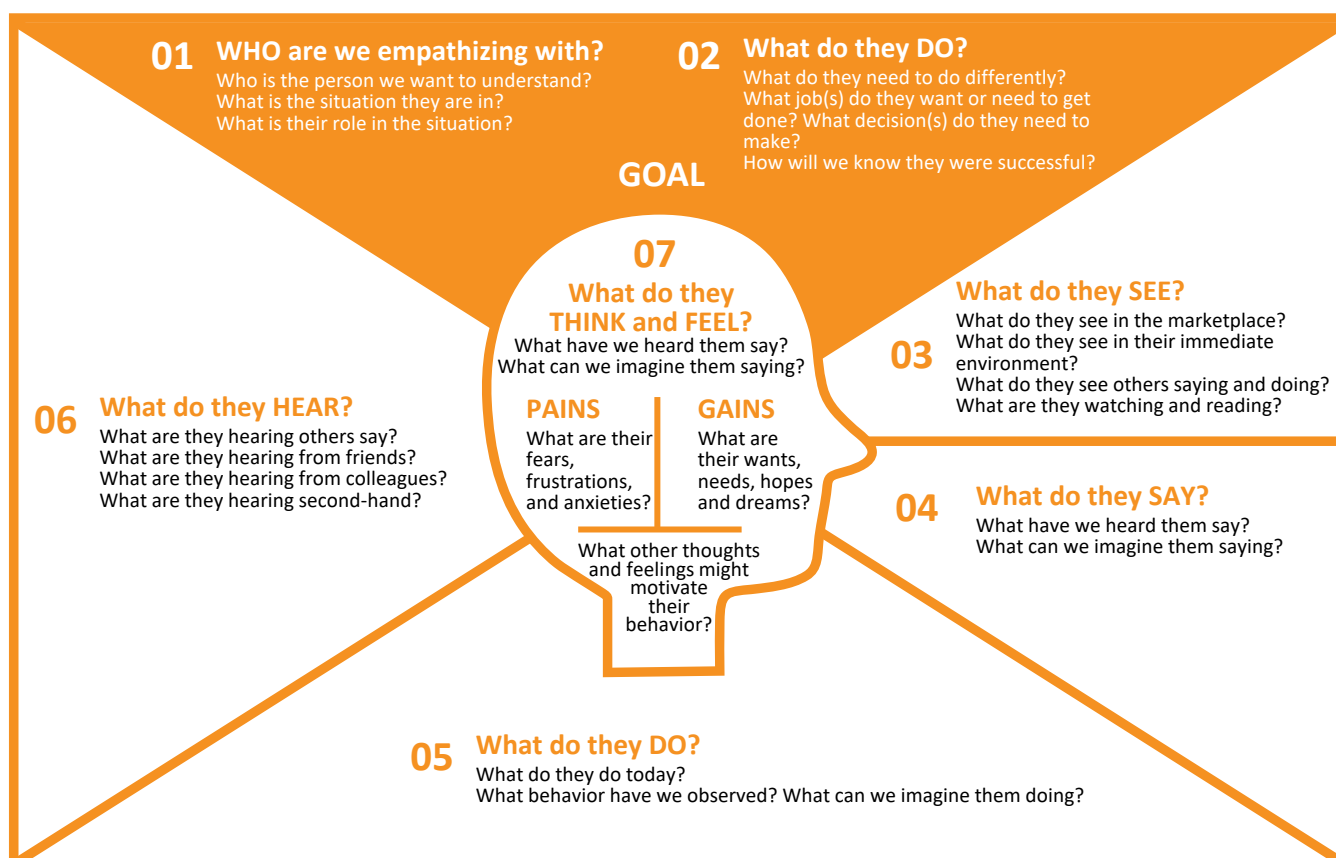| DURATION	TITLE	DETAILS
10 Minutes	Introduction	A customer journey map is a visual representation of the customer journey. It helps you tell the story of your customers' experiences with your brand across all touchpoints. Mapping out the customer journey is a prerequisite for creating a shared understanding 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.
60 Minutes	Deeper Understanding of the Topic	Watching the video on YouTube (Link #2) Participants are divided into 4 groups and reading more about a customer journey on Link #1.
5 Minutes	Break	Break
60 Minutes	Creating a customer journey map	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. **Task: Create a Customer Journey Map** 1. Set clear objectives for the map. 2. Profile your personas and define their goals. 3. Highlight your target customer personas. 4. List out all the touchpoints. 5. Identify the elements you want your map to show. 6. Determine the resources you have and the ones you'll need. 7. Take the customer journey yourself. 8. Make necessary changes.
5 Minutes	Break	Break
20 Minutes	Presentations	Each group presents their work
20 Minutes	Debrief	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

