



*Educational Modules to increase
entrepreneurial skills*

Based on NFE methodology

Primitive is the central theme of the project, craftsmanship, a world connected to raw materials and the primordial ability to transform them. Because of the “practical” function of the two volumes: that of providing immediate and easy-to-understand tools for trainers for the development and performance of the workshops described. Starting from the two founding qualities of the project, its iconographic world develops around the imagery suggested by the payoff itself: “Enhance and stimulate trust while exploring new forms of Entrepreneurship Modules”.

The graphic elements, based on new elementary forms, are the tools that explorers used to complete their discoveries a few centuries ago: a telescope, a compass and the observation of the constellations.



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1. *introduction*

1.1

Why this manual and how to use it?

This Publication has been thought to serve as a comprehensive guide of the ESTEEM project, providing an overview of the general framework, the organizations part of the consortium, the main aim, and the specific objectives of the project. The core part of the Manual consists of a targeted educational programme for entrepreneurs and future entrepreneurs to expand and empower their entrepreneurial projects/ideas to become valuable, recognized by the donors, and therefore facilitate the funding.

The series of workshops contained are planned and developed to be addressed to trainers, facilitators, educators, and enterprise consultants who would like to support small and future entrepreneurs in gaining/ building their skills that facilitate access to entrepreneurship financing solutions.

This activity is strictly connected to the previous actions of the project

ESTEEM. It made use of the results obtained through:

- the “Study of the psychological codes and the cognitive aspects of a business leader (woman or man)”;
- and “Literature Review on Women Entrepreneurship”

by ultimately deepening some of the most highlighted concepts previously explored in order to reinforce the effectiveness of the educational modules.

The entrepreneurship modules address various elements:

starting from considering the single characteristics of each individual (every person has talents, dreams, skills - building of the self) we can start building the entrepreneurial idea.

And referring to confidence and acquisition of soft skills (emerged from specific research carried out) that are needed to “be successful” we can continue building the entrepreneurial idea;

And we will make them aware of the fact that they “are able” to reach the objective of seeing their idea workable, understanding what exactly they want to do, and being able to explain to others what they want to do and why it is worth doing it; Passing through the use of successful models and making use of digital tools, for learning and for sharing experiences and ideas.

The partnership developed a “step-by-step” learning entrepreneurship training programme for female future and new entrepreneurs, using offline activities to include activities relating to the most relevant key skills that entrepreneurs need to be successful.

The structure of the Entrepreneurship Modules proposed could be changed and adapted when implementing the workshops, according to the specific needs of the participants and considering the final aim the facilitators would like to achieve. The single sessions part of each workshop are thought to be complementary one to another, nevertheless, single activities could be implemented detached from the related workshop. The whole list of workshops is designed to

give the chance to be considered as a single educational path. The Educational Modules have been developed under the framework of a project whose primarily target group are the female established/future entrepreneurs however the proposed activities are applicable and transferable to whoever has an interest in improving their skills on the addressed topics.

1.2

About the project

This document has been created and written thanks to the project ESTEEM- Enhance and Stimulate Trust while Exploring new forms of Entrepreneurship Modules, a 24 months’ project co-financed by the Erasmus + programme and approved by the National Authority in France.

Its aim is to support female entrepreneurship by encouraging trust and by exploring and developing new forms of entrepreneurship modules. The project is led by the Chamber of Craft Lyon Rhône (France), in

collaboration with the Spanish association APECVA, the Portuguese university institute ISCTE and the Italian association TDM 2000 International.

The project has 4 main activities:

1. To study the psychosocial codes and cognitive aspects of a business influencing the entrepreneur’ profile of men and women.
2. To allow female managers to enhance their skills on confidence and self-esteem consideration, through the design and experimentation of innovative modules around female leadership.
3. To encourage collaborative exchanges and peer support between female managers, by the implementing of good analysis practices among business leaders
4. To facilitate the access of female entrepreneurs to financing solutions, by developing a tool to identify and explore different financing solutions.

This document is the result of the work carried out for the 4th Intellectual Output, led by the experts of TDM 2000 International with the support of the project partners.

1.3

The partnership

The ESTEEM partnership is composed of four partners, connecting a Chamber of Commerce based in France, with non-profit and academic organisations based in Spain, Portugal, and Italy specialized in entrepreneurship, education and female empowerment.

COORDINATOR: CMA- Chambre de Métiers et de l’Artisanat Auvergne-Rhône-Alpes.

PARTNERS: TDM 2000 International; APECVA - Associació de Psicologia de l’Esport de la Comunitat Valenciana; ISCTE- INSTITUTO UNIVERSITARIO DE LISBOA.



1.4

The Erasmus + Programme

Erasmus+ is the EU's programme aimed at supporting education, training, youth, and sport in Europe.

Within the 2014-2020 framework, it provides opportunities for Europeans to study, train, gain experience, and volunteer abroad.

Erasmus+ has opportunities for people of all ages and targets a range of organisations, helping them to develop and share knowledge and experience in different countries.

The aim of the Programme is to contribute to the Europe 2020 strategy for growth, jobs, social equity, and inclusion, as well as the aims of the EU's strategic framework for education and training. In the field of youth, it also contributes to achieving the objectives of the EU Youth Strategy.

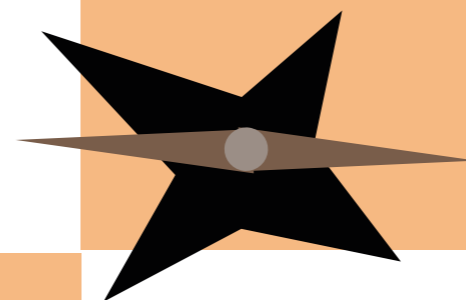
Specific issues tackled by the programme include:

- Reducing unemployment, especially among young people;
- Promoting adult learning, especially for new skills and skills required

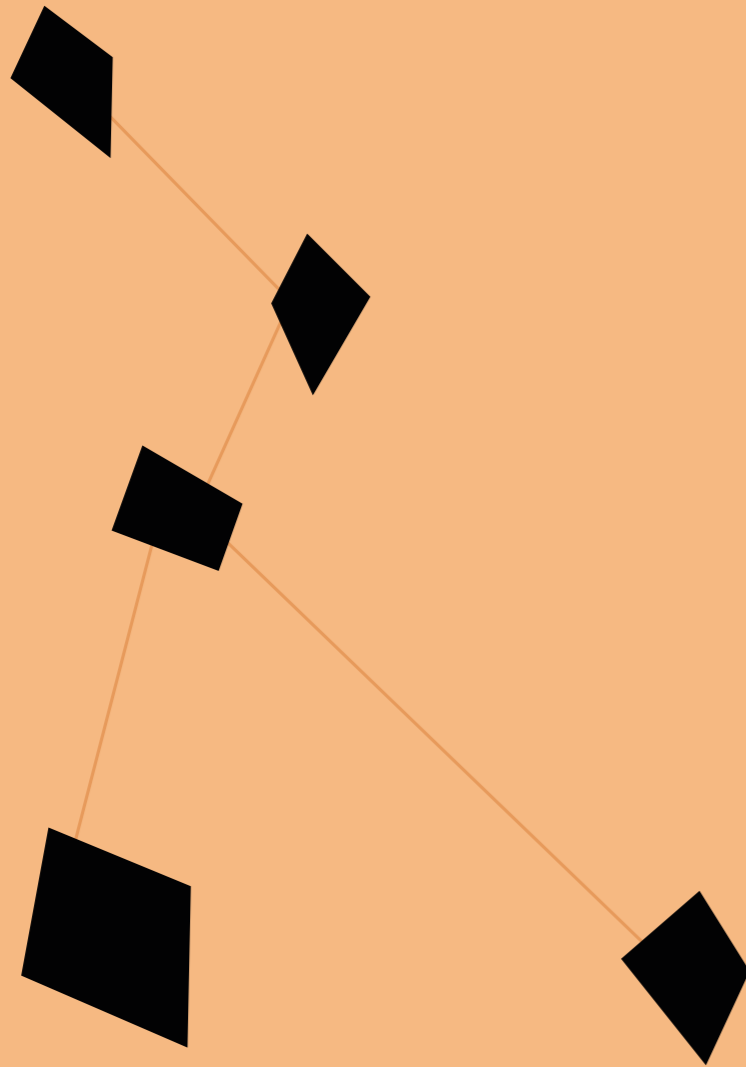
- by the labor market;
- Encouraging young people to take part in European democracy;
- Supporting innovation, cooperation, and reform;
- Reducing early school leaving;
- Promoting cooperation and mobility with the EU's partner countries;

The project is financed under the Strategic Partnerships action, which aims to support the development, transfer, and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning, and exchanges of experience at the European level.

Strategic Partnerships are open to any type of organisation active in any field of education, training, youth, or other socio-economic sectors as well as to organisations carrying out activities that are transversal to



2. craft & enterprise



2.1

Introduction

The craft sector is a major player in the economy, through traditions, techniques, and culture it has brought and made evolved. It is a dynamic and growing sector, whose contribution to the dynamism of the territories is well established. These Very Small Enterprises link all the countries and carry strong values of transmission, excellence, know-how, short circuits, proximity or even sustainable development

...In recent years, there has been a new attraction for crafts by people with a first professional experience, wishing to give a new meaning to their life and choosing crafts to retrain.

However, the craft sector still suffers from a degraded image in the eyes of the general public, which too often considers that the crafts they represent are painful and offer a limited future. This negative image also persists due to a lack of gender mix in many activities. In fact, the volume of women managers only

reaches 25%. The vast majority work in services and caring professions (hairstylist, esthetician) or in production activities related to traditional crafts (jeweler, upholsterer, textile manufacturing, etc.); few of them represent such sectors as mechanics and building.

Mixed jobs, professional equality between women and men, and female entrepreneurship are therefore priority issues for the craft sector!

• State of Art

Entrepreneurship experts assume that women start fewer businesses than men because they face more obstacles (financial, time, and even self-confidence). **48% OF WOMEN THINK IT IS MORE DIFFICULT TO BE A MANAGER THAN AN EMPLOYEE AND THAT TO BE SUCCESSFUL, THE CATCHWORD MUST BE "COMPETE TO WIN, HAVE A RELATIONSHIP, HAVE CHARACTER";.**

- **Objectives**

1. Study biopsychological criteria influencing entrepreneurs' profile
2. Allow managers to enhance their skills on confidence and self-esteem consideration
3. Encourage collaborative exchanges between managers
4. Facilitate access to entrepreneurship financing solutions

- **Impact**

The project will have a direct impact at a national and European level, benefiting from the participation of the 4 committed countries to the different activities.

The project will contribute in particular at:

1. Encouraging, developing and optimizing a training offer, based on an innovative approach
2. Boosting professional organizations to modernize traditional trades and promote growth
3. Convincing Politicians to support the craft sector, its economic and social value, and its employment
4. capacity

2.2

What are the challenges?

Entrepreneurship experts assume that women start fewer businesses than men because they face more obstacles (financial, time, and even self-confidence). In order to have arguments on this axis, surveys were proposed in July 2019 to 400 women, all company heads of businesses in the French region of the Rhône. 43 have agreed to respond.

Among them:

- 62% have no employees
- 79% believe they had difficulties at the time of creation - 55% financial - 55% administrative - 33% in human resources
- 60% were created with the fear of "losing money"

Regarding the networks/clubs - 16% do not have time to go - 32% do not wish to join, because they are not found in existing clubs → **IN SUMMARY, 48% OF WOMEN THINK IT IS MORE DIFFICULT TO BE A COMPANY HEAD THAN AN EMPLOYEE AND THAT TO BE SUCCESSFUL, THE CATCHWORD MUST BE "COMPETE TO WIN, HAVE**

RELATIONSHIP, HAVE CHARACTER". A LARGE NUMBER OF PREJUDICES TO BE ADDRESSED

The results obtained can be summarized as follows: All of them indicate that they do not differentiate between a leader who is a man or a woman, regarding transversal skills and professional attitude. None mentions gender as a criterion for selecting an economic partner.

However, when we talk to them about diversity, they convey stereotypes: "women are more neat, rigorous, organized and in the relationship", "the technical part is less suitable for women", "women get along less they, the atmosphere is more degraded in the team "and are sometimes derogatory" the men are more talented while the women must learn "," a man in a woman's job is a creative, a woman in a man is an accident".

During the creation or initial development phase, women business leaders face personal situations that are sometimes more complicated than the ones faced by a man, or a more marked external distrust. Bank guarantee solutions exist, intended to facilitate the obtaining of bank loans by women

entrepreneurs. These guarantees can be mobilized for business creation, takeover, or development projects and complete the support mechanisms for business creation or takeover projects led by women. However, the overall offering of financial tools often remains inconspicuous/not visible. In addition, women are statistically more often refused grants or business start-up loans. For women who are overworked and unprepared to negotiate, finding the right financial support is often a challenge!

Regarding this part related to the "financial management process", we believe that the aim is to provide target groups with new skills to broaden their project / entrepreneurial ideas and thereby facilitate their financing. This part is essentially linked to previous activities, uses the results obtained, goes into some of the concepts already explored in more depth in order to strengthen their effectiveness. In our reasoning, the "financial management process" touches on different elements:

1. Entrepreneurial skills: how to ensure that a project is economically viable?

2. Economic skills: how to move from the idea to the market? How to formalize the business plan, according to the CANVAS economic model which mainly deals with the financing of the company, the search for added value, the translation of this value into cost.
3. Financial skills: what financial aid can we mobilize? how to prepare to benefit from it?

Keywords: taxation, various financial solutions (public and private solutions, conditions and modalities of access to funds, knowledge of donors, etc.).

2.3

The non-formal education approach

The learning program designed aims at stimulating a reflection on the mentioned key characteristics, providing inputs and key concepts useful for entrepreneurs who would like to improve their skills or/and start a new path in the business field.

The workshops proposed foresee a series of activities based on a mix of methodologies (Formal Education and NonFormal Education).

The Non-Formal Education plays a prominent role in the activities proposed. Non-formal education is a type of education that takes place outside the curriculum provided by formal education. Non-formal learning activities take place on a voluntary basis and are carefully designed to foster the personal, social and professional development of the participants. In Europe, most citizens have received some form of schooling in their lives. This formal school education is normally based on a “vertical” relationship between student and teacher: the one who possesses the knowledge and transmits it (teacher) and the one who receives it (learner).

Non formal education, on the other hand, can be explained with the formula “learning by doing”, or learning directly in the field. The learning methodology consists of the interaction between learners and the concrete situations they experience. There are no teachers who give ex-cathedra lessons: young people, youth workers, and educators (trainers) develop

knowledge and skills together, in a “horizontal” relationship.

Typical features of a Non-Formal Education programme are as follows:

- Outside formal buildings. As opposed to formal programmes happening in schools or universities, typically these programmes can happen in various places, including nature, or, in our case, football/sport fields.
- Non-Hierarchical. The process of learning in NFE foresees that trainers/facilitators are at the same level of the “students” or participants. Everyone can learn from each other, and the trainer is more a guidance (providing also theoretical inputs and insights where necessary) than a teacher.
- Voluntary. The activities within this frame are never obligatory but participants should be motivated to take part in it.
- Safe Space. It’s important to have a good building of the team in the beginning where everyone can feel safe and respected, as we will need the contribution of everyone without shame to express different opinions or fear of being wrong.

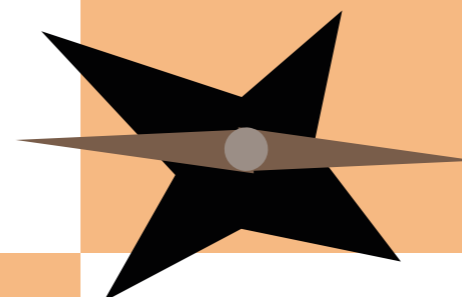
- Structured with Precise Objectives. As mentioned, NFE is always set with a structure and every single activity has a set of objectives to reach by the end of it, which can be evaluated in the end.
- Educational Aims. Although some activities might be very playful or funny, the fun itself should never be the ultimate goal of NFE activities, but just a drive to let participants enjoy their learning. All activities have ultimately the goal to produce a learning experience or be instrumental to make it as productive as possible (as per team building activities, for example).
- Experiential. Non Formal Education privileges practice over theory. Participants are set to make an experience (a simulation, a game of some kind, a brainstorming about a topic) and then to reflect upon it debriefing the experience with the coach/trainer and moving on to find solutions to issues identified, to be applied in their daily life and in systematic ways. Participants should always be invited to “Learn by doing”.
- Stimulates Creativity and

Participation. The workshops developed want to have participants using their creativity and imagination. The more the participants are stimulated to take part in discussions and work, the more the whole group will benefit from the knowledge and ideas of each other.

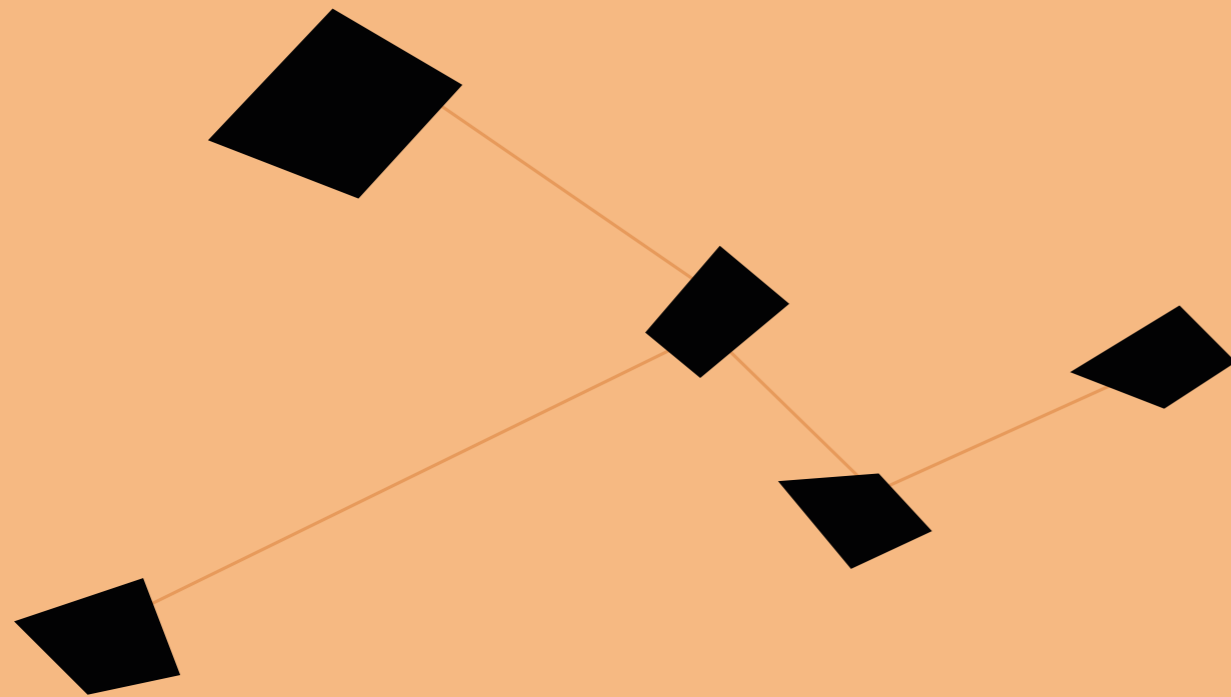
- Learner Centred. The activities should always be focused on targeting the participants' needs, in terms of objectives, but also of their capacity and knowledge. Everything should be tailored to the group of participants for maximum impact.
- Holistic Approach. While formal education typically privileges the raising of knowledge about theory and less about practice, NFE works to affect our actions in three dimensions of learning: Knowledge (or what you get with your brain), Skills (what you can do with your hands) and Attitudes (behaviours and values guided by our heart).
- Cooperation vs Competition. Rather than trying to understand who is the best "student of the class", our approach puts people in groups in

order to cooperate towards community learning rather than indulge in checking who knows more about a given topic. The ultimate goal is learning, after all, so the fact that someone knows less should never be an obstacle. If someone knows a lot about a certain topic, he or she should be invited to share their experience with the others as much as possible.

