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UPthEM TRAINING PROGRAMME

Upskilling pathways for employability (UPthEM)

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Learning framework

I. Introduction

The framework provides description of knowledge, skills and competences (attitudes) to be reached by potential learners with disadvantage background engaged in the training programme for entrepreneurs. This framework steps on the existing descriptions from the field of entrepreneurship education including different learning modules. The Program for entrepreneurs with disadvantage background adds also specific attributes, linked to the needs of the target group. The Framework is a part of the Training Program for Entrepreneurs with disadvantage background and supports educators drawing on their professional knowledge to guide their planning for training future entrepreneurs.

The Teaching and Learning Framework serves as a model for course design that helps instructors align learning goals with activities, create motivating and inclusive environments, and integrate assessment into learning.

The most effective teaching and learning frameworks are those that compile psychological, cognitive, sociological, and educational background of learners. Teaching and learning frameworks provide diverse approaches that help learners to form knowledge structures that are accurately and meaningfully organized and to be aware when and how to apply the skills and knowledge they learn. Aiming to do this we focus on the following four objectives of the Training Program for Entrepreneurs with disadvantage background:

1. Retain information after a course is over
2. Develop an ability to transfer knowledge to novel situations
3. Develop skill in thinking or problem solving
4. Achieve affective outcomes, such as motivation for additional learning or a change in attitude

The UPthEM Training Programme will help the adult educators in their work with learners with disadvantaged background. The training programme will focus on learners with sociocultural, economic, geographical and physical disadvantages. The duration of the training modules is flexible and each trainer can adapt the content and teaching time to the needs of the trainees.



II. General part - description of knowledge, skills and competences

Introduction

The UPthEM programme is organised in three main parts, namely a General part, four training modules – Creative thinking, Green entrepreneurship and sustainability, Training opportunities and entrepreneurship solutions and Social and professional empowerment - and a role-play simulation part.

The General part of UPthEM program is dedicated to establishing the context, framework and core content of the Programme. **First**, it reviews the central principles in the field of entrepreneurship: main principles and business principles in entrepreneurship. It looks at the implications of the theoretical propositions and framework in the field on the scope and content of a generic entrepreneurial programme – required courses, streams and links with the market. It seeks to establish the place that UPthEM program occupies in the field. **Second**, it maps knowledge, skills and competences that are developed in trainers and trainees of entrepreneurship. It formulates learning outcomes sought in entrepreneurship training programmes and gives specific attention to competences and attitudes of teachers/trainers and adult learners with disadvantaged backgrounds. Further it provides analysis and conclusions on specific sets of learning outcomes, relating to each group of the four types of disadvantaged adults the Programme focuses on (sociocultural, economic, geographical and physical disadvantages). **Third**, brief review is given to the teaching and assessment methods in the area – effective classroom (including virtual classroom), teaching technics, projects and assignment, including training materials, assessment of the knowledge and skills gained by the trainees.

The UPthEM adult learners programme also has defined modules' structure, based on the target audience – adult learners with disadvantaged backgrounds in four groups: people facing socio-cultural (gender, ethnicity or religion related), economic (related to unemployment and poverty), geographical disadvantages (living in remote and rural areas with limited employment opportunities and higher, in relation to other regions, rate of long-term unemployment) and the group of people with physical disabilities. The four modules of the Programme are as follows:

- Green Entrepreneurship and Sustainable Development;
- Creative thinking
- Training opportunities and entrepreneurship solutions
- Social and professional empowerment



The UPthEM program draws on desk research, conducted in the scope of the project that maps out the situation of adult education in the five participating countries: Bulgaria, Greece, Poland, Romania and Spain, in terms of entrepreneurship policies, programmes, and links between educational institutions and the business. Further, the research reviews the formal and non-formal training in entrepreneurship in the partner countries and assesses the particular needs of learners, educators and employers. The entrepreneurial education and training generally lack the necessary level of institutionalization - common standards for accreditation of the training organizations and award of degree; varying quality of educational programmes and courses, standard requirements for entrepreneurship teaching of formal and non-formal programmes. In this sense, the UPthEM Programme contributes to setting standards in adult education in entrepreneurship and to supporting of the entrepreneurship teaching and learning of adult disadvantaged learners.

The set objective of UPthEM programme is the formulation of knowledge, skills and competences in the area of entrepreneurship to be acquired by the adult trainees with disadvantaged background as well as teaching methods and techniques. These need to respond to several circumstances (programme specifics): The Programme doesn't set specific prerequisites for the trainees in terms of degrees and qualifications; it addresses what is necessary for the trainees who wish to develop a business or work for a startup and what is necessary for non-business students to turn their passion into a business. It is intended to apply to a diverse set of economic sectors.

One general observation that is borne in mind is that such programmes are very often designed/redesigned to meet students' and business demands, to support new ventures and social causes. Thus, the programme should allow adaptation to different social and economic spheres.

The teaching and assessment methods reflect the specifics of the subject matter: tie directly to entrepreneurship and is directed to future entrepreneurs. Such programmes are supposed to provide the potential entrepreneurs with an understanding of how to develop and sustain a venture, hence, offer an integrated approach to problem solving, help students understand the whole of the enterprise, challenging them to evaluate problems on multiple dimensions. This point at specific knowledge, skills and also teaching and learning techniques.

It also reflects the specificities of the learners, targeted by the programme: adults with disadvantaged backgrounds. Thus, the role of the educator/counsellor/facilitator focuses on promoting entrepreneurship and support of disadvantaged learners in the process of exploration of their business ideas. Personal development as entrepreneurs of prospective students of the Programme is its key objective and this determines the design of the UPthEM and the selection of teaching methods and techniques.



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The programme purports in aiding the trainers that are to implement the program by enhancing their skills and knowledge on content and teaching methods that will enable the effective learning of adults from disadvantaged background in gaining entrepreneurship skills and knowledge.



1. Main principles of entrepreneurship

The principles of entrepreneurship are presented following a brief review of the concept of entrepreneurship. This subsection concludes on implications for the design of curricula/programmes in Entrepreneurship.

1.1. The notion of Entrepreneurship

Various universities and training programmes in entrepreneurship have contributed to developing the notion of entrepreneurship and understanding the field of entrepreneurship in their research and by the design of their curricula and courses. At international level (which is also trans societal and expert), the Organization for Economic Co-operation and Development (OECD) contributed to the definition, development and ‘institutionalization’ of the notion, giving it key place in its research program and publications. The notion adapts to a dynamic environment.

Classical academic definitions

Schumpeter, in the first half of 20th century, develops the classical notion of entrepreneurship, defined as the entrepreneur-innovator who implements *entrepreneurial change* of markets. The entrepreneurial change has 5 manifestations: 1) the introduction of new/ improved goods; 2) the introduction of new production methods; 3) the opening of new markets; 4) the exploitation of new supply sources; and 5) the re-engineering of business management processes.

Key contributions to the definition of the notion are given in the table below.

(The table can be used as a Handout)

The entrepreneur is the innovator who implements change within markets through the carrying out of new combinations. These can take several forms:
the introduction of a new good or quality thereof,
the introduction of a new method of production,
the opening of a new market,
the conquest of a new source of supply of new materials or parts, and
the carrying out of the new organisation of any industry. (Schumpeter, 1934)

Entrepreneurs are „pro-jectors“. (Defoe, 1887)

Entrepreneurial activity involves identifying opportunities within the economic system. (Penrose, 1959/1980)



The field of entrepreneurship involves the study of sources of opportunities; the processes of discovery, evaluation, and exploitation of opportunities; and the set of individuals who discover, evaluate, and exploit them. (Shane & Venkataraman, 2000)

Entrepreneurship is a context dependent social process through which individuals and teams create wealth by bringing together unique packages of resources to exploit marketplace opportunities. (Ireland, Hitt, & Sirmon, 2003).

The concept of entrepreneurship generally refers to enterprising individuals who display the readiness to take risks with new or innovative ideas to generate new products or services. (Drivers of Growth, 2001).

The academic analyses of entrepreneurship phenomenon and process are centered on the figure of entrepreneur and on the innovation process. These are embedded in their social contexts – regulatory framework (taxes, regulations and relevant public rules and institutions), market conditions (public involvement in markets, competition in the markets, access to foreign markets, procurement regulation), macroeconomic conditions, innovation infrastructure, culture (factors into entrepreneur’s behavior and attitudes). The entrepreneur is a visionary, innovator and risk-taker. The entrepreneur assesses the combination of opportunity, capabilities and resources and is ready to take the risks involved when venturing into a start-up or entrepreneurial activities.

To sum up, the analytical framework of entrepreneurship entails the contextual legal, technological, market and cultural determinants of entrepreneurship. Entrepreneurship is embedded in its social, political and technological contexts and has a range of policy determinants and factors. Academic studies discuss the factors affecting entrepreneurship. Conventionally, central factors are **opportunities, skilled people and resources** (capital, R&D and technology). These three factors are determined by contextual conditions, namely the regulatory framework and culture.

International organizations and institutions contribute to the study of Entrepreneurship. The EU definition is as follows: Entrepreneurship is the mindset and process to create and develop economic activity by blending risk-taking, creativity and/or innovation with sound management, within a new or an existing organisation. (Commission of the European Communities), 2003

The OECD contributes to the development of the notion of *entrepreneurship* in a series of studies and gives the following definitions:

- “the dynamic process of identifying economic opportunities and acting upon them by developing, producing and selling goods and services” (Economic Survey, 1997);



- “the ability to marshal resources to seize new business opportunities...” (Fostering Entrepreneurship);
- “an entrepreneur is anyone who works for himself or herself but not for someone else” (Youth Entrepreneurship, 2001).

The cited definitions of entrepreneurship refer economic/ business activities that are innovative in business sense and also focus on the figure of entrepreneur.

The OECD definitions¹ of entrepreneurship has three pillars: Entrepreneurs, Entrepreneurial Activity and Entrepreneurship.

- Entrepreneurs are those persons (business owners) who seek to generate value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets.
- Entrepreneurial activity is the creation and/ or explanation of economic activity (by identifying and exploiting new products, processes or markets) in pursuit of generation of value.
- Entrepreneurship is the phenomenon associated with entrepreneurial activity.

Clarifications of the definition

Central element of this definition of entrepreneurship, again, is the innovation or the creation and/ or identification of new processes, products or markets. The entrepreneurs are creative and resourceful. An important focus in the concept is related to “value” as covering a set of diverse monetary and non-monetary returns. The major social and economic objectives associated with entrepreneurship in the context of this framework are job creation, economic growth, environmental protection, social inclusion and poverty alleviation.

There are several points of clarification of OECD definition in order. First, it focuses on business related entrepreneurship, and, consequently ignores the social entrepreneurship domain. Second, the risk-taking characteristic of the entrepreneur is not essential as the entrepreneurial activity is not dependent on the existence of the entrepreneur. Thus, the OECD definition recognizes that individuals within businesses (in companies owned by shareholders or trust funds and managed

¹ Draws on Nadim Ahmad and Anders Hoffman, A Framework for Addressing and Measuring Entrepreneurship. Entrepreneurship Indicators Steering Group. Paris, 20 November 2007



by hired managers and not technically entrepreneurs) may demonstrate entrepreneurship without necessarily having a stake in the company. Entrepreneurial activity we find in the operation of businesses that identifies and exploits new products, processes or markets regardless owned and managed by entrepreneurs. Third, entrepreneurs and entrepreneurship are not assumed as linked to small businesses or the self-employed. The fourth important distinction is that it doesn't exclusively focus on the success of entrepreneurs or entrepreneurial businesses; it considers failure a very important part of the entrepreneurial process and essential of the process of learning. Thus, entrepreneurs who fail are still entrepreneurs.

Social entrepreneurship – definitions

The term “social entrepreneurship” is introduced as a point of distinction to the classical definition of entrepreneurship as business activity.

The academic community links “social entrepreneurship” to its contribution to achievement of social and financial goals, community ideals and innovation. It provides definitions of social entrepreneurship, social entrepreneur and social enterprise centered on innovation and the creation of something and, at the same time, it recognizes as underlying drive for social entrepreneurship the creation of social value, rather than personal and shareholder wealth. Social entrepreneurship is viewed as important as the economic entrepreneurship as it contributes to a healthy society the way economic entrepreneurship contributes to a healthy economy. There are variants of the concept of social entrepreneurship, however.

- focused on not-for-profit organizations and social entrepreneurs start a not-for-profit organization.
- focused on businesses and ‘social entrepreneurs’ refers to business owners who integrate social responsibility into their operations.

Assessment of the notion of Entrepreneurship

Explain how social entrepreneurship can be differentiated from other related concepts such as the third sector (or the social economy), social business, social innovation and corporate social responsibility.

List and describe some of the drivers of social responsibility and apply/adapt them to your own context.



Explain why measuring social entrepreneurship is difficult; provide some figures/ evidence from initiatives you know of.

Identify and characterize socially entrepreneurial initiatives in terms of definitions, drivers, size and key challenges.

1.2. Principles of Entrepreneurship

Entrepreneurs need to follow some basic principles to guide them to success. Bill Murphy summarises the opinion of 150 entrepreneurs, interviewed over a period of three years in a book published by Harvard Business School. These are based on the conventional definition of entrepreneurship. They also carry implications on any training programme in Entrepreneurship, its content and the teaching and learning methods. There are variants of such principles/ combination of principles though centered on the same ideas. The principles put forward by Bill Murphy are structured in five parts.

Profit/money making should not be the main goal of the entrepreneurs

The entrepreneurs' preparation for the launch a new venture and profit-making, eventually, is important. The entrepreneurs, however, have other motives in starting a business: they are innovators and in business for the long haul.

It is always better to find the right opportunity even if it takes time instead of chasing mirages; ready to capitalize on an opportunity

The entrepreneurs wait for the right opportunity and are ready to seize the opportunity the moment it arises. This implies that they have to be ready with an idea, a business model, knowledge and skills.

Invest in people and build successful teams

Entrepreneurs are ready with the right team in place before starting a venture. This also means a team of committed, loyal, creative people and who share the vision and mission of the founders.

It is always not enough to have everything in place. Execution and Delivery are what matters

Entrepreneurs have to be ready to deliver on their promises in addition to having a game changing idea and a great team in place. The art of execution has to be learned and lived. This means that the knowledge, skills and leadership qualities of the entrepreneur are essential. Leadership, notably, means not being afraid of failure and able to turn adversity into a steppingstone to success.



Leaders also are willing to trust their instincts and pursue their idea even when the conventional wisdom says that you are getting it wrong.

Quiz/research project idea

During the Dotcom boom, there were many startups with great ideas and teams. However, the fact that they failed in their businesses was mainly due to the gap between ideas and execution. Identify such cases and provide analysis on the process of execution.

Entrepreneurs must be self actualizing visionaries

Entrepreneurship is not primarily about profit making; even more important is the creation of value – job, opportunities and societal wealth creation. The entrepreneur is the agent of change and progress in our societies. Essential for the successful entrepreneurship is that individuals are able to find their passions and to follow and chase their dreams. Finally, entrepreneurship must be seen as a starting point to transform oneself and, in the process, become a change agent. For this to happen, the entrepreneurs must be able to fulfill environmental, social, and economic expectations from the larger system and to pursue their dreams. They have to be able to strike a balance between inner aspirations and external expectations.

Two important points are added here. First, the entrepreneur is not necessarily owner of a firm. The employees can also be “entrepreneurial” by taking responsibility and being creative and innovative. These activities are the focus in studies of entrepreneurship. Terms such as intra-preneurship have been coined to describe some of these notions. Second, self-employed are considered to be entrepreneurs, even if they are working without employees. The technology and new business models give the self-employed further means to innovate, products and processes. Furthermore, studies of entrepreneurship seek to establish a precise definition/ threshold of „new“.

1.3. Implication for the curriculum and programs in Entrepreneurship

The established framework defines Entrepreneurship as the phenomenon, associated with entrepreneurial business activity of identifying and/ or expanding products, processes or markets in pursuit of generation of value by entrepreneurs-innovators.

An important consideration in studying the phenomenon is that Entrepreneurship is embedded in its social milieu – societies, economies and technological development. It is inextricably linked to the business processes, at the same time reflects the societal goals and processes in science and technology, education, politics, economy and market. It is linked to values and motives that are



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found in an ecosystem. Values, commonly associated with Entrepreneurship and the entrepreneurial mindset are sustainable development, social responsibility, social and technological innovation, transparency, equality.

A programme in Entrepreneurship has to foster an entrepreneurial mindset and shape skills needed for effective initiation, and execution of entrepreneurial projects across different contexts: business, social services, art, sciences, politics, etc. It is designed to develop entrepreneurial spirit and business skills in the students and trainees. To the general knowledge and skills on running a business (including as self-employed) are added knowledge and skills on aspects of the organization of knowledge management, project financing for innovation, entrepreneurship in the electronic media and telecom operators, aspects of modern innovative technologies, realization of investment and so on.

Focus on the course in Entrepreneurship is the nurture and development of leadership qualities in the students – ability to analyze various contexts, continuous study and self-study, adaptation, communication skills, ability to enjoy art and etc. The students are introduced to new technologies and business models. They have to be given knowledge and skills necessary to turn their passions and talents into a successfully executed entrepreneurial activity.

Two types of knowledge and skills are developed in trainees of Entrepreneurship – necessary for a successful business and related to personal development, fostering leadership and analytical skills, ability to apply knowledge to different context, creativity.



2. Business principles in entrepreneurship

The program provides an introduction to the basic concepts and principles of accounting, the appropriate marketing strategies for a new product or startup, the development of a business plan and its implementation, the application process for funds (public and private), strategies for continuous innovation, and the skills necessary to manage change and conflict.

2.1. Accounting Concepts and Principles

The academic definition of accounting is given by the American Accounting Association: “The process of identifying, measuring and communicating economic information to permit informed judgments and decisions by users of the information.” Accounting not only records financial transactions and conveys the financial position of a business enterprise; it also analyses and reports the information in documents called “financial statements.” Recording every financial transaction is important to a business organization and its creditors and investors. Accounting uses a formalized and regulated system that follows standardized principles and procedures.

The job of accounting is done by professionals who have educational degrees acquired after years of study. While a small business may have an accountant or a bookkeeper to record money transactions, a large corporation has an accounts department, which supplies information to:

- Managers who guide the company;
- Investors who want to know how the business is doing;
- Analysts and brokerage firms dealing with the company’s stock;
- The government, which decides how much tax should be collected from the company.

2.1.1. Accounting Principles

Nowadays, companies have thousands of stakeholders who have invested millions, and they need a uniform, standardized system of accounting by which companies can be compared on the basis of their performance and value. Therefore, accounting principles based on certain concepts, convention, and tradition have been evolved by accounting authorities and regulators and are followed internationally. These principles, which serve as the rules for accounting for financial transactions and preparing financial statements, are known as the “Generally Accepted Accounting Principles,” or GAAP. The application of the principles by accountants ensures that financial statements are both informative and reliable. It ensures that common practices and conventions are



followed, and that the common rules and procedures are complied with. This observance of accounting principles has helped developed a widely understood grammar and vocabulary for recording financial statements. There may be minor differences in the application of accounting rules and procedures depending on the accountant. For example, two accountants may choose two equally correct methods for recording a particular transaction based on their own professional judgement and knowledge.

Accounting principles are accepted as such if they are:

- Objective;
- Usable in practical situations;
- Reliable;
- Feasible (they can be applied without incurring high costs);
- Comprehensible to those with a basic knowledge of finance.

2.1.2. Accounting Concepts

- Business entity concept: A business and its owner should be treated separately as far as their financial transactions are concerned;
- Money measurement concept: Only business transactions that can be expressed in terms of money are recorded in accounting, though records of other types of transactions may be kept separately;
- Dual aspect concept: For every credit, a corresponding debit is made. The recording of a transaction is complete only with this dual aspect;
- Going concern concept: In accounting, a business is expected to continue for a fairly long time and carry out its commitments and obligations. This assumes that the business will not be forced to stop functioning and liquidate its assets at “fire-sale” prices;
- Cost concept: The fixed assets of a business are recorded on the basis of their original cost in the first year of accounting. Subsequently, these assets are recorded minus depreciation. No rise or fall in market price is taken into account. The concept applies only to fixed assets;



- Accounting year concept: Each business chooses a specific time period to complete a cycle of the accounting process - for example, monthly, quarterly, or annually - as per a fiscal or a calendar year;
- Matching concept: This principle dictates that for every entry of revenue recorded in a given accounting period, an equal expense entry has to be recorded for correctly calculating profit or loss in a given period;
- Realization concept: According to this concept, profit is recognized only when it is earned. An advance or fee paid is not considered a profit until the goods or services have been delivered to the buyer.

2.2. Marketing strategies for a new product or startup

Successful products and startups require successful marketing strategies. That means it's important to ensure the product meets customers' needs, it is positioned in the market appropriately, and there must be a plan to get the word out.

The essential elements of a strong marketing strategies are:

- Product - The first step to developing a strong product marketing strategy is making sure you have a strong product. Before you even start putting together your strategy, you need to make sure the product is created with the customer in mind and aligns with their needs. People don't want to just buy things; they want to solve their problems. So, ask yourself what problem your product solves for the customer. How will it make their lives better? Answering these questions will help determine the right messaging for promotion down the road. The value the product provides is more important than its capabilities. In other words, you should focus more on the benefits of your product, rather than its features. Each feature should be developed for a purpose and provide some benefit to the customer;
- Audience - Just like your product needs to be created with your audience in mind, your strategy should also be created with your audience in mind. To do that, you need to truly understand the individuals in your audience and know everything you can about them. Start by doing some research and gathering any information you can about your intended audience, such as: Age; Gender; Marital Status; Education; Profession and so on. Any information can be helpful in uncovering your audience's preferences and how best to market your product to those individuals. Once you have all your information gathered, start building buyer personas. In your research, you'll probably discover some patterns



among your audience. These commonalities can be grouped together to create buyer personas, or an archetype of what your ideal customer looks like and how they behave. This way, you can focus on marketing to one buyer persona at a time, rather than to your whole audience;

- Messaging - It's not enough to just think about your audience through product development. You need to communicate with your audience. Your product messaging should be built around a narrative. Narratives are the easiest way to get your audience to connect with your product because they are relatable and will resonate with your audience. To craft an effective story, you need to identify your product's unique selling proposition. What is the main value for the user? Home in on one key message that will drive your narrative;
- People: Depending on the size of the organization, the development and promotion of a new product could require a multi-team effort. However, keeping multiple teams on the same page is not an easy task. Product marketers need to be the bridge between sales, marketing, engineering, and development. They need to bring the teams together and make sure everyone is on the same page. It's the product marketer who is responsible for educating and informing the entire team and organization to ensure everyone knows their part. With so many people working on one project, it's easy for miscommunication and disorganization to derail your progress. A product roadmap can bring all the teams and internal stakeholders into alignment. The product roadmap provides a summary of the entire product marketing plan and guides the team on what will happen in each step of the process. With this document, you can maintain visibility throughout the entire project and ensure all those involved know what's going on;
- Promotion - Having a great product and well-thought-out strategy isn't enough for a product to be successful. You need to get the word out through strategic promotion. Your promotion plan needs to get your message in front of the right audience at the right time. If you've done your research and built your buyer personas, you should have no problem identifying the right audience. Timing is also important. Besides researching your audience, you should also be doing research on the market overall. You need to ensure you have a strong product-market fit and that your launch is timed well to be the most effective. Communicating through the right channels is also important. Look to where your audience spends time and include a mix to reach different segments of your audience. Your promotion plan could include: Email, Social media, Social media advertising, TV advertising, a website and so on. You should promote your product through the channels



that make the most sense for your brand and audience. Make sure you plan your promotion well in advance to ensure everything runs smoothly once you're ready to launch;

- Analysis – A marketing strategy needs to be just that – strategic. You need to be tracking its results to learn from them. Once you've implemented your promotion plan and your product has gone to market, you need to watch and listen to find out how successful you are. Focus on several key metrics to track, such as email clicks, website form submissions, reach and most importantly, conversions. Look at both what did well and where you went wrong. If possible, adjust your strategy as you go along, using the lessons you learn to guide your product marketing strategies in the future.

2.3. Development of a business plan and its implementation

For a business to be successful there must be clarity of direction and focus on results. Strategic Plans are developed by business owners who want absolute clarity on what the business is to achieve and how it is to be achieved. One of the best indicators for future success in any business is the extent to which there is a long-term vision and an underlying plan to achieve that vision. Failing to Plan is planning to fail, so here are 7 steps you can take to develop and implement a business plan.

- Write an outline for your plan. Start with broad sections, such as a company mission statement, product or service description, customer profile, competitor analysis, marketing, financial, staffing and legal concerns. Create sub-headings. For example, under marketing, you will include branding, advertising, public relations and promotions. Under advertising, you can list print, broadcast, outdoor, direct mail and other methods. Under financial, include startup funding, cash flow projections and your budget;
- Research each section to find expert advice on each. Include information such as how you will conduct market research or develop customer demographics. When creating your market research section, discuss what information you will need, what questions you will ask, how you will ask those questions or administer surveys and what your costs will be;
- Meet with an accountant to review your income and expense numbers, budget, record keeping and taxes. Meet with an attorney to make sure you address all permits and licenses you will need, and any health, safety or labor laws you will need to follow;



- Create a dynamic business plan by providing several scenarios. For example, start with the current costs of goods you will need to buy to make your product or service, then add one or two more budgets based on those prices going up;
- Write an executive summary of the plan and place it at the beginning of the document. This will give potential investors and lenders an overview of the business plan and the results you expect. The executive summary should not contain any support for your statements - save that for the body of the plan;
- Implement the plan by starting at the beginning and executing the various steps you've addressed in the plan. For example, you might need to incorporate your company, trademark your name, secure business licenses and permits, open a bank account and perform many other tasks that get you ready to open your doors. This will include more complicated actions, such as shopping for vendors, hiring staff, developing marketing materials and creating promotions;
- Review your business plan on a regular basis. Compare budgeted numbers to actual figures of doing business. Determine whether you can keep operating as you are, or if you need to make changes, such as reducing costs, raising prices or increasing marketing.

2.4. Business and startup funding options

There are many ways to fund a business or startup, but here are some of the most common ones.