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

Empathy Map

	Aim of the lesson	• To visualize attitudes and behaviors in an empathy map • To help teams align on a deep understanding of end users • To reveal any holes in existing user data.
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.1 Spotting opportunities**: Use your imagination and abilities to identify opportunities for creating value • **1.2 Creativity:** Develop creative and purposeful ideas
	Average duration of the lesson	• 90 minutes
	Activities of the lesson (*)	• Learning about an Empathy Map and working on it
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone • Printed empathy map templates
	Keywords	• Empathy Map
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☒Beginner ☐Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://gamestorming.com/wp-content/uploads/2017/07/Empathy-Map-Canvas-006.pdf • https://www.youtube.com/watch?v=Qz7EwkprvFE

DURATION	TITLE	DETAILS
30 Minutes	Introduction	Empathy Maps enable people to think deeper about their business idea and fast-forward the competencies in spotting opportunities. 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. Participants will watch explanatory video on Link#2 and will be introduced to the template through Link #1
40 Minutes	Working process	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. 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. 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. 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. 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.
20 Minutes	Debrief	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

01 WHO are we empathizing with?
Who is the person we want to understand?
What is the situation they are in?
What is their role in the situation?

02 What do they DO?
What do they need to do differently?
What job(s) do they want or need to get done? What decision(s) do they need to make?
How will we know they were successful?

GOAL

07 What do they THINK and FEEL?
What have we heard them say?
What can we imagine them saying?

PAINS
What are their fears, frustrations, and anxieties?

GAINS
What are their wants, needs, hopes and dreams?

What other thoughts and feelings might motivate their behavior?

03 What do they SEE?
What do they see in the marketplace?
What do they see in their immediate environment?
What do they see others saying and doing?
What are they watching and reading?

04 What do they SAY?
What have we heard them say?
What can we imagine them saying?

05 What do they DO?
What do they do today?
What behavior have we observed? What can we imagine them doing?

06 What do they HEAR?
What are they hearing others say?
What are they hearing from friends?
What are they hearing from colleagues?
What are they hearing second-hand?

3.2 Frugal Innovation

Doing More With Less

	Aim of the lesson	• To learn about Frugal Innovation idea
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.4 Valuing ideas:** Make the most of ideas and opportunities
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Exploring the concept of Frugal Innovation • Finding out the real examples
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone
	Keywords	• Frugal innovation
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☐Digital ☒Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://royalsocietypublishing.org/doi/10.1098/rsta.2016.0372 • https://ideas.ted.com/the-genius-of-frugal-innovation/

DURATION	TITLE	DETAILS
30 Minutes	Introduction	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'. The frugal approach to innovation is disruptive. It requires companies to focus on simultaneously maximizing value while minimizing the use of resources. 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. 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). 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.

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:

01
02
03

- **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:

01
02
03

- **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:

01
02
03

- **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.

