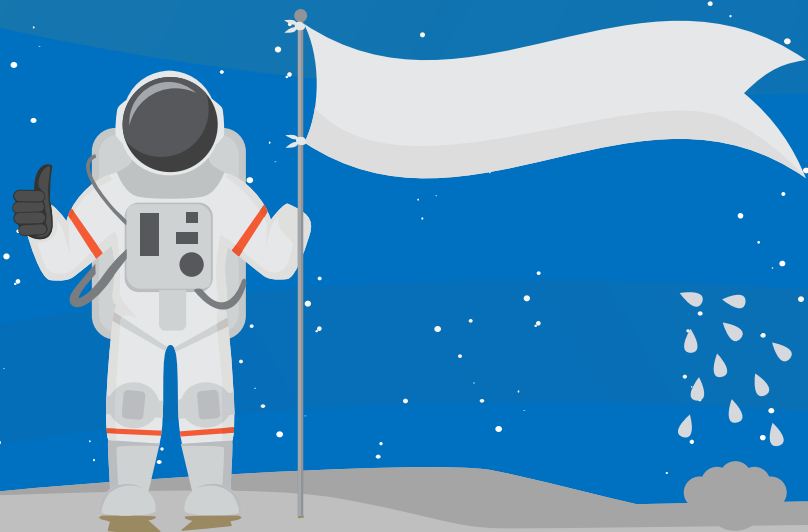


# Entrepreneurial Ecosystem

2020-2-ES02-KA105-015757 - A project co-funded Erasmus+ Programme

Toolkit



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



# NFE activities

Intro in **Social Entrepreneurship**  
Myths about **entrepreneurs**  
Entrepreneurship education & **youth work**  
Start-up ecosystems **in Europe**  
Entrepreneurship **Journey**  
Raise **Self-Awareness**  
Explore the **world**

# Intro in social entrepreneurship

**Learning objectives:** To introduce to the participants the key concepts on social entrepreneurship - social innovation, social enterprises, introduction in the business development for social enterprise (the journey)

**Duration:** 90 min

**Materials:** Glossary with concepts and typology of social business

**Activity Room:** circle

**Description:** Projection: Tedx Barefoot College – video

Discussion based on video:

What are key characteristics of social entrepreneurship according to the video?

What other examples from your country do you know?

Discussions and definitions: key concepts on social entrepreneurship - social innovation, social economy, social entrepreneurship. Will be presented the definitions and main characteristics of social business. The discussion will be

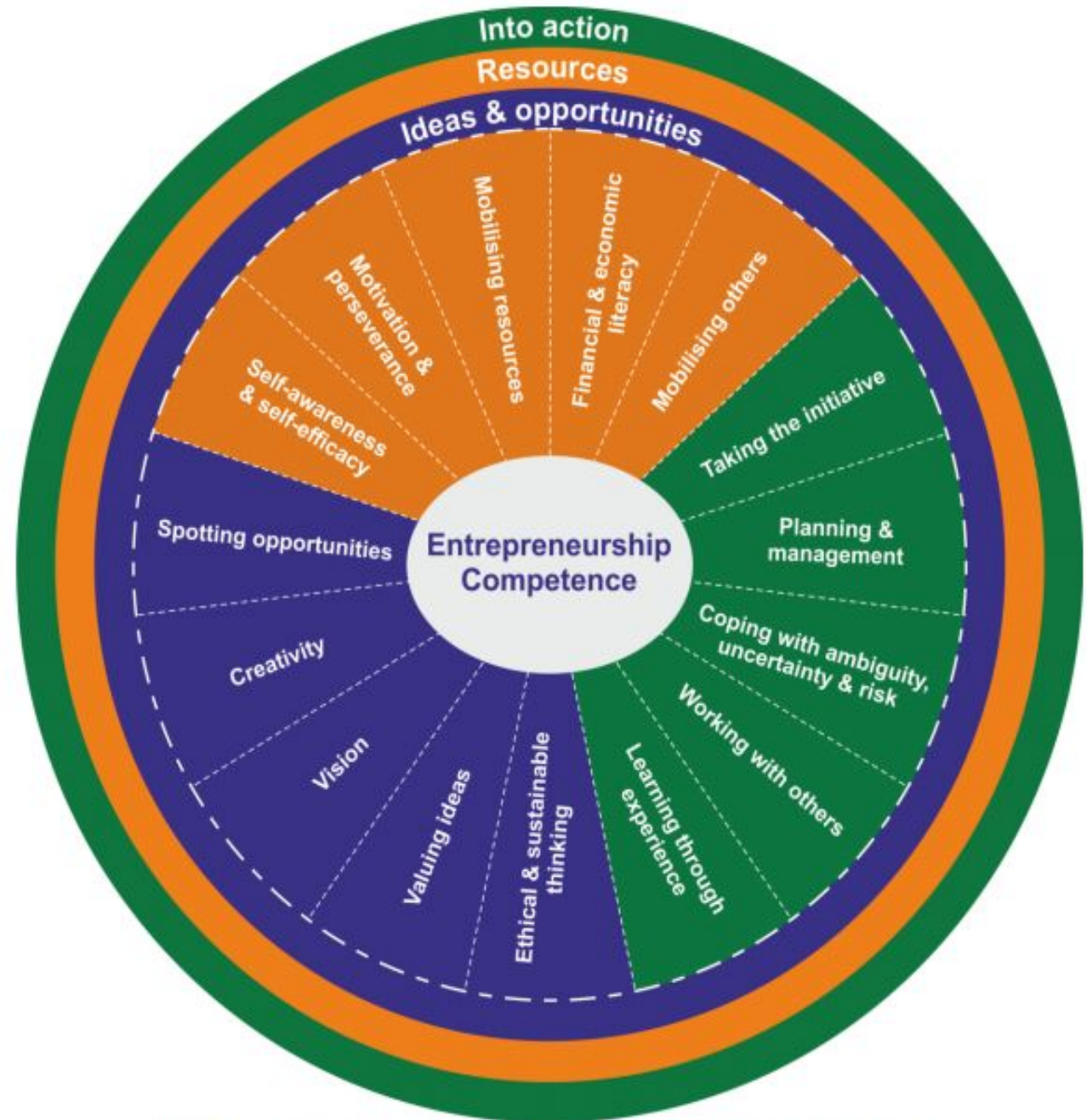
1. What are the main differences between social business and normal one?

2. What type of social business do you now in your country? Do they comply the main characteristics of social business?

Discussion on the typology of social enterprises - cooperatives, mutuals, non-profit organizations, limited liability companies, social business and will offer some examples. The discussion aims to identify various typologies of social business in the



# ENTRECOMP Framework





# ENTRECOMP Framework

		Levels of proficiency		
Area	Competence	Foundation	Intermediate	Advanced
Ideas and opportunities	<b>Spotting opportunities</b>	Learners <sup>a</sup> can find opportunities to generate value for others.	Learners can recognise opportunities to address needs that have not been met.	Learners can seize and shape opportunities to respond to challenges and create value for others.
	<b>Creativity</b>	Learners can develop multiple ideas that create value for others.	Learners can test and refine ideas that create value for others.	Learners can transform ideas into solutions that create value for others.
	<b>Vision</b>	Learners can imagine a desirable future.	Learners can build an inspiring vision that engages others.	Learners can use their vision to guide strategic decision-making.
	<b>Valuing ideas</b>	Learners can understand and appreciate the value of ideas.	Learners understand that ideas can have different types of value, which can be used in different ways.	Learners can develop strategies to make the most of the value generated by ideas.
	<b>Ethical and sustainable thinking</b>	Learners can recognise the impact of their choices and behaviours, both within the community and the environment.	Learners are driven by ethics and sustainability when making decisions.	Learners act to make sure that their ethical and sustainability goals are met.
Resources	<b>Self-awareness and self-efficacy</b>	Learners trust their own ability to generate value for others.	Learners can make the most of their strengths and weaknesses.	Learners can compensate for their weaknesses by teaming up with others and by further developing their strengths.
	<b>Motivation and perseverance</b>	Learners want to follow their passion and create value for others.	Learners are willing to put effort and resources into following their passion and create value for others.	Learners can stay focused on their passion and keep creating value despite setbacks.

# ENTRECOMP Framework

Into action	<b>Mobilising re-sources</b>	Learners can find and use resources responsibly.	Learners can gather and manage different types of resources to create value for others.	Learners can define strategies to mobilise the resources they need to generate value for others.
	<b>Financial and economic literacy</b>	Learners can draw up the budget for a simple activity.	Learners can find funding options and manage a budget for their value-creating activity.	Learners can make a plan for the financial sustainability of a value-creating activity.
	<b>Mobilising others</b>	Learners can communicate their ideas clearly and with enthusiasm.	Learners can persuade, involve and inspire others in value-creating activities.	Learners can inspire others and get them on board for value-creating activities.
	<b>Taking the initiative</b>	Learners are willing to have a go at solving problems that affect their communities.	Learners can initiate value-creating activities.	Learners can look for opportunities to take the initiative to add or create value.
	<b>Planning and management</b>	Learners can define the goals for a simple value-creating activity.	Learners can create an action plan, which identifies the priorities and milestones to achieve their goals.	Learners can refine priorities and plans to adjust to changing circumstances.
	<b>Coping with uncertainty, ambiguity and risk</b>	Learners are not afraid of making mistakes while trying new things.	Learners can evaluate the benefits and risks of alternative options and make choices that reflect their preferences.	Learners can weigh up risks and make decisions despite uncertainty and ambiguity.
	<b>Working with others</b>	Learners can work in a team to create value.	Learners can work together with a wide range of individuals and groups to create value.	Learners can build a team and networks based on the needs of their value-creating activity.
	<b>Learning through experience</b>	Learners can recognise what they have learnt through taking part in value-creating activities.	Learners can reflect and judge their achievements and failures and learn from these.	Learners can improve their abilities to create value by building on their previous experiences and interactions with others.

# ENTRECOMP Framework

		Levels of proficiency		
Area	Competence	Foundation	Intermediate	Advanced
Ideas and opportunities	Spotting opportunities			
	Creativity			
	Vision			
	Valuing ideas			
	Ethical and sustainable thinking			
Resources	Self-awareness and self-efficacy			
	Motivation and perseverance			
	Mobilising resources			
	Financial and economic literacy			

# ENTRECOMP Framework

Resources	Self-awareness and self-efficacy			
	Motivation and perseverance			
	Mobilising resources			
	Financial and economic literacy			
	Mobilising others			
Into action	Taking the initiative			
	Planning and management			
	Coping with uncertainty, ambiguity and risk			
	Working with others			
	Learning through experience			



# Myths about entrepreneurs

**Learning objectives:** To familiarize the participants with the entrepreneur's career path, to give them the space to reflect on their own beliefs and the profile of an entrepreneur

**Duration:** 90 min

**Materials:** List of myths about entrepreneurs

**Activity Room:** theater

**Description:** At the beginning of the session, the trainer asks the participants to raise their hands if they believe the entrepreneur is mainly motivated to get rich.