- Self-Assessment and No Marks or Diplomas. Nobody can judge the level of preparation reached by a participant in the field of the educational workshops developed. There should be instead, a process of evaluation comprising a self-assessment stimulation for participants to realize by themselves what they have been learning during the activities. For this reason, nobody can give any kind of votes or marks, or do any kind of exams.



3. modules



3.1

Introduction

The following is a collection of workshops that have been inspired and adapted by other manuals and previous activities run in the field of non-formal education or designed from scratch for the project ESTEEM.

The workshops are thought to involve newly established and inspiring to be entrepreneurs.

All the workshops in the list are planned to be implemented with the following structure:

1. Introduction - All the participants involved in the activity will start getting into the topic with a debate, brainstorming, or a conversation led by the facilitator in a non-formal environment. In case you already had the chance to talk with the beneficiaries about the specific topics of the workshop this part could be skipped and the main activity could be implemented without an introduction.

2. Main activity - A physical activity with a specific aim.
3. Debriefing - A debate led by the facilitator with the aim to make the participants reflect on their feelings and the meaning of the activity previously done.
4. Final Evaluation: The closing phase where the participants are asked to assess the entire workshop, useful for educators and facilitators to better understand the strengths and weaknesses of the activities proposed.

Additional

You could start your activities with Warm up/Energizer*.

It is usually implemented to help people to get to know each other, to increase the energy or the enthusiasm level of the group, to encourage team building, or to make people start thinking about a specific topic. Furthermore, it is demonstrated that

physical activity done before starting a reflection group could help participants to be more focused and to maintain concentration.

PLEASE NOTE

The Sessions have been created to treat the topics in a way that fits the needs of the specific target groups in the countries where the activities of the project ESTEEM took place.

However, the proposed activities are very versatile. The structure proposed could be changed and adapted when implementing the workshops, according to the specific needs of the participants and considering the final aim the facilitators would like to achieve. The single sessions part of each workshop are thought to be complementary one to another, nevertheless, single activities could be implemented detached from the related workshop. The whole of the modules (1-7) are designed to give the chance to be considered as a single educational path; in this sense, it is suggested to follow this structure to maximize the impact.

Explanation of the workshops template

- **TITLE:** The name of the workshop described

- **OVERVIEW:** General description of the activity.
- **LEARNING OBJECTIVES:** With what aims the activity is done; what is the activity aiming to reach.
- **GROUP SIZE:** Suggested number of participants to implement the activity as planned.
- **TIME:** Suggested duration of the activity.
- **MATERIALS:** The list of materials needed to run the activity (i.e. pens, markers, papers, etc.).
- **ACTIVITY:** Detailed description of the activity plan.
- **TIPS:** for the facilitator on how to prepare/ adapt/edit the workshops
- **DEBRIEFING:** Suggested questions to ask the participants at the end of the implementation of the activity and stimulate the exchange of feedback.

> module 1.1

Enterprise and Entrepreneurial Skills

> overview	This Module explores the definition of Enterprise and entrepreneurial models; the characteristics of an Entrepreneur and the Risk Management and Risk-taking of an entrepreneur.
> learning objectives	<ul style="list-style-type: none">• To explore the concept of the terms enterprise and entrepreneurship;• To foster awareness of the characteristics of an entrepreneur;• The types of the entrepreneurs.
> group size	From 6 to 30 participants
> time	2 sessions; 120 minutes each
> Summary of activity and exercises	<p>What is entrepreneurship? (25 MIN)</p> <p>Entrepreneurship means independently undertaking a business activity of which the outcome is not fixed. Entrepreneurship requires a positive attitude, and a drive to advance and improve. You may be a natural-born entrepreneur, you can inherit the idea of entrepreneurship or you can grow into it. Anyone can become an entrepreneur no matter what cultural or societal norms may be. Becoming an</p>

entrepreneur may also be a decision based on careful and deliberate calculation. Entrepreneurship is not an exact science, and it does not require extensive education.

EX. Instructions

1. Write the word entrepreneurship in the center of a flipchart and hang the poster on a visible surface.
2. Prepare a flipchart for each subgroup
3. Divide the group of participants into subgroups of 5/6 people
4. Ask participants Within the subgroup, to share their concept of entrepreneurship with each other
5. Invite participants to write one keyword that is related to the term entrepreneurship in the poster for each letter of the word. The word must begin or end with the letter of the word entrepreneurship.
6. The team that accomplished the mission earlier with the most relevant terms indicated in the poster is the winning team
7. The facilitator can close the session by providing an existing definition of Entrepreneurship and the historical background of the term

What is an entrepreneur? (25 MIN)

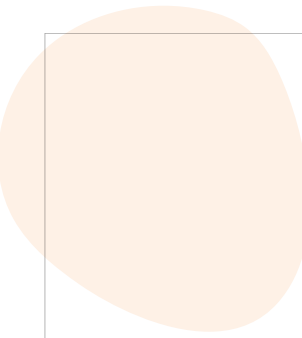
Anybody can choose to be entrepreneurial. External entrepreneurship means acting as an entrepreneur,

establishing a company and running a business. Internal entrepreneurship, on the other hand, refers to an individual's entrepreneurial behavior at the service of someone else. Independent individual entrepreneurship is developing an active, extroverted, open personality and having a positive attitude towards life.

- “An entrepreneur is a person who likes both their work and their life; work is a hobby and a personal interest.”
- An entrepreneur is often seen as an active, open person who is interested in what is happening around him/her and in society at large. Entrepreneurs are said to know what they are doing and why they are doing it. They are thought to have a clear understanding of their skills and know-how.
- What is the pro and cons to be an entrepreneur? How does society perceive him/her? Which stereotypes are connected with this term? Which are the characteristics and how they can be divided?

Instructions

1. Divide the group of participants into 4 subgroups
2. Ask the first group to discuss the benefits of being an entrepreneur; Ask the second group to discuss the disadvantages of being an entrepreneur; Ask the third group to discuss how an entrepreneur is seen in the community they



live in; Ask the fourth group to discuss how an entrepreneur views himself/herself. Each group needs to report the most relevant content on a poster.

3. Once groups are ready, ask them to present their output and open the floor for comments.
4. Provide a YouTube video about what is an entrepreneur: <https://www.youtube.com/watch?v=V7yKJZd-iCY> and https://www.youtube.com/watch?v=DW4f_QFUE8g
5. Ask for comments and points of view

Characteristics of an entrepreneur (45 MIN)

Entrepreneurs must set a clear goal that they can then seek to attain through concrete actions. A goal is the end result, position, or state of affairs that the business aims to be in as a result of specific actions. In some cases, reaching this goal may take several generations and the goals might also benefit society in general.

Entrepreneurs must have a clear idea of why their business exists. The company's mission statement is often only a few sentences long and as such it can be revisited both on a regular basis and as circumstances demand. The mission statement can include one or even several business ideas. Through the use of strategy and solid business practices, the entrepreneur aims to attain the goals set out for the business and consequently for him or herself. Which are the characteristics of a

successful entrepreneur?

EX. Instruction

1. Divide the group of participants into subgroups of 5/6 people
2. Ask the participants to draw an image that represents the meaning of an entrepreneur and the characteristics that it must have
3. Ask participants to present the job done
4. Give each group a set of personal skills for an entrepreneur and ask participants to rank them in order of importance. The traits have to be placed in the poster with the draw of an entrepreneur.

This group should be included the following:

- Risk tolerance
- Vision
- Drive and persistence
- Desire for control
- Resilience
- Optimism
- Willing to take risk

5. Ask participants to present the job done.
6. Give each group a set of Interpersonal skills for an entrepreneur and ask participants to choose the most important among them and to create a short play to present it. Another group may guess which trait is represented.

This group should be included the following:

- Negotiation

- Ethics
- Leadership and Motivation
- Communication
- Listening
- Personal Relations

7. Give each group a set of Practical skills for an entrepreneur and ask participants to reflect and share with other participants which of those they are confident with and which they would like to develop further on.

In this group should be included the follow:

- Decision Making
- Goal Setting
- Planning and Organizing Strategy
- Business Knowledge (Sales, Marketing, Finance...)
- Creative Thinking
- Critical Thinking
- Problem Solving

8) Facilitator can give input about each of the chosen terms explain why are those important for an entrepreneur

Types of Entrepreneurs (25 MIN)

Entrepreneurs can be classified in a number of different ways. The following are two such classifications.

Classification according to motive and business practice

Entrepreneurs can be categorized as either opportunistic or professional entrepreneurs based on their individual motives and business practices. Opportunistic entrepreneurs seek growth and continuously scan the business environment for new business opportunities and possibilities to exploit. A professional entrepreneur is generally a sole entrepreneur who is independently self-employed. Entrepreneurship is not only a profession but it is a way of life for the professional entrepreneur. The growth of the business is not the primary objective. The goal of this entrepreneur is to provide for him or herself.

Classification according to social identity

Entrepreneurs can also be classified according to their social identity. Entrepreneur-managers are the natural leaders of growing firms. These entrepreneurs play an active role in society and they know their place within the firm. The goal of this entrepreneur is to manage and grow the firm for the next generation. Craftsman entrepreneurs, on the other hand, emphasize service and the importance of customer satisfaction, and their primary reason for starting their own business is independence. The third type of entrepreneur is the classical entrepreneur which is the classical entrepreneur seeking business results and maximizing the



profitability of the firm.

Instructions

1. Provide the list of characteristics below to each participant and ask them to read it carefully and to self-assess his/her entrepreneurial orientation by giving a value from 0 (I do not possess this skill) to 100 (I do possess this skill).
2. Tick the characteristics that him/her scores the most.
3. Ask participants to work in a group of 4 and share the outcomes
4. Was anything surprising to you? Can you share some moments when you feel you empower yourself in any of those characteristics?

Characteristics of successful entrepreneurs

- creativity and independence,
- determination and decisiveness,
- self-confidence and a belief in one's abilities,
- innovativeness and risk-taking,
- goal-orientation, initiative-taking, relentlessness,
- desire to achieve positive results,
- ability to motivate, guide, support and lead others,
- extroverted communication skills and the ability to influence others,
- vision,

- ability to learn from both experience and failure, preparedness for harsh competition, desire to be better and more effective than the competition,
- the desire and ability to learn continuously,
- ability to draw upon the expertise of others,
- organizational capability,

> tips for facilitators

- Prepare yourself by reading about the characteristics of an entrepreneur;
- Be inform about the terms and definitions;
- Stimulate dialogue in the group with respecting group ground rules;
- Create a safe environment where participants can share their knowledge and underline the importance of supportive approach.

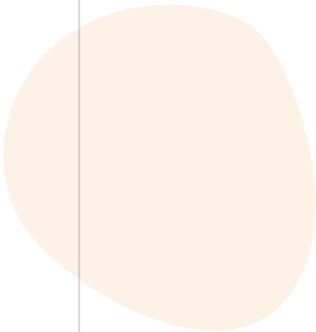
> debriefing questions

- How did you feel about this module?
- What was the most interesting thing you learnt from this module?
- Did you find any situation which you have experienced? Would you like to share it?
- Is there anything you learned or experienced that surprised you? Can you explain what and in which way?
- What do you think is the most important thing everyone should know that is related to the theme?

> module 1.2

Enterprise and Entrepreneurial Skills


> overview	This Module explores the definition of Enterprise and entrepreneurial models; the characteristics of an Entrepreneur and the Risk Management and Risk-taking of an entrepreneur.
> learning objectives	<ul style="list-style-type: none">• Raising awareness of the Business environment, the nature of entrepreneurship, the personal issues with which an entrepreneur must deal with• Illustrate the variety of Business Forms and support participants in the choice of the more suitable one
> group size	From 6 to 30 participants
> time	2 sessions; 120 minutes each
> Summary of activity and exercises	<p>The business environment (30 MIN)</p> <p>Society’s opinion and its valuation of entrepreneurship affect the business environment. Therefore, it is necessary to also look at entrepreneurship in a wider context. The business environment has a significant impact on determining a company’s potential and success. Therefore, thoroughly thought out business goals and strategy</p>



must take into account the environment and must be ready to adapt to possible changes. The business environment may present the entrepreneur with many opportunities though it may also create difficult obstacles.

EX. Instructions

1. Invite participants to reflect on social challenges that are present in their local context and ask them to put in a paper all their findings;
2. divide the group of participants into subgroups of 5/6 people;
3. ask participants within the subgroup to share their results and to choose the one they find most interesting;
4. each subgroup needs to elaborate on a product or a service that can tackle the challenge identified. Ask each group to prepare as well a minute presentation to share the idea they elaborate on and a logo;
5. Once the groups are ready invite them to present all their ideas;
6. Give now one pin to each participant of each group and ask them at the end of the presentation to place the pin to the most interesting invention they heard. Participants cannot vote for their own idea. The team that gets more pins is the winning team;
7. the facilitator can close the activity with a



short debriefing about the process and lead the group to reflect on the role of an entrepreneur in society and the value of social inclusion in business by sharing a video <https://www.youtube.com/watch?v=glA7viZWY6A>

An entrepreneur's work (60 MIN)

An entrepreneur's daily work is quite different from that of a regular employee. Working for someone else is much less risky than establishing and managing a business. While being an employee certainly has its benefits, so does being an entrepreneur. The following are certain practical examples of a typical entrepreneur's work.

Customer demands and freedom

The customers' demands drive an entrepreneur. As an entrepreneur, no managers sit above you providing instructions or orders as to how you should do your work. Instead, the entrepreneur receives direct feedback on successes and failures from the customer. The entrepreneur's own objectives determine the development of the business. Being an entrepreneur always involves financial risk. However, one of the benefits of entrepreneurship is the feeling of success that arises from having gained the confidence of a customer. The most sought-after benefit of being an entrepreneur is freedom. This freedom allows the entrepreneur to truly be in control of his or her own life.

Healthcare and social benefits

Healthcare is generally the responsibility of the individual entrepreneur. In the case of illness, health insurance policies may provide a daily allowance though an entrepreneur cannot receive paid sick leave. An entrepreneur rarely has the time or money to be sick. Maternity, paternity, and other leaves of absence are generally difficult to arrange. However, establishing a functioning work-life balance is a challenge not only for entrepreneurs but also for regular employees.

Work time

The duration and time at which an entrepreneur works is largely dependent on the entrepreneur's own circumstances. The entrepreneur is free to set his or her own work routines. This can, on occasion, mean that workdays stretch late into the evenings and free time may be quite scarce at times. Some entrepreneurs may have difficulties separating their work and personal lives.

Social security, unemployment and retirement

An entrepreneur's social security is safeguarded through the entrepreneur's insurance and general unemployment insurance. The Self-Employed Persons' Pension Insurance is mandatory for entrepreneurs and is based upon the entrepreneur's declared income. The entrepreneur is responsible for his or her own

unemployment and pension insurance and must pay for them at their own expense. In addition to these mandatory policies, the entrepreneur can take out additional insurance policies by which to safeguard skills, know-how and living expenses through retirement.

Instructions

1. Present the elements in a life of an entrepreneur underlining the diversity in mindset with an employee and show the video Employee or Entrepreneur mindset <https://www.youtube.com/watch?v=lUizc1dYGwY>
2. Open the floor for any feedback from the participants.
3. Ask participants to tell a little about themselves on their path to being an entrepreneur. Provide magazines, markers, scissors, and glue and ask the participant to create their own poster to have a visual presentation of their reflection. Participants can use guidelines questions as follow:
 - what led you to be an entrepreneur? Did you have any person that influence you? How?
 - which were the most important entrepreneurial moment in your life so far?
 - which main challenges do you face while entering the market or by creating your enterprise?
 - How it is easy/difficult for an entrepreneur to create and lead an enterprise (social/NGO/



business) in terms of bureaucracy and managerial skills?

- Which are the most relevant competencies requested?
4. once participants complete their poster ask them to share their poster in a group of 5/6

Business forms (60 MIN)

“The private business name is the simplest business form, the limited liability company the most complex and also the most bureaucratic.”

The most common business forms can be divided into three categories:

1. private entrepreneur (so-called private business name)
2. partnership (general and limited partnership)
3. limited liability company

Factors affecting the business form

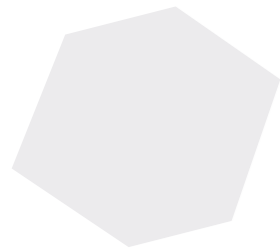
- Factors that affect the selection of business form include the number of founders, the required capital and issues related to taxation:
- **Number of founders** A more complex business form is suggested as the number of founding partners increases.
- **Start-up capital.** As the requirements for start-up capital and risk increase, the business form also becomes more complex. Certain sectors such as heavy industry generally require significantly more initial start-up capital than do service

businesses.

- **Responsibility & company.** The willingness of the entrepreneur to be personally responsible for the business' liabilities also affects the choice of business form. In a general or limited partnership, the entrepreneur is more liable for the business than is a shareholder of a limited company. The entrepreneur must also think about how much he or she can trust the other partners in the business. If the entrepreneur cannot fully trust the partners this should be reflected in the choice of business form.
- **The flexibility of operations.** The governance or organization of a limited company is also more complex than that of a partnership. A limited company must hold regular meetings as demanded by the law while a partnership does not. In terms of flexibility, the private business name is the most straightforward and simplest of the business forms.
- **Distribution of profits (Coverage of losses).** Is the business' profit divided amongst the partners or does it belong to the company? What kinds of dividends should be paid out to the shareholders? The entrepreneur must also think about how potential losses are covered by the people involved in the business.
- **Salary.** When choosing a business form, the entrepreneur must consider the need for employees. The general rule of thumb is that the more employees in a company the more complex the

business form. In a private business name, the entrepreneur cannot employ his or her spouse or children under the age of 14.

