



Agile4CIRC

Co-funded by the
Erasmus+ Programme
of the European Union

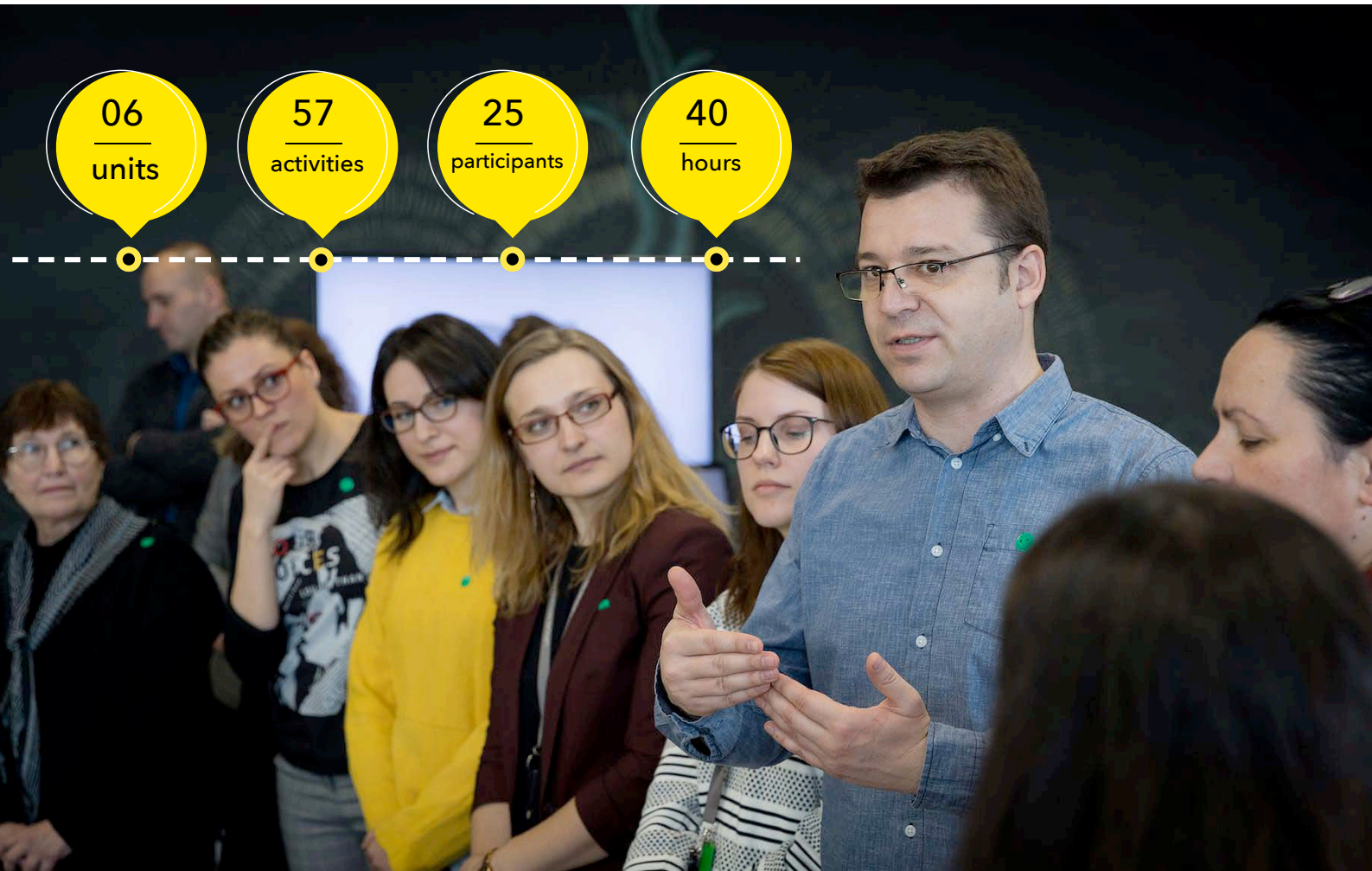


06
units

57
activities

25
participants

40
hours



Agile leadership transformation for business in circular economy

IO2: Designing the Training Course and toolkit applied to Circular Economy and Social Responsibility

Introduction

IO2: Designing the Training Course and toolkit applied to Circular Economy and Social Responsibility.

In this Intellectual output (IO2. Training course and toolkit applied to circular economy and social responsibility) the project will deliver a training program and toolkit based on different methodologies (Agile, Liberating Structures, LSP, Toyota Kata) including the supporting knowledge of the partners in:

- Entrepreneurial mind state & skills
- Social innovation and Circle Economy
- Overcoming challenges
- Generating business ideas
- Facing challenges as Adults and identifying inner strengths
- How to identify their target segment and knowing how to bring the idea into life by creating a business model



Training Program Outline

The program is designed for five days for 25 participants with forty hours of training.

It is structured in six units, including fifty-seven activities.

These activities are transversal and complementary in a way that can be used at any stage of the training. Touchpoints among the different activities have been identified. While some activities look for a holistic approach other, tackle a specific need.

The flow goes from Motivation and Innovation, to develop Skills and mind state development, to Creativity and inner business model, then focus on the Business Creation, to prototype, the Business idea generation and evaluation, focused Social Innovation and circular economy.

Unit description

Unit	Activities	Timing
Creativity and inner business model	U1-A1. A systemic constellation U1-A2. Hold & Share circle U1-A3. Playing egos U1-A4. Ethnographical research U1-A5. Mapping you U1-A6. Johari Window U1-A7. Your rules U1-A8. On ZOOM U1-A9. Ball game U1-A10. The Duck prototype U1-A11. Playing the building U1-A12. Playing the Clinic U1-A13. Play Lean U1-A14. My personal and company values U1-A15. Conflict Resolution U1-A16. Witches, Troll and Giants U1-A17. SCRUM framework U1-A18. Tour on Agile U1-A19. The Backlog U1-A20. The SPRINT planning U1-A21. SCRUM Board U1-A22. 1,2, for All U1-A23. Open Space Technology U1-A24. Reversal Thinking U1-A25. 25/10 Crowd Sourcing U1-A26. Coaching Troika	7 hours
Motivation and innovation	U2-A1. Impromptu Networking U2-A2. Make the purpose of your work together clear with “Nine whys” U2-A3. What is innovation? U2-A4. Discussion on the meaning of Innovation U2-A5. Create our Innovation Ecosystem U2-A6. Evaluation of business ideas with respect Innovation	6,30 hours

Unit	Activities	Timing
Business creation	U3-A1. Objectives now and after U3-A2. Logo U3-A3. Process of transition U3-A4. Place U3-A5. Family Businesses U3-A6. A marketing failure U3-A7. Categories of risk U3-A8. Strong brand U3-A9. Customer profile for different brands U3-A10. Dealing with customer U3-A11. Myths and questions U3-A12. One sentence business plan	7 hours
Business idea generation and evaluation	U4-A1. Bug report U4-A2. 2 Cool U4-A3. Design Thinking workshop U4-A4. Creating the Value proposition	6,30 hours
Skills and mind state development	U5-A1. Explore your Values U5-A2. Angry Customers U5-A3. Friendly Flyers	6,30 hours
Social innovation, circular economy	U6-A1. Testing your understanding of Circular Economy U6-A2. Expanding/enhancing on your understanding gained in Circular Economy U6-A3. Learning about social enterprises U6-A4. Design your first social enterprise U6-A5. Plan and pitch your own social enterprise: Dragon's Den style U6-A6. Social Innovation Business game prototype.	6,30 hours

CREATIVITY AND INNER BUSINESS MODEL



UNIT 1. CREATIVITY AND INNER BUSINESS MODEL

UNIT DESCRIPTION

This Unit works in the individuals and explore their capacities to entrepreneurship. The system connects us, we all had a part of the information/expertise, but we are not aware of the potential. This Unit content operates in a transversal way with the other Units. The training focuses on creating ways of participation, and bringing together Adults in vulnerable situations, looking for knowing themselves and learn about their entrepreneurship possibilities in the circular economy using Agile methods.

The training name is **FUTURE YOU** "*releasing your inner YOU.*"

The training aims to bring together adults trying to find new ways to look at the Future in a hopeful and determined way focused on social innovation and social responsibility. The idea is to get a broader vision of the **What, How, Why** and **for What** of their life purpose.

The Unit is composed of four Modules activities:

The training program is designed in three very well defined steps.

1. Introduction to the different frameworks Agile (SCRUM/KABAN) LEGO SERIOUS PLAY, Business Model You, and other methodologies.
2. Implementing these different methodologies and frameworks to practical cases applied to the Adults willing to implement business models in the circular economy. Step two design, prototype, test, iterate and implement a real educational activities cases.
3. Implementing these different methodologies and frameworks to a practical case.

Module 1: It is all about You

Module 2: It is about introducing Agile concepts

Module 3: It is about playing Agile concepts in their business model

Module 4: It is about problem solution and critical thinking

Unit of learning	Discovering the Inner You for entrepreneurial need on circular economy.
Duration in hours	7
Partner responsible	STICHTING SEALS
Objectives of the Unit	To identify who you are, and your Jung archetype the Self, the Persona, the Shadow and the Anima/Animus.
Learning Outcomes	Understand who you are, capabilities, limitations, what you want versus what you need.
Entrepreneurial mind state & skills developed	Have a vision of the human dimension and their needs for Entrepreneurship in the circular economy.
Overcoming challenges	By playing together a series of dynamics and getting feedback from each other they will overcome their fears and learn who they are and what their fit purpose is.
Identified strengths	Self-known

ACTIVITIES

Activity name	Module 1: It is all about You
Duration	1 hour and half
Number of Participants	Maximum 25
Description of activity	The module proposes a series of dynamics in a gameplay mode. It is a journey from the group to the individual. At the end of the module, the group will know each other, and since they will need to cooperate with a new mindset of social responsibility will be in place.
Competencies developed	a) Empathy b) Understanding the systemic approach c) The Self-Known and the personal context
Empowered and enhanced skills	Personal acceptance.
Objectives of the Unit	To play a series of activities that make the player to reflect in the human dimension side since no business can be run alone but connected to a system. Understanding the system is important and what is your role even more.

Learning Outcomes

-Understand how a systemic system works based on the following concept.

U1-A1. A **systemic constellation** is a spatial, relational model of the invisible dynamics within an issue or challenge in a **system** of relationships. It's a kind of 'living map' of your person's inner image of their issue or challenge, an x-ray of the **system** dynamics.

Each of the activities of the module is complementary to each other.

M1-A2. Hold & Share circle, we focus on the importance of being "personal presence."

Personal presence is actually a state of being, and when mastered, it can allow anyone to tap into their higher choices, reduce fears and greatly influence the people around you. By being presence, each participant contributes with its best to the group, so knowledge emerges. It is deeply connected to give and take.

U1-A3. **Playing egos** tackle directly unconsciously envy, insecurity, and jealousy prevent relationships from growing: if you cannot trust your partner, you don't have a solid enough base for a healthy relationship. Jealousies enhance and reflect the anxieties already present in our daily lives, but jealous feelings don't need to be acted upon: it is more important to recognize the emotions you're feeling so they can be dealt with, instead of letting your insecurities go unnoticed. Exploring these feelings among all participants and the consequences of it, such as victimizing instead of mastering the inner soul helps to open their mind and heart moving into a more open willing position.

The concept of ego is highly documented in psychology, so no special content as reference.

U 1-A4. **Ethnographical research** opens the doors to go beyond the first contact across culture and believing.

To understand how do we think about different subjects of interest is the primary goal. An essential unravelling is to discover that not all people think alike in an everyday matter. Most of the introductory part of any workshop makes the classic question "what brought you here or what is your expectation."

This activity goes beyond that point and works deeply based on academic research. The activity is the first step looking for researching the "persona." Twenty-five questions were selected. Persona is a concept on Design Thinking; it is ethnographical research the first step to know each other that enables the next activities. Start to generate trust by knowing each other is deeply embedded.

	<p>This activity is the base for the next two activities of this module.</p> <p>U1-A5. Mapping you It is a specific activity consisting of two steps. The first one is about the importance of prototyping, sketching to obtain a result. It is directly connected to the agile concept of Sprint to deliver in a short time box an incremental value. Three main components play an essential role, the face sketching, the question placed, and the personal insight provided by the "persona". The second step consists of mapping a series of behaviors through a series of questions that provides a profile of how the "persona" learn, work and feel under certain conditions.</p> <p>U1-A6. Johari Window It is a classic exercise on psychology. The learning goal is to understand how self-communication and trust can be improved. The activity enables very quickly to understand the known self. The not known to self or what the others know about me that I don't know. The secret self what you know about you but you don't tell the others. And the hidden self that no one knows including you how you will react in a situation. The activity completes the persona map. After this module, its evident participants in the workshop know a lot of each other.</p>
Value proposition	Persona mapping
Social value	Becoming aware of your real possibilities understanding who you are to develop empathy with others.
Country special needs	No specific needs

ONLINE RESOURCES

Existing resources:	<p>Link to external material: https://www.innovationtraining.org/create-personas-design-thinking/</p> <p>External link https://hbr.org/2017/07/4-ways-managers-can-be-more-inclusive</p> <p>External links: https://en.wikipedia.org/wiki/Johari_window https://www.youtube.com/watch?v=-7FhcvoVK8s</p>
----------------------------	---

ACTIVITIES

Activity name	Module 2: It is about introducing Agile concepts.
Duration	2 hours
Number of Participants	25
Description of activity	Step by step participants are introduced in the world of Agile through different activities. This module helps them to understand the tools they can use and the factors to take into consideration when designing a business.
Competencies developed	Business Agility in prototyping its business model implementation
Empowered and enhanced skills	Development of new cognitive knowledge models
Objectives of the Unit	Immersion in the Agile framework in a playful way

<p>Learning Outcomes</p>	<p>This module introduces the participants in the world of Agile including concepts such as</p> <ul style="list-style-type: none"> -agreements -self-empowerment -communication -estimation -sprint prototyping -team cooperation -dependencies internal and external -leadership decisions -WIP -continues improvement -management 3.0 -needs of alignment in conflicts <p>These essential concepts are gamified through nine different dynamics.</p> <p>The primary learning goal is the personal understanding and the assuming of the concepts by playing. Once the concepts are learnt, they can be applied to any projects.</p> <p>U1-A7. Your rules, instead of to impose what should not happen in training, participants are asked to elaborate a series of rules writing in a post-it setting what they don't like that happens when they are in training. The suggestions they write becomes the commonly agreed rules of the workshop. Since are their rules most people accept and respect.</p> <p>In this way, there is no exclusion, and everybody is included. This exercise is directly connected to Kanban, where Agreements to pursue incremental and evolutionary change is done.</p> <p>Note: No specific rules described because each workshop defines different rules.</p> <p>U1-A8. On ZOOM exercise, the first learning objective is to understand how fast the group can get auto organized, how long it takes to show up leadership and communication skills. The three concepts are connected to Agile. The second learning outcome is understanding the big picture from macro to micro because when planning a project visualization and communication is vital. Attention to details becomes critical. Emotional factor plays a role when facing the challenge of trying to impose ways of solving the exercise, implementing traditional ways of thinking.</p> <p>Note: the material is subject to copyright and can be bought at External link</p>
---------------------------------	---

	<p>U1-A9. Ball game The learning goal of the Ball Point Game is an excellent learning opportunity to introduce people to basic agile principles and values in a fun and all-senses involving way. It simulates an agile production process. It is an analogue of the scrum process. The team will self-organize and form a process based on the rules provided. The objective is to pass as many balls as possible in the given time boxes through the team by following specific rules. Dropped balls reduce as "defects" the final result. The process is highly gamified to generate trust, ready for inspection and visibility of the work done, pillars of Agile. Note: External links</p> <p>U1-A10. The Duck prototype The learning goal of this activity is to demonstrate to the participants a series of combined reflections focused on understanding important concepts. Participants are given six LEGO pieces and asked if they know what a Duck is. All participants get the same bricks, and in one-time box (Agile Sprint concept) of 60 seconds, they need to build a Duck. The debrief of all different Ducks happens. The expectation is most of the participants think it should be similar Ducks, but they are not. The learning goal is about diversity since all Ducks are different, so not all of us think alike. Another learning is, how do you communicate an idea that is your brain, but people interpret it differently? How many solutions may a project have? The builder of the Duck can be the role of the Product Owner that talks to the client and the Duck are the results the development team delivers. As in any exhibition project these profile exist but with other names, and people ways of doing are different. Note: LEGO bricks available at legoshop.com</p> <p>U1-A11. Playing the building: The learning goal of this exercise is team cooperation and communication in a game format using LEGO bricks. No one can solve the game if they play for their own without counting on the team. It looks like if it is an individual activity but in fact, is teamwork. The second learning goal is to understand external and internal dependencies among the different players. Each member of the team is in charge of a specific task until they don't understand this and cooperate they can't develop the building.</p>
--	--

	<p>The third learning goal is leadership and project management since no indication of colors and number of bricks are given for level 7th. A decision has to be made. In most of the cases, the one who is the leader of the project doesn't show. Due to the constraint apparently because of the game rules. However, real leadership shows in the table taken by another player when the game gets stuck.</p> <p>No external links are available since it is a custom made activity.</p> <p>U1-A12. Playing the Clinic The learning goal of this exercise is to understand the concept of WIP. WIP stands for "work-in-progress." It represents the total number of tasks being worked on at the same time — whether by a team or an individual. In Kanban, WIP is limited to prevent work overloads and improve workflows. While playing the clinic, participants observe the limitations of the system and the changes they need to introduce. After playing three rounds, they understand the concept less input more flow. WIP control limited to 2 or 5 task maximum is implemented in Kanban based on the skills of project developers. Referring to business projects, it is an indicator for organizing the work across the team. Note: external link</p> <p>U1-A13. Play Lean The learning goal of this activity is to get familiarized with the concept of Lean. "Lean" is considered a philosophy of continuous improvement. A lean organization focuses on increasing customer value, the elimination of waste and optimizing operations. By reducing waste means to eliminate or redesign tasks with the project that are not needed or do not work for the project. Note: Any puzzle for four years old can be used.</p> <p>U1-A14. My personal and company values The learning goal of this exercise is to work the individual and team level the motivators/ values. So what does it take to define our values? There are different ways to delve into what's important to you. One of those ways is to gamify it. The exercise is played in three different levels, personal values, company values, and missing values. The importance of the practice is that each participant</p>
--	--

	<p>understands the core values. And the aspirational identity of the organization through the values that propose. The values activity is directly connected to Management 3.0 Note: external links</p> <p>U1-A15. Conflict Resolution The learning goal of this activity is to understand that more than align us under a standard solution, we should get aligned by the needs we have. It focuses on how to understand conflicts/issues and the real needs we have. As an analogy, the same criteria are applied to a service or a product. This exercise is connected to the role of the product owner in Agile, who needs to provide an answer/solution to a client. When participants are asked to tell an issue, they focus on their vision, own interpretation. However, the solutions given to the issue are multiple. When confronted with the question of what "needs" the solution serves, most of the participants realize that understanding what the real needs are, the answer provided is no longer valid. Note: No links or materials available as external links</p>
Value proposition	<p>Subjects Covered</p> <ul style="list-style-type: none"> -Your RULES -ZOOM -Ball Game -The Duck -Play the Building -Play the Clinic -Play Lean -My values -Conflict Resolution
Social value	Holistic approach to business design for social innovation and social responsibility.
Country special needs	No specific needs

ONLINE RESOURCES

Existing resources	http://www.ventureteambuilding.co.uk/zoom-team-building-exercise/ https://www.youtube.com/results?search_query=zoom+by+istvan+ban+yai+pdf https://www.plays-in-business.com/ball-point-game-introducing-agile-by-the-fun-way/ https://kanbanize.com/ https://management30.com/align-constraints/values-culture/ https://management30.com/practice/value-stories/
---------------------------	--

Activity name	Module 3: It is about playing Agile concepts in their business model
Duration	2 hours
Number of Participants	25
Description of activity	Based on the Agile principles participants design their business ideas using the given toolkit. Each business idea is different then a portfolio of implementations is created becoming a valuable resource.
Competencies developed	Decision taking Critical thinking Prototype learning
Empowered and enhanced skills	Business ideation and prototyping
Objectives of the Unit	Enable the business prototyping using Agile

<p>Learning Outcomes</p>	<p>This module drives directly in understanding the main components of the Agile implementation. The Agile tool is SCRUM. Backlog, Sprint planning, Spring review and SCRUM Board are at the core of the process implementation. The primary learning goal is to understand how to implement these tools in a project of any kind.</p> <p>The backlog collects all the tasks to be implemented in the project; the Sprint planning gives prioritization. SCRUM board provides transparency, adaptation and inspection, which is at the core of the Agile framework.</p> <p>U1-A16. Witches, Troll and Giants</p> <p>This module drives directly in understanding the main components of the Agile implementation.</p> <p>The Agile tool is SCRUM. Backlog, Sprint planning, Spring review and SCRUM Board are at the core of the process implementation. The primary learning goal is to understand how to implement these tools in a project of any kind.</p> <p>The backlog collects all the tasks to be implemented in the project; the Sprint planning gives prioritization. SCRUM board provides transparency, adaptation and inspection, which is at the core of the Agile framework.</p> <p>Witches, Troll and Giants</p> <p>The learning goals of this game are:</p> <ul style="list-style-type: none"> -Communication, -Agreements -Teamwork -Decision making <p>Both groups need to understand how the game works. Once they realized they need to find Agreements on how the characters play</p> <ul style="list-style-type: none"> • Giants dismember trolls • Trolls eat witches • Witches curse giants <p>The cooperation among the team members drives them to decision making because on each round they have to decide the team strategy. Leadership appears. On losing the "sprint" delivering, a wrong result generates no value then lose a member of the team and that generate a change in the system. A straightforward game to explain many principles implemented in Agile. At the same time, this activity can be used as a warm-up to raise the level of group energy and create team-building feelings.</p> <p>U1-A17. SCRUM framework</p> <p>The learning of the SCRUM framework is;</p> <p>Scrum is a framework for project management that emphasizes teamwork, accountability and iterative progress toward a well-defined</p>
---------------------------------	--

goal. The framework begins with a **simple** premise: Start with what can be seen or known. The framework, which is often part of Agile software development, is named for a rugby formation.

Scrum encourages teams to learn through experiences, self-organize while working on a problem, and reflect on their wins and losses to continuously improve.

To implement this new mindset, SCRUM uses the backlog, the sprint planning and the SCRUM board connected to a series of ceremonies, daily stand, sprint review, sprint refinement, retrospectives. Different roles are assigned to implement the project: Product Owner, SCRUM Master, Developer Team.

U1-A18. **Tour on Agile**

The learning goal of this activity is to learn examples of the multiple elements composing the SCRUM implementation.

Examples of SCRUM boards, team names and the graphic that is representing them, elements to identify internal and external dependencies, parking of issues, staff identification, deadlines, and work status.

External link available.

U1-A19. **The Backlog**

The learning goal of the backlog is to understand all the tasks needed to implement a project. When all tasks are there, prioritization is required since not all tasks need or can be done at the same time. The exercise is made at the training is named "from get up to meeting arrival." describes the tasks and provided valuable information about how the journey is organized for each individual.

The exercise showed different ways of achieving the same result but with different tasks or the same tasks but organized differently.

External link available.