Then you will tell them that we will try to change or strengthen their initial point of view with a debate.

What is a debate? A confrontation of ideas between two teams on a particular topic, using structured arguments and it involves a person who does not participate with arguments in the debate) who decides which of the teams provided more convincing arguments.

What are the features of a good argumentation?

A good argumentation is SEXI because it:

1. Says **something** about the debated topic
2. provides **Explanations** on the chosen perspective,
3. provides **eXamples** that support the statements,
4. has an **Impact** on the audience

How to prepare the argumentation?

Each speaker has his/her own style of work, search and organization of arguments, which he/she adapts to the context.

You can form 2 groups: Pro and Cons and the trainer will project on the screen the statements one by one. They have 20 minutes per team to prepare the arguments according to their team. Then they have 1 minute each to present their argument.

Myth 1: Entrepreneurs are mainly motivated to get rich



# Entrepreneurship education & youth

**Learning objectives:** to allow the participants to reflect on the subject of entrepreneurship education; To encourage them to generate ideas through mind mapping and to share their experiences; To explore the concept of entrepreneurship education and other key related concepts.

**Duration:** 120 min

**Materials:** flipchart papers, markers, colorful sticky notes and pens

**Activity Room:** working station

**Description:** If young people are to succeed in the global job market, there needs to be a stronger focus on entrepreneurship education.

As youth workers, we should create learning environments for the young people having a focus on soft and core skills, including: problem-solving; team-building; transversal competences – such as learning to learn, social and civic competences, initiative-taking, entrepreneurship, and cultural awareness. Is important to make sure that we speak the same language: the entrepreneurship language. So let's start by having a common understanding of the following terms: entrepreneurship education, entrepreneur, start-up, social entrepreneurship, start-up accelerator, incubator, unicorn, business angels.

*Entrepreneurship education* has the purpose to equip the youth with functional knowledge and skill to build up their character, attitude and vision.

*Entrepreneur* = (the purest sense) an individual who identify a need – any need – and fill it by founding and running business, assuming all the risks and rewards.

*Start-up* = a company that it's in the first stage for



# Entrepreneurship education & youth work

*Start-up accelerator* = fixed-term programs that includes seed investment, connections, mentorship, educational components and culminate with a public pitch event or demo day to accelerate growth.

Incubator = facility established to nurture young startup companies during their early months or years.

*Unicorn* = a privately held startup company valued at over 1 billion dollars.

*Business angels* = an independent individual who provides capital for the development of a business.

Now, that you have with the participants a common vocabulary, form 4 groups and give to each team 2 of the key-words mentioned before and they will have 30 minutes to create mind-maps for each of the concept on flipchart papers.

Most probably you are already familiar with the mind maps, however a short reminder can not hurt: Mind Mapping is a useful technique that supports learning, improves information recording, shows how different facts and ideas are related, and enhances creative problem solving. Mind Maps are more compact than conventional notes, and often take up just one side of paper. This helps the participants to make associations and to generate new ideas.

*How the participants can create a Basic Mind Map in 5 steps*

Step 1. Ask them to write the title of the concept that they're exploring in the center of a page and draw a circle around it.

Step 2. Next, they should draw lines out from this circle as they think of subheadings of the topic or important facts or tasks that relate to the topic and label these lines with their subheadings.

Step 3 Time to dive deeper into the subject to uncover the next level of information (related sub-topics, tasks or facts, for example)





# Entrepreneurship education & youth work

Step 4: Repeat the process for the next level of facts, tasks and ideas. Draw lines out from the appropriate headings and label them.

Step 5. As they discover new information or think of additional tasks, ask them to add them to their Mind Map in the appropriate places.

At the end of the activity, the participants will add the mind maps on the walls of the activity room and the other groups can check them out and add new key-words or symbols if needed.

After they understood even better the entrepreneurship universe, it's time to focus on entrepreneurship education for youth workers.

For this you will create 6 brainstorming stations in the activity room and you will distribute the participants in 6 groups. On each table, they will find a piece of flipchart where it is written one of the following tasks:

*First Station 1: Brainstorm concrete knowledge provided by entrepreneurship education*

*Second Station: Brainstorm concrete skills that are improved through entrepreneurship education*

*Third Station: List concrete Attitudes and values that promote entrepreneurship education*

*Fourth station: Explain the role of youth workers in entrepreneurship education*

*Fifth station: Understand what can be the impact of entrepreneurial education programmes in local communities.*

*Sixth station: Imagine how can entrepreneurship be more than a career choice, but a way of life.*

The participants will spend 30 minutes in their initial station, discussing on the topic and writing on their flipchart paper and afterwards they will move clockwise to the other stations, read the task of the other teams

# Start-up ecosystems in Europe

**Learning objectives:** The learning objectives of this activity are: We explore the situation of youth entrepreneurship in each country, identify similarities and differences. Moreover, we understand the dimensions of youth entrepreneurship and dedicated programmes, while we provide space for sharing experiences and learning from best practices;

**Duration:** 180 min

**Materials:** Flipchart papers, markers, plenary room for small group work, connection to internet and a device for each international group, the Kauffman Foundation video- "City of Entrepreneurs"

**Activity Room:** working stations, with tables and chairs

**Description:** If you enjoy the presence of an international group, why not exploring how does it look like the entrepreneurship ecosystems in their countries? What better way to find out what is happening in Europe in terms of entrepreneurship education? Start the activity with an energizer and with the projection of the 3 min video called City of Entrepreneurs. A quick search on Youtube and you will be ready to watch it together with your group.

Make a quick session with questions about their learning discoveries. Most of the times, many things are happening in our cities or countries, however, caught in our daily tasks we can neglect valuable information, resources, competitions and funding opportunities that can be gold mines for young people. So, let's join forces together and dig deeper to

discover the resources we have in our countries.

Divide the participants in national groups to identify learning, development and funding opportunities for young people who want to launch their start-ups or







# Start-up ecosystems in Europe



The questions the participants should answer in their national team are the following:

Question 1: What is the national strategy of your government regarding start-ups and youth entrepreneurship?

Question 2: What is the strategy of the Education/Labour Ministry regarding early entrepreneurship education?

Question 3: Who are the main providers of entrepreneurship education in your country? List 3 to 10 public, private and non-profit entities actively involved in creating learning contexts for young people.

Question 4: What public/private grants are available for young people to launch their start-ups at national/ international level?

Question 5: What are struggles that youth entrepreneurs from your country face?

Question 6: Name few private companies that support entrepreneurship education through Corporate Social Responsibility programmes, hackatons, accelerators. Question 7: List 1-5 start-up hubs from your country and what type of services they provide for new entrepreneurs

Question 8: List 5-10 successful startups developed by young entrepreneurs under 30 years old based on the following structure:

- Name of the founder
- Industry
- Aim of the startup
- Products/Services



# Start-up ecosystems in Europe

Allow to participants to make their research up to 2 hours and each team will sum-up their discoveries in a 10 minutes presentation so they can learn from one each other. Will be necessary to offer a 3-4 minutes time for questions at the end of each presentation.

**Debriefing:** I share with you 3 questions to ask them:

No 1: What differences you have noticed between ecosystems?

No 2: What similarities have you noticed?

No 3: What is the one idea/project/action that you liked the most and why? If the times allows it a short round with answers from all participants will be great.

Now that we understand better what resources we have as youth workers, trainers, facilitators of entrepreneurship education, it is easier to find inspiration and maybe join forces with other nonprofits or companies with a strong focus on providing learning environments for young people.

**Resources:** Not needed



# Social start-ups Journey

**Learning objectives:** To understand the whole process of creating a start-up

**Duration:** 40 minutes

**Materials:** Flipchart papers, markers, stickers, handouts with Ideas Ark challenges for the participants.

**Activity Room:** Chairs in the circle

**Description:** Are you ready for the next challenge? Have I heard a Yes from you? Ok. Now that we have the same vocabulary, identified the available resources from our environment, it's time to play and let our creativity work for the benefit of our community. The activity contains 4 phases – 4 lands that can be implemented starting from 4 days up to few weeks, based on the time available.

Land 1: Community Map

Land 2: Ideas generation

Land 3: Grow the ideas

Land 4: Pitch the social start-up

Social start-ups journey will have several challenges that guide participants from self-assessment to idea generation, to testing business ideas, generating community, and finally creating real-life projects. For each one of the challenges I have prepared a short video with step-by-step instructions.



# Social Start-ups Journey

Start the activity by asking these main questions:

1. Are you young and creative?
2. Are you passionate about your ideas?
3. Do you love collaborating with other brilliant minds?
4. Do you have what it takes to make change happen?

If they answer yes, then allow me to guide you through an amazing journey and turn you into an Sailor on entrepreneurship education. We won't ask you to fight dragons or wear magic rings. We'll simply focus on turning great ideas into great projects.

What does each challenge consist of?

A short presentation of the challenge structure, what you need, what you'll achieve, and trainer's advice, the information you need to start playing. Clearly defined tasks to complete, either alone or in teams. The number of steps varies depending on the

challenge.

Tips & tricks to make your life easier, with models and structures to follow.

Let's check the challenges:

1<sup>st</sup> Land – Community Map: 1.Raise Self-Awareness / 2.Explore the world / 3.Make a Change

Land no 2 – Ideas generation: 4.Work in teams / 5.Exchange Feedback / 6.Generate Ideas / 7.Make Decisions / 8.Create your business

Land no 3 – Grow the ideas: 9.Design Value / 10.Plan your project / 11.Build resilience / 12.Prototype your idea / 13.Exchange feedback

Land no 4 – Pitch your idea: 14.Present your idea / 15.Get feedback



# Raise Self-Awareness

**Learning objectives:** to raise self awareness regarding their role in the community, their competences and their life objectives.

**Duration:** 120 min

**Materials:** Instructions of the challenge for the participants, the notebooks, papers, sticky notes

**Activity Room:** The participants stay in a circle or they can sit comfortable in the activity room wherever they want.

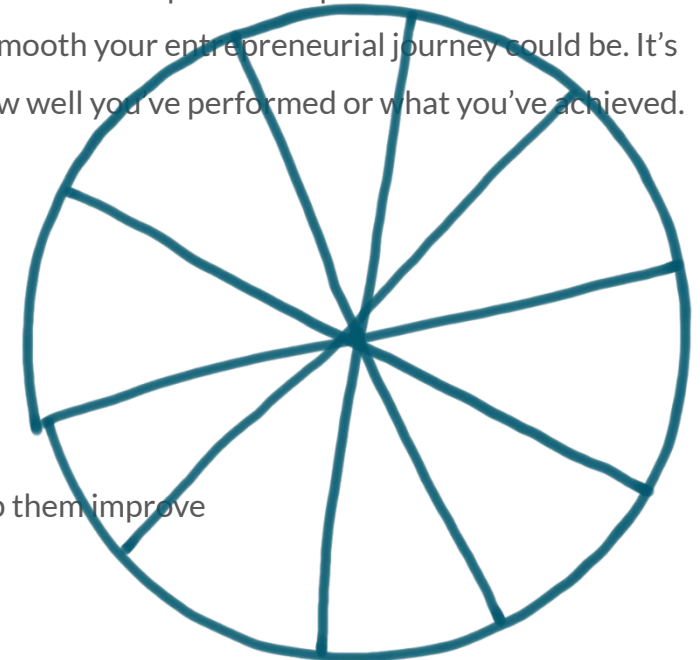
**Description:** Welcome to the first stop of our journey, on the first land. The first step of the challenge is to create the Entrepreneurship wheel.