- Bootstrapping means launching your venture without the help of outside capital but using your own money instead and managing the costs of it through the cash flow it generates. The benefit of bootstrapping is that you keep control of your company. Since you don't have any outside investors, you also don't need to give away a stake in your company, nor do you have to live up to outside expectations. You can decide all on your own which direction to take your company in, and ultimately, the success of your business comes down to you and the people you hire to help. The downside of bootstrapping is that you don't get the outside influence. Outside investors or stakeholders bring with them knowledge, network and support – all which can have a huge impact on your growth, development, and chance of success;
- Angel Investors are individuals or groups of people who specialize in investing money into startups. Usually an angel investor is focused on early stage startups and will ask for equity in the firm in exchange for the money. The rates offered by angel investors are likely to be



more favorable than those offered by ‘traditional’ lenders. Angels often invest based on their faith in the individual behind the idea as much as the potential viability of the business, so a convincing pitch is very important when seeking this type of financing;

- Bank loans are still one of the best places to start when analyzing your venture’s funding options. Borrowing money from the bank is perhaps more difficult than in the past, but it is still likely that they will have a range of small business loans available to help you get your startup or business idea off the ground. Banks want to be sure your business plan is feasible and that you can tackle challenges should they arise. This means that you may be considered riskier than more established businesses and thus have a harder time getting off the ground if a bank loan is your only available funding method;
- Crowdfunding means seeking smaller amounts of money from a large number of individual investors. Effectively you put together a compelling pitch explaining why the world will be a better place if your idea comes to fruition and place this on a crowdfunding website. There are three main types of crowdfunding:
 - Equity crowdfunding - This involves investors obtaining a stake in your business in return for their investment; as such it is the most closely aligned to traditional venture capital funding;
 - Rewards-based crowdfunding – With this type of crowdfunding, you can be very creative, and build relationships with customers at the same time as raising funds. In return for a donation towards your startup individuals are offered a non-financial incentive. If you are marketing a specific product then the incentive could be early access to the product, or an ‘early bird’ reduced price. Be careful to only offer realistic incentives that you are confident you can deliver;
 - Debt-based crowdfunding - Using this model the startup repays each investor after a certain time at an agreed interest rate.
- Grants are a very appealing form of funding; as any money your business is offered does not have to be repaid as long as you meet certain goals. The criteria for being awarded a grant are likely to be strict and the vast majority of startups are more likely to be awarded a small amount rather than enough to be able to fully fund your business for several years. Grants are a good source of additional funding but shouldn’t be expected to cover 100% of



the venture's cost. The European Commission offers several programmes and measures to sustain small and medium-sized enterprises growth.

3. Personal development – key to success

Entrepreneurship is defined as “the activity of setting up a business or businesses, taking on financial risks in the hope of profit”², therefore, depending on the type of business you want to start, there are different types of skills that must be acquired in order to be a successful entrepreneur. To increase your entrepreneurial success, there can be several essential skills sets like technical skills, leadership, business management skills and creative thinking that need to be developed. They can be basically divided into two types – hard skills and soft skills. Hard skills are extremely important to managing a business and refer to technical and financial skills. They can be measured and are developed through learning. Each profession comes with its own requirements for hard skills. The successful development of an entrepreneur is also determined by the development of good soft skills like communication and leadership. Soft skills are obtained through personal development. They are not easy to measure, and their successful demonstration is left to subjective opinion.

² <https://www.lexico.com/en/definition/entrepreneurship>



Figure 1 Hard skill vs soft skills

For a successful entrepreneurship there should be a balanced mix of both hard and soft skills.

We'll have a look at some of the main and most important skills needed for an entrepreneur.

Business plan development skills

Having a good business idea is not enough to build and develop a successful company. Whether we are willing to start our own company, or we want to get an existing one to the next level, we certainly need a business plan. The business plan reflects the main goals and strategy of the company and gives us a solid ground for taking specific steps for setting up and growing the business. In this sense, every entrepreneur needs to develop one.

Of course, there are different approaches to writing a business plan, as well as various types of content to be included in it. When writing our business plan, we need to answer the following main questions:

- What are our goals and objectives?
- What is our market and who are our competitors?
- How will we organize our logistics?
- Who are our future clients and what are our business's marketing needs?
- What are the risks the company is exposed to?
- Where will we get capital from?



- How will our business structure look like?

Some of the key components that must be included in the content of a business plan are a resume, business description, market strategies, competitive analysis, design and development plan, operations and management plan, financial factor. Depending on the purposes for which the plan is being developed as well as the type of the company, more components can be included.

Finance management and accounting

Building solid financial skills is very important for starting up a business. In order to keep our business profitable, we need to keep an eye on how much money flows in and flows out of our company, as well as to keep a balance between expenses and income. That is why we need to develop a budgeting plan.

After outlining the different expense areas associated with running our company in the business plan, we need to set budget for each of them. It is very important to prioritize them in order to ensure that key areas receive the most attention, as well as to avoid spending money for something that can be avoided or postponed in time. Establishing a good financial management system will allow us to make the right decisions and improve the operation of our business, as well as to monitor whether our business is progressing and is doing financially good.

When developing a budgeting plan, we need to take into account that there are short-term and long-term budget plans. They are both important and allow us to control our cash flow. Here are the basic steps we need to undertake and the financial information we need, in order to create a budget:

- We need to estimate our future income and identify the sources of income we have;
- Determination of fixed costs – we need to forecast our expenditures for renting an office, bank fees, equipment, accounting, licenses, etc.
- Identification of non-recurring costs – these costs can vary throughout the year. Examples of non-recurring cost are the utilities costs, salaries, raw material costs, legal costs, marketing and advertising cost, etc.
- One-time cost accounting – these are costs for equipment, software, computers, etc.
- Gathering all of the steps above – by subtracting our estimated expenses from our total income, we'll see what profits we can expect to receive each month and at the end of the first year. By monitoring these numbers throughout the year, we can track whether there is a deficit in our budget or on the contrary, we have a surplus that can be redirected.

Nowadays you can find different software and apps for budgeting, we can create a budget table ourselves. Of course, building an accounting department is also an option. This way issues like unregulated invoices and late payments from clients can be prevented.

Marketing and branding skills



The promotion and distribution of our products and services, as well as telling the story behind them is what marketing and branding skills are for. By developing our marketing skill, we ensure that our company, and our products will be visible for our potential customers. Having enough customers, who will buy our products and services will provide us with enough revenue.

Although the development of marketing strategies is more often associated with large companies, small businesses should not underestimate this process. On the contrary, developing a marketing strategy can help them significantly develop their business, and its preparation does not necessarily have to be a difficult and complex process. These simple steps can be taken for the development of a marketing strategy

- Performing a situation analysis – this will help us determine our current business situation, products, competitors, etc., and will allow us to identify the strengths, weaknesses, opportunities, and threats of the company;
- Discovering our target audience – simply identifying our potential customers, who will be buying our products, and researching them, so we know exactly who we’re selling to;
- Listing our marketing goals – we need to define indicators through which we will be able to measure the success of the marketing strategy (increased sales, increased conversion rate, etc.);
- Marketing tactics – here we need to determine the actions we’ll undertake in order to reach the goals we’ve set;
- Setting a budget – determining how much are we ready to spend to reach our goals.

Technical skills

For a long time, the skills of MS Office Suite and writing e-mails have been a must. With the everyday changing digital world entrepreneurs need to have efficient technological skills so they can use the large availability of software programs. Nowadays there are software programs for financial analysis, planning, marketing, managing projects, tracking sales and revenue and many more that can be of great help for beginning and managing a new business.

Human resources management

We’re envisaging human resources management as a hard skill and it refers to the part of hiring people. The other half of this definition relates to the management of employees and requires the possession of soft skill.

Successful entrepreneurs realize that people are a key component to the success of their organizations. Hiring new employees goes through announcing and writing job ads, conducting interviews and selecting the most suitable candidates.

Hard skills are important, but business and sector specific technical skills alone are not enough for a successful entrepreneurship. Softs skills are critical to business performance and they need to be



developed together with hard skills. While hard skills are usually very specific, depending on the type of business, soft skills are needed to be successful in nearly any role. Here are some of the main soft skills that every entrepreneur needs to work on:

Teamwork and leadership skills

These are the basic and most important skills for anyone who wants to become an entrepreneur and to create and run their own business. Teamwork and leadership skills have direct impact on the vision of the company. Having a strong, motivated team is crucial to the survival of any business and in order to have a strong team, you need to have excellent leadership skills.

The most important skill of a leader is to be able to clearly communicate its ideas and vision. Sharing them with your team will make them engaged to your ideas and motivated to work on reaching your goals. Employment engagement is the key to attracting and keeping the best people in your team.

There is a difference between being a manager and being a leader. Leaders don't give orders; they inspire their employees to give the best they have and help them in their professional and personal growth. They understand the importance of other people's contribution to the success of the company and that a team needs to have all members working together to be efficient. That's why good leaders encourage openness and honesty, they ask people for feedback and give them feedback. They seek other's opinions and encourage them to brainstorm and come up with solutions to the problems that they face and propose their ideas. This way they will become more confident and creative on one hand and on the other, this will foster their sense of ownership and sense of belonging to the company.

Leadership also means having organizational and time management skills. Entrepreneurs need to know their team and to assign the right tasks to each member, they need to plan the implementation of the tasks, as well as to be able to delegate, because as the business is growing, we need to admit that we can't do everything by ourselves. By learning to delegate we will have more time to manage our business and to plan for the future, rather than working on managing the day-to-day issues.

Communication skills

Communication skills are a must for successful business owners. Entrepreneurs need to work on their speaking, listening, writing and reading skills. They are needed in almost every aspect of entrepreneurship. Effective communication skills will help you not only in the interaction with team members and partners, but also when trying to communicate your ideas and vision to future investors and potential clients.

The most important communication skill is listening. Active listening will help you lead a team, build relationships, negotiate with others and mediate. By listening to clients, you can more quickly and effectively understand their needs and specific problems and work on solving them. This will



lead to better customer satisfaction, greater productivity and fewer mistakes due to misunderstanding. When listening we need to be focused and concentrated, we need to pay attention not only on verbal messages, but on non-verbal as well. It does matter what language and voice is being used, as well as how the other person uses his or her body.

Entrepreneurs need to have good speaking skills. They need to be sure that their message is clearly heard, that's why they need to pay attention on what they are saying and how they are saying it. We need to choose our words carefully and pay attention on the tone of our voice and our body language. Doesn't matter if we're communicating with someone face-to-face or over the phone or we're presenting in front of an audience, we need to make sure that our messages are short and concise. Mastering verbal skills will help us convince investors in our idea, persuade a customer to buy our products or assign tasks to the team more effectively.

Having good writing and reading skills is also very important, especially for small businesses. Nowadays much of the communication is done through e-mails, text messages, social media posts, etc.

Problem-solving skills

Solving problems is part of our everyday life. Entrepreneurship is all about solving problems. The path of starting and running a business is full of ups and downs and the ability to solve problems is key to success. Problem-solving skills are important for entrepreneurs and they can be improved over time through experience, mastering new skills or through using different tools and approaches.

When it comes to problem-solving the most important skill is critical thinking. Developing this skill will help use identify problems and turn them into opportunities. When a problem occurs, it is important to take the time and think about the issue, where is its beginning and to identify the areas in which mistakes were made. We need to collect, process and organize all the data we can collect and to analyze all the factors related to the problem. Then we need to think of workable solutions, as well as to develop an action plan for the future.

Decisiveness is also very important when problem-solving. Sometimes we need to be quick in making a decision, because the faster we make it, the sooner the team can continue with its work. And as we mentioned team, brainstorming is a powerful tool for problem-solving. Debating over the problem with other people can show you different aspects of the problem from different angles and will enable you to compare all alternative solutions. When solving problems, we need to think outside the box, we need to be creative and go beyond critical thinking.

Critical thinking skills

As we've mentioned above, critical thinking skills are essential for problem-solving, respectively for entrepreneurship as well. Developing such skills will help entrepreneur run their businesses smoothly by solving problems, developing solutions and creating new ideas. To be successful



entrepreneur, one should develop its ability to reason and question. Critical thinking means being an active learner rather than a passive recipient of information. Critical thinkers resolve problems not by intuition or instincts, but by identifying and objectively analyzing (without influence from personal feelings, opinion or biases) the problems and the information they have.

To become better critical thinkers, entrepreneurs need to work on their observational skills. They will help them to quickly sense and identify a new problem, as well as to predict when a problem might occur. Being able to analyze situations and information effectively is an essential skill for critical thinking as well. Looking at problems and situations from different perspective can help in decision-making and solving problems. Mastering critical thinking also mean being able to infer and draw conclusions based on the information you have, as well as determining which information is important and which not.

Improving critical thinking skills can protect us from fraud and manipulation by allowing us to make logical and informed decisions.

Time management and organizational skills

The most important time-management skill is prioritization. Although we are productive and efficient, sometimes time is not enough to complete all tasks. Then we need to prioritize and determine which tasks are important, which can be performed later, and which can be delegated. A popular tool is the Eisenhower Priority Matrix. It makes a distinction between urgent and important tasks and depending on the combination of them we can prioritize which task should be done first.



Figure 2 Eisenhower Matrix³

³ <https://www.eisenhower.me/eisenhower-matrix/>



Once the tasks are prioritized, we need to take care of the schedule and make a to-do list. Task management will help us avoid forgetting something important, as well as to plan tasks so they can suit our most productive time of the day.

Time management also requires stress management skills. We need to pay attention to our mental health, take a break if needed, reward ourselves when a task is accomplished.

LinkedIn rated the following five soft skills as most valued in the workplace in 2020⁴: creativity, persuasion, collaboration, adaptability and emotional intelligence.

4. Develop a basic understanding of the role of educator/counsellor/facilitator in promoting entrepreneurship for disadvantaged learners including further support to them to explore their business ideas

Entrepreneurship education is based on a wide range of activities which are designed to trigger the entrepreneurial mindset and to cover the stages of the business ideas' lifecycle (idea generation, start-up, growth, innovation and adaptation). When it comes to the content of entrepreneurship education, there is an academic debate centered on two main theses. According to the first one, it is not possible to teach entrepreneurship because it is a matter of creativity and personal characteristics. On the other hand, there are opinions that entrepreneurship should be considered a professional activity and therefore teachable. Still, entrepreneurship education will be regarded as a combination between scientific system and creative techniques of entrepreneurship.

Entrepreneurship education covers a variety of target groups, objectives, content and pedagogical methods. Taking into account this diversity, one should first identify the objectives and then design the education process. Overall, the objectives of the entrepreneurship education are to raise awareness about entrepreneurship as an alternative career path and to increase the understanding of the business process. As more specific motives could be mentioned the following: to raise awareness, knowledge and understanding about enterprise/entrepreneurship concept and practice, to develop individual enterprising/entrepreneurial skills, behaviors and attitudes, to develop personal self-confidence and capability, to develop empathy with an entrepreneurial way of life, to embed entrepreneurial values and beliefs, to motivate and inspire students toward an enterprising or entrepreneurial career or life, to understand venture creation process, to develop generic entrepreneurial competencies, to develop key business know-how, to develop personal relationship and networking skills, to prepare for self-employment, to start a new business, etc.

⁴ <https://business.linkedin.com/talent-solutions/blog/trends-and-research/2020/most-in-demand-hard-and-soft-skills>

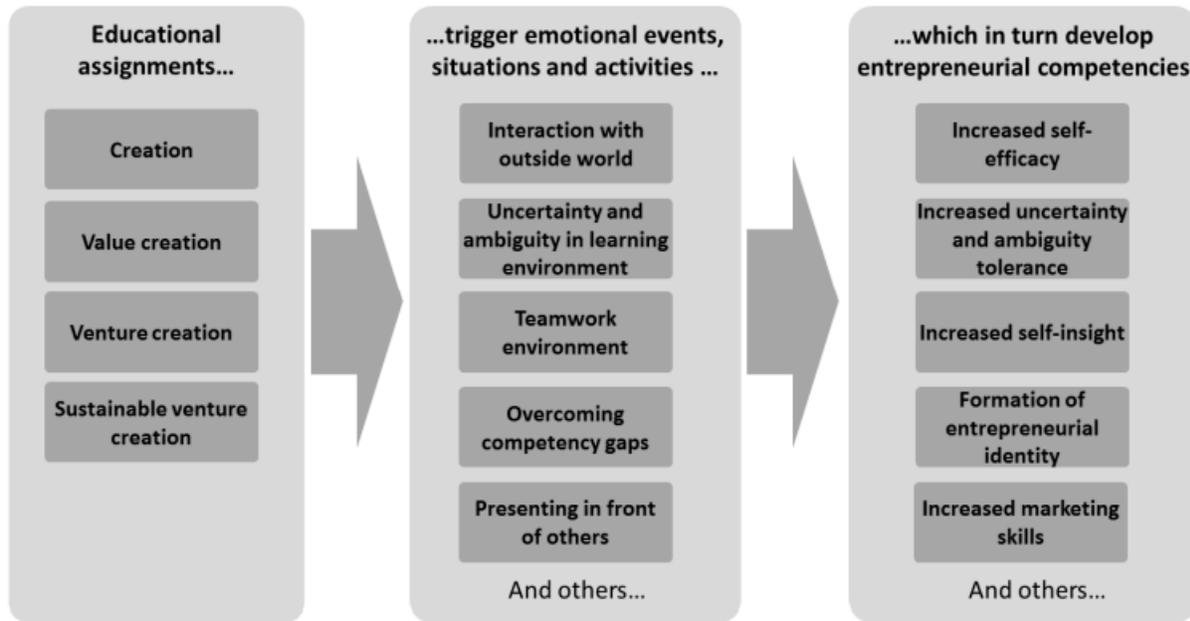


Figure 3 A model of entrepreneurial education and its outcomes, source:
https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf

In order to be effective, the entrepreneurship education programme has to be based on well selected entrepreneurship teaching methods which are flexible, interactive, diverse and inclusive. Therefore, a brief overview will be given to the teaching and assessment methods in this specific area. There is a clear distinction between traditional and innovative methods.

Traditional entrepreneurship teaching methods

Traditional entrepreneurship teaching methods are passive. They are lecture- or teacher-centered. While the instructor plays the key role in the process, students are non-active. This means that questions and discussions are not part of the game. Learning is dependent on written texts and materials; assessment happens only at the end of the term/semester/period. The method is also not responsive to activating the needed aspects of entrepreneurial mindset and attitudes. Traditional teaching methods are more science-oriented, but they do not provide the required equipment for a real business environment adaptation.

Innovative entrepreneurship teaching methods

Innovative entrepreneurship teaching methods are centered on the students and their active participation. The mission of the teacher is not to purely teach, but to facilitate the learning process, to ignite students' interests, to stimulate their own search for knowledge. Innovative methods help students to learn not only from the educator, but also from one another. Moreover, students discuss



and exchange ideas; they are encouraged to make self-discovery and exposed to informal and flexible learning atmosphere; they learn from mistakes and by solving problems. Innovative teaching methods are oriented towards the creative aspects of entrepreneurship. They aim at fostering the entrepreneurial spirit and the flair for business. Examples for such methods are role play, business plan development, virtual classroom, simulation of business games, individual and team project, competition, setting of real small business ventures, game simulation, video and filming, workshop, group discussion, case study, meetings with entrepreneurs, field trips or study visits, etc.

Business plan development

Business plan development is seen as the most popular and most important learning activity in entrepreneurship education programmes. A business plan may be defined as a written formal document that describes the current state and the desired future of an organization. It is the first preparatory step for a new business venture. A balanced and well-structured business plan is one of the core communication tools for an entrepreneur that presents the idea to the world. Therefore, a key feature of the business plan is to be persuasive. A good business plan is concise and comprehensive; it covers all the aspects of new venture creation - from exploiting the opportunity to garnering all sorts of resources and structuring the management team. Business plans can be elaborated only when entrepreneurs are sure that they have a clear vision about the product/service, its added value and competitive advantages.

Teamwork and project-based learning

Teamwork assignments are instruments for collective learning. However, the facilitator should provide learning materials in advance in order for the exercise to be effective. This method creates a group dynamic which is based on mutual learning and constructive exchange of ideas/comments/experience.

In addition to this, case studies and project-based learning stimulates learners to work on real-life problems. This interactive method encourages students to contextualize problems, to identify all variables and to generate ideas for solutions. The method is designed to bridge the gap between theory and practice, to ensure active learning and to enhance the acquisition of core soft skills (communications, time management, problem-solving skills) and the understanding of practical issues. The main challenge related to this type of learning method is related to additional workload and discussions, withdrawal of students from participation (because of fear or other individual specifics), low level of involvement. In order to be effective, group exercises have to be inclusive.

Personal storytelling



Inspirational real-life storytelling is a method that has been recommended by a number of educators worldwide. Learners meet entrepreneurs who present of firsthand their real-life stories. These presentations include lessons from the entrepreneurial practice and give an overview over real problems, challenges and solutions. What is more, the storytelling sessions could be organized in a very dynamic, interactive manner, thus giving the students the opportunity to ask questions of their personal interest. Taking into consideration the fact, that entrepreneurship is a practice-oriented area, it is extremely appropriate to meet learners and practitioners in the classroom. It is useful for the students to exchange with entrepreneurs with the same national and cultural backgrounds. However, it is also important to map success stories from all around Europe in order to ignite the inspiration and collect best practices. The “personal storytelling” method depends on the experience and social intelligence of the presentator – if he/she is not aware of the necessities of the audience, feedback could not be timely received to assess performance.

Gamification

Gamification is the use of gameplay techniques for non-game applications, thus enabling learning by doing. It turns out that the use of active or innovative methods like games, video challenges, web-based content and simulations are valuable teaching methods. It is presumed that application of games and other activity-based instruments in class promote collaboration, interactivity and active learning. The interactive engagement enhances the problem-solving skills. Gamified approaches challenge and motivate learners by giving them an active role and fostering their critical thinking.

Design thinking

Design thinking is essentially concerned with human needs and solving problems. It is not a linear process and does not focus on milestones. Design thinking is a human-centered iterative process for creative problem-solving. It encourages organizations to put the emphasis on the people, which leads to better products, services and internal dynamics. Design thinking is also seen as a strategy for innovation. This concept involves five stages – empathize (gain an empathetic understanding), define, (formulate problem statements), ideate (generate ideas), prototype (identify best possible solutions to the problems found) and test (experiment, test the prototype), and it’s most appropriate to deal with unknown or unstructured problems. It is therefore assumed that constantly challenging for new ideas and constantly rethinking current solutions are central aspects of design thinking.

Effective classrooms (including virtual classroom)

Effective classroom management refers to the collection of diverse and powerful strategies designed to create a learning environment that is most conducive to learning and enjoying school.



At least six key elements of the effective classroom could be listed – classroom design, rules, discipline, schedule, organization, communication.

In the context of the innovative teaching methods narrative, it is the virtual classroom that is often mentioned as a good practice. It is especially topical nowadays in times of public health emergencies. A virtual classroom is an online learning environment that allows for live interactions between the educator and the learners as both sides are participating in learning activities. Virtual classrooms are based on the use of tools such as videoconferencing and online whiteboard for real-time collaboration, or Google classroom as a free virtual platform. The application of virtual classroom's instruments is of major importance when it comes to international entrepreneurship education programmes with participants from more than one country/region.

Learning by doing

Entrepreneurship as a career is best learned by doing (using some format of practice or apprenticeship). Doing something practical and having an opportunity to question, investigate, converse, and discuss with real-world entrepreneurs gives not only knowledge, but also skills. The students should realize the importance of preparing a business plan, gain an overview of the Business Plan structure and preparation process, and get some practice in writing a business plan on the basis of their own business idea. Knowledge on how to implement a business idea, experience of business planning and information on the process of setting up an enterprise should motivate students to think about setting up their own business and as a result, bring more of them to entrepreneurship.

Customer development/Lean startup (This is optional, depending on the concrete class of trainees)

There are two influential entrepreneurial concepts with an address in the Silicon Valley in the United States – customer development and lean startup. Both are oriented towards the validation of the assumption that a product/service creates value to people/customers. The respective tools associated with customer development and lean startup could be used in the educational domain allowing educators to give advice to learners on how to manage a value creation process involving stakeholders.

The Entrepreneurial teacher

In 2014 the European Commission published a Guide on Entrepreneurship Education, where the so called “entrepreneurial teachers” are described in detail. It is said that:

“They are inspirational, open-minded and confident, flexible and responsible — but also, from time to time, rule-breakers. They listen well, can harness and sell ideas and can work student- and action-oriented. They are team players and have a good network. They seek to close the gap



between education and economy and include external experts in their teaching; focusing on real-life experiences. They always refer to the economic aspect of a topic; and business-related subjects play an important role in their classes — across the disciplines. They follow a flexible and adaptable study plan and prefer interdisciplinary, project-based learning; using training material rather than textbooks. They put emphasis on group processes and interactions; and understand the class room sometimes as a ‘clash room’, giving room for diversity — a diversity of opinions, answers and solutions and the reflection about the learning process. An entrepreneurial teacher is more of a coach than someone who lectures. They support the individual learning processes of students and the development of personal competences”.

The current thinking on entrepreneurial teaching is based on a number of recurring themes.

Entrepreneurship education is more than preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to “turn ideas into action”.

Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial.

Entrepreneurial competences require active methods of engaging students to release their creativity and innovation.

Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences.

Entrepreneurial skills can be taught across all subjects as well as a separate subject.

Entrepreneurship education should focus on “intrapreneurs” as well as entrepreneurs, in light of the fact that most students will use entrepreneurial skills within companies or public institutions.

To give entrepreneurship education real traction, there is a need to develop learning outcomes related to entrepreneurship, and related assessment methods and quality assurance procedures for all levels of education. These should be designed to help teachers progress in the acquisition of entrepreneurial knowledge, skills and attitudes.

The entrepreneurship education agenda should be promoted beyond teacher education institutions to businesses and the wider community.

Teachers and schools will not be able to realise their ambitions without cooperation and partnerships with colleagues, businesses and other stakeholders.

Source: European Commission



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III. Group specific part – sets of learning outcomes for people with sociocultural, economic, geographical and physical disadvantages

1. People with sociocultural disadvantage



Source: <https://pixabay.com/pl/illustrations/mnie-nienawidzić-nie-miłość-2380063/>

- Peculiarities

This group includes people who are discriminated against on various grounds e.g. by:

- sex,
- sexual orientation,
- age,
- ethnic or social origin,
- religion,
- world-view,
- political views,
- skin colour,
- values,
- disability,



- language etc.