U1-A20. **The SPRINT planning**

The Sprint planning learning goal consists of understanding the prioritization of the tasks and the value that each task deliver for the project implementation and how it is linked to the next Sprint. An essential factor to be taken into account is the estimation time of the task. Each task is performed for a specific time box. When the task can't be delivered on time due to internal or external dependencies, a refinement of the Sprint is conducted.

The second learning goal is to describe the story of the task correctly, what exactly needs to be done to deliver incremental value for the

	<p>next Sprint. In the case of the exercise made at the training in Paris named "from get up to meeting arrival" participants created the Sprint based on the time needed for each task. Dependencies such as reception payment and transport delays were not taken into account.</p> <p>U1-A21. SCRUM Board</p> <p>The learning goal of the SCRUM board is the visualization, transparency and ready for inspection of the activities of the project. That is a mindset change in the organization of the project. It shows personal involvement and accountability for the work.</p> <p>It shows the result of the project. With a clear vision of what are the tasks and its status, in the backlog, in progress or done. Who is responsible for what and all possible dependencies that can delay the project implementation.</p>
Value proposition	<p>Subjects Covered</p> <ul style="list-style-type: none"> -Witches, Troll and Giants -SCRUM framework -Tour on Agile -The backlog -Sprint planning -SCRUM Board
Social value	Identifying the social innovation
Country special needs	No need specific

Existing resources	<p>https://www.google.com/search?q=scrum+what+is+it&oq=scrum+what+is+it&aqs=chrome..69i57.6654j0j8&sourceid=chrome&ie=UTF-8</p> <p>https://www.google.com/search?client=firefox-b-d&q=the+backlog+in+agile</p>
---------------------------	---

Activity name	Module 4: It is about problem solution and critical thinking
Duration	1,5 hours
Number of Participants	25
Description of activity	The activity implements a series of interactions to extract information analysing business ideation from different angles to obtain feedback on problems and solutions.
Competencies developed	Team building and information analysis
Empowered and enhanced skills	Risk analysis
Objectives of the Unit	Learning methods of getting feedback analysis for the business models

Learning Outcomes

The learning goal of these activities are focused on extracting information, share information, the full commitment of the people involved in the project and make an honest evaluation by putting all people in the same level of cooperation.

- 1,2, for All
- Open Space
- Reversal Thinking
- 25/10
- Consulting Troika
- Fishbowl

U1-A22. **1,2, for All** ask a question in response to the presentation of an issue, or about a problem to resolve or a proposal put forward (e.g., What opportunities do YOU see for making progress on this challenge? How would you handle this situation? What ideas or actions do you recommend?)

In the workshop, this activity is used during the Fishbowl activity; first people write in one post it, their personal feedback, comments with another, share with four and then chose one subject the most important that resonate to All and share it. The learning is on:

- Engage every individual in searching for answers
- Avoid overhelping and the overcontrol-dependency vicious cycle
- Create safe spaces for expression, diminish power differentials
- Express “silent” conversations and expand diversity of inputs
- Enrich quality of observations and insights before expression
- Build naturally toward consensus or shared understanding

U1-A23. **Open Space Technology**

The learning goal of this activity is having co-created the agenda and free to follow their passion; people will take the responsibility very quickly for solving problems and moving into action. Letting go of central control (i.e., the agenda and assignments) and putting it in the hands of all the participants generates commitment, action, innovation, and follow-through.

When people must tackle a common complex challenge, you can release their inherent creativity and leadership as well as their capacity to self-organize. **Open Space** makes it possible to include everybody in constructing agendas and addressing issues that are important to them.

	<p>External link available</p> <p>U1-A24. Reversal Thinking The learning goal of this activity is unexpected for the participants. It takes them by surprise, challenging their assumptions. The surprise element is what it generates reverse thinking. The process requires three steps:</p> <ol style="list-style-type: none"> 1. Put in a "post-it" of all you can do to make sure that you achieve the worst result imaginable concerning your project. 2. After clustering the information and understanding extract information summing up. 3. Ask them what of these activities are they already performing and ask for solutions. <p>The central concept is to identify what is wrong today and how it can be improved.</p> <ul style="list-style-type: none"> • Make it possible to speak the unspeakable and get skeletons out of the closet • Make space for innovation • Lay the ground for creative destruction by doing the hard work in a fun way • Reversal Thinking may be used before or in place of visioning sessions • Build trust by acting all together to remove barriers <p>U1-A25. 25/10 Crowd Sourcing The learning goal of this activity is: You can help a large crowd generate and sort their bold ideas for action in 30 minutes or less! With 25/10 Crowd Sourcing, you can spread innovations "out and up" as everyone notices the patterns in what emerges. Though it is fun, fast, and casual, it is a serious and valid way to generate an uncensored set of bold ideas and then to tap the wisdom of the whole group to identify the top ten. It also helps to:</p> <ul style="list-style-type: none"> • Develop a group's ability to quickly tap their own very diverse sources of wisdom • Obtain results that are more likely to endure because they were generated transparently from within and without imported advice • Spark synergy among diverse views while building coherence • Encourage novice innovators to think boldly and come up with practical first steps and testable hypotheses
--	---

	<ul style="list-style-type: none"> • Create an environment in which good ideas and focused experiments can bubble up <p>The primary constraint of this activity is the kind of question you place. If the question is too closed, you will get no results. In the Paris workshop, we proved that by asking a closed question which delivered one common word "Fear".</p> <p>What is important is to visualize the question was related to the business idea. The Fear is, the kind project, the personal attitude in the system and of course the system doesn't care about it. Make an open question or if you want to identify the main personal concern make a closed one.</p> <p>U1-A26. Coaching Troika</p> <p>The learning goals of this activity are:</p> <ul style="list-style-type: none"> • Refine skills in asking for help • Learn to formulate problems and challenges clearly • Refine listening and consulting skills • Develop ability to work across disciplines and functional silos • Build trust within a group through mutual support • Build capacity to self-organize • Create conditions for unimagined solutions to emerge
Value proposition	<ul style="list-style-type: none"> -1,2, for All -Open Space -Reversal Thinking -25/10 -Consulting Troika -Fishbowl
Social value	Team building feedback
Country special needs	No special needs
Existing resources:	https://en.wikipedia.org/wiki/Open_Space_Technology

UNIT_2

MOTIVATION AND INNOVATION



UNIT 2. MOTIVATION AND INNOVATION

UNIT DESCRIPTION

This module of the AGILE4CIRC training course is aimed at giving low-skilled adults the theoretical knowledge and the practical tools to undertake their journey towards the establishment of their own social business focused on circular economy and social responsibility enhancing their inner motivations. Moreover, the module will focus on different ways to motivate entrepreneurs and foster innovation.

Unit of learning	Motivation and innovation
Duration in hours	6,30 hours
Partner responsible	IBOXC
Objectives of the Unit	<ul style="list-style-type: none"> • To make a thought about the limitations that we sometimes impose ourselves. • To make a thought about why the attendees would like to become entrepreneurs and in which areas. • To highlight the importance of intrinsic motivation for an entrepreneurial action. • To compile the reasons why intrinsic motivation would be crucial for becoming an entrepreneur.

<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • How to develop motivational entrepreneurial skills, • Motivational Factors that drive people towards entrepreneurship, • How to assess motivation and capability to pursue an entrepreneurial opportunity, • How to face challenges, by identifying their strengths <ul style="list-style-type: none"> • To understand that Innovation is based on Creativity, Motivation and it comes from working by doing • To learn about the different types of Innovation • To use Innovation as a Key for Development and Competitivity <p>In other words, after having carried out this module, future entrepreneurs will be motivated, will have developed their entrepreneurial skills and will know how to generate an idea, identifying their strengths, target groups and knowing how to bring the idea into life by creating a business or a project focused on circular economy and social responsibility.</p>
<p>Entrepreneurial mind state & skills developed</p>	<ul style="list-style-type: none"> • <i>Trainers will provide knowledge and exercises to develop these skills and competences:</i> <ul style="list-style-type: none"> ✓ Capability of initiative to launch new projects ✓ Creativity to start something new or give a different use to something that already exists (circular economy) ✓ Commitment to take responsibility for the project development. ✓ Strategic leadership towards sustainability ✓ Far-sighted approach and action oriented decisions to build fair and more sustainable societies. ✓ Negotiation abilities ✓ Ability to identify strengths and weaknesses ✓ Ability to deal with failure
<p>Overcoming challenges</p>	<p>This course also integrates the emotional part of becoming self-employed and provides tools to cope with fears and hard learning periods</p>
<p>Identified strengths</p>	<p>Discover your personal potential based on positive experiences</p>

Theoretical background

1- WHAT IS MOTIVATION?

Motivation is the process that arouses action, sustains the activity in progress and that regulates the pattern of activity. It is regarded as “the inner state that energizes activities and directs or channels behaviour towards the goal”. According to Stephen P. Robbins (2010), motivation is “the willingness to exert high levels of effort toward organizational goals, conditioned by the effort and ability to satisfy some individual needs.”



1.1 WHY MOTIVATION IS RELEVANT IN THE CONTEXT OF ENTREPRENEURSHIP ACTIONS?

Entrepreneurial motivation may be defined as the process that activates and motivates the entrepreneur to exert higher level of efforts for the achievement of his/her entrepreneurial goals. In other words, the entrepreneurial motivation refers to the forces or drive within an entrepreneur that affect the direction, intensity, and persistence of his / her voluntary behaviour as entrepreneur. So to say, a motivational entrepreneur will be willing to exert a particular level of effort (intensity), for a certain period of time (persistence) toward a particular goal (direction).

The need for and significance of entrepreneurial motivation in running an enterprise can best be appreciated as: “While an organization is like a vehicle, entrepreneurs as driving and the entrepreneurial motivation as fuel or power that makes the organizational vehicle move or run.”

As an entrepreneur, staying motivated can make the difference between business success and business failure. Thus, a successful business is based on innovation, creativity and self-management.

Creativity and innovation are considered to be inseparable from entrepreneurship, which is in turn manifested in the act of starting up and running an enterprise. Pretorius, Millard

and Kruger (2005) maintain that “creativity is clearly part and parcel of the entrepreneurial skills required to successfully start a venture” (p. 56).

Entrepreneurs and their start-ups are considered to be “important agents of innovation” (Bosma & Harding, 2007, p. 16), not simply in terms of the products and services they provide, but also in terms of the technologies and processes that they utilise (Bosma & Harding; Watson et al., 1998). Start-up entrepreneurs could thus be argued to be, by their very nature, the essence of creativity and innovation. In other words, entrepreneurial action is an innovative and creative action.

“The role of motivation in entrepreneurship is significant. It helps to shape startup businesses from the very early stages and can have an impact on sustaining growth and capabilities into the future”

Every entrepreneur needs a **clear goal** to aim for. Reaching that goal should become the main motivation for charting a course to success. Each entrepreneur may have different motivations. Many times they can be related to money, and other times to the mentality of making a dream come true. According to the American psychologist David McClelland, the main driver of motivation for entrepreneurs is **achievement**. Motivation also means that as an entrepreneur, you will achieve the satisfaction of good teamwork, the desire for personal fulfillment, and well-deserved public recognition for the goals you have achieved. We are each driven by both internal and external influences, a person's social conduct is a mixture of personal development and learned behaviours. Let's have a look at some examples of these internal and external factors.

ENTREPRENEURIAL MOTIVATION:

○ INTERNAL FACTORS:

- 1- Desire to do something new
- 2- Become independent
- 3- Be recognized for one's contribution

- 4- One's educational background
- 5- Experience in the field
- 6- Achieve our professional goals

○ EXTERNAL FACTORS:

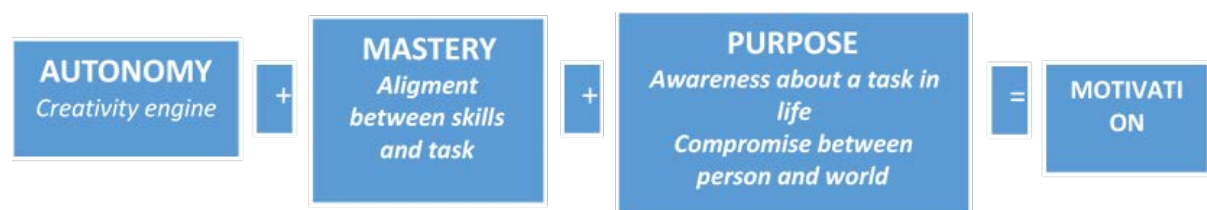
- 1- Promising demand for the product/service
- 2- Availability of labour and raw material
- 3- Government assistance and support
- 4- Rewards or other incentives (Fame, Money, etc.)

2. MOTIVATION 3.0

Intrinsic motivation, or 3.0 Motivation, is based on Self-Determination Theory (SDT) developed by Edward L. Deci and Richard Ryan, who began their work on intrinsic and extrinsic motivation and basic psychological needs in the mid-1970s. According to SDT, human beings have three intrinsic universal needs, such as **competence**, **autonomy** and **relations** with the rest of people. We can translate these necessities as the innate necessities of a person to **direct his own life, to learn and create new things, and to improve her/himself** and the world around. When these needs are satisfied there are positive consequences on the psychological health and well-being of the individual.

In the SDT we distinguish between ***intrinsic motivation***, which refers to doing something because it is inherently interesting or enjoyable, and ***extrinsic motivation***, which refers to doing something because it leads to a separable outcome (R.M. Ryan, E.L. Deci, 2000). These two types of motivation lead to different experiences and performances and SDT studies exactly what facilitates or hinders motivation in terms of social and environmental factors.

The motivational system 3.0 is especially valuable when undertaking economic or social entrepreneurship activities. Intrinsic motivation needs the proper environment to survive, it is necessary to satisfy three essential motivators that are autonomy, mastery and purpose.



Autonomy, the freedom to choose how to accomplish tasks, is shown to have positive impact on individual creativity. The literature suggests that this positive effect is mediated by intrinsic motivation. It may seem reasonable to assume that autonomy would benefit team creativity as well. Autonomy is a great motivator when looking for creativity.

For instance, Google allows employees 20% of time to perform free tasks and that generates the 50% of the new projects of the company. Autonomy in traditional systems is understood as a way to escape from responsibility because tasks are based on control and obedience. But we have evolved to autonomy that generates compromise and creativity.

“Human beings can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in which they develop and function. Specifically, factors have been examined that enhance versus undermine intrinsic motivation, self-regulation, and well-being. The findings have led to the postulate of three innate psychological needs—competence, autonomy, and relatedness—which when satisfied yield enhanced self-motivation and mental health and when thwarted lead to diminished motivation and well-being.”¹

✓ **What is competence motivation?**

If we talk about competence, people who perceive themselves as highly competent in one area will also demonstrate higher levels of effort and persistence as well as have a preference for more challenging tasks. People who have high levels of competence are also likely to have high levels of self-worth and self-esteem, which can impact every area of their lives, from relationships to business success.

[“Getting a sense of competency is knowing that through your own efforts you’re improving and moving forward”](#)

➤ **What is the coach’s role when it comes to motivation?**

¹ Ryan, R. & E. L. Deci (2000): “Self-Determination Theory and The Facilitation of Intrinsic Motivation, Social Development and Well Being”

Simply, the coach's role is to create the environment and to provide the opportunity for the coachee to express their motivation in all that they do.

It is the coach's role to **support** and **encourage** them as well as to help coachees discover their own motivation. The coach will also inspire them to feel confident in themselves and to feel empowered. **To sum up, motivation is a powerful ally for coaches and an important aspect of successful coaching.**

3. INNOVATION AFTER YOU GET THE MOTIVATION!

After knowing what is Motivation for and Creativity, we get the result: INNOVATION. This is the formula through which it is possible to guide a person towards innovation. Experience teaches us that in general, when you find creative people, willing to question everything on principle, they are almost always unmotivated, because their work does not pose any new personal challenge to dedicate to, whether because the environment/market or working conditions, or relationships with your boss are not very encouraging. It is really difficult to find creative and motivated environments at the same time. The shortest way to guide unity in the direction of innovation is therefore Motivation. Innovation starts with INSPIRATION while working on the purpose. But... what is Innovation?

3.1 DEFINITION OF INNOVATION

Innovation comes from the latin and it means *the action to start something new*. But there are other popular definitions as follows:

- Schumpeter: the introduction of a new (higher) quality good (product) for consumers or the introduction of new production methods for an industry sector, the opening of new markets, the use of new sources of supply, or the introduction of new ways of competing that lead to a redefinition of the industry".
- OECD (1981): "All the scientific, commercial, technical and financial steps necessary for the successful development and introduction on the market of new or improved products, the commercial use of new or improved processes and equipment, or the introduction of a new approach to social service. R&D is just one of these steps"
- Michael Porter (1990): Companies achieve competitive advantages through innovation. Its approach to innovation is carried out in a broad sense, including new technologies and new ways of doing things" (The Competitive Advantage of Nations).
- UK Department of Trade and Industry (DTI) (2004): "Innovation is the successful exploitation of new ideas"

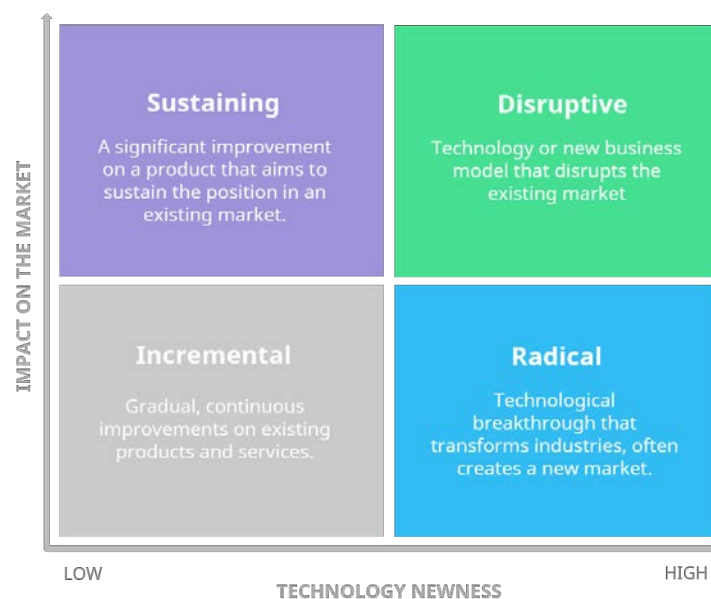
There are many other definitions for Innovation, but in this course we are going to accept that “Innovation is to see the things with other eyes so to take advantage of the market opportunities, for product, processes and services, assuming risks to get a competitive position”.



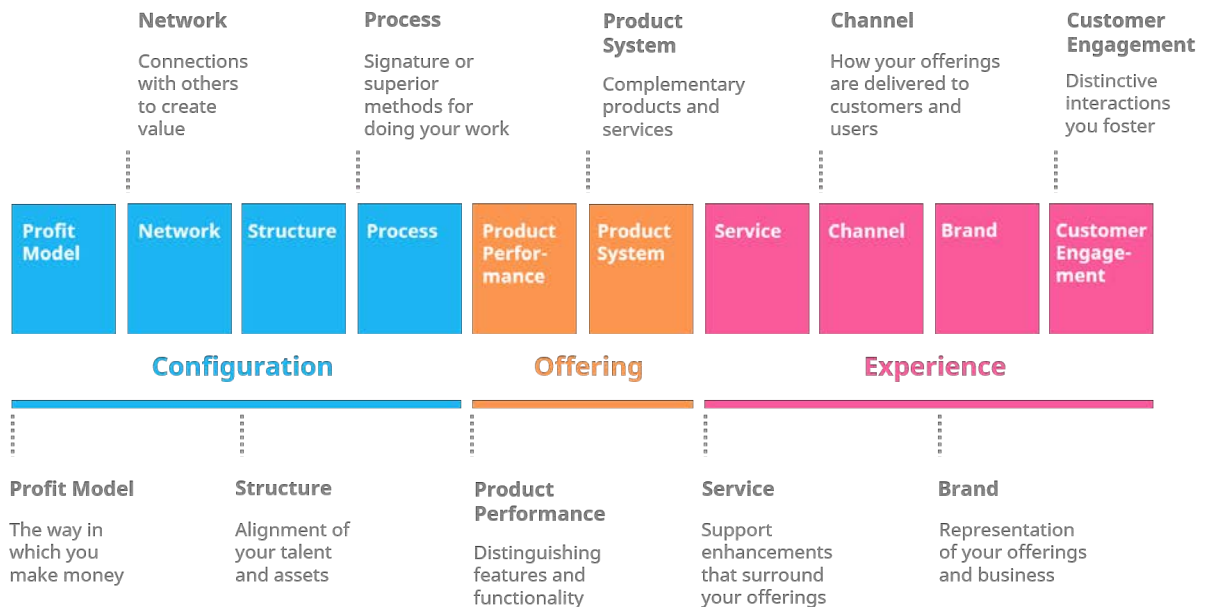
3.2 INNOVATION TYPES

Innovation is not restricted to the creation of new products or technology development. An innovation can be referred to a new service (online bank) or the way of selling and distributing a product (Ikea). There can be new organization structures (Zara), the package of the offer experience (RyanAir) or a combination of technology and marketing (iPhone). Innovation is not just a revolutionary idea, small incremental improvements are also desirable.

We use the Innovation Matrix to categorize innovation by classifying on two dimensions: the technology it uses and the market it operates in. With this matrix we can visualize the most common types of innovation.



There are other ways to classify Innovation. The Ten Types of Innovations model claims that all great innovations throughout the history are comprised of some combination of the following categories of innovations:



In the Ten Types of Innovation framework, the different types of innovations are divided into three main categories: configuration, offering and experience. In layman's terms, business model, product and marketing. The types on the left side of the framework are the most internally focused and distant from customers.

As you move toward the right side, the types become increasingly apparent and obvious to end users. This framework is the most used to analyze your current state and the existing competition to spot areas that need immediate attention, are missing completely, or could become competitive advantages for your innovation.

3.3 INNOVATION ECOSYSTEM

We have to know that we are not alone while working on the Innovation Process. The concept of the innovation ecosystem includes all the actions that you must take both to conceive and to carry out an innovation. A good idea, be it a product, service, process or a new way of thinking, cannot just be a "seed", but needs to be planted and carefully cultivated in the right conditions to ensure that it can take root and to flourish. Any

innovation, including a new way of thinking, needs an ecosystem of innovation in order to take hold that consists of several components.

The Ecosystem is composed by sets of different elements that interrelate with each other and generate wealth. An innovation ecosystem has several components: ideas, talent, culture, access to capital and an adequate legal framework.

First get ideas, talent and money to be present. And then weave a network of relationships that connect them. However, there is one last step necessary for the ecosystem to be self-sustainable and known as the entrepreneur acceleration cycle. The following image summarizes it in a synthetic way:

THE ENTREPRENEURSHIP ACCELERATION CYCLE



Everything starts with the entrepreneur and everything must continue with the entrepreneur. Time has shown that all public initiatives that have attempted to create innovation ecosystems that are not based on supporting the entrepreneur have been artificial. For the ecosystem to be sustainable, it is necessary for entrepreneurs who have gone through the entire life cycle of successful startups to remain in the ecosystem by creating new projects, investing in other initiatives and helping other entrepreneurs to be equally successful. This generates a virtuous circle that attracts more and better ideas, talent and capital.

3.4 BENEFITS OF INNOVATION

- For consumers, innovation translates into better products and services, in terms of quality, design, price and efficiency.
- For companies, innovation results in higher profitability derived from the possibility of designing and producing new or better goods and services or using more efficient production techniques than those of their competitors. Likewise, those companies that generate permanent capacities to innovate have the necessary knowledge to respond quickly and effectively to the opportunities of globalization, as well as to respond efficiently

to the competitive threats of their rivals and the environment. All this translates into the possibility of growing steadily.