The Entrepreneurship Wheel contains ten sections that together provide a snapshot showing how bumpy or smooth your entrepreneurial journey could be. It's not a picture of how it has been in the past, or what you want it to be in the future. Nor is it a report card on how well you've performed or what you've achieved.

The emphasis is on your level of satisfaction in each area today.

The ten areas on the wheel are:

1. Opportunity seeking – finding and taking up opportunities to improve things in your surroundings
2. Problem solving – defining a problem, generating alternative solutions, evaluating and selecting alternatives, and implementing solutions
3. Working in teams – working collaboratively with a group of people in order to achieve a goal
4. Exchanging feedback – an evaluation given to a person or a group, based on previous actions in order to help them improve
5. Idea generation – creating and developing new project ideas





# Raise Self-Awareness

- 6. Decision making – weighing the pros and cons of different options and selecting the best
- 7. Planning – developing plans to achieve optimum results given the resources, needs and demands of the project
- 8. Resilience – taking risks and using failure as a learning opportunity
- 9. Prototyping – validating your ideas by building and testing products or services
- 10. Pitching – presenting your idea in front of an audience. Rate how satisfied you're with your entrepreneurial skills. Zero means not satisfied and 10 means highly satisfied.

In the end, you'll have created a matrix that represents the current state of your skills.

Remember, it's not about getting 10s! It's about understanding your strengths and development needs. The recommended time to complete this step is 20 minutes.

The next step of the challenge: Set Smart goals

Now that you know more who you are and your strengths and weaknesses it's time to set some goals. I know that this can be difficult, but I am here to help you. Let me tell you a little bit about goals. If you say you're going out, but not where you're going, how do you know when you're there? But if you say you're going to the park, you can plan the best route – perhaps the prettiest, the fastest, or the safest.

What this means is that a specific goal works a lot better than an unspecific one. We'll use the SMART goal



# Raise Self-Awareness

Your goal is to create a self development plan to gain a clear picture of how you need to grow in order to achieve your goals. The next step is developing yourself. This will happen naturally within the journey, but it's always a good idea to have a plan.

A good self-development plan includes:

- Your main goal, clearly defined
- Why you chose it
- Which skills you need to reach it
- How you're going to develop these using activities
- When you're going to perform the activities
- Time to reflect on what you've done.

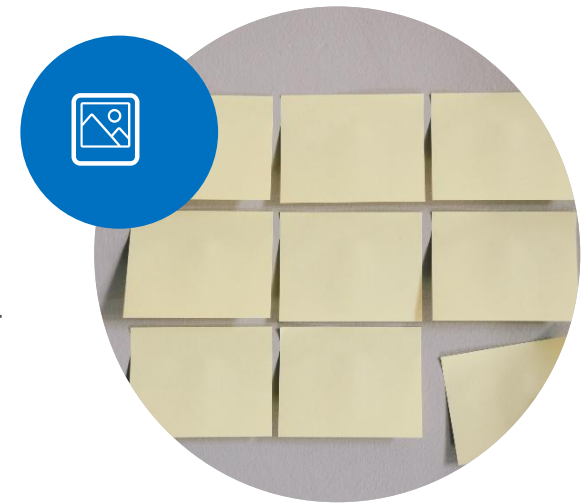
You should adjust and update the plan constantly as you grow.

Allow the participants 30-40 minutes for this part.

I hope this gave you an idea where should we start the process of guiding the young people. It always from within, from their inner motivation. Once they know what makes them tick, time to move to the next challenge called Explore the world

**Debriefing:** not needed

**Resources:** not needed



# Explore the world



**Learning objectives:** to guide the participants to analyze the local context and understand people around them.

**Duration:** 90 min

**Materials:** pens, A4 papers, sticky notes

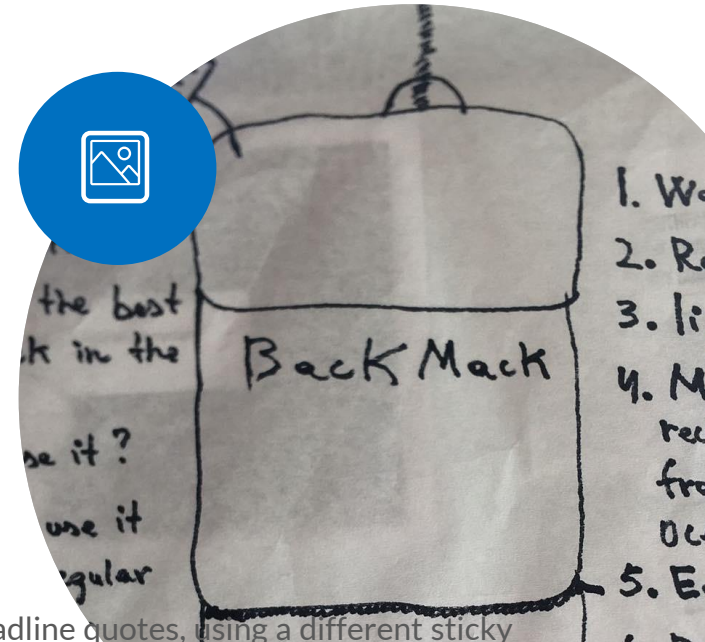
**Activity Room:** Each participant can find a spot for him/herself.

**Description:** Ask them to think about their cities or villages and to use their “habitat” and explore a wide range of aspects. Here are some guiding questions:

- How do people get around?
- How are elderly people’s lives improved by technology?
- How are kids spending their time?
- What challenges do adults face when shopping?
- What businesses exist and why? What problems remain unsolved?
- Are people active citizens?
- What does the city’s cultural life look like?
- Do people feel safe?


They should gather insights as follows:

1. Discover - As you try to remember, make a list of things that people are satisfied and dissatisfied with.
2. Unpack data - After gathering the information, it’s time to collate it. Take thirty minutes to transform your notes into headline quotes, using a different sticky





# Explore **the world**

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# Make a change

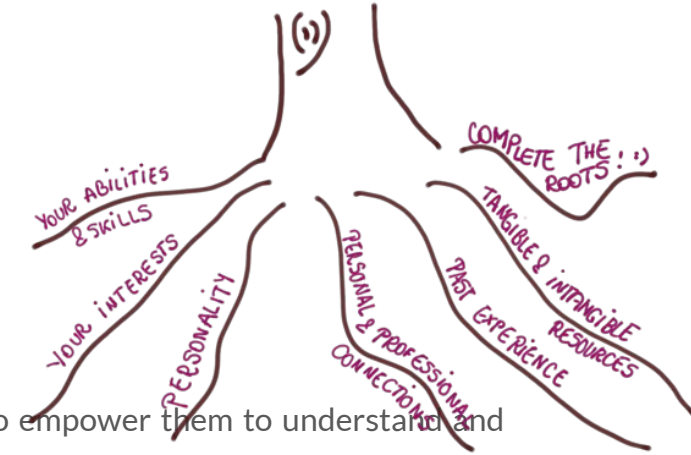
**Learning objectives:** To map the personal strengths of each participant and the resources they have to make a change. To empower them to understand and visualize their purpose statement that enables them to take action and make a change

**Duration:** 180 min

**Materials:** the handout with instructions

**Activity Room:** They can occupy the activity room as they feel more comfortable or stay in small groups

**Description:** What better time to make a change is if not this one? In the previous video we took a closer look at our community, now let's return to ourselves and our network. Do you remember the tree? We have worked on the branches, and now we will define the roots and next, the trunk.



To complete the roots, analyze and map the personal strengths that can help you create your own future. Keeping in mind the results of the Raise Self Awareness challenge, use differently colored sticky notes to write the following on the roots of the Future Tree. First root: Your abilities and skills - Abilities are talents that emerge effortlessly, such as spatial orientation, group facilitation, empathy, and communication.

Skills, on the other hand, are talents you've become better at through practice and study, such as project management, piano playing, and fundraising.

Second root: Your interests - Interests are the things that excite you. They're your most precious resource because they give you personal and professional

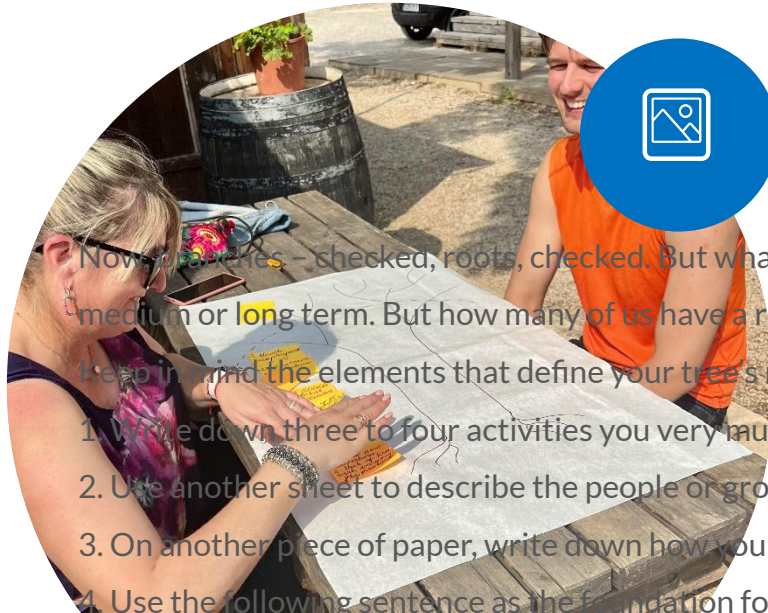
satisfaction. Write them on sticky notes.

Third root: Personality - Your personality completes who you're. List descriptors, such as emotional, intelligent, calm, thoughtful, energetic, detail-oriented.



# Make a change

The last root should be about Other tangible and intangible resources - These include any personal assets that are potentially useful to your work. Think about tools, clothing, money, property or anything else you own that can be used as an investment in your career.



Now branches – checked, roots, checked. But what is a tree without the trunk? The trunk is about your purpose statement. Many of us have goals in life: short, medium or long term. But how many of us have a real purpose?