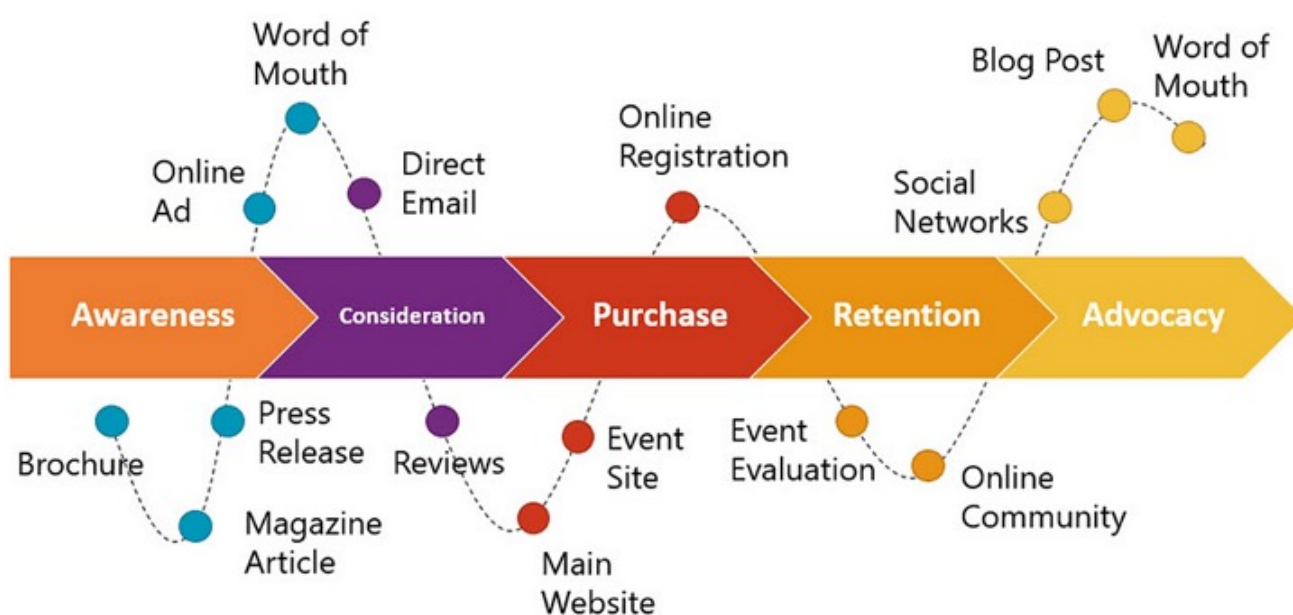| DURATION	TITLE	DETAILS
40 Minutes	Task	Participants are divided into small groups and search on internet the real examples of Frugal innovation approaches in business. They prepare this information as a short presentation and introduce it to other groups.
30 Minutes	Presentations	Participants presenting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

3.3 Customer Journey

Customers' needs and wants

	Aim of the lesson	• To realize customers' needs and wants • To understand the customer's journey and why it is important
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.2 Creativity:** Develop creative and purposeful ideas • **3.2 Planning and management Prioritize,** organize and follow-up • **3.4 Working with others:** Team up, collaborate and network
	Average duration of the lesson	• 90 minutes
	Activities of the lesson (*)	• Realizing customer's journey, finding market segment, Needs and Wants
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone • Papers, Pens
	Keywords	• Customer • Market • Needs and Wants
	Reflection Method	• Group reflection and debrief

	TOOL Format	☐Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.simplypsychology.org/maslow.html

DURATION	TITLE	DETAILS
20 Minutes	<u>**Intro:**</u> <u>**A customer**</u> <u>**journey map**</u>	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. 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.

DURATION	TITLE	DETAILS
20 Minutes	**TASK 1 - Who are the customers?**	• Choose a business from Instagram • Identify potential market segments or customer groups for this business.
30 Minutes	**TASK 2 – Customers' needs and wants**	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. We may consider Maslow's Hierarchy of Needs in relation to how customers interact with businesses (Link #1) **Task:** • identify the needs and wants of customers for the business from Task 1 • write down on the left side of the working paper Market Segment and along on the right side Needs and Wants. **An example:** 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
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working process.

04

Business Model Development

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ENTREPRENEURSHIP CAFE LESSON MANUAL