- For society, innovation generates new knowledge and solutions to problems related to health, the environment, poverty, security, among others, in addition to achieving sustained economic growth as it is underpinned by improvements in productivity. In summary, "innovation allows raising people's quality of life".

2.5.5 INNOVATION MANAGEMENT

The ability to innovate constitutes one more resource of the Company as well as its financial, commercial and productive capacities and must be managed in a rigorously and efficiently way.

Innovation management focuses on managing the creative aspects of the invention to make it marketable, generating an economic return.

We will learn on Business Models along this course, but as a pill, we need to understand that as Innovation is a process that creates value in a competitive market, one has to invest on the business model which involves the competitiveness as a whole. Shortly, a business model is a tool prior to the business plan that allows to clearly define what you are going to offer to the market, how you are going to do it, who a seller is, how you are going to sell it and what form you are going to generate. income. It is an analysis tool that allows you to know who you are, how you do it, at what cost, with what means and what sources of income you will have. Defining the business model is knowing how to modify the DNA, how it is made, how it can be modified, how to polish, how to change, how to mold ...

The innovation management system comprises the set of innovation tools, the different phases of the innovation process, the definition of the organizational structure, the forecast of resources for innovation, the definition of the policy and objectives of the innovation and the methods of evaluation and monitoring of its own system.

In summary, it affects the whole business model. To create a creative environment in the Organization, you must design a procedure to guide ideas through the communication systems of the company. It is necessary to establish "funnels" that filter the information important of which it is not so much. As seen, ideas have to create value and in line with the Business Model. The management of innovation will include the development of the ideas, the evaluation according competitiveness, optimization of the resources and the protection of the intellectual property.

Innovation Management Principles



AGILE METHODS ORIENTED TO INNOVATION MANAGEMENT

Although agile methodologies are trending today, their first premises were defined almost 20 years ago. Since then, they have evolved a lot, going from an exclusive use in project management for software development with methodologies such as Extreme Programming (better known as XP), DevOps, Scrum or Kanban, to an adaptation of these methodologies to the world of Projects and Business Management. In this way, new agile innovation-oriented methodologies have emerged in recent years, such as Design Thinking or Lean Startup.

ACTIVITIES

Activity name	U2-A1. Impromptu Networking
Duration	20 min
Number of Participants	Two people: the coach and the coachee (although it can be conducted as a group activity)

<p>Description of activity</p>	<p>During the coaching relationship, you will find yourself opening many encounters with your coachee. Whether at the beginning of the relationship or at the end of it, sometimes it will be necessary to engage the coachee again in the coaching journey. In fact, at the beginning of the relationship the coachee can show high levels of determination and perseverance but these can lower with the passing of the time. Motivation helps maintaining constancy and focus, thus it is crucial for the coachees to be determined and keep up their motivation to succeed in entrepreneurial aspirations.</p> <p>The exercise proposed will help the trainer to introduce the coachee to a new session and to attract his/her attention and raise his/her interest right from the beginning of the encounter. By tapping into the coachee curiosity and passion, you will be able to get him/her focused on the journey and on the main objectives they want to achieve.</p> <p>To kick off this activity you will ask the coachee:</p> <p><i>“What big challenge do you bring to this encounter? What do you hope to get from today’s session?”</i></p> <p>This question will draw the coachee into the session and will immediately engage him/her to address the obstacles they wanted to overcome by starting the coaching journey.</p> <p>Listen to their answer. If you think that they are not being specific, invite them to deepen their thoughts. If your coachee is a shy person, help them feel comfortable and in a safe space.</p> <p>Your role will be to listen and help the coachee focus on the solutions and positive actions they can take to overcome the challenges they feel are impeding them to be a successful entrepreneur. Let them express what they want to address in the session and how you can help them. You need to be supportive and help them visualise the end goal.</p> <p>Remember that each session is just a small part of the whole journey. So the proposed solutions to the challenge expressed by the coachee will be little actions or steps that taken together make the entire entrepreneurial journey.</p>
---------------------------------------	--

Methodological advice	<p>Impromptu Networking is a quick exercise used to share thoughts, unleash feelings and see the dots that connected will help the coachee visualize his/her journey.</p> <p>You can use it before the start of a coaching session to:</p> <ul style="list-style-type: none"> -Clarify the goals the coachee wants to achieve; -Refresh the learning goals; -Provide the coachee with the opportunity to get help on personal challenges related to his/her entrepreneurial journey; -Let them explain their experience and explore how they can use what they learnt. <p>Variations:</p> <p>You can opt for different questions, depending on the stage of the coaching journey but also on the kind of relationship you have with your coachee. Other questions could be:</p> <p><i>What problem are you trying to solve?</i> <i>What challenge lingers from our last meeting?</i> <i>Since the coaching sessions, in what areas have you grown?</i> <i>What turned out to be hard?</i> <i>What demands further attention?</i></p>
Competencies developed	<ul style="list-style-type: none"> -Creativity and innovation–being receptive to new ideas and being able to generate alternative ways to view and define problems - Initiative -taking independent action to change the direction of events. -Being flexible and adaptable when confronted with unexpected changes - Self-regulation–managing your reactions and emotions constructively - Self-management- Acknowledging Your Strengths and Development Needs - Self-belief–believing in your self-worth and capabilities
Empowered and enhanced skills	(Rapidly Share Challenges and expectations, building new connections, etc.)
Objectives of the Unit	This activity is used to share thoughts, unleash feelings and see the dots that connected will help the coachee visualize his/her journey.
Learning Outcomes	<ul style="list-style-type: none"> -Experience and learn new techniques -Networking
Value proposition	Any product or service focused on circular economy and social responsibility using AGILE methodologies and liberating structures
Social value	Coaching as a key process for motivation

Country special needs	No special needs
------------------------------	------------------

Activity name	U2-A2. Make the purpose of your work together clear with “Nine whys”
Duration	20 min
Number of Participants	Unlimited number of groups. Everyone has an equal opportunity to participate and contribute. If possible, first pairs, then groups of four, then the whole group ? (2-4-All)
Description of activity	<p>Each person in a pair is interviewed by his or her partner for 5 minutes. Starting with “What do you do when working on ____?” the interviewer gently seeks a deeper answer by repeating the query: “Why is that important to you?” Switch roles after 5 minutes. 10 min max.</p> <p>Each pair shares the experience and insights with the group. 5 min.</p> <p>Invite the whole group to reflect by asking, “How do our purposes influence the next steps we take?” 5 min.</p>

<p>Methodological advice</p>	<ul style="list-style-type: none"> - Create a safe and welcoming space; avoid judgments - Have fun with it: you can invite participants "to channel their inner toddler" while they ask why repeatedly - Keep going! Dig deep with compassion. Vary the ways of asking "why?" For example, ask, "If last night, while you slept, your dream came true, what would be different?" - Make sure the question asked is, "Why is it important to YOU?" (meaning not THE amorphous organization or system but you personally) - Share the variety of responses and reflect on differences among group members. What common purpose emerges? - If someone gets stuck ask, "Does a story come to mind?" - Maintain confidentiality when very personal stories are shared - Make clarifying purpose with Nine Whys a routine practice in your group <p>Variations:</p> <p>You can opt for different questions, depending on the stage of the coaching journey but also on the kind of relationship you have with your coachee.</p> <p>-Combine a short Appreciative Interview with Nine Whys. Start with the interview, asking "Please tell a story about a time when you worked on a challenge with others and you are proud of what you accomplished. What is the story and what made the success possible?then ask: "why is the success story you have shared important to you? Why, Why, Why?"</p> <p>-Ask the small groups whether "a fundamental justification for committing time and money to the work" emerged in the conversation. A clear personal purpose plus a community justification can quickly fuel the spread of an initiative. Work toward a single sentence that powerfully justifies the group's work to others: "We exist to...! or We exist to stop...!"</p> <p>In a business context, you can ask, "<i>Why would people spend their money with you? Why would leaders want you to operate your business in their country?</i>"</p> <ul style="list-style-type: none"> • -Add 10 "how questions" after you have clarity around why (it becomes MUCH easier). • -A good purpose is never closed. Make it dynamically incomplete by inviting everyone to make contributions and mutually shape understanding of the deepest need for your work. <ul style="list-style-type: none"> ▪ -Record answers on Post-it notes, number them, and stick on a flip chart. You can arrange the answers in a triangle: broad answers on the top and detailed answers on the bottom. Compare and debrief. ▪ -Ask, "Why is that important to your community?" "Why? Why? Why?..."
-------------------------------------	---

	<ul style="list-style-type: none"> You may use the chat function during a webinar to start formulating a purpose statement: participants reflect on the Nine Whys questions, sharing their ideas in the chat box.
Competencies developed	<ul style="list-style-type: none"> -Creativity and innovation–being receptive to new ideas and being able to generate alternative ways to view and define problems - Initiative -taking independent action to change the direction of events. -Being flexible and adaptable when confronted with unexpected changes - Self-regulation–managing your reactions and emotions constructively - Self-management- Acknowledging Your Strengths and Development Needs - Self-belief–believing in your self-worth and capabilities
Empowered and enhanced skills	(Rapidly Share Challenges and expectations, building new connections, communication skills, making decision etc.)
Objectives of the Unit	With surprising simplicity, you can rapidly clarify for individuals what is essentially important in their work. You can quickly reveal when a compelling purpose is missing and avoid moving forward without clarity. When a group discovers an unambiguous shared purpose, more freedom and more responsibility are unleashed. You have laid the foundation for spreading and scaling innovations with fidelity.
Learning Outcomes	<ul style="list-style-type: none"> -Experience and learn new techniques -Networking - Enhance group performance
Value proposition	Any product or service focused on circular economy and social responsibility using AGILE methodologies and liberating structures
Social value	-
Country special needs	No special needs

Activity name	U2-A3. What is innovation?
Duration	10'
Number of Participants	All
Description of activity	Before explaining what innovation is according academic definitions, we want to know what Innovation is for the student. We let them write all the words that come to their mind using Mentimeter tool. After 2'we review the result of the picture created. www.mentimeter.com . We will link the words with the definitions of Innovation
Competencies developed	None
Empowered and enhanced skills	-
Objectives of the Unit	To understand what innovation is about
Learning Outcomes	What innovation englobes
Value proposition	-
Social value	Respect other's ideas
Country special needs	None

Activity name	U2-A4. Discussion on the meaning of Innovation
Duration	40'
Number of Participants	All
Description of activity	<p>The facilitator makes different questions and creates an open discussion to prove that the audience has understand what innovation is. The facilitator then puts some examples of types of innovation to discuss what type is (radical, disruptive...)</p> <p>Watching of the video Types of Innovation,</p>
Competencies developed	To understand the different types if innovation

Empowered and enhanced skills	-
Objectives of the Unit	To understand what innovation is about
Learning Outcomes	Innovation, what is and what is not
Value proposition	What are the different types of products, processes or services with regard the different types of innovation
Social value	Focus the innovation to social challenges
Country special needs	None

Activity name	U2-A5. Create our Innovation Ecosystem
Duration	30´
Number of Participants	All
Description of activity	The facilitator shows the video Innovation Ecosystems. Then, he/she establishes a conversation to make the student speak about his/her ecosystem: what type of entities do they know they can help them (start-ups helpers, administration entrepreneur facilities, ...), networks, BBF...
Competencies developed	Knowledge on a Innovation Ecosystem
Empowered and enhanced skills	-
Objectives of the Unit	To understand that Innovation Ecosystems exist and are useful to help the development of a company
Learning Outcomes	Innovation Ecosystems
Value proposition	To realize that as entrepreneurs they are not alone
Social value	Establish networks focused on social
Country special needs	None

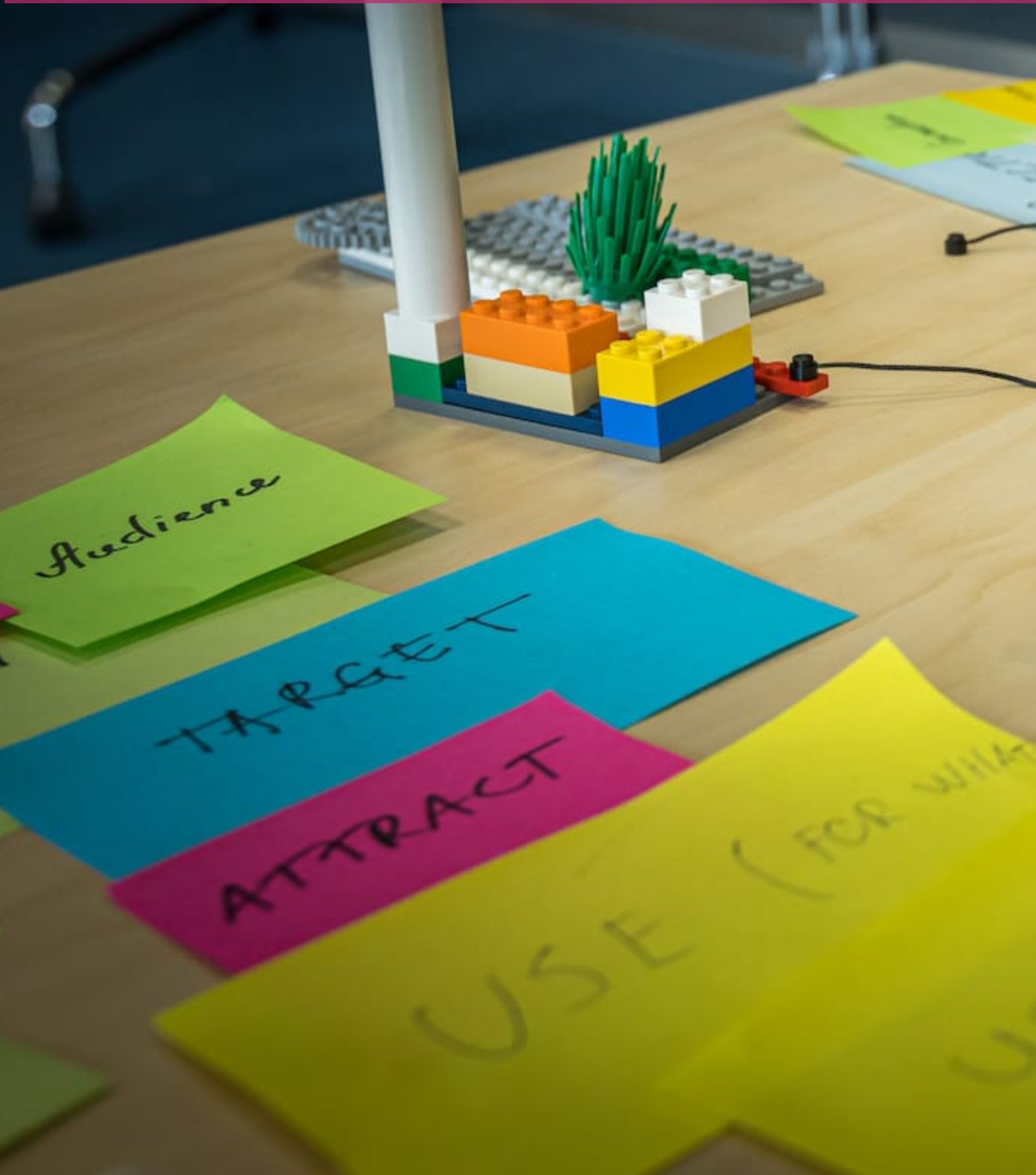
Activity name	U2-A6. Evaluation of business ideas with respect Innovation
Duration	45'
Number of Participants	All
Description of activity	The facilitator establishes a conversation to make the student speak about the possible innovation on their idea and the market competitiveness.
Competencies developed	Innovation
Empowered and enhanced skills	-
Objectives of the Unit	To understand that Innovation Ecosystems exist and are useful to help the development of a company
Learning Outcomes	Summarize the concept of innovation applied to my idea
Value proposition	To make more competitive my idea
Social value	
Country special needs	None

ONLINE RESOURCES

<p>Existing resources:</p>	<p>Readings: “Fundamentals of Innovation”, By Angela Albu, 2016</p> <p>Websites:</p> <ul style="list-style-type: none"> - Wang, Kai, The Effect of Autonomy on Team Creativity and the Moderating Variables (2016). Journal of Creativity and Business Innovation, Vol. 2, 2016. Available at SSRN: https://ssrn.com/abstract=2896186 - Arnold J. (2009). Coaching skills for leaders in the workplace. Oxford: How to books Ltd. - Stolzfu T. (2008). Coaching questions: A coach’s guide to powerful asking skills. Coach22 Bookstore LLC. - Ryan,R. & E,L. Deci (2000): “Self-Determination Theory and The Facilitation of Intrinsic Motivation, Social Development and Well Being” - Schnieders, A. (2019). What does a coach do? Retrieved from : https://www.careerexplorer.com/careers/coach/https://chronus.com/blog/four-steps-matching-mentors-mentees - https://medium.com/@niklausgerber/exploring-innovation-a-beginners-guide-into-different-models-terminologies-and-methodologies-6f20c20fcee4 <p>For a deeper understanding behind the Impromptu Networking methodology, please visit these websites:</p> <ul style="list-style-type: none"> -http://www.liberatingstructures.com/2-impromptu-networking/ -https://medium.com/the-liberators/rapidly-create-personal-connections-with-impromptu-networking-d5698cf02630 <p>Videos and tutorials:</p> <ul style="list-style-type: none"> - Motivation through competence .(2016). Cambridge University Press Spain. Retrieved from Youtube: https://www.youtube.com/watch?v=8rwa5SnmQww - Innovation Ecosystems, Types of Innovation
---------------------------------------	---

UNIT_3

BUSINESS CREATION



UNIT 3. BUSINESS CREATION

UNIT DESCRIPTION

Unit of learning	Business creation
Duration in hours	7
Partner responsible	FOSTER
Objectives of the Unit	To introduce participants to importance of entrepreneurship as a wealth creation and value adding process and to the steps in the business creation process.
Learning Outcomes	<ul style="list-style-type: none"> • Participants to be diligent, exercise initiative, take calculated risks and all responsibility. • To know the basics behind creating business. <ul style="list-style-type: none"> ○ business location, ○ business outcome, ○ steady and quality processes, ○ cost and pricing of the outcome, ○ ways of good marketing, ○ key people and business structure
Entrepreneurial mind state & skills developed	Critically analyse the new business and help determine if the business idea needs refinement.
Overcoming challenges	Define basic steps in business creation. Have clear path in starting new business. Anticipating risk, structure, key product and processes.
Identified strengths	Better approach when defining first steps in their business creation

THEORETICAL BACKGROUND

Business creation involves matching people who have entrepreneurial characteristics with business opportunities and facilitating the company formation process.

In the following part we will define the key elements and some sub elements that will help create the business. They are summarised in the photo. Decisions on one element will influence the choices available in others. Defining them will take time and effort, but these will pay off throughout satisfied customers and creation of profitable business.



Successful businesses are based on clearly defined **goals and objectives**, since they clarify the drive of the business and help identify essential actions to be taken. The established *Goals* tell where the business intends to go and will tell if we get there. They can help improve your overall effectiveness of the business, nonmatter if we want to increase our share of the market or improve customer satisfaction. If we carefully define our goals, the more likely we are to achieve what we wanted in the first place. The overall goals that should be in line with the vision and long-term strategic plan that the entrepreneur has. Here we need to clearly define what the end result will be – more customers, brand awareness, higher sales, etc. This all must be defined in a specific time frame.

For us to be successful in goal setting, we can follow the following steps:

Quantifiable goals - The first step in setting business goals is determining exactly what the business wants to accomplish. It's important to set clear goals, mining we should know exactly where we want to go.

Specific goals - Being specific will help to be able to determine when we reached our goal. This will give us a built-in action plan that we must follow.

Commitment to goals – we have to make a commitment to what we have said and stick with it. Once the plan is in motion, we need to stay motivated through the end.

Goals go public - effective technique for achieving business goals is to make them public. This can be done to a person or a team, and they can have a role in the whole process.

Deadline - determining a deadline puts the defined goal into context and tells that we are fully committed.

Objectives are the specific steps that we need to take in order to reach each of our defined goals. They specify what you must do — and when.

Objectives should be stated clearly and should stem from the overall vision and goals. Objectives should be SMART – Specific, Measurable, Achievable (or attainable), Relevant, and Time-bound.

Most common business objectives are getting and staying profitable, excellent customer service, employee attraction and retention, mission-driven core values, sustainable growth, maintaining a healthy cash flow, reaching the right customers, staying ahead of the competition

In the end, the business creator must remember that goals will tell where we want to go, and the objectives will tell us exactly how to get there.

Strategies must be defined after objectives are determined. The strategies will define how we are going to achieve the objectives. Business strategy is the company's working plan for achieving its goal, prioritizing objectives, competing successfully, and optimizing financial performance with its business model.

A business objective without a strategy is just a dream and be no less than a gamble if we enter into the market without a well-planned strategy. With the increase in the competition, the importance of business strategy is becoming apparent.

Here are five reasons why a strategy is necessary for your business.

Planning - business strategy is a part of a business plan where the goals and objectives are defined, and the strategy gives a way to fulfil those goals. It is a plan to reach where we intend to go.

Strengths and weaknesses – most of the times we know about our real strengths and weaknesses and with formulating a strategy we can use them to capitalise on what we are good at and use that to overshadow our weaknesses, or even eliminate them.

Efficiency and effectiveness - When every step is planned, every resource is allocated and everyone knows what must be done, business activities become more efficient and effective. This gives us a steady workflow and competitive advantage.

Competitive advantage – our business strategy will focus on taking advantage of on the strengths of our business and it will be a tool for a competitive advantage to help position the brand in a unique way.

Control – when the strategy is defined and followed through it makes it easy to control the activities and see if they are going as planned.

The **outcome**, (the *product*) of the business, in a form of product or service is the key element. It can be a tangible good or an intangible service that is marketed to a consumer. A tangible good is something that can be seen, heard, tasted, felt, or seen

(example: coffee, milk, biofuel, bottles). Intangible products are mostly service based and provided by someone directly in contact with customers, such as health care services, accounting and consulting services.

Apart from the physical product itself, there are elements associated with the outcome that customers may be attracted to, such as the way it is packaged. Other attributes include quality, features, options, services, warranties and brand name. The company outcome appearance, function, and support make up what the customer is buying.

The whole bundle of elements that are offered to the customer must meet the needs of a particular target market. For example, a luxury merchandise should create just the right image for “customers who have everything,” while many basic products must be positioned for regular price-conscious consumers.

The company must have in mind to offer the company outcome to different customers. Start-up businesses are most successful when they concentrate their efforts on one product or one market. Later growth may occur in the same location or may be in different geographic regions.

A consumer target audience is a defined set of consumers who are particularly interested in a product or market, would have access to it, and are able to purchase it. Market segmentation divides these audiences into homogenous groups of customers, each of them reacting differently to promotion, communication, pricing, and other variables. Market segments should be formed in a way that differences between consumers within each segment are as small as possible. This is especially helpful to optimize marketing budgets, targeting budget to those most interested in your product to allow a more effective and efficient marketing plan.

Segmentation can be further defined using demographic, geographic, psychographic, and behavioural segmentation. Demographic segmentation divides the market into groups based on variables, such as age, marital status, household income levels, education, children in household, and occupation. Geographic segmentation divides a market by location and includes such variables as population density (urban, suburban, and rural areas) and climate. Psychographic segmentation classifies consumers based on individual lifestyles, attitudes, and beliefs. Behavioural segmentation divides consumers by such variables as attitude toward the product, user status, or user rate.