- **Taxation.** Taxation policies change frequently and it is difficult to predict the level of taxes to be paid well in advance. Taxation policies also change depending on the business form.
- **Private entrepreneur (private business name)** A private entrepreneur can either be categorized as a general self-employed professional or a so-called tradesperson entrepreneur. A self-employed professional is an entrepreneur who practices a certain business and who is not bound to a fixed place of business. For example, washing machine repairmen, taxi drivers, plumbers, or electricians are professionals who can be in business without having a physical location from which they operate. A tradesperson is an entrepreneur who has a permanent place of business outside of the home. For instance, barbers and hairdressers, auto mechanics, restaurateurs, and kiosk operators are categorized as so-called tradesperson entrepreneurs.
- **Partnership and limited partnership** There are two types of partnerships, general and limited partnerships. Partnerships are legally established when the founding partners agree to the articles of association. The law does not require adherence to a set form so the agreement may even be entered into orally. A



written agreement, however, is seen as more concrete and thus safer for all persons involved. The partnership is registered with the Trade Register/Register Centre. In order to file a notification form, an original written partnership agreement and a certified copy of the agreement must be delivered to the Trade Register/ Register Centre. However, the partnership is seen as legally established even without notification to the Trade Register.

- **General Partnership.** There must be at least two responsible partners in a general partnership. The general partnership is also a legal entity unto itself. The partners have personal, joint, and several liabilities, for the partnership's commitments. In a limited partnership, there must be at least one general partner and one silent partner. The silent partner invests capital into the company and receives annual interest as compensation. It is suggested that the exact sum of the capital commitment and the amount of the return or percentage of interest be agreed upon. The partnership agreement must also state when and how the return on the investment is paid to the silent partner.
- **Limited company.** Limited companies, both private and public, cooperatives and foundations are all classified as corporations. The following will examine the limited liability company in more detail. Limited liability companies are generally established when there are many partners, there

are large-scale business activities, or when the entrepreneur wants to reduce his or her personal risk or liability. Legally, a limited liability company is established only once it has been registered with the Trade Register/ Register Centre. Until it is registered the company can act or engage in business but only at the cost and full personal liability of its founding partners. Once the company is registered it becomes a legal entity responsible for its own commitments. After the company becomes legally registered neither the founding partners, shareholders or board are personally directly liable for the company's actions. A limited liability company is a taxable entity that is taxed independently from its shareholders. The partners and shareholders can be paid employees of the company while transferring company funds for 'personal use is not allowed. On the other hand, shareholders can be paid dividends.

- **Cooperative.** The purpose of a cooperative is to manage the finances of its members or support the member's trade through the use of the corporation's services. The cooperative entrepreneurship business suits those businesses that have a fixed functional or operational relationship with their members and which operate in sectors requiring know-how and small capital investments. The membership of the cooperative is open and it is easy to accept new members. A member of the cooperative can resign or be fired

but the membership cannot be given up. It is possible, however, to transfer the membership to another person once they are accepted by the cooperative. A cooperative is established by a written contract known as the charter of foundation. The signatories of the charter of the foundation are the cooperative founding members and members of the cooperative. A cooperative may be established by no fewer than three individuals or other legal entities. There is no upper limit to the number of founders. There are no minimum requirements concerning the capital requirements of the cooperative. The co-operative contribution or participation share is the same for all members and is returned when the member leaves the cooperative. The bylaws governing the cooperative can require a higher fee for members joining after the foundation of the cooperative, supplementary fees for specified purposes and other additional charges (additional participation share, investment portion capital). The decision making power rests with the members and the cooperative meeting. The cooperative must have set bylaws or rules as well as a board that represents it. It is not mandatory to have a managing director or chief executive officer. The members of the cooperative are not personally liable for the cooperative's debts unless so specified by the cooperative's bylaws. Cooperatives are required to maintain accounting records and conduct audits. A cooperative

does not have the same liability as a limited liability company regarding liquidation and thus the loss of its capital. The cooperative can be forced into liquidation if the number of members decreases to fewer than three individuals. The new cooperative law allows cooperatives to act in a manner resembling limited companies with the possibility of additional investment portions as well as the remittance of bonus issues. If a cooperative is dissolved, its assets can be distributed amongst its members. In this respect, a limited company can also be organized in a so-called cooperative manner.

1. Present the different factors that influence the business forms
2. Prepare a online quiz (Kahoot.it or word wall) to check participant understand correctly the different type of entity and its peculiarities .

ALTERNATIVE: Give different scenarios to a group of participants and ask them to evaluate the situation and to choose the most appropriate business form and to define how it will make profit to the entity and how profit will be used/shared.

3. Create sub groups of 5/6 participants
In their group after the presentation they can take the opportunity to debate about the following issue:
Are the Regional/National Institutions/
organisations/structures supporting or guiding

entrepreneurs creating enterprise (social/NGO/business)? Do you have any best practices/programmes to share?

There is any specific law for Women Entrepreneurship or any other specific target (youngsters with fewer opportunities/disabilities...are there any fiscal benefits for the entity you choose?

4. ask participants to share in plenary the output of their work

> tips for facilitators

- Read about characteristics of an entrepreneur and an employee and write down concrete examples of differences to use during the chat with participants and research digital sources for the presentation.
- Employee mindset and entrepreneurial one have certain differences, be sure not to express a concept that one is better than the other, we do need both of them ☺
- NGO are business forms as well, some of the questions for enterprise might be also adapt to that type of entity
- The different business forms might change from country to country and from time to time, be sure to have updated information before presenting them.
- In case you have a group of people familiar with digital tools you can make your session more sustainable by letting them work on digital documents to be present in the plenary.
- Open discussion encouraging people to express

their diversity in understanding of the role of an entrepreneur

- Invite participants to assess themselves about motivation and reason on why to be an entrepreneur

> debriefing questions

- Ask the participants what they feel about the process they have been through:
- Was this module useful?
 - Have you already chosen the business sector? Do you have a sustainable business idea at this point?
 - Which business forms would you like to develop?

> notes

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> module 2.1

Soft Skills for an Entrepreneur:
Communication

> overview	This Module explores relevant soft skills for an entrepreneur; communication; decision making; motivation, management of resources; leadership; time management.
> learning objectives	<ul style="list-style-type: none">• To understand concept of soft skills• To empower future entrepreneur about communication skill• The Business environment, the nature of entrepreneurship, the personal issues with which an entrepreneur must deal
> group size	From 6 to 30 participants
> time	1 session- 120 minutes each
> Summary of activity and exercises	<p>What is a Soft Skill? (10 Min)</p> <p>In addition, to having the personal traits, behaviours and values associated with being enterprising, entrepreneurs and social entrepreneurs also need a range of skills to successfully start-up, develop, manage and grow their business or organisation. Many of these skills are also required by intrapreneurs to be effective change agents</p>

within organisations and businesses. The core skills for being entrepreneurial (outlined below) are in addition to, or higher level versions of, the core skills associated with general employability for graduates. As being entrepreneurial is all about creating, doing, learning and adapting, then developing the required skills is very much about having a go and doing, so sitting in a class room or reading a book or navigate the internet will not suffice. Your best learning is likely to be associated with situations and contexts where you can experience being entrepreneurial or intraprenurial.

Hard skills
are teachable abilities that are easy to quantify

- EX.
- Proficiency in a foreign language
 - Typing speed

They are teachable, meaning that you can develop them through dedicated training

- Foreign language skills
- Boookeeping

Hard skills are usually related to a particular field, and require specific knowledge in order to be gained



- Coding ability
- SEO marketing

Soft skills

are much harder to quantify. Soft skills refer to the way you relate to and interact with other people

- Leadership
- Patience

Soft skills are important in a range of different roles and are general attributes that are not specific to a job or industry.

- Negotiation skills
- Problem solving

They are usually self-developed, meaning no training is needed to build them

- Teamwork
- Flexibility

Soft skills are a combination of many different things, including social skills and character traits.

- Communication
- Time management

Although hard skills might be important in some

industries, soft skills are important in all of them. They are what help us bond with other people around the business, and fit well within the company culture

They are what help distinguish us from other potential candidates when we look for a new position.

Communication skill

Being able to communicate effectively is one of the most important life skills to learn. Communication itself is defined as transferring information to produce greater understanding. It can be done vocally (through verbal exchanges), through written media (books, websites, and magazines), visually (using graphs, charts, and maps), or non-verbally (body language, gestures, pitch of voice, and tone). All of these means of communication skills are essential Soft Skills that are vital for a successful Career.

Communication is a two-way process: as well as talking or delivering a message, it's important to listen to the other person's response.

As you acquire these skills, you'll discover that developing your communication skills is as much about improving the quality of your relationships as it is about expressing yourself.

Success in business often depends on your ability

to be tactful , developing empathy , and making the effort to appreciate other people's points of view . The more you arrive at shared understandings with colleagues and clients, the better you'll be able to create high-quality connections with them. Taken together, these skills can make your workplace happier, more cohesive, and more productive.

EX. Instructions

1. After introducing what is a soft skill (10 Min), Ask each participant to self-reflect about his/her communication style, in personal and professional life and to write in a paper any relevant point that comes in their mind. Provide time for a brainstorming about it and explain the 6 steps cycle of communication. (20 Min)
2. Provide worksheet with questions relate to 6 step communication
3. Share with group a situation card and ask them to develop a presentation (step 1, 2 and 3 of the cycle) (20 Min)
4. Once participants are ready Ask them to work in pairs and present the output of the reflection to the other person. Provide enough time to both participants to present and to collect relevant feedback (step 4) (20 Min).
5. Allow then time for each participant to re elaborate the presentation with relevant changes (step 5 and and to present a second time and to evaluate the improvement. (20 Min)

6. Ask for comments and point of views (20 Min)
7. Share a video about Six steps for communications with impact (10 Min) <https://www.youtube.com/watch?v=tU2i2Qzv1-4>

Situation Card

"You're responsible for the Research and Development (R&D) department in your organization, and you need to create a presentation for your CEO and executive board. The content should explain exactly what the R&D department does and how much work you're all responsible for. The presentation's goal is to show how vital R&D is to the organization so that you can hire additional staff to manage the workload, instead of facing budget cuts next year".

Questions Worksheet:

Step One: Clarify Your Aim

Organize your thoughts about the message that you want to communicate by answering these questions:

- To whom am I communicating?
- What message am I trying to send? What am I trying to achieve?
- Why do I want to send this message? Do I need to send it at all?
- What do I want my audience to feel?
- What does my audience need or desire from this

message?

- What do I want my audience to do with this information?

Step Two: Compose/Encode

Now that you've organized your thoughts with the questions in Step 1, start crafting your message.

Ask yourself:

- What's the best way to communicate this message?
- What level/type of language should I use?
- Does the audience have any background information on the topic?
- Will my audience need any additional resources to understand my message?
- Am I expressing emotions in my message? If so, which emotions?
- Will the audience assume anything about me or my motives that will damage the credibility of the communication?

Step Three: Transmit/Deliver

The way that you communicate your message is vital to ensuring that your audience receives it effectively. Ask yourself:

Is this the right time to send this message?

- What is my audience's state of mind likely to be, and what workload will they be experiencing when they receive this message? How should I present my message to take account of this?
- Will there be any distractions that may damage

the impact of the communication? (This is especially important to consider when giving a speech or presentation.)

- Should I include anyone else in the audience?

Step Four: Receive Feedback

This is a key step in the Communication Cycle.

Without feedback from your audience, you'll never know how you can improve the way that you communicate your message.

Make sure that you include some type of feedback process as part of your communication. For instance:

- Do you know how to read body language, and could you use it to steer your presentation?
- If you're giving a speech or presentation, will you allow time for a question-and-answer session at the end?
- Will you have a process for getting feedback from your audience?
- When you receive feedback, is it generally what you want and expect?
- Remember to use indirect feedback here, too. Did you get the response that you wanted from your communication? Is there anything more that you can interpret from the response that you received?

Step Five: Analyze/Decode/Learn

Use the feedback that you received in Step Four to learn and grow. Depending on your situation, you



might need to rewrite your message and try again. (One of the benefits of testing your message on a small scale is that you can do this before the big day.) Questions to ask yourself might include:

- Why did you receive this feedback? What does this tell you about your message?
- What could you have done differently to get the response that you wanted?
- Did the audience feel the way you expected them to feel? If not, why not?
- How should you act or behave differently to move forward?

Step Six: Change/Improve

This step completes the cycle. All of the feedback in the world won't help you unless you commit to learning and changing. Do this by:

- Honoring and respecting the feedback that you've received. If you believe it's valid, change your message or behavior.
- Identifying resources that can help you to improve. For instance, ask colleagues for help and advice; do more testing; or use surveys, classes, books, seminars, and so on.

> tips for facilitators

- Communication is a very important soft skill and a very wide one. Prepare yourself by reading about communication skill and how communication have impact for an entrepreneur;
- It might be that participants perhaps tried

pitching a project already and even if they give their best shot, all they got back were blank looks and awkward silences. Explain that as all other soft skills they improve by the learning cycle of testing, observing, reflecting on the observation and readapt the approach. Encourage them to try more to learn on how to improve communication skills.

- The Communication Cycle is a six-step process for organizing and presenting a message effectively. You can apply it in all situations that involve communication, but it's most useful for important or complex communications.
- By looping through the cycle twice or more, you can continue to improve your communications by analyzing audience response and learning from the feedback that you receive.

> debriefing questions

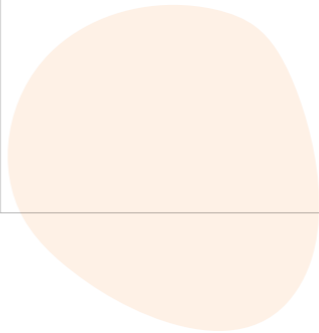
Ask the participants what they feel about the process they have been through:

- How did you feel about this module?
- What was the most interesting thing you learnt from this module?
- Which was the most difficult step to elaborate? Did you encounter any difficulties in any of them?
- Is there anything you learned or experienced that surprised you? Can you explain what and in which way?
- What do you think is the most important thing everyone should know that is related to the theme?

> module 2.2

Soft Skills for an Entrepreneur:
Decision Making

> overview	This Module explores relevant soft skills for an entrepreneur; communication; decision making; motivation, management of resources; time management.
> learning objectives	<ul style="list-style-type: none">• To understand concept of soft skills• To empower future entrepreneur about Decision Making
> group size	From 6 to 30 participants
> time	1 session- 120 minutes
> Summary of activity and exercises	<p><i>What is a Soft Skill? (10 Min)</i></p> <p>In addition to having the personal traits, behaviors and values associated with being enterprising, entrepreneurs and social entrepreneurs also need a range of skills to successfully start-up, develop, manage and grow their business or organisation. Many of these skills are also required by intrapreneurs to be effective change agents within organisations and businesses. The core skills for being entrepreneurial (outlined below) are in addition to, or higher level versions of, the core skills</p>



associated with general employability for graduates. As being entrepreneurial is all about creating, doing, learning and adapting, then developing the required skills is very much about having a go and doing, so sitting in a class room or reading a book or navigating the internet will not suffice. Your best learning is likely to be associated with situations and contexts where you can experience being an entrepreneur or intraprenurial.

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- Bookkeeping

Hard skills are usually related to a particular field, and require specific knowledge in order to be gained

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- SEO marketing

Soft skills

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- Patience

Soft skills are important in a range of different roles are general attributes that are not specific to a job or industry.

- Negotiation skills
- Problem solving

They are usually self-developed, meaning no training is needed to build them

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- Flexibility

Soft skills are a combination of many different things, including social skills and character traits.

- Communication
- Time management

Although hard skills might be important in some industries, soft skills are important in all of them. They are what help us bond with other people around the business, and fit well within the company

culture

They are what help distinguish us from other potential candidates when we look for a new position.

Decision Making Skill

We all make hundreds of decisions every day. From choosing what to wear or what to feed the children, to deciding how to respond to a competitor's new product.

Some decisions are so simple that you're barely aware you're making them, while others are time consuming, high risk, and can leave you feeling anxious.

Decisions can make or break a project or an entire business. And they often involve complex and unpredictable interpersonal issues, too.

Successful decision making requires careful preparation. That doesn't just mean getting the facts and figures straight – you can still make a poor decision, even if you're armed with all the data you need. You may not be able to process that information effectively if you're distracted by other tasks, or if you doubt your ability to make the right call, it's important to clear your mind of clutter and focus on making an effective decision consciously and logically.

Concentrate on one aspect of a problem at a time, and work your way through it calmly.

To avoid making a bad decision, you need to bring

a range of decision-making skills together in a logical and ordered process.

1. Investigate the situation in detail.
2. Create a constructive environment.
3. Generate good alternatives.
4. Explore your options.
5. Select the best solution.
6. Evaluate your plan.
7. Communicate your decision, and take action.

Step 1: Investigate the Situation in Detail

Decisions often fail because key factors are missed or ignored from the outset. So, before you can begin to make a decision, you need to fully understand your situation.

Start by considering the decision in the context of the problem it is intended to address. You need to determine whether the stated problem is the real issue, or just a symptom of something deeper.

Look beyond the obvious. It may be that your objective can be approached in isolation, but it's more likely that there are a number of interrelated factors to consider. Changes made in one enterprise sector, for example, could have knock-on effects elsewhere, making the change counterproductive.

Step 2: Create a Constructive Environment for Your Decision

Can you give your decision the attention it needs?



Spend some time preparing yourself before diving in to the facts and figures.

Remember that most decisions will affect other people too, so it helps to create a constructive environment in which to explore the situation together and gain support.

This is especially true when you have to rely on other people to implement a decision that you're responsible for. You'll need to identify who to include in the process and who will be part of any final decision-making group, which will ideally comprise just five to seven people.

Enable people to contribute to the discussions without any fear of the other participants rejecting them and their ideas. Make sure that everyone recognizes that the objective is to make the best decision possible in the circumstances, without blame.

Step 3: Generate Good Alternatives to Decide Between

The wider the options you explore, the better your final decision is likely to be. Generating a number of different options may seem to make your decision more complicated at first, but the act of coming up with alternatives forces you to dig deeper and to look at the problem from different angles.

This is when it can be helpful to employ a variety of creative thinking techniques. These can help you to step outside your normal patterns of thinking and

come up with some truly innovative solutions. Brainstorming is probably the most popular method of generating ideas, but for more tips on how to examine your situation from new perspectives, and how to organize ideas into manageable themes and groups, see the Mind Tools resources in the box below.

Step 4: Explore Your Options

When you're satisfied that you have a good selection of realistic alternatives, it's time to evaluate the feasibility, risks and implications of each one. Almost every decision involves some degree of risk. You'll need a structured approach for assessing threats and evaluating the probability of adverse events occurring – and what they might cost to manage. You'll also want to examine the ethical impact of each option, and how that might sit with your personal and organizational values. The resources highlighted below offer tried-and-true models to help you.

Step 5: Select the Best Solution

Once you've evaluated the alternatives, the next step is to make your decision! If you have various criteria to consider, use Decision Matrix Analysis to compare them reliably and rigorously.

Step 6: Evaluate Your Plan

After all the effort and hard work you've invested in evaluating and selecting alternatives, it can be tempting to forge ahead at this stage. But now, more than ever, is the time to “sense check” your decision. After all, hindsight is great for identifying why things have gone wrong, but it's far better to prevent mistakes from happening in the first place.