Keep in mind the elements that define your tree's roots and define the trunk. To design your purpose statement, do five simple things:

1. Write down three to four activities you very much enjoy.
2. Use another sheet to describe the people or groups you like spending time with.
3. On another piece of paper, write down how you intend to help others, using three to four verbs.
4. Use the following sentence as the foundation for your purpose statement: *"I would like to help **THESE PEOPLE** using **THESE ACTIVITIES**."*

# Make a change

Let's become all together gamechangers. Because the goal of the young people is to decide on the problem in your local community you can best contribute to solving. In order to choose it, you have to discover which leaves are best nurtured by the roots – which challenges in your community you can best build solutions for, to make your desired reality come true.

Your personal statement may lead you to solve challenges, but how do you know which ones? Map possible paths according to two factors: their potential impact and effort required to implement them. After this exercise, you'll choose a challenge to get the most effective results.

Draw a 2x2 matrix with the impact level increasing from bottom to top and the effort level increasing

from left to right. This creates a different impact-effort combination in each quadrant.

- High Impact, Low Effort: The best ideas go here!
- High Impact, High Effort: Further study is required.
- Low Impact, High Effort: Better avoid these.
- Low Impact, Low Effort: Further study is required.

Write down on sticky notes the challenges that keep you on the track defined by your Purpose Statement. Then place ideas on the matrix.

Now it's time to commit to your GameChanger! You need to answer one more question: Which local challenge do you commit to solving, given your purpose statement and personal strengths?

Write it here: \_\_\_\_\_

**Debriefing:** Ask the participants to stick their trees

	HELP (VERB)	PEOPLE (NOUN)	BT DOING (ACT)
i'd LIKE TO			

*Write your purpose statement here*

# Team dynamics

**Learning objectives:** to learn how to create strong teams with aligned purposes

**Duration:** 180-240 min

**Materials:** handout with instructions, pens, A4 papers, sticky notes

**Activity Room:** working stations

**Description:** Welcome to the second land where the ideas are born, and strong teams are created. You have a purpose statement and you know you want to make the change in your community and you need help to achieve your High impact, Low effort ideas.

So get your team together! Gather most suitable people for your team. This challenge is pretty clear. During the previous ones you mapped out who you know, right? Now is the time to actually reach your network and activate it.

From the people in the group, who do you think would like to join you on this journey? Invite between three and eight. Any fewer would be too small, any more might complicate teamwork. Maybe their reason for joining you is different to what you thought, but at this point, anyone that joins you is part of your team. Getting people together can be hard, but I highly recommend that you do that now. It's important and helpful to connect a group of people. By doing this, you'll make the challenges and your entrepreneurial journey more fun, valuable and enriching. Go for it!

As facilitator, ask the participants to make a short round of ideas that they would like to work on. Ask them to take notes from the previous round and present the idea they would like to work on the following days, ask them to approach the people with similar ideas or to join their team together. They have an extra 30 minutes to share more of their action plan to make sure they are in the right team.





# Team dynamics

Once the team is set up, the goal is that the participants get to know their teammates better. They're probably now working with people you're already familiar with, but don't underestimate this part of the challenge. There's always more to learn about one another!

Here are four examples of "getting to know you" activities. Each team should pick one, and do them with your team.

## First method: Life story in a minute

With paper and drawing materials, everyone in the team draws and tells their entire life story. You have fifteen minutes to draw and only one minute to present it. At the end, share what caught your attention about others' stories.

**The surprise question** (Highly suggested because is faster) Everyone writes on paper at least three questions they want to know about everyone on the team. Collect the papers in the middle of your group. Sit in a circle, and take turns to pick up questions. If you pick a question, you have to answer it.

## Stuck on a desert island

The scenario: everyone is stranded on a desert island and can choose one item to bring with them. They should choose something that represents them and can help everyone else understand them better. After everyone shares what they brought and why, it's time to work together. The next step is to work together to survive. Even if the items weren't essential for survival, join forces and make a plan to survive as a group. You can't change the challenge.

And a classical, yet efficient one: **Have you ever**

Hold up five fingers, and every time you've done something that your colleagues mentioned, put down a finger. When all five are down, share an embarrassing story about yourself you can think of. The game ends when everyone has lost, and the last player has shared their embarrassing story. It's a fun way of getting to know each other and caring!

Up to them to decide which method they prefer, but they have only 30 minutes for this part.



# TEAMMONDAY



# Team dynamics

Next, we know our ideas and individual purpose statements, we know each other better, so they need to create a team purpose.

Tell them that: Their goal is to define a common goal with the team.

Many organisations define themselves in terms of their vision, mission and values. This is because teams must agree on a shared identity that represents them all, and a common goal that ensures everyone is working towards the same purpose.

1. Get to the WHYs - Give everyone a few sticky notes and ask them why they're joining this team and the challenge.

Each person writes down all their reasons, one on each sticky note, without influencing others' responses.

Keep these simple – they might include things like making money, having fun, or learning about business.

2. Affinity Mapping\* - Everyone places their sticky notes on the wall. Next, arrange them into clusters of similar reasons. What motivations fit together? Can you create a main theme for this group?

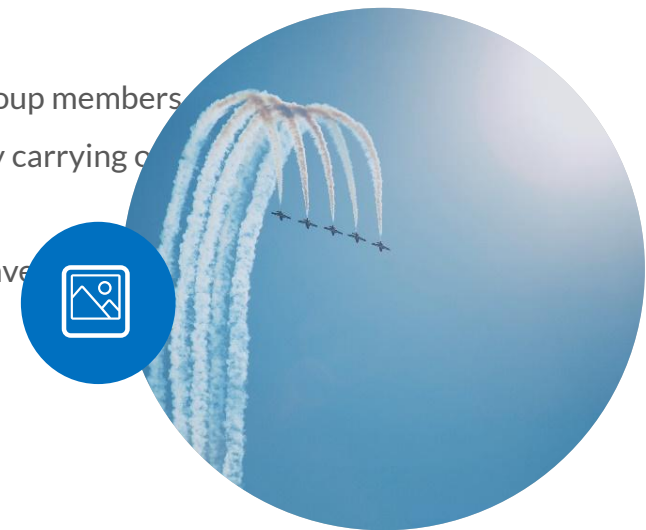
3. Group Purpose Statement\* - Ask them to write a clear, inspiring and memorable purpose statement, one that connects the group members is working in the same direction. A simple way to do this is to fill in the following model: We would like to help THESE PEOPLE by carrying out... can always come back and adapt this, to keep it up to date with your development as a team.

Remind the participants to keep their learning journals close to them and write down in the coffee breaks or whenever they have their AHA moments, new concepts, ideas, even things they have discovered about themselves on this journey.

In the end, they will have a crystal-clear image of their learning process.

**Debriefing:** Ask each team to share with the whole group their team purpose statement at the end

Resources: not needed





# Exchange feedback

**Learning objectives:** to develop the abilities to offer constructive feedback and to accept feedback easier

**Duration:** 30-40 minutes

**Materials:** cards with tips&tricks in giving feedback and receiving feedback, pens, A4 papers, sticky notes

**Activity Room:** working stations

**Description:** In this challenge the goal of the participants is to exchange individual feedback with their teammates. This should be an ongoing process rather than happening at pre-set times. After they've had the opportunity of working closely with their teammates, ask them to pick a moment and give them some individual feedback. Remember, this should be positive as well as negative!

One method that I use and works well is **START - STOP - CONTINUE**. What is the structure of this model: There are 3 questions they have to answer:


- »» What should they start doing?
- »» What should they stop doing?
- »» What should they continue doing?

Remember to be open: explain your feedback in more detail if necessary. They can use this method during the challenges every time when they feel they get stuck or the group harmony is in danger.



# Exchange **feedback**

## Tips & tricks. Giving feedback

1. Keep the goal in mind and be constructive. Feedback can become emotional and it's easy to lose track of the main goal. The aim is not simply to externalize frustrations, but to provide valuable, constructive advice on how others can improve their performance and behavior.
2. Be honest. It's easy to cushion feedback and hide feelings, for fear of hurting others. What actually happens most of the time is that the feedback not given hurts the most..
3. Focus on the action, not on the person. Say better: "When you were late for three meetings in a row, it made me think you were uninterested on working together", and not "You're not interested in being a part of this team". This can avoid defensive behavior and protect personal relationships
4. Be precise and objective. Give real examples and concrete ways in which the recipient can improve. If they don't understand, use clear examples
5. Speak your feelings, don't accuse. "When you do, X, I feel Y" is a nice model to follow, because it creates valuable dialogue. This makes the recipient think about how their behavior affects others, and focus on improving that.
6. Feedback is not necessarily negative. An important part of it is praising people and focusing attention onto positive behavior and results.  way of ensuring this is to start with the positive feedback.
7. Pick your moments and protect your team. Not all feedback needs to be given in front of everyone. It may be better to do this privately.



# Exchange feedback

## Tips & tricks. Receiving feedback

1. Be proactive in seeking feedback from those you work with. It shows that you value their opinion and are focused on improving your performance
2. Be open to others feedback. It's never easy to listen to criticism, but remember: its purpose is to improve the team, not to offend you
3. Ask questions: If you don't understand the feedback, ask the person to elaborate
4. Feedback is a gift, and you can do what you want with it. Use it as an opportunity to improve yourself. You'll often receive feedback you don't agree with, but don't take it badly. If you disagree, it's ok to tell your teammates and let it go, as long

as you are open to hearing about

5. Take notes. It's easy to get lost

**Debriefing:** What you would like

**Resources:** not needed



# Generate ideas



**Learning objectives:** to learn how to effectively brainstorm, to become familiar with fast ideas generator methods

**Duration:** 90 minutes

**Materials:** pens, A4 papers, sticky notes, sailor's log

**Activity Room:** working stations

**Description:** The part I love the most is to facilitate creative processes and to make use of brainstorming and creative activation tools. I have to admit, from all the challenges, this is my favorite part and I hope you and your participants enjoy it. Ideas generation session ready to start in 3.....2.....1

## STEP 1. Warm-up

Their goal is to warm up for a brainstorming session. In order to generate valuable solutions, begin with one of the creativity-boosting activities:

**Three things** - Divide the team into pairs, each person facing the other. In each pair, one person asks the other: "Name three things that..." followed by the first thing that comes into their mind. The other comes up with three answers as quickly as possible. Switch roles and repeat at least ten times during a five-minute period. For example, if I say: "Name three things that are yellow," you have to tell me the first yellow things that come to mind, without overthinking and worrying about right or wrong answers. Just respond as fast as you can!

**Object jam** - Bring a random object into the brainstorm and give the team five minutes to come up with alternative uses for it, perhaps if it were bigger or smaller. I use a lot in my trainings 20 ways to use a spoon activity and it's funny and a great idea generator tool. Ok, I admit, almost every time. I simply love it.