The knowledge of the target market and competitors in that market will allow to offer a product and service that will appeal to customers and avoid costly mistakes in the future.

When considering the outcomes of the company it must be considered to align the bundle with the business's strengths and weaknesses of the company. This will provide an acceptable risk and return trade-offs. For example, if the business is very good at timely response to customers, then timely service should be an important part of the product bundle offered. Also when thinking in long terms each company should plan the ways to deepen and broaden product bundle. For example, advantage can be added with processing, packaging, and customer service.

Different type of growth would be a diversification of outcomes related to the business offering. Offering a whole range of products is most successful if the raw materials, production processes, and distribution methods are similar, which means

that the company does not need to acquire new suppliers, skills, equipment and distribution methods.

Processes are important as well. They ensure consistent service delivery to every customer, at any time of day, on any given day. And, a successful business incorporates scenarios where customer preferences can be accommodated to provide them a unique experience.

Process refers to the flow of activities or mechanism that take place when there is an interaction between the customers and the businesses. For example: one simple process would be when a customer decides to take membership of video service providers like Netflix, where he decides this on the features that he gets. Then the customer will download the application which was constituted as the second process then the customer will register his account with it which will constitute as another process.

We need to ensure that all of these processes are controlled tightly and consistent customer experience is to be ensured by them.

Knowing the importance of the products, we cannot forget the importance of **new and next products development**. The more and better products that we can develop, the more and better sales we can expect.

If our business is up and running and we have gathered a customer base, the best obligation to these customers is to create another product.

In order to create the next product, we will have to make a plan for next product development and production.

Product positioning is where the product or service fits in the marketplace and it is how the company differentiate product or service from competitors in the niche market. It is strongly engraved into each business creation and having strong niche positioning eliminates the number of competitors against our product or service and it opens up an opportunity to go for value pricing. It is a strategic exercise that defines what makes your product unique and why it is better than alternative solutions.

Purifying the truth of the product and forming it in a way of message can effectively explain the value of the offering to potential customers. The goal is to distil who our audience is, what they need, and how our product can help — all so you can craft messaging that is on target. Establishing upfront how you want your product to be known in the market sets the foundation for how you will communicate the value of your product to customers.

Your ability to articulate the key benefits of your product and the problem it solves is critical to business success. It keeps your marketing strategy grounded in the true value of what your product provides. This ensures your promotional activities resonate with customers and help them understand why your product is the best option to meet their needs.

A small business owner can simply ask their network for their opinions about the product. If they collect information on customers and their purchases, future product positioning strategies can be based on actual sales data. This may even be more effective than basing product positioning on the opinions of potential customers, such

as in a focus group, because this positioning is based on real behaviour rather than speculation.

Developing a positioning strategy will need to bring together the knowledge of the following areas:

Understand the customer will tell who our customers are and what they need. Then describing the attributes of the target customers, including demographic, behavioural, psychographic, and geographic details. Another step is to provide insights into the main problems the customer is trying to solve.

Analyse the market will show what other alternatives customers have to our product and with this we can see what sets our product apart. We need to do a research on our direct and indirect competitors to understand how they serve your customers' needs. This will allow to differentiate the product from the competition and help explain to potential customers why our solution is the best option for their problems.

Assess the product must be built on the unique value the company and product provide. Basic SWOT analysis is a useful way to objectively analyse what the product is doing well and where it can do better.

Cost (price) refers to the pricing of the outcomes of our work. This can be tricky and even frightening. Price is not the only cost being incurred when purchasing a product, the cost you incur to satisfy a customer, the cost of time to acquire the product, cost of conscience when it comes to consuming the product and the cost of selecting or not selecting an alternative.

The pressure is always on the small business owners because they felt that they must absolutely have the lowest price around. The idea of starting with low price might give the impression of bargain pricing but can also be a signal of low quality and harm the image of the company. The cost covering approach should reflect the appropriate positioning of the product in the market and result in a price that covers the cost per item and includes a profit margin. This always must be done neither to greedy nor timid.

There are number of alternative pricing strategies and some may involve complex calculation methods, while others are intuitive judgments. The selection of a pricing strategy should be based on the product, customer demand, the competitive environment and the other products offered.

Cost-plus: Adds a standard percentage of profit above the cost of producing a product. Accurately assessing fixed and variable costs is an important part of this pricing method.

Value-based: Based on the buyer's perception of value (rather than on the costs). The buyer's perception depends on all aspects of the product, including non-price factors such as quality, healthfulness, and prestige.

Competitive: Based on prices charged by competing firms for competing products. This pricing structure is relatively simple to follow because it is just maintaining of the relative competitors' prices.

Skimming: Involves the introduction of a product at a high price for affluent consumers. Later, the price is decreased as the market becomes saturated.

Discount: Based on a reduction in the advertised price.

Loss-leader: Based on selling at a price lower than the cost of production to attract customers to the store to buy other products.

The methods presented can be the base for defining the price and the option will vary depending on how the strategy for selling the product. Whatever the price is, ultimately it must cover the costs, contribute to image of the company with the perceived value of the goods, counter the competition's offer, and avoid deadly price wars.

Location (place) is another key element and it refers to the distribution channels used to get the company output to the customers. The type of the product will greatly influence the distribution, for example, if the business is a small retail store or some kind of service in the local community, then it is at end of the distribution chain and the business is supplying directly to the customer. Businesses that create or assemble a product will have two options: selling directly to consumers or selling to a vendor.

Direct Sales is one of the options, where the producer supplies directly through retail, door-to-door, mail order, e-commerce, on-site, or some other method. An advantage of direct sales would be the contact with customers. This contact can help detect market changes that might occur and adapt to them. This kind of sales gives complete control over product range, how it is sold, and at what price. Direct sales may be a good place to start when the supply of the product is limited or seasonal. However direct sales require an effective retail interface with customers, which may be in person or electronic and it is time and budget consuming.

Reseller Sales (Sales Through an Intermediary) Instead of selling directly to the consumer another option is through an intermediary such as a wholesaler or retailer who will resell the company output. This may provide a wider distribution than selling direct while decreasing the pressure of managing own distribution system. Additionally this kind of selling may reduce the storage space necessary for inventory. One of the most important reasons for selling through an intermediary is access to customers. In many situations, wholesalers and retailers have customer connections that would not be possible to obtain alone in one start-up company.

However, in selling to a reseller may cause to lose contact with end consumer and in some cases even lose some of company identity.

One factor that may influence whether the business sells directly, or through intermediary is the production flow. Wholesalers want a steady year-round supply of product to distribute. If the business can deliver a steady year-round supply with consistent quality, then selling through an intermediary is a good strategy.

Product characteristics and sales volumes will dictate what inventories to maintain and the best way of transport of goods. Ensuring that the final product is in the right place at the right time for the right customers can comprise a large percentage of the total costs and needs careful monitoring. So the solution sometimes might be to have a combination of all the distribution methods, or the method which works best for the company.



Image Source: web-books.com

Marketing (promotion) is another key element in business creation, and it refers to the advertising and selling part of our company. It is how we let people know what we have for sale. The purpose of this is to get people to understand what the company product is, what they can use it for and why they should want it. The idea is that the customers who are looking for a product to know that our product satisfies their needs. To be effective, the promotional efforts should contain a clear message targeted to a specific audience reached via an appropriate channel. The company's target audience will be the people who use or influence the purchase of the product. The main focus and effort of the market research is to identify these individuals. The message must be consistent with overall marketing image of the company and to get the target audience's attention. It must provoke the response we desire, whether it is to purchase our product or to form an opinion about it. Another key element is the channel that we will select, and it might involve use of a few key marketing channels. Promotion may involve advertising, public relations, personal selling, and sales promotions.

Advertising methods to promote your product or service include the following:

Radio: advertisements are relatively inexpensive ways to inform potential local customers about our business.

Television: allows access to regional or national audiences but may be more expensive than other options.

Print: in a form of direct mail and printed materials, including newspapers, consumer and trade magazines, flyers and other forms, allows to explain what, when, where, and why people should buy from the company.

Electronic: in a form of company Web sites can provide useful information to interested consumers and clients.

Word of Mouth: depends on satisfied customers (or dissatisfied customers) telling their acquaintances about the effectiveness of our products.

Physical evidence is related to ensuring physical proof of a transaction, even if the bulk of what the consumer bought isn't tangible. It's something the customer can hold onto and recall about working with your company. Physical evidence also describes consistent branding across communication channels. It's important that the physical environment is consistent with the other elements mentioned here. To the customer or potential customer, the physical environment has to feel right and be in line with their expectations.

Physical evidence can be used to charge a premium price for a service and establish a positive experience. For example, all hotels provide a bed to sleep on but one of the things affecting the price charged, is the condition of the room (physical evidence) holding the bed. Customers will make judgments about the organisation based on the physical evidence.

Risk can be defined as an event or circumstance that has a negative effect on your business. Types of risk vary from business to business and example can be: equipment or money stolen as a result of poor security procedures, deadly virus or political instability.

The decision that we have to make is how much risk are we prepared to take in our business. Some risks may be critical to our success; however, exposing our business to the wrong types of risk may be harmful.

The most common business risk categories are:

- strategic – decisions concerning business objectives
- compliance – the need to comply with laws, regulations, standards and codes of practice
- financial – financial transactions, systems and structure of the business
- operational – operational and administrative procedures
- environmental – external events that the business has little control over such unfavourable weather or economic conditions
- reputational – the character or goodwill of the business.

Also, we can mention other risks as: health and safety, project, equipment, security, technology, stakeholder management and service delivery.

We can access risk by having a risk management plan that will include in detail strategies for dealing with risks specific to the business. We can develop a risk management plan by following these steps:

1. *Identify the risk* - Undertake a review of the business to identify potential risks. We can evaluate each function and identify anything that could have a negative impact, review our records such as safety incidents or complaints to identify previous issues, look for external risks that could impact the business and brainstorm with our staff.

2. *Assess the risk* – by identifying the likelihood (frequency) of it occurring and the consequence (impact) if it occurred. We can use the formula:

Level of risk = likelihood x consequence, or use the risk analysis matrix shown

Risk Level

Likelihood	Consequence				
	1	2	3	4	5
5	Medium	High	Extreme	Extreme	Extreme
4	Medium	Medium	High	Extreme	Extreme
3	Low	Medium	Medium	High	Extreme
2	Low	Low	Medium	Medium	High
1	Low	Low	Low	Medium	Medium

3. *Manage the risk* - involves developing cost effective options to deal with them including:

Avoid the risk – changing business processes, equipment or material to achieve a similar outcome but with less risk.

Reduce the risk - if a risk can't be avoided reduce its likelihood and consequence. This could include staff training, documenting procedures and policies, complying with legislation, maintaining equipment, practicing emergency procedures, keeping records safely secured and contingency planning.

Transfer the risk - transfer some or all of the risk to another party through contracting, insurance, partnerships or joint ventures.

Accept the risk – when this is the only option.

4. *Monitor and review* – we should regularly monitor and review our risk management plan and ensure the control measures and insurance cover is adequate.

People have always been at the epicentre of the business. The business is only as good as the people who keep the business operational and flowing. And customers are quick to notice when there's a glitch in work, especially in small start-up business. The people are the ones making the company what it is. We must develop the habit of thinking in terms of the people inside and outside of our business who are responsible for every element of our sales, marketing strategies, and activities. Companies should take time to hire people who have the competence and expertise in the particular industry they are operating in. This is true for people in the entire organization, from the managers down to the ordinary workers. They are the foundation and hiring the right people, appropriate selection and recruitment, correct training and mentoring, imbuing the necessary skills, and retaining of the staff create a growing environment. All of this improves the chances of business development.

Mentoring someone will show the incredible power of entrepreneurial mentorship. There are plenty of people who respect our ability and would like to learn from our work. The person who can be mentored may be an employee, a co-founder, or a friend. Mentoring is in a way a two-way street we can learn as well and it will always pay off in the end.

Brainstorming for the **Next Business** might come after the business that is started is steady and going. But knowing the entrepreneurs, there's always something more. They are always looking for another adventure, another opportunity, another stone waiting to be turned. If the whole energy is spend on extinguishing flames in the starting business, that there will never be time to plan the next one. That is why brainstorm for the that next business will help and afterwards we will see what might happens.

ACTIVITIES

Activity name	U3-A1 OBJECTIVES NOW AND AFTER
Duration	10 min (first day of training and last day)
Number of Participants	All
Description of activity	<p>Each participant will spend 10 minutes to define objectives of the business idea that they might have. This can be done on the first day of the training and on the last day of the training. Minimum 5 objectives can be defined. The trainer collects the piece of paper and keeps them until the end of the training.</p> <p>During the second defining of objectives the participant can compare what they wrote in the start and after completing the training.</p> <p>Questions to be raised:</p> <ul style="list-style-type: none"> • How good are you at setting goals for yourself? • Do you have a clear idea of what you will be doing in the future? • Did you have a clear idea five years ago of what you'd be doing now?
Competencies developed	<ul style="list-style-type: none"> – Understanding the need for goals and objectives – Know how to write clear objectives and goals – Compare objectives and see how they have developed over time. – Self-motivated for defining and following goals and objectives.
Empowered and enhanced skills	Critical and analytical approach. Long-sightedness
Learning Outcomes	Clear idea about goals and objectives. Clear idea of how important is planning and long sightedness.
Value proposition	Having clear idea where are you going with your business.
Social value	Any business related to circular economy will benefit from this activity
Country special needs	No

Activity name	U3-A2 LOGO
Duration	20 min
Number of Participants	All
Description of activity	<p>Each participant will spend 10 minutes to draw a Logo of their future business (idea for business). After the 10 minutes, each participant gives the piece of paper to the next to him participant. Each participant writes 1 sentence/word guessing what the business is.</p>
Competencies developed	<p>Clear expression of what are you doing in your business. Not clear artistic skills are needed, the approach and idea is what matters.</p>

Empowered and enhanced skills	Clear business definition. Artistic skills. Clarification of goals and objectives and connecting them to the logo idea.
Objectives of the Unit	Connecting goals, objectives and business idea.
Learning Outcomes	<ul style="list-style-type: none"> – Clear expression of our idea. – Clear business idea. – Connecting idea and visual representation of what you are doing.
Value proposition	Clear logo that explains the business will create value proposition for the business market.
Social value	Any business related to circular economy will benefit from this activity.
Country special needs	No

Activity name	U3-A3 PROCESS OF TRANSITION
Duration	30 min
Number of Participants	All
Description of activity	<p>Trainer explains the personal transition curve. To help people move through the transition effectively we need to understand their perception of the past, present and future.</p> <p>Ask participants to say how well this description fits in with their own experiences of the process of change. Ask them if they have been in a situation where there has been a great or major change in an organization they were part of. Get them to describe what happened.</p> <p>Then ask them how they felt emotionally about the change and what their reaction to it was. It could be a takeover, getting a new boss, a departmental reorganization, a phase of redundancies, change in job description, relocation. Individuals can often very feel very threatened by change, and their performance disrupted consequently.</p> <p>The Process of Transition - John Fisher, 2012 (Fisher's Personal Transition Curve)</p> <p>Anxiety - The awareness that events lie outside one's range of understanding or control. The problem here is that individuals are unable to adequately picture the future.</p> <p>Happiness - The awareness that one's viewpoint is recognised and shared by others.</p>

	<p>Fear - the awareness of an imminent incidental change in one's core behavioural system.</p> <p>Threat - the awareness of an imminent comprehensive change in one's core behavioural structures.</p> <p>Guilt - An awareness of a dislodgement of our self from our core self-perception.</p> <p>Depression - The awareness that our past actions, behaviours and beliefs are incompatible with our core construct of our identity.</p> <p>Gradual acceptance - Here we begin to make sense of our environment and of our place within the change. In effect we are beginning to get some validation of our thoughts and actions and can see that where we are going is right.</p> <p>Moving forward - In this stage we are starting to exert more control, make more things happen in a positive sense and are getting our sense of self back.</p> <p>Disillusionment - The awareness that your values, beliefs and goals are incompatible with those of the organisation.</p> <p>Hostility - The continued effort to validate social predictions that have already proved to be a failure.</p> <p>Denial - This stage is defined by a lack of acceptance of any change and denies that there will be any impact on the individual.</p> <p>Anger - I have come to recognise over time that there seems to be some anger associated with moving through the transition curve, especially in the earlier stages as we start to recognise the wider implications of change.</p> <p>Complacency - a final (initial) stage - Here people have survived the change, rationalised the events, incorporated them into their new construct system and got used to the new reality.</p> <p>More: https://www.businessballs.com/change-management/personal-change-stages-john-fisher/</p>
Competencies developed	<ul style="list-style-type: none"> – Change and personal development – Understanding change – Understanding personal position – Understanding possible options for future
Empowered and enhanced skills	<ul style="list-style-type: none"> – Critical thinking – Self-assessment – Motivation
Learning Outcomes	<ul style="list-style-type: none"> – Clear idea where we are – Clear idea where we can be – Clear idea that we are not alone in this – Bust – personal, entrepreneurial, existential
Value proposition	Can help to individuals dealing with personal change and for managers and organizations helping staff to deal with personal change
Social value	Can help participant to realise their situation and find way out of it. It helps the society with having more engaged and motivated people.
Country special needs	No

Activity name	U3-A4 PLACE
----------------------	-------------

Duration	30 min
Number of Participants	All separated in 2 groups
Description of activity	<p>Each group of participants det 5 euro.</p> <ul style="list-style-type: none"> – They first group will have to stay in the same building. – The second group can go outside. <p>They have 30 minutes to find a way to multiply the 5 euro. They can buy something and resell; they can offer service to someone on the street and in the building.</p> <p>Comment on the results. Probably the team outside will have more options. (?) If, not, than it can be stressed that the sales approach is important as well. (example: There are people that can sell refrigerator to Eskimo).</p> <p>The idea is to see that the place is important for business and limitations can be problem.</p>
Competencies developed	Clear idea of the importance of the place for business creation.
Empowered and enhanced skills	<ul style="list-style-type: none"> – Sales skills – Communication – Teamwork
Learning Outcomes	Clear idea of the importance of the place for business creation.
Value proposition	Clear definition of place where we will sell our products is key for success of our business.
Social value	Social point of the project will be encased if the participants have clear idea where they will position their business.
Country special needs	Local currency of 5 Euro.

Activity name	U3-A5 FAMILY BUSINESSES														
Duration	10 min														
Number of Participants	All participants														
Description of activity	<p>The moderator will write the following words in 2 columns</p> <table> <tr> <td>communication</td><td>values</td></tr> <tr> <td>good customer</td><td>rivalry</td></tr> <tr> <td>shared</td><td>stability</td></tr> <tr> <td>family</td><td>breakdowns</td></tr> <tr> <td>loyalty and</td><td>dedication</td></tr> <tr> <td>lack of experience</td><td>relations</td></tr> <tr> <td>long-term</td><td>of other businesses</td></tr> </table> <p>The participants can match the words in the two columns to make phrases. Ask the participants to comment on the phrases on the pros or cons of family businesses?</p> <p>Pros.</p>	communication	values	good customer	rivalry	shared	stability	family	breakdowns	loyalty and	dedication	lack of experience	relations	long-term	of other businesses
communication	values														
good customer	rivalry														
shared	stability														
family	breakdowns														
loyalty and	dedication														
lack of experience	relations														
long-term	of other businesses														

	<p>Good customer relations Shared values Loyalty and dedication Long-term stability</p> <p>Cons. Communication breakdowns Family rivalry Lack of experience of other businesses</p>
Competencies developed	<p>Learning more about family business as an option for business creation. Clear idea of pros and cons of family business.</p>
Empowered and enhanced skills	<ul style="list-style-type: none"> – Critical thinking – Staffing - building team
Objectives of the Unit	/
Learning Outcomes	Clear idea of the family business as an option
Value proposition	The right staff is key for successful business creation. This can help creating better value proposition for our business.
Social value	Social point of the project will be encased if the participants have clear idea of the team that they will need and if they can use their family as a starting point for their business.
Country special needs	No.