Before you start to implement your decision, take a long, dispassionate look at it to be sure that you have been thorough, and that common errors haven't crept into the process.

Your final decision is only as good as the facts and research you used to make it. Make sure that your information is trustworthy, and that you've done your best not to “cherry pick” data. This will help you avoid confirmation bias, a common psychological bias in decision making.

Step 7: Communicate Your Decision, and Take Action

Once you've made your decision, you need to communicate it to everyone affected by it in an engaging, informative and inspiring way. Get them involved in implementing the solution by discussing how and why you arrived at your decision. The more information you provide about risks and projected benefits, the more likely people will be to support it.

If people point out a flaw in your process as a result, have the humility to welcome their input and review your plans appropriately, it's much better to do this now, cheaply, than having to do it expensively (and embarrassingly) if your plans have failed.

Exercise: How to investigate?

1. Assemble a Team

Gather together people who are familiar with the specifics of the problem, and with the process that you're trying to fix. Include someone to act as a facilitator, who can keep the team focused on identifying effective countermeasures.

2. Define the Problem

If you can, observe the problem in action. Discuss it with your team and write a brief, clear problem statement that you all agree on. For example, "Marketing campaigns do not provide expected outcomes".

Then, write your statement on a whiteboard or sticky note, leaving enough space around it to add your answers to the repeated question, "Why?"

3. Ask the First "Why?"

Ask your team why the problem is occurring. (For example, "Why isn't Marketing campaign providing expected outcomes?").

Asking "Why?" sounds simple, but answering it requires serious thought. Search for answers that are grounded in fact: they must be accounts of things that have actually happened, not guesses at what might have happened. Record all answers as succinct phrases.

4. Ask "Why?" Four More Times

For each of the answers that you generated in Step 3, ask four further "whys" in succession. Each time, frame the question in response to the answer you've just recorded.

5. Know When to Stop

You'll know that you've revealed the root cause of the problem when asking "why" produces no more useful responses, and you can go no further. An appropriate counter-measure or process change should then become evident.

6. Address the Root Cause(s)

Now that you've identified at least one root cause, you need to discuss and agree on the counter-measures that will prevent the problem from recurring.

7. Monitor Your Measures

Keep a close watch on how effectively your counter-measures eliminate or minimize the initial problem.

You may need to amend them, or replace them entirely.

Exercise: 10 common mistakes in decision making process

Procrastinating

When you push your decision to the back of your mind and do other, less important tasks, or seek distractions.

Believing It's "Make or Break"

Feeling that making the wrong choice might make or break you. While it may have seemed like the biggest decision of your life at the time, ask yourself how you feel about it now. By re-framing the way we look at our decisions, we can gain new perspectives about the choices we have to make.

Not Being Systematic

You need to use a structured approach. A logical and ordered process can help you address all of the critical elements needed for a successful outcome, and reduce the likelihood of overlooking important factors.

Not Considering Different Perspectives

Many of us are guilty of rushing decisions, particularly when there's a deadline looming and we're under pressure. But rather than making a snap decision, make sure you consider a range of perspectives.

Not Involving Stakeholders

When making an important decision that affects other people, you need to involve key stakeholders. They will have insights and information that will affect the choices you make, and this will help you make better decisions.

Not Avoiding Groupthink and Psychological Bias

Groupthink is a phenomenon that occurs when the desire for group consensus overrides people's common sense desire to present alternatives, critique a position, or express an unpopular opinion.

Being Overconfident

Many of us think of ourselves as objective and fair-minded, and we consider all the information available to us to come to a sound conclusion about a problem. However, it's easy to make poor decisions if you become overconfident in your own knowledge, particularly if people think of you as an "expert."

Not Thinking About the Consequences

We can sometimes find decisions difficult to make because we worry about their long-term consequences. However, some people forget to consider how their choices might affect the future, and focus on the "here and now" instead.

Not Communicating Effectively

Once you've made a decision that affects others, you need to tell them about it. One of the worst mistakes people make is not communicating their decisions in a timely or appropriate way, and

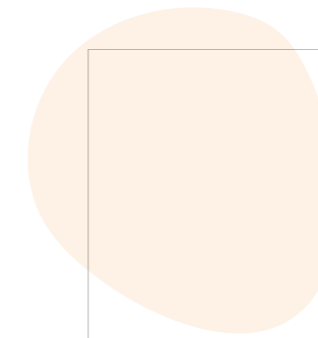
this can cause rumors to spread among your team or throughout the organization.

Carrying on Regardless

No one likes admitting to making the wrong decisions, particularly when you've battled to get your way, or when there are political, emotional, moral, or financial implications to changing direction. People do this largely because they cling to an over-optimistic view of the future, hoping that their original decision will eventually come right. It tends to happen when they've already got a strong emotional investment in the hard work they've put into the project, and they may feel that "cutting their losses" means they are admitting that they're no good at their job.

EX. Instructions

- 1) Introduce the concept of soft skill (10 Min)
- 2) Ask participant to reflect about their capacity in decision making. How successful are you? Which is your strategy? Can you recall episode when you use your decision making skill? Which challenges you encounter? Are you satisfied about your decision making process? (10 Min)
- 3) Divide the group of participants into a subgroup of 5 people and ask them to share about their reflection in point 2. (20 Min)
- 4) Share with group a presentation of the 7 steps for a successful decision making process (15 Min)



- 5) Ask participants to decide in the sub group a problem that is relevant for them and to test their ability following "How to investigate"(20 Min).
- 6) Ask participants to check the list of "10 common mistakes in the decision making process" and to rank them from the most relevant to the least one. (25 Min).
- 7) ask for comments and point of views (20 Min)

> tips for facilitators

- Decision-making is an important strategic skill for an entrepreneur. Prepare a digital presentation with all steps (Investigate the situation in detail; Create a constructive environment; Generate good alternatives; Explore your options; Select the best solution; Evaluate your plan; Communicate your decision and take action), and as many specific examples you can bring in from your experience.
- The first exercise is useful to understand and test a process rather than find a solution in the plenary. Let them practice and eventually assign tasks for the next session to give time to participants to explore the process also outside the context of the training and share the findings in the classroom in another feedback session.
- You can provide more time to the first or second exercise in case needed or skip one of the two activities.
- In the exercise "10 common mistakes in the decision making process" you can provide each single element in bold in one post-it to



facilitate the ranking for the participant. Be ready with explanation of each single element in the list for a correct support in the activity or in case participants will require further explanation.

> *debriefing questions*

- Ask the participants what they feel about the process they have been through:
- How did you feel about this module?
 - What was the most interesting thing you learnt from this module?
 - Which was the most difficult step to elaborate? Did you encounter any difficulties in any of them?
 - Is there anything you learned or experienced that surprised you? Can you explain what and in which way?
 - What do you think is the most important thing everyone should know that is related to the theme?

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> *module 2.3*

**Soft Skills for an Entrepreneur:
Management of resources**

> <i>overview</i>	This Module explores relevant soft skills for an entrepreneur; communication; decision making; motivation, management of resources; time management.
> <i>learning objectives</i>	<ul style="list-style-type: none">• To understand concept of soft skills• To empower future entrepreneur about management of human resources and increase motivation
> <i>group size</i>	From 6 to 30 participants
> <i>time</i>	1 sessions; 120 minutes
> <i>Summary of activity and exercises</i>	<p>What is a Soft Skill? (10 Min)</p> <p>In addition, to having the personal traits, behaviors and values associated with being enterprising, entrepreneurs and social entrepreneurs also need a range of skills to successfully start-up, develop, manage and grow their business or organisation. Many of these skills are also required by intrapreneurs to be effective change agents within organisations and businesses. The core skills</p>

for being entrepreneurial (outlined below) are in addition to, or higher level versions of, the core skills associated with general employability for graduates. As being entrepreneurial is all about creating, doing, learning and adapting, then developing the required skills is very much about having a go and doing, so sitting in a class room or reading a book or navigate the internet will not suffice. Your best learning is likely to be associated with situations and contexts where you can experience being entrepreneurial or intraprenurial.

Hard skills

are teachable abilities that are easy to quantify

EX.

- Proficiency in a foreign language
- Typing speed

They are teachable, meaning that you can develop them through dedicated training

- Foreign language skills
- Bookkeeping

Hard skills are usually related to a particular field, and require specific knowledge in order to be gained

- Coding ability



- SEO marketing

Soft skills

are much harder to quantify. Soft skills refer to the way you relate to and interact with other people

- Leadership
- Patience

Soft skills are important in a range of different roles and are general attributes that are not specific to a job or industry.

- Negotiation skills
- Problem solving

They are usually self-developed, meaning no training is needed to build them

- Teamwork
- Flexibility

Soft skills are a combination of many different things, including social skills and character traits.

- Communication
- Time management

Although hard skills might be important in some industries, soft skills are important in all of

them. They are what help us bond with other people around the business, and fit well within the company culture

They are what help distinguish us from other potential candidates when we look for a new position.

Motivation Skill

People do this largely because they cling to an over-optimistic view of the future, hoping that their original decision will eventually come right. It tends to happen when they've already got a strong emotional investment in the hard work they've put into the project, and they may feel that "cutting their losses" means they are admitting that they're no good at their job.

Whether you're preparing for your first management role, or you've been managing teams for years, there'll always be something new to learn, and existing skills to develop.

To be a great entrepreneur, you need to be comfortable adopting a wide variety of human resources, you must be able to cope with all the challenges and pressures that come with being responsible for other people, as well as yourself.

Steps in to Human resources management:

Understanding Team Dynamics. Each person has their own dreams and needs, explore what each team worker

would like to achieve in your company and create a path where each of them feel included.

Effective Recruitment. It's very important to select the right person for each task. Provide a correct job description with elements that you need. More specific will be the job description less problem you will have after to create a role for the new comer and much faster will be the integration of a new person in your team.

Coaching Your Team. Monitor if everything is going well and check if any of your staff need specific courses to improve competences. If your team grows your company as well will have a benefit.

Delegating Effectively. Time management is crucial in organizing the daily challenges. Be sure to activate a correct plan to share work to your team, not to overload someone (especially yourself)! and not use other people in your stuff.

Team Building. It is a formidable context of continuous learning that promotes trust in a team. Experiences in nature are recognized tools in outdoor corporate training aimed at individuals and organizations and what characterizes them is the immediacy with which they bring out both the characteristics of individuals and the dynamics of group cohesion.

Rewarding Your Team. Acknowledge results you achieve with a reward to your staff, money is a factor but

it might be even more appropriate to explore other ways to appreciate the hard work such as providing extra free time or to provide an opportunity of gaining new knowledge in a course. Whatever you decide, be sure to have an appropriate plan for each of your staff members.

Performance Management. Collect productive standards in an appropriate system that could be revised to monitor the efficiency of your staff and understand where you need to improve or to motivate at a specific moment.

How to increase motivation

EX. Instructions

Introduce the concept of soft skill and Resource Management (15 Min)

1. Ask participants to write a five line description of themselves, emphasizing 20 good points. (10 Min)
2. Divide the group into subgroups of 5 and give them the “Elements that improve motivation” list. Ask each group to read and comment on each element and to choose the one they like the most. (20 min).
3. Ask the groups to share their outcomes (5 Min).

Understand your Team

EX. Instructions

1. Provide a personality temperament test to each participant and give instruction on how to make the assessment correctly.
2. Choose appropriate music to reflect during the time the participants are working on the test (25 Min).
3. Give to each participant the result of the test once they present you their score. Ask them to share their findings in subgroups of 5. (20 min).
4. Ask the groups to share in plenary (5 Min).
5. You can show the TEDxvideo “Your personality and your brain” (20 Min)

https://www.youtube.com/watch?v=8pq_tCgDkT4

Elements that improve Motivation in a team:

Encourage your staff to give you feedback
Avoid criticizing team member or gossip about others
Give feedback to people working with you
The discipline, especially in job role assigned
Build a system of appreciation of work done by reward and celebration
Create a vision where people can see their role in
Provide opportunity for their personal and professional development
Recognize importance of the emotions
Be self confident and know what you want by your team member
Be a model for the others
Build trust in your team

> tips for facilitators



- In the first exercise Keep in mind that most of the people find this task extremely difficult as culture teaches us to be modest. Would be good in case your participants are in this condition to suggest trying the diary method, to record each day in a small pocket diary things that makes them happy while they are doing that. It will help to remind them about their good points. To be able to know deeply the feelings of others is necessary first of all to know one's own. This implies the ability to identify our needs and desires, recognize what things, people or situations they generate in us the different emotions, how they manifest themselves, how they express themselves and the consequences that generate these reactions. Being able to manage emotions adequately allows us to live in harmony with ourselves and with others.
- You can find several personality temperament tests online with the results according to the score. Find in advance the one you prefer the most according to the group you are training. We suggest "The 12 Blends of Temperaments from the book "Why You Act The Way You Do" by Tim LaHaye". You can also include a video to get into the topic faster.
- There are a lot of videos that you can choose to explore the concept of motivation and management. You might spend a bit of time finding the source you feel is more accurate according to your group.

> debriefing questions

- Ask the participants what they feel about the process they have been through:
- How did you feel about this module?
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 - Which was the most difficult step to elaborate? Did you encounter any difficulties in any of them?
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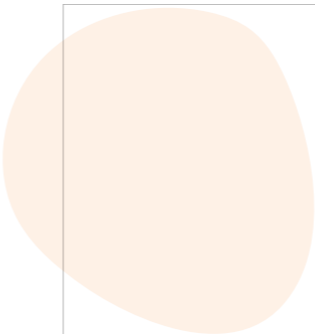
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> module 2.4

Soft Skills for an Entrepreneur: Time Management and Goal Setting

> overview	This Module explores relevant soft skills for an entrepreneur; communication; decision making; motivation, management of resources; time management.
> learning objectives	<ul style="list-style-type: none">• To understand concept of soft skills• To empower future entrepreneur about Time Management and How to delegate• To support entrepreneur in Goal Setting
> group size	From 6 to 30 participants
> time	2 sessions 75 minutes each
> Summary of activity and exercises	<p>What is a Soft Skill? (10 Min)</p> <p>In addition to having the personal traits, behaviors and values associated with being enterprising, entrepreneurs and social entrepreneurs also need a range of skills to successfully start-up, develop, manage and grow their business or organisation. Many of these skills are also required by intrapreneurs to be effective change agents within organisations and businesses. The core skills for being entrepreneurial (outlined below) are in addition</p>



to, or higher level versions of, the core skills associated with general employability for graduates. As being entrepreneurial is all about creating, doing, learning and adapting, then developing the required skills is very much about having a go and doing, so sitting in a class room or reading a book or navigating the internet will not suffice. Your best learning is likely to be associated with situations and contexts where you can experience being an entrepreneur or entrepreneurial.

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- Patience

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- Negotiation skills
- Problem solving

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- Teamwork
- Flexibility

Soft skills are a combination of many different things, including social skills and character traits.

- Communication
- Time management

Although hard skills might be important in some industries, soft skills are important in all of them. They are what help us bond with other people around the business, and fit well within the company



culture

They are what help distinguish us from other potential candidates when we look for a new position.

Time Management

Time is free but it's priceless...

You Cannot Own it but You can use it...

You cannot keep it but you can spend it

Once you've lost it You can never get it back

Too little time and too much to do is a common condition for many of us, especially for an entrepreneur. Everyday demands or chores seem to engulf the day, leaving little time to pursue those things you enjoy. But you do have choices about how you spend your time. Balancing what you need to do with what you want to do can lead to happiness and success. Many of us complain, "There just isn't enough time in the day!" But the truth is that we have enough time to do what is important in our lives. You can always make time for the people you value and for the activities worth doing. All you need to do is become a master of how you use your time.

Good time management simply means deciding what you want to get out of life and efficiently pursuing these goals. Time management does not mean being busy all the time, it means using your time the way you want to use it, which can include large doses of

day dreaming and doing nothing. Good time management brings with it increased relaxation, less stress, more satisfaction, and greater accomplishment.

We cannot really manage time, we can only manage ourselves. As we acquire new skills in time management, we gain control over our lives. A key to managing yourself is to know who you are and where you are going.

Ex: Assess Your Behavior

1. Introduce the concept of soft skill (10 Min)
2. Ask participants to reflect about their daily routine and tasks they need to accomplish in a week and in a month, are they satisfied with the time management strategy set? What participants are doing right in managing time? Does the participant understand how to prioritize the daily tasks? Which practices work best? There are any weak points in addressing timely tasks? What are the possible reasons for that? (10 Min)
3. Ask participant to fill the **“Daily to do list”** grid below with elements of his/her own daily routine (10 Min)
4. Ask participants to work in pair to share outcomes of point 3 (15 Min)
5. Enable each participant to comment and prepare a poster where participants can add their proposal of new behaviors for improvement about time management. (15 Min)



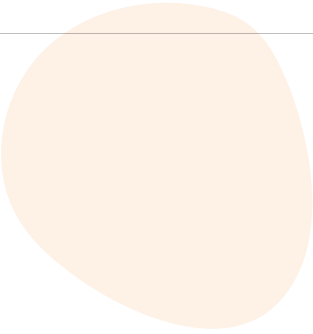
Set Goals

Goal setting is crucial to effective time and life management. You set yourself up for failure with vague, changing, or impossible goals. You must guarantee your own success by learning to construct a goal with meaningful parameters.

Your goals become more powerful when you put them into writing. The more specific, realistic, measurable, and achievable your goals are, the greater your chance of reaching them. Write your goals down, and refer to them often. Decisions are easier to make when you know what you want. Choose only a few goals to begin with. Too often people try to change too much at once and become discouraged because they are too overwhelmed by their plans to put them into action.

Tips for setting your own goal

1. **perform a series of actions**, so make the language of your goal reflect action. Start with “to” and include an action verb: to climb, to build, to learn, to find, to travel.
2. **Give specifics**. Add details to your action statement. “To complete project management courses”; “to travel around 100 countries”; “to create my own company.”
3. **Note how you will measure your success**. “To run three times a week”; “to lose 5 Kilos by March 1”; “to continue applying until I succeed.”
4. Make sure that your **goal is realistic and**



achievable and that it does not depend on factors beyond your control.

Ex: Setting your Goal

1. Each Participant should list the three or four goals they want to accomplish in the next two years (10 Min)
2. Ask each participant to break the most important goal into manageable, bite-sized pieces. List the specific steps to take in the next six months to help accomplish this goal and ask to rank the tasks in order. (15 Min)
3. Divide the group of participants into a subgroup of 5 people and ask them to share about their reflection in point 2. (20 Min)
4. Provide a handout with tips to set goals.

EX: How to Delegate

Learn to delegate is an important task for an entrepreneur:

- 1) Ask participants to regroup in subgroups of 5 and provide them the “How to delegate and ask for help” list.
- 2) Each subgroup needs to elaborate an action to tackle each critical point of the list. (20 Min)
- 3) Enable each subgroup to present their work. (15 Min)
- 4) Provide a digital presentation with elements of “**Improve your delegation skills**” list to offer more

solutions to the outcomes of participants. (10 Min)

Learn How to Delegate and Ask for Help

- I can complete the task better than anyone I can call upon for help.
- I am too busy to delegate.
- I feel guilty for dumping work on others.
- I don't believe I can depend on others to help me.
- I don't like to ask.
- I'm afraid I may become dispensable.
- I don't want to be perceived as weak and in need of help.
- I don't want to seem as though I can't handle my responsibilities.