**Round table story** - Say the first sentence of a story, then ask each team member to continue it one sentence at a time. This should last a maximum of ten minutes. After the warm-up, let's get started with the real job: generate as many solutions as possible for the problem each team want to solve. In order to start brainstorming, the participants need a guiding question. A good example would be: "How is the team going to realize this specific objective?" Focus on practical ideas at this stage.






## Generate ideas

They should spend 30 minutes coming up with ideas that answer this question, and make sure someone writes them down. Aim to generate around a hundred ideas by the end of the session. Your brainstorming session should be guided by the following principles, which should be written somewhere visible.

1. *Quality through quantity* - The quality and effectiveness of the ideas partly depends on their quantity. The more ideas you come up with, the more likely you are to come up with good ones.
2. *Refrain from judging ideas* - Criticism should not hinder the creative process and the generation of bold ideas. Focus on generating ideas and defer the evaluation until later.
3. *Be bold* - New ideas and perspectives lead to innovative solutions, so embrace them without letting criticism bring you down.
4. *Combining and develop ideas* - Brainstorming should be a 100 percent collaborative process. Any member of the team can build on others' ideas and split them into many others.

The participants probably generated already dozens of ideas. So it is important to refine and conclude. You can introduce the following principles:

1. Cross out the ideas you don't like: those that you all find unfeasible or require too many resources to do.
2. Choose a maximum of ten that seem to have real potential. I suggest you continue straight to the Make Decision stage, where you will be picking the idea you'll work on with your team for the rest of your journey.



**"ALL IDEAS  
GROW OUT OF  
OTHER IDEAS."**

**– ANISH KAPOOR**



# Make decisions

**Learning objectives:** to learn how to evaluate ideas and to make logical decisions

**Duration:** 180 minutes

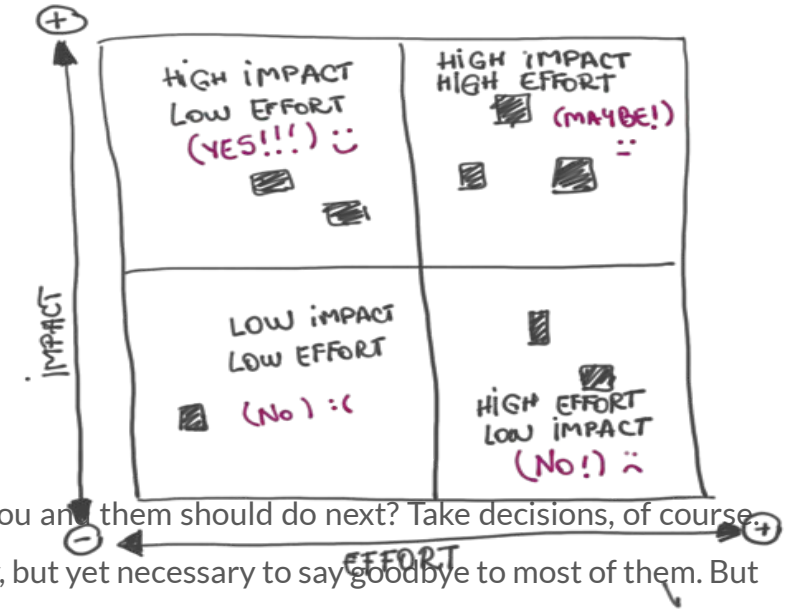
**Materials:** pens, A4 papers, sticky notes

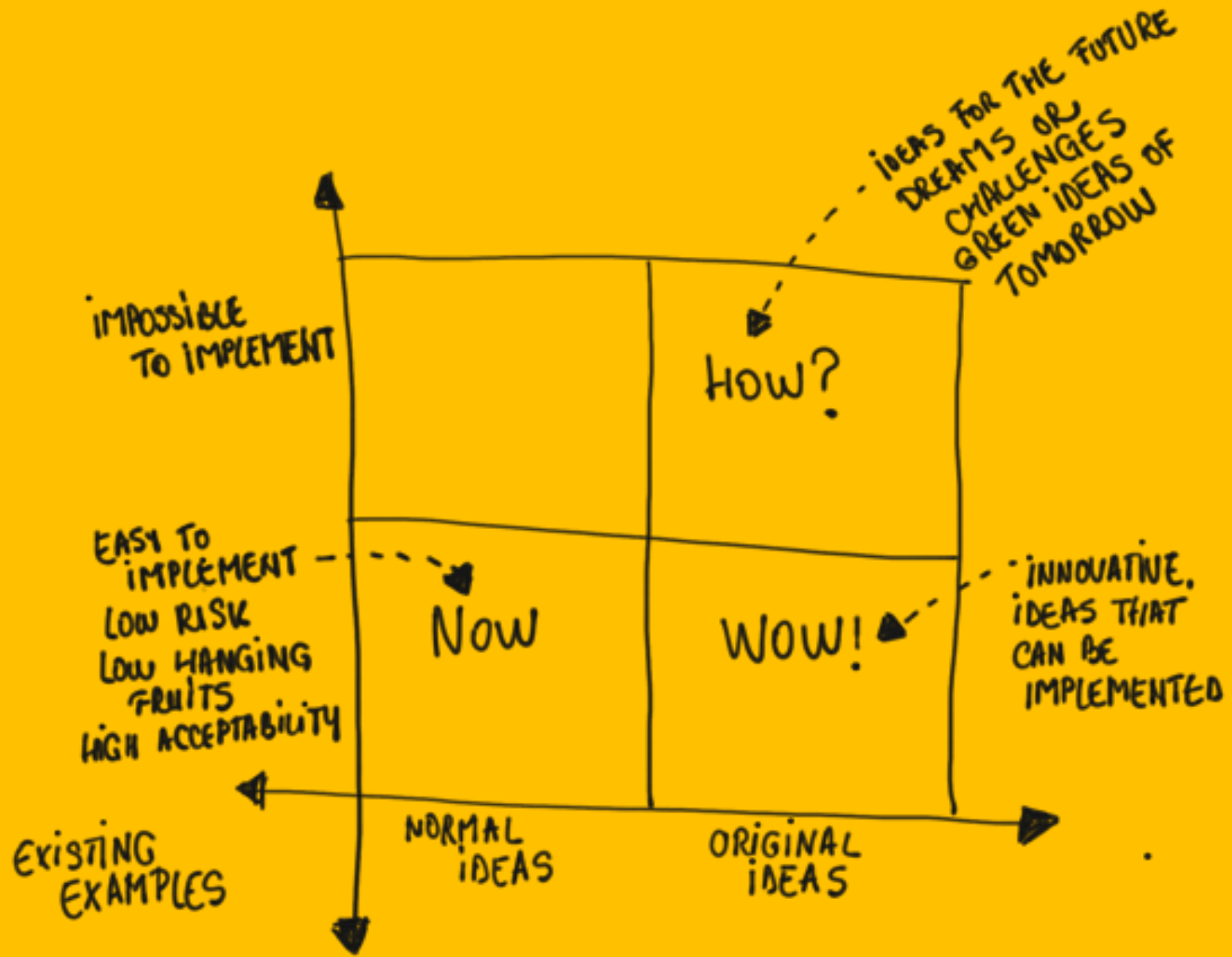
**Activity Room:** working stations

**Description:** Still on the second landland with more than 100 ideas on the sticky notes of your participants. What you and them should do next? Take decisions, of course. We don't have the resources, nor the time and energy to focus on all the amazing ideas they have generated. Painfully, but yet necessary to say goodbye to most of them. But how to make this process smoother. There are several options that I am going to share in the next minutes:

You can try [100\\$ test\\*](#) - Put all of your ideas in a matrix with a space for a potential investment in each one. Give each team member a hypothetical \$100 to invest as they prefer – either everything into one idea or divided between more than one. Get them to write down why they made this decision, since it can be great input for decision making. After doing this individually, share your investments with the group, see which idea has the most money and go for it!

[Impact & Effort Matrix\\*](#) - Create a matrix with two axes: Impact (the potential payoff of the action) and Effort (the cost of taking it). Place your idea in the matrix according to the impact and effort involved. This is a good way to see if your effort is worth it, and make a decision accordingly.





# Make decisions

After using one of these methods, you should have now up to 10 strong ideas that your team is crazy about. Hard to choose which one with all the creativity adrenaline pumping in your veins.

So I will give to you another efficient tool called [HOW-NOW-WOW MATRIX\\*](#)

Your goal is to rank your ideas in order of feasibility and originality.

During the last challenge you listed a maximum of ten interesting and potentially successful ideas. Now it's time to rank them and take a decision. The How-Now-Wow matrix is a selection tool in which a group weighs up each idea based on two parameters.

Draw a 2-by-2 matrix like the one I draw right now. The horizontal axis represents the originality of the idea; the vertical one how easy it is to implement.

Label the quadrants as follows:

*NOW - Blue ideas*: easy-to-implement ideas that solve problems and result in incremental benefits.

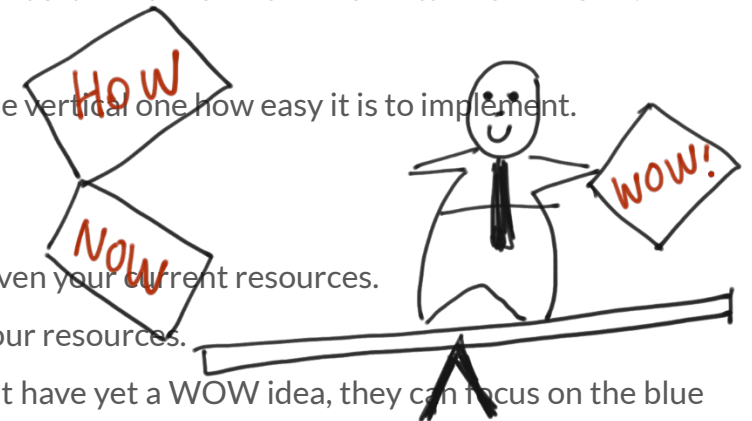
*HOW - Yellow ideas*: those that are a breakthrough in terms of impact, but impossible to implement right now given your current resources.

*WOW - Green ideas*: those that have the potential for orbit-shifting change and that you can implement given your resources.

Next, take a look at the WOW ideas. If is only one, then your decision process is made. If the participants don't have yet a WOW idea, they can focus on the blue Now ones.

**Debriefing**: Make a round where each team share their Wow and blue ideas. If you have more time, you can exchange leaders from teams in between and offer feedback to the groups.

**Resources**: not needed



# Create your social business

**Learning objectives:** to create a social business model **Duration:** 150 min

**Materials:** the business model canvas handout, sticky notes, pens, markers

**Activity Room:** working stations

**Description:** I encourage you to use Alex Osterwalder's Business Model Canvas,\* a chart with nine blocks representing the fundamental aspects of a business. In his book you can find many instructions and you can download the canvas from his website.

A business model describes how an organisation creates, delivers and captures value. In other words, it shows the major components of a business or project, how they interact to deliver good things to clients, and how it makes money in the end. A business model is not like a business plan.