Activity name	U3-A6 A MARKETING FAILURE
Duration	10 min
Number of Participants	All participants
Description of activity	<p>The moderator provides a scenario where a product failed initially but was saved by a new marketing campaign.</p> <p>The situation: A food company launched a new breakfast cereal product into a northern European market. The idea behind the product was that it would be a quick and easy alternative to making porridge oats (oatmeal in American English), which is a winter breakfast cereal eaten hot that requires a bit of preparation. The new product was a disaster. People who made porridge for breakfast did not switch over to the new “instant” product.</p> <p>What could the marketing department do to rescue the situation? Ask the participants to imagine they are the senior marketing managers whose jobs are on the line because of this product failure. Get them to brainstorm ideas to rescue the situation.</p> <p>Work 10 minutes and present and debate ideas.</p> <p>Tell them what actually happened: the company successfully relaunched the product to a new market segment, parents</p>


	concerned that their children have something warm inside of them before going to school on cold winter mornings.
Competencies developed	<ul style="list-style-type: none"> – Failure is an option and it is on the learning path. – Creative thinking can save business. – Critical thinking – Creative thinking
Empowered and enhanced skills	<ul style="list-style-type: none"> – Promotional skills – Creative thinking – Communication – Oral presentations
Learning Outcomes	<ul style="list-style-type: none"> – Participants will evaluate the situation of business and learn how to react for their business idea – Changes are needed – Failure is part of business – Fast response is needed.
Value proposition	– marketing campaigning has its challenges and they must be taken into consideration when starting business.
Social value	Social point of the project will be encased if the participants know that failure is part of the business.
Country special needs	No

Activity name	U3-A7 CATEGORIES OF RISK
Duration	15 min
Number of Participants	All participants
Description of activity	<p>1. The moderator explains the risks: strategic, operational, financial, compliance.</p> <p>Ask the participants to work with a partner and match the four headlines to the types of business risk they represent: strategic, operational, financial, compliance.</p> <ul style="list-style-type: none"> • Bad weather causes ferry cancellations - food shortages predicted • Union Bank of Scotland to buy Belgian insurance company • Convenience food withdrawn after tests show use of banned additives • Companies say rise in the value of the dollar will hit exporters <p>Comment on: Headline 1: operational - as reflected in the image of trucks driving on a snowy highway Headline 2: strategic – here the bank is investing in buying a foreign company in a different market sector Headline 3: compliance - the convenience food ingredients do not comply with the law Headline 4: financial - in this case the rise in the value of the dollar is a risk that is outside the control of companies</p> <p>2. Afterwards ask the participants the following situation: You have opened a small coffee shop next to a university. What are the possible risks you may need to manage?</p>

	Use these categories of risk: Strategic, Operational, Financial and Hazard
Competencies developed	<ul style="list-style-type: none"> – Risk assessment, – Creative thinking can save business. – Critical thinking – Creative thinking
Empowered and enhanced skills	<ul style="list-style-type: none"> – Risk assessment skills – Environment studying – Situation evaluation
Objectives of the Unit	/
Learning Outcomes	<ul style="list-style-type: none"> – Risk assessment – Environment awareness – Solutions defining
Value proposition	Participants will understand risk and evaluate it regarding their business idea.
Social value	No special value, but risk assessment in any business will add to the business and will make it prepared for disturbances.
Country special needs	No

Activity name	U3-A8 STRONG BRAND
Duration	15 min
Number of Participants	All participants - can be done in pairs, small groups or as a whole class activity
Description of activity	<p>This activity will provide the structure for a discussion on the importance of branding. Ask the participants to identify a company or companies about which they can answer the four questions on the slide. It could be the company they work for or one they have previously worked for.</p> <ul style="list-style-type: none"> • What is the 'big idea' at the centre of the company? • What are the company's values? • Where is the company being taken in the future? • How is the company perceived? <p>Example: <u>What is the 'big idea' at the centre of the company?</u> If you take BlackBerry mobile phones as an example, the 'big idea' is that you have one piece of technology that integrates spoken and written communication in a new way. <u>What are the company's values?</u> According to research, most companies share the same values, for example, quality, openness, innovation, fairness to the individual, empowerment and teamwork. Google's famous 'Don't be evil' is an interesting example of an articulation of corporate values. <u>Where is the company being taken in the future?</u> The vision of a company is often expressed in their mission statements and such like. <u>How is the company perceived?</u></p>

	This relates to the personality of the company. An advertising campaign might, for example, present a company as very serious or in a light-hearted way. Apple is perceived as 'cool'.
Competencies developed	<ul style="list-style-type: none"> – Brand awareness – Critical thinking, – Creative approaching – Visioning – Teamwork
Empowered and enhanced skills	<ul style="list-style-type: none"> – Branding
Learning Outcomes	<ul style="list-style-type: none"> – Brand development – Know the customers – Communication with customers – Image
Value proposition	Participants will understand branding and importance of knowing what the customers think of our brand.
Social value	Companies should think of ways to incorporate social value in each brand. Even luxury brands can add social point in their branding and products.
Country special needs	No

Activity name	U3-A9 CUSTOMER PROFILE FOR DIFFERENT BRANDS
Duration	5 min
Number of Participants	All participants
Description of activity	<div>  <p>The photos on this slide of different people is designed to help the participants to outline a customer profile for each brand.</p> <p>Ask the participants to match the people with the brands, Apple, Disney, Ikea, Louis Vuitton and Nike and to give reasons for their choices.</p> <p>Commentary: There are no right or wrong answers here, but it is unlikely that the teenagers or the father with the young family would be interested in Louis Vuitton luggage. The teenagers are probably a bit too old for Disney but they are likely to provide the right customer profile for both some Apple and Nike products. The couple and the two women in the café are likely to provide the right sort of customer profile for both Apple and Ikea.</p> </div>
Competencies developed	<ul style="list-style-type: none"> – Brand awareness – Critical thinking, – Creative approaching – Visioning – Teamwork
Empowered and enhanced skills	<ul style="list-style-type: none"> – Branding, – Listening to customers – Product image development
Learning Outcomes	<ul style="list-style-type: none"> – Brand development – Know the customers

	<ul style="list-style-type: none"> – Communication with customers – Image
Value proposition	Participants will understand branding and importance of knowing what the customers think of our brand.
Social value	Companies should think of ways to incorporate social value in each brand. Even luxury brands can add social point in their branding and products.
Country special needs	No

Activity name	U3-A10 DEALING WITH CUSTOMER
Duration	15 min
Number of Participants	All participants
Description of activity	<p>1. Moderator could explain in more detail the expression “customer is always right” and see if participants agree. Participants need to describe to the class the ‘typical’ customer service in their surroundings (country) and compare it to other answers. This is connected to the processes as part of the business design elements</p> <p>2. Rank these customer service bad habits (1=the worst)</p> <ul style="list-style-type: none"> – slow staff – rude staff – unhelpful staff – staff ignoring you – staff not giving you an answer – being put on hold <p>Ask participants to think about when they have complained about poor service and to give a few examples. Go through the examples mentioned before and give a few ideas of your own of things that have happened to you. Ask the participants to discuss and rank the most annoying habit in groups then try to reach a whole class agreement.</p>
Competencies developed	<ul style="list-style-type: none"> – Customer needs awareness – Critical thinking, – Creative approaching – Visioning
Empowered and enhanced skills	<ul style="list-style-type: none"> – Customer needs awareness – Communication – Analytical and critical approach
Learning Outcomes	<ul style="list-style-type: none"> – Understand customers – Improve Communication with customers
Value proposition	<ul style="list-style-type: none"> – Participants will understand the importance of putting the customer always first. – Our business can differentiate and have better value proposition just by giving better treatment to the customers.
Social value	Providing the participants with idea that customers comes first.
Country special needs	No

Activity name	U3-A11 MYTHS AND QUESTIONS
Duration	10 min
Number of Participants	All participants
Description of activity	<p>Moderator should do this short activity before the start of the section</p> <p>There are two options:</p> <p>1. Ask question</p> <p>“If you started a business...”:</p> <ul style="list-style-type: none"> • ...what would you do if you received a bad review from a customer? • ...how would you identify and hire qualified employees? • ...what skills would you need to make the company a success? <p><u>If needed define more country specific questions.</u></p> <p>2. Rise myth as question:</p> <ol style="list-style-type: none"> a) Are Entrepreneurs born or made? b) Entrepreneurs are only in business to make money. c) Entrepreneurs are shady characters, ready to take legal shortcuts and are generally on the prowl for suckers to take advantage of. d) Entrepreneurs are high risk takers—real dart throwers. e) Only 1% of the population of country can be entrepreneurs? <p>Comments:</p> <ol style="list-style-type: none"> a) The average entrepreneur is 35 to 45 years old, has 10 years-plus experience in a large company, has an average education and IQ, and, contrary to popular myth, has a surprisingly normal psychological profile. b) Relatively few entrepreneurs ever earn the kind of bucks paid to CEOs these days. The entrepreneur’s real obsession is to pursue his or her customer/product vision. Money is the necessary fuel to do this. Investors or lenders can spot the “get-rich-quick” types and avoid them like the plague. c) Compared to unethical business leaders featured in the news, entrepreneurs don’t seem so greedy after all. The unhappy fact is that low ethics and illegal tactics seem pretty well distributed throughout the population around the country. d) Entrepreneurs may be innovative, but that doesn’t make them foolish. It’s their money they’re risking. The reality is that big company executives regularly take greater risks with shareholders’ money than entrepreneurs are willing to take with their own. As to the “risk” of leaving a secure job and starting out on their own, all risk is relative. Most entrepreneurs believe that the greater risk is to leave your future reward and satisfaction in the hands of a series of corporate bosses, all of whom have their own agendas to push. Being on the corporate payroll for the next 30 years is a risk most entrepreneurs aren’t willing to take.

	e) No one's suggesting that everyone just do his or her thing or that the whole world should work in a garage. What is suggested is that everyone needs to become competitive, including the folks in giant corporations. For mavericks and foot soldiers alike, a strong dose of old-fashioned enterprise isn't a bad place to start. The society must encourage free entrepreneurial spirit and encourages it to redistribute wealth between larger corporations and the people.
Competencies developed	<ul style="list-style-type: none"> – Critical thinking, – Creative approaching – Visioning
Empowered and enhanced skills	<ul style="list-style-type: none"> – Communication – Analytical and critical approach
Learning Outcomes	<ul style="list-style-type: none"> – Overall business creation questions explained.
Value proposition	<ul style="list-style-type: none"> – Participants will understand the importance of some questions that might come up while creating business.
Social value	Providing the participants with a views regarding the new business idea and gathering feedback to solve it.
Country special needs	No

Activity name	U3-A12 ONE SENTENCE BUSINESS PLAN												
Duration	20 min												
Number of Participants	All participants												
Description of activity	<p>Moderator should explain briefly the steps in Business plan.</p> <p>Step 1 – Write what you are going to do - as clearly as you can, what you are setting out to do and how.</p> <p>Step 2 – Write how your business is going to work- what is going to happen and what the business will achieve</p> <p>Step 3 – Write down who your target market is- be as specific as you can – if you are targeting 25-35year olds with one leg longer than the other, then say that!</p> <p>Step 4 – Who is going to be working with you - This is any information about who you are going to be working with, if any, and yourself.</p> <p>Step 5 – Financing - How will you afford to do what you are doing? Sources of funds, amounts of funds and any useful information.</p> <p>Step 6 – Risks - list anything that might affect the business badly.</p> <p>The participants need to define this in one-two sentences and write in the table</p> <table border="1"> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> <tr><td>5.</td><td></td></tr> <tr><td>6.</td><td></td></tr> </table>	1.		2.		3.		4.		5.		6.	
1.													
2.													
3.													
4.													
5.													
6.													
Competencies developed	<ul style="list-style-type: none"> – Business plan writing – Critical thinking, 												

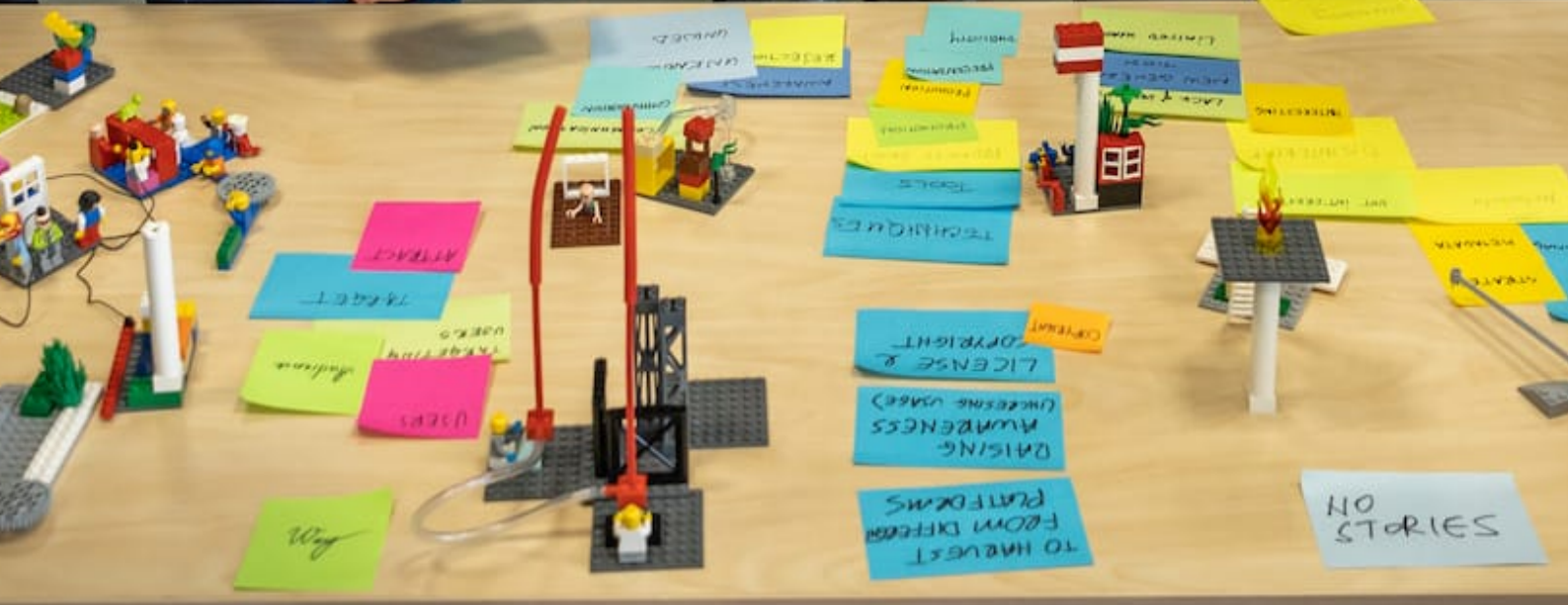
	<ul style="list-style-type: none"> – Creative approaching – Business Visioning
Empowered and enhanced skills	<ul style="list-style-type: none"> – Analytical and critical approach – Planning
Learning Outcomes	Overall business key questions defined and explained.
Value proposition	Participants will understand the importance of business plan and importance of defining key questions in the start.
Social value	Providing the participants with clear views regarding the plan for the new business.
Country special needs	No

ONLINE RESOURCES

Existing resources:	<p>Readings, Websites, Videos and tutorials:</p> <ul style="list-style-type: none"> – https://www.inc.com/neil-patel/7-business-activities-entrepreneurs-should-always-be-doing.html – https://entrepreneurhandbook.co.uk/marketing-mix-definition-overview/ – https://wearegrow.com/10-steps-to-building-the-perfect-marketing-mix-for-your-business/ – https://www.extension.purdue.edu/extmedia/ec/ec-730.pdf – https://www.angl180.com/insights/4-ps-marketing-mix – https://www.notredameonline.com/resources/business-administration/six-tips-for-setting-business-goals/ – https://www.dummies.com/business/start-a-business/business-plans/set-goals-and-objectives-in-your-business-plan/ – https://smallbusiness.chron.com/10-important-business-objectives-23686.html – https://www.feedough.com/business-strategy-definition-levels-examples/ – https://www.entrepreneur.com/article/70824 – https://marketingmix.co.uk/people/ – https://www.entrepreneur.com/article/70824 – https://www.learnmarketing.net/servicemarketingmix.htm – https://www.digitalvidya.com/blog/7-ps-of-marketing/ – https://www.shopify.com/encyclopedia/product-positioning – https://www.aha.io/roadmapping/guide/product-strategy/what-is-product-positioning – https://www.businessballs.com/change-management/personal-change-stages-john-fisher/ – https://www.marketing91.com/process-in-marketing-mix/ – https://www.smallbusiness.wa.gov.au/business-advice/insurance-and-risk-management/risk-management
----------------------------	--



	<ul style="list-style-type: none">– https://www.inc.com/encyclopedia/product-positioning.html– http://alexanderedc.org/wp/wp-content/uploads/2012/10/a-guide-to-business-creation.pdf
--	---



UNIT 4. BUSINESS IDEA GENERATION AND EVALUATION

UNIT DESCRIPTION

Coming up with a great idea or spotting an opportunity is key to successful business. The first idea is usually not the best. In order to have great idea you need to have many ideas. Various methods can help you generate ideas. But not every idea is also a good business opportunity. You need to evaluate your ideas from different perspectives in order to make the decision and start the business. The Ideation process lies at the centre of the business startup process where entrepreneurs invest time in design thinking and connecting data sources to opportunities for innovation. Ideation is about generating, developing, and evaluating ideas for launching innovative and viable new ventures. The intention of Ideation is to provide entrepreneurs with the chance to identify possible opportunities for their entrepreneurial pursuit. Entrepreneurs are following replicable process to turn idea to business. First they need to identify unmet market need or customer desire. Then they need to think how to satisfy this need or desire. What products or services can help customer deal with that? When they have the idea for product or service they must think what resources are needed for creating the product or service. They create a preliminary business plan. In case of very simple business ideas, this plan can be only mental with basic financial calculations. But every entrepreneur needs to determine which resources are needed for a successful start of business operations. This estimate needs to encompass also costs of delivery. When everything works out, successful entrepreneurs can replicate the process of value creation, delivery and payment in order to maintain sustainable business.

The process of turning idea into opportunity is complex and requires thinking and planning. First you need to decide on your market entry strategy. How will you get your product or service on market and more importantly, how will you persuade potential customers about the added value of your product? You need to identify resources that are needed for the market offering. What do we need in order to offer the service or product? This is not only the monetary cost, but you need to think about knowledge, skills, people - employees, partnerships that are needed to create a sustainable business. When evaluating the potential of the opportunity it is good to assess the scalability of the business. In case the business grows, what does it take to scale the operations? Based on the market estimate and value of your product / solution proposition, you propose a pricing strategy of your business. That is important for you cash flow projections. Paired with your cost estimates you have another parameter for opportunity evaluation. Additionally, the evaluation of ideas is one of the most complex and demanding tasks in idea management, innovation management as well as in the management of digital transformation in a company. The challenge is to filter out ideas that are within strategic search fields, that are not too obvious but also not unrealistic. Successful ideas are within a narrow range.

The Objective of the unit is to learn methods and develop skills for idea generation and their evaluation. Taking the idea and developing it further. Ideation techniques will be examined as well as the processes that should be followed. Additionally, tools for idea evaluation will be presented.

Theoretical Background

Unit of learning	Business idea generation and evaluation
Duration in hours	6,30
Partner responsible	UTH
Objectives of the Unit	Learn methods and develop skills for idea generation and their evaluation. Taking the idea and developing it further.
Learning Outcomes	Methods and skills for idea generation and evaluation.
Entrepreneurial mind state & skills developed	Ideation, Brainstorming, Team working, Value creation, Problem solving, Market research, Critical thinking
Overcoming challenges	Problem solving, idea creation, identify customer needs
Identified strengths	Ideation skills , idea evaluation skills, Problem solving

Business idea generation and evaluation

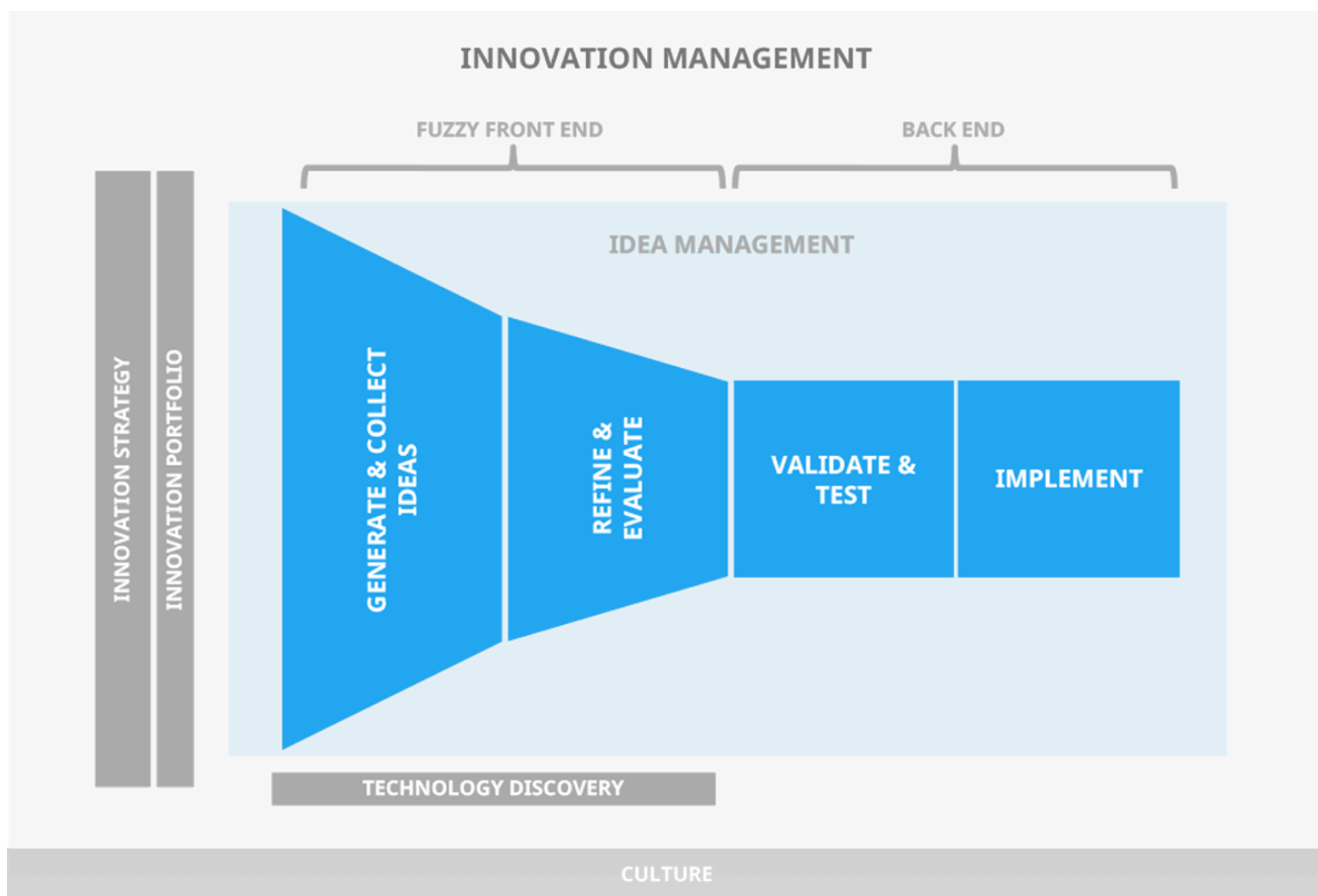


Image from Dilbert.com

What is idea generation and why it's important?

Idea generation is [described](#) as the process of creating, developing and communicating abstract, concrete or visual ideas.

It's the front end part of the [idea management](#) funnel and it focuses on coming up with possible solutions to perceived or actual problems and opportunities.



Source: <https://www.viima.com/blog/idea-management>

As mentioned, ideas are the first step towards making improvement. Us making progress as individual **human beings** depends on new ideas. From the perspective of an individual, new ideas can help you to move forward if you feel stuck with a task or are unable to solve a certain problem.

On a larger scale, **economies** depend on innovation to drive growth and increase well-being. Innovation creates new technologies and businesses, which provide new jobs for people.

So, although innovation isn't about ideas alone, they are an important part of the equation as there wouldn't be one without the other.

Tools and techniques for generating ideas

The odds are that you'd run a brainstorming session. It has, however, [been shown](#) that brainstorming not only takes more time and leads to less ideas, but also worse ideas than if the same participants had just tried to come up with ideas by themselves.

There are several other reasons why brainstorming may not be the best way to come up with ideas. Scheduling, organizing and documenting the session in a usable format will all take up even more time.

Although there are certain ways to improve brainstorming performance, it's beyond the point. The point is that you shouldn't automatically default to brainstorming.

There are, however, some other useful techniques that might be worth giving a shot to challenge conventional thinking. Because you're going to need different ideas, it's good to have a few techniques in mind for generating them. Most of these ideation methods can be used for more effective brainstorming but also for other type of ideation.

Idea Challenge

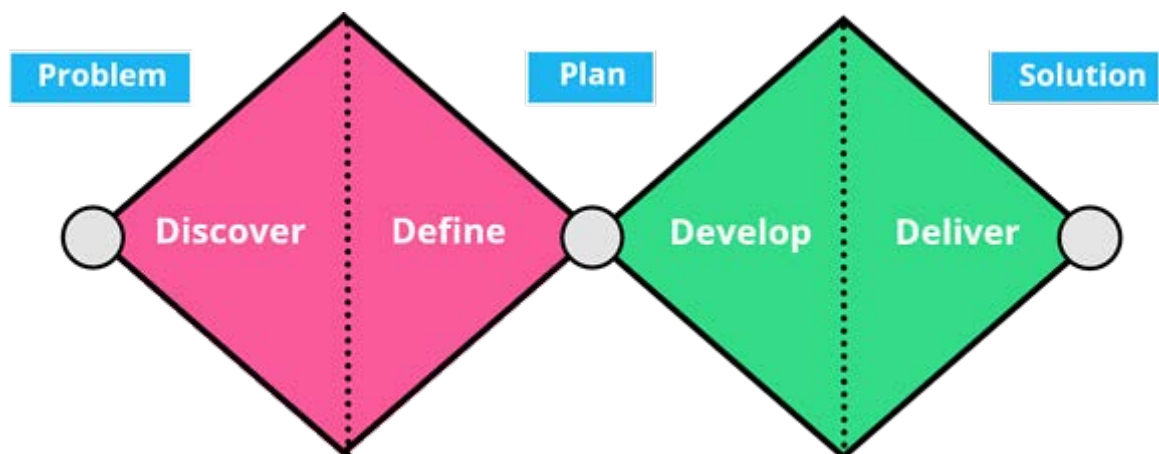
Idea challenge is a focused form of innovation where you raise a problem or opportunity with the hopes of coming up with creative solutions.