Despite the fact that many actions are now being taken to promote equality in order to combat discrimination, there are unfortunately still many manifestations of it, both in society and among employers. People are very often guided by stereotypes, which leads to prejudice and consequently discrimination. They treat something different as something worse. Such behaviour, judgement is very harmful to people who are discriminated against and who, in a way, are excluded from society by their differences, deprived of rights which should be generally available. Such people feel rejected, hurt, often see no prospects for a good job. Immigrants are particularly vulnerable to discrimination because of a different culture, language.

Discrimination can be divided into direct and indirect. Direct discrimination affects a person and manifests itself as bad treatment, less favourable than others in a similar situation. Indirect discrimination concerns apparently neutral situations and may occur, for example when a provision which appears to have nothing to do with the categories of discrimination (listed above) results in unequal treatment of a particular group.

It is often possible to find job advertisements where the content itself suggests that the job is for a young person and also for a woman or a man. Or, during an interview, when seeing a young woman, employers ask about plans to start a family (although less and less often). Another example is the proposed lower salary just because someone comes from another country.

People are not judged by their knowledge, skills or value, but by the prism of stereotypes and prejudices, which close the door to a good, dream job. Such harmful behaviour on the part of society closes the way to a better life, makes them feel inferior and excluded. This is a great difficulty that is not easy to face. It's hard to change the thinking of others and prove your value and show the positive sides of being different. But it is possible!

- **Obstacles for learning**

- difficulties in group work,
- fear of public speaking,
- a lack of self-confidence and skills,
- discouragement from learning,



- language barrier,
- cultural barrier,
- fear of starting education due to discrimination.

- **Tips for the educator**

- building a relationship based on trust, acceptance and sense of security,
- helping the adult learner to find himself in a group,
- emphasising human values and the positive sides of diversity (promoting acceptance of people as they are),
- combating stereotypes,
- not forcing to speak in public (encouraging - gradually, in small steps),
- show empathy and understanding,
- providing knowledge of human rights and the consequences of prosecuted discrimination.

2. People with economic disadvantage



Source: <https://pixabay.com/pl/illustrations/kostki-za-gazeta-zysk-ryzyko-utraty-2656028/>



- **Peculiarities**

This group is made up of people for whom economic difficulties constitute a serious barrier to starting up their business. You can count here, for example:

- lack of financial resources,
- fear of bankruptcy,
- inability to take risks,
- ignorance of financial and accounting issues,
- lack of economic knowledge,
- ignorance of the possibility of obtaining financing from various sources,
- lack of experience in the industry related to unemployment.

Economic aspects have always been one of the most serious obstacles for future entrepreneurs. Starting your business often involves the need to invest financial resources. However, not everyone has the necessary amount or creditworthiness. If it has, there is another problem - the fear of taking the risk of failure and, consequently, bankruptcy.

Many people prefer stability and security. The inability to take risks can have different causes. An example is the lack of an appropriate business idea, professional experience, or lack of knowledge in the field of economy and finance. This has a huge impact on the fact that people struggling with these difficulties are not self-confident, do not believe in success, but the fear of the unknown wins.

The withdrawal of many people from wanting to start their own business is also connected with the lack of knowledge about the possibility of obtaining funding from other sources, or finding an idea for a low-budget business based on hobbies or using natural resources.

- **Obstacles for learning**

- lack of funds for specialist courses,
- difficulties in understanding some specialized issues in the field of economics, finance, management.



- **Tips for the educator**

- to transfer knowledge as practically as possible,
- using very simple language,
- launching a strategy game of business management,
- developing the capacity to take risks (in a responsible manner),
- give examples of people who risked and succeeded,
- encouraging students to self-improvement, seeking and deepening their knowledge,
- developing creative thinking,
- providing knowledge on obtaining funds from various sources,
- providing the possibility of free participation in courses by poor people under projects.

3. People with geographical disadvantage



Source: <https://www.pexels.com/photo/ball-shaped-blur-close-up-focus-346885/>

- **Peculiarities**

Examples of this type of group are people living in small towns or villages, where the unemployment rate is high due to a small number of jobs. Regardless of the size of the country,



there are always regions with poor infrastructure communication (high mountains, remote areas) or regions affected by strong seasonal labour dependency (coastal and mountainous). Geographical defects are a barrier to taking up a job or starting up a business.

Geographical difficulties also make it difficult to access various additional courses or education to increase one's knowledge of entrepreneurship, finance or economics. They discourage the establishment of businesses for fear of a lack of customers due to poor infrastructure.

People struggling with such difficulties lack an idea and guidance on how they can turn disadvantages into opportunities, for example currently, there is a huge demand for products from certified organic regions.

- **Obstacles for learning**

- difficult access to various courses,
- lack of possibility to choose a course that is of interest to the student, due to few offers,
- the backlog of basic knowledge as a result of attending the nearest school with a low level of education,
- the difficulty of acquiring knowledge due to the backlog of education,
- lack of motivation.

- **Tips for the educator**

- creating opportunities to participate in an online course,
- adapting the duration of the course to the availability of learners,
- individualisation of teaching,
- motivation to act,
- to provide guidance on how they can turn disadvantages into opportunities,
- inspiration from various real-life examples.



4. People with physical disadvantage



Source: <https://www.pexels.com/photo/photo-of-woman-sitting-on-wheelchair-while-leaning-on-wall-4064231/>

- Peculiarities

Despite the many activities and projects undertaken by authorities in different countries, people with disabilities still often have problems with employment and various restrictions, barriers to education or setting up their own business. Disability can be divided into different types according to different criteria. There are three levels of disability:

- significant,
- moderate,
- light.

It is worth noting that people with a mild degree of disability are able to work. Of course, they sometimes require adaptation of the workplace or various facilities on the part of the employer,



but they can normalize to function, learn and work, show their knowledge and skills despite various limitations. However, employers and employees have many prejudices against people with disabilities and disqualify them in the first place for fear of poorly performed duties and the need for help or additional financial outlay.

There are also types of disabilities such as:

- mental disability,
- intellectual disability,
- physical disability.

However, we will focus on the group of people with physical disabilities, such as:

- people in wheelchairs,
- people with visual impairments,
- blind,
- deaf,
- etc.

In addition to their disability, such people face discrimination and lack of willingness to help from others. Very often they have restrictions on their choice of profession (they cannot always do what they love), they struggle with inadequate workplaces for disabled people or a lack of adapted infrastructure in buildings. People with disabilities sometimes also have limited access to education, making it more difficult for them to find a job in a particular profession in the future.

Employers are also afraid to employ people with disabilities because they have additional rights, such as in the form of shorter working hours, the possibility of additional leave for health reasons, etc. However, these laws are different in different countries.

People with disabilities really have to face many difficulties. From those created in their heads (barriers to their physical limitations resulting in fear and lack of self-confidence, their skills), through limitations to mobility or communication difficulties, to barriers created by other people in the form of closure and discrimination, depriving them of the chance to function normally.



People with disabilities need to believe in themselves, to know how to find a job that suits their abilities, to know about their rights and how to get support and assistance from different organisations. This will help them overcome their barriers and find a job and even start their own business.

Nowadays, many courses are available online, just as many companies and shops also operate online, as well as many official matters can be handled without leaving home. There are also special programs to make it easier for the blind to work at the computer. State support provides opportunities to ensure adequate working conditions.

- **Obstacles for learning**

- restrictions on movement or communication,
- not all buildings are adapted to the needs of disabled people,
- lack of access to appropriate tools to facilitate education (specialised equipment, programmes),
- fear of discrimination,
- lack of self-confidence and skills, resulting in a lack of active participation in the training,
- difficulties in group work due to low self-esteem.

- **Tips for the educator**

- adapting the technique of conducting classes to the abilities and needs of disabled people,
- show high empathy,
- encouraging (not forcing) active participation in classes,
- treat all learners equally,
- motivation to act,
- demonstrating different possibilities,
- make requirements appropriate to the possibilities,



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- identifying different tools to facilitate education and active working life,
- showing inspiring examples of disabled people who have overcome various difficulties and achieved professional success,
- if the student requires help, arrange for a collegiate help.



Learning modules

MODULE 1 - Social and professional empowerment

I. General Information

Module's aim – Thematic area description

Learning objectives and results

Target audience – target group/level

Allocated time

II. Theory

Introduction

Acquisition of professional competencies – theoretical knowledge and practical skills

III. Guidelines and learning resources for delivering empowerment workshops

Our suggested workshop

Part 1: Social Interaction

Part 2: Professional Skills

Part 3: Empower Yourself

Part 4: Action & Impact

Part 5: Reflection

Tips for facilitators

III. Assessment Plan

Initial assessment - Questionnaires for the assessment of the training needs

Final assessment – Questionnaires for the assessment of the learning outcomes

References



Annex

I. General Information

Module's aim – Thematic area description

The social and professional empowerment module includes various useful training activities with the aim to support people into better understanding themselves and be engaged as active citizens bringing positive social change in their local communities and to the wider world. As the value of empowerment is high, the UPTHEM project has developed this module to offer inspiration and resources to support the social inclusion and employability / entrepreneurship potential of as many people as possible.

Consequently, this guideline provides engaging and creative activities to inspire and empower people to believe in their abilities to catalyze change and to encourage others to do the same. It is a flexible tool for studying and addressing issues related to power and social creativity, growing interconnections with others, building confidence and self-esteem and becoming motivated to realize their social and professional potential. Overall, this module offers inspiration for organizing social and professional empowerment workshops either as part of the UPTHEM training program or on an independent level. The module is written in such a way to provide versatile methodology and training tools that could easily be used by any organization focused on supporting people through training and empowerment activities.

Learning objectives and results

Recognizing the growing feeling of disempowerment and social exclusion of groups coming from disadvantaged backgrounds, with the social and professional empowerment module of UPTHEM Programme, we aim at increasing interconnection with others and support social integration and employability. Hence, the training material of this module is focused on personal development and civic participation, while in parallel it tries to drive changes in participants' lives and professional profiles. On this basis, participants in this module are expected to:

- get a better understanding of themselves, their internal strengths, and their ability to enhance their professional development irrespectively of their circumstances, skills, and resources.
- receive inspiration and motivation to drive changes in their professional pathways.
- start building a sense of community belonging.
- develop an attitude of gratitude towards the differences and similarities with others
- build an understanding of their own fears, comfort levels and prejudices.
- effectively communicate, both verbally and non-verbally.
- recognize of how to practice their own voice in personal and professional environments.
- improve their empathy and care about social and professional injustice.
- increase their interactions with others that have common targets and support each other.
- learn how to work more effectively with diverse groups.
- understand the value of authenticity.
- and finally strengthen their social and professional profile.



During social and professional empowerment workshops, participants will work all together on actionable ideas, cultivating new skills and unique feelings and supporting each other. To achieve the workshop's objectives and results, this module has been designed by building on and expanding the ideas and mechanisms of social innovation. This means that the module seeks to enrich and enforce existing empowerment and personal growth activities with a more collective dimension giving thus a strong emphasis on the collective empowerment and collective potential of participants, which is perfectly aligned with the theory and processes of social innovation.

In this respect:

- the definition of the basic concepts of social and professional empowerment
- analysis and support of professional skills for the facilitators, both theoretical knowledge and practical skills,
- simulation of a social and professional workshop with specific activities, including detailed descriptions,
- and evaluation of its results and monitoring tools with initial and final assessments.

Hence, participants of this module will work together, explore innovative concepts, exchange ideas, and decide on issues they are interested in.

Target audience – target group/level

This module is aimed to boost the confidence of people from four groups: people who face socio-cultural disadvantages (gender, ethnicity or religion-related), economic disadvantages (unemployment, poverty), geographical disadvantages (living in rural or remote areas with restricted job prospects and higher levels of long-term unemployment relative to the city centers), and people with disabilities. This part of the UPTHEM training programme tries to empower, train, guide and connect disadvantaged people with the labour market, and it can be used by the UPTHEM partners as well as by other training organizations and NGOs working with the specific target groups.

Allocated time

The total duration of the suggested activities is about 8 hours, but it is expected that the interaction during a workshop will create a need for more time. For a one-day workshop, this duration will be quite tedious for participants and they will not fully assimilate the value of the activities. Thus, we propose a two-day workshop, and the facilitators can split equally the duration of the activities among the two days.



II. Theory

Introduction

The definition of empowerment includes ways to measure the level of development, to study motivational mechanisms and to differentiate them from other internal processes of the individual's personality, such as self-esteem, self-efficacy, or locus of control. However, there are many limitations in the definition of empowerment. (Zimmerman, 2000) A descriptive definition has been given by Adams (2008) who has defined the empowerment as “the capacity of individuals, groups and/or communities to take control of their circumstances, exercise power and achieve their own goals, and the process by which, individually and collectively, they are able to help themselves and others to maximize the quality of their lives.” In addition, Adams (2008) puts a more specific definition about the empowerment in practice, in which refers to the consecutive process of interaction among critical reflection and empowering activities, that is, the consecutive in-and-out cycle of reflecting-acting-evaluating and the interaction between thinking and doing.

Regarding the social aspect of empowerment, it is both a value-added framework for serving the community and a theoretical guide for recognizing the mechanism and effects of attempts to exert control and influence over decisions that influence one's life, organizational functioning and the quality of community life (Rappaport, 1981; Perkins & Zimmerman, 1995). Moreover, social empowerment is the process of realizing human competencies or capacities, mainly concerned with the micro-level empowering individuals, as citizens, to achieve their full potential. Therefore, this aspect of social quality refers to the creation of the competence of people to participate in processes that form everyday life. (Herrmann, 2012)

Professional empowerment is described as individuals with a sense of self-esteem and competence, willingness to perform their work more efficiently and productively, higher decision-making skills, and greater dedication to their professional work (Gary, 2002). According to a study by Hajbaghery and Salsali (2005), professional empowerment is a complex process that emerges from the reciprocal relationship between the personal and collective characteristics of workers, as well as the culture and structure of the company.

Acquisition of professional competencies – theoretical knowledge and practical skills

The trainers, in order to succeed in empowering others, should deeply understand one of the most important aspects of empowerment, which is the individual's motivation. Motivation comes from within, and it expresses the willingness of one person and groups to strive toward a goal that is influenced by various needs and perceptions. (Mosley, Pietri, & Mosley, 2008) There are six components of the empowerment process that every trainer should develop theoretical knowledge and practical skills around them, and they are identified through several criteria, such as to what extent literature supports their importance, how easy it is to communicate them to trainers, and how effective they are in achieving the desired goals (Cattaneo & Chapman, 2010):

- 1. Personally Meaningful, Power-Oriented Goals.** To develop someone's motivation, and especially for someone coming from a disadvantaged background, it is essential to set meaningful and power-oriented goals for him/her and to understand the essence of those goals and how they vary across individuals and contexts as it is **crucial to**



- facilitating the process of empowerment** (Cattaneo & Chapman, 2010). Hence, the trainer should search, identify and support such goals for the participants during an empowerment workshop.
- 2. Self-Efficacy.** According to Gutiérrez (1991, p. 202), a part of empowerment can be expressed as “**personal power**” or “**experiencing oneself as a powerful or capable person**”. On this basis, self-efficacy can support the empowerment process as it leads the individual to achieve his/her goals. In addition, Locke and Latham (2002, p. 709) have identified that self-efficacy together with the commitment to personally valued goals are the most immediate, conscious motivational determinants of action. Therefore, trainers should take it into consideration as this element can be the engine of the rest (Cattaneo & Chapman, 2010).
 - 3. Knowledge.** Having identified meaningful goals and supporting the self-efficacy, trainers should help participants develop the necessary knowledge that will enable them to get a **deep understanding of the relevant personal and social context**, including the possible paths of goals’ achievement, the resources needed and the means of obtaining them (Cattaneo & Chapman, 2010). In other words, they need to become aware of the ways in which strengths and skills function in their personalities. Simultaneously, the identification of the skills deficits and the new skills that should be developed is a key element of the empowerment process (Zimmerman, 2000).
 - 4. Competence.** This point refers to when a person knows what is needed to achieve a goal (Knowledge), then his or her degree of actual (as opposed to perceived) ability related to the **goal becomes salient**. Cattaneo and Chapman (2010) distinguish competence from knowledge, as they claim that it is different to know what to do (knowledge) than to know how to do it (competence). Hence, competence is the process of understanding how someone can use his/her skills and knowledge to achieve a goal. Action will affirm parts of this understanding, but new knowledge on strengths, weaknesses, and environmental obstacles and opportunities is likely to emerge.
 - 5. Action.** In order to effectively achieve goals, action must be taken. Action is influenced by the parts of the process that come before it, driven by specific goals, empowered by the **personal value of those goals** and the confidence in one's ability to achieve those goals, guided by relevant knowledge, and carried out using useful skills. (Cattaneo & Chapman, 2010) The action that leads to transformation cannot be forced from outside but must rather be created by a person's understanding of his or her situation. As far as the empowerment process model is concerned, behavior is related to people's awareness of the forces of influence that operate in their lives and the ways in which they can or cannot alter them. (Freire, 2000) The next part of the empowerment process - impact - is a valuable source of knowledge about these possibilities and the constraints.



6. **Impact.** The individual's understanding of his or her own impact is likely to influence the relationship between effect and other elements of the empowerment cycle. Such understanding is, in effect, influenced by several factors, including people's culturally informed attitudes about personal power, their perceptions of prejudice, and systemic obstacles to their objectives. However, having succeeded in creating a positive impact, it is expected to lead to a stronger **sense of belonging** and consequently to social empowerment. (Cattaneo & Chapman, 2010)

In sum, for empowering people both socially and professionally, it is important for any trainer or workshop facilitator to design dedicated activities by building upon these principles ensuring that:

- ✓ The goals set are **personally meaningful**;
- ✓ Relations structured promote **self-efficacy**;
- ✓ Activities performed enable participants to develop **knowledge and competences** around their path to success;
- ✓ **Action** is encouraged as the means to realise and self-reflect upon the **impact** participants may have.



III. Guidelines and learning resources for delivering empowerment workshops

Our suggested workshop

This module is a step-by-step guide for planning and delivering a workshop on social and professional empowerment for people who face socio-cultural, economic and geographical disadvantages and/or disabilities. The suggested framework for a workshop of social and professional empowerment is organized into five sections. A relevant workshop can be delivered by one or two facilitators/trainers, while a small group of participants is recommended. Ideally, the number of participants should not exceed 20 people. A tip is to try to have an increasing diversity among participants, if possible. This will help in building more valuable relationships among participants, and each of the following activities can be more easily adapted to their respective characteristics. The language of the workshop can be the local language of every partner's country (this module is available in English, Greek, Spanish, Romanian, Bulgarian and Polish).

Furthermore, invited speakers could be included in the workshop's programme in order to cover some interesting relevant topics and provide motivation to the participants through their personal stories of success. Small sessions for the invited speakers can be added among the main parts of the workshop.

Being inspired by the main components of the empowerment process, proposed by Cattaneo and Chapman (2010), we have created a basic structure of the workshop, which is divided into five parts dedicated to a specific purpose.

Part 1: Social Interaction

Part 2: Professional Skills

Part 3: Empower Yourself

Part 4: Action & Impact

Part 5: Reflection

Part 1: Social Interaction

The first part of the workshop aims to help participants to get a better understanding of themselves, their values, their mutual interests and common values in an attempt to fully comprehend and define personally meaningful goals for their social and professional life. Through the suggested activities, participants will receive motivation to cultivate a sense of gratitude for their personal characteristics, differences and similarities with others, to realize the value of their authenticity, and to define and accept their own fears and comfort levels. Furthermore, it is recommended to start the workshop with some ice-breaking activities, such as those suggested below and try to create warm and relaxing atmosphere, encouraging participants to get to know each other.



Activity title: Express yourself through poetry	
Objectives and Learning Outcome	This is an indicative icebreaking activity that will help participants to learn each other's names, feel more comfortable, start building a sense of community belonging and break out from their comfort zone.
Preparation & Materials	Papers and pens
Recommended Time	30 minutes
Instructions	<p>Participants are asked to write 2-4 lines of phrases, like a short poem, giving them 5 to 10 minutes. A poem can include words that reflect their personality or their feeling at that moment. For example, the poem can be about their expectations about the upcoming experience of this workshop.</p> <p><i>Feel comfortable, we all came here for the same reason, we all want the best of us, be patient and trust the process.</i></p> <p>After that, they are asked to present themselves with their names and any other details that they want to share with others, and they can read their poems aloud if they wish.</p>
Tips & Recommendations	Participants need to feel comfortable to express themselves. Listening to the word "poetry" can be stressful, thinking that the requirements are high, but make it clear that there is no wrong and right in this process.



Activity title: What brings you happiness?	
Objectives and Learning Outcome	This activity can develop a positive and friendly atmosphere and cultivates active listening. Participants will be able to express themselves and find common experiences, values and targets with others, while they try to better understand what they feel listening to others' stories. Active listening and empathy are essential skills for ensuring a successful path either to personal or professional success.
Preparation & Materials	Find a free space and sit all together. Have papers and colored pencils or crayons.
Recommended Time	30 minutes
Instructions	Sit all together in a circle, break into partners and decide who will be partner A and partner B. Partner A starts to describe something that brings him/her happiness and joy, maximum for 5 minutes. In case he/she finds hard to describe something, partner B encourages him/her to continue. After that, it is the turn of partner B to do the same. Everyone makes a drawing of how they felt when they listen to their partner. After that, each pair share the drawing with everyone.
Tips & Recommendations	Participants are not asked to draw what they heard, but the feeling that they had while listening to the stories of others and what may mean to them.



Activity title: A circle of Truths	
Objectives and Learning Outcome	This activity will try to build the feeling of belonging among participants and make them feel that nobody is alone, building an understanding of their own fears , and developing gratitude of the ways in which they vary and are similar to each other .
Preparation & Materials	The facilitator should prepare some suitable statements. Plenty of space to be able to stand in a circle.
Recommended Time	60 minutes
Instructions	<p>Stand to the center and ask participants to stand in a circle around you. Explain to them that you will read statements and every time that a statement expresses someone, he/she will take a step forward toward the center of the circle, otherwise, he/she will remain at his/her position. The statements can include phrases relevant to the difficulties that participants may face in a really kind way, and they can include socio-cultural, economic and geographical issues and everyday problems due to disabilities.</p> <p>Examples of such statements are:</p> <ul style="list-style-type: none"> • I have felt distinguished because of a situation. • I have felt wronged and not given me a professional opportunity based on my personality objectively. • I feel that people see something else first and not what I really am. • At some point during this exercise, I chose not to respond even though the statement applied to me. <p>As a result, everyone that is brave enough to admit that a statement expresses him/her will come closer to the others in the center of the circle, as with every step the circle will become smaller and smaller. The final result could be for everyone to be close to each other by indirectly expressing support for each other. The facilitator should point this out.</p>
Tips & Recommendations	As some issues may raise sensitive feelings to participants, the facilitator should be really careful about how he/she will make the statements and what they will include.



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Wrap up of learning outcomes

Practicing the above activities, participants will be able to:

- ✓ better understand themselves,
- ✓ define common values, targets, and internal strengths,
- ✓ develop their sense of belonging,
- ✓ be grateful for their differences and similarities,
- ✓ and try to express themselves with sincerity and authenticity.



Part 2: Professional Skills

In Part 2, participants will receive inspiration to start building their professional profile, feeling empowered about their strengths and abilities that can be used to succeed in their professional life, while they try to effectively communicate with each other, both verbally and non-verbally, and they will try to realize how important is to practice their own voice in personal and professional environments. What is more, participants will be encouraged to drive changes in their professional pathways. The trainers should focus on building and supporting the self-efficacy of participants and spread the message that every participant is a powerful and capable person.

Activity title: A pathway for a success story	
Objectives and Learning Outcome	Through this activity, participants will get motivation and feel empowered listening to others' success stories, who have also been in difficult situations, which may be similar to their experiences. Thus, they will try to improve their empathy and search for their internal strengths and abilities to improve their professional skills irrespectively of their circumstances, skills, and resources.
Preparation & Materials	Digital equipment for the videos (the suggested videos are those with the UPTHEM's success stories and there is also a suggested video of a TED talk)
Recommended Time	90 minutes
Instructions	For the first 30 minutes, the trainers can use 6-7 videos of UPTHEM's success stories. Then, as an additional success story, participants can watch a video of a TED talk that analyzes the difficult pathway to success of an Arab businesswoman. You can find it here with Greek and other many subtitles (duration 14 minutes). After that, they can start a conversation about which story impressed them more, which part was the most inspiring, and how they could use some tips as examples in order to create their own success story.
Tips & Recommendations	The goal here is to present the truth. Difficulties and obstacles will always be there, but it is important to make participants feel that if someone tries, at the end he/she will overcome them and succeed. In this way, try to make participants see that they can also succeed. Make clear that it is they who can unlock their potentials. In addition, it would be valuable to ask participants to reflect on how realistic each success story is, as they could feel that we present to them fake stories with the aim to mention that everything is possible but someone's current situation can be quite difficult in real life. Or another useful question might be what difficulties do they think may face if they dare to start their own business or look for a job/better job. The facilitator is advised to write down all the answers and keep them for the improvement of the workshop.



Activity title: Explore your internal thoughts	
Objectives and Learning Outcome	Participants will realize that their thoughts affect their emotions. The sooner they realize this, the sooner they can design their lives with clarity and purpose, and thus they can drive changes in their personal and professional environments . In addition, through the proposed video, they will understand how important is to know their value and ask what they worth.
Preparation & Materials	Pieces of papers with a sketch of two faces (see Annex) and pens. Digital equipment for the video.
Recommended Time	45 minutes
Instructions	<p>Participants take the paper with the two sketches and they are asked to write down positive feelings on one side and negative on the other about their professional past and their possible future.</p> <p>Then the facilitator starts a conversation with them with social and professional content, discussing various situations and how they would feel about them, while they circle the feeling that expresses them each time.</p> <p>The trainers can use the following examples:</p> <ul style="list-style-type: none"> • How do you felt when someone judge you in a wrong way? • How do you felt when someone rejected you for a possible job? • Did you feel that something better will come up or were you completely disappointed? • What do you think when someone says that every rejection creates a new opportunity? • How do you feel when try to find a better job? <p>At the end of the conversation, participants will see how many times they circled positive feelings and negative feelings.</p> <p>After that, they can watch the proposed video with title “Know your value and then ask for it” and you can find it here (duration 8 minutes).It is about helpful successful stories about a better communication of someone’s value and how you can ask to be paid more depending on your excellence.</p>
Tips & Recommendations	<p>The aim of this activity is to realize the feelings that we have in different situations and where they focus most: on negative feelings or positive feelings? In addition, the video will help them to realize how important is to appreciate their value and claim what they deserve.</p> <p>Another useful tip could be to give participants some negative statements or describe negative situations and ask them to turn them into positive ones in</p>



	order to realize that they can always look for positives in an unpleasant situation.
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Wrap up of learning outcomes:

Interacting with those activities, participants will be able to:

- ✓ feel empowered, motivated, powerful, and capable to succeed,
- ✓ support their own hopes for a successful professional pathway,
- ✓ develop their communication skills,
- ✓ and use their own thoughts and voice to express their personal and professional targets and values.