Improve your delegation skills (and make others want to work with you again)

- Choose the best person for the job.
- Clearly communicate what you want the end result to be.
- Give simple and concise instructions.
- Allow questions at any time.
- Give the task a reasonable deadline.
- Treat the delegate as a partner.
- Give your assistant the responsibility for reporting progress to you.
- Thank the people who assist you.
- Share the credit for success.

Golden Rules for Time management

- 1. **Learning to plan each day, week, month, year is the first step** in learning to control your workload. This also enables you to start being realistic about how much work you take on, how much time it will take and what it will involve.
- 2. **Learning to distinguish between urgent and important tasks** and assessing which aspects of your work should take priority is essential when trying to manage your time.
- 3. **Learning to establish a daily routine**, dealing with paperwork effectively, telephone calls, communication with colleagues and filing, all play an important part.
- 4. **Your diary plays an essential part** in managing your time and should include plans, action lists, important notes and any other relevant
- 5. One of the reasons we become overloaded is that we have an automatic tendency to say “yes”. When people ask us to do things. **Learning to say NO** Often we agree to do something without assessing whether or not we have the skills, knowledge or confidence to do what we are being asked. We often just feel guilty and say “yes”. It is useful to assess whether or not the task fits in with your overall responsibilities or is in line with your role.
- 6. **Be good to yourself** and set reasonable and realistic goals. Set aside time for yourself (10 minutes per day adds up to more than 60 hours per

year).

- 7. **Limit the amount of time** you will spend on the task you hate.
- 8. Crossout or check off completed tasks. This helps you visualize what you have accomplished.
- 9. **Don’t carry over unimportant tasks** to the next day.
- 10. **Reward yourself**

Daily list to do

Date							
TASK	Priority	High	Low	Time	Delegate to	Done	Reward
Example: prepare presentation							

> tips for facilitators

- Could be useful to provide a self assessment test to support participants in understanding their competence in time management in the beginning of the session.
- The first exercise you can provide a guidance questions to support the sharing in pair below for further development:
 - • How important is this task? (Priority)
 - • Is the quest reasonable and the desired result possible?
 - • Do I need help to accomplish this task?
 - • Does this project require my personal attention or can someone else do the job just as well?
 - • Who is the best person for the job?
 - • Is the best person for the job available within the time frame allocated?
-
- You can prepare a presentation with the golden rules for time management as a recap point of the session

> debriefing
questions

- Ask the participants what they feel about the process they have been through:
- How did you feel about this module?
 - What was the most interesting thing you learnt from this module?
 - Which was the most difficult step to elaborate?
Did you encounter any difficulties in any of them?
 - Is there anything you learned or experienced that surprised you? Can you explain what and in which

way?

- What do you think is the most important thing everyone should know that is related to the theme?

> notes

This image shows a full page of primary-ruled paper. It features approximately 20 horizontal rows, each consisting of two parallel dotted lines with a small gap between them. The paper is otherwise blank, with no margins, text, or other markings.

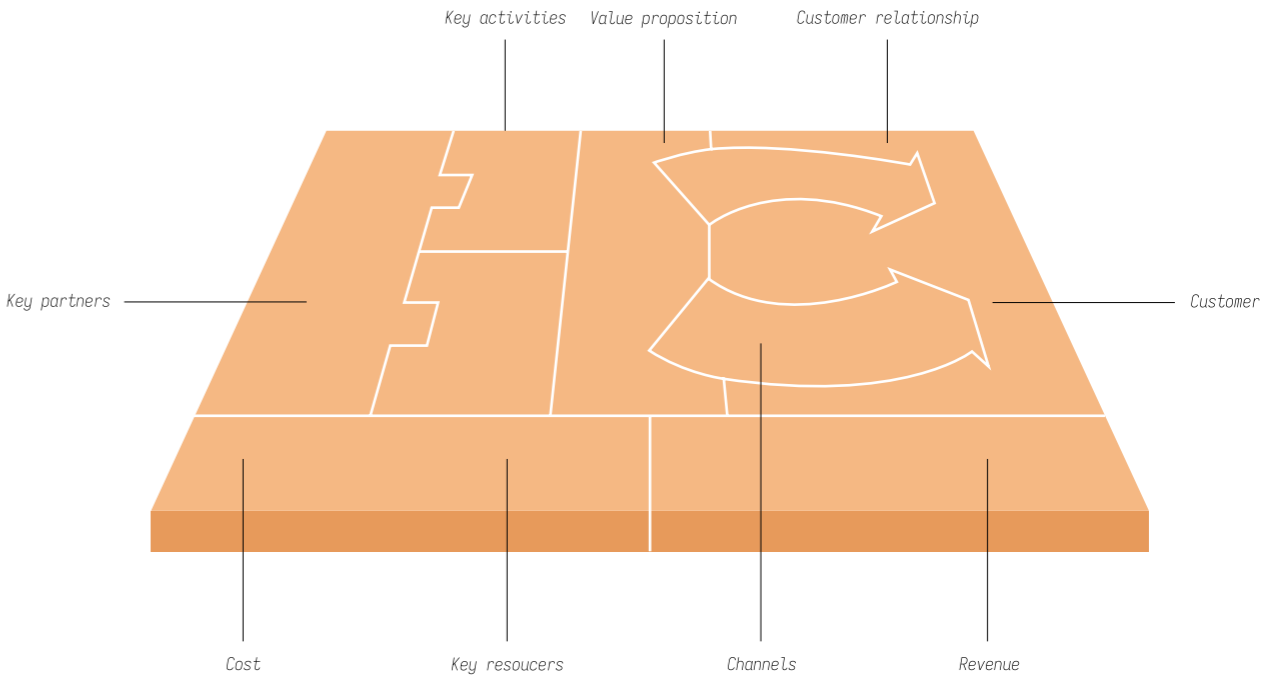
> module 3.1

Business Model Canvas:
Value Proposition and Customer Segment

> overview	This Module explores the different segments of the business model canvas as a support for the development of a business idea for an entrepreneur.
> learning objectives	<ul style="list-style-type: none">• To develop business idea• To understand the relation between the product and the customer• To enhance capacity to calculate costs and revenue
> group size	From 6 to 30 participants
> time	1 session- 120 minute
> Summary of activity and exercises	<p>What are business models?</p> <p>A business model is a framework for how a company will create value. Ultimately, it distills the potential of a business down to its essence. A business model answers fundamental questions about the problem you are going to solve, how you will solve it, and the growth opportunity within a given market.</p> <p>Creating a successful business model is essential,</p>

whether you are starting a new venture, expanding into a new market, or changing your go-to-market strategy. You can use a business model to capture fundamental assumptions and decisions about the opportunity in one place, setting the direction for success.

A business model should answer important questions about your business and set out a strong vision for the business. The key components of a business model should include relating to your target customers, the market, organization strengths and challenges, essential elements of the product, and how it will be sold.





The business model canvas

A business model canvas is a quick-start alternative to a business plan. It helps you think through the most important aspects of a startup such as your product or service, your target market, and the resources you'll need to launch—in a brief chart format.

You suddenly have an opportunity you want to act on. Using a business model canvas can enable you to act quickly before opportunity slips away.

You want to beat the competition. If you have an innovative business idea, using the business model canvas can help you be first to market. In a highly competitive space, other startups are likely planning launches similar to yours; the business model canvas can help you get the jump on them.

You don't need outside financing. If you are trying to get a bank loan, angel capital, or venture capital, you'll need to have a traditional business plan ready to show the financing source. But if you have sufficient startup capital on your own, there's no law saying that you have to follow the traditional business plan format.

You want to rapidly assess the viability of your idea. Writing a traditional business plan will reveal any flaws in your idea; however, a business model canvas can help you pinpoint problems faster.

Using a business model canvas, you can decide immediately if your idea will fly or if you need to revise it or scrap it and move on to another concept.

Both the traditional business plan and the business model canvas can help startup entrepreneurs evaluate their ideas and make important decisions about launching their startup.

Of course, you can use both methods if you want. Many entrepreneurs start with a business model canvas to give them a “jump start” and then flesh out a traditional business plan further down the road.

What's included in business model canvas for startups

The business model canvas for startups takes a high-level view of your business idea and focuses on the key elements you'll need to make it viable. Developed by Alexander Osterwalder, it's a one-page document in chart form that covers the nine “building blocks” that help your business startup make money.

Key partners: Who are the buyers, suppliers, partners, and other alliances that can help you accomplish core business activities?

Key activities: What are the most important actions you need to take in order to fulfill your value propositions, strengthen customer relationships,

secure distribution channels, and maximize revenue streams?

Key resources: What essential resources are needed to launch and run your business and create value for your customers?

Unique value proposition: What products and services do you plan to offer? What customer needs do they meet? How do they differentiate your business from your competition?

Customer segments: What customer groups will your business serve? Identify the customer personas that your business provides value for.

Customer relationships: What relationships will you build with your customer segments? What kind of relationship does each customer segment expect?

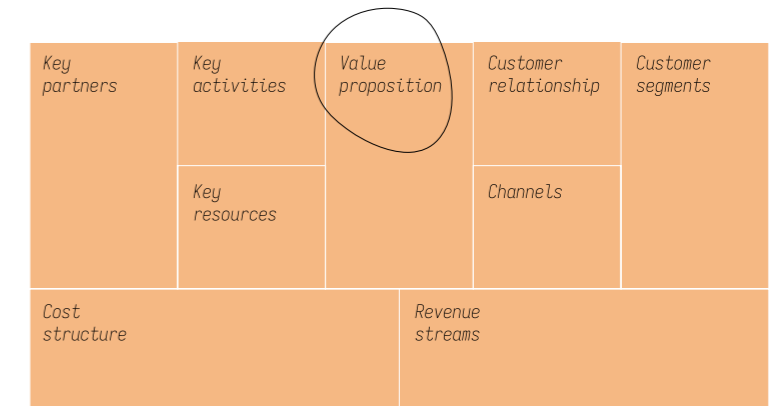
Channels: What distribution methods will you use to deliver your products or services to your target market?

Cost structure: What will it cost to start and sustain your business? Which resources and activities will be the most expensive?

Revenue streams: How will your business make money? How will you price your products and services? Are there other potential revenue streams?



Build Your Business proposal



EX. Instructions

1. Ask to participants to present one business idea each. The speech should not exceed 1 minute and should include name of the company and information about the product or service to launch in the market. (10 Min)
2. Record each proposal on a poster with three column, one for the name of proponent, one for the name of the future company and one for the future score.
3. Once all presentation are done give 5 token to each participant all the 5 token have to be allocate in one or more companies (cannot be used to invest in their own idea). The token represent virtual Stocks of the company choosed.
4. Call each participant and ask him/her who wants to invest the token. The 4 companies that get more tokens are the ideas that will be developed in the exercise. Ask participants to regroup in one of the 4 companies choosed.

5. Introduce the concept of the Business Model and the difference between Business Plan and Business Model Canvas for starts up (15 Min)
6. Show to the plenary the video of the business model canvas (10 Min) <https://www.youtube.com/watch?v=IP0cUBWTgpY>
7. Ask participants to draw the 9 segment canvas on a poster and provide post it, pens to each group. To facilitate the process ask participants to write on the post-it rather than on the poster.
8. Explain that Value Proposition tells prospects why customers should do business with you rather than your competitors, and makes the benefits of your products or services crystal clear from the outset. (10 Min)

A Value Proposition can:

Making an innovation

Providing a service to a broader target

Improving a service

Solving a technical problem

Same product cheaper price

Using a brand to promote an identity

Improving performance

Reducing risks

9. Each group needs to elaborate the value proposition of their product or service. Provide some guidelines to elaborate that. (20 Min)
 - Why your clients should buy your product or service
 - What product or service are you building, for who

and what does it solve?

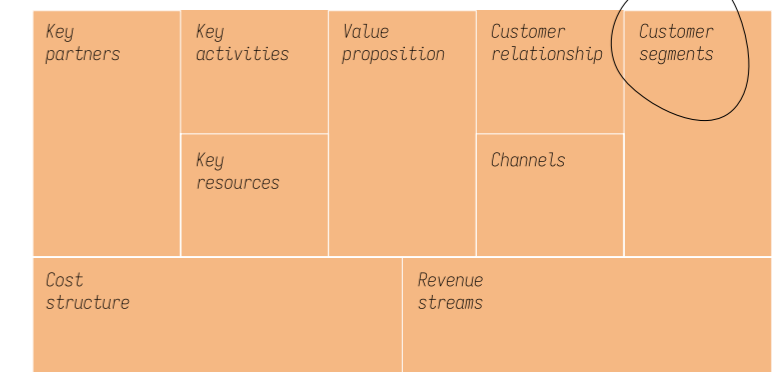
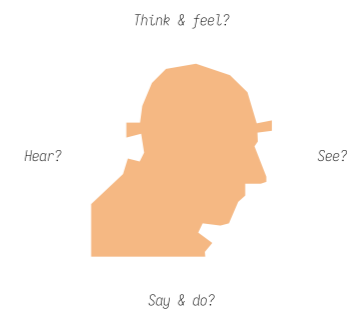
- Your product/service what are your gain creators? What are your pain killers?
 - Is the product or service reducing or eliminate wasted time, costs, negative emotions, risks
 - The product saving? Let me feel better? Make things easy?
10. Invite the groups to share their Value Proposition and provide feedback. (10 Min) You can show the video

Value Proposition

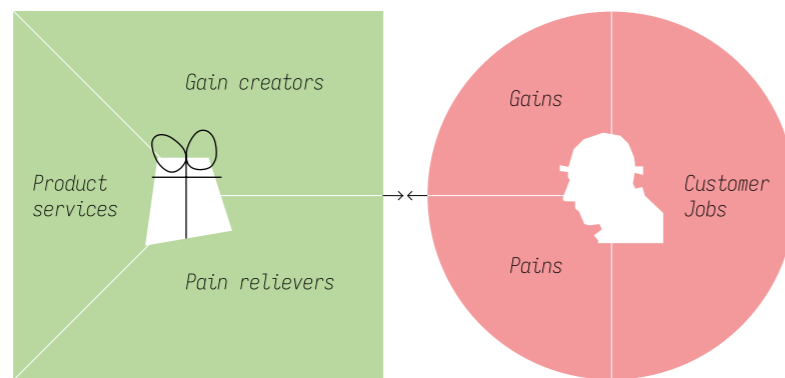
https://www.youtube.com/watch?v=oFyZan4hQmE&index=4&list=PLEKYx_q0Gsaz3rLfTYx-C9ImAR-C0avNa

Customer

Empathy Map



The value proposition is important as well as the customer segment. One of the hypotheses of the Business Model Canvas is that the product or service matches the customer interest and in this case we talk about product market fit. Until we reach that the business model will need to be improved. Is for this reason that we need to understand who our customer and to whom we are producing our goods.



11. Each group needs to describe their own customer.
Ask participants to work on the empathy map and to put themselves into the mind of their potential customer. (20 Min)
 - Who are your customers? Why would they buy it?
 - Age; Geography; Social/economy; Demographics; Needs/likes/dislikes/interes; Jobs they are doing; which basic needs of your customer are you helping to satisfied
 - How many customers would you interview?
12. Ask for outcomes. You can show video (5 Min)

Who is the customer

https://www.youtube.com/watch?v=Y4ZE5P7w_GQ

13. Each group needs to find a good correlation between value proposition and customer. They can revise their hypothesis by adding a new post. Group can decide to elaborate an empathy map for each archetype of customer. (20 Min)

> tips for facilitators

- The business model canvas needs correct preparation. You need time to understand each segment and the relation between the segments.
- You can substitute the Token with Stocks to let participant feel more in the role of future entrepreneur
- You can develop a presentation about the information provided in this model to show in the end of each segment

> debriefing questions

- Ask the participants what they feel about the process they have been through:
- How did you feel about this module?
 - What was the most interesting thing you learnt from this module?
 - Which were the most difficult steps to elaborate? Did you encounter any difficulties in any of them?
 - Is there anything you learned or experienced that surprised you? Can you explain what and in which way?
 - What do you think is the most important thing everyone should know that is related to the theme?

> module 3.2

Business Model Canvas:
Channels and Customer Relation

> overview	This Module explores the different segments of the business model canvas as a support for the development of a business idea for an entrepreneur.
> learning objectives	<ul style="list-style-type: none">• To develop business idea• To support the decision about channels of distribution• To brainstorm about actions to plan for the customer segment
> group size	From 6 to 30 participants
> time	1 session- 120 minute
> Summary of activity and exercises	<p><i>What are business models?</i></p> <p>A business model is a framework for how a company will create value. Ultimately, it distills the potential of a business down to its essence. A business model answers fundamental questions about the problem you are going to solve, how you will solve it, and the growth opportunity within a given market.</p> <p>Creating a successful business model is essential, whether you are starting a new venture, expanding</p>



into a new market, or changing your go-to-market strategy. You can use a business model to capture fundamental assumptions and decisions about the opportunity in one place, setting the direction for success.

A business model should answer important questions about your business and set out a strong vision for the business. The key components of a business model should include relating to your target customers, the market, organization strengths and challenges, essential elements of the product, and how it will be sold.

The business model canvas

A business model canvas is a quick-start alternative to a business plan. It helps you think through the most important aspects of a startup such as your product or service, your target market, and the resources you'll need to launch-in a brief chart format.

You suddenly have an opportunity you want to act on. Using a business model canvas can enable you to act quickly before opportunity slips away. You want to beat the competition. If you have an innovative business idea, using the business model canvas can help you be first to market. In a highly competitive space, other startups are likely planning launches similar to yours; the business

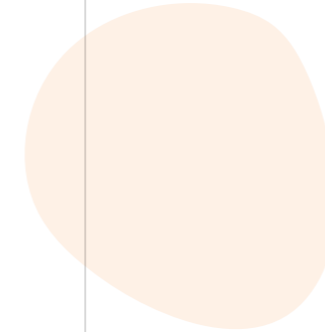
model canvas can help you get the jump on them.

You don't need outside financing. If you are trying to get a bank loan, angel capital, or venture capital, you'll need to have a traditional business plan ready to show the financing source. But if you have sufficient startup capital on your own, there's no law saying that you have to follow the traditional business plan format.

You want to rapidly assess the viability of your idea. Writing a traditional business plan will reveal any flaws in your idea; however, a business model canvas can help you pinpoint problems faster. Using a business model canvas, you can decide immediately if your idea will fly or if you need to revise it or scrap it and move on to another concept

Both the traditional business plan and the business model canvas can help startup entrepreneurs evaluate their ideas and make important decisions about launching their startup.

Of course, you can use both methods if you want. Many entrepreneurs start with a business model canvas to give them a "jump start" and then flesh out a traditional business plan further down the road.



What's included in business model canvas for startups

The business model canvas for startups takes a high-level view of your business idea and focuses on the key elements you'll need to make it viable. Developed by Alexander Osterwalder, it's a one-page document in chart form that covers the nine "building blocks" that help your business startup make money.