The point of idea challenge is to participate in ideation and **generate ideas around a pre-defined theme** for a limited period of time.

It allows you to form a specific question and direct that question at a specific audience to receive new ideas and unique insights.

Before setting up an idea challenge, it's important to define what you want to accomplish with it.

Because there are two types of idea challenges, **problem** centric and **solution** centric approaches, you should first clarify whether you're looking to **identify challenges** or **develop potential solutions** for them.



Source: <https://www.viima.com/blog/idea-management>

When organizing an idea challenge, there are different parameters that you can choose to achieve the outcomes you're looking for, such as **theme, audience, responsibilities, time, or channels**.

Keep in mind that idea challenge is the best technique when you need to generate lots of new ideas. It may not be the most effective way to generate ideas if you only involve a few experts in your ideation process as it's proven to be more useful for engaging large audiences.

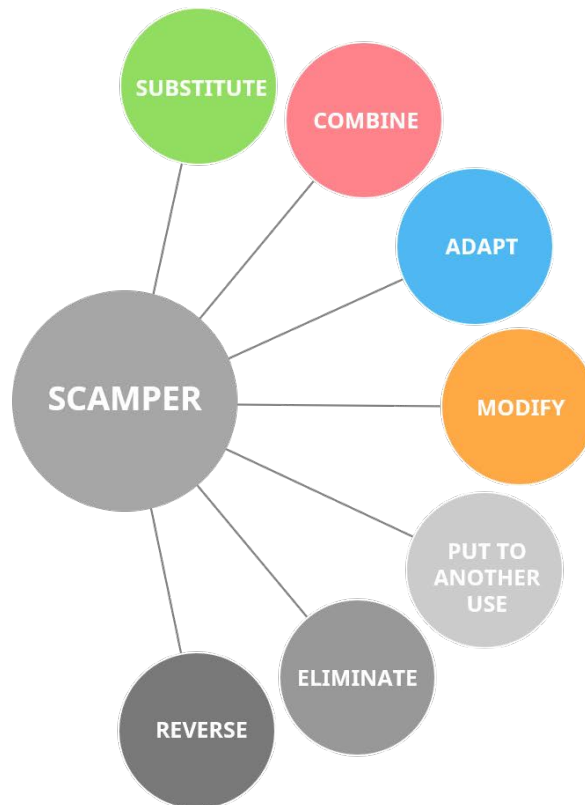
Although idea challenge enables you to gather lots of ideas fast, careful planning takes time and might not be worth the effort if there are no resources to execute it properly. Also, right timing is necessary for it to succeed.

SCAMPER Technique

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The **SCAMPER** technique is created by Bob Eberle, and is a method used for problem-solving and creative thinking. It's a holistic way of applying critical thinking to modify ideas, concepts or processes that already exist.

The purpose of the SCAMPER is to make adjustments to some parts of the existing idea or process to reach the best solution. It consists of seven actions that can be used to replace parts in the process:



Source: <https://www.designorate.com/a-guide-to-the-scamper-technique-for-creative-thinking/>

1. Substitute – Substitution technique refers to replacing a part of your product, concept or process with another to achieve even better outcome.

2. Combine – The combine technique explores the possibility to combine two ideas into a single, more effective solution.

3. Adapt – Adaptation analyses the possibilities to make the process more flexible and focuses on other similar incremental improvements to the idea, process, or concept.

4. Modify – Modifying the idea looks at the problem or opportunity from a bigger perspective and aims for improving the overall results, not just the idea.

5. Put to another use – This approach focuses on finding ways to use the idea or existing solution for another purpose and analyses the possible benefits if applied to other parts of the business.

6. Eliminate – The elimination technique is quite straightforward: it examines the possible outcomes if one or more parts of the concept were eliminated.

7. Reverse – This action focuses on reversing the order of interchangeable elements of an idea.

Although the SCAMPER technique was originally designed for brainstorming sessions, it can be applied to your own thought processes as well.

Often, people tend to focus on finding the next big idea. When generating new ideas, it is easy to forget that the continuous incremental improvements are the ones that really make an impact in the long run.

When you make ideation a constant practice, you'll have a good chance to win that big idea through a number of small ones. Sometimes, all it may take is to have **look at what you've already got**. Using your existing ideas or processes as a starting point can reveal a lot about your current situation, which is what the SCAMPER technique is about.

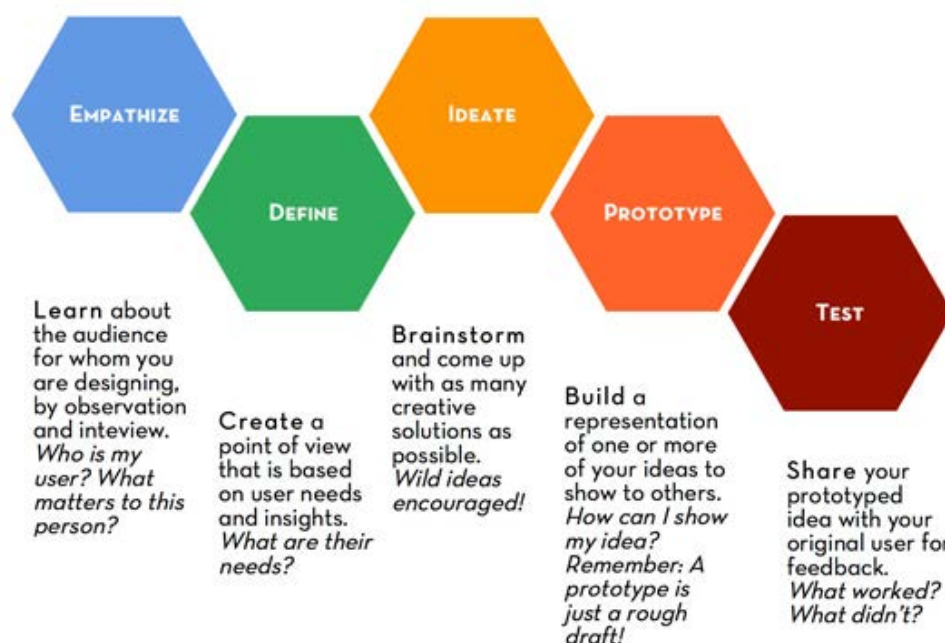
Opposite Thinking

Opposite/reverse thinking is a technique that can help you **question long-held assumptions** related to your business. It's a useful tool to consider if you feel your team is stuck with the conventional mindset and coming up with those "out-of-the-box ideas" seems to be difficult.

Often, finding the best solutions aren't found through a linear thought process. Although our brains are wired that way, opposite thinking can help us question the norm.

With this type of thinking, you consider the exact opposite of what's normal. You can even think backwards to find unconventional solutions.

The Design thinking approach



Source: <https://medium.com/@connectedio /design-thinking-not-just-for-designers-part-1-b66012ed664f>

Design Thinking is a design methodology that provides a solution-based approach to solving problems. It's extremely useful in tackling complex problems that are ill-defined or unknown, by understanding the human needs involved, by

re-framing the problem in human-centric ways, by creating many ideas in brainstorming sessions, and by adopting a hands-on approach in prototyping and testing. Understanding these five stages of Design Thinking will empower anyone to apply the Design Thinking methods in order to solve complex problems that occur around us — in companies, in countries, and even on the scale of our planet. The five-stage Design Thinking model proposed by the Hasso-Plattner Institute of Design at Stanford (d.school). d.school is the leading university when it comes to teaching Design Thinking. The five stages of Design Thinking, according to d.school, are as follows: Empathise, Define (the problem), Ideate, Prototype, and Test.

Managing ideas

Although generating ideas is often the easy part of innovation, collecting and managing them can be challenging without a proper tool.

Because people often come up with new ideas then and there, they should be able to collect these ideas right when they arise.

Many people use digital or physical notebooks to write down their ideas on the go. This method works well when you just want to make notes for your own use. However, when you want to share that information with others and ask for feedback for further improvement, this isn't the most effective way.

If you need to involve more people in your [ideation process](#), you might want to consider a dedicated idea management tool to make sure all of the potential ideas are collected in one place.

How to Evaluate Business Ideas

Once you've accumulated a few promising business ideas, it's time to start evaluating them critically for viability.

You'll want to consider both internal factors (determined by you) and external factors (determined outside of your control) to get the complete picture.

Here's what you should consider...

Internal Checks

There are many unknowns in every new business venture. But there is one definite known quantity – *you*.

And, while your business's success will depend on many things, your skills, knowledge, and work traits will play a huge role in your success or failure. So, it's important that your business idea is compatible with you.

Here are some questions to ask as you review your possible business ideas:

Do you care enough about your idea to devote most of your time to it?

Do you have the skills and/or knowledge to pull it off? (If not, do you have resources who can help?)

Can you live with or enjoy the day-to-day duties this business will entail?

How much of your own time/money do you have to devote to this venture? And, is that enough?

External Checks

Perform a market analysis

Your market is the audience of people who may buy your product or use your service. Without a market, every business idea is doomed to fail.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

But, it's not enough to assume that a market exists. You must dig deeper so you don't build a business around faulty assumptions.

Here are a few questions you should answer with your research:

- Is there a market for your product or service? (Who will buy from you?)
- How many potential customers are in your market?
- Is the market big enough to sustain your business?
- Can your target audience afford your product or service?

Review your competition

Once you've researched your market and established that it's healthy enough to sustain your business, it's time to consider who *e/se* may be vying for your market's money and attention.

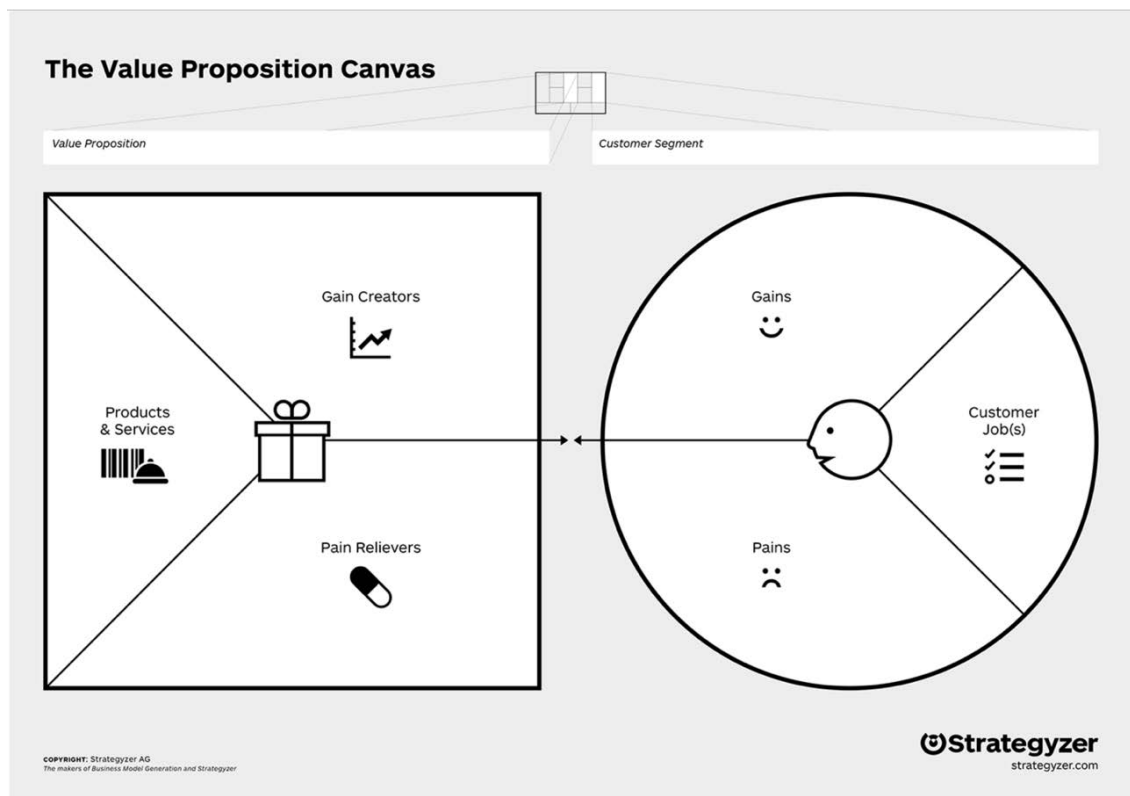
Unless you're very, very lucky, you won't be the only game in town. You'll be competing against other businesses for those same customers.

- What market share will you need to claim in order to sustain a healthy business?
- What market share is already controlled by your competitors?
- Is there a giant brand that has already cornered your market?
- What is your business's unique selling proposition? (How is your business different from the competition?) We discuss how to find your unique selling proposition, and much more, in our guide on creating a unique and memorable [brand identity](#).

You may have a brilliant business idea. But, if the market is already cornered or over-crowded, that will make it harder for your business to carve out the space necessary to succeed.

Value Proposition Canvas

VPC is an extension of Alex Osterwalders Business Model Canvas.



Source: <https://strategyzer.com/canvas/value-proposition-canvas>

Value proposition canvas is a simple one-page tool that helps you categorize thoughts about the product in direct perspective to customer needs. It visually pairs your solutions to pains and wants of your future customers.

Right side of the canvas represents the customer segment (persona). What you write to the canvas should be based on the behaviour you observe in the market. Do a Painstorming exercise before filling out your canvas.

The space for Jobs should include tasks that your customers are trying to get done. Connect this with the industry you aim for with your future business. If you don't have industry preference, follow the lives of your segment in general.

Under the space labelled Gains J describe what they would love to have. What they expect, desire, would be surprised with (functional utility, social gains, positive emotions, cost savings)

Under the space Pains L write what they don't like. What things connected to the jobs they want to change?

On the left side of the canvas you describe the value you are offering to them.

In the space Products & Services write what you offer to customers. It should be a simple product or service description.

In the space Pain relievers explicitly explain how your product or service will alleviate customer pains before, while and after the customer is trying to get their job done.

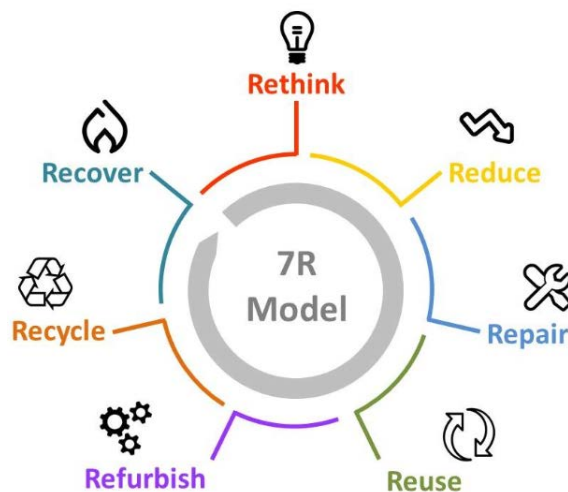
In the space Gain Creators, explain how your products or services positively impact customer lives. You list explicit benefits and outcomes of using your product or service.

We can talk about Problem solution fit when the features on the left side map onto the spaces on the right side. You can easily spot any contradictions and you need to adapt your business accordingly.

We talk about Product market fit when your sales start to grow. Customers are buying and you see growing tendency

Evaluate your Circular economy idea using The 7R Model

Circular Economy aims to keep products, components, and materials at their highest utility and value, at all times. The way to do this is to focus on the principals of the model, commonly known as the “7 R’s” of circular economy.



1) Rethink solutions at every system level by exploring alternatives and restating problems. Evidenced by the rapid rise of the sharing economy, a fundamental shift from ownership to sharing is already taking place. Nowadays there is Airbnb to share houses, numerous sites to share cars, and the [Peerby platform](#) for sharing all that other stuff. Sharing products beyond singular ownership obviously requires substantially less minerals and resources.

2) Reduce resource use by applying lean design principles and extending product life spans. Introducing bionic algorithms to computer-aided design linked to 3D printing can substantially reduce resource usage. Last month Airbus APWorks presented its [Light Rider](#), the world’s first 3D printed motorcycle with a frame structure of only six kilograms. Just imagine the possibilities when applying such concepts to for example the resource intensive construction industry.

3) Repair components and parts so that products can be used longer by one and the same user. No one would part from a bicycle because of a flat tire. With the value of the bicycle being relatively high and repair of the tire fairly easy, you logically opt for repair. Nonetheless, for example thinking of rather affordable household appliances, we still discard many products that easily could have been repaired.

4) Reuse products by transferring them in their original (or modified) form to another user. Where second-hand marketplaces such as eBay are thriving on the reuse of consumer goods, we now also see reuse of industrials goods gradually picking up. An interesting example is offered by a railway depot to be built in Groningen where contractors are being challenged to reuse sleepers,

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

rails and clamps as well as railway switches and overhead catenaries no longer needed elsewhere.

5) Refurbish products by replacing malfunctioning components and parts by new ones. A personal favourite here is [OUD NOW](#) who are turning old cabinets into new designs. Designer Theo Herfkens simply replaces the broken antique chassis with a tailor-made modern one. Ideal for people that can't part from their grandparents heritage yet like a current and stylish interior.

6) Recycle materials or resources by disassembling components and separating parts. With one tonne of electronic waste likely to contain much more gold than a tonne of gold ore, so-called urban mining is hot and happening. An interesting example here is Apple's recently unveiled [recycling robot Liam](#) that disassembles your old iPhone to recycle valuable metals such as silver and platinum. Estimates indicate that about one third of global demand for rare metals can be covered by urban mining.

7) Recover embedded energy from non-recyclable waste material where feasible. With a 100% circular economy technically and economically yet unattainable, the embedded energy from non-recyclable waste may at least be converted into energy through waste-to-energy processes such as combustion and gasification. In the Netherlands about one fifth of waste is diverted from landfill to incineration facilities to recover useful energy.

To the flanks of the model we plotted 'flows of energy' and 'cascading materials'. As for the former, Tesla comes to mind - shaking up the automotive industry with its electrical vehicles as well as the energy markets with its energy storage solutions. As for the latter, [Freitag](#) is an interesting game changer – upcycling well-travelled truck tarps into fashionable one-off bags and accessories of high quality and increased value.

ACTIVITIES

Activity name	U4-A1. Bug report
Duration	1 hour
Number of Participants	25
Description of activity	Each participant presents 2 “bugs” from everyday life related to Circular economy
Competencies developed	Critical thinking, Ideation, Problem solving
Empowered and enhanced skills	Critical thinking, Problem solving

Objectives of the Unit	Problem and needs assessment
Learning Outcomes	Problem and needs identification
Value proposition	Problem and needs identification
Social value	Identifying problem and needs related to circular economy
Country special needs	

Activity name	U4-A2. 2 Cool
Duration	1 hour
Number of Participants	25
Description of activity	Participants will search the internet and present two “cool” business ideas related to circular economy
Competencies developed	Market analysis, Information seeking
Empowered and enhanced skills	
Objectives of the Unit	Identify good practices in circular economy business
Learning Outcomes	Analysis of good practices in circular economy
Value proposition	Participants will search the internet and present two” business ideas related to Circular economy
Social value	Identify good practices in circular economy business
Country special needs	

Activity name	U4-A3. Design Thinking workshop
Duration	2,5 hours
Number of Participants	20

Description of activity	Participants in couples or groups will follow the instructions of the facilitator. Using the Design thinking canvas will pass through the different stages of ideation and evaluation of their business idea
Competencies developed	Critical thinking, Ideation, Problem solving, Idea generation, Idea evaluation, Needs assessment
Empowered and enhanced skills	Team working, Leadership, Critical thinking, Ideation, Problem solving, Idea generation, Idea evaluation,
Objectives of the Unit	Idea creation and evaluation/Problem solving
Learning Outcomes	Come up with a business idea and gaining feedback for evaluation
Value proposition	Idea creation and evaluation/Problem solving
Social value	Identifying problems/needs and solutions related to circular economy
Country special needs	

Activity name	U4-A4. Creating the Value proposition
Duration	1 hour
Number of Participants	20
Description of activity	Participants in couples or groups will follow the instructions of the facilitator. Using the VP Canvas will create and evaluate the value proposition of their idea
Competencies developed	Critical thinking, Market analysis, Needs assessment, Problem solving
Empowered and enhanced skills	Team working, Critical thinking
Objectives of the Unit	Creating the value proposition of the business idea
Learning Outcomes	Participants will create and evaluate the value proposition of their business idea
Value proposition	Participants will create and evaluate the value proposition of their business idea
Social value	Creating value propositions for problems and needs related to circular economy
Country special needs	

ONLINE RESOURCES

<p>Existing resources:</p>	<p>Websites:</p> <ul style="list-style-type: none"> • http://www.businessdictionary.com/definition/idea-generation.html • https://www.viima.com/blog/idea-management • https://hbr.org/2015/03/why-group-brainstorming-is-a-waste-of-time • https://www.viima.com/blog/the-complete-guide-to-idea-challenges • https://www.designorate.com/a-guide-to-the-scammer-technique-for-creative-thinking/ • https://www.boardofinnovation.com/tools/opposite-thinking/ • https://blog.prototypr.io/ux-exercise-the-gift-giving-project-3e57761ec85c • https://www.viima.com/blog/the-ultimate-guide-to-idea-management-processes • https://www.crowdspring.com/blog/brand-identity/ • https://strategyzer.com/canvas/value-proposition-canvas • https://www.oudnow.nl/portfolio • https://medium.com/@connectedio /design-thinking-not-just-for-designers-part-1-b66012ed664f <p>Videos and tutorials:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=ysBLrBahcl0 • https://www.youtube.com/watch?v=Fad7zXGR85c • https://www.youtube.com/watch?v=AYshVbcEmUc • https://www.youtube.com/watch?v=x8OQw8gptGc • https://www.youtube.com/watch?v=-FzFk3E5nxM • https://www.youtube.com/watch?v=ReM1uqmVfP0
-----------------------------------	---

UNIT_5

SKILLS AND MIND STATE DEVELOPMENT



UNIT 5. SKILLS AND MIND STATE DEVELOPMENT

UNIT DESCRIPTION

Unit of learning	Skills and mind state development
Duration in hours	6,30 hours
Partner responsible	NOVEL
Objectives of the Unit	Enrich the skills development process of the target group
Learning Outcomes	A portfolio of capacity-learning activities
Entrepreneurial mind state & skills developed	The mind state of a green entrepreneur is suggested, according to the current demands of the market
Overcoming challenges	Challenges, such as failure, are envisaged in this Unit
Identified strengths	The identified strengths are related to self-confidence and innovation about creating a new business, based on recycling processes

THEORETICAL BACKGROUND

The field of Entrepreneurship in Circular Economy can definitely include a wide variety of practical dimensions. Entrepreneurial opportunities can be exploited within but also beyond a national market, given that there is a system of actively operating businesses in the Circular Economy, which aims at minimizing waste and making the most of resources. In this Unit, the reader can find information on the most relevant skills needed for building a start-up or upgrading an existing business model. This share of knowledge will empower interested adults to enhance their competences and comply with the current demands of the international market.

