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DREAM BELIEVE ACHIEVE 2

Capacity Building In the Field of Youth

ENTREPRENEURSHIP

TRAINING AND EVALUATION METHODOLOGY

Youth for Exchange and Cooperation

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GYFBF GEORGIAN YOUTH FOR BETTER FUTURE

ISTITUTO MARCUCCI

aide JOVEN ALIANZA INTERNACIONAL PARA EL DESARROLLO E LOS JÓVENES

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

ENTREPRENEURSHIP TRAINING AND EVALUATION METHODOLOGY (GUIDE)

YEREVAN 2020

The Entrepreneurship Training and Evaluation Methodology is a collection of methodologies, educational materials and tools for planning, organizing and running training sessions on Entrepreneurship for young people.

The Entrepreneurship Training and Evaluation Methodology is a result of collaboration between five youth organisations from Armenia, Georgia, Italy and Spain. The guide was developed by the international expert working group in the framework of the project "Dream, Believe, Achieve 2nd edition."

The guide was developed with the support of Erasmus+ programme of the European Union.

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Introduction and practical notes

About the project

The current Methodological Guide was developed in the framework of "Dream, Believe, Achieve 2nd edition" project funded by Erasmus+ programme of the European Union in the framework of Key Action 2: Capacity building in the field of youth – Partnership for entrepreneurship. The project builds on achievements and experience of "Dream, Believe, Achieve" project (2018-2019) and aims to widen the project scope more in technical terms by developing and piloting Evaluation and Training Methodology for young people.

The main goal of the project is to support youth workers to organize and deliver entrepreneurship training sessions to youth groups at risk. To support this goal, the key phase of the project is the development of the current document.

The participants of the Project are young people and experts from youth and entrepreneurship fields from Armenia, Georgia, Italy and Spain.

About the guide

The objective of the current Guide is to provide a step by step evaluation and training methodology, as well as a toolkit for the entrepreneurship trainings designed for young people.

This Guidebook is a bright example of a good set of content materials, which is prepared by international experts from Armenia, Georgia, Spain and Italy and includes all their experience and knowledge on Entrepreneurship as well as key principles and tools for training delivery provided in a theoretical format.

Who is the guide for

The Guide is designed for young people who do not have a training experience but are interested in running an entrepreneurship training for their peers and are seeking for practical toolkit on training initiation, organization, composition, running and evaluation.

Role of youth workers in entrepreneurship education

"Young people who benefit from entrepreneurial learning, develop business knowledge and essential skills and attitudes including creativity, initiative, tenacity, teamwork, understanding of risk and a sense of responsibility. This is the entrepreneurial mind-set that helps entrepreneurs transform ideas into action and also significantly increases employability".

EU Entrepreneurship 2020 Action Plan, 2013

The challenges and risks that the young people are facing currently demand new forms of engagement with them and youth work is becoming an important form of building capacities and promoting learning among young people. The main objective of youth work is to create opportunities for young people to shape their own futures. Youth work is increasingly becoming a tool for professional development of young people and entrepreneurship is often quoted as a key aspect to be addressed in youth work.

Entrepreneurial competences are promoted among young people as a path to have an active role in the society, supporting self-employment and tackling social exclusion. Moreover entrepreneurship education as such has increasingly becoming part of the formal education curricula worldwide.

In youth work, entrepreneurship education is delivered base on principles of informal and non-formal learning, which are usually based on learning objectives and provision of specific learning support. Non-formal and informal learning can quickly adjust to the new reality and thus play an important role on youth education and capacity building, equipping them with necessary skills and competences not only to enter labour market, but also to realize their innovative aspirations and creativity.

The aim of the involvement of youth workers in entrepreneurship education is to develop strategic tools and motivate youth organizations to provide youth entrepreneurship support and further expand on this topic.

Training design from start to finish

"Tell me and I forget, teach me and I may remember, involve me and I learn."

Benjamin Franklin

How to self-organize with professional templates and modules

The key element of entrepreneurship trainings is that the trainings aims to develop **knowledge**, **skills** and **behaviour (attitude)**.

The first step in every action is planning and running a training is not an exclusion. There are many tools that help a trainer to organize its sessions according to needs and requirement of different group. Some of the key tools include:

- a Rolebook,
- a Training Module,
- a Training Outline,
- an Agenda,
- Handouts,
- Checklist templates,
- Content materials,
- Participants' List templates.

A Rolebook is a must tool in the process of training design and organizing the delivery procedure. This is a universal tool for logically keeping up both with the content of the training and with the goal of each activity (session, exercise, etc.). You can see an example of a Rolebook in the Figure 1 below.