A business plan may be sixty pages or more, filled with assumptions about every aspect of your future business: marketing, sales, production, human resources, organisation. The problem with business plans is that they're often static and unvalidated, which means they can be completely wrong. This happens because it's extremely hard to predict what will happen when you actually launch your business.

The participants should complete each of the blocks in this order:

1. Customer Segments – This block defines the different groups of people or organizations an enterprise aims to reach and serve
2. Value Proposition – This block describes the bundle of products and services that create value for a specific customer segment



# Create your social business

7. Key Activities – in this block the participants should describes the most important things a company must do to make the business model work.

8. Key Partnerships is about the network of suppliers and partners that make the business model work

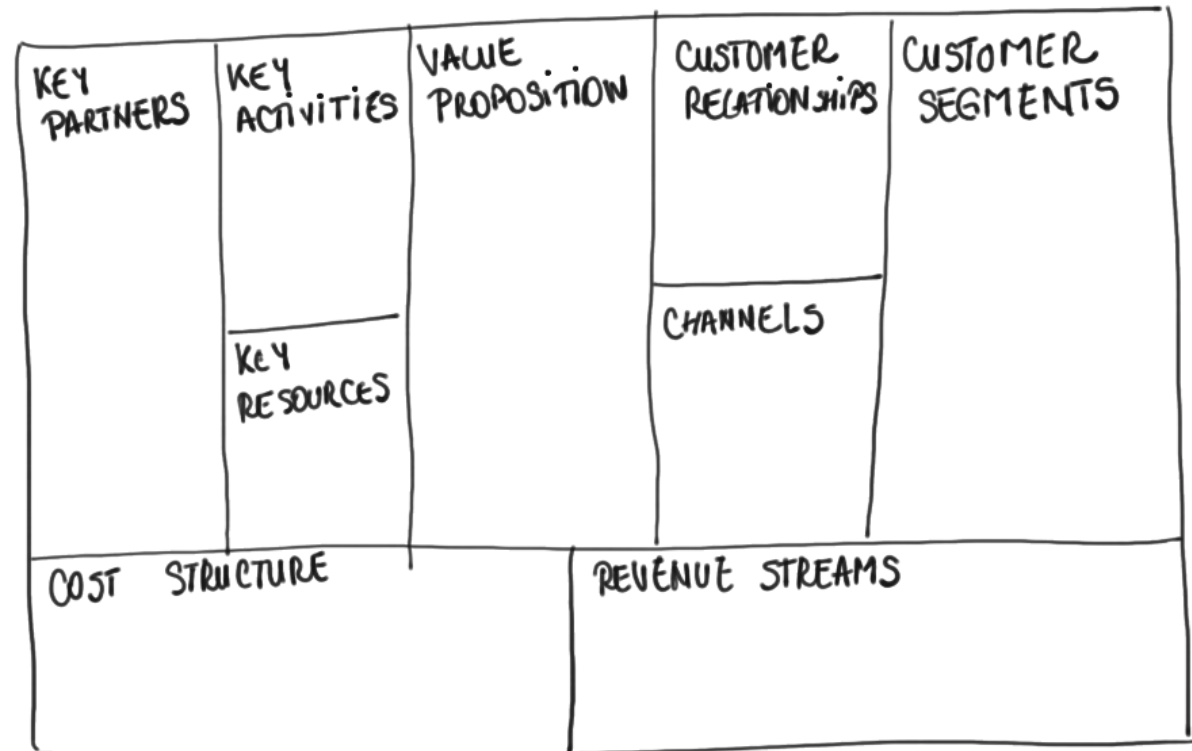
9. Cost Structure it is self-explanatory – all costs incurred to operate a business model.

This will be their first business model canvas. I recommend that they create more than one because, as I said, most initial business models are not very accurate. They won't know how people react to their product or service until you've launched it.

**Debriefing:** Not needed

**Resources:** Not needed

## THE BUSINESS MODEL CANVAS



by Strategizer

## Social Business Model Canvas

<b>Key Resources</b>	<b>Key Activities</b>	<b>Type of Intervention</b>	<b>Segments</b>	<b>Value Proposition</b>
<i>What resources will you need to run your activities? People, finance, access?</i>		<i>What is the format of your intervention? Is it a workshop? A service? A product?</i>	<b>Beneficiary</b>	<b>Social Value Proposition</b>
<b>Partners + Key Stakeholders</b>		<b>Channels</b>	<b>Customer</b>	<b>Impact Measures</b>
				<i>How will you show that you are creating social impact?</i>
<i>Who are the essential groups you will need to involve to deliver your programme? Do you need special access or permissions?</i>	<i>What programme and non-programme activities will your organisation be carrying out?</i>	<i>How are you reaching your beneficiaries and customers?</i>	<i>Who are the people or organisations who will pay to address this issue?</i>	<b>Customer Value Proposition</b>
<i>What do your customers want to get out of this initiative?</i>				
<b>Cost Structure</b>	<b>Surplus</b>	<b>Revenue</b>		
<i>What are your biggest expenditure areas? How do they change as you scale up?</i>	<i>Where do you plan to invest your profits?</i>	<i>Break down your revenue sources by %</i>		





# Design Value

**Learning objectives:** to get acquainted with the Value Proposition Canvas and draw their first customer profile.

**Duration:** 120 min

**Materials:** The value proposition canvas printed on A3 papers, sticky notes, markers, pens

**Activity Room:** working stations

**Description:** Starting from Value Proposition Canvas, they should fill in the Customer Profile, the right-hand part of the canvas, based on assumptions. Guide them to dig deeper into what they have drafted in the Customer Segment section of their Business Model Canvas. To complete this section, they should exercise empathy and put yourself in their customer's shoes.

- Customer Jobs describes what customers are trying to get done in their work and lives, expressed in their own words.
- Pains describes outcomes, risks and obstacles related to the customer jobs.
- Gains describes the specific outcomes customers want to achieve.

Once they have the canvas ready they will continue with CUSTOMER DISCOVERY AND PROFILE VALIDATION\*

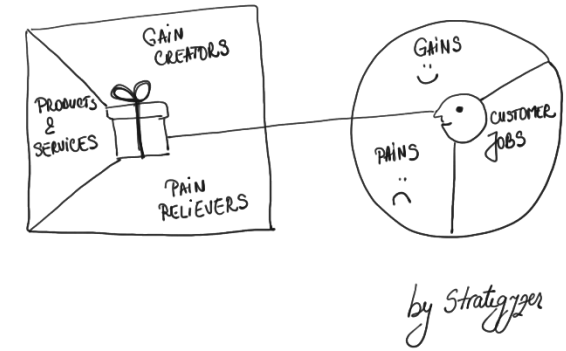
Their goal is to meet their potential customers, and collect insights about them to enrich their customer profile and validate their initial assumptions.

Here are two exercises they can do to complete the profile. The main difference between observing and interviewing is that observation shows you objective reality and not the customers' perception.

1. Interview the customers:

The teams will look at their assumptions and write

# Design Value



We move on with 3rd step of this challenge. VALUE MAP AND FIT\*

In this part, the participants's goal is to define their idea in the Value Map on the left-hand side of the canvas and ensure it fits with customers' needs.

## 1. Design your value map

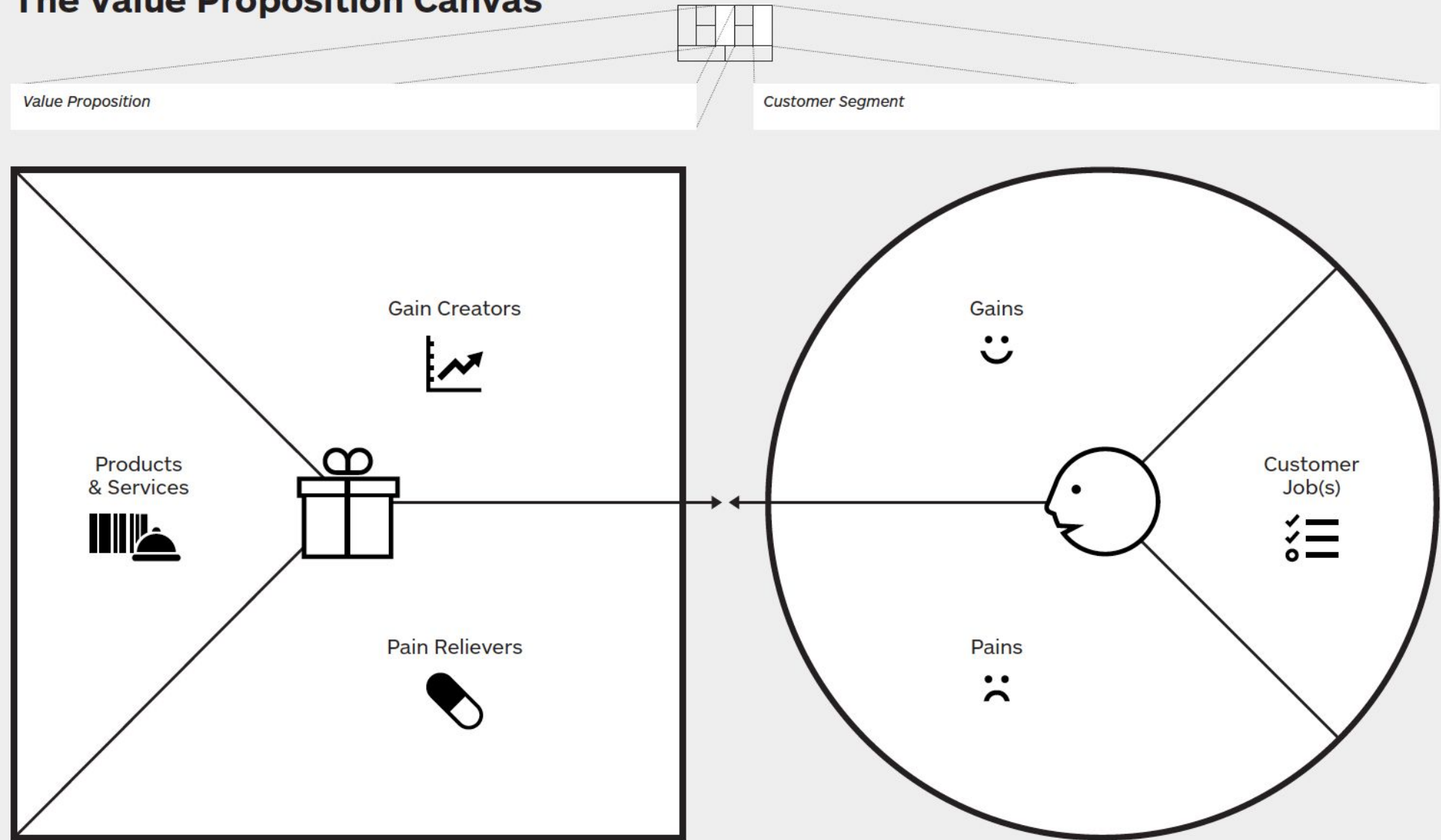
- Products and Services should be a list of what your value proposition is built around.
- Pain Relievers describe how your products and services help with customer pains.
- Gain Creators details how they create customer gains.