4.1 What is an enterprise

What is an enterprise

	Aim of the lesson	• To understand the various ways of structuring a business. • To explore enterprises in their local context. • To understand the advantages and disadvantages for each legal structure. • To understand the importance of key enterprise skills in a number of contexts. • To think logically and strategically about the type of the business model that they would need to follow
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.1 Self-awareness and self-efficacy:** Believe in yourself and keep developing • **3.2 Planning and management:** Prioritize, organize and follow-up
	Average duration of the lesson	• 100 minutes
	Activities of the lesson (*)	• Reflecting on types of enterprises in a local context. • Selecting a business structure and explore personal advantages and disadvantages. • Exploring key enterprise skills in different settings.
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone
	Keywords	• Business model • Legal structure • Sole trader • Partnership • Franchise • Limited company • Social enterprise
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☐Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☐Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	Encourage group discussion and use of local examples. All activities can be done as a group session or as individual activities with participants.
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.bbc.co.uk/teach/class-clips-video/business-ks4-gcse-music-mud-and-making-money-different-types-companies-ltds-plcs/zrk8qp3

DURATION	TITLE	DETAILS
20 Minutes	**Introduction**	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. It is important to remember that projects can also be referred to as an enterprise. The table below outlines types of enterprises with accompanying examples of each type.

Type of Enterprise	Examples	Local examples
SOLE TRADER A person who owns and operates a business alone. This enterprise is owned and managed by one person.	• Beauty therapist • Taxi Driver • Gardener	
PARTNERSHIP Two or more people won and mange this type of enterprise.	• Dentists • Solicitors • Accountants	
LIMITED COMPANY A limited company is a form of business which is legally separate from its owners, usually shareholders.	• Pharmaceutical companies • Construction companies • Large retailers	
FRANCHISE A franchise is a business whereby the owner licenses its operations in exchange for a franchise fee.		
SOCIAL ENTERPRISE 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.	https://www.nowgroup.org/ • Social housing • Café • Childcare facility	

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
SOLE TRADER	• Your own profits	• Your own responsibility
PARTNERSHIP	• Shared risk	• Disagreement
LIMITED COMPANY	• Limited liability	• Financial information is public
FRANCHISE	• Recognised brand and reputation	• Ongoing fees
SOCIAL ENTERPRISE	• Making a difference to society	• Limited personal financial gain

20 Minutes	Task	1. **Reflect on the table and consider further pros and cons for each structure.** 2. **If you were to start your own business, what would be your preferred legal structure and why?**
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 are sharing their results and opinions from their working experience.

4.2 Developing your Business Model

Business Model Canvas

	Aim of the lesson	• To learn a new strategic management tool: Business Model Canvas(BMC) • To practice BMC, review and estimate work results
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.3 Mobilizing resources:** Gather and manage the resources you need • **3.2 Planning and management:** Prioritize, organize and follow-up
	Average duration of the lesson	• 130 minutes
	Activities of the lesson (*)	• Exploring the concept of Business Model Canvas • Practicing working on BMC • Review the results
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone, Laptop • Printed Business Model Canvas Template
	Keywords	• BMC, Strategic Management
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☐Intermediate ☒Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.youtube.com/watch?v=AdpGgWHraXU • https://neoschronos.com/download/business-model-canvas/pdf/ • https://canvanizer.com/new/business-model-canvas • https://www.businessmodelsinc.com/about-bmi/tools/business-model-canvas/

DURATION	TITLE	DETAILS
30 Minutes	**Introduction**	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. 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. Please have a look at Link 4 and watch video on Link #1 for getting deeper understanding of the concept.
50 Minutes	**Creating BMC**	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. **Task:** • Brainstorm business ideas into your team • Select the one and do BMC for this idea
10 Minutes	**Break**	Break
20 Minutes	**Review**	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. **Rank your business model's performance (0: bad, 10: excellent) for each of the following questions:** • How much does switching costs prevent your customers from churning? • How scalable is your business model? • Does your business model produce recurring revenues? • Do you earn before you spend? • How much of the work can be done by others? • Does your business model provide built-in protection from competition? • On what cost structure is your business model based?
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

4.3 Enterprise in other contexts

Forms of Business Structure

	Aim of the lesson	• To learn about common Forms of Business Structure
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.3 Mobilizing resources:** Gather and manage the resources you need
	Average duration of the lesson	• 80 minutes
	Activities of the lesson (*)	• Learning about Business Structure Forms • Research local reality
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone, Laptop
	Keywords	• Forms of Business Structure
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☒Beginner ☐Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://corporatefinanceinstitute.com/resources/knowledge/strategy/business-structure/