Part 3: Empower Yourself

This part of the workshop is dedicated to make participants realize the strength of collective action, as its activities will increase participants' interactions with each other, make them create common targets and support each other during the whole process. What is more, they can improve their skills in working more effectively with diverse groups. The desired results here is to gain a deeper understanding of relevant collective actions while the selected goals become more salient.

Activity title: Be the change you want to see in the world	
Objectives and Learning Outcome	Through the interaction of a success story, participants will feel empowered that it is feasible to create a positive change in their social environment . They will feel that they can create their own changes.
Preparation & Materials	<p>The trainer should prepare the presentation of the proposed case study (Find the ppt file below)</p>  <p>IO1_Case Study_La Tabacalera.pptx</p> <p>A printed list of ways to be a positive change (see Annex) and pens.</p>
Recommended Time	60 minutes
Instructions	<p>As a first stage, start with the presentation of the case study “La Tabacalera”, highlighting the fact that collective action can lead to creative and powerful social changes. Participants should realize that by working together they can achieve more.</p> <p>After the presentation, give them the list of ways to be a positive change in their everyday lives in an easy way. Ask them to circle what expresses them best. Then, based on what they circled, give them 2-3 minutes to think of practical ways on how they can really act based on two things on the list that they think is really important to them or to society. Ask volunteers to express their ideas with others.</p>
Tips & Recommendations	The facilitator can change the list of things or can add anything that might be more interesting.



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Wrap up of learning outcomes:

The above case study will make them feel that they can easily:

- ✓ increase their interactions with others,
- ✓ create common social targets,
- ✓ make those achievable when they work all together,
- ✓ support each other and
- ✓ find ways to work more effectively with diverse groups.



Part 4: Action & Impact

This Part is the most interactive part of the workshop. Participants will use what they have learned and felt in the previous parts in order to act creatively. Furthermore, through the following activities, they will improve their empathy and care about social and professional problems and injustice. There are two important directions here;

- The first one is to make every participant to feel the meaning and value of collective action, and thus enable them to build their sense of belonging. Every participant should realize that his or her impact is highly possible to influence others and their society, creating a positive impact that can lead to a stronger sense of belonging of every individual and consequently to social empowerment.
- The second direction here is to make each one of them realize the personal value of their goals, as they should be driven by clear objectives, motivated by their unique importance of those objectives and at the same time, they should be motivated to trust their abilities to achieve those goals, using their skills and knowledge.

Hence, the main desired result of the workshop must be achieved here; to enhance participant's social and professional profile.



Activity title: Together we grow!	
Objectives and Learning Outcome	<p>The participants will try to identify and analyze problems and explore potential solutions using design thinking.</p> <p>The procedure of design thinking has five main steps: 1) Empathize, 2) Define, 3) Ideate, 4) Prototype, and 5) Test.</p>
Preparation & Materials	Papers (see Annex for the template), pens and post-it notes
Recommended Time	60 minutes
Instructions	<p>Imagine that you are at the “La Tabacalera” and every participant is a member of the same group and they want to be organized to solve a problem.</p> <p>Ask participants to create small teams of 3-4 persons and ask them to think about a social problem or a professional situation that needs improvement. They can find something that is important or interesting to everyone of the team. You can also ask them if they have similar or different strengths as a group that emphasizes the value of diversity and complementarity to effective collective action. The groups can be flexible as participants can change groups if something expresses them more.</p> <p>Give each group a piece of paper (see Annex for the template), pens and post-it notes to note their decision.</p> <p>Try to explain the basic steps of the design thinking process. Then, create small steps of the procedure and every time participants are asked to write down their thoughts:</p> <ul style="list-style-type: none"> • Ask from all groups to brainstorm solutions and encourage them to find as many alternatives as they can. • Ask them also to consider potential stakeholders in relation to the problem and how they are influenced. • Ask them to consider how communities, friends, family and other networks could help them in implementing the solutions that they have proposed, and how they can be supported by them. • Ask them to consider if collective action has a key role to play in addressing a solution to the problem and if it could be a pathway for a positive social change. <p>After having agreed to what procedure they should follow to solve their problem, ask them to share it with the others. If groups have similar problems and similar solutions, they can create a bigger group altogether, if they want to, emphasizing the idea of a collaborative decision-making activity and support.</p>



	<p>The final step of this activity is to ask participants to write down their thoughts to the piece of paper and create a complete action plan to solve their problem. Give them at least 10 minutes.</p> <p>The main parts of the procedure are:</p> <ul style="list-style-type: none">• The project's name.• The social or professional problem.• The stakeholders of the situation.• The groups of people who could help them or support them.• The beneficiaries of its solution.• The expected impact of its solution.• The ways of communication (e.g. social media) that could help them to promote the solution to their problem. <p>Finally, ask every group to present their results to the others and support a discussion of how many alternatives we have to face a difficult situation and why it is really important to take action towards a problem as a group.</p>
Tips & Recommendations	The facilitator should be supportive and creative, providing ideas and help all the time.



Activity title: Be a “scrapper”!	
Objectives and Learning Outcome	The goal here is to make participants understand that adversities can be used to create success , thus they will learn to use their own adversities to present themselves as fighters and support their application to a future job using their uniqueness . It is essential to realize that those who grow vigorously with steady progress in difficult situations are driven by the grid to survive and succeed in an developing workplace.
Preparation & Materials	Digital equipment for the video.
Recommended Time	90 minutes
Instructions	<p>In the first part of this activity, participants will watch a highly motivational video of using failure and internal strengths to create a pathway of success. The motivational video’s title is “Why the best hire might not have the perfect resume” and it can be found here with several subtitles (duration 10 minutes).</p> <p>After the video, give participants 10 minutes to create their own story of being a "Scrapper". Ask them to think about the times that they were struggling to stand on their own two feet. Make them realize that everybody has a story to tell.</p> <p>Then a pitching process will begin and they will stand and present themselves and the difficulties that they may have faced but tried to overcome and possible succeeded. But participants will not present themselves to anyone specifically. We do not want to make them feel anxious. The concept is to create a simulation of a job interview or a pitching event.</p> <p>In any case, it is really difficult to be the first to talk. Thus, in order to make participants feel comfortable, the trainers will follow the same procedure. They will also take 10 minutes to create their story of being a “scrapper”, and they will start to present themselves with their stories and adversities. In this way, participants will feel motivated to take the stage and talk as well.</p> <p>In addition, before the pitching starts, trainers can use the Regina Hartley’s phrase (speaker of the video) for extra empowerment:</p>



	<p><i>“Choose the underestimated contender, whose secret weapons are passion and purpose”.</i></p>
Tips & Recommendations	<p>This activity is the last empowering activity of the workshop and should create a strong motivational sense with true and deep feelings. The trainers should make it clear that our difficult choices or those we make when we are in need are the most important.</p>

Wrap up of learning outcomes:

With the above interactive activities, participants will be able to:

- ✓ use the empowerment tools of the previous activities,
- ✓ take advantage of the motivational emotions they have experienced so far,
- ✓ improve their empathy,
- ✓ learn how to use design thinking to search for solutions,
- ✓ realize the meaning and value of collective action,
- ✓ increase their impact through working with others,
- ✓ develop their sense of belonging,
- ✓ take action,
- ✓ support the value of their goals and be motivated to trust their strengths and skills, and realize that they can use their adversities to stand out from the rest, as they can tackle problems which would stop others.



Part 5: Reflection

At the final stage of the workshop, having developed the sense of belonging to the workshop’s team, participants can choose to stay in touch with others. As some participants may have discovered common values and goals among each other, they may build valuable friendships that will offer to them support and empowerment.

Activity title: Stay in touch!	
Objectives and Learning Outcome	The participants will have the chance to stay connected and create friendships with people that have common values.
Preparation & Materials	Papers and pens.
Recommended Time	20 minutes
Instructions	Give participants pieces of papers and pens to take notes and ask them to share their social media profiles or emails with the others, if they want to. The facilitator also can create, for example, a Facebook group with all the participants. If someone wants to be the leader of this group, he/she can feel free to do it. In this way, they are encouraged to give meaning in their connection and to move towards a future social and professional positive change.
Tips & Recommendations	The facilitator should make it clear that it is optional for everyone to share his/her profile on social media with others, but it is a nice way to stay connected and feel supported by people that have similar interests and they have shared the same experiences during this workshop.

Wrap up of learning outcomes:

The closing activity will help participants to strengthen their sense of belonging and make good friends. Healthy and supportive connections can lead to improvement of mental health and happiness. Participants, through their interactions, can help each other to reach their goals and feel more supported through tough times.



Tips for facilitators

Get prepared and have a plan

This guide suggests a basic structure for a social and professional empowerment workshop. However, as the interaction with the participants is a dynamic process, the facilitators may need to re-define some procedures or add more steps for a successful empowerment process. As a result, it is necessary to prepare yourself, creating alternatives for things that might go wrong or do not fit to the participants. You can also ask for help, inviting an expert as a speaker to the workshop, and it can be encouraging and really helpful in case of questions that participants will have and the facilitators will not be able to answer with certainty.

Create a warm atmosphere

One of the most important points of an empowerment workshop is its environment and the feelings that creates to the participants. Thus, it is essential to create a positive atmosphere from the first minutes of the workshop and maintain it during the whole workshop. Make everyone feel comfortable and welcome create a positive attitude for every problem that may arise, like participants that came late, or participants that are very shy to talk in front of an audience. Encourage everyone, give them time and always have a friendly approach. Only in this way, every participant will feel comfortable and trust the whole process so as to freely express themselves and reap the greatest possible benefits of the workshop.



III. Assessment Plan

Initial assessment - Questionnaires for the assessment of the training needs

Demographic Information

Gender:		Age:		Nationality:	
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If you are interested in receiving more updates and being part of our UPTHEM community, please write your email here: _____

What are our goals?

What are your expectations from this workshop? (You can choose more than one answer)

- I want to improve my professional profile
- I want to feel more motivated to make a change in my life
- New contacts
- Learning about new concepts, tools and strategies
- New ideas and opportunities

Have you ever participated in a similar workshop?

- Yes
- No



Final assessment – Questionnaires for the assessment of the learning outcomes

Demographic Information

Gender:		Age:		Nationality:	
----------------	--	-------------	--	---------------------	--

Workshop Design and Content

Please rate the following statements

1 = strongly disagree

2 = disagree

3 = agree

4 =strongly agree

5 = don't know

	1	2	3	4	5
1. The workshop's objectives were clear to me	<input type="radio"/>				
2. The structure of the workshop was sufficient	<input type="radio"/>				
3. The content of the workshop was interesting	<input type="radio"/>				
4. The content of the workshop was useful	<input type="radio"/>				
5. The facilitator(s) was well prepared and helpful	<input type="radio"/>				
6. The workshop met my expectations	<input type="radio"/>				
7. The workshop provided me with motivation for the future	<input type="radio"/>				

What is most valuable about this workshop? (You can choose more than one answer)

- New contacts made
- Learning about new concepts, tools and strategies
- New ideas and opportunities generated

How would you improve this workshop? (You can choose more than one answer)

- Provide better information before the workshop.
- Reduce the content covered in the workshop.
- Make workshop activities more stimulating.
- Improve the workshop organization.
- Make the workshop less difficult.
- Shorten the time for the workshop.



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Annex

Positive feelings



Negative feelings



How do we create positive change?

In many different ways!

1. Little things matter.

- Staying out of gossip
- Listening to someone who needs to talk
- The way in which you raise your children

2. Help Others.

- Elders
- Children
- Volunteer
- Vulnerable population

3. Act Locally.

- Vote
- Participate
- Attend and Help
- Seize opportunities

4. Respect.

- Earth and Environment
- Each Other
- Animals
- Yourself
- Other's opinions

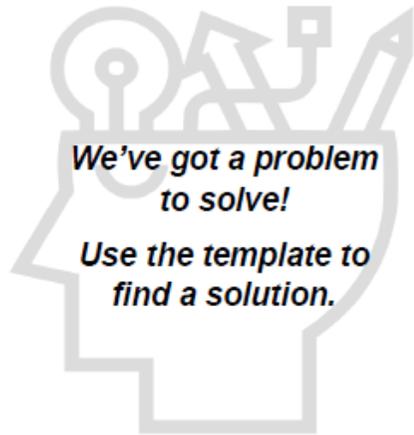
5. Acts of Kindness.

- Say hi and smile at a stranger
- Provide assistance

6. Self-Care.

- Keep your energy up to be able to give it back to your community

Design thinking for a social problem



We've got a problem to solve!

Use the template to find a solution.

Empathize

*Who are you trying to help?
What do they need?*



Define

*What is the problem?
What is needed to be done?*



Ideate

*Which solutions can you think?
Which idea is the best?*



Prototype

*Which solution will you try first?
What will you design for testing?*



Test

*What is working well?
Can you think any improvements?*



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MODULE 2

Creative thinking and building self-esteem

I. General information

Aim - Thematic area description

Learning objectives and results

Target Audience - target group/level

Allocated time

II. Theory

Introduction

Acquisition of professional competencies – theoretical knowledge and practical skills

Tools and Training Materials

Activity 1 The Use of Language

Activity 2 Creative thinking with objects

Activity 3 Thinking in an organized way

Activity 4 Creative thinking for business

Activity 5 Managing Those Precious Resources

III. Assessment Plan - Evaluation and monitoring tools

Initial assessment - Questionnaires for the assessment of the training needs

Interim (formative) assessment – quizzes

Final assessment- quizzes; cases

Feedback

General information

Aim - Thematic area description

This module and its accompanying activities are designed to develop Creative Thinking as a skill and to help you to apply it in the daily running of your business and for your personal development. The suggested activities will enable you to think creatively when you want to solve a problem; need to overcome challenges or when you want to develop something innovative.

In essence this module will act as a framework to support you in facing and overcoming your challenges in the process of turning them into opportunities. Sustainable change requires innovation; if there is no innovation the ability to thrive will be more limited in a world that is changing so rapidly. True innovation begins with taking a different perception of processes, resources and markets; only from this new point of view will it be possible to change how we do business. Doing business as we did yesterday is no longer feasible and sustainable. That is why we are increasingly being challenged to become more competitive which means that we have to change the way we produce our products or deliver our services, the way we package our products or present our services and even the way we market them.

During the production of this module, as well as the whole Programme, we have taken into account the needs of adult educators and trainers so it can be easily adapted and used as a teaching aid.

If you are a trainer using Creative Thinking tools can enable you to:

- Be more engaged with trainees
- Have more powerful results
- Develop effective teaching methods
- Become time efficient
- Help your trainees become self-reliant and more capable
- Create an atmosphere of excitement and anticipation

If you are a trainee you could:

- Realise fully your potential
- Focus your attention
- Sustain your creative environment
- Be an effective problem solver
- Develop an achievable vision for your future

Usually when we have an issue or problem to solve we are often overwhelmed with all the aspects. This state can easily get in the way of clear thinking! If we can separate out all of the thoughts and emotions and deal with them in an organized way, then what we are left with is space to use creativity in the thinking process.

When we use Creative Thinking tools they enable us to escape the barriers of how we usually think about a problem and solve it, they allow us to generate lots of ideas and help us to get ready to take effective action. In business one of the common limiting factors for the generation of new ideas is the concept that any idea has to be successful. Generally only 2 out of 10 ideas actually make it to market. This means that one of the challenges we face is the need to develop a creative culture within our businesses and develop our skills in this direction.

We hope that the module will give you the momentum and inspiration to look for more techniques to keep learning and moving ideas forward and to develop your business successfully.

Learning objectives and results

At the base of every offered product or service there is an idea generation and at the core of every idea is Creative Thinking. Most of us were born with the capacity to think creatively, paradoxically this method of thinking is in conflict with our other ways of thinking, namely logical, critical and analytical thinking. The learning objectives of the module are to learn how to switch our thinking processes towards applying Creative Thinking which will result in many aspects of our daily life and work.

Key Outcomes

- ✚ To stimulate new ways of thinking within the business so as to create a constant stream of fresh and original ideas
- ✚ To use the theoretical and practical materials of creative thinking to generate, evaluate and select new ideas

Target Audience - target group/level

The Creative Thinking module targets adult educators and adults, including such with disadvantaged backgrounds with special attention to the unemployed ones. Taking into consideration the broad national contexts and specifics attached to term “disadvantaged backgrounds” the authors agreed to adopt a common working definition, which refers to this group of citizens as being in a disadvantage position compared to their peers in staying or accessing the labour market, because they face one or more obstacles.

The Creative Thinking module targets disadvantaged adults, but not exclusively, who belong to the groups facing: sociocultural difficulties – related to experiencing discrimination because of gender, ethnicity or religion; economic – related to unemployment and poverty and geographical - citizens living in small towns or rural areas, where the employment opportunities are limited and the rate of long-term unemployment is higher in comparison with other regions;

disabled people. These groups are often excluded from the opportunities for life-long trainings at central level.

The creative thinking module also targets entrepreneurs who would like to expand their business and/or are looking for new ideas and areas of intervention.

Allocated time

There is no set time scale for this module, many of the activities are quick but there are some indications for a proposed length of an exercise if necessary, but overall do the activities in your own time. Although there is no fix time for the activities we propose a minimum three days' work for completing this Module.

If you are a tutor or trainer, you can combine the exercises in different sessions with your trainees. You can also photocopy and distribute the worksheets, and encourage your participants to start to think creatively outside the classroom.

The exercises don't need to be done in any specific order, start with the one that you find most useful for your situation; we do recommend that you try all of them.

The time allocated for the activities is appointed under each activity but it is a suggested time. Each adult educator or adult learner, especially those with disabilities, can take their time in order to complete the activity and get advantage of it. None of the activities has a competitive character or is a part of a sequences of activities so everyone can go backward and forward the list of the suggested methods and activities.



Source: <https://pixabay.com>

Theory

Introduction

Thinking is the ultimate human resource. The quality of our life depends entirely on the quality of our thinking. This applies on personal, community and world levels. Creative thinking is the ability to consider something in a new way. But the word “creativity” is much too broad and much too vague and sometimes it covers artistic expressions that have little to do with changing perceptions and concepts. That is why there was a real need to have a way of describing this sort of thinking and in 1967 Eduard de Bone first thought of the term “lateral thinking” and since then it is used for a deliberate and formal process for which there are tools. In this module we will use creative thinking term as it is more familiar.



Creativity is at the basis of innovation and innovation is a support for the growth of small enterprises, then it is paramount that Creative Thinking is embedded in any training programme. Developing the ability to think creatively and to innovate can be stimulated and enhanced through learning or training process. Developing this skill can put you in a position to be several steps ahead of your potential customers and competitors enabling you to provide more cutting edge products, services and ideas.

When we think we generally use critical or creative thinking. They are the two most basic methods of solving problems. Critical thinking is the way of thinking clearly and rationally. Creative thinking usually consists of coming up with new and original ideas. To be a good and effective developer it is essential to possess the ability to apply both kinds of thinking. During our formal education most of us have all been taught how to apply Critical Thinking, very few of us have ever been taught how to apply Creative Thinking.

Creative Thinking is:	Critical Thinking is:
Generative	Analytical
Non-judgmental	Judgmental
Expansive	Selective
Possibility	Probability
Right brain	Left brain
Yes and...	Yes but...

To put it simply - when you think creatively you are exploring many new ideas. When you think critically you are making choices.

Creative Thinking techniques are processes by which we focus attention, escape the confines of the current situation and generate connections to keep the mind moving. Fundamentally it is a change in direction in your thinking and the generation of new ideas. Children do this naturally but many adults find this process difficult and challenging. Changing old habits and prejudices is a key factor to being able to think creatively.

In a small business Creative Thinking can help and support you in many areas, once you start to use Creative Thinking it can be applied in different ways to a wide variety of areas, issues and problems. Here are some suggestions.

- Enhanced problem solving for your business
- Overcoming mental blocks
- Being more resourceful with your business and products
- Have a more efficient use of resources
- Spreading your net out further
- Broadening your scope and vision
- Sustaining the environment for Creative Thinking

There are some fundamental business areas that Creative Thinking can be very effective in.

Core Skills

These are the skills you use when you make a product or deliver a service. If, for example, you are a ceramicist then the skills you use when making your pottery are your core skills. Creative Thinking can help you re- imagine, re-invent and keep on developing designs and products.

Business Skills

These are some of the fundamental skills that are needed when developing and running a business.

Marketing and sales

Using Creative Thinking can help maintaining effectively:

- Product development
- Business development
- Management of resources

Support Skills

These are the general skills, which support the overall activity of a small enterprise or business. They are important and Creative Thinking can help you overcome any mental blocks or obstacles you might have in relation to them.

- Negotiation skills
- Influencing skills
- Communication skills

Now let's look at the business skills in more detail. These are the most fundamental skills that are needed.

Marketing & Sales

Most craftspeople, artist makers and SMEs encounter challenges in these areas and it is always good for any small enterprise to look for new markets and opportunities to continue to grow and expand and Creative Thinking can help in many ways.

- Enable the craftsperson to look beyond the boundaries of the current market
- Challenge the usual methods of marketing
- Discover new creative ways of getting products and services to the local, national and global markets.

Product Development

Many artist makers get locked into a particular product and over time, especially if that particular item is popular, find it difficult to move beyond it. They face challenges in terms of how to develop their product or how to develop a range of products, which are perhaps complimentary to each other. Sometimes it is difficult to change some basic elements for example, how can the packaging be enhanced or how can technology be used or incorporated in the product.

Business development

The primary objective of any craft business is to generate business through the products that they produce. Creative Thinking can help to develop and enhance a business by looking at, for example:

- New market opportunities.
- Use of the internet for business
- Expanding a product range
- Re-thinking the production processes
- Using new design technology

Management of Resources

By shifting the perspective of working with specific materials and resources and applying Creative Thinking to re-inventing what is already used, a craftsperson, for example, can open

up new opportunities in how they manage what they have, especially optimizing limited or very specific resources.

For example:

- Using existing materials in a different way
- Using new materials with the original product design
- Redesigning product shapes and sizes etc.

If you can apply Creative Thinking techniques across all areas of your business they can help you to stay one step ahead, utilise what you have already and move forward in a measured, confident way.

Acquisition of professional competencies – theoretical knowledge and practical skills

The UPthEM training programme extends and develop the competences of educators who support adult learners, particularly in motivating adults to take part in learning. The training program will support adult educators in achieving skills and gaining knowledge for their personal and professional development. The acquired knowledge and skills will strengthen the recruitment, selection and professional development of adult educators as the program will directly support the high quality and innovative teaching and training on one hand and learners from disadvantaged backgrounds on the other hand. The increased professional development of the educators will facilitate their work with learners from disadvantaged groups because they will be better prepared to motivate and advise their students how to continue their education or how to better place themselves at the labour market. The gained knowledge and improved professional skills will support educators' efforts for providing better educational and employability opportunities for their students, especially those from disadvantage backgrounds by increasing motivation and desire for personal development. Using the developed during the project activities training program with materials, tools and open educational resources on motivation and developing soft and entrepreneurship skills, the educators will be able to gain knowledge, improve skills and training habits commonly associated with their direct work. The developed skills and competences will facilitate educators' attempts to support, motivate and guide their students and trainees to employability or further education. The educators will be equipped with wide and flexible range of educational resources in order to deliver soft and entrepreneurship skills trainings and boost motivation using innovative methods, pedagogies, learning materials and tools, joint study materials and common modules related to practical training schemes.

The learning opportunities provided by the training program will be based on determining individual learning pathways depending on the levels of knowledge of the trainees. The provided learning opportunities can enhance the access, participation and learning performance of disadvantaged learners leading to either successful employment on the basis of the new knowledge, skills and motivation acquired or successful launch of own small business activity (micro-enterprise) on the basis of their business ideas developed during the learning

process. The overall impact of the Programme is related to fostering entrepreneurial mindset and confidence for success among disadvantaged adults.

Before thinking creatively about something, you first have to be able to understand it. This requires the ability to examine things carefully to understand what they mean. Whether you are looking at a text, a data set, a lesson plan, or an equation, you need to be able to analyze it first.

Open-Mindedness

Creativity involves thinking of things in a novel way within the context in question. You have to set aside any assumptions or biases you may have, and look at things in a completely new way. By coming to a problem with an open mind, you allow yourself the chance to think creatively.

Problem Solving

Employers don't simply want to hire creative people because they are impressive. They want creative employees who will help them to solve work-related issues. Therefore, when applying for jobs, highlight your ability not only to think creatively, but to use your creativity to solve important problems.

Organization

This might seem counterintuitive: aren't creative people known for being somewhat disorganized? Actually, organization is an important part of creativity. While you might need to get a bit messy when trying out a new idea, you then need to organize your ideas so that other people will be able to understand and follow through with your vision. Being able to structure a plan of action with clear goals and deadlines is vital.

Communication

People will only appreciate your creative idea or solution if you can communicate it effectively to the people you work with (or to your clients or vendors). Therefore, you need to have strong written and oral communication skills.

You also need to be able to understand a situation fully before thinking creatively about it. Therefore, you also need to be a good listener. By asking the right questions and understanding the problem, you can come up with a unique solution.

Tools and Training Materials

Activity ONE: The Use of Language

Language can either open the creative floodgate or close it. Using ‘open ended’ language keeps the mind moving and encourages it to make mental connections, which is the key to successful Creative Thinking. It can be very easy to switch from a ‘closed’ form of questioning to an ‘open ended’ form of questioning that allows you to be inventive and creative. For example, when you ask questions like what else could I use this for? Or what could I do instead? You can be more expansive in your thinking and come up with unexpected solutions.

This activity will encourage you to look at how you ask questions and explore issues, how you question yourself and what kind of language you use.

The example will demonstrate a different way to explore and question. We will break the thinking down into different areas.