Key partners: Who are the buyers, suppliers, partners, and other alliances that can help you accomplish core business activities?

Key activities: What are the most important actions you need to take in order to fulfill your value propositions, strengthen customer relationships, secure distribution channels, and maximize revenue streams?

Key resources: What essential resources are needed to launch and run your business and create value for your customers?

Unique value proposition: What products and services do you plan to offer? What customer needs do they meet? How do they differentiate your business from your competition?

Customer segments: What customer groups will your business serve? Identify the customer personas that your business provides value for.

Customer relationships: What relationships will you



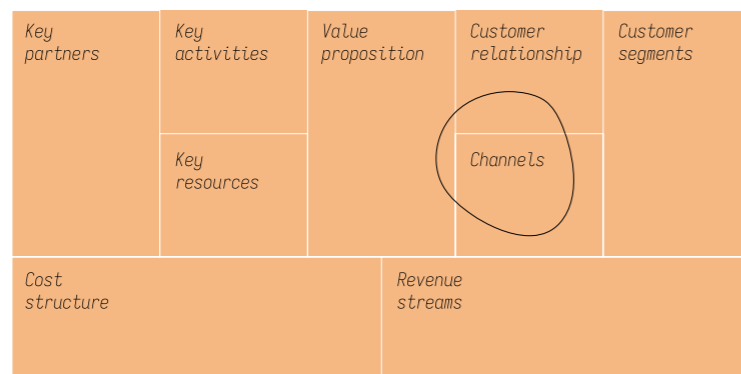
build with your customer segments? What kind of relationship does each customer segment expect?

Channels: What distribution methods will you use to deliver your products or services to your target market?

Cost structure: What will it cost to start and sustain your business? Which resources and activities will be the most expensive?

Revenue streams: How will your business make money? How will you price your products and services? Are there other potential revenue streams?

Channels



Once an entrepreneur manages to find a product market fit is fundamental to find out in which way the product or service will reach the customer and to calculate the cost for the delivery.

Exercise

1. Revise previous segment of the Business Model Canvas and introduce the Channels element by

showing the following video: (10 Min)

First video

Second video and ask to each group to brainstorm about what type of product they have and what will be the first distribution channel. (15 Min)

2. Ask to each group to discuss about how does the product get from the company to the customer and to reflect about the following option: (20 Min)

- Yourself
- Through someone else
- Retail
- Wholesale
- Bundled with other goods or services

Virtual Channels

- Dedicated e-commerce
- Platform app-store
- 2-step distribution
- Aggregator
- Social Commerce
- Flash Sales

Physical Channels

- OEM Direct sales force
- Direct sales force
- Web/online sells
- Distributors dealers or retailers

3. Ask to each group to discuss about how the customer want to buy the product from channel you choose and when and to reflect about the following

option: (15 Min)

Same day

Delivered and installed

Downloaded

Bundled with other products

As a service

Any other...

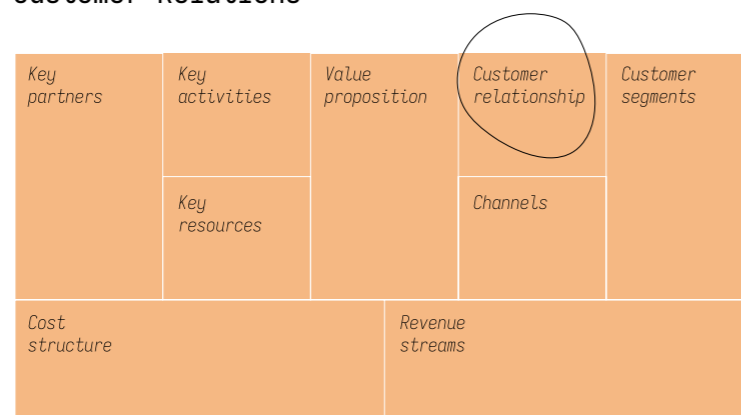
4. Ask to people to evaluate their choice about the channels by calculating the cost of each channels (20 Min) You can use as support the following videos:

First video

Second video

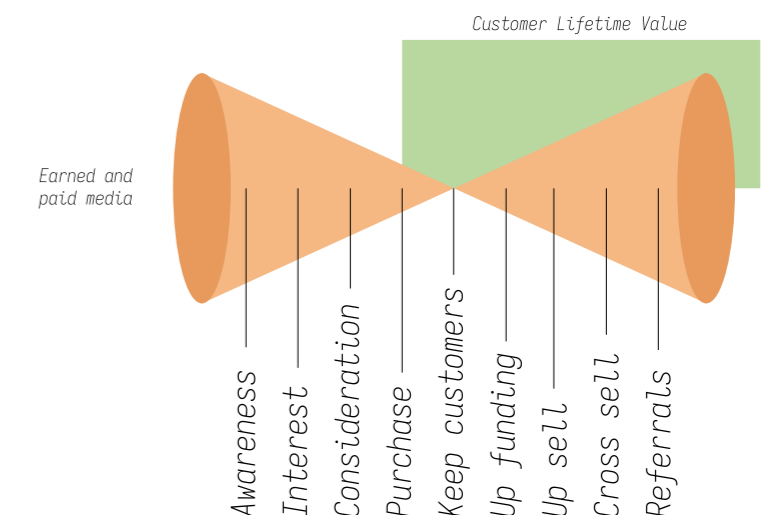
5. Each team need to share in plenary which is the channel that is providing a more sustainable delivery.

Customer Relations



To find clients is crucial for an entrepreneur and requires a consistent budget for the promotion of

the product in the market. Will be strategic to understand how to operate about the promotion and how to keep clients for future purchase of other articles.



Exercise: Get-Keep-Grow Customer

1. Present to the group the following video about how to promote the product and get clients (20 Min)

To Get

First video

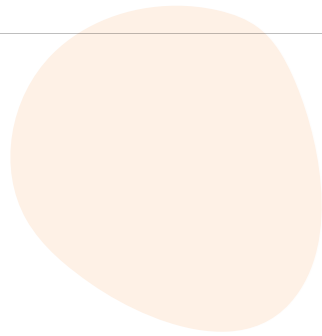
To Keep

Second video

To Grow

Third video

2. Ask each group to create a strategy about their clients, write down the different activities useful for their clients and to calculate the relevant costs. (20 Min)



Might be good to suggest the follow:

Paid Demand Creation Activities

- Public Relation
- Advertising
- Trade Shows
- Email/Direct Email
- Social Media
- Publications in Journals
- Speeches/conferences
- Blogging/guest articles
- Social Media/Twitter....
- Loyalty programs
- Product updates
- Customer satisfaction

> tips for facilitators

- The business model canvas needs correct preparation. You need time to understand each segment and the relation between the segments.
- Prepare yourself by learning terminology about the different channels, it will be good to bring examples by already existing companies.
- You can develop a presentation about the information provided in this model to show in the end of each segment

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- Ask the participants what they feel about the process they have been through:
- How did you feel about this module?
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- Which were the most difficult steps to elaborate? Did you encounter any difficulties in any of them?
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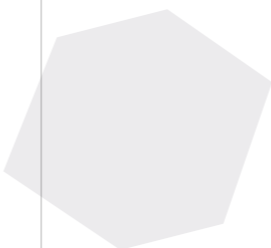
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> module 3.3

Business Model Canvas:
Key partners, key activities, key resources
– Costs and revenue stream

> overview	This Module explores the different segment of the business model canvas as a support for the development of a business idea for an entrepreneur.
> learning objectives	<ul style="list-style-type: none">• To develop business idea• To support the decision about management actions and resources for an enterprise• To brainstorm about actions to plan for the cooperation with other stakeholder• To understand costs and revenue stream of business model
> group size	From 6 to 30 participants
> time	1 session- 180 minutes
> Summary of activity and exercises	<p><i>What are business models?</i></p> <p>A business model is a framework for how a company will create value. Ultimately, it distills the potential of a business down to its essence. A business model answers fundamental questions about the problem you are going to solve, how you will</p>



solve it, and the growth opportunity within a given market.

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an innovative business idea, using the business model canvas can help you be first to market. In a highly competitive space, other startups are likely planning launches similar to yours; the business model canvas can help you get the jump on them.

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Key activities: What are the most important actions you need to take in order to fulfill your value propositions, strengthen customer relationships, secure distribution channels, and maximize revenue streams?

Key resources: What essential resources are needed to launch and run your business and create value for your customers?

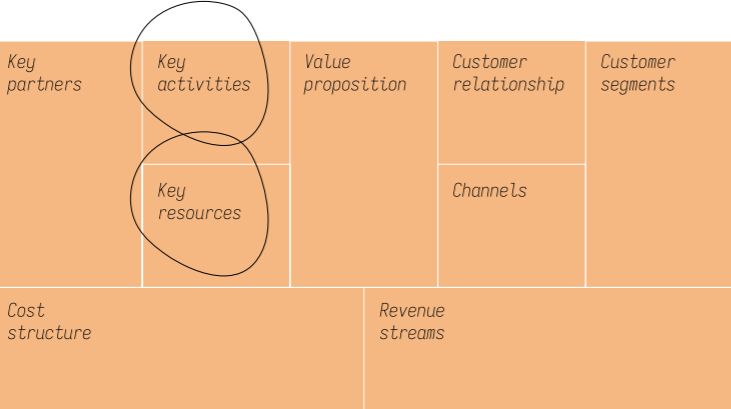
Unique value proposition: What products and services do you plan to offer? What customer needs do they meet? How do they differentiate your business from your competition?

Customer segments: What customer groups will your business serve? Identify the customer personas that your business provides value for.

Customer relationships: What relationships will you build with your customer segments? What kind of

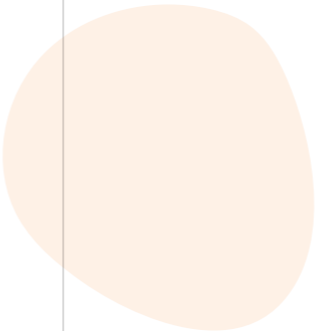
relationship does each customer segment expect?
Channels: What distribution methods will you use to deliver your products or services to your target market?
Cost structure: What will it cost to start and sustain your business? Which resources and activities will be the most expensive?
Revenue streams: How will your business make money? How will you price your products and services? Are there other potential revenue streams?

Key Activities and Resources



What are the most important assets in an enterprise?
What do you need to do to let the business model work?
After identifying the Key Activities that an entrepreneur intends to realize we need to identify the resources needed.
Definitely the resources support the business model of a company. We can identify four critical resources:

- Physical



- Financial
- Human
- Intellectual and Technology

Physical Resources

Company facilities office space, company location, lab, warehouse
Product/services and supply of materials, in the warehouse
Machinery, Vehicles, computers, shops
All of those costs represent as well the structural cost of an enterprise

Financial Resources

Friends and Family especially in the very beginning.
Crowdfunding is the use of small amounts of capital from a large number of individuals to finance a new business venture. Depending on the type of crowdfunding, investors either donate money altruistically or get rewards such as equity in the company that raised the money.
Business Angels an individual who provides capital for a business or businesses start-up, usually in exchange for convertible debt or ownership equity.
Venture Capital is a form of investment for early-stage, innovative businesses with strong growth potential. Venture capital provides finance and operational expertise for entrepreneurs and start-up

companies, typically, although not exclusively, in technology-based sectors such as ICT, life sciences or fintech.

Lease-lines refers to a dedicated communication channel that easily interconnects two or more sites. Actually, it is a service contract between a provider and a customer. This dedicated line ensures continuous data flow from one point to another for a fixed monthly rate

Factoring

Vendor-financing is a commercial arrangement where the customer will select an asset, the finance company will purchase that asset and the customer will have use of that asset during the lease

Human Resources

If you want to learn a specific subject find a teacher

If you want to hone specific skills or reach an exact goal hire a coach

If you want to get smarter and better over your career find someone who cares about you enough to be a mentor

Advisors are people you need to help advance your company's success

Getting an advisory board (by expanding your circle of accumulated wisdom past their investors) is so important that it's an explicit step in the Customer Development process

Qualified employees are the difference between a good idea that never went anywhere and a billion dollar

firm

Researchers, Engineers, Marketing, Sales, Operations mentors, teachers, coaches, advisors

Intellectual Property

Which are the Intellectual properties:

- **Trademark** registration is optional, but has significant advantages if approved country by country. Trademark gives you the right to prevent others from using "confusingly similar" marks and logos. Trademark protection lasts as long as you use the mark. The more you use the mark, the stronger your protection.
- **Databases**
- **Branding & marks**
- **Copyright** protects creative works of authorship. It gives the right to prevent others from copying, distributing or making derivatives of your work. Protects "expressions" of ideas but does not protect the underlying ideas. Copyright protection lasts practically forever but does not prevent independent development.
- **Trade Secret** information that is kept secret and has economic value to the business for ex. recipe, customer lists, product road maps...No registration required can last for as long as you take reasonable steps to keep confidential.
- **Contract** with clients and suppliers. No registration process required. You have whatever protection is defined in the contract. The protection lasts for the time period defined in

the contract

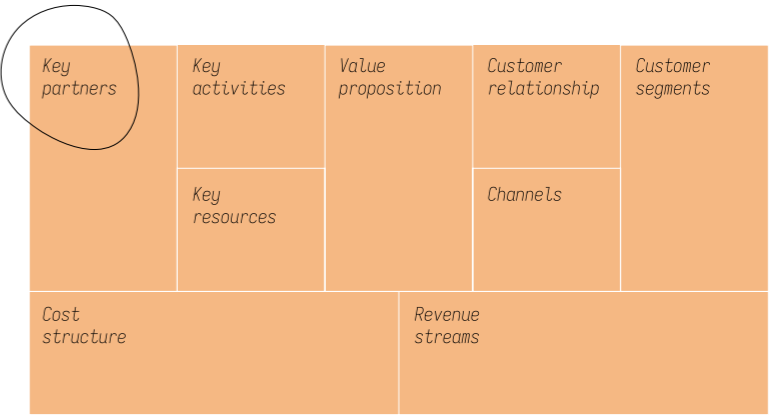
- **Patents** A government granted monopoly, prevents others from making, using or selling your invention. Even if the other's infringement was innocent or accidental. Invention must be non-obvious. Protection lasts typically for 15-20 years. Application and examination is required. Circuits, hardware, Software, applied algorithms, Formulas, designs, User interfaces, Applications, systems are all elements that can be protected.

Exercise

1. Introduce the Key Resources concept and clarify all the different categories (10 Min)
2. Ask participants to get in groups and to decide which key activities they need to plan and which resources they will need to enter in the market and to lead the business model to success. (30 Min)
How much will be the structural cost and the other physical resources?
What are the intellectual properties aspects of the business that will be important for you to develop and to protect?
Which kind of people will you need to implement your business model?
Which financial capital can you rely on?
3. The groups will share in plenary the result of their work. (10 Min)
4. Present a video about Resources Management (10 Min)



Key Partners



Who are our the key partner and who are the suppliers

What exactly we are acquiring from partner and what activities are they going to perform and when Partners can change during the life of an enterprise. It might be that those you need in year 1 will not be the same as those in year 3 or 4. Observe and put in your plan to establish strategic alliance, join venture, specific deal with suppliers and partners.

Why to have a partner

Faster time to market
Broader product offering
More efficient use of capital
Unique customer knowledge or expertise
Access to new markets
Share advertising, marketing, and sales programs and costs
Outsource suppliers (Backoffice, supply chain,

manufacturing direct suppliers, components, raw materials)

Risk in having partner

Impedance mismatch

Longest of partners schedule becomes your longest item

No clear ownership of customer

Products lack vision – shared product design

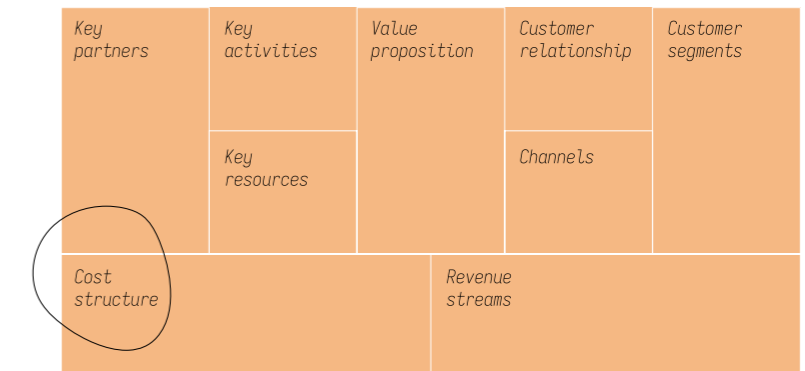
Different underlying objectives in relationship

Difficult to unwind or end

Exercise:

1. Introduce the Key Partner concept and clarify all the different categories (5 Min)
2. Ask participant to get in groups and to brainstorm about the follow and to elaborate a plan about it:
Who can be your key partners? Which kind of alliance can you establish with them? What about your suppliers? Which deal can you agree with? (20 Min)
3. The groups will share in plenary the result of their work. (5 Min)

Cost and Revenue



The development of the business model is now ready to be complete. Collect all the different costs you evaluate so far about the previous segment of the Canvas especially the cost relate to the channels and the customer relation as well as the need of plan activities and the resources to realize them. Considera s well any cost you may occur for the development of the strategy toward key partners.

Exercise:

1. Introduce the information about the costs segment (10 Min)
2. Ask participants to elaborate the costs of their plan. The following list of question can support the reflection (30 Min)

What are the costs to operate the business model ?

Fixed costs or variable costs ?

What are the most important costs ?

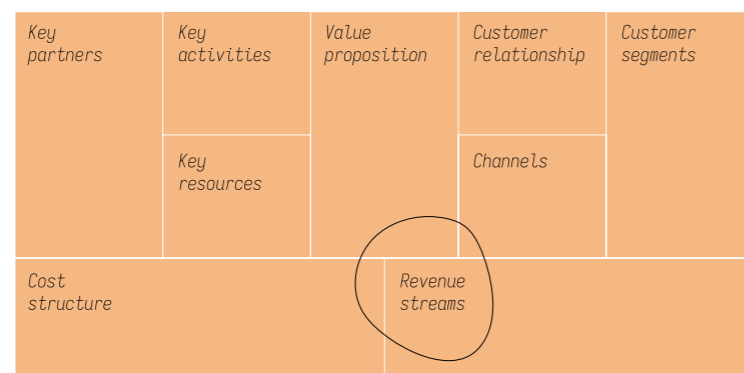
What are the most expensive resources ?

What key activities are the most expensive ?

What is the product cost? (value proposition)

What is the market size? (value proposition)
 Get-keep-grow costs? (customer relationship)
 Customer acquisition costs? (customer relationship)
 What market type are you in? (market type)
 What about channels you'll use? (channel)
 Margine and promotion? (channel)
 How much money will you need per month? (Cash Flow)
 3. Share results in plenary. (5 Min)

Revenue Stream



What are my revenue streams ?
 A revenue Stream is the strategy the company uses to generate cash from each customer segment.
 Important to consider that this is not the price that you will charge customers. Is not as well a price that is set on how much it was the costs to make it. The price you set does not necessarily be less than your competitor's price.