DURATION	TITLE	DETAILS
20 Minutes	**Introduction**	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. 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. **Country by country there can be different forms, however, there are four most common ones of business structures:**

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

DURATION	TITLE	DETAILS
40 Minutes	**Task**	• Search on internet and find out if there are different business forms in your country • Discuss pros and cons of the forms which exist within your country
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

Social Entrepreneurship

	Aim of the lesson	• To define what is Enterprise Context • To explore social entrepreneurship concept as Enterprise in other contexts
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.4 Valuing ideas:** Make the most of ideas and opportunities • **1.5 Ethical and sustainable thinking:** Assess the consequences and impact of ideas, opportunities and actions
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Exploration of the Enterprise Context and Social Entrepreneurship Idea
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone, Laptop
	Keywords	• Business Model • Enterprise Context • Social Entrepreneurship
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition

DURATION	TITLE	DETAILS
20 Minutes	**Introduction**	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. 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. 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."
50 Minutes	**Task**	**Participants working in small groups:** • Search on internet successful Social entrepreneurs and enterprises • Explore their business and social model • Investigate the differences which may exist in between this social enterprise and other companies active in the same field • Write down 5 characteristics a good entrepreneur must have • Write down 5 characteristics a good social entrepreneur must have • Create brief presentation about your work
30 Minutes	**Presentations**	Groups presenting their findings and work results
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

Social Entrepreneurship

05

Coping with challenges

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5.1 Dealing with risk

Risk Management Essentials

	Aim of the lesson	• To explore the risk management essentials • To understand the types of risk • To learn how to create a risk assessment matrix
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.4 Financial and economic literacy:** Develop financial and economic know how • **3.3 Coping with uncertainty, ambiguity and risk:** Make decisions dealing with uncertainty, ambiguity and risk
	Average duration of the lesson	• 180 minutes
	Activities of the lesson (*)	• Defining the risk types and risk assessment practice
	Resources necessary to execute the lesson and its activities	• Access to the internet • Laptop, Tablet, Mobile phone
	Keywords	• Risk management • Risk assesment
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☐Intermediate ☒Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.infoentrepreneurs.org/en/guides/manage-risk/ • https://www.ntaskmanager.com/blog/risk-assessment-matrix/

DURATION	TITLE	DETAILS
20 Minutes		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. 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. 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. **A risk management process involves:** • methodically identifying the risks surrounding your business activities • assessing the likelihood of an event occurring • understanding how to respond to these events • putting systems in place to deal with the consequences • monitoring the effectiveness of your risk management approaches and controls **As a result, the process of risk management:** • improves decision-making, planning and prioritisation • helps you allocate capital and resources more efficiently • 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 • significantly improves the probability that you will deliver your business plan on time and to budget **The types of risk your business faces:** • **strategic,** for example a competitor coming on to the market • **compliance,** for example the introduction of new health and safety legislation • **financial,** for example non-payment by a customer or increased interest charges on a business loan • **operational,** for example the breakdown or theft of key equipment
60 Minutes	**Task: Part 1**	**Participants working in small groups on a task:** • Brainstorm the business ideas in your group and choose one • Discuss and make sure all the group members understand well the concept of this business • 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)
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 are sharing their results and opinions from their working experience.

5.2 Learning from Failure

Decision Tree

	Aim of the lesson	• To help participants to choose between several courses of action. • To lay out options and investigate the possible outcomes of choosing those options.
	Covered Competences Related to Entrepreneurship Competence Framework	• **3.1 Taking the initiative:** Go for it • **3.3 Coping with uncertainty, ambiguity and risk:** Make decisions dealing with uncertainty, ambiguity and risk
	Average duration of the lesson	• 80 minutes
	Activities of the lesson (*)	• Individual work on how to make a decision using Decision Tree
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone • Papers, Pens
	Keywords	• Decision tree
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.mindtools.com/dectree.html • https://www.youtube.com/watch?v=4D_tyoJUIgo

DURATION	TITLE	DETAILS
20 Minutes	**Introduction**	Decision making is a skill necessary to cope with challenges. It sets you forward, and moving forwards, taking action is key to overcoming challenges. Decision Trees are excellent tools for helping you to choose between several courses of action. Participants read more information using Link #1 and watch video Link #2
30 Minutes	**Drawing a Decision Tree**	**Participants are asked to think about one important decision they are about to make it and follow instruction:** • -Draw a small square to represent this towards the left of a large piece of paper. • -From this box draw out lines towards the right for each possible solution, and write that solution along the line. • -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. • -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. • -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. An example can be found on Link #1
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 are sharing their results and opinions from their working experience.