Look at the object in the picture.

If you have one near you, get it out and have a good look at it, take hold of it and then answer the questions.



It is not the most exciting object in the world but the important is to ask the right questions. Of course, you can use any object you think about BUT you cannot change the questions.

You will need a piece of paper for this activity.

1. What can you tell me about this object, what can you see? Only think about the facts, what is real and visible. So, for example when we look at the object in the picture what shape is it? What material is it made from? Now you try and write down a few more examples of the shape and the material.
2. Next, ask yourself what is good about this object, what benefits are there for using it, what is good about its design? (Hint: it is great for heating food in). Think of some other benefits and uses just 3 or 4 will do.
3. OK, now what would you have to be careful about with the cooking pot, what risks are involved when using it? (Hint: the handle might get hot). Write down a few more risky things about the cooking pot.

4. So far we have dealt with the facts, benefits and risks of the pan and what we have done is leaving some space in our thinking for Creative Thinking.

Look at the pan again.

What else could it be? (For example fishing net)

- ✚ How could you use it differently? (You could wear it as a hat)
- ✚ How could you make it better? (Add detachable pieces that could transform it into a new cooking tool)
- ✚ If it was as big as a house what could it be? (For example, a swimming pool)
- ✚ If it was as small as a thimble what could we do with it? (For example, a cup for a fairy)



Now the craziest ideas are what we want here, anything goes. Don't hold yourself back!!

Now imagine applying this technique to an object you design and make? Imagine being free to re-invent it! You can apply this technique in more detail to solving a specific issue or problem.

Activity TWO: Creative thinking with objects

Note: This activity can be used as a sequence of the first one or as a separate activity.

Objects and materials can be very useful when practicing thinking, we can assign them new meaning or they can inspire new ideas. For example a piece of paper could become any number of things if we use our imagination. So, it could be a magic carpet, if folded it could be a house, it could be a telescope if rolled into a tube etc.

In this activity we encourage you to take hold of a **real** object. Handling a real object can make quite a difference; its material, texture, colour, size or shape might inspire new ideas.

Imagine you are from another planet.
Take an everyday object for example a cup or a mug.
Take hold of it; explore its shape, texture, etc.
Imagine you have never seen this object before.



Now instead of asking yourself the usual question what this is, ask yourself what could this be?

When we change the word ‘is’ to ‘could’ we are opening up our language for more possibilities. Give yourself 2 minutes to think of as many new uses for the cup as possible. Write down your thoughts in your notebook or on a piece of paper.

TIP FOR TRAINERS

Use this ‘Thinking with Objects’ activity with your trainers, focusing their attention on something they create, produce or sell. Don’t stop any ideas that materialise, no matter how absurd they are!

Then, ask the participants to think about what else the objects, or even the materials or tools, could be used for. Challenge them to expand their thinking!

Activity THREE: Thinking in an organized way

This time we are going to apply the same technique of structured thinking used in the previous two activities but to explore an issue or challenge that you might be experiencing in your profession, apprenticeship or trade/craft.

Here are some challenges that might sound familiar

- I don't have enough time
- How do I compete in a global market?
- I don't earn enough money relative to the amount of work I do
- I am afraid of taking actions connected to employability
- I can't motivate myself to study
- My profit is not enough to cover my expenses

We have chosen one problem that you might have experienced yourself as an example: *Not earning enough money*

We will go through the steps of exploring this issue in an organised, structured way. If you don't identify with this issue, you can apply this technique to something more relevant to you.

How To Explore And Query In A Structured Way

Write your answers in your notebook or on a piece of paper.

The challenge we will explore is: **Not earning enough money**



Source: <https://pixabay.com>

The Facts

1. Let's look at the facts around that first. For example How much do I earn at present? Do I cover all my costs? Do I have enough money for a business?

Feelings

2. How do you feel about this subject? No long explanations just one or two words for example, I feel worried, I feel stressed, I feel insecure etc. You can also feel how the issue makes you feel physically speaking.

The Benefits

3. Now we are going to look at the benefit of the issue. This is more difficult, sometimes the benefits are hidden and you need to make an effort to find one, so think positive here. A possible example could be, “I don’t waste money on things I don’t really need”

Risk & Caution

4. Next we look at the risks of this issue, are there any negative consequences or something we need to be careful about. For example, “I can’t save money to invest in new projects or new business”

Creative Thinking

5. Now that we have thought about the important aspects of the problem, the facts, benefits and cautions, we have some space to have fun and be creative. What can we come up with to solve the problem? Think of the most daring ideas! Example, “Instead of working 60 hours a week, I work 55 earn roughly the same and dedicate 5 hours to developing Creative Thinking!”

Next Steps

6. Inspired? Has your outlook changed about the initial issue? Are there any ideas you want to take further and put into action? Make a list of ideas that are possible and explore them further.

Now use this method to explore an issue you are currently facing in your work, profession or studies/apprenticeship.

TIP FOR TRAINERS

It might be useful to do this ‘Thinking in an Organised Way’ activity in a group.

Ask the questions in a structured way, be aware and try to direct participants so they don’t return to the previous question, allow each participant to express their ideas; don’t let big personalities take over!

If it is your first time with this type of activity, prepare some examples beforehand; try them out first as it will help you to feel relaxed and confident.

Don’t lose ideas! Write down all the ideas the participants have suggested, let them choose the ideas they want to develop further, remember **CRAZY** ideas often lead to interesting solutions!

Activity FOUR: Creative thinking for business

Creative Thinking can enhance your business activity in different areas. Before we consider some specific areas it is important that we understand some characteristics of Creative Thinking, which will help you to move forward.

A person using Creative Thinking does not encounter problems but sees challenges; usually we use the word ‘problem’ as a reason for something not to be done. Instead, applying Creative Thinking enables us to see challenges instead and transform them into opportunities.

With Creative Thinking we do not experience failures, but could have learning experiences.

Indeed Tom Peters, an American management guru says: ‘Fail, celebrate failure, learn from failure then move on.’

Someone using Creative Thinking techniques has the possibility to transform what others may see as a failure into a more positive enriching experience.

Success story

Here is an example of a failure turned into a success:

The invention of the Post-it notes. This was the outcome of a failed attempt to create the strongest adhesive on the market and became 3M’s company the most successful product!

When we hear someone suggesting a new idea, we are often quick to judge it and usually do so in a negative way. As a creative thinker you learn how to postpone judgement, give new ideas time and then be positive and objective about your opinion. Giving space and encouraging other people is contagious and helps innovation to grow.

The first step in applying Creative Thinking in your business is to focus. A good starting point is which sector or issue in your business you would like to apply Creative Thinking to, being clear and focused at the start of the process will help you to obtain maximum impact.

Creative Thinking has 3 very important parts:

- Focusing
- Applying the appropriate Creative Thinking tool
- Dedicated time available

Another important factor is perception. According to research done in the United States, 80% of thinking errors are errors of perception. That’s to say that we tend to observe and perceive things that are often based upon our own previous experiences, and develop beliefs based on those experiences. This means that we can miss important things when observing and trying to understand certain situations. You think you see a particular situation, you decide according to what you see, but in fact your perception might have been wrong from the start!

It is very important for anyone using Creative Thinking to be able to visualise a challenge from different perspectives. Or even to turn an idea around until you find a possible opportunity in it. This is a skill that can be developed over time. You could practice this by looking at your product from different perspectives, you could do this physically, you could imagine it from the viewpoint of a child, you could imagine it used by a different client group etc. and observe its different potentials.

For Creative Thinking to take place one of the main inspirational drivers is provocation. If we accept the status quo nothing will change. A goal of the Creative Thinker is to transform or create something and generate added value in the process.

When using provocation we simply add *what if?* For example:

- What if my ceramics are developed into a piece of furniture?
- What if my carpentry is turned into an experience?
- What if my hairdressing is combined with another service?

Activity FIVE: Managing Those Precious Resources

The primary resources of any craftsman, service deliverer or potential businessman are:

- The location where they operate
- Their tools and equipment
- The time they can dedicate to their craft/service
- Employees, clients, and other associated people
- The materials and resources needed to produce their products or services
- Their financial assets such as loans, cash flow, access to credit

These resources need to be properly managed to ensure efficiency and effectiveness.

Reflection

- Are you dedicating enough time and space to think creatively?
- Do you use your resources to their full potential? Is there a period in which your resources are not used? If that is the case, you have what is called surplus value and your business can actively benefit from this. How can you utilise this surplus value and turn it into revenue? For example you have a kiln that you fire once every two weeks, could you negotiate with others who need a kiln to pay you for firing their work when you are not using it.
- Is there another person or business with whom you can co-operate and share your resources?

Write your thoughts in your notebook or on a piece of paper.

In your notebook write down as many ideas as you can for the following:

You have acquired a large warehouse that is too large for your current needs, but you plan to use it in the future. How will you utilise it for your present needs in a way that is sustainable in the short term?



Source: <https://pixabay.com>

Assessment Plan - Evaluation and monitoring tools

Initial assessment - Questionnaires for the assessment of the training needs

Please, answer the following questions:

1. What is your experience with working with adults with disadvantaged background?
2. What kind of sources do you need most in your work with adults, especially those with disadvantaged background?
3. What kind of activities and measures should be taken in order to increase employability and avoid social isolation of adults with disadvantaged background?
4. Should there be any differences in trainings for adults with and without disadvantaged background? If yes, what kind?
5. Do you think that the offered trainings for people with disadvantaged background are useful and inclusive? If not, what is missing?

Interim (formative) assessment – quizzes

Write down as many ideas as you can for ONE of the following:

1. Imagine that you need to describe your product or service to a visually impaired client. What would you tell them?
2. Assume that as from next year, the demand for you product or service will not exist anymore. How will you use your existing skills and competencies to develop something new?



Source: <https://pixabay.com>

Final assessment- quizzes; cases

Business case study

A micro-enterprise employing 7 workers, which produces and sells pottery products for the local tourism market, is encountering competition from companies that are importing similar products from low cost producers in Asia.

If the company continues to compete on a production cost basis it is liable to encounter serious financial problems. The company has been trying to lower costs for the past months but it has now reached a point where it cannot lower costs any further. The owner of the business feels that his customers do not appreciate the authenticity of his products and only look at the price.

After some research on the Internet he found a report from an association of tourism operators regarding the aspirations and characteristics of tourists. He found out that tourists today are not only looking at prices but also want to have an authentic experience of the place they are visiting.

He decided to conduct a Creative Thinking session with his employees focusing on the challenge and making the following provocation – What if?

Lead the session and report the results.

Possible scenario/outcome of the creative thinking session

“What if we turn part of the workshop into an experience?” During the Creative Thinking session the group looked at how they could make an experience involving pottery. How will they convert part of their workshop? Is there enough space? Will this change have an effect on productivity whilst it is being undertaken and what will be the amount of investment they would need to undertake? They analysed the benefits of this change.

The micro-enterprise expanded its workshop and created a section where visitors can see pottery being made, learn the basics of making pottery and make their own pottery whilst having the possibility to buy from the company’s shop. This has given the company a unique selling point that their competitors importing from Asia cannot provide. It has also given their clients an authentic experience enhancing their sales and solidifying their position in the market.

Feedback

Please, take no longer than 3 min to each question and answer them.

1. How did you feel after the training? Just one word that sums up how you felt at that moment. For example: I felt elated or I felt deflated.
2. What worked well and why?
3. What did not work so well and why?
4. How could you have done it differently, (crazy ideas are welcome!)?
5. Reflecting on what you have just written - what will you do as next steps?



Source: <https://pixabay.com>

MODULE 3

Green Entrepreneurship and Sustainable Development

I. General information

Aim - Thematic area description

Learning objectives and results

Target Audience - target group/level

Allocated time

II. Theory

Introduction

Acquisition of professional competencies – theoretical knowledge and practical skills

Sustainable Development

Green Economy

Green Business Model Canvas

Case Study

Tools and Training Materials

Activity ONE: Case Study

Activity TWO: Business Model Canvas

Activity THREE: Global Green Economy Index

II. Assessment Plan - Evaluation and monitoring tools

Initial assessment - Questionnaires for the assessment of the training needs

Interim (formative) assessment – quizzes

Final assessment - quizzes; cases

Feedback

General information

Aim - Thematic area description

Reports produced by European Commission, United Nations and World Bank over the last years have suggested that there is an urgent need to green our economies and that “sustainability and the green economy is the next transformational business mega-trend comparable to mass production, manufacturing quality movement, IT revolution, and globalization” (Harvard Business Review, 2012).

The persons using this Module will have an increased capacity to identify and build on opportunities for the promotion of a socially inclusive green economy and a low-carbon, resource efficient and socially inclusive development, as well as they will begin to develop basic skills for applying the green economy concept in a real world, in professional and personal context.

The Module is explaining why is important to balance our economic, environmental and social needs in order to allow the prosperity for now and future generations, to conserve and enhance our resource base, by gradually changing the ways in which we conduct our professional and personal activities.

The Module starts from the climate changes effects we all are facing and their main cause, as well as the approaches we are having for responding to the climate changes. It continues by showing the Sustainable Development Goals and their role in demonstrating that the economic progress and environmental sustainability can be mutually reinforced. The green economy, its characteristics and principles are presented further on, as well as the ways a business can become greener or ideas of eco-friendly businesses. A valuable tool for planning new or documenting existing green businesses is described. The Module continues with a powerful presentation of methods for greening a business given by its visionary founder. Ideas of practicing activities to enhance the knowledge of the topics displayed in the Module are also offered.

Learning objectives and results

- ✚ Understand the need for green economy and sustainable development
- ✚ Understand how the current business environment may impact on business opportunities in the green economy
- ✚ Define the concept of a green economy and explain its value
- ✚ Understand the different types of businesses started by green entrepreneurs
- ✚ Be able to make business decisions using knowledge of the green economy

Target Audience - target group/level

As we all face a number of challenges relating to the sustainability of current modes of production and patterns of consumption and as many new jobs will be created on the green economy market, this Module is of a crucial importance for:

- Disadvantaged groups' members looking for changing or finding jobs and seeking to improve their knowledge and skills in order to become more responsive to the labour market changes and requirements
- Entrepreneurs who see the opportunity of either greening their business or starting a new eco-friendly business
- Trainers who seek to improve their knowledge and increase the tools they use in performing trainings in the field of sustainable development and green economy for either existing/ new entrepreneurs or with disadvantaged groups' members.

Allocated time

It depends on each person's way of either assimilating (for the two categories of targeted audience) or presenting the Module (for trainers). We propose a minimum three days' work for completing this Module.

Theory

Introduction

“The security of individuals, communities, nations, and the entire global community is increasingly jeopardized by unpremeditated, non-military environmental threats. These threats are self-generated: we perpetrate them on ourselves, by fouling our air and water, and overharvesting our land. These threats are not felt equally around the world. Southern countries face severe problems from desertification, while northern industrial countries deal with acid rain, and Polar Regions see large depositions of persistent organic chemical pollutants. Climate change will cause uneven effects over the entire globe for the next fifty to 100 years, with some countries benefiting and others suffering.”⁵

*"For a moment Mother
Nature was not attentive and
Humans appeared!
If Humans do not pay
attention for a moment,
Mother Nature repairs her
mistake! "*

Voltaire

As we all know, the earth has gone through warm and cool phases in the past, and long before humans were around. Forces that contribute to climate change include the sun's intensity, volcanic eruptions, and changes in naturally occurring greenhouse gas concentrations. But records indicate that today's climatic warming—particularly the warming since the mid-20th century—is occurring much faster than ever before and can't be explained by natural causes alone. According to NASA, “These natural causes are still in play today, but their influence is too small or they occur too slowly to explain the rapid warming seen in recent decades.”⁶

Humans—more specifically, the greenhouse gas (GHG) emissions we generate—are the leading cause of the earth's rapidly changing climate. Greenhouse gases (carbon dioxide, methane, ozone, and chlorofluorocarbons-CFCs) play an important role in keeping the planet warm enough to inhabit. But the amount of these gases in our atmosphere has skyrocketed in recent decades. The atmosphere's share of carbon dioxide—the planet's chief climate change contributor—has risen by 40% since preindustrial times.⁷

It is true that in order for our planet to sustain life, we need the greenhouse effect. According to the Environmental Protection Agency, without the greenhouse effect, the earth would be 30 degrees cooler (-18 instead of the current 15 degree average), making it a harsh environment for living organisms. However, ever since the start of the industrial revolution two years ago

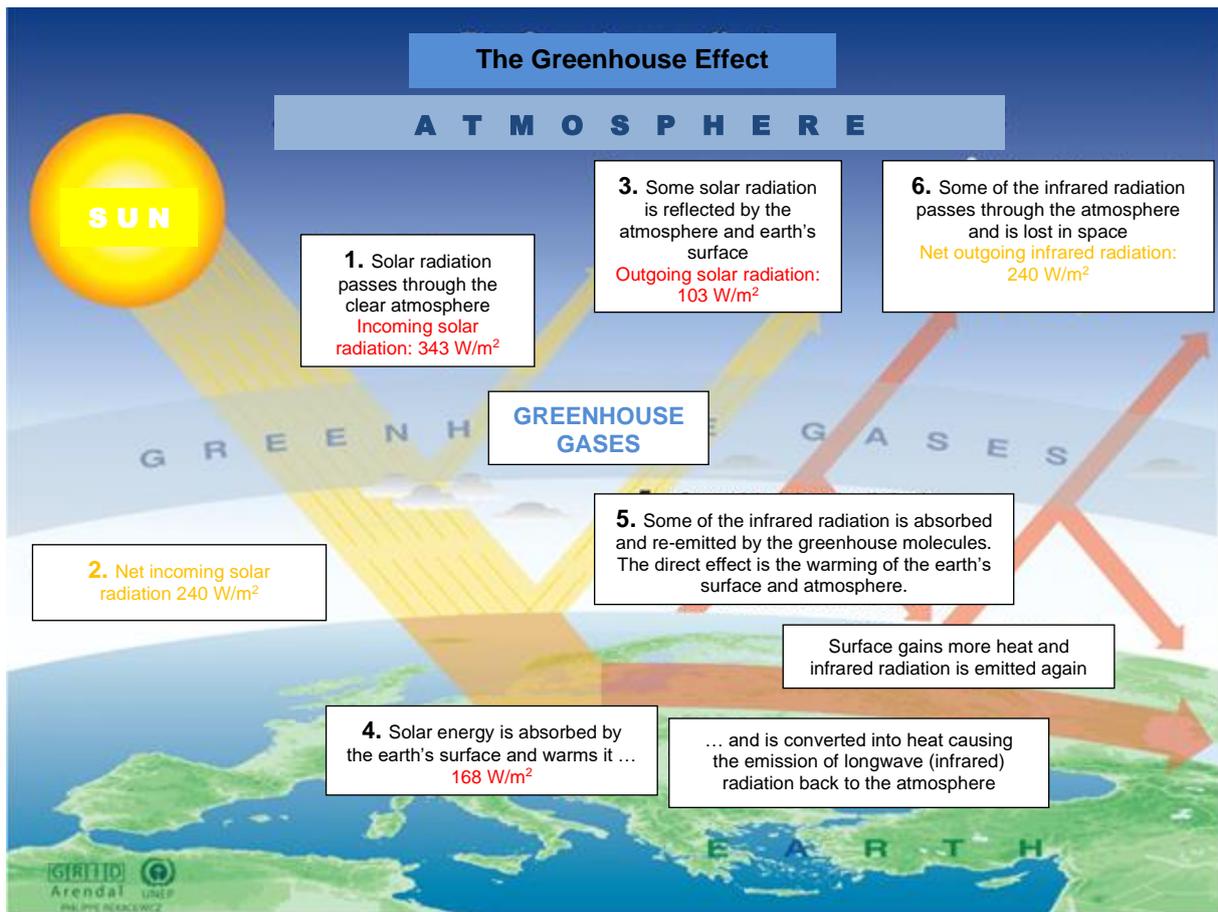
⁵ Environmental Security: A Case Study of Climate Change, Elizabeth L. Chalecki, Pacific Institute for Studies in Development, Environment, and Security

⁶ <https://www.nrdc.org/stories/global-climate-change-what-you-need-know>

⁷ <https://www.nrdc.org/stories/global-climate-change-what-you-need-know>

our earth began to change rapidly. The earth is becoming increasingly warm, which may seem like a good thing at first, but really it will severely impact our ecosystem.

With the enhanced greenhouse gas effect, the equilibrium of temperatures is disrupted, according to the Environmental Protection Agency. There is a lot more carbon dioxide being trapped in the atmosphere than there is being released back into space, resulting in climate change. Human activities like deforestation and industrial practices are releasing a lot more carbon dioxide than before.



Source: Intergovernmental Panel on Climate Change, UNEP and WMO – 1995

Climate change is one of the most complex issues facing us today. It involves many dimensions – science, economics, society, politics and moral and ethical questions – and is a global problem, felt on local scales, that will be around for decades and centuries to come. Carbon dioxide, the heat-trapping greenhouse gas that has driven recent global warming, lingers in the atmosphere for hundreds of years, and the planet (especially the oceans) takes a while to respond to warming. The scale of the climate change will be determined by how our emissions continue and also exactly how our climate system responds to those emissions.

Responding to climate change involves a two-pronged approach:

1. Reducing emissions of and stabilizing the levels of heat-trapping greenhouse gases in the atmosphere (“**mitigation**”); The goal of mitigation is to avoid significant human interference with the climate system, and “stabilize greenhouse gas levels in a timeframe sufficient to allow ecosystems to adapt naturally to climate change, ensure that food production is not threatened and to enable economic development to proceed in a sustainable manner” (from the 2014 report on Mitigation of Climate Change from the United Nations Intergovernmental Panel on Climate Change).
2. Adapting to the climate change already in the pipeline (“**adaptation**”). The goal is to reduce our vulnerability to the harmful effects of climate change (like sea-level encroachment, more intense extreme weather events or food insecurity).

The private sector is a critical sector in addressing the needs of vulnerable communities and has much to contribute to the development and implementation of climate adaption strategies, including sector-specific expertise, technology, financing, efficiency and entrepreneurial spirit. In the age of globalization, countries’ economies are linked through a complex inflow and outflow of goods, services, technology, capital, information and labour. The interconnectedness of today’s global markets makes all economies vulnerable to climate change, no matter where it occurs. If a climate event happens in one part of the world, it will generate impact all over the world (‘Butterfly Effect’)



Facts and figures:

- Nineteen of the 20 warmest years on record have occurred since 2001. The average global temperature has risen by 1 degree C since the 20th century with more significant warming toward the poles than in the equatorial region.
- 30% of the Earth’s plants and animals have been lost since 1970
- 60% of the Earth’s ecosystem services have been degraded in the past 50 years
- Global sea level has risen nearly 178 mm over the past 100 years (at the beginning of 2019, Indonesia announced its plans to move the capital city away from Jakarta, because some parts of Jakarta are sinking rapidly)
- The atmospheric carbon dioxide level for May 2020 was 417.16 parts per million⁸ and continues to rise. It has reached the highest levels in 650,000 years. Scientists have warned that carbon dioxide levels higher than 450 ppm are likely to lock in catastrophic and irreversible changes in the climate. Around half of the CO₂ emitted since 1750 has been in the last 40 years.
- According to the EPA (Environmental Protection Agency), China is currently the top emitter of carbon dioxide, accounting for 30% of global carbon emissions. The United States ranks as the second top emitter at 15%
- The transportation sector emits 14% of global greenhouse gas emissions

⁸ <https://www.co2.earth/>

- ... and, unfortunately, you can add a lot more to this list.

Acquisition of professional competencies – theoretical knowledge and practical skills

The fact that natural resources are limited at the planet level, may constrain or restrict the development of businesses. The main environmental limitations posed by the planet are:

1. Limited availability of resources - The pool of ‘resources’ from which business and companies can draw is getting smaller, as nature and the ecosystems are degraded at a rate faster than their regeneration possibilities.

According to Global Footprint Network, throughout most of history, humanity has used nature's resources to build cities and roads, to provide food and create products, and to release carbon dioxide at a rate that was well within Earth's budget. But by the early 1970s, that critical threshold had been crossed: Human consumption began outstripping what the planet could reproduce. Earth Overshoot Day (EOD) is calculated by Global Footprint Network and it marks the date when humanity has exhausted nature's budget for the year. For the rest of the year, we are maintaining our ecological deficit by drawing down local resource stocks and accumulating carbon dioxide in the atmosphere. In 2020, Earth Overshoot Day lands on August 22.⁹ The novel coronavirus pandemic has caused humanity's ecological footprint to contract. In 2019, EOD was on July 29.

2. Increasing generation of waste and emissions - The pollution generated by businesses and society can cause problems when nature's ability to process it is slower than its accumulation rate. Synthetic compounds are foreign to nature and often cannot be reintegrated within nature's cycles.

Sustainable Development

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs”.

*Brundtland Report released in 1987
by the World Commission on Environment and Development (WCED)*

⁹ <https://www.footprintnetwork.org>

The 2030 Agenda for Sustainable Development adopted at the United Nations Sustainable Development Summit on 25 September 2015 “is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom.”¹⁰ The 17 Sustainable Development Goals (SDGs) and 169 targets demonstrate the scale and ambition of the universal Agenda. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.



The Sustainable Development Goals are:

- Goal 1. End poverty in all its forms everywhere
- Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3. Ensure healthy lives and promote well-being for all at all ages
- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5. Achieve gender equality and empower all women and girls
- Goal 6. Ensure availability and sustainable management of water and sanitation for all
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

¹⁰ <https://sustainabledevelopment.un.org/post2015/transformingourworld>

“Transforming our economies to balance the economic, social and environmental dimensions of development is imperative to successfully implement this Agenda. Some of the SDGs, such as Goal 8, Goal 9, and Goal 12, directly link economic growth objectives with environmental and social considerations, showing that economic progress and environmental sustainability can be mutually reinforcing. Other SDGs emphasise environmental sustainability in a wide range of sectors, such as agriculture, infrastructure, land and marine resources, education and health.

Green Economy

The green economy is defined by EU as an “economy that can secure growth and development, while at the same time improving human well-being, providing decent jobs, reducing inequalities, tackling poverty and preserving the natural capital upon which we all depend”.