## 2. Look for fit

Fit happens when the value proposition addresses the customers' real pains and gains.

OUR \_\_\_\_\_ (PRODUCTS/SERVICES)  
HELP(S) \_\_\_\_\_ (CUSTOMER SEGMENT)  
WHO WANT TO \_\_\_\_\_ (JOBS TO BE DONE)  
BY \_\_\_\_\_ (ADDRESSING PAINS)  
AND \_\_\_\_\_ (ENABLING GAINS)

# The Value Proposition Canvas



# Plan your project

Learning objectives: to learn how to plan efficiently a project

**Duration:** 120 min

**Materials:** Sticky notes, A4 papers, sailor's log, markers, flipchart papers, pens

**Activity Room:** working stations

Description: 1. Organise a meeting with all your team members.

2. Beforehand, ask each member to think of all the actions that will be required to create the value you have defined for your customers, in your value proposition.

3. Draw a picture similar to the following on a wide sheet of paper. Display it on a wall and tell team members that the goal of the meeting is to reach agreement concerning specific tasks, required to create

value for your customers.

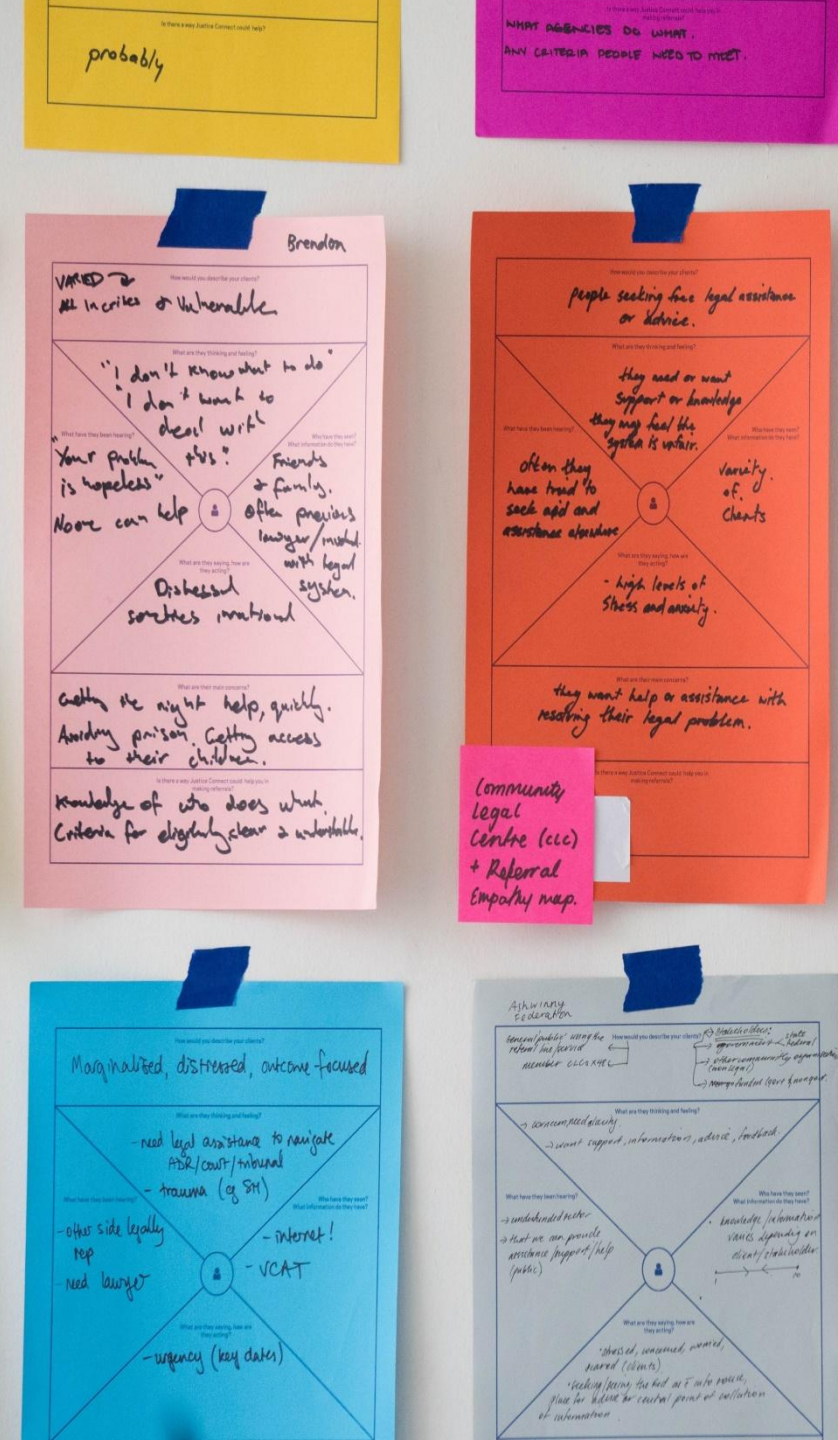
4. Write the tasks to be discussed in the first column. While defining the projects, check the Tips & Tricks card to be sure you don't miss any important elements.

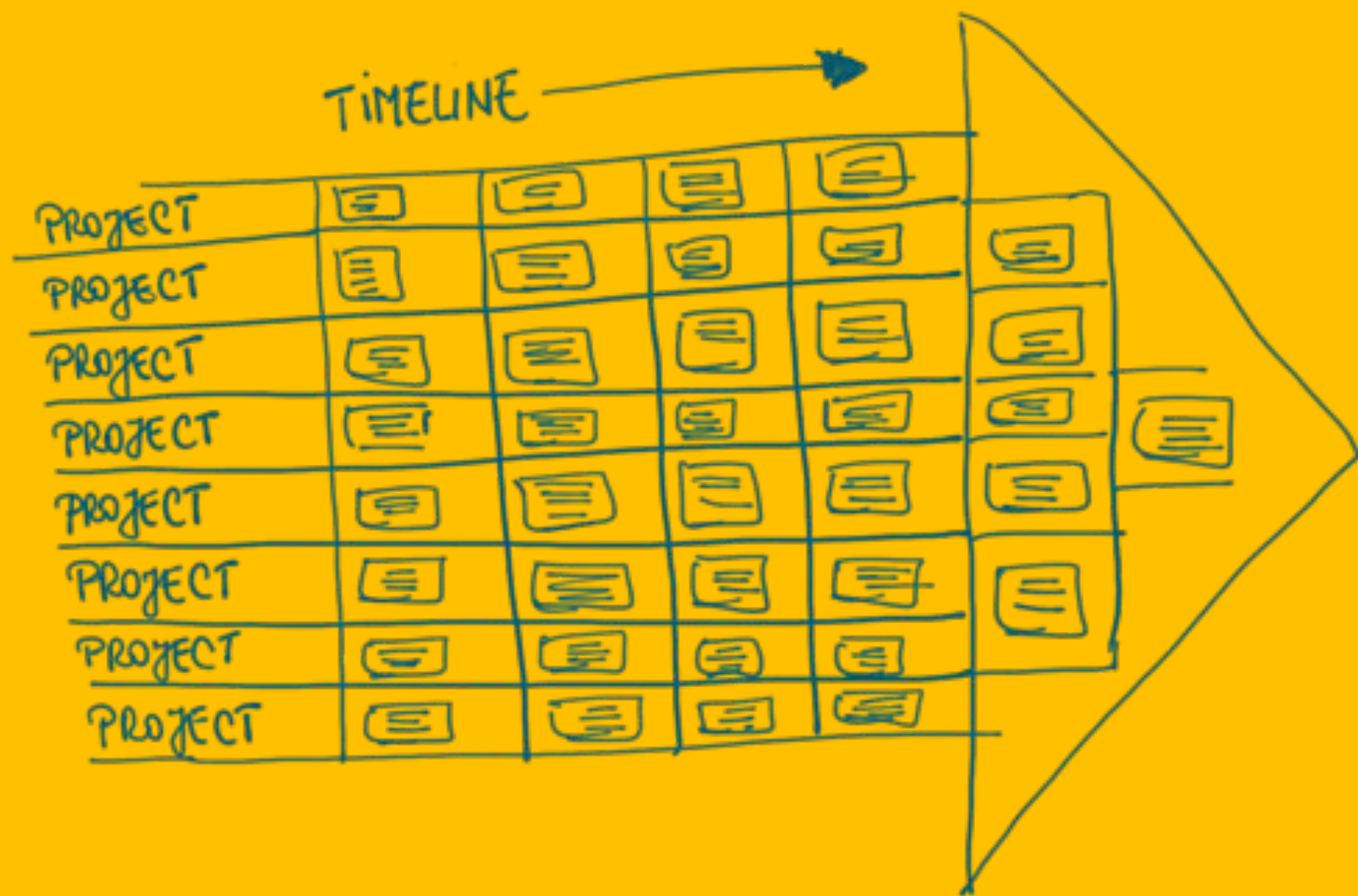
5. Go through every project and agree on the action required to accomplish it, recording this on sticky notes.

6. Based on the projects and action you have listed, agree a timeline and write the milestones in days, weeks, or months along the top row.

7. Assign responsibility for projects and actions to individual team members.

8. As you post the sticky notes, ask yourselves challenging questions about your plan: Does this have to happen first? Can we combine these two actions? Do actions in one project affect the progress or outcome of







# Building resilience

**Learning objectives:** Failure teaches you the best lessons in life”. To change their perceptions regarding failure and to see these chapters as natural learning processes.

**Duration:** 60 min

**Materials:** not needed

**Activity Room:** circle or working stations

**Description:** Failure is the most common occurrence in the world of startups and small businesses.

But why DO STARTUPS FAIL?

I. Premature scaling — the silent predator

One of the biggest killers for startups, and something which is not often talked about, is premature scaling. Premature scaling is often camouflaged by short-term spike in key metrics, when the business model, in



# Prototyping

**Learning objectives:** to test, improve and validate their business model canvas.

**Duration:** 120 min

**Materials:** A4 papers, cardboards, box cutter, markers, colorful pencils, sticky notes

**Activity Room:** working stations

**Description:** Time for prototyping. We take our product out, to see the sun and our potential customers. How we create the prototype? Share with the participants these four principles:

LITTLE TIME | first of all, it should take you a maximum of one hour to build your prototype.

Not very pretty | don't spend time worrying about the looks of your product. Invest your time wisely in talking to potential customers, not in making it

CORE FEATURES	COMPLEMENTARY FEATURES
- . - . .	- - - - .
- - - - -	- - - - -
- - - - -	- - - - -
- - - - -	- - - - -
- - - - -	- - - - -

# Prototyping

Next, guide the teams to define the method: How will you show your prototype? What can you build quickly that would help your users to deliver valuable feedback? How could you display and test the concept, investing the least amount of resources?