5.3 Internal Challenges & External Challenges

VRIO Analysis

	Aim of the lesson	• To understand how to approach complexity, overcoming obstacles and finding feasible solutions • To gain a necessary skill set for any successful manager
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.4 Financial and economic literacy:** Develop financial and economic know how • **3.2 Planning and management:** Prioritize, organize and follow-up
	Average duration of the lesson	• 100 minutes
	Activities of the lesson (*)	• Researching, writing, thinking, sketching, planning, watching videos, listening
	Resources necessary to execute the lesson and its activities	• Pen • Paper • Internet access • Quiet space • Printed VRIO analysis template
	Keywords	• VRIO • Competitive advantage • Decision tree • Deciding
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☐Intermediate ☒Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://managementmania.com/en/vrio-analysis • https://www.youtube.com/watch?v=RMlbCpcpSt8 • https://praxie.com/vrio-analysis-model-online-tools-templates/

DURATION	TITLE	DETAILS
20 Minutes	**Introduction**	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. VRIO is an acronym from the initials of the names of the evaluation dimensions: Value, Rareness, Imitability, Organization. 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). 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: • **Value -** How expensive is the resource and how easy is it to obtain on the market (purchase, lease, rent..)? • **Rareness -** How rare or limited is the resource? • **Imitability -** How difficult is it to imitate the resource? • **Organization -** respectively arrangement - Is the resource supported by any existing arrangements and can the organization use it properly?
40 Minutes	**Working on VRIO**	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: **Question 1:** 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. **Question 2:** 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. **Question 3:** 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 **Question 4:** 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.
20 Minutes	**Reflection**	**Reflection Questionnaire:** 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?
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

5.4 Self-empowerment

From Feedback to Focus

	Aim of the lesson	• Explore the skills and characteristics that contribute to personal empowerment. • Practice steps that lead to personal empowerment. • Consider opportunities and ways in which they can help to empower others.
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.1 Self-awareness & self-efficacy:** Reflect on your needs, aspirations and wants in the short, medium and long term.
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Individual work/ Discussions
	Resources necessary to execute the lesson and its activities	• Printed Worksheets
	Keywords	• Self-empowerment • Strengths • Weakness • Development goals • Performance analysis • Self-awareness • Motivation
	Reflection Method	• Self-reflection questionnaire.

	TOOL Format	☐Digital ☒Non-Digital
	Level Of Difficulty	☒Beginner ☐Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	All activities can be done as a group session or as individual activities with participants.
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.2020insight.net/40/PowerUser/traintoingrain/Self-DevelopmentToolkit.pdf

DURATION	TITLE	DETAILS
10 Minutes	**Introduction**	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. Introducing the Self-development Toolkit for personal exploration (Link #1)
10 Minutes	**Instructions**	• Think about what people are telling you • Sort through comments and ratings • Determine strong and weak areas • Prepare to ask follow-up questions about the feedback • Record supplemental feedback as you receive it • 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. **Remember, SMART Goals are:** **S – Specific M – Measurable A – Achievable R – Relevant T – Time bound**

	KNOWN	UNKNOWN
STRENGTHS	Areas you already know are strong	New information about strong areas
WEAKNESSES	Areas you already know need improvement	New information about areas that need improvement
DEVELOPMENT GOALS		

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):

ACTION #1 (what, when, where, with whom)

Resources

ACTION #2 (what, when, where, with whom)

Resources

ACTION #3 (what, when, where, with whom)

Resources

ACTION #4 (what, when, where, with whom)