The green economy is key in this context. It promotes a paradigm shift which better acknowledges the economic opportunities that ‘green’ policies, markets and business practices can deliver. In many cases, the environment is more a driver of growth and sustainable development for, than a cost to, the economy.”¹¹

A green industry business is one that uses sustainable materials to make its products. Green industry businesses aim to use as little water, energy and raw materials as possible while cutting carbon emissions, or it finds ways to utilize these materials in renewable and eco-friendly ways. This business approach minimizes the company's strain on natural resources and contributions to climate change. In some cases, if waste is generated, it is reused as energy or raw material.¹²

Both traditional business companies and green businesses are looking for profit and have business goals and business plans. The difference between them is that the priority of a green business is to minimizing the company's environmental impact. The environmental goals are included in their core businesses, they are not just a side effect. When they plan their business, the green entrepreneurs need to take into consideration that the costs of a green product or services can be higher.

A green business might need to educate the clients towards the special characteristics of the green products or services.

¹¹ The inclusive green economy in EU development cooperation

¹² <https://www.businessnewsdaily.com/5102-green-business-ideas.html#sthash.B26NIEvr.dpufhttp://www.businessnewsdaily.com/5102-green-business-ideas.html>

A UNEP study reveals that investing in the green economy will spur growth. Contrary to conservative belief, the greening of economies is not generally a drag on growth but rather a new engine of growth and a net generator of decent jobs.¹³

Green economy is a concept with principles embedded in the economic, social and environmental domains¹⁴:

Type	Principle
Economic	<ul style="list-style-type: none"> • Recognizes natural capital and values • Integrated in economic development and growth models • Internalizes externalities • Promotes resources and energy efficiency • Creates decent work and green jobs
Environmental	<ul style="list-style-type: none"> • Protects biodiversity and ecosystems • Invests in and sustains natural capital • Recognizes and respects planetary boundaries and ecological limits • Advances international environmental sustainability goals (e.g. Millennium Development Goal no 7)
Social	<ul style="list-style-type: none"> • Delivers poverty reduction, well-being, livelihoods, social protection and access to essential services • Is socially inclusive, democratic, participatory, accountable, transparent and stable • Is equitable, fair and just – between and within countries and between generations

A green economy rigorously applies the triple bottom line of people, planet and profits across all corporations at the microeconomic level and throughout the entire economy at the macroeconomic level.



Businesses can benefit in many ways from becoming greener/ green growth. These range from cutting your overheads to developing new income streams, increasing your sales and improving employee engagement. The table below offers some examples of benefits an entrepreneur can have from making a greener business. Examples of companies improving their operations due to implementation of plans for green growth can be found at:

http://www.psee.org.za/downloads/publications/FPP10401_PSEE_Green_your_business7.pdf

¹³ Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication-UNEP

¹⁴ UN DESA, A Guidebook to Green Economy: Issue 2: Exploring Green Economy Principles, 2012

Benefit	Plan of Action
Reduce your operating costs	Re-engineering the way you manage energy consumption will directly translate into lower overhead costs and higher profits. As energy costs continue to rise, reducing consumption and switching to renewable energy will become increasingly important. You can identify measures that will reduce your energy bills by up to 20%, or even more, many at little or no cost.
Increase your current sales and develop new income streams	Research has shown that an increasingly number of consumers think it's important to buy from environmentally responsible companies. You can respond to this demand by greening your current products and services and by introducing new solutions and technologies.
Strengthen your reputation and increase loyalty of your customers	Innovative companies taking positive action towards the environment are viewed more positively by their customers, suppliers and investors. The image of the company and its products are improved because stakeholders believe the company acts according to the principles of integrity and best practice.
Comply with standards and regulations	Operating a versatile green growth business strategy will ensure that your company complies with increasing regulatory pressures and limit the cost of environmental charges.
Improve effectiveness of your employees	Employee morale is directly linked to productivity, retention and recruitment. Taking action will attract new talent and motivate your employees who will support you in driving your business in the right direction.

There are many ways a business can become greener which can fall under one of the next categories: Reduction of environmental impact or Greening the business processes, products and services. A short list of opportunities of greening business processes is presented below:

- Reduction of environmental impact
 - *Make green thinking a part of your company culture*
 - Re-think heating, ventilation and air conditioning and their controls
 - Re-think lighting and its controls: use natural light as much as possible, change light bulbs to compact-fluorescent (CFL) or LED lights, invest in light timers
 - Reduce of water consumption
 - Reduce paper consumption: sign up for paperless billing, only print essentials, use both sides of paper
 - Switch to Cloud computing
 - Use green products (purchase green cleaning supplies; utilize green packaging policies and techniques; green office equipment)
 - Eliminate plastic bottles (use water dispensers and paper cups)

- Recycle and reuse
- Minimise waste
- Greening the business processes, products and services:
 - *Make green thinking a part of your company culture*
 - Green products
 - have increased energy efficiency and/or use renewable energy
 - have lower levels of embodied carbon (less energy is needed to produce)
 - have a positive environmental effect
 - are produced from less hazardous materials
 - are more easily recyclable or are made of recyclable materials
 - Green services:
 - offer differentiated services from standard options
 - mostly add value to the service, therefore customers are willing to pay more
 - are for example: green holidays using low-carbon travel and accommodation; local food (with minimal packaging); using water-based ink and recycled paper; fashion with a sustainable supply chain; recycling services
 - improvements must be genuine, relative to the marketplace
 - Greening the supply chain - to minimise carbon emissions it is important to look at the whole product supply chain
 - Green design considerations
 - Materials - reduction of raw materials and switch to environmentally friendly options
 - Manufacturing - reduction of energy and water use during the manufacturing process; simplification of packaging design; cut out waste from production processes where possible
 - Retail - redesign of packaging; environmentally friendly way of distribution
 - Product in use - redesign of product life cycle (easier to repair, life of parts to be extended etc.)
 - End of product life - promotion of re-use, improvement of recyclability, disposal minimisation

A green entrepreneur can start a new eco-friendly business, as these businesses can include many ventures, such as: sustainable construction materials, organic catering, eco-friendly beauty salon, eco-friendly landscaping, bicycle repair and refurbishing, ink refill business, eco-friendly retail, sustainable event planning, handmade all-natural/organic products, green housekeeping services, solar panel installation etc.¹⁵

¹⁵ <https://www.businessnewsdaily.com/5102-green-business-ideas.html#sthash.B26NIEvr.dpufhttp://www.businessnewsdaily.com/5102-green-business-ideas.html>

Green Business Model Canvas

For developing new or documenting existing green business models, a Business Model Canvas (BMC) -- a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances -- can assist firms in aligning their activities by illustrating potential trade-offs.

The value proposition is the ‘promise’ of value to be delivered to and acknowledged by stakeholders and customers. Through co-creation with them, we turn the driving environmental and social challenges (why) into value, while ensuring economic sustainability.

The BMC structure and examples of questions you should answer when you start working on it are presented on the next page. Source: “Create your Green Business! The Workbook for Green Entrepreneurs in the Mediterranean” - SwitchMed

<p>KEY PARTNERS </p> <p>Who will help you?</p> <p>Who are the main actors that are going to affect your business or can be affected by it? (e.g. employees, shareholders, partners, providers, media, local community)</p>	<p>KEY ACTIVITIES </p> <p>How do you do it?</p> <p>What activities will you put in place to materialize the value proposition (products or services)? Are there new ways to perform these activities that are less impacting to the environment?</p> <hr/> <p>KEY RESOURCES </p> <p>What do you need?</p> <p>What resources (physical, human, financial ...) will the activities require?</p>	<p>VALUE PROPOSITION </p> <p>What do you do?</p> <p>What value does your business offer to customers and stakeholders? How does it contribute to the protection and/or improvement of the natural environment? How does your business contribute to the society? What is the innovation in your value proposition? Is it unique?</p> <p>START HERE</p>	<p>CUSTOMER RELATIONSHIPS </p> <p>How do you interact?</p> <p>How will you attract and engage your potential customers, seeking to achieve sales, but also to get feedback, spread the word, etc.?</p> <hr/> <p>DISTRIBUTION CHANNELS </p> <p>How do you reach them?</p> <p>Which channels will be most suitable for attracting and engaging your potential customers?</p>	<p>CUSTOMER SEGMENTS </p> <p>Who do you help?</p> <p>Who are your potential customers (pay a certain price for the value they receive)? Segment them in separate categories if they differ substantially. Can you innovate in the way you approach and engage customers?</p>
<p>COST STRUCTURE </p> <p>What will it cost?</p> <p>What are the costs the products/ services will incur into by implementing the activities using the resources needed? List, and if possible estimate roughly.</p>		<p>REVENUE STREAMS </p> <p>How much will you make?</p> <p>How much are your customers willing to pay? By comparing with similar products/services in the market, try to set approximate prices or rates for each product-customer segment pair.</p>		

Case Study

Ray Anderson founded the company that makes covetable Flor carpeting. But behind the fresh design is a decades-deep commitment to sustainable ways of doing business -- culminating in the Mission Zero plan. At his carpet company, INTERFACE



(<https://www.interface.com/US/en-US/homepage>) Ray Anderson has increased sales and doubled profits while turning the traditional "take / make / waste" industrial system on its head. In a gentle, understated way, he shares a powerful vision for sustainable commerce. The following talk was presented at an official TED conference, in February 2009¹⁶. Subtitles and transcripts are available in 25 languages.

“Believe me or not, I come offering a solution to a very important part of this larger problem, with the requisite focus on climate. And the solution I offer is to the biggest culprit in this massive mistreatment of the earth by humankind, and the resulting decline of the biosphere. That culprit is business and industry, which happens to be where I have spent the last 52 years since my graduation from Georgia Tech in 1956. As an industrial engineer, cum aspiring and then successful entrepreneur. After founding my company, Interface, from scratch in 1973, 36 years ago, to produce carpet tiles in America for the business and institution markets, and shepherding it through start-up and survival to prosperity and global dominance in its field, I read Paul Hawken's book, "The Ecology of Commerce," the summer of 1994. In his book, Paul charges business and industry as, one, the major culprit in causing the decline of the biosphere, and, two, the only institution that is large enough, and pervasive enough, and powerful enough, to really lead humankind out of this mess. And by the way he convicted me as a plunderer of the earth.

And I then challenged the people of Interface, my company, to lead our company and the entire industrial world to sustainability, which we defined as eventually operating our petroleum-intensive company in such a way as to take from the earth only what can be renewed by the earth, naturally and rapidly -- not another fresh drop of oil -- and to do no harm to the biosphere. Take nothing: do no harm. I simply said, "If Hawken is right and business and industry must lead, who will lead business and industry? Unless somebody leads, nobody will." It's axiomatic. Why not us? And thanks to the people of Interface, I have become a recovering plunderer.

I once told a Fortune Magazine writer that someday people like me would go to jail. And that became the headline of a Fortune article. They went on to describe me as America's greenest CEO. From plunderer to recovering plunderer, to America's greenest CEO in five years -- that, frankly, was a pretty sad commentary on American CEOs in 1999. Asked later in the Canadian documentary, "The Corporation," what I meant by the "go to jail" remark, I offered that theft is a crime. And theft of our children's future would someday be a crime. But I realized, for that to be true -- for theft of our children's future to be a crime -- there must be a clear, demonstrable

¹⁶ https://www.ted.com/talks/ray_anderson_the_business_logic_of_sustainability

alternative to the take-make-waste industrial system that so dominates our civilization, and is the major culprit, stealing our children's future, by digging up the earth and converting it to products that quickly become waste in a landfill or an incinerator -- in short, digging up the earth and converting it to pollution.

According to Paul and Anne Ehrlich and a well-known environmental impact equation, impact (I) -- a bad thing -- is the product of population (P), affluence (A) and technology (T). That is, impact is generated by people, what they consume in their affluence, and how it is produced. And though the equation is largely subjective, you can perhaps quantify people, and perhaps quantify affluence, but technology is abusive in too many ways to quantify. So the equation is conceptual. Still it works to help us understand the problem.

So we set out at Interface, in 1994, to create an example: to transform the way we made carpet, a petroleum-intensive product for materials as well as energy, and to transform our technologies so they diminished environmental impact, rather than multiplied it. Paul and Anne Ehrlich's environmental impact equation: I is equal to P times A times T: population, affluence and technology. I wanted Interface to rewrite that equation so that it read I equals P times A divided by T. Now, the mathematically-minded will see immediately that T in the numerator increases impact -- a bad thing -- but T in the denominator decreases impact. So I ask, "What would move T, technology, from the numerator -- call it T1 -- where it increases impact, to the denominator -- call it T2 -- where it reduces impact?"

I thought about the characteristics of first industrial revolution, T1, as we practiced it at Interface, and it had the following characteristics. Extractive: taking raw materials from the earth. Linear: take, make, waste. Powered by fossil fuel-derived energy. Wasteful: abusive and focused on labor productivity. More carpet per man-hour. Thinking it through, I realized that all those attributes must be changed to move T to the denominator. In the new industrial revolution extractive must be replaced by renewable; linear by cyclical; fossil fuel energy by renewable energy, sunlight; wasteful by waste-free; and abusive by benign; and labor productivity by resource productivity. And I reasoned that if we could make those transformative changes, and get rid of T1 altogether, we could reduce our impact to zero, including our impact on the climate. And that became the Interface plan in 1995, and has been the plan ever since.

We have measured our progress very rigorously. So I can tell you how far we have come in the ensuing 12 years. Net greenhouse gas emissions down 82 % in absolute tonnage. Over the same span of time sales have increased by two-thirds and profits have doubled. So an 82 % absolute reduction translates into a 90 % reduction in greenhouse gas intensity relative to sales. This is the magnitude of the reduction the entire global technosphere must realize by 2050 to avoid catastrophic climate disruption -- so the scientists are telling us. Fossil fuel usage is down 60 % per unit of production, due to efficiencies in renewables. The cheapest, most secure barrel of oil there is the one not used through efficiencies. Water usage is down 75 % in our worldwide carpet tile business. Down 40 % in our broadloom carpet business, which we acquired in 1993

right here in California, City of Industry, where water is so precious. Renewable or recyclable materials are 25 % of the total, and growing rapidly. Renewable energy is 27 % of our total, going for 100 %. We have diverted 148 million pounds -- that's 74,000 tons -- of used carpet from landfills, closing the loop on material flows through reverse logistics and post-consumer recycling technologies that did not exist when we started 14 years ago.

Those new cyclical technologies have contributed mightily to the fact that we have produced and sold 85 million square yards of climate-neutral carpet since 2004, meaning no net contribution to global climate disruption in producing the carpet throughout the supply chain, from mine and well head clear to end-of-life reclamation -- independent third-party certified. We call it Cool Carpet. And it has been a powerful marketplace differentiator, increasing sales and profits. Three years ago we launched carpet tile for the home, under the brand Flor, misspelled F-L-O-R. You can point and click today at <https://www.flor.com/> and have Cool Carpet delivered to your front door in five days. It is practical, and pretty too.



We reckon that we are a bit over halfway to our goal: zero impact, zero footprint. We've set 2020 as our target year for zero, for reaching the top, the summit of Mount Sustainability. We call this Mission Zero. And this is perhaps the most important facet: we have found Mission Zero to be incredibly good for business. A better business model, a better way to bigger profits. Here is the business case for sustainability. From real life experience, costs are down, not up, reflecting some 400 million dollars of avoided costs in pursuit of zero waste -- the first face of Mount Sustainability. This has paid all the costs for the transformation of Interface.

And this dispels a myth too, this false choice between the environment and the economy. Our products are the best they've ever been, inspired by design for sustainability, an unexpected wellspring of innovation. Our people are galvanized around this shared higher purpose. You cannot beat it for attracting the best people and bringing them together. And the goodwill of the marketplace is astonishing. No amount of advertising, no clever marketing campaign, at any price, could have produced or created this much goodwill. Costs, products, people, marketplaces -- what else is there? It is a better business model.

And here is our 14-year record of sales and profits. There is a dip there, from 2001 to 2003: a dip when our sales, over a three-year period, were down 17 percent. But the marketplace was down 36 percent. We literally gained market share. We might not have survived that recession but for the advantages of sustainability. If every business were pursuing Interface plans, would that solve all our problems? I don't think so. I remain troubled by the revised Ehrlich equation, $I \text{ equals } P \text{ times } A \text{ divided by } T^2$. That A is a capital A, suggesting that affluence is an end in itself. But what if we reframed Ehrlich further? And what if we made A a lowercase 'a,' suggesting that it is a means to an end, and that end is happiness -- more happiness with less stuff.

You know that would reframe civilization itself and our whole system of economics, if not for our species, then perhaps for the one that succeeds us: the sustainable species, living on a finite

earth, ethically, happily and ecologically in balance with nature and all her natural systems for a thousand generations, or 10,000 generations -- that is to say, into the indefinite future. But does the earth have to wait for our extinction as a species? Well maybe so. But I don't think so.

At Interface we really intend to bring this prototypical sustainable, zero-footprint industrial company fully into existence by 2020. We can see our way now, clear to the top of that mountain. And now the challenge is in execution. And as my good friend and adviser Amory Lovins says, "If something exists, it must be possible." If we can actually do it, it must be possible. If we, a petro-intensive company can do it, anybody can. And if anybody can, it follows that everybody can.

Hawken fulfilled business and industry, leading humankind away from the abyss because, with continued unchecked decline of the biosphere, a very dear person is at risk here -- frankly, an unacceptable risk. Who is that person? Not you. Not I. But let me introduce you to the one who is most at risk here. And I myself met this person in the early days of this mountain climb. On a Tuesday morning in March of 1996, I was talking to people, as I did at every opportunity back then, bringing them along and often not knowing whether I was connecting. But about five days later back in Atlanta, I received an email from Glenn Thomas, one of my people in the California meeting. He was sending me an original poem that he had composed after our Tuesday morning together. And when I read it, it was one of the most uplifting moments of my life. Because it told me, by God, one person got it. Here is what Glenn wrote. And here is that person, most at risk. Please meet "Tomorrow's Child."

“Without a name; an unseen face
and knowing not your time nor place,
Tomorrow’s Child, though yet unborn
I met you first last Tuesday morn.

A wise friend introduced us two,
and through his shining point of view
I saw a day that you would see;
a day for you, but not for me.

Knowing you has changed my thinking
for I never had an inkling
That perhaps the things I do
might someday, somehow, threaten you.

Tomorrow’s Child, my daughter/son
I’m afraid I’ve just begun
To think of you and of your good,
though always having known I should.

Begin I will to weigh the cost
of what I squander; what is lost
If ever I forget that you
will someday come to live here too.”¹⁷

Well, every day of my life since, "Tomorrow's Child" has spoken to me with one simple but profound message, which I presume to share with you. We are, each and every one, a part of the web of life. The continuum of humanity, sure, but in a larger sense, the web of life itself. And we have a choice to make during our brief, brief visit to this beautiful blue and green living planet: to hurt it or to help it. For you, it's your call.”

More information and articles about Interface (<https://www.interface.com/US/en-US/homepage>) and Ray could be found on the official page of the company and on sites like:

- <https://www.greenbiz.com/article/inside-interfaces-bold-new-mission-achieve-climate-take-back>
- <https://www.greenbiz.com/article/how-interface-realized-carpet-business-usual-wasnt-sustainable>

¹⁷ <https://www.raycandersonfoundation.org/articles/tomorrows-child>

Tools and Training Materials

Activity ONE: Case Study

After reading the “INTERFACE” Case Study presented above, reflect and give your conclusions to the following questions:

1. What do you believe they meant by: “technology is abusive in too many ways to quantify”?
2. What have they changed at INTERFACE in order to achieve their “zero impact” business plan?
3. Do you believe that zero impact is possible? What would need to change in the way businesses operate?
4. Can you think of a similar example of a business in your country that has “turned green” or is striving to “turn green”?
5. Given the specificity of your country, do you believe that a greener business equals less profits? That costs would higher or lower?
6. We are now in 2020. Do you think that INTERFACE have succeeded in their “zero impact” business plan as they have laid it out in that interview?

Activity TWO: Business Model Canvas

Please read carefully the following information regarding a Tyre Recycling Business¹⁸ (locations and names have been changed).



“This green business sector includes companies that deal with recycling tyres and rubbers which has become an integral and important part of the society due to its social and economic impact on the society and has also the role it plays in preserving the future of our world. Not recycling used tyres for use as raw materials in making new tyres or other products can constitute nuisance in the society hence the importance of this business.

Basically, this business has to do with collecting, separating, sorting, and processing used tyres to make raw materials which are sold to make money.

The tyre recycling business also include transfer stations where waste are transferred from local vehicles to long distance automobiles that transfer the tyres to the facilities where they are recycled.

Several studies have shown that USA generates lots of income from recycling used tyres every year and this constitutes the largest source of rubber waste in the country.

This is a type of business that will continue to benefit from the growing interest of the public in the recycling industry and also the demand for this industry will be driven by business creation, privatization and population growth. The business will continue to grow in all parts of the world even though it will be higher in some countries than others.



Waste Tyre Recycling “WaTy Recycling” is a standardized and licensed recycling company based in the Europe which deals majorly with recycling used tyres and rubber waste. A well located and positioned facility in the outskirts of “Green-Town” from “Nature-Region” in “Eco-Country” has been secured for this business.

WaTy Recycling is in this business to contribute its quota in saving the world and also to compete highly with other recycling companies in the whole of Eco-Country. Our goal is to become the best tyre recycling company in the Eco-Country.

The business might engage in recycling other used materials apart from used tyres in the nearest future but for now will be focusing on recycling used tyres. The company has secured all permits and licenses required to be a waste collection company in the Eco-Country.

The company is determined to obey all rules and regulations guiding the tyre recycling industry, hire well trained and competent drivers with their commercial drivers’ license to drive the waste trucks.

¹⁸ <https://startupback.com/green-business-ideas/>

In this business, the interest of the clients will always come first and everything the company does will be guided by professional values and ethics.

WaTy Recycling is a private business owned by Engineer Bob W and his friend and business partner, John L and his immediate family.

The vision of WaTy Recycling is to become a tyre recycling company that is one of the preferred choices of customers whether individuals or organizations when demanding for one in “Green-Town” from “Nature-Region” and in the whole of the “Eco-Country”.

WaTy Recycling’s mission is to provide the best and most excellent service to our clients and also to ensure competence from our employees and the company as a whole. Also, WaTy Recycling is passionate in pursuing excellence and financial success and also to make a positive mark.

This company is mainly established with the aim of making profits in the tyre recycling industry. The company has put in place a competent and reliable team to compete favourably with the leading tyre recycling business in the “Eco-Country”. Below are the services that will be offered by WaTy Recycling:

- Operating facilities for separating and sorting used and condemned tires for recycling
- Operating facilities for separating and sorting rubber waste for recycling
- Sale of raw materials to shoe manufacturers, artists, builders and parks et al
- Sale of recycled and refurbished used tires and other related products

The company’s business structure will be designed in a way that both full time and part time employees will be accommodated. The business will be started with several full time employees including waste truck drivers, office staff, and professional cleaners and so on.

We will ensure that competent, qualified, hardworking, customer centric and creative employees are hired that will help build a successful business that will benefit all stakeholders. Also, we will ensure that our employees are chosen from a group of certified, professional and highly experienced recycling engineers in and around “Nature-Region”.

All employees will be taken through trainings that will make them meet the expectations of the business and also contribute toward its success.

The business structure of the company is as follows:

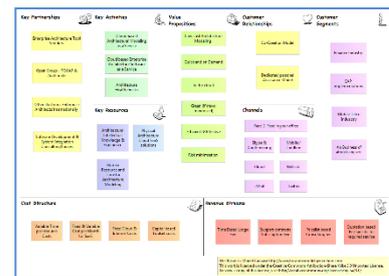
- Chief Executive Officer
- Head, Technical Services
- Human Resources and Admin Manager
- Sales and Marketing Executive
- Accountant
- Plant Engineers / Technicians and Operators
- Client Service Executive

- Truck Drivers

Research has shown that there are a wide range of people and organizations that cannot dispose or recycle their tyres without hiring the services of tyre recycling companies like this. Therefore, we will ensure that we develop strong and strategic pacts with household, corporate organizations, etc. so we can have several options to generate income for the company.

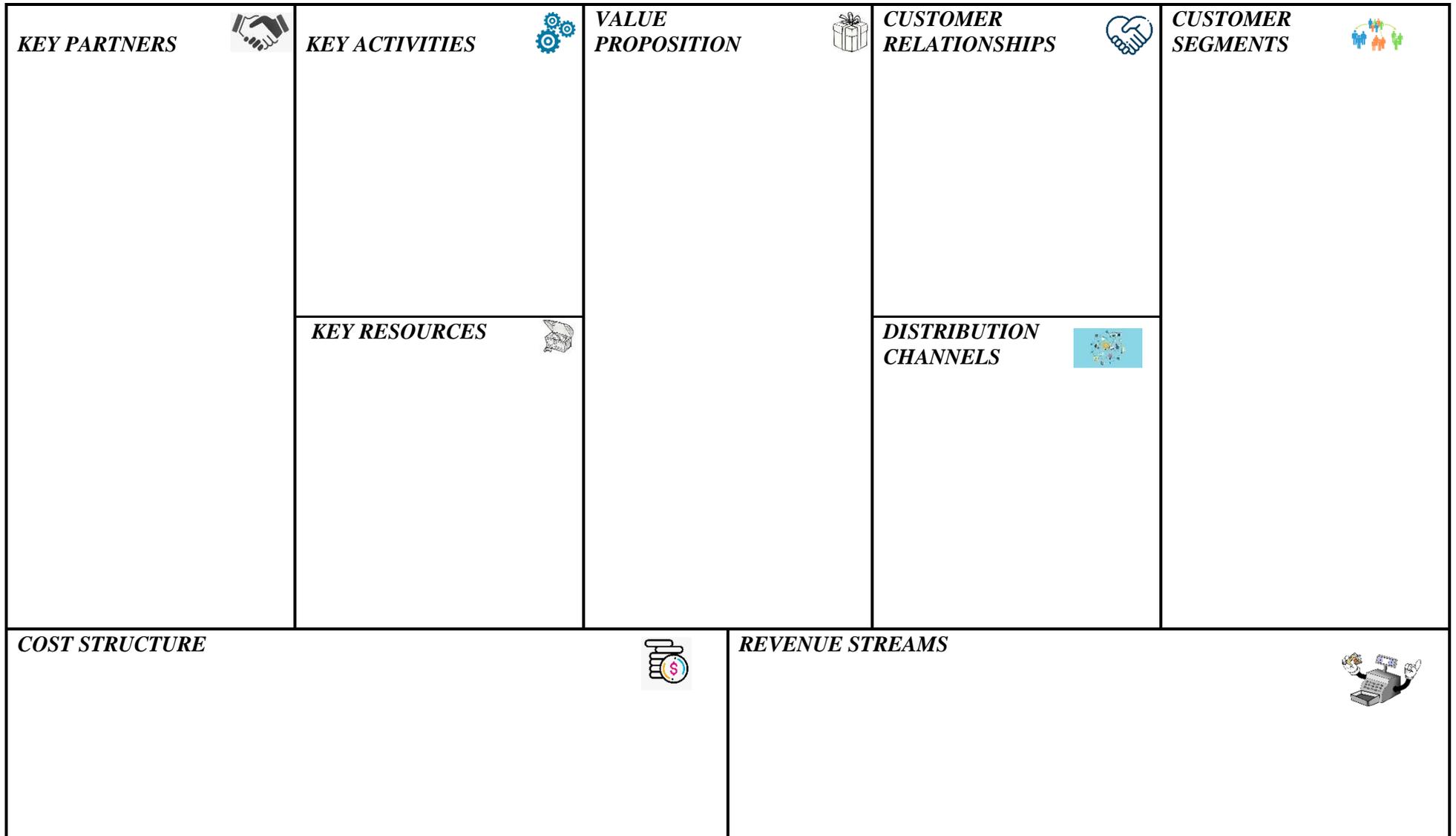
- Therefore, the company will mainly focus on the following as their target market:
- Tires manufacturing companies
- Automobile manufacturing companies
- Shoes and flip flops manufacturers
- Roofing and construction companies
- Chemical manufacturing companies
- Manufacturers and Distributors
- Artists

Now, please fill in the Business Model Canvas Template from the next page for WaTy Recycling Company, using the description presented in the Theory Chapter. You might want to use a Flip-chart paper, draw the BMC framework and use post-it pads for inserting the ideas you brainstorm, at first.