To find the simplest method possible, keep asking: "Is there a simpler way to show this?"

The level of detail that's right for your prototype will depend on a few factors:

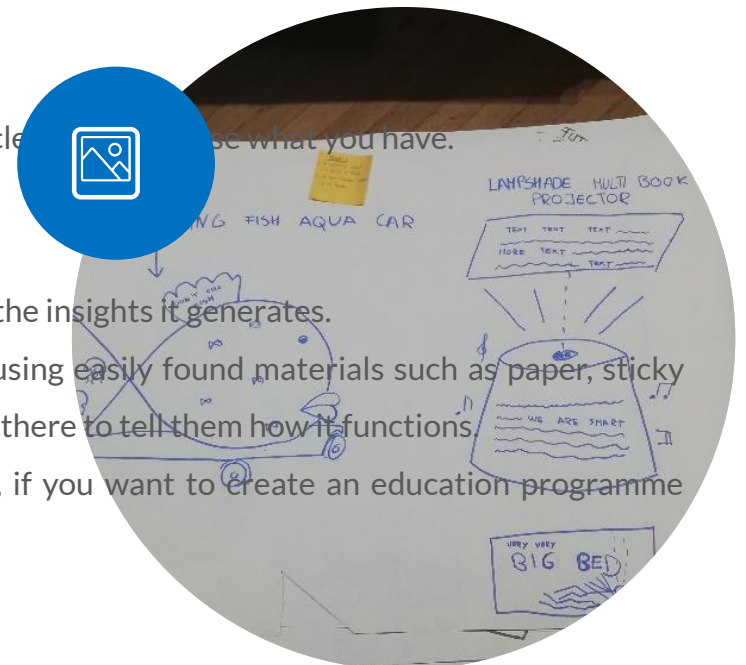
- What type of users will be exposed to it?
- Will they be able to deliver insightful feedback based on the model that you are presenting?
- Do they need to see a certain level of detail to understand the concept?
- What resources are accessible to you? With low-fidelity prototyping, agility is crucial: be resourceful and find clever ways to use what you have.

## STEP 2 EXECUTE, TEST AND LEARN\*

Your goal is to create your prototype and test it on potential users.

1. Execute: How will you build it? Low-fidelity prototyping is about not how sophisticated your model looks, but the insights it generates.

- a) If you're prototyping a physical product, spend no more than one hour building the simplest version of it, using easily found materials such as paper, sticky notes, and tape. You want to show people what your product could look like, so it doesn't have to work! You'll be there to tell them how it functions.
- b) If you're prototyping a service, find the easiest way to test whether people need or want it. For example, if you want to create an education programme dedicated to helping young people find their passions, start helping one person to do so.



# Prototyping

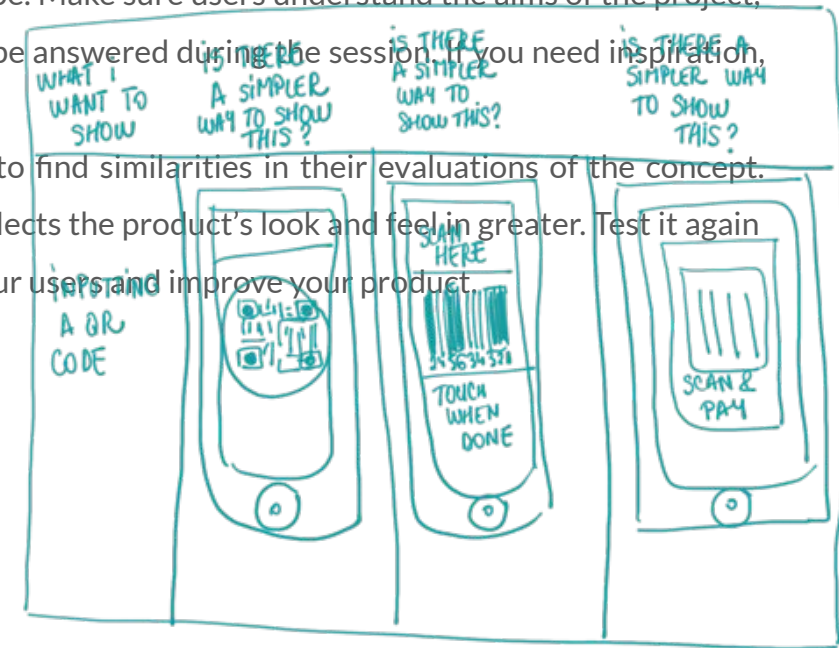
2. Test: How will you evaluate the prototype you are showing? Avoid explaining the limitations of your prototype. Make sure users understand the aims of the project, and ask questions or prepare a short guide before you present it. List a few of the questions that you'd like to be answered during the session. If you need inspiration, you'll find suggestions on the Tips & Tricks card.

3. Learn: You've shown your prototype. Now what? Collect your users' feedback and build an affinity map to find similarities in their evaluations of the concept. Incorporate their feedback and move on. From here, your next step is to build a high-fidelity prototype that reflects the product's look and feel in greater. Test it again and again! This challenge should be seen as part of a cycle. You should always prototype, test and learn from your users and improve your product.

**Debriefing:** What are the main reasons we should always include prototyping in the start-up process?

What can happen with our business idea if we skip this step?

**Resources:** not needed



# Present your idea

**Learning objectives:** to improve their presentation and public skills, but also mathematical competences

**Duration:** 180 min

**Materials:** sticky notes, markers, A4 papers

**Activity Room:** working stations

**Description:** For this phase they should use the content they have developed with the Business Model Canvas and Value Proposition Canvas, and draw conclusions from prototyping and testing.

Enter the information in the following format:

1. Introduction: who you are and what is the goal of this pitch
2. Team: who the team members are and their roles
3. Problem: what problem or business opportunity you are addressing

4. Solution: your solution to the problem or business opportunity



# Present your idea

We will continue with the phase of crafting and pitching the business idea, using all the points outlined in the business idea factsheet, and deliver it to potential investors, mentors or partners.

## 1. Build the presentation

Your presentation should include all the points outlined in your factsheet, in a simple, direct and visual format. Ideally you should use presentation software and have each point on a single slide. Don't include too much text, make it visual and engaging, and give your speech structure and flavour.

## 2. Write the speech

Based on the factsheet, write and rehearse a speech and ask teammates for feedback. Your speech should feel engaging to the audience. Practice different ways of delivering it to find what suits you best.

## 3. Pitch!

Find opportunities to pitch - either call people within your network or take advantage of pitching events. Make sure that your visual presentation and speech are adapted to your audience. They should always fit the context and the goal of the pitch: finding partners, investment or other resources.

Debriefing: What could've gone better in this process?

What lessons you have learned?

What are the 3 most important aspects when you present your idea?

Resources: [https://www.youtube.com/watch?v=Lb0Yz\\_5ZYzl](https://www.youtube.com/watch?v=Lb0Yz_5ZYzl)

<https://www.youtube.com/watch?v=FrIfes1L7NI>



# Celebrate

**Learning objectives:** to learn to show appreciation to your team, to evaluate the process and to build self-esteem after completing the project

**Duration:** 40 min

**Materials:** not needed

**Activity Room:** Working stations and circle

**Description:** Here we are, at the last challenge, yet very important: to celebrate this amazing journey. What could be better if not showing appreciation and recognition to the team for its achievement. The first part of this challenge is simple, but extremely important: the participants should gather their team and start appreciating! Divide this activity into two phases:

## 1. Individual appreciation

Ask everyone to write a small thank you note for all other teammates. The goal here is to show appreciation for something specific they achieved along their journey as a team. It can be as simple or as complicated as they make it. The notes should be read later and are not meant to be shared with everyone. Of course this can happen, but people shouldn't feel obliged to do so.

## 2. Team appreciation

Now it's time to appreciate collectively! Ask everyone in turn two simple questions:

- What are you thankful for regarding the team?
- What are you proud of?





# Entrepreneurs Friends



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

Erasmus for Young  
**Entrepreneurs**

**Learning objectives:** To highlight some European training and funding opportunities designed to support young entrepreneurs. By the end of the session participants will: gain a basic knowledge of European programmes that offer support for young entrepreneurs; understand how the programmes work and how they can apply in order to participate.

**Duration:** 60-90 min

**Materials:** A laptop, A projector; From the printable materials: Entrepreneurs Wanted funding quiz, Answer cards

Activity Room: circle of chairs

Description: Step 1 -- Welcome participants to the session. The trainer explain to the group this is the last session before the final evaluation. They will be taking part in a quiz about entrepreneurship and entrepreneurship opportunities, and will learn about European programmes that offer training and funds to young people interested in becoming entrepreneurs. Hand out the answer cards and ask for a volunteer to keep score.

Step 2 - The trainer show the slide with the first question and ask participants to hold up their answer (A, B, C or D). When the scorer has made a note of all answers, show the next slide with the correct answer and additional information. Repeat until you have completed the quiz.

Step 3 - In mixed groups of 6 people, they will research online the programme aims and the application process for one or more of the listed programmes (Eurodysee, Erasmus for Young Entrepreneurs, etc) or local or national training and funding opportunities for entrepreneurs.

Step 4 - The participants summaries the session by highlighting some useful websites or other resources that may offer funding opportunities. We will also invite a local young entrepreneur to share her experience in accessing European funding programmes

Debriefing: What are the advantages of each opportunity?

What are the disadvantages of each opportunity?

Resources: Website: Erasmus+ / European Solidarity Corps / Erasmus for Young Entrepreneurs

# Letter from the future

**Learning objectives:** visioning, creative writing, planning

**Duration:** 20 min

**Materials:** Sailor's log, pens

**Activity Room:** circle of chairs

**Description:** This writing activity helps people throw a fishing line into the future and hook a clear image of positive possibility. It's an excellent activity for both youth and adults. Tell people they will be doing a free write activity and provide appropriate instructions.

Ask participants to think of a time in the future, say, at the end of the school year or at the completion of a planned project.

- Now think of person who is very supportive and revels in your success. It can be a family member or a friend. The person can even be deceased.
- The object of this activity is to write a letter to this person from the vantage point of the time in the future you have identified. You have been successful beyond your wildest dreams and you are telling this person all about it. What happened, what does it feel like, what steps did you take to get there, and what's next. Just let your mind go and record the good news on the paper.
- Once everyone has written a page or so, call a halt to the writing.
- Invite people to read all or some of their writing to a partner.
- Call for volunteers to read their piece to the entire group. As people read their pieces you will notice the energetic shift in the room to one of power and possibility.

**Tips:** Be sure to stress the fact that the person's endeavor has met with wild success. Encourage people to use description in their writing.

**Debriefing:** not needed

**Resources:** not needed



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