Resources

10 Minutes	Reflection	**Reflection Q uestionnaire:** • What do you do really, really well? • What would you like to learn to do really, really well? … • What gets you truly excited about life? • How do you define your purpose in life? • When was the last time you did something for the very first time?
20 Minutes	Debrief	Debrief is led by the facilitator and the participants are sharing 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		
	Aim of the lesson	• 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 • To learn how save time and money on marketing efforts which are suitable for users
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.3. Vision Work** towards your vision of the future • **2.1 Self-awareness and self-efficacy.** Believe in yourself and keep developing • **3.2 Planning and management Prioritize,** organize and follow-up
	Average duration of the lesson	• 70 minutes
	Activities of the lesson (*)	• Getting to know The 4 P's of Marketing strategy and personal task
	Resources necessary to execute the lesson and its activities	• A blank piece of paper, preferably A4/A3 or • A blank word document on computer
	Keywords	• 4 P's of Marketing strategy
	Reflection Method	• Group reflection and Debrief
	TOOL Format	☐Digital ☒Non-Digital
	Level Of Difficulty	☒Beginner ☐Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	Whilst completing the task more details as much as possible is desired for better understanding the concept and results.
	LINKS of Materials, Video Explainers, Images, Examples?	

DURATION	TITLE	DETAILS
10 Minutes	**Introduction**	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. 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!
40 Minutes		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) 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.

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?

PRODUCT

- What the product/service is?
- What does it do?
- Are there any similar product/services out there/who are the competitors?
- What is special/different about the product?
- Why do people need your product/service?

PRICE

- What is the price of your product/service?
- Why did you choose this price?
- What are the prices of your competitors?

YOUR PRODUCT
Draw your product/service and label here

PLACE

- Where are people going to be able to buy this product service?
- Why did you choose to sell your product in this place?

PROMOTION

- 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 are sharing their results and opinions from their working experience.

6.2 Sales as the engine

Blueprint for Building a Sales Engine

	Aim of the lesson	• To learn about sales engine concept • To practice creating of sales engine about our business ideas
	Covered Competences Related to Entrepreneurship Competence Framework	• **1.2 Creativity:** Develop creative and purposeful ideas • **1.3. Vision Work** towards your vision of the future • **2.3 Mobilizing resources**: Gather and manage the resources you need
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Exploring the concept and practical work
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone, Laptop
	Keywords	• Sales engine
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☐Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☐Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	

Blueprint for Building a Sales Engine

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-definied 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**	Participants working in small groups. **Task:** • 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. • Use the scheme given above and create Sales Engine for your business.
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

WELL-DEFINED GTM STRATEGY

• Identify **sweet-spot** segments

• Adress 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

	Aim of the lesson	• To explore the importance of Brand credibility and trust online • To find out best examples of Brand credibility and trust online of different international organizations
	Covered Competences Related to Entrepreneurship Competence Framework	• **3.2 Planning and management:** Prioritize, organize and follow-up
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Exploring the need of Brand credibility and trust online
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone, Laptop
	Keywords	• Brand credibility and trust online
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://lojomarketing.com/learning-center/how-do-i-build-trust-online-for-my-brand/ • https://www.izestmarketing.com/12-ways-to-build-trust-and-credibility-online/

DURATION	TITLE	DETAILS
20 Minutes	Introduction	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. 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. 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. 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. 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:

01

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.

02

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.

03

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.

04

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.

05

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.

06

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.

Brand credibility and trust online

07

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.

08

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.

09

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.

10

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.

80 Minutes	Task	Participants working in small groups. **Task:** • Choose one international organization which cooperates on your country market • Explore their website and social media profiles and estimate them by each step of above mentioned 10 step strategy. • For each step give the scores from 0 to 10, where 0 = "The Worst" and 10= "Extremely Good".
20 Minutes	Debrief	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

07

Finances

e·CAFE

7.1 Basic Finances

Personal living budget

	Aim of the lesson	• To gain practical experience in developing a personal or household living budget • To determine the level of income that would be required from a business to live on • To prepare participants for any changes and unanticipated expenses as well.
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.4 Financial and economic literacy:** Develop financial and economic know how
	Average duration of the lesson	• 70 minutes
	Activities of the lesson (*)	• Creating a personal or household living budget
	Resources necessary to execute the lesson and its activities	• Printed budget sheets
	Keywords	• Expenses • Budget • Planning
	Reflection Method	• Group reflection and debrief