FIXED Price Tactics

Cost+Mark-up – The price is the equivalent of the

cost to build the product + some profit that you consider appropriate.

Value Priced – The price is based on the result of several interviews in your research phase that lead you to understand that customers will pay a certain amount of money for your product if you will place it in the market.

Volume Price – The price is set on the amount of articles you sell as much a buyer will take from you as less will be the price for each piece.

Dynamic Price Tactics

Negotiation – The price is set but you open to change it according to the deal with the client

Yield Management – The price is based on experience, on time, on software the price get higher on lower

Auctions – The price is set but could change according to the bid of other customer

1. Introduce the information about the Revenue Stream segment (10 Min)
2. Ask participants to elaborate the Revenue Stream of their company.
 - The following list of question can support the reflection (30 Min)
 - How do i Price the product ?
 - What value are customers willing to pay for ?
 - How do customers pay for products today?
 - How much are they currently paying?
3. Share results in plenary. (5 Min)



> tips for facilitators

- In the key resources part the facilitator can ask the participants to give a look about which key actions the group decides to organize for its own product or service before calculating the resources needed.
- Remind the participants to add relevant costs for each resource in the column cost of the canvas.
- Prepare yourself by learning terminology about the different resources, it will be good to bring examples by already existing companies.
- You can develop a presentation about the information provided in this model to show in the end of each segment
- It's important that during the preparation of the business model canvas the participants have time to explore the costs and the reality in their own community making interviews and collecting numbers through research on the field and on the web.

> debriefing questions

- Ask the participants what they feel about the process they have been through:
- How did you feel about this module?
 - What was the most interesting thing you learnt from this module?
 - Which were the most difficult steps to elaborate? Did you encounter any difficulties in any of them?
 - Is there anything you learned or experienced that surprised you? Can you explain what and in which way?
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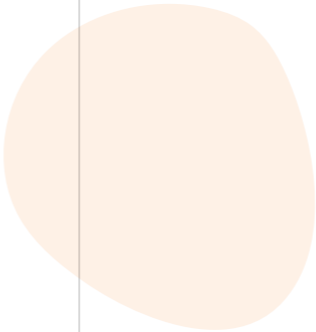
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> module 4

Financial Management for an entrepreneur

> overview	This Module explores financial management for an entrepreneur.
> learning objectives	<ul style="list-style-type: none">• To discover the role that finance has within an organization.• To understand how financial management is organized.• To learn about specific information and services the finance provides.• To empower future entrepreneur about financial management skill
> group size	From 6 to 30 participants
> time	1 sessions 120 minutes each
> Summary of activity and exercises	<p><i>What is Financial Management? (10 Min)</i></p> <p>Financial management is not easy to define. There are so many aspects to it that the terminology can sometimes get in the way of a good definition. Financial management often goes by names such as business finance, managerial finance, management accounting, and corporate finance. These terms themselves are often associated with specific</p>



functions, which in fact fall under the umbrella of financial management.

Finance management is about much more than controlling the flow of money, and it is not confined to one special department. A finance manager is anyone responsible for making an investment or financial decision.

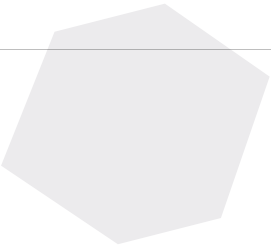
There is a common distinction between two types of financial management: **corporate finance** and **managerial or business finance**.

Corporate finance typically refers to capital investment, and is most often associated with market decisions and maximizing shareholder value.

Managerial and business finance tends to focus on accounting for, and controlling, financial assets. For our purposes, we're going to assume that financial management refers to both of these.

Financial management is the reporting, acquisition, allocation, and utilization of financial resources. Note that this definition doesn't say anything about maximizing profit. Financial decisions are, in fact, based upon the organization's strategic direction, and its desire to grow and remain competitive. The strategy is commonly set by the shareholders and investors, as it is their resources that are being deployed.

This could be maximizing profit, but could equally be building a valuable business for resale.



When the shareholders and investors are satisfied that the company is moving in the right direction, they make finances available to carry out the strategy. That may mean making decisions in the short term that sacrifice profit for investment. Improving shareholder value is key to financial management.

Specifically, financial management involves:

- **Analyzing the financial situation.**
- **Making financial decisions.**
- **Setting financial goals and objectives.**
- **Developing financing plans.**
- **Providing effective finance systems.**

This ensures that the business and financial strategies are thought about together.

Looking at the financial impact of management decisions across an organization is an important element of long-term profitability and sustainability.

In general, the finance has two areas of focus:

Financial planning: this is obtaining financing, managing the organization's cash account, and making sure that the organization meets its obligations to its investors.

It is responsible for:

- **Relationships with the organization's banks.**
- **Managing cash and credit.**
- **Obtaining financing.**

- **Paying dividends.**
- **Insurance.**

1. Financial accounting (or control): this is how financial resources are managed, budgeted and accounted for. It is responsible for:

- Accounting.
- Preparing financial statements.
- Internal auditing.
- Payroll.
- Setting budgets.
- Paying taxes.

The Planning Function

The tasks involved in financial planning are often referred to as "corporate finance."

This is the branch of financial management that addresses investment and financing decisions.

The goal is to ensure that enough funding is available to meet an organization's operational needs. Short-term needs include paying people's salaries, funding sales made on credit, and investing in equipment or market securities. In the longer term, financial planning is needed to ensure that the money is available for capital investments and other business opportunities, such as mergers and acquisitions.

Investment decisions relate to how much the organization should invest, and what specific assets

it should invest in. They can include:

- Capital budgeting: deciding whether projects are worth developing from a financial perspective.
- Valuing investments using present value, opportunity cost of capital, and future value, to make sure that money is well spent.
- Assessing a project's risk, and establishing whether it is likely to return enough of a profit to justify that risk.
- Identifying assets that are worth more than they cost, and which give a sufficient return on that cost.

Financing decisions relate to raising the cash required for investments.

They can include:

- Determining capital structure.
- Raising finance.
- Determining interest or dividend policies for investors.
- Managing working capital.

The Accounting Function

The accounting function manages everyday financial activities. From creating recording processes to developing benchmarks and improving systems, accounting is an integral part of the organization's operations.

The accounting profession can be split into two branches: financial and management. Financial

accountants are the ones who prepare the financial statements and audit the record keeping process. Managerial accountants focus more on making daily financial resource decisions.

Financial Accounting

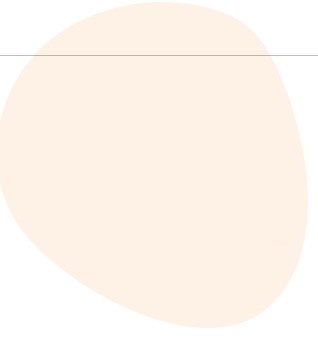
1. Financial accountants provide information that helps managers make decisions about the day-to-day management of the organization. Producing financial statements is one of their most important duties. This process includes bookkeeping, as well as preparing the statements.

The three key financial statements they provide are:

1. **The Balance Sheet** - This statement captures a company's financial position at a specific time. The balance sheet gets its name because total assets must equal total liabilities and equity. What a company owns must be equal to what it owes its creditors and owners.

The balance sheet has three sections:

- **Assets:** the things of future value that the company owns, including vehicles, computers, cash, accounts receivable, and goodwill and trademarks.
- **Liabilities:** obligations to pay or provide goods or services at some later date, including loans and accounts payable. Other outflows include staff costs, monies owed to suppliers, and taxes.
- **Equity:** the amount of net assets (assets minus liabilities) owing to the owners of the business.



The total equity is the sum of the owner's contributions to the company plus its earnings or losses.

2. The Income Statement/Profit and Loss Statement

This statement shows the inflow of revenue and the outflow of expenses.

- Revenue is the monies earned for services performed, or goods sold.
- Expenses are the associated costs of delivering those goods or services. They also include indirect costs that keep the business legal, such as taxes. The difference between revenue and expenses is the net income.

3. Statement of Cash Flow

This statement records inflows and outflows of cash during a period of time.

Management Accounting

The goal of management accounting is to support a dynamic decision-making process and help managers make great business decisions. It receives numbers from the financial accountants and interprets and modifies them for practical, internal decision making.

It makes sure that:

- Assets are being used efficiently.
- Business assets are secure.
- The company is maximizing its shareholder value.

Some of a management accountant's duties include:

- Helping set corporate objectives and developing strategic plans for the finance department, as well as for the organization as a whole.
- Designing systems for recording events and transactions for management information systems.
- Generating, communicating and interpreting financial information.
- Monitoring outcomes against budgets, plans and other benchmarks.
- Developing benchmarks to monitor and control financial and non-financial performance data.
- Improving systems by identifying and managing financial risk and auditing internal processes.

Exercise:

1. Introduce the concept of financial management (15 Min)
2. Ask participants to gather in groups of 5 and to discuss about Which decisions they make or will make that are related to financial management. How will understanding the finance function help them perform better? Forecast which decisions their future enterprise should take to respond on the main functions of financial planning (15 Min)
3. Print and cut the elements in the list "**Balance sheet items**" and the "**Description of balance sheet items**" list. Provide all elements to each group of participants and ask them to match the name of the element with the description of it

(20 Min)

4. Check with the class the correct answer (10 Min)

Balance sheet items

ACCOUNT PAYABLE
ACCOUNTS RECEIVABLE
AMORTIZATION
ASSET
BALANCE SHEET
BOOK VALUE
CREDITOR
CURRENT ASSET
CURRENT LIABILITY
DEBTOR
DEPRECIATION
EQUITY
FIFO
FIXED ASSET
GOODWILL
LIABILITIES
LIFO
LIQUID ASSETS
RESERVES
RETAINED EARNING

Income statements items

ACCRUAL
COST OF GOODS SOLD
EBIT

EBITDA
EXPENSE
FIXED COST
GROSS PROFIT
INCOME STATEMENT
NET INCOME
PROFIT AND LOSS ACCOUNT
REVENUE
STATEMENT OF CASH FLOWS
VARIABLE COST



Description of balance sheet items

Money owed to an organization by its customers for goods or services that they have already received, or that they have agreed you can invoice. When you extend a customer credit, you no longer have the asset they purchased. If they don't pay you right away, then the amount is considered ...

This is a current liability that represents the cash you owe to your creditors. When you make a purchase and pay for it at a later time, you have an obligation to pay that is recorded as a liability on your Balance Sheet.

An expense which is accounted for in one accounting period, but which is not actually paid for until the next. It allows a business to reflect when its expenses are incurred.

Anything of value that the organization owns and that can be used to generate revenue in the future. It can be tangible – inventory or equipment – or intangible – It is called an “economic resource”.

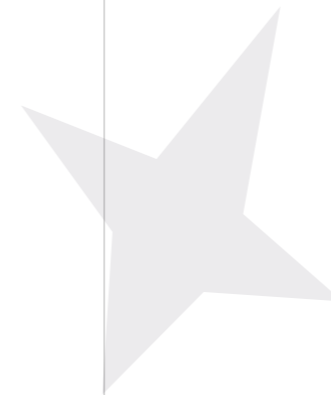
A financial report showing the things of value that the organization owns (assets) and what it owes (to creditors and investors) at any one point in time. The daily transactions of the organization cause the balances of these items to change. For example, when you sell an item, your cash on hand (or another asset) will increase and your inventory will decrease. This is why it is a “point in time” statement. It’s also known as a Statement of Financial Position and Statement of Financial Condition.

The depreciation of an intangible or tangible asset.

The depreciated value of an asset at any time between its purchase and the point where it is depreciated to zero. It does not necessarily reflect what you would get for the asset if you sold it at that time.

A person or organization who has supplied you with goods or services for which you have not yet paid.

The costs directly associated with the production and selling of the merchandise sold, for example,



materials or sales commission.

Assets that you can expect to convert into cash in one operating cycle, typically one year. Current assets typically include cash, cash equivalents, accounts receivable, and inventory.

An obligation to pay a creditor within one year, using an existing resource or by creating another current liability (for example, a short term bank loan).

A person or organization to whom you have supplied goods or services, but which has not yet paid you for these.

A method of spreading the initial purchase cost of a tangible asset over the period for which it remains useful. Tax authorities generally stipulate an acceptable depreciation period for certain items. When “straight line” depreciation is used, the purchase cost is spread equally over the depreciation period. Depreciation is recorded as a liability offsetting the original value of the asset on your balance sheet.

Assets or obligations incurred in the process of generating revenue. Buying inventory, paying rent and paying salaries are examples of common expenses incurred in the course of doing business.

An asset that is used over more than one accounting

period (usually for longer than a year), such as computer and other office equipment, production machinery and trucks. These are also known as Capital Assets.

Expenses that are incurred regardless of sales. Items like salaries and insurance can remain the same whether you sell 100 units or 10,000 units.

The value attached to an organization's ability to produce superior earnings compared to its competitors. It is an intangible asset that typically only appears on the balance sheet if the organization is purchased. It often represents the premium a purchaser pays for the company after the difference between tangible assets and liabilities is accounted for.

The difference between the revenue and the cost of goods sold during an accounting period. This represents the amount of revenue an organization has left to cover the expenses of operating the business. It is often expressed as a percentage of sales, so that comparisons can be made from one period to another to monitor costs.

Assets that can be sold quickly for cash without any significant loss in value. Cash in the bank, as well as marketable securities (stocks and bonds) are highly liquid.

A financial report summarizing the organization's progress during a specified period of time. It summarizes revenue earned and expenses incurred, and the difference is recorded as net income for the period. It is used as a guide to how profitably the organization conducts its activities. It's also known as a Profit and Loss Sheet (P&L) or Account.

An obligation to pay for an asset or provide a good or service in the future to a creditor. Until the organization fulfills its obligation, the creditor has a claim against the assets of the business. Common liabilities include bank loans and accounts payable.

The excess of revenues over expenses for an accounting period. If the figure is negative, it is referred to as a Net Loss. It's important to recognize that net income does not equal cash or the amount of money brought in. This is also called Net Profit or "The Bottom Line".

A portion of equity that is not available for regular business use. It is often allowed to accumulate to cover future liabilities or other major expenditure planned.

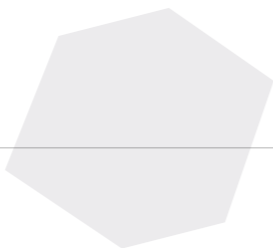
The accumulated earnings of the company that are not distributed to owners. These funds are retained for the organization's future use or for distribution to the owners in the future.

The inflow of assets (cash and accounts receivable) to the organization in exchange for goods and services. Revenue is sometimes called Sales or Turnover.

It shows the cash flows in and out of a business for an accounting period. It identifies the sources and uses of the cash, and categorizes these as cash from operations, financing, and investing. The main purpose of the statement is to determine whether the organization has enough cash to cover its short-term obligations. It is also referred to as the Statement of Changes in Financial Position.

Expenses that vary with sales of the organization. As you sell more, your material costs increase, as do things like transportation, wages and utilities. Some of these may be strictly variable and others have a fixed portion as well. For instance, you incur a minimum wage cost regardless of production.

The value of net assets owing to the owner of the organization. If a company were to dissolve (in a controlled way), creditors have the first claim against the assets. Once all the liabilities are paid, the balance that remains is the owner's share. This is the equity that the owners are owed by the organization.

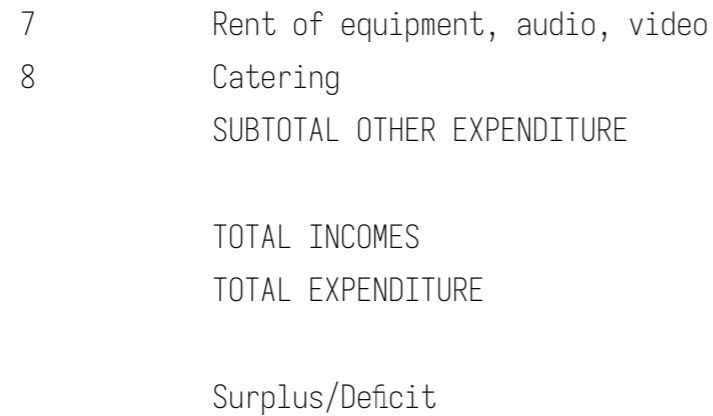


Exercise:

- 1. Explain people what is a business plan (10 Min)
- 2. Give them a template with a sample of a financial budget and ask them to create their own one according to the business they would like to set up. They can add more voice in the income or expenditure part. (20 Min)
- 3. Collect their findings in plenary (5 Min)

Example of a budget:

	incomes	budget	balance
1	Own contribution		
2	shareholders		
3	Sponsorship		
4	revenue		
5	other contribution		
	TOTAL INCOMES		
	EXPENDITURES		
1	Permanent Staff		
2	Consultant		
	SUBTOTAL PERSONNEL		
1	Office rent, heating, water...		
2	Equipment		
3	Staff Travel		
4	Communication		
5	Taxes		
6	Materials...		



- Communication is a very important soft skill and a very wide one. Prepare yourself by reading about communication skill and how communication have impact for an entrepreneur;
- It might be that participants perhaps tried pitching a project already and even if they give their best shot, all they got back were blank looks and awkward silences. Explain that as all other soft skills they improve by the learning cycle of testing, observing, reflecting on the observation and readapt the approach. Encourage them to try more for learn on how to improve communication skills.
- The Communication Cycle is a six-step process for organizing and presenting a message effectively. You can apply it in all situations that involve communication, but it's most useful for important or complex communications.
- By looping through the cycle twice or more, you can continue to improve your communications by analyzing audience response and learning from the feedback that you receive.

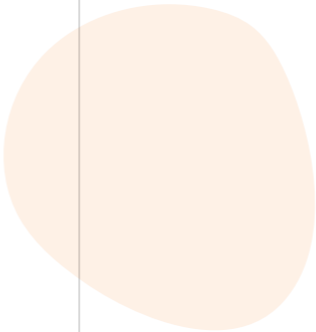
Ask the participants what they feel about the process they have been through:

- How did you feel about this module?
- What was the most interesting thing you learnt from this module?
- Which were the most difficult steps to elaborate? Did you encounter any difficulties in any of them?
- Is there anything you learned or experienced that surprised you? Can you explain what and in which way?
- What do you think is the most important thing everyone should know that is related to the theme?

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Marketing Essential

> overview	This Module explores the meaning and elements of marketing
> learning objectives	<ul style="list-style-type: none">To explore the concept of marketing and raise awareness of importance of itTo understand how to use the 4P and to calculate the USPTo elaborate the marketing campaign
> group size	From 6 to 30 participants
> time	1 sessions 120 minutes each
> Summary of activity and exercises	<p>What is Marketing ?</p> <p>The management process through which goods and services move from concept to the customer” “Putting/promoting the right product in the right place, at the right price, at the right time.”</p> <p>Promoting – Product – Place – Price</p> <p>Product</p> <ul style="list-style-type: none">What does the customer want from the product/



- service? What needs does it satisfy?
- What features does it have to meet these needs?
 - Are there any features you’ve missed out?
 - Are you including costly features that the customer won’t actually use?
 - How and where will the customer use it?
 - What does it look like? How will customers experience it?
 - What size(s), color(s), and so on, should it be?
 - What is it to be called?
 - How is it branded?
 - How is it differentiated versus your competitors?
 - What is the most it can cost to provide, and still be sold sufficiently profitably?