According to EU Skills Panorama 2014, *entrepreneurial skills combine a range of technical, management and personal skills. As such, there is no established, simple definition of the entrepreneurial skillset.*¹ However, it is often that entrepreneurs are tasked to discover new problems, reveal potential niche opportunities, refactor their

¹ Cedefop, Skills Panorama, EU SKILLS PANORAMA 2014: analytical highlight-focus on Entrepreneurial skills, 2014, <https://skillspanorama.cedefop.europa.eu/en>

original business process, and innovate on their own. Given that, it is also required that entrepreneurs need to reach out to their targeted audience by using marketing techniques to increase the visibility of their company. This set of skills is composed of technical, managerial, and personal qualifications that one shall have to develop, according to OECD²:

- ✓ Technical – communication, environment monitoring, problem solving, technology implementation and use, interpersonal, organisational skills.
- ✓ Business management – planning and goal setting, decision making, human resources management, marketing, finance, accounting, customer relations, quality control, negotiation, business launch, growth management, compliance with regulations skills.
- ✓ Personal entrepreneurial – self-control and discipline, risk management, innovation, persistence, leadership, change management, network building, and strategic thinking.



Different studies, though, demonstrate a different set of skills for entrepreneurs. In Maria Jose Susa's research³, for instance, the characteristics of a successful entrepreneur can be taught throughout one's life span and may finally include the following:

- ✓ Ability to achieve goals, particularly planning and autonomy to achieve results.
- ✓ Self-confidence to achieve defined goals and overcome obstacles.
- ✓ Sense of responsibility for the success or failure of business.
- ✓ Ability to learn using failure as a learning experience in a positive way.
- ✓ Ability to develop and maintain a successful business through hard work and effort.
- ✓ Ability to develop innovative new approaches to the market, new concepts, new products and services.

² OECD (2014), Job creation and local economic development, https://read.oecd-ilibrary.org/industry-and-services/job-creation-and-local-economic-development_9789264215009-en#page1

³ Maria Jose Sousa, Entrepreneurial Skills Development, 2014
https://www.researchgate.net/publication/268816221_Entrepreneurial_Skills_Development

- ✓ Capacity of initiative identifying and implementing new business opportunities.
- ✓ Ambition to achieve goals.
- ✓ Persistence to face obstacles and reset strategies.

That being said, the knowledge of the entrepreneur is based overall on cognitive, social and relational skills. The combination of these different skill categories helps in creating and running a business. On the one hand, cognitive skills include creative thinking, formulation and problem solving, decision making and initiative. On the other hand, social and relational skills include communication skills, capacity for teamwork and ability to adapt to new situations. These competences can finally be enriched by some technical expertise including working methods, processes and contexts.

The successful combination of the aforementioned capacities can be reached via the development of strategies, e.g. mechanisms, that the entrepreneur needs to adopt for the creation and the implementation of technological, organizational and market innovations.

The specifics of the markets

The analysis of the environment where the business is going to operate and to grow, is part of the wider market analysis and offers a particular identity to the company itself. In the case of the Circular Economy, where an entrepreneur looks for products or services that can be extended in life and contribute to resource recovery, there are some technical specifications which are unfamiliar to the business world.

First of all, the idea of recycling and of using the products and/or services based on biological standard, calls for a different kind of customers than the rest of the industrialized market. For this reason, Circular Economy Enterprises have to adapt to possible customizations to cope with the competitiveness of the market, and more specifically, with their potential customers. Even management systems are put into practice in order to sustain specialized techniques, such as the use of biologically degradable materials. In other words, a Circular Economy company has different processes: from business management to marketing, human resources management, financial management and risk management.

The formalities of networks

Since 'Green Economy' is a rather new and developing field, circular entrepreneurs need to have an ambition of creating and managing both informal networks related to partners and formal networks related to their customers, their suppliers, and official bodies. This process requires a strong motivation which can be associated with innovators and early adaptors. It is possible that consumer behaviors are stabilized and innovative products are not always welcomed by industries or societies as a whole. Taking this into account, circular entrepreneurs should inspire their customers rather than imposing on them new concepts with which they are unfamiliar.



In other words, they should have the capacity to exert influence that boosts inspiration, instead of using manipulative techniques that cause the unwanted effect of promotion failure. The network of an entrepreneur will help the business to thrive via sharing with the audience the understanding that waste material can be utilized and redesigned by synthesized organic compounds, already existing in nature.

The Green competences

The concept of investing in circular economy as an entrepreneur is also associated with raising societal awareness of, and attention to, the issues of climate change and sustainability. The role of digital technologies can act as a driver for greener and more sustainable economic sectors, which can not only stimulate job insertion for the society, but also strengthen localized, small-scale, circular and collaborative economies.

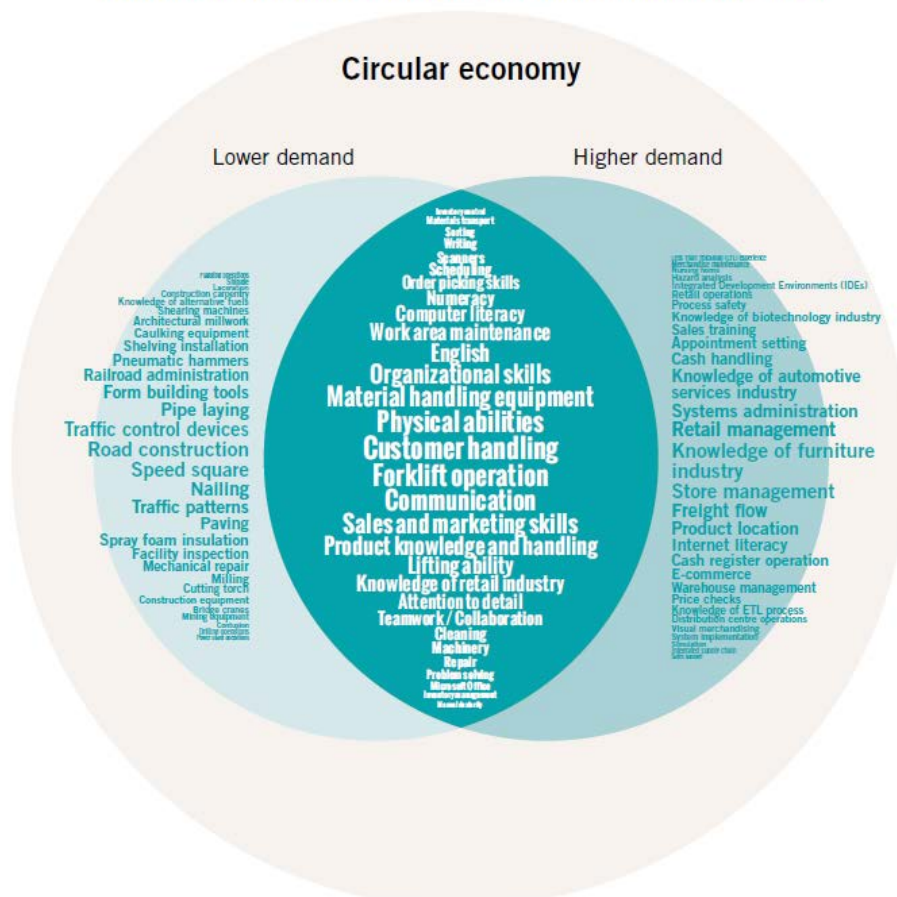
Bearing, thus, in mind the social and local impact on the entrepreneur's immediate territory, it is important to highlight the 'green competences' that are required for initiating policy recommendations for future changes. A circular economy entrepreneur will have to be able to respond to digitization processes and to create the necessary grounds for upskilling the job market. The enterprise itself will be endowing innovative processes with by-design green and sustainable principles that benefit both society and the environment.

Having said that, an entrepreneur will be capable of applying digital transformation in the field of circular economy by upgrading personal competences and encouraging innovation. In this way, the added value of the green enterprises will contribute in addressing the current challenges of youth employability and the sustainability of productive sectors that are under threat.

The Green transition of jobs

According to the International Labour Organization, the circular economy enterprises are linked with 'drivers of change', such as labour migration, which shed light upon the social issue of climate change⁴. In the same line, digitalization has also been an important trend globally since 2011, highlighting the need to continue advancing information and communications technologies (ICT) for the green economy and developing green skills within this sector to promote sustainable development. It becomes apparent that the most widespread effect of the green transition on Employment is the need to reskill or upskill within existing occupations of a country. Entrepreneurs should take into account that the green occupations are rarer and tend to emerge at higher skill levels. In terms of low-skilled occupations, these tend to require limited adaptation to greener work processes, creating internal delays in the day-to-day functioning of an enterprise.

Figure 6. Overlap of core and technical skills for workers in mining, construction, manufacturing and transport, in declining and in growing industries (circular economy scenario)



The way sustainable entrepreneurs act creates sustainable development for the society as a whole through the establishment of entrepreneurial corporate

⁴ International Labor Organization (ILO), Skills for a greener future: A global view based on 32 country studies, 2019 https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_709121.pdf

⁵ ibid

activities. These entrepreneurial activities include sustainability innovations which aim to respond to the mass market. Besides, *the principle of circular economy is built on the notion that all resources should be able to sustain indefinitely, thereby covering the entire realm of sustainability: resources, energy, labour*⁶.

Main goal ¹ Type	Enterprise according to the circular economy principles	Creating sustainable development through entrepreneurial corporate activities	Achieve societal goals and secure funding to achieve this	Developing new institutions or facilitating change in existing institutions
<i>Circular entrepreneurship</i>	Yes by definition	Yes	Yes	Likely
<i>Sustainable entrepreneurship</i>	No	Yes by definition	Possibly	Possibly
<i>Social entrepreneurship</i>	No	Possibly	Yes by definition	Possibly
<i>Institutional entrepreneurship</i>	No	Possibly	Possibly	Yes by definition

7

What makes though sustainable entrepreneurs differ from social entrepreneurs? The difference is that social entrepreneurs act in order to achieve their societal goals in the first place, securing funding is considered the means to an end⁸. From that follows logically that a social entrepreneur (when striving to a goal that promotes environmental sustainability as well as social benefits) can in some cases be called a sustainable entrepreneur as long as the entrepreneurial corporate activities are a means to an end. Therefore, circular entrepreneurs are always sustainable entrepreneurs and sometimes social entrepreneurs but not the other way around, as indicated in the table above.

Skillset panorama

The skills of a green entrepreneur have not yet been defined on an international level, neither have they been standardized. As in every case of start-up business, individuals should be able to foresee the research and development in their field, in terms of the quality of their results. The efficient and effective operation of a business depends on the continuous progress and upskilling of its corporation. In this chapter, we are going to examine each skill on a separate basis by focusing upon its specific attributes.

a) Creativity

Creation is often seen in parallel with innovation. This is true, especially when viewed from the perspective of the fast-driven economic environment which favors enterprises that can be flexible, think fast, and adapt to changes. Nowadays, every

⁶ Ellen McArthur Foundation, 2012 cited in Tim Daalderop, Circular Entrepreneurship, The case of Urban Agriculture in the Circular Economy, 2016 <https://edepot.wur.nl/385546>

⁷ Schaltegger & Wagner, 2010 cited in <https://edepot.wur.nl/385546>

⁸ Zahra et al., 2009; Schaltegger & Wagner, 2010 cited in <https://edepot.wur.nl/385546>

business tries to grow and expand while also surpassing the competition. It is not recommended to imitate other businesses' strategy, but to innovate and to come up with stellar solutions instead.



b) Time management

It may seem counter-intuitive for an entrepreneur to dedicate precious time to learning about time management, instead of using it to get on with his enterprise, but the benefits are enormous. It is particularly important when time is limited and demands are increasing, to be able to allocate your time in order to achieve greater productivity and efficiency. A circular entrepreneur should value prioritization based on rational grounds, by following market developments and managing the products and services offered worldwide.

c) Quality check

Collecting schemes from reusable waste products in a controlled manner, can help the circular entrepreneur to avoid potential drawbacks in the functioning of his facilities, before delivering his products to the sales outlets. In order to guarantee the new owners high standards, only those products are accepted that meet defined acceptance criteria and are complete, undamaged and respectable.



d) Service Orientation

Since service means working with people and not with products, a green entrepreneur who wishes to grow financially by providing new services will have to take into account the current economic dimensions of producing green goods. Products and services based on the concept of Circular Economy compete with serious disadvantages on the market, since they offer premium prices, and unfamiliar business models to the customers. Indeed, goods made of recycled or biologically degradable materials are not always welcomed, since they are associated with higher prices that derive from expensive recycling procedures. Although recycling is viewed as a driving force for both the economy and the environment, since it maximizes the use of resources, it is not a cost-effective process. In the same line, modern marketing and advertising practices may not favor customers to invest in green products. For this reason, the circular economy entrepreneur has to attract audience in the idea of making longer investments in products which have been upgraded from their usage by other costumers.

ACTIVITIES

Activity name	U5-A1. Explore your Values
Duration	2,5 hours
Number of Participants	25

<p>Description of activity</p>	<p>Step 1: Hand out post-its to all participants.</p> <p>Step 2: Ask them to write down the ten things in their life that they value the most, one on each post-it, in the form of a value. In other words, rather than the name of a specific person, put down, for example, “friendship,” “family” or “honesty” - something they actually value in the relationship with that person. When everyone has their ten post-its, ask the participants to read them out in front of them so that they can see them clearly and have a good overview</p> <p>Step 4: Tell the participants that they now have 30 seconds to pick the three post-its that are the least important to them, and throw them away. Be hard on the timings and don't give them more time even if it's needed. They are to use their gut feelings.</p> <p>Step 5: Repeat the last step, now giving them 20 seconds to throw away two more.</p> <p>Step 6: And finally, repeat the last step, giving them 20 seconds to throw away two more. They should now have three post-its left with their three most important values.</p> <p>Step 7: Give the participants 15 minutes to reflect individually, then 30 minutes to in pairs or groups of three to reflect on the following questions: What do I feel about the values I ended up with? Were they expected or did they surprise me? How do these values show themselves in my everyday life? What actions do I already take to live by them? What actions would I like to take to live by them? These actions can be connected back to an action plan, using everyday actions to live and work more holistically.</p>
---------------------------------------	---

Competencies developed	Self-confidence and management skills for entrepreneurial mindsets
Empowered and enhanced skills	Ability to discover new skills for one's self and to become aware of his/her creative character regardless the field he/she works at currently
Objectives of the Unit	To become part of a team but to also work as an individual who is interested in starting his/her own business
Learning Outcomes	Learning should be achieved in the context of both the team work but also the individual effort to discover his/her capacities
Value proposition	Finding some products or services that really suit one's character and align to his/her interests. It does not mind having more than one business idea. What is important via this activity is to understand what interests are more appealing to every individual.
Social value	By discovering one's strengths he/she will be able to acknowledge his/her contribution to the sustainability of the business idea produced. The more sustainable the idea, the larger its impact to the society as a whole.
Country special needs	No country special needs

Activity name	U5-A2. Angry Customers
Duration	3 hours
Number of Participants	25 participants

<p>Description of activity</p>	<p>Brief the participants. Explain that all participants will alternate between team discussions and one-on-one roleplays to increase their ability to conduct an effective conversation with an angry customer.</p> <p>Form groups. Divide participants into two equal groups and identify them as Group A and Group B. If one group has an extra person, make her an observer or you join the other group so both groups have equal number of participants. Place different colored dots on the nametags (or foreheads) of members of each group to make it easy to identify the group to which each participant belongs.</p> <p>Get ready. Ask members of the two groups to move to opposite sides of the room. Ask members of Group A to take on the role of a frustrated customer and brainstorm a set of provocative statements, questions, and demands. Give examples such as these:</p> <ul style="list-style-type: none"> • <i>This is the fifth time I am trying to get someone to fix my problem.</i> • <i>Your salesman cheated me. He did not tell me that I have to buy a monitor separately.</i> • <i>I don't like your attitude. Can I talk to your supervisor? I am not leaving until I talk to someone who cares.</i> <p>At the same time, ask members of Group B to take on the role of CSRs and brainstorm effective statements for defusing an angry customer and empathic reactions to provocative statements.</p> <ul style="list-style-type: none"> • <i>It's clear that you are frustrated. Let's try to reduce your frustration by solving your problem.</i> • <i>You are right. It's our fault and let's get it straightened up.</i> • <i>Sir, I am sorry you feel that way. If you insist, I am can set up an appointment for you to talk to my supervisor tomorrow. We can save your time by fixing your problem right now.</i> <p>Announce a 3-minute time limit.</p> <p>Conduct the first rapid roleplay. After 3 minutes, blow the whistle. Explain that you are going to conduct a series of one-on-one conversations between an angry customer and a CSR. Ask each participant to pair up with a member of the other group. Explain that the person from Group A will initiate an angry conversation by asking a question, making a provocative comment, or demanding an outrageous concession. The person from Group B will respond to it in a calm and empathic fashion to defuse the hostility. The two people will continue their conversation.</p> <p>Also explain that once every minute you will blow the whistle. Participants must stop the conversation immediately (even if it is in the middle of something) and pair up with a</p>
---------------------------------------	---

	<p>different member of the other group. Instruct them to begin another angry conversation with this new person. Blow the whistle to start the first conversation. Blow the whistle once every minute or so. Conclude the activity at the end of about 5 minutes.</p> <p>Getting ready for role changes. Explain that participants are going to switch their roles and conduct more rapid roleplays. Before doing that, invite everyone to get ready for their changed roles by reflecting on what they experienced during the first round.</p> <p>Ask members of Group A to think back on what happened during the earlier one-on-one conversations. What did the CSR do to listen empathically, focus on solving the problem, and reduce the level of hostility? What best practices can you borrow from your interactions when you are playing the role of the CSR?</p> <p>Ask members of Group B to think back on the provocative statements and sarcastic questions used by the angry customers. When you play the role of an angry customer during the next round, what kinds of hostile statements and questions can you come up with?</p> <p>Invite participants to work with members of their group to get ready for the next round of rapid roleplay. Announce a 3-minute time limit for this preparation activity.</p> <p>Conduct the second rapid roleplay. Explain that you are going to conduct another series of rapid roleplays as before with the same rules but with different roles: Members of the Group B will pair up with members of Group A. Group B members will initiate the angry conversation. Group A members will respond to it in a calm, reassuring, and business-like fashion. Whenever you blow the whistle, participants will stop the conversation and pair up with a different member of the other team.</p> <p>Blow the whistle to start the first conversation. Blow the whistle once every minute or so to change partners. Conclude the activity at the end of 5 minutes.</p> <p>Conduct a debriefing discussion. Thank everyone for their enthusiastic participation. Invite the participants to discuss what they learned from the two rapid roleplay sessions. Ask them to forget all about making provocative, angry, and sarcastic comments. Instead, focus on the techniques for disarming angry customers.</p> <p>Get the discussion rolling with these types of open-ended questions:</p> <ul style="list-style-type: none"> • <i>What are some of the techniques and statements that worked effectively for defusing and calming down an angry customer?</i> • <i>Let's focus on different types of statements used with angry customers. Empathic statements demonstrate your understanding and</i>
--	---

	<p><i>sympathy. Can you give some examples of empathic statements?</i></p> <ul style="list-style-type: none"> • <i>How do empathic statements help you in dealing with an angry customer? When will you use this type of statement?</i> • Apologetic statements involve regretting personal inconvenience—without accepting unrealistic responsibility for the situation. Can you give some examples of apologetic statements? • <i>How do apologetic statements help you in dealing with an angry customer? When will you use this type of statement?</i> • Reassuring statements promise specific action on your part. Can you give some examples of reassuring statements? • <i>How do reassuring statements help you in dealing with an angry customer? When will you use this type of statement?</i> • Limit-setting statements prevent the angry customer from abusing you and making unreasonable demands. Can you give some examples of limit-setting statements? • <i>How do limit-setting statements help you in dealing with an angry customer? When will you use this type of statement?</i> • <i>What are some common elements among different types of statements?</i> • <i>When you listened to angry statements from the customer, how did you react to them? How would you have reacted if this were a real-world situation?</i> • <i>Did you observe the behaviors of the angry customer—or did you absorb them? Did you take the customer's rude behavior personally? How would you have felt about these types of customer behaviors in a real-world situation?</i> • <i>What one piece of advice would you give to an inexperienced CSR who is worried about her ability to handle an angry customer?</i>
Competencies developed	Self-control and practice of verbal communication skills
Empowered and enhanced skills	Ability to express politely and giving the right feedback to all kind of customer questions
Objectives of the Unit	Familiarizing a future entrepreneur with client complaints is crucial n from the first days of its business' operation

Learning Outcomes	The potential entrepreneur learns how to cope with challenging clients
Value proposition	Soft skills acquisition requires an open-minded character in order for someone to be able to engage in productive argumentations.
Social value	The skill of communicating with difficult clients who have various kinds of doubts, will help the future entrepreneur to be ready to address any other similar challenges as a member of the society. It is worth developing a strong attitude towards diversity, especially when he/she will have to join business networks and meet new people of the same field.
Country special needs	No country special needs

Activity name	U5-A3. Friendly Flyers
Duration	1 hour
Number of Participants	25 participants

Description of activity	<p>Set Up</p> <p>Split into groups of two - each group should have a few pieces of paper and pens - and use a large area. Keep distance between groups.</p> <p>Directions</p> <ol style="list-style-type: none"> 1. Break off into groups of two, with as many groups as you want. 2. Each group must try to build an aerodynamic paper airplane from the paper provided that will be able to fly the farthest in a paper airplane contest. 3. After constructing the airplane, each group member must write characteristics they think are important about themselves on each side of the plane, or on the inside. 4. Conduct a flying contest to see which plane can go the farthest. 5. The plane that went the longest distance will be the first one for the rest of the team to try and guess - the object is to guess which plane belongs to which group based on the characteristics written on the sides of the plane. 6. After everyone guesses which airplane is which, the correct answers are revealed. 7. Repeat with all planes according to distance, with the closest plane guessed last. 8. Everyone wins!
Competencies developed	Relational and communication skills
Empowered and enhanced skills	Ability to work as a team member
Objectives of the Unit	By enjoying knowing new persons, the future entrepreneur participates in a capacity-building exercise where he/she explores the different dimensions of people who belong to the same social or business group
Learning Outcomes	The future entrepreneur learns to be positive and optimistic about familiarizing himself/herself with people by sharing objects with them
Value proposition	The value here constitutes to cooperative skills development
Social value	Bringing people together via positive exercises
Country special needs	No country special needs

ONLINE RESOURCES

<p>Existing resources</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Tim Daalderop, Circular Entrepreneurship, The case of Urban Agriculture in the Circular Economy, 2016 2. Cedefop, Skills Panorama, EU SKILLS PANORAMA 2014: analytical highlight-focus on Entrepreneurial skills, 2014 3. International Labor Organization (ILO), Skills for a greener future: A global view based on 32 country studies, 2019 4. Session Lab, Library of facilitation techniques 5. OECD, Job creation and local economic development, 2014 6. Maria Jose Sousa, Entrepreneurial Skills Development, 2014 <p>Websites:</p> <ol style="list-style-type: none"> 1. https://edepot.wur.nl/385546 2. https://skillspanorama.cedefop.europa.eu/sites/default/files/EU_SP_AH_Entrepreneurial_0.pdf 3. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_732214.pdf 4. https://www.sessionlab.com/library/skills 5. https://read.oecd-ilibrary.org/industry-and-services/job-creation-and-local-economic-development_9789264215009-en#page1 6. https://www.researchgate.net/publication/268816221_Entrepreneurial_Skills_Development
----------------------------------	---

SOCIAL INNOVATION, CIRCULAR ECONOMY



UNIT 6. SOCIAL INNOVATION, CIRCULAR ECONOMY

UNIT DESCRIPTION

Unit of learning	Social innovation, circular economy
Duration in hours	6,30 hours
Partner responsible	MERAKI
Objectives of the Unit	<ul style="list-style-type: none"> • To learn about the concept of Circular Economy • To learn about the concept of Social Innovation • To identify opportunities on Circular Economy and Social Innovation in the learners' area of expertise • To understand how the learner can transform his/her business idea in the Circular Economy and Social Innovation sector
Learning Outcomes (based on Bloom's Taxonomy)	<ul style="list-style-type: none"> • Understand the concepts of Circular Economy and Social Innovation • Apply the concepts of Circular Economy and Social Innovation to the business/entrepreneur idea of the learner • Analyse Circular Economy and Social Innovation experiences/initiatives at local, regional, national or European level
Entrepreneurial mind state & skills developed	Transforming their business or entrepreneur idea into a Social Innovation and Circular Economy business.
Overcoming challenges	To apply the concepts of Circular Economy and Social Innovation to their own business or entrepreneur idea.
Identified strengths	Strengths developed for the target group

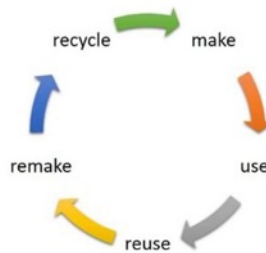
THEORETICAL BACKGROUND

CIRCULAR ECONOMY

In this unit, we are going to learn about a progressive concept or to put it in simple terms, a better way of 'economizing' things, which is fast being adopted by small, medium, large enterprises and big corporations worldwide.