You can imagine other Eco-friendly companies and practice using of the BMC. You can also access any of the following links for descriptions of eco-friendly businesses:

- [E-Waste Recycling Business Plan Sample](#)
- [Solar Panel Installation Business Plan Sample](#)
- [Hazardous Material Disposal Business Plan Sample](#)
- [Waste Management Business Plan Sample](#)
- [Green Business Ideas – Small Opportunities](#)
- [Solar Farm Business Plan Sample](#)
- <https://d3n8a8pro7vhm.cloudfront.net/greenforall/pages/5054/attachments/original/1430257488/Green-Business-Plan-Guide.pdf?1430257488>
- <https://open.umn.edu/opentextbooks/textbooks/the-sustainable-business-case-book>



Activity THREE: Global Green Economy Index

The Global Green Economy Index™ (GGEI) measures the green economy performance of 130 countries and how experts assess that performance. The GGEI **performance** index uses quantitative and qualitative indicators to measure how well each country performs on four key dimensions:

1. leadership & climate change (head of state, media coverage, international forums, climate change performance)
2. efficiency sectors (buildings, transport, energy, tourism, resource efficiency)
3. markets & investment (renewable energy investment, cleantech innovation, corporate sustainability, green investment facilitation)
4. environment (agriculture, air quality, water, biodiversity & habitat, fisheries, forests).

Then, the GGEI **perception** survey collects assessments from expert practitioners on these same four dimensions.

The GGEI was the first green economy index, launched in 2010, and today is the most widely referenced product of its kind internationally, utilized by policymakers, international organizations, civil society and the private sector. Like many indices, the GGEI is used to benchmark performance, communicate that need improvement, and show diverse stakeholders how they too can promote progress. The GGEI is also useful as the foundation for creating customized sustainability measurement frameworks for a diverse range of stakeholders.

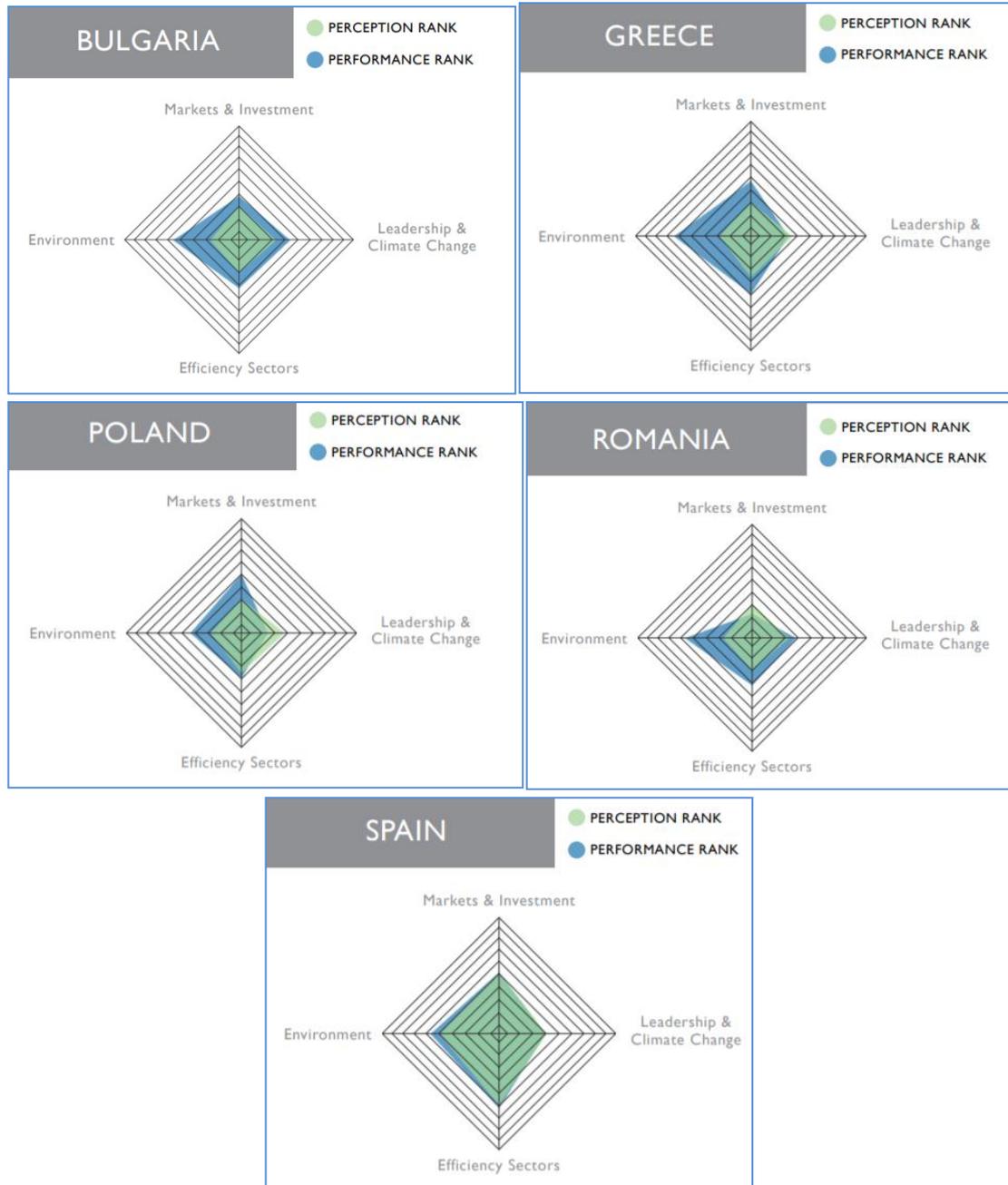
According to <https://dualcitizeninc.com/GGEI-2016.pdf>, in 2016, the situation of the 5 countries partnering in this project was:

Country	Performance		Perception	
	Rank	Score	Rank	Score
Bulgaria	52	45.78	77	28.88
Greece	42	49.47	55	32.14
Poland	70	39.35	56	32.13
Romania	69	40.04	78	28.87
Spain	21	53.88	22	51.36

For your information, Sweden has ranked first for Performance, with a score of 77.61 and fourth for Perception, with a score of 93.65, while Germany has ranked first for Perception, with a score of 97.74 and fifth for Performance, with a score of 66.01. The last place (80th) is occupied by Saudi Arabia for Performance, with a score of 31.34 and by Cyprus for Perception, with a score of 28.50

Please, analyse your country situation according to the 4 dimensions (leadership and climate change, environment, efficiency sectors and markets and investment) and explain:

- Why do you think your country is situated on that position (positive and negative aspects)? After that, compare your conclusions with the information in the diagram for your country presented below:



Assessment Plan - Evaluation and monitoring tools

Initial assessment - Questionnaires for the assessment of the training needs

Please check the right answer in each of the following questions:

1. True or False: Across the globe, the coal industry is declining, while renewable energy industries are on the rise.
 - a. True
 - b. False

2. True or False: The transition from fossil fuels to renewable energy is at the heart of a green economy.
 - a. True
 - b. False

3. Which of the following is not considered to be a source of renewable energy?
 - a. Hydropower
 - b. Wind
 - c. Natural gas
 - d. Solar

4. Which of the following are negative impacts of burning fossil fuels?
 - a. They contribute to environmental degradation and pollution
 - b. They harm local communities
 - c. They contribute to human health problems
 - d. All of the above

5. What is the Greenhouse Effect?
 - a. The name of climate change legislation that passed by congress
 - b. When you paint your house green to become an environmentalist
 - c. When the gasses in our atmosphere trap heat and block it from escaping our planet
 - d. When you build a greenhouse

Interim (formative) assessment – quizzes

Please check the right answer in each of the following questions:

1. True or False: Wasting less food is a way to reduce greenhouse gas emissions.
 - a. True
 - b. False

2. Which of the following is a greenhouse gas?
 - a. Carbon dioxide
 - b. Methan
 - c. CFC
 - d. All of the above

3. True or false: Appliances that are turned off don't use any electricity.
 - a. True
 - b. False

4. What are the Sustainable Development Goals?
 - a. They are included in the 2030 Agenda for Sustainable Development adopted by United Nations Sustainable Development Summit
 - b. They balance the three dimensions of sustainable development: the economic, social and environmental
 - c. They are goals set by a business to prove the wish to continue the activity
 - d. Both answers a. and b. are true.

5. What is Green Economy?
 - a. It is an economy that can secure growth and development, while at the same time improving human well-being, providing decent jobs, reducing inequalities, tackling poverty and preserving the natural capital upon which we all depend.
 - b. It is an economy that is dealing with greenery and ensures the best development of plants.
 - c. It is the economy of a locality located in the ever green forests
 - d. None of the above.

Final assessment - quizzes; cases

Please check the right answer in each of the following questions:

1. True or False: Greenhouse gases play an important role in keeping the planet warm enough to inhabit.
 - a. True
 - b. False

2. Which of the following are consequences associated with climate change?
 - a. The ice sheets are declining, glaciers are in retreat globally, and our oceans are more acidic than ever
 - b. Surface temperatures are setting new heat records about each year
 - c. More extreme weather like droughts, heat waves, and hurricanes
 - d. Global sea levels are rising at an alarmingly fast rate — 17 cm in the last century alone and going higher
 - e. All of the above.

3. True or false: During a long trip, you conserve more fuel by driving fast and getting to your destination sooner than you do than by going the speed limit.
 - a. True
 - b. False

4. For a business, going green means to:
 - a. Reduce the overall environmental impact of the business
 - b. Paint all the buildings of the company in green
 - c. It doesn't exist such process
 - d. Start producing green vegetables for the employees.

5. A Business Model Canvas:
 - a. Is a visual chart with elements describing a firm's or product's value proposition, infrastructure, customers, and finances.
 - b. Is a visual chart describing the timing of the activities of the company
 - c. Is a detailed document presenting the business plan of the company
 - d. It is a modern age painting showing an industrial landscape.

Feedback

Please rate your satisfaction regarding the following aspects of the Green Entrepreneurship and Sustainable Development Module developed within UPthEM project, on the provided scale.

1 – I totally disagree	2 – I disagree	3 – I am neutral	4 – I agree	5 – I totally agree
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Evaluated aspect	1	2	3	4	5
1. The content was relevant for your needs					
2. The objectives of the module were clearly defined					
3. The content was organized and easy to follow					
4. The provided information /resources were adequate and useful					
5. Did you learn anything new?					
6. Would you recommend the Module to colleagues/ friends?					

Please also answer the questions below:

7. Which was the most relevant information you received within this Module?

8. Which subject/ theme is still unclear?

9. Do you have any suggestions to improve this Module?

MODULE 4

MODULE 4

Training opportunities and Entrepreneurship solutions

I. General information

Aim - Thematic area description

Learning objectives and results

Target Audience - target group/level

Allocated time

II. Theory

Introduction

Acquisition of professional competencies – theoretical knowledge and practical skills

ACHIEVEMENT ORIENTATION

PLANNING

TIME MANAGEMENT

COMMUNICATION AND NETWORKING

CONFLICT MANAGEMENT AND PROBLEM RESOLUTIONS

LEADERSHIP

CREATIVITY

RISK MANAGEMENT

TEAM WORK MANAGEMENT

Tools and Training Materials

Tool 1: GROW Model (achievement orientation)

Tool 2: Back to back communication

Tool 3: Eisenhower matrix

III. Assessment Plan - Evaluation and monitoring tools

Initial assessment

Interim (formative)

Final assessment

Feedback

General information

Aim - Thematic area description

The content of this module leads to the development of the business mentality and culture, through the knowledge and development of certain skills necessary for any entrepreneurial activity.

Learning objectives and results

- Identify the key components of entrepreneurship as a competence and the skills needed to develop entrepreneurship
- Non-formal learning of certain skills that are considered key to entrepreneurship.
- Learning these skills is not only useful for entrepreneurship, "but is important for anyone to be able to manage their learning, training and professional life throughout their lives.

Target Audience - target group/level

The target group for this module is adults with a disadvantaged background ,to take on active position in life and be either successfully employed or engaged in autonomous entrepreneurship activity. Adult educators working with adults with these disadvantages will also be a target group.

Allocated time

Based on the idea that these types of skills can be learned like any other skill, we cannot determine a specific time for their learning since there are those who are born with certain skills and there are other people who have to acquire and learn them. Even within the learning process there are people who are more easily able to acquire some skills than others.

Theory

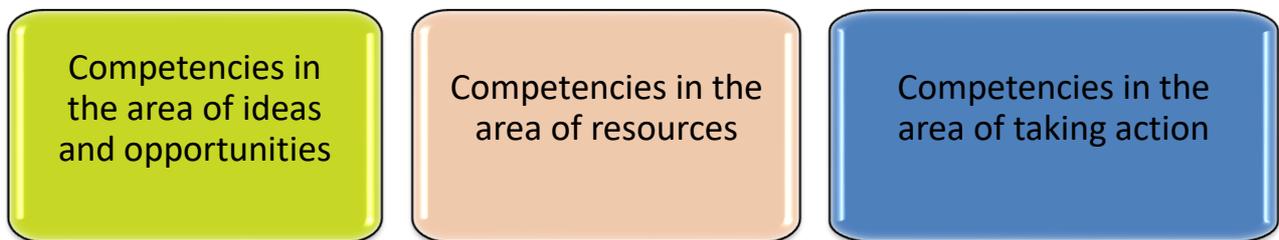
Introduction

The European Commission's Action Plan on Entrepreneurship 2020 (2013) highlights the need to train people in entrepreneurial skills in order to promote growth and business creation. This plan establishes that an environment must be created in which entrepreneurs can develop and grow, as well as educational initiatives that reach specific groups, such as promoting entrepreneurship among women, the elderly, unemployed youth, and immigrants and people with disadvantaged backgrounds.

According to the experts, entrepreneurial skills are those qualities necessary to initiate and lead changes in both their professional and personal environment. These skills are not only useful for setting up a company, "but important for anyone to be able to manage their learning, training and professional life throughout their lives.

Various researches and authors agree that the key competences needed to be an entrepreneur depend on the economic and social context in which the person moves. They also highlight the fact that entrepreneurial skills are closely linked to transversal skills.

Increasingly, the range of entrepreneurial skills is expanding as a result of the social and cultural scenario in which we are living. However, international bodies have proposed "consensus frameworks" for identifying entrepreneurial skills. In 2016, the European Commission has developed the EntreComp reference framework, the European Framework of Competence for Entrepreneurship, which defines 3 major competence areas related to entrepreneurial skills:



Within these three key competencies we have a number of subcompetencies that are necessary for entrepreneurship.



AREA	COMPENTECE	DESCRIPTION	BENEFITS
Resources	Self-awareness	Identify and seize opportunities • Identify needs and challenges that need to be met •	You can recognise opportunities to address needs that have not been met
	Motivation and perseverance	Develop ideas and opportunities to create better solutions to existing and new challenges, linking knowledge and resources to achieve it Develop innovative approaches	You can transform ideas into solutions that create value for others
	Financial and economic literacy	Looking to the future with an idealistic result, the visionary is a constant dreamer.	You can use their vision to guide strategic decision-making.
	Mobilising others	Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it	You can develop strategies to make the most of the value generated by ideas

AREA

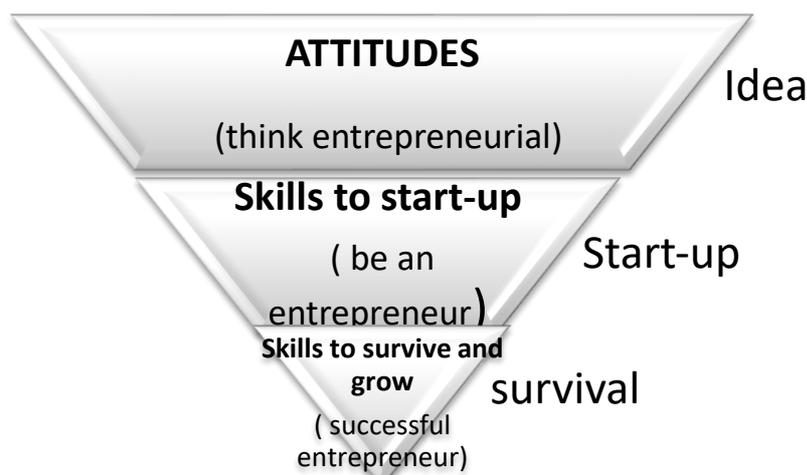
Into action	Planning and management	Set goals Define priorities and action plans Adapt to unforeseen changes	You can create an action plan, identifies the priorities and milestones to achieve their goals
	Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk	You Make decisions dealing with uncertainty, ambiguity and risk
	Working with others	Work together and co-operate with others to develop ideas and turn them into action Network	You can build a team and networks based on the needs of their value-creating activity
	Learning through experience	Learn with others, including peers and mentors • Reflect and learn from both success and failure	You can reflect and judge their achievements and failures and learn from these

Acquisition of professional competencies – theoretical knowledge and practical skills

Some people are more likely to be entrepreneurs because they are born with certain characteristics. "We cannot deny that there are those who are born with the entrepreneurial kit, such as those who are born with a good ear for music, but the evidence shows us the effectiveness of education in improving entrepreneurial skills, which increases their business intention. Entrepreneurial skills can be learned like any other type of skill, according to various research and experts in the field, including the study prepared by the European Commission and Eurydice, Education for entrepreneurship in schools in Europe (2016).

The entrepreneurship process is conceived through three stages:

1. The first and most elementary stage is related to the development of attitudes (entrepreneurial thinking)
2. The second stage involves the development of a skill set.
3. The third stage is a moment of greater maturity and expertise. Here the process of entrepreneurship moves towards the consolidation of entrepreneurship



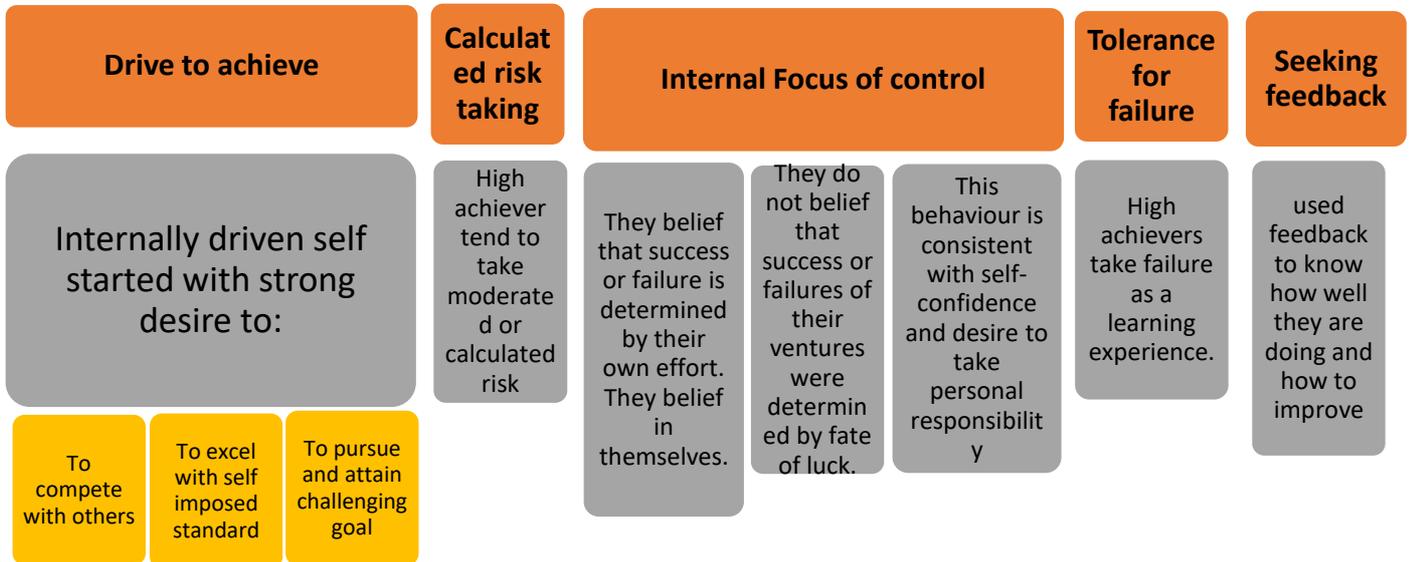
- **Conflict management. Problem resolution.**
- **Leadership. Management of work team.**
- **Communication and Networking**
- **Time management.**
- **Planning.**
- **Achievement orientation.**
- **Risk assumption**
- **Creativity**

ACHIEVEMENT ORIENTATION

Achievement orientation is a person's need to do things better, faster and more efficiently. Individuals with high achievement orientation behave like successful, rational business entrepreneurs. **They plan and organise** their lives and show concern about the **use of their time** – that is, they tend to maximise the likelihood of achieving success by **setting challenging yet achievable goals**, and show a great deal of **persistence and determination in pursuing their goals**. They perform significantly better when they have positive a definite **feedback** as to how well they are doing.

They assume personal responsibility for problem and seek **creative solutions** in order to experience a sense of achievement satisfaction from completing a task. They do not favour tasks where the outcome depends on luck or circumstances beyond their control and a high degree of **self-assertion, self-confidence and flexibility** is reflected in their behaviour. High need for achievement has been identified as the critical motive that influence for most of venture creation and entrepreneurship

Common characteristics associated with achievement oriented entrepreneurs



PLANNING.

Planning is a basic management function. Planning is an attempt to manage the future: what is to be accomplished and how. In essence, "planning is the process of determining objectives and assessing the way these objectives can best be achieved."

Planning is an ability to manage self and/or others, and resources including time and surrounding circumstances to reach a specific goal. The outcome of the planning function is a **plan**.

The planning function requires making decisions about four fundamental elements of plans:

Objectives. Objectives are statements of future conditions, which a manager hopes to achieve. All sets of objectives have three characteristics: priority, timing, and measurement.

Actions. Actions are the means or specific activities, planned to achieve the objectives.

Resources. Resources are constraints on the course of action. It also involves budgeting - identifying the sources and levels of resources that can be committed to the courses of action.

Implementation. Implementation involves the assignment and direction of personnel to carry out the plan. The three approaches to implementation are authority, persuasion and policy.

Without goals no one knows what to do and without planning no one knows when do it. Tasks attainment should be planned and programmed Planning is bring the future to the present in order to act about it and ... now

Planning affords:

- To decrease uncertainty future presents.
- To set forecast to achieve the desire goals.
- To foresee problems.

Planning **defines what one wish to do**. When and necessary resources belong to programming. Things do no occur alone, they must take place and for it, they need to be programmed.

It is advisable to make *an Action plan* by *listing the different activities to do, organized by projects and with deadline*. Once listed, the activities should be prioritize according to its importance and emergency. Next, *activities should be arranged in week days*, taking into account the real duration of each task and trying to adjust the tasks to the cycles and the rest of programming. Next week programming should be completed on Friday and should be checked on Monday as the first task. Five minutes a day to check and optimize the agenda.

The main advantages of planning are as follows

1. Planning increases the efficiency of an organization.
2. It reduces the risks involved in modern business activities.
3. It facilitates proper coordination within an organization.
4. It aids in organizing all available resources.
5. It gives a right direction to the organization.
6. It is important to maintain good control.
7. It helps to achieve the objectives of the organization.
8. It motivates the personnel of an organization.
9. It encourages managers' creativity and innovation.
10. It also helps in decision-making.

The more you plan, the safer you go and the more aware you are of the dangers you face, and you detect the key factors for business success.

TIME MANAGEMENT

It is a skill for the adequate distribution of this resource to develop tasks and projects. It is a key to achieve the proposed goals and targets.

Management time *is a management tool to arrange and have completely working time*, avoiding, as far as possible, any interruption which does not contribute to the job goals. It consists of giving coherence to actions allows us to get the target chosen by using two basic conceptual tools:

Clarification of objectives, to know better what it is wanted to get.

Identification of the waste of time main points , to combat them.

Objectives are specific concretions about desired results. An objective may be relevant, specific, measurable, achievable and with a deadline.

They have to be clear, concrete, concise and consistent with your goals.