Place

- Where do buyers look for your product or service?
- If they look in a store, what kind? A specialist boutique or in a supermarket, or both? Or online? Or direct, via a catalogue?
- How can you access the right distribution channels?
- Do you need to use a sales force? Or attend trade fairs? Or make online submissions? Or send samples to catalogue companies?
- What do your competitors do, and how can you learn from that and/or differentiate?

Price

- What is the value of the product or service to

the buyer?

- Is the customer price sensitive? Will a small decrease in price gain you extra market share? Or will a small increase be indiscernible, and so gain you extra profit margin?
- What discounts should be offered to trade customers, or to other specific segments of your market?
- How will your price compare with your competitors?
- How and where will the customer use it?

Promotion

- Where and when can you get across your marketing messages to your target market?
- Will you reach your audience by advertising online, in the press, or on TV, or radio, or on billboards? By using direct marketing mailshot? Through PR? On the Internet?
- When is the best time to promote? Is there seasonality in the market? Are there any wider environmental issues that suggest or dictate the timing of your market launch, or the timing of subsequent promotions?
- How do your competitors do their promotions? And how does that influence your choice of promotional activity?

Unique Selling Proposition

It's your "Competitive Edge"

The unique thing that you can offer that your competitors can't

The reason why customers buy from you, and you alone

USP Analysis

1. Understand what Your Customers Value
2. Rank Yourself and Your Competitors
3. Identify where You rank well
4. Develop a simple, easy communicate USP

USP Tips

Relevance – The competence must give your customer something that strongly influences him or her to choose your product or service.

Difficulty of imitation – The core competence should be difficult to imitate. This allows you to provide products that are better than those of your competition

Breadth of application – It should be something that opens up a good number of potential markets. If it only opens up a few small, then success in these markets will not be enough to sustain significant growth.

Your Product

Characteristics that influence customer to buy:

- Quality of Merchandise
- Catalog Quality
- Speed of Delivery
- Ease of ordering

- Website appearance and navigation

Exercise:

1. Introduce the marketing concept and the 4P to elaborate a marketing campaign and the concept of USP (10 min)
2. Ask participant to work in groups of 5 and ask them to analyze their own product giving answers accurate as possible to the questions of the 4P (**Promoting – Product – Place – Price**) (20 Min)
3. Stimulate the groups to make comparisons between their future company and the ones of competitors. by using the “**your product**” list and to elaborate a USP to communicate to the market. (20 Min)
4. Debrief in the plenary (10 Min)

Market Segmentation

Imagine that you’ve come up with the “right” product.

How do you identify the “right” place to propose it?

Ex. Your company owns fitness clubs.

Which could be your Market Segment?

Your market includes anyone who’s interested in staying fit and healthy;

However, you know that your consumer group is more complex than that.

Our Market Segment.

- Parents that need childcare service when they exercise

- Retirees person that have unique set of fitness need
- Professionals that work full time and want quick and intense workout

How do you tailor your marketing to address all of them?

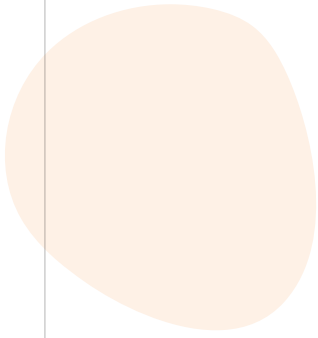
About Parents – offer childcare services and fitness activities for older children while their parents work out. You might also offer a reduced price for this segment to boost attendance during the quieter afternoon period.

About Retirees people – you might employ personal trainers who specialize in helping older adults keep fit, and you could offer specialist exercise classes during the day. You could advertise these on the radio, or in publications that retirees read. You could also offer lower price packages to encourage older people to come outside of the busier peak times.

About professionals – you could showcase cutting-edge machines that might interest your busy professionals, or you could make more personal trainers available in the evenings to customize workouts. You’d reach this group by text, on websites or by putting marketing content on the social media channels they use.

Choosing how to Segment Your Market

Accessible – are you able to reach the subgroup



through cost effective and practical marketing and distribution channels?

Measurable: can you estimate each subgroup's size easily, so that you can allocate marketing spend accordingly?

Substantial: is the segment large, established and stable enough to justify its own marketing activity?

Viable: can people within the subgroup afford your product, and will they see clear and desirable advantages of using it, compared with other products and services?

Other important elements

Geographical: country, language, region, state, cities, or neighborhoods.

Demographic: age, gender, occupation, income, or ethnicity.

Psychographic: lifestyle, values or interests.

Behavioral: what you use the product for, brand loyalty or the benefit you look for from the product.

Place your product/service on the market!

Focus on your target (i.e. are they teenagers? Children? Elder people? Majority women? Men?...etc.)
Understand what resources you can reach them (i.e. they use facebook? Blog? Forum? What Else?
Which are the needs you identified in them? How to answer them?

Examine where you are now and where you wanna be in 3 years. Build your value on, you should never stop,

or the market will set you aside.

Make the contents of your product/service clear and concrete. You're not a "smoke-seller" :)!

Think about what campaign or resource you can use to inform potential clients (i.e. interview with opinion leaders in the market, gadgets, presents... link everything with your idea!)

Visibility is important. Free action can support it, especially by the "mouth to mouth" system. It also can build trust and reputation around your company, in the relationship between seller-buyer and vice versa.

How to start a marketing campaign

Exercise:

1. Introduce the marketing segmentation concept and its own components and the cycle of a product (10 min)
2. Ask participant to work in groups of 5 and to use USP to understand what your customers value most about your product and elaborate their own marketing campaign for their potential customers with different strategy for each different market segment (20 Min)
3. Ask them to identify where their product is in its life cycle, so they can better understand the type of marketing they should use.
4. Invite the groups to decide an economical budget for their campaign. Their findings so far should help them to narrow down their potential market. (20 Min)

> tips for facilitators

- Be prepared with the concept of 4 P and the understanding of the cycle of the product phases.
- Let participant understand that money are never unlimited especially in the first phase of their investment
- Bring as many examples as possible of marketing campaigns of other companies to narrow down the concept about the marketing campaign.

> debriefing questions

- Ask the participants what they feel about the process they have been through:
- How did you feel about this module?
 - What was the most interesting thing you learnt from this module?
 - Which were the most difficult steps to elaborate? Did you encounter any difficulties in any of them?
 - Is there anything you learned or experienced that surprised you? Can you explain what and in which way?
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> notes

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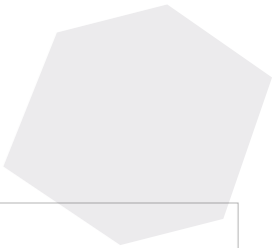
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> module 6

Visualization and goal setting



> overview

This Module explores different techniques to self-reflect and to focus on goals for an entrepreneur.

> learning objectives

- To understand the use of various techniques to meditate

> group size

From 6 to 30 participants

> time

1 sessions 120 minutes each

> Summary of activity and exercises

Visualization techniques?

They are simply a mental rehearsal. You create images in your mind of having or doing whatever it is that you want. You then repeat these images over and over again, daily for about five minutes a day. In your five-minute practice, use your imagination to see yourself being successful in whatever goal you may have.

Treasure Map Technique

This is a visualization technique that uses a physical component as well as the obvious mental component.



To try this technique, you first need to think of something you would like to visualize – for example, create a specific event to promote your company. Start by drawing physical representations of all of the factors involved. You can draw yourself, a few items that are involved in the organization of the event, and maybe the space that represents the place you will organize the event. Make the drawings as detailed as possible. The important factor isn't the drawings themselves, but what you are picturing as you draw them. Your mind will be visualizing the road to success the whole time you are drawing out your map. Be patient with this technique, as it will take time to become absorbed into the exercise. It will help to be in a quiet place, and turn off any distractions like a television or radio.

Receptive Visualization

Think of this technique as watching a movie in your head, only you control the scenes.

This is a more passive approach than the previous one, but can be just as effective. Again, it helps to be in a quiet place with no outside distractions. Lie back, close your eyes, and try to picture vividly the scene you want to visualize. After you get a clear image in your head, start to add people and noises to the 'movie'. Slowly build the image until you have a whole picture of the scene and can really feel yourself being involved in the action.

Altered Memory Visualization

Changing past memories to have a more positive outcomes

This is especially useful for resolving memories that involve anger or resentment. Replay the scene in your mind, only replace the angry responses with more calm and controlled ones. It will take time to recreate the scene, but commit to doing this several times over. After a while, your brain will only remember the scene playing out as you have re-created it, and the uncomfortable memories of the actual event will fade away.

Meditation

As opposed to the other techniques, visualization through meditation is more of a byproduct than the main focus.

When you start meditating on a regular basis, you gain access to your inner self more than you have ever before. From that inner place is where you can start to experience strong visualizations. To start, make a plan of setting aside time each day to meditate. You will get better and better at your meditation as you gain experience, so don't be discouraged if you don't have strong visualizations right away. The idea with meditating is to completely empty the brain and allow it to go wherever it wants. You are not actively forcing any thoughts or images into your head. Start by focusing on breathing, and let your mind do whatever it wants

to do naturally. With this technique, you will start to have strong visualizations just by 'letting go' and allowing your brain to put on the show. These visualizations are a great insight into your mind because they are not constructed manually; rather they just occur on their own merit.

Set up your goal !

1. **Focus on the positive**
2. **Have it, don't want it**
3. **Be consistent**
4. **Be specific**

Focus on the positive. A common mistake is focusing on the opposite of what you want. When I wanted to lose weight, I initially made the mistake of posting pictures of my fat belly all over my room, thinking it was motivating me. But that was the wrong way: by focusing on my fat, I was just keeping the fat there. I should have been visualizing the stomach I wanted.

Have it, don't want it. Think of something you really, really want. Now, do you have it? Probably not. Most often, wanting is the opposite of having. So when you visualize, don't think about wanting something, see yourself as already having it.

Be consistent. You have to really work hard on this. Your mind is a muscle, just like your body. The top bodybuilders didn't get to where they are by working out for two minutes a day. They worked hard for it.

Make your goal your burning obsession, a passion and purpose in life.

Be specific. Most people have vague goals. They vaguely want to be rich, or they want to travel somewhere nice. Where? Oh, never thought about it much. It's like getting into a car with a vague goal of wanting to buy... something. Not going to happen, right? You want to have a specific goal: I'm going out to the supermarket to buy myself some shampoo and a toothbrush. It is the same with your goals. Set it in as much detail as you can: a specific amount of money, a specific outcome from a meeting, whatever it is.

What are the Benefit of those technique

Get More of What You Want

You Already Do It ... So You May As Well Do It Right!

You Can "Trick" Your Subconscious Mind

It's FUN !

Visualization Increases Confidence !

Mental Rehearsal Has Been PROVEN to Work !

Form ALWAYS Follows An Idea

Visualization Increases FOCUS & DESIRE

Get SOLUTIONS to Problems

You'll Get NEW IDEAS

Exercise:

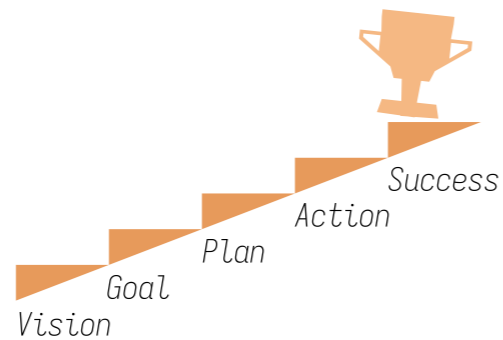
1. Explain the visualization technique to participants presenting the different ones (15

min)

2. Ask participants to sit in a comfortable position, to relax and to test one of the techniques. Use the organize an event task. Once they have eyes closed you can lead the reflection with the list of points below. Alternatively you can give the guidance list to each participants and ask them to use the methods they are more familiar with (30 Min)
 - Which problem we solve to customer
 - Which benefit clients will get
 - What makes my product different than competitors
 - Which values I want to share with my customer
 - Which innovation am I creating
3. Ask for feedback at the end of the exercise. (15 Min)

> tips for facilitators

Visualization technique can be also applied to create vision of the company or its own value proposition following these guidelines points.



> debriefing
questions

Ask the participants what they feel about the process they have been through:

- How would you feel about this module?
- What was the most interesting thing you learnt from this module?
- Which were the most difficult steps to elaborate? Did you encounter any difficulties in any of them?
- Is there anything you learned or experienced that surprised you? Can you explain what and in which way?
- What do you think is the most important thing everyone should know that is related to the theme?

> notes

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Pitch your Value Proposition

> overview	This Module is about feedback and presentation of the business idea
> learning objectives	To understand the importance of feedback to improve own talents
> group size	From 6 to 30 participants
> time	1 session- 120 minutes
> Summary of activity and exercises	<p>Pitch your Business Idea</p> <p>Exercise:</p> <ol style="list-style-type: none">1. Invite a group of entrepreneur to enroll the commission that will evaluate the business idea2. Ask participants to prepare their presentation in advance. They will have 5 minutes for presentation and another 5 minutes to answer questions the commission will deliver to them.3. Digital format will be appreciated as well as dress code.4. At the end of the presentation ask the

commission to nominate the best proposal and reward accordingly.

5. Provide space for feedback and comments for improvement. Address especially the follow:
- Difficulties you encounter and how you solve them.
 - Challenges/blocks you still have in your business model.
 - What you enjoy about the process

DO YOU REALLY WANT THIS HAPPEN?

Business is not only about passion but also preparation for the challenges of the market.

Tips for the presentation:

Present yourself in the beginning of your speech and be sure that the name of the company is correctly included in every digital slide, the commission will remind more who you are and what you do.

Bring evidence investors like them, be sure you have enough elements for them to understand that you research a lot about the market and your future customers before starting your own venture.

Be realistic about how you will distribute your product as well, not just about the product.

Keep it smart not too much writing, graphics explain a lot and it's easier to follow for who have to listen to you

Be Specific present only one product and connect it with the specific market segment

Clarify yourself: What do you want ? What do you

need ? What do You want to tell ? If you talk about your idea without anything they can probably have difficulties to follow you.

Everyone wants **to be SPECIAL** reflect on how you can impress the commission in relation with your product. Which aspect could be interesting the most? Why?

Express Social Purpose, Ethic, Values in the presentation if this is in your company vision
Be Prepared the commission will surely require more information from you be ready to answer with confidence

Manage time well you will have 5 minutes be sure that the important aspect fit in that limit eventually you can add something more in the questions phase.

Future plan: what will be your next step?

> tips for facilitators

FEEDBACK

Make it a Positive Process and Experience
Number One Rule: Before giving feedback make sure you remind yourself why you are doing it. The purpose for giving feedback is to improve the situation or performance. You won't accomplish that by being harsh, critical, or offensive.

BE timely

The closer to the event you address the issue, the better. Feedback isn't about surprising someone so the sooner you do it, the more the person will be

expecting it. Think of it this way: It's much easier to feed back about a single one-hour job that hasn't been done properly than it is to feed back about a whole year of failed one-hour jobs.

The exception to this is if the situation involved is highly emotional. Here, wait until everyone has calmed down before you engage in feedback. You can't risk letting yourself get worked up and risk saying something you will regret later.

Make it Regular

Feedback is a process that requires constant attention. When something needs to be said, say it. People then know where they stand all the time and there are few surprises. Also, problems don't get out of hand. This is not a once-a-year or a once-every-three-month event. While this may be the timing of formal feedback, informal, simple feedback should be given much more often than this – perhaps every week or even every day, depending on the situation. With frequent informal feedback like this, nothing said during formal feedback sessions should be unexpected, surprising or particularly difficult.

Prepare your comments

You don't want to read a script but you do need to be clear about what you are going to say. This helps you stay on track and stick to the issues.

Be specific

Tell the person exactly what they need to improve on. This ensures that you stick to facts and there is less room for ambiguity.

If you tell someone they acted unprofessionally, what does that mean exactly? Were they too loud, too friendly, too casual, too flip or too poorly dressed? Remember to stick to what you know first hand: You'll quickly find yourself on shaky ground if you start giving feedback based on other people's views. Try not to exaggerate to make a point. Avoid words like "never", "all," and "always" because the person will get defensive. Always discuss the direct impact of the behavior and don't get personal or seek to blame.

Criticize in private

While public recognition is appreciated, public scrutiny is not.

Establish a safe place to talk where you won't be interrupted or overheard.

Use I statements

Give the feedback from your perspective. This way you avoid labeling the person.

Say, "I was angry and hurt when you criticized my report in front of my boss" rather than "You were insensitive yesterday."

Limit your focus

A feedback session should discuss no more than two issues. Any more than that and you risk the person feeling attacked and demoralized. You should also stick to behaviors the person can actually change or influence.

Talk about positive too

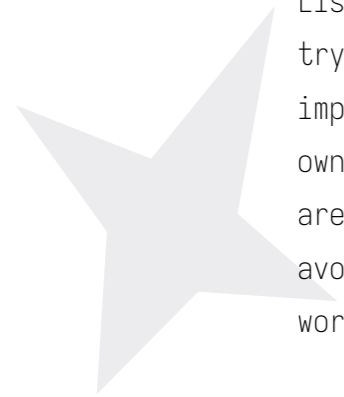
A good rule is to start off with something positive. This helps put the person at ease. It also lets them "see" what success looks like and this helps them to take the right steps next time. As long as it's not forced, it can also help to give positive feedback at the end of a feedback session too. Otherwise, people can finish feeling despondent and worthless.

Provide specific suggestion

Make sure you both know what needs to be done to improve the situation. The main message should be that you care and want to help the person grow and develop. Set goals and make plans to monitor and evaluate progress. Use the SMART acronym and define specific steps and milestones, or the GROW model to motivate people to deliver the change you want.

Tips

You may not agree on everything so it is a good idea to ask the person to provide their perspective. Use phrases like, "What is your reaction to this?" or



“Is this a fair representation of what happened?”
Listen actively to what he or she has to say and try to get him or her to offer some suggestions for improvement. This way they have an opportunity to own the solution and are much more likely to follow through with it. To avoid sounding like you’re preaching, stay away from words like “good,” “bad,” “must,” “need to,” etc.

Follow up

The whole purpose of feedback is to improve performance. You need to measure whether or not that is happening and then make adjustments as you go. Be sure to document your conversations and discuss what is working and what needs to be modified.

> debriefing questions

Ask the participants what they feel about the process they have been through:

- How did you feel about this module?
- What was the most interesting thing you learnt from this module?
- Which were the most difficult steps to elaborate? Did you encounter any difficulties in any of them?
- Is there anything you learned or experienced that surprised you? Can you explain what and in which way?
- What do you think is the most important thing everyone should know that is related to the theme?