SO, WHAT IS CIRCULAR ECONOMY?

The answer is pretty much what you understand from the term. It is a way of handling resources in such a way so as to minimize or totally eliminate wastage of resources and to ensure their continual use. Basically, imagine a circle where everything just keeps going round and round without ever being out of use. Something like this –



Picture source: [\(9\)](#)

This is envisaged as an alternative to the traditional way, that is, the linear economy or the linear pattern of consumption which can be illustrated as follows –



Picture source: [\(10\)](#)

As can be seen from above picture, the linear pattern doesn't place emphasis on the optimal use of resources and is more geared towards production and increasing output. Whereas, by adopting the concept of circular economy, both these objectives are achieved along with the sustainable use of resources which in the long-term will have a huge environmental impact.

Now that you have understood the basic idea behind circular economy let us look at some definitions which can put it in better perspective

The World Economic Forum⁽¹⁾ - A circular economy is an industrial system that is restorative or regenerative by intention and design. It replaces the end-of-

life concept with restoration, shifts towards the use of renewable energy, eliminates the use of toxic chemicals, which impair reuse and return to the biosphere, and aims for the elimination of waste through the superior design of materials, products, systems and business models.

The European Parliament⁽³⁾ - The circular economy is a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible. In this way, the life cycle of products is extended.

In practice, it implies reducing waste to a minimum. When a product reaches the end of its life, its materials are kept within the economy wherever possible. These can be productively used again and again, thereby creating further value.

This is a departure from the traditional, linear economic model, which is based on a take-make-consume-throw away pattern. This model relies on large quantities of cheap, easily accessible materials and energy.

UNIDO⁽⁴⁾⁽⁵⁾ - Circular economy is an alternative to the traditional linear economic model where resources are kept in use for as long as possible, maximum value is extracted from them, and waste is relocated from the end of the supply chain to the beginning, giving the used materials a new life. In a circular economy, materials for new products come from old products. As much as possible, everything is reused, re-manufactured or, as a last resort, recycled back into a raw material or used as a source of energy.

Now you must be wondering the scope of this concept. Well, we are getting to it. It is an economical concept which can be applied to a multitude of sectors, industries and business models.

Wikipedia⁽²⁾ defines its scope as the following -

The circular economy includes products, infrastructure, equipment and services, and applies to every industry sector. It includes 'technical' resources (metals, minerals, fossil resources) and 'biological' resources (food, fibres, timber, etc.) The circular economy includes discussion of the role of money and finance as part of the wider debate, and some of its pioneers have called for a revamp of economic performance measurement tools. One study points out how modularisation could become a cornerstone to enable circular economy and enhance the sustainability of energy infrastructure.

One example of a circular economy model is the implementation of renting models in traditional ownership areas (e.g. electronics, clothes, furniture, transportation). Through renting the same product to several clients, manufacturers can increase revenues per unit, thus decreasing the need to produce more to increase revenues. Recycling initiatives are often described as a circular economy and are likely to be the most widespread models.

We have now obtained a somewhat comprehensive idea about circular economy. You must all be eager to know how this can help you. Let us now look at how circular economy can be used in entrepreneurship and for generating employment.

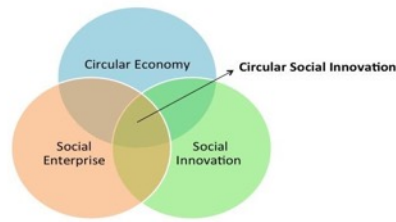
As per **The World Economic Forum**⁽⁸⁾, circular economy focuses on creating and promoting new business opportunities that entail entrepreneurship and eco-innovation. Entrepreneurs will be the key custodians in leading the transition to a circular economy business model and closing the loop on dwindling resources. It further adds, 'This is what we need to be focusing on - pairing entrepreneurial spirit and the concerted effort to finding solutions with the many challenges and problems that we face as a country and a continent.'



Picture source: [Click \(6\)](#)

Rounding up, we observe that Entrepreneurship, innovation and implementing the principles of circular economy leads to something which is called '**Circular Social Innovation**'

Circular Social Innovation: The Sweet Spot



Picture source: [\(7\)](#)

Let us have a look at what social innovation is and what it can do to help businesses globally.

Sources:

(1) <https://reports.weforum.org/toward-the-circular-economy-accelerating-the-scale-up-across-global-supply-chains/from-linear-to-circular-accelerating-a-proven-concept/>

(2) https://en.wikipedia.org/wiki/Circular_economy

(3) <https://www.europarl.europa.eu/news/en/headlines/economy/20151201STO05603/circular-economy-definition-importance-and-benefits>

(4) <https://www.unido.org/unido-circular-economy>

(5) <https://www.unido.org/our-focus-cross-cutting-services/circular-economy>

(6) <https://www.genglobal.org/united-states/entrepreneurial-opportunities-circular-economy>

(7) https://ssir.org/articles/entry/circular_social_innovation_in_india

(8) <https://waste-management-world.com/a/entrepreneurs-key-to-circular-economy-success>

(9) <https://www.theweek.in/news/biz-tech/2019/06/18/circular-economy-can-create-1-4-crore-jobs-in-next-5-to-7-years-niti-aayog-ceo.html>

(10) <https://www.fractracker.org/2019/11/the-circular-economy/>

SOCIAL INNOVATION

Before going in detail and emerging in information, can you spare a couple of minutes and think on the following questions!

- In your understanding what is social innovation?

- Have your answers at hand so you can come back to them when you get more information on social innovation.

SO, WHAT IS SOCIAL INNOVATION?

The concept has evolved in a process of finding solutions to challenges. As the words involved in the concept are very straight forward it has to do with innovation and society. So, simply speaking it is a way to look at new solutions, may them be processes, products, services and so on that can also benefit and address societal concerns at the same time.

Please look at the picture below and think of something you want to change in your neighborhood



Picture source: [Social Innovation Community](#)

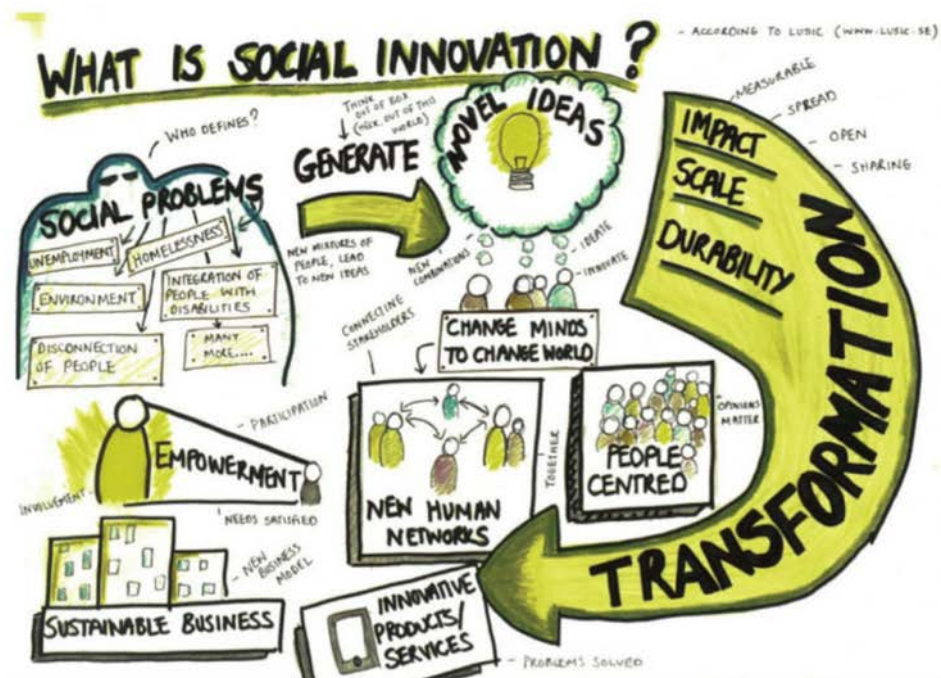
Does what you were thinking of look anything like this? As you think of something that needs to be changed, you become more aware of the people that

need to be involved, of the permissions, the laws, the economic constraints- so each obstacle has a name and a process of its own.

Social Innovation is targeting the entire system, so it aims to innovate the system while you coexist with it. Even when it is a challenge to look at the entire system, you can break it down and look at part of it and draw connections that you did not realize that they were there.

WHY SOCIAL INNOVATION

Please identify elements that you see in the below picture:



Picture Source: [Thnikability](https://www.thnikability.com/)

As you can see the bigger word is transformation, as we stated this is a concept that challenges what already exists to propose something better, while taking into account everyone.

But who is everyone? As you can see in this picture there is mention of “people centered”, “New Huma Networks”. So people are at the center of this concept, not the economy, not the laws, not the business.

Now think back to the problem you wanted to address in your neighborhood and see if you can identify the elements in the picture. It should be difficult and challenge you, but that again can lead you to thinking of new ideas. One of the characteristics of Social Innovation is thinking of things that are already there, but have not been accounted for.

Now please look at the Infographic below.



Picture Source: [Innov8Social](https://www.innov8social.com/)

Social Innovation is about researching, challenging and doing. Can you apply all the elements of the infographic to the problem you thought about in your neighborhood?

Please have a look at the following video to understand more about Social Innovation

<https://www.youtube.com/watch?v=xBBZjBldq3k>

BASIC CONCEPTS RELATED TO SOCIAL INNOVATION

One first step to understand social innovation is starting from yourself. You need to answer the question "Why me?". If it helps you can think back to the problem in your neighborhood and understand why you were the one who spotted that.

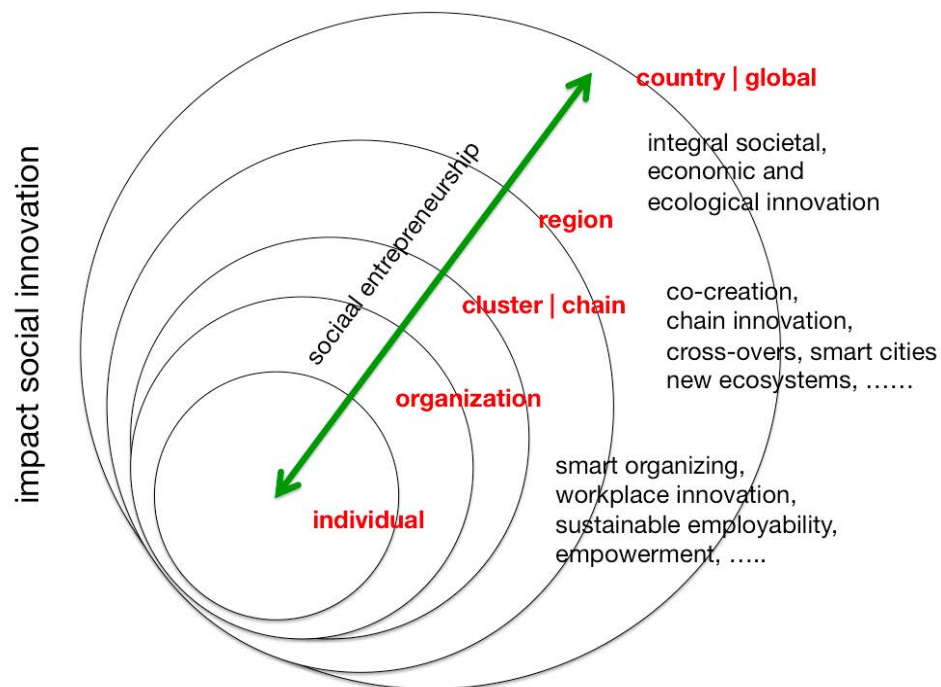
Please take a look at the video below on the different types of Social Innovation

<https://www.youtube.com/watch?v=9QdhABLacUs>

APPLICATION OF SOCIAL INNOVATION

Social Innovation has numerous applications. First of all can be applied in business or entrepreneurship.

Please have a look at the picture below:



Picture Source: [TSI Foundation](#)

As it can be seen Social Innovation can be applied to business, taking into consideration people at the center and with vision expanding globally. As it can be seen this approach takes into account societal challenges like the environment.

It can also be used as a Learning Model, like the picture below:

EXAMPLES OF SOCIAL INNOVATION

Please read below 6 examples of people who have decided they needed change?

<https://real-leaders.com/6-successful-social-innovation-projects/>

What can you understand from them?

What do their stories resonate with the problem you thought of solving?

Sources:

<https://www.siceurope.eu/news/fairer-more-inclusive-europe-sign-sideclaration>

<https://www.classcentral.com/course/social-innovation-6655>

<https://www.socialinnovationacademy.eu/8-popular-social-innovation-definitions/>

ACTIVITIES

Activity name	U6-A1. Testing your understanding of Circular Economy
Duration	50'
Number of Participants	25
Description of activity	<p><u>Background:</u> based on the information you were already provided with, you have to perform a small activity to test how much you have understood about circular economy</p> <p><u>Instructions:</u> for this activity, you will work individually. Keep a pen and paper ready</p> <p><u>Do:</u> think about the topic and write down 10 words you think are related/relevant/inherent to the topic. Stick to the word limit here. You will be given 3 minutes to do this exercise.</p> <p>Then you will be asked to stop writing and explain why and what is the relevance of each word with relation to circular economy. All participants in the session will explain their point of view.</p> <p>The words which are repeated the most will help to determine the level of understanding of the learners. This part will be allotted 20 minutes.</p>
Competencies developed	<p>This activity will:</p> <ul style="list-style-type: none"> a) Enable the learners to internalize the concept of circular economy

	b) Apply it to contexts in their daily work and business
Empowered and enhanced skills	<ul style="list-style-type: none"> • Communication • Empathy • Mutual learning
Objectives of the Activity	<ul style="list-style-type: none"> • To understand the concept of Circular Economy
Learning Outcomes	<ul style="list-style-type: none"> • Concept of Circular Economy
Value proposition	To help learners understand how sustainability and business go hand in hand. It will help in developing sustainable and environment friendly business ideas.
Social value	Learning how to work in a group and the importance of every resource no matter its nature, size and complexity.
Country special needs	None.

Activity name	U6-A2. Expanding/enhancing on your understanding gained in Circular Economy
Duration	40'
Number of Participants	25
Description of activity	<p><u>Background</u>: based on the activity you have already done, you now have a basic understanding of what circular economy is. To cement this understanding, we will now show you two videos at the end of which you will perform another small activity</p> <p><u>Instructions</u>: for this activity, you will work individually.</p> <p><u>Do</u>: watch these two videos on circular economy (10 minutes)</p> <p>https://www.youtube.com/watch?v=_0spwj8dkm</p> <p>https://www.youtube.com/watch?v=zcrkvdyhmi</p> <p>Now connect these videos to the words you have written in your previous activity and see how your understanding of circular economy compares to what is explained in the videos. If there is a mismatch, note it down and explain it at the end of this part of the activity. (20 minutes.)</p> <p>After, share it with the other participants in teams of 4. (10 minutes).</p>

Competencies developed	This activity will help learners to link concepts and develop a well-rounded understanding of circular economy
Empowered and enhanced skills	<ul style="list-style-type: none"> • Communication • Empathy • Mutual learning
Objectives of the Activity	<ul style="list-style-type: none"> • To interiorise the concept of Circular Economy
Learning Outcomes	<ul style="list-style-type: none"> • Application of Circular Economy
Value proposition	To help learners understand how sustainability and business go hand in hand. It will help in developing sustainable and environment friendly business ideas.
Social value	Incorporating the concept of zero wastage into our regular lives will enhance or the quality of life as a society.
Country special needs	None.

Activity name	U6-A3. Learning about social enterprises
Duration	40'
Number of Participants	25
Description of activity	<p><u>Introduction:</u> Share with other learners what you know about the difference between social enterprises, non-profit organizations, and for-profit organizations. (10 minutes).</p> <p><u>Instructions:</u> Based on the previous definitions and for the purpose of this activity, these definitions are useful guidelines:</p> <ul style="list-style-type: none"> • Social enterprises are businesses whose primary purpose is to create a positive community impact rather than to generate profits for individual shareholders. They apply the power of the marketplace to advance social, cultural and/or environmental agendas. Thus, they measure success with the attainment of both economic and social value. • For-profit organizations are businesses in the traditional sense, whose primary purpose is making money for their owners and shareholders. They generally use financial return on investment as their measure of success, seeking to generate the maximum profit. • Non-profit organizations seek to create the maximum social return on investment, in other words to make the biggest positive community impact. These organizations receive special status under the law and are exempt from many taxes. They usually depend on donations, grants, and volunteers to cover their operating costs. impossible2Possible is an example of a non-profit organization. (15 minutes)

	<u>Do:</u> You will be splitted into groups. Discuss and then share with the classroom the pros and cons of each model (ex: social enterprises generate their own capital so can do good without relying on grants or donations) and what social enterprises you know of in their communities. (15 minutes)
Competencies developed	This activity will help learners to link concepts and develop a well-rounded understanding of social innovation
Empowered and enhanced skills	<ul style="list-style-type: none"> • Communication • Empathy • Mutual learning
Objectives of the Activity	<ul style="list-style-type: none"> • To understand the concept of Social Innovation
Learning Outcomes	<ul style="list-style-type: none"> • Concept of Social Innovation
Value proposition	To help learners understand how sustainability and business go hand in hand. It will help in developing sustainable and environment friendly business ideas.
Social value	Incorporating the concept of business in a mutual benefit way of thinking, not only focusing on economic profit.
Country special needs	None.

Activity name	U6-A4. Design your first social enterprise
Duration	60'
Number of Participants	25
Description of activity	<p><u>Introduction:</u> Think of an idea of a social enterprise. But, before doing that, please have a look at this video: https://www.youtube.com/watch?v=lx2rPMz-Tz0</p> <p>RULES: You have 20 minutes to come up with an idea. Think of what you want to change and how to make money while achieving this change. Then you have another 20 minutes to present your idea- do a great pitch. Ready-- start the timer!</p> <p>STEPS First of all brainstorm and think of some questions:</p> <ul style="list-style-type: none"> • -What is the change that you want to make, is it social, or environmental? • -Do you already have a business that can be transformed? <p>Thank list you 3 best ideas:</p>

	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p>Now choose the best one and think about what you need to make this idea happen. Make a list of steps and resources.</p> <p>Be critical and realistic you your idea!</p> <p>List three weaknesses:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p>List 3 strengths:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p>Now think about the presentation:</p> <ul style="list-style-type: none"> • Where did your idea come from? • Why did you choose this idea? • Why will it be successful? • Why will it help fill a need in your community? • What will you do? • What classroom supplies will you use? • Who will purchase your product or service? Who are your customers? • How will you go about starting your social enterprise? • How you will be resilient and overcome any perceived challenges. • Describe your timeline.
Competencies developed	This activity will help learners to apply the concepts learnt on the other training modules and the ones learned in this module.
Empowered and enhanced skills	<ul style="list-style-type: none"> • Communication • Oral presentations • Synthesis • Critical thinking
Objectives of the Activity	<ul style="list-style-type: none"> • To apply the learnt concepts
Learning Outcomes	<ul style="list-style-type: none"> • Application of the concepts learnt throughout the training
Value proposition	To help learners to apply in a specific business opportunity using all the concepts acquired.
Social value	Providing the adults with a new business idea and feedback to implement it.

Country special needs	None.
------------------------------	-------

Activity name	U6-A5. Plan and pitch your own social enterprise: Dragon's Den style
Duration	60'
Number of Participants	25
Description of activity	<p><u>Introduction:</u> Dragon's Den is a TV show where people pitch business ideas to a panel of experts. A successful plan requires resiliency, creativity, teamwork, and lots of other qualities. The panel only endorses the best entrepreneurial projects, offering various funding deals. Here is a news story video about a student group's Dragon's Den social enterprise pitch: https://www.youtube.com/watch?v=lx2rPMz---Tz0.</p> <p><u>Instructions:</u> Now, it's time for participants to try out their own ideas. You will be splitted into groups. You will be challenged to design a social enterprise. Remind that a successful social enterprise has to have a positive social impact and make money, like Hope Blooms (from the above video). As an added challenge and to help focus your brainstorming: you will be only allowed to use materials available in the classroom to invent your good or service.</p> <p><u>Do:</u> Fill in the sheet in groups. (20 minutes). Present your business idea in front of the class (5 minutes each).</p> <p>Sources: http://www.socialenterprisecanada.ca/learn/nav/whatisasocialenterprise.html http://www.canadabusiness.ca/eng/blog/entry/4257/ https://www.youtube.com/watch?v=lx2rPMz---Tz0 Brent Callahan, POP Teacher, Riverdale High School, Lester B. Pearson School Board</p>
Competencies developed	This activity will help learners to apply the concepts learnt on the other training modules and the ones learned in this module.
Empowered and enhanced skills	<ul style="list-style-type: none"> • Communication • Oral presentations • Synthesis • Critical thinking
Objectives of the Activity	<ul style="list-style-type: none"> • To apply the learnt concepts

Learning Outcomes	<ul style="list-style-type: none"> Application of the concepts learnt throughout the training
Value proposition	To help learners to apply in a specific business opportunity using all the concepts acquired.
Social value	Providing the adults with a new business idea and feedback to implement it.
Country special needs	None.

Activity name	U6-A6. Social Innovation Business game prototype
Duration	140'
Number of Participants	25
Description of activity	The activity proposes the creation in real-time of the game on social innovation. Participants using the structure of the game design and their business models creates the game. During the process of the training module implementation, the participants understand the different game components. The purpose of the game is to interiorise the challenges they will face when they start the implementation phase.
Competencies developed	User experience interface, lateral thinking
Empowered and enhanced skills	Attitude, Risk analysis, empathy, self confidence
Objectives of the Unit	To understand the concept and challenges of social innovation. Only when you play the challenges you can overcome it.
Learning Outcomes	To design the social innovation experience.
Value proposition	A game that is not available for training purposes
Social value	A game prototype that can be adapted to new scenarios
Country special needs	No need of specification

ONLINE RESOURCES

Existing resources:	Readings: Websites: Videos and tutorials:
----------------------------	---



Agile4CIRC

<http://agile4circ.eu/>