	TOOL Format	☐Digital ☒Non-Digital
	Level Of Difficulty	☒Beginner ☐Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	

DURATION	TITLE	DETAILS
20 Minutes	**Introduction**	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. 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 (like car insurance) 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.
30 Minutes		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. **Task: use the table from the next page and fill it.**
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

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			
TOTAL			

Personal living budget

7.2 Managing Cash

Cash flow Forecasts

	Aim of the lesson	• To support improved understanding of the importance of managing cash flow in a business • To learn how to carry out a simple cash flow forecast.
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.4 Financial and economic literacy:** Develop financial and economic know how
	Average duration of the lesson	• 120 minutes
	Activities of the lesson (*)	• Introducing the Cash Flow • Practice managing the cash flow
	Resources necessary to execute the lesson and its activities	• Access to the internet • Tablet, Mobile phone • Printed Cash Flow sheets
	Keywords	• Finances • Cash Flow
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	
	LINKS of Materials, Video Explainers, Images, Examples?	• https://www.youtube.com/watch?v=hefAHWvrFDQ • https://templates.office.com/en-us/small-business-cash-flow-projection-tm16410107

DURATION	TITLE	DETAILS
30 Minutes	Introduction	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. A cash flow forecast is a projection of the receipts and payments for a given period of time, typically 12 months. No matter how effective your negotiations with customers and suppliers, poor business practices can put your cash flow at risk. 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: • Running credit checks on your customers • Whether you can fulfil your order • How effective your marketing strategy is • How easy it is for your customers to do business with you • Keeping up-to-date accounting records • How you work with your suppliers • Controlling your overheads Watching the explanatory video (Link #1)
20 Minutes	Cash flow Forecasts	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. 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: **Step 1:** Estimate the monthly receipts, e.g. funding and sales and add them together. **Step 2:** Estimate the monthly payments, e.g. materials, overheads and capital expenditure and add them together. **Step 3:** Calculate the net monthly cash flow by subtracting the total monthly payments from the total monthly receipts. **Step 4:** 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.
50 Minutes	Virtual Business Cash Flow	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.
20 Minutes	Debrief	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

7.3 Sources of Finance Support

PITCH DECK

	Aim of the lesson	• To learn how to provide your audience with a quick overview of your business plan • To learn how to use your pitch deck during face-to-face or online meetings with potential investors, customers, partners, and co-founders.
	Covered Competences Related to Entrepreneurship Competence Framework	• **2.3 Mobilizing resources:** Gather and manage the resources you need
	Average duration of the lesson	• 190 minutes
	Activities of the lesson (*)	• Reading, thinking, planning, writing, using slides and templates, visualizing, branding, watching the video, using Canva
	Resources necessary to execute the lesson and its activities	• Access to the internet • Laptop, Tablet, Mobile phone • A free Canva account • A projector
	Keywords	
	Reflection Method	• Group reflection and Debrief

	TOOL Format	☒Digital ☐Non-Digital
	Level Of Difficulty	☐Beginner ☒Intermediate ☐Advance
	Hint For the Facilitator & Practitioners	Inspire learners to make a list of potential supporters/funders of their business idea, with the contact details, and to start pitching to them
	LINKS of Materials, Video Explainers, Images, Examples?	• www.shorturl.at/bdftJ • https://pitchdeck.improvepresentation.com/what-is-a-pitch-deck • https://www.youtube.com/watch?v=P2LwuF7zn9c

DURATION	TITLE	DETAILS
10 Minutes	Introduction	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. 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. 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.
30 Minutes		Participants are asked to think about one idea they have and "Sell" it to the investors. Investors will be all the other participants. **Task:** 1. Open a free Canva account 2. Check out and use all advices given on Link #2 and Link #3 3. Use Canva template Link #1 to create your maximum 5 minutes long presentation 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. 5. Prepare to make a great first impression: First impressions are powerful. Believe it. 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
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**	**Reflection Questionnaire:** 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.
20 Minutes	**Debrief**	Debrief is led by the facilitator and the participants are sharing their results and opinions from their working experience.

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