It is fundamental to know which your objectives as an entrepreneurship in order to focus on the important tasks and to work towards the achievement of them: **IT IS YOUR STARTING POINT!**

Benefits of time management

- **To save time**
- **To reduce stress**
- **To function effectively**
- **To increase our work output**
- **To have more control over our job responsibilities**
- **Help you to prioritize**
- **Get more done in less time**
- **More quality work**

80-20 rule

The principle applied to time management can be stated as follows:

Focusing on 20% of actions (the important) it gets 80% of the results. While focusing on 80% of time to other tasks (less important and productive), it gets only 20% of the results. What is essential, it absorbs little time but accessory, too much

COMMUNICATION AND NETWORKING

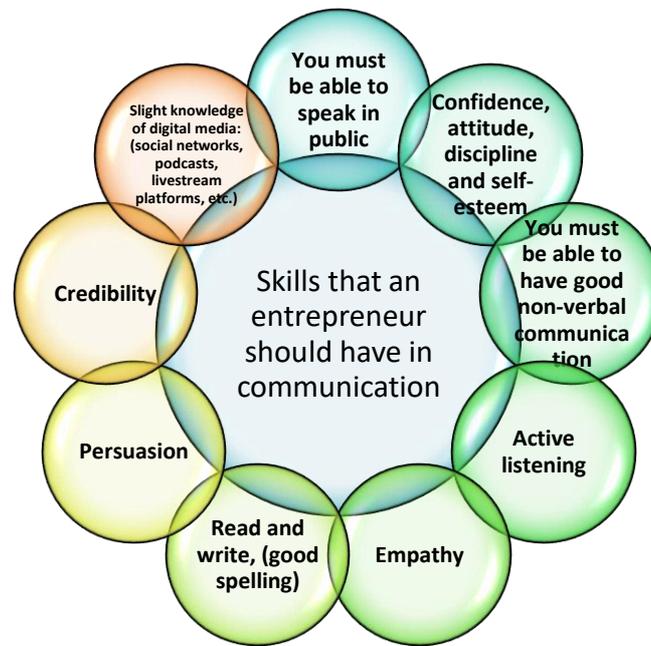
To be an entrepreneur you need to master certain skills, communication being one of the most important. For a successful entrepreneurship you must reach people and for that you need to know how to communicate. Communication is not only oral; it can be written, visual, body language, with expressions etc....

Communication will be one of the key factors to guarantee or not the success of your projects; therefore it is something in which you must invest time and resources. Communication must be safe, accurate, objective, influential and concrete.

Communication is crucial for an entrepreneur; transmitting the content of an idea or a product to a group of people in the environment they develop, customers, employees, other companies. The entrepreneur must be aware of the importance of effective communication as an element of business strategy; and of competitive improvements in the company. To be an effective communicator it is important to take into account that we all perceive the world differently. Communication not only allows to solve conflicts and make plans; it also helps to a proper relationship between the individuals of an organization; generating a good working environment. People use, at an unconscious level, different senses to communicate or process

information. Knowing how to communicate is one of the keys par excellence to success in any project we undertake. In fact, you can have the best of projects, but if you don't know how to communicate, no one will understand what you want to say.

The difference between having a good communication capacity or not can be the distance between the success or not of a project.



Interpersonal communication skills are what we use when we communicate face-to-face with one or more people. When we talk about interpersonal communication, however, we are not just talking about verbal communication. The process of interpersonal communication includes all kinds of processes and elements, and is not limited only to what is said, but also has to do with how it is said, the context, and other elements that are not so easy to detect with the naked eye. In fact, most interpersonal communication is considered to be non-verbal. Between 80 and 90% of the information exchanged in interpersonal communication is non-verbal, through gestures, expressions, postures and tones of voice.

Types of interpersonal communication

Verbal communication is the transmission of information through the use of spoken or sometimes written language.

Nonverbal communication includes many different elements, such as voice tone, facial gestures, body language, proxemics or physical contact. Many experts believe that the vast majority of communication occurs at this level, often subconsciously.

Virtual communication, that is to say, the one that does not take place face to face but by means of the use of some type of technology. It is true that it is increasingly common to use this method of information exchange as the main tool

What is networking?

Process of reaching out to others to build relationships that can be used for mutual benefit. Build connections that serve as useful references or referrals for jobs and other business opportunities. Networking is building relationships that are honest, sincere, and of valuable to both parties. You should know that networking is crucial and generates numerous advantages, and can be especially useful for entrepreneurship. If you are an entrepreneur, do not underestimate any opportunity to interact with other professionals: events, conferences, courses... and even dinners and parties related to your sector! You never know where you can meet that contact who will open the doors you need.

The most important advantages of creating your own networking

- **Networking boosts your professional relations.**
 - Among the advantages of networking is the possibility of finding a mentor: that is, a person who advises you and shares his or her knowledge with you on some subject, as his or her experience in this field is a guarantee. Mentors can be one of the great driving forces of a business project, especially if your startup is taking its first steps.
- **Networking helps you find suppliers and partners**
 - Through networking you have an excellent opportunity to meet other professionals who can help you and guide you .
- **Networking gives visibility to your business**
- **Networking brings you closer to potential customers**
 - In an indirect way, networking also helps you to reach those potential clients.
- **Networking makes your business known to potential investors**

CONFLICT MANAGEMENT AND PROBLEM RESOLUTIONS

Conflicts are inherent to human beings: wherever we go, there is the possibility that they will be generated. Logically, they also happen in any entrepreneurial activity. Tensions arise sooner rather than later and, if not managed, generate a bad atmosphere, mistrust and long-term problems that end up affecting both the people working in the company and the company's results. That is why it is a skill that every entrepreneur must master.

Conflict management is the *practice of being able to identify and handle conflicts sensibly, fairly, and efficiently*. Since conflicts in a business are a natural part of the workplace, it is important that there are people who understand conflicts and know how to resolve them. Everyone is striving to show how valuable they are to the company they work for and at times, this can lead to disputes with other members of the team.

Learning to deal with problems in a healthy way is crucial. When conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. *By learning the skills you need for successful conflict resolution, you can keep your personal and professional relationships strong and growing*.

The ability to successfully manage and resolve conflict depends *on five key skills*. Together, these five skills form a skill that is greater than the sum of its parts: the ability to take conflict in stride and resolve differences in ways that build trust and confidence

Quickly relieve stress

- ✓ The capacity to remain relaxed and focused in tense situations is a vital aspect of conflict resolution. If you don't know how to stay in calm and in control of yourself, you may become emotionally overwhelmed in challenging situations.
- ✓ The best way to rapidly and reliably relieve stress is through the senses: sight, sound, touch, taste, and smell. But each person responds differently to sensory input, so you need to find things that are soothing to you.

Recognize and manage your emotions

- ✓ Emotional awareness is the key to understanding yourself and others. If you don't know how you feel or why you feel that way, you won't be able to communicate effectively or smooth over disagreements. Although knowing your own feelings may seem simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear

Improve your nonverbal communication skills

The most important information exchanged during conflicts and arguments is often communicated nonverbally. Nonverbal communication includes eye contact, facial expression, and tone of voice, posture, touch, and gestures.

When you're in the middle of a conflict, paying close attention to the other person's nonverbal signals may help you figure out what the other person is really saying, respond in a way that builds trust, and get to the root of the problem. Simply nonverbal signals such as a calm tone of voice, a reassuring touch, or a concerned facial expression can go a long way toward defusing a heated exchange.

Empathy.

Use empathy; make the other person feel that you understand what they are going through or what is happening to them. For that it is fundamental to listen actively, to let the other party express what he wants to avoid confusion; then, to ask him to verify what he wants and later, to make a summary in which we make clear that we have understood with clarity what he has told us. From there, knowing the situation and the needs of the other, we will seek the appropriate solutions for both parties.

LEADERSHIP

Entrepreneurial leadership is a type of leadership that consists of actions towards establishment of a business at the individual level, actions towards following the innovations at the organizational level and actions towards benefiting from the opportunities that are distinguished at the market level.

Leadership **is a quality that entrepreneurs must develop**: being a leader has to do with **the ability to influence others and support them to carry out their tasks to achieve a common goal**. There are examples of entrepreneurs with very good ideas, but then they are not able to manage them because they are not able to lead and articulate the actions of a human group that is part of the company. *There is no idea that is carried out on its own, it must always be supported by a team that trusts in it and what it is proposing to be able to do so.* We must develop our skills as leaders, so that we can achieve what we have proposed in a better way and run a business in a more effective way.

Principles of Leadership		
Know yourself and try to improve. Strengthen your leadership skills	Know how to communicate with employees, and other key people within the organization	Be the example. Be a role model for your employees
Take responsibility for your actions. And when things go wrong, don't blame others	Make sure that tasks are understood, monitored and fulfilled. Communication is key to this responsibility.	Get to know your employees and look out for their well-being
Use appropriate tools for problem solving, decision making and planning.	Good leaders form strong teams.	Develop a sense of responsibility in others.

Leadership styles	Commanding	Pacesetting	Democratic	Affiliative	Coaching	Visionary
The style in a phrase	Do what I tell you	Do as I do	Let's decide what to do together	Let's do what's best for everyone	How can I help you do it better	Do what will help us reach our goals
The leader's way of working	Demands immediate compliance	Set high standard of performance	Create consensus through participation	Create harmony and build emotional bonds	Develop people for the future	Mobilises people toward a vision
When the style works best	In a crisis . To start a new project with problem employees	To get quick results from a highly motivated team	To gain acceptance or consensus To get input from value team members	To manage splits in a team Motivation during stressful circumstances	To help someone improve performance	When changes require a new vision
Overall impact on climate	Negative	Positive	Positive	Positive	Strongly positive	Strongly positive

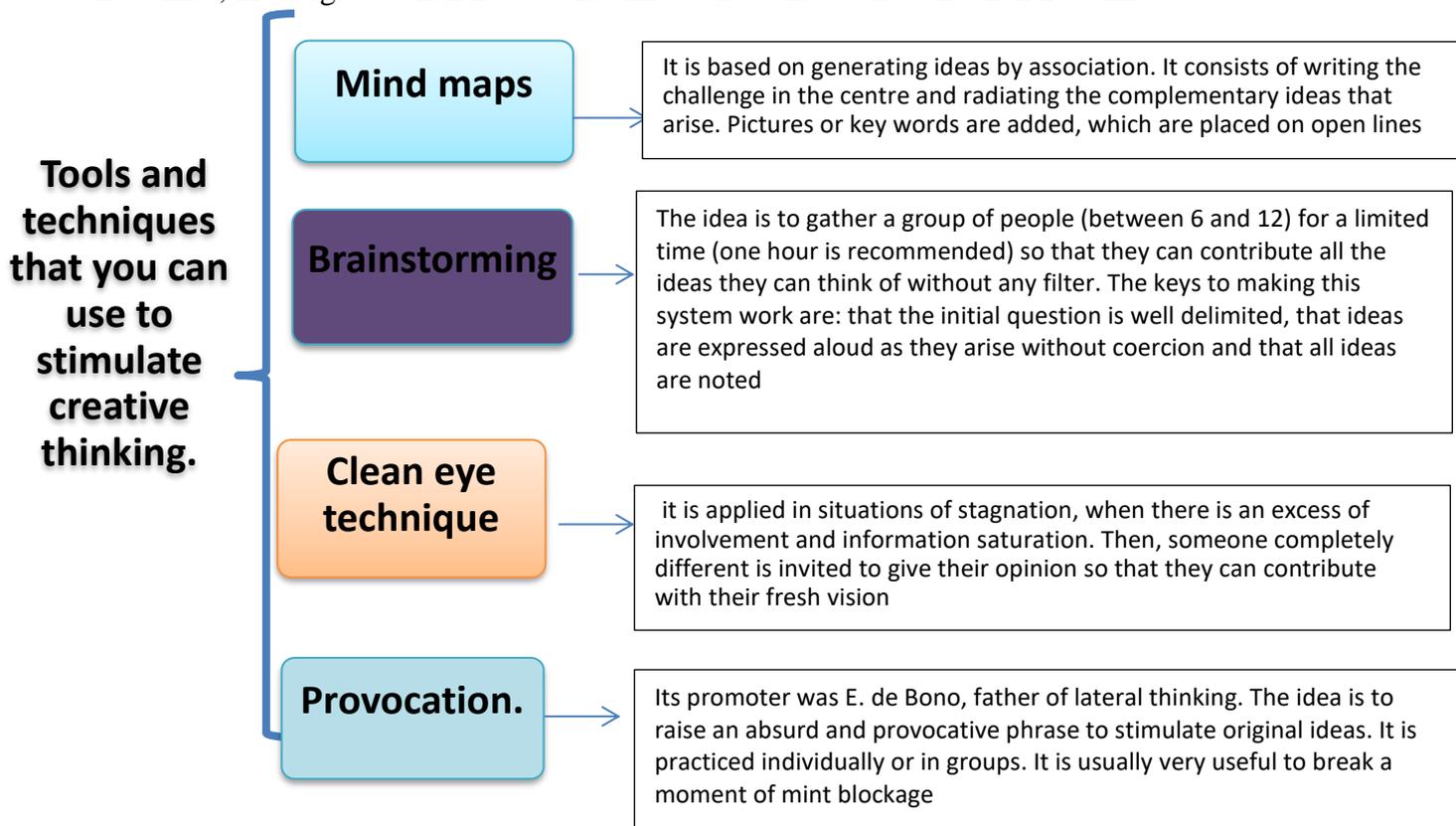
CREATIVITY

An entrepreneur needs to be creative not only to start his project, but to keep it. For the entrepreneur, the first step is to create a new idea, which will drive the entrepreneurship. That idea will need all your creativity as an entrepreneur to become a reality. Thus, creativity means working with what we already have at our disposal but transforming it to create something completely new with it

And how can you develop this creativity?

By developing new ways of thinking and looking at the world. **Entrepreneurship is a concept that cannot be separated from creativity.** The sum of both gives rise to a successful business. **Discovering that there is a need or a problem to be solved is the first step of the creative process.**

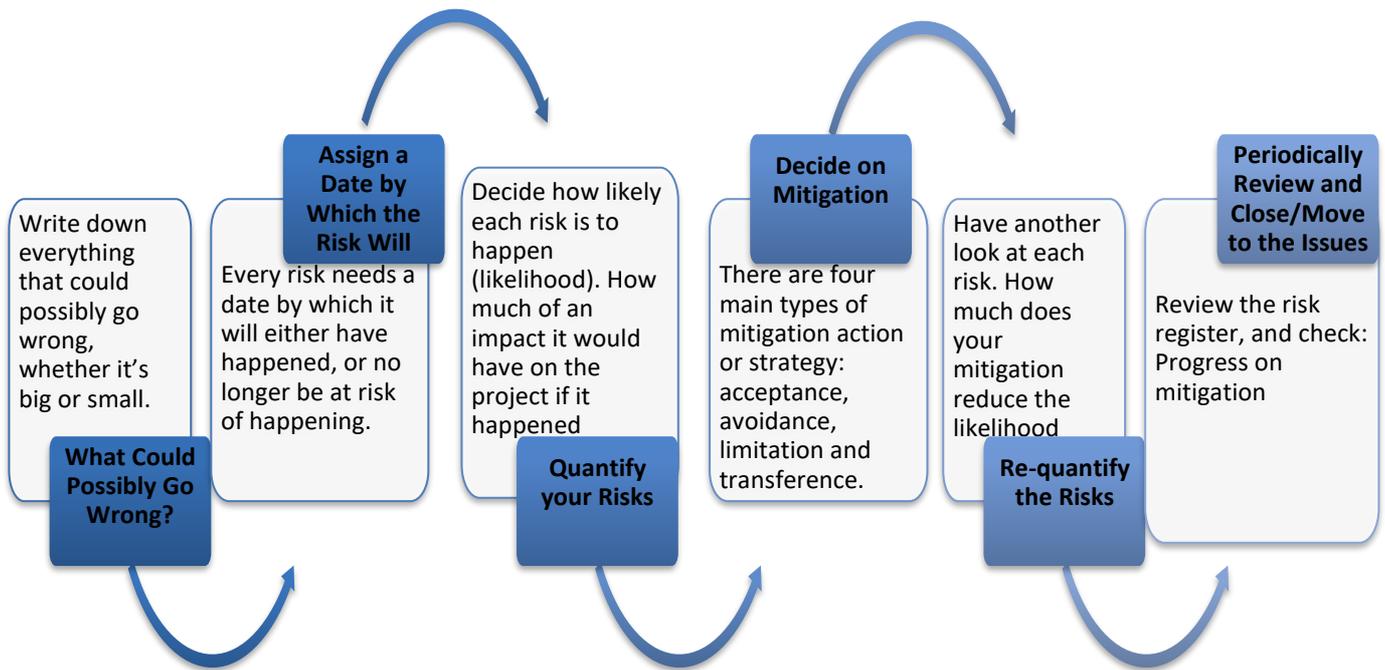
Creativity does not only mean finding a new product or service, but innovating on what is already there. A creative entrepreneur is one who finds opportunities that others do not. He learns when he cannot, investigates when he does not know and believes he can when he cannot.



RISK MANAGEMENT

Every entrepreneur must have a spirit that is prepared to take risks. No risk, no gain. Risk management is thinking about what could possibly go wrong, deciding how likely and/or catastrophic that would be, and taking action to avoid either the problem or its consequences. Risk management, and crucially, the thinking about ‘what could possibly go wrong, and what should we do to prevent it?’ should be a key part of your strategy development.

Steps for a Successful Risk Management



TEAM WORK MANAGEMENT

Team work is a group of people who have a common goal, who work coordinated and that contribute their talent, their skills and their energy to work. Teamwork is more when a group of people work well together towards a common goal, creating a positive working atmosphere, and supporting each other. Teamwork does not only mean "working together". The success of the team depends on each member, there is a mutual responsibility.

Features

- **Common objective and accepted tasks.**
 - ✓ A team must dedicate time to clarify, through a free discussion, the common objectives, so that they are formulated in such a way that the members accept and commit themselves to its achievement
- **Small number of participants.**
 - ✓ Otherwise, there is a danger that its structure will become very complex, and difficult to achieve the objectives
- **Organization**
 - ✓ a team has a structure based on behaviors or "roles" oriented to the task or goal
- **Personal commitment**
 - ✓ Based on the establishment of a common goal and the acceptance of the tasks to be carried out, a personal commitment is generated in the team members, understood as the physical and emotional disposition of the individual to create and maintain the spirit of the team
- **Limits and discipline**
 - ✓ personal interaction implies a sacrifice, because each member has to renounce, depending on their work with others, a part of their autonomy and their personal interest.
- **Synergy**
 - ✓ the whole is more than the sum of its parts
- **The influence of a leader should lead to positive results**

To effectively manage a work team, it is necessary to assume two sets of responsibilities

1. On the one hand, it is necessary to manage the environment.

- ✓ This means having to constantly observe the competitive environment and manage the relationships with the groups. The managers of the organization must work proactively to guarantee their success
- 2. On the other hand, manage the team itself, with regard to its design and in terms of facilitating its operation process
- ✓ Managers must also manage the equipment itself, considering the aspects that have to do with its design and facilitate its operation process

Necessary aspects for teamwork

- ✓ Effective leadership, that is, having a vision of the future that takes into account the interests of the team members, developing a rational strategy to approach that vision, getting the necessary support, and encouraging the people whose actions are essential to put in practice the strategy.
- ✓ Promote communication channels, both formal and informal, while eliminating communication barriers and also promoting adequate feedback.
- ✓ Harmonious work environment, allowing and promoting the participation of the members of the team, where disagreement is used to seek an improvement in performance

Tools and Training Materials

Tool1: GROW Model (achievement orientation)

The GROW model (or GROW method) represents the four components of purposeful decision making. As an acronym, GROW stands for:

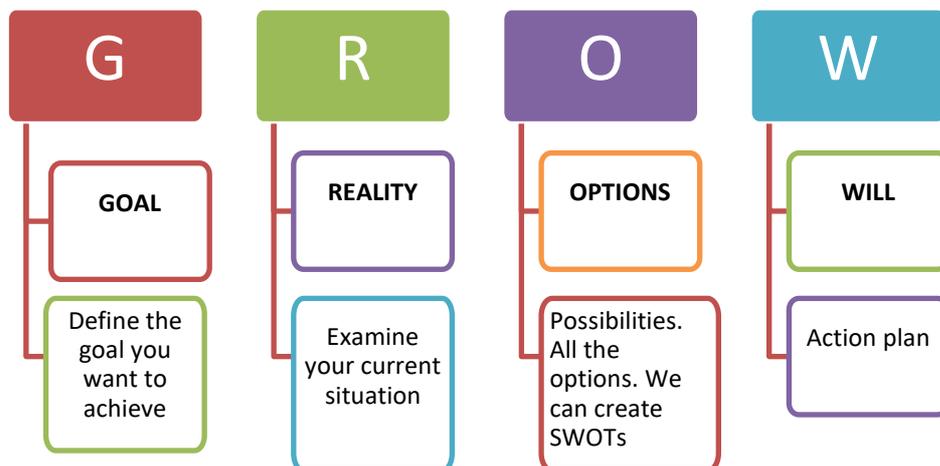
G: Set goals. For the goal you wish to achieve.

R: Actuality. Exploration of the situation. This is our current state, our starting point and all we have at the moment. This will allow us to analyse our situation together with the objectives, so we can identify what we have and what we need, to take it into account in our action plan.

O: Possibilities. The options refer to the strategy or strategies we can draw up to achieve our objectives. While the obstacles are intended to make visible all those "barriers" that we will have to overcome in order to achieve them. We can create SWOTs.

W: For the will (or way forward); your specific action plan. Actions. Commitments to take action. Taking into account all the above, we will see the way forward (steps to be taken), so that we can achieve our goals.

The GROW coaching model to help employees become better at solving problems, making key decisions, and realizing goals.



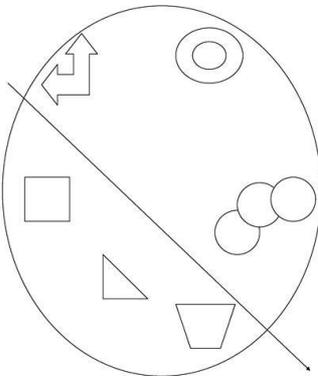
Tool two; **Back to back communication**

This is a classic communication skills activity that highlights the importance of asking questions for effective communication. The objectives of the exercise is to **show effective communication**:

1. Asking the right questions.
2. Get clarification.
3. Confirm common understanding.

- 1- Split the whole group into teams of two.
- 2- Have each pair adjust their chairs and sit back to back.
- 3- Issue a copy of the diagram in the figure below to one of each pair of participants.
- 4- The person holding the diagram is tasked to explain the shape to his/her partner and the listener must not see the diagram and should draw it based on his partner's description and directions.
- 5- After 10 minutes call the activity to a stop and ask each pair to compare the outcome and how close is the listener's drawing to the original diagram.

- You can run the activity more than once and on the first time do not allow the listeners to ask any question but on the second time to allow questions and clarification to be asked by the listener then compare the outcome on both cases and stress the importance of asking questions to confirm understanding and ensure the accuracy of communication.



Sit back to back with your partner
One person will describe what to draw
The other person draws what is being described
The drawer should ask questions if they don't understand the instruction

Tool 3; Eisenhower matrix

You will learn how to improve productivity. The Eisenhower Matrix is a simple technique that allows prioritization to be established, so that the workday is optimized to the maximum and be as productive as possible.

1. It is a quadrant of two axes: importance and urgency. These are the two factors in which we must measure each task, assigning them an absolute value (yes important / urgent or not). The combination of these two axes will result in one of the squares.
 - ✓ What do we understand as important? Those activities that bring us closer to the objectives of our work.
 - ✓ What do we understand as urgent? We talk about activities that require immediate attention.
2. Once our tasks are placed in each of the quadrants, it is only necessary to understand what each one of them means and how to organize ourselves regarding this method of prioritization of tasks.

Quadrant I (Important and urgent); Although it seems contradictory, this quadrant is the one that we should dedicate less time to: doing so means that we have poorly planned our attention to the rest of the quadrants and that we have left our most relevant work at the last minute.

Quadrant II (Important but NOT urgent): It is just the area where more attention and efforts must be applied to avoid being caught by the bull. Effective people are not oriented towards problems / emergencies but towards opportunities and act in a proactive manner.

Quadrant III (NOT important and urgent) its importance is less, so it is recommended to delegate these tasks as much as possible.

Quadrant IV (important NI or urgent): the tasks found in it should only be addressed when all the others have been resolved.

<p>1 Important / Urgent</p> <ul style="list-style-type: none"> • _____ 	<p>2 Important / Not Urgent</p> <ul style="list-style-type: none"> • _____
<p>3 Not Important / Urgent</p> <ul style="list-style-type: none"> • _____ 	<p>4 Not Important / Not Urgent</p> <ul style="list-style-type: none"> • _____

Assessment Plan - Evaluation and monitoring tools

Initial assessment - Questionnaires for the assessment of the training needs

Please answer these questions considering that number 1 is the worst score and 5 is the best

1. Do you think it is better to achieve a goal if you work as a team?

1 2 3 4 5

2. Do you set clear priorities and goals?

1 2 3 4 5

3. Can you perform the tasks and accomplish them within the specified time period?

1 2 3 4 5

4. When I am faced with an obstacle or problem, do I usually find alternatives to solve it quickly?

1 2 3 4 5

5. Do I know how to handle emotions during conflict management?

1 2 3 4 5

6. Do you use eye contact all the time during the conversation?

1 2 3 4 5

7. Can I understand body language in a conversation?

1 2 3 4 5

Interim (formative)

- ✓ Could you name at least 4 skills an entrepreneur should have?
- ✓ Could you name a technique to stimulate creativity?
- ✓ Could you indicate at least two advantages of developing a network?
- ✓ Could you point out two of the benefits of good time management?
- ✓ Could you explain why communication skills are important for an entrepreneur?

Final assessment- Matching each skill with the corresponding definition

PLANNING	Is a person who finds opportunities that others do not
TIME MANAGEMENT	Transmitting the content of an idea or a product to a group of people in the environment they develop, customers, employees, other companies
COMMUNICATION	The process of determining objectives and assessing the way these objectives can best be achieved
NETWORKING	Ability to influence others and support them to carry out their tasks to achieve a common goal
ENTREPRENEUR	To be managed in order to the schedules approaches where it is wanted to arrive.
LEADERSHIP	Is to expand our network of professional contacts with the use of professional social networks
CREATIVITY	Is the ability to generate new ideas or concepts, new associations between known ideas and concepts, which usually produce original solutions.

Feedback

How would you evaluate the results of this training module?	<i>Answer here...</i>
How would you evaluate the tools and activities of the module?	<i>Answer here...</i>
Do you consider this module appropriate for adults to develop the required knowledge to improve your entrepreneurial mindset?	<i>Answer here...</i>
Have improved your knowledge of skills and entrepreneurship?	<i>Answer here</i>

Useful teaching and learning sources

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