TARGET GROUP INFO	**Topic**	**ENTREPRENEURSHIP ESSENTIALS**			
	Audience Size	**Audience Age Group**	**Audience Education/ Profession**	**Special Needs**	**Notes**
	20 – 25 participants	18 – 45	Economist, Psychologist, Medical workers, IT specialist, etc.	Business Orientation and Thinking	100% should be able to generate a business idea 30% should develop a business plan or model
1. TRAINING DESIGN & CONTENT					
Duration	**5 Full training days – 40 hours**	**7-8 hours per day**			
	Goal	**Topic/ Subject & Activity**	**Method / Means**	**Materials**	**Trainer/ Facilitator**
DAY 1					
5 min.	Participants are aware of: - the objectives and the mission of the project	**Opening Session** Introduction to the project and training	Speech	N/A	Trainer A
15 min.	Participants and the trainer know each other - the trainer knows the contingent - the participants know each other	**Introduction** - Introduction of the participants - Making name tags	Individual task & Speech	Whiteboard, colourful papers, flipchart magnets	Trainer A
40 min.	Participants: - know what to expect from the training - know what expectations will be met during the training Trainer: - knows what key points should be emphasized and delivered to the audience Both parties have clear sense of what the training will cover or not.	**Expectations** *Activity X* on expectation	Individual task, Group discussion	*List of materials required for running Activity X on expectations*	Trainer A and B
15 min	***Coffee break***				
W min	*Goal W*	*Activity W*	*Name of method that the Activity W represents*	*List of materials required for running Activity W*	*Trainer responsible for the Activity*
X min	*Goal X*	*Activity X*	*Name of method that the Activity X represents*	*List of materials required for running Activity X*	*Trainer responsible for the Activity*
Y min	*Goal Y*	*Activity Y*	*Name of method that the Activity Y represents*	*List of materials required for running Activity Y*	*Trainer responsible for the Activity*
60 min	***Lunch break***				

Figure 1. Sample Rolebook

Training Module is an instructional guide primarily used for teaching step-by-step procedures. Training modules also can be used to present more factual information. It can also remind you of a brief version of a Rolebook. But the key difference is that a training module can flexibly be updated and adjusted to the audience and each subtopic included in the course even in the process of training, while a Rolebook is prepared initially in all details and is more stable for the whole course. It globally sticks to the training goals, while a module is a quick and flexible tool to be right at hand for every training day.

Training Module is important for the trainer's everyday planning and systemized revision of the material to be fully ready/prepared for it.

Training Module can have a variety of structures, and it is up to the trainer to decide what sections are a priority for them to make notes on. Anyway, it is important to make quick notes on skills per section, which help to develop duration of each section of the course, as well as section delivery techniques and resources needed for their implementation.

A sample of a Training Module is presented in Figure 2 below.

Section	Skills	Timing	Techniques	Resources
Introduction	Agenda and intro to the topic	09:00 to 09:10	Ask participants what questions they have	Easel & flip chart for agenda
Learning Objective #1	Title searching	09:10 to 09:30	Demo on overhead: practice in pairs	Laptop & projector
LO #2	Check-in / check-out	09:30 to 10:00	In teams, review correct process using screenshots	Screenshots of each step of the procedure
Coffee Break		10:00 to 10:15		
LO #3	Patron records	10:15 to 11:00	Role-play patron needing to enter or update info	Patron application forms
Wrap-up	Review and recap	11:00 to 11:30	Ask review questions: let your students express successes/ problems	Flip chart & markers to note questions

Figure 2. Training module

Course Outline is a short introduction of the main subtopics covered under each training section. It is a quick and brief description of the course, which helps partners or beneficiaries to have general understanding of the course.

A sample of a course outline is presented in Figure 3 below.

COURSE OUTLINE

1. Sales Psychology
   a. The professional salesman - A solution consultant
   b. Sales as a profession
   c. Seller-buyer equation
   d. The sales personality
   e. 8 Roles for sales professional to excel in B2B sales
2. Buying Psychology
   a. Buyer profiling
   b. Buying influences
   c. Buyer fears & risks
   d. Buyer expectations
3. Strategic Sales Planning
   a. Define USPs and value proposition
   b. Identifying market segments & market potential
   c. Competitive analysis – SWOT
   d. Setting sales goals – monthly/quarterly/annual
4. Tactical Sales Planning
   a. Prioritizing markets & products
   b. Identify highest potential markets
   c. Set call priorities and frequencies

d. Breaking monthly goals into daily action items
e. Developing monthly, quarterly & annual prospect call schedule for maintaining healthy pipeline

5. Territory Planning
   a. How to organize your sales territory to maximize productivity
   b. Product/Market mapping
   c. Manage/ Travel the territory in most time-efficient manner
6. Time Management
   a. Optimal use of golden hours of selling
   b. Differentiate selling from non-selling activities
   c. Reducing Interruption

Figure 3. Course outline sample

Training Agenda is a time-bound/scheduled outline of training activities that are required to be achieved during the agreed time period. Agenda is more an external tool for informing participants and partners of the content and scheduling of training activities. At the same time, Rolebook, Training Module and Outline are more internal tools for the trainer to get properly prepared for their training course.

A sample of a Training Agenda is presented in Figure 4 below.

TRAINING AGENDA

Business Planning

Day 1st, 01.10.2019

09.30 – 10.00	**Registration**
10:00 – 10:20	**Opening session**
10:20 – 11:00	**Introduction of participants Expectations**
11.00 – 12:00	**Creative thinking, Critical thinking and Innovation**
12:00 – 12:30	***Coffee Break***
12:30 – 13:00	**Innovation Tools and Principles.**
13:00 – 14:00	**Business Idea Generation & Analysis tools**
14:00 – 15:00	***Lunch Break***
15:00 – 15:15	**Refreshment activity/ Energizer**
15:15 – 16:00	**Key success factors of entrepreneurship: - Vision, Goal, Strategy**
16:00 – 17:00	**Business Modelling &/ vs Business Planning: Structure & Component**
17:00 – 17:30	***Coffee Break***
17:30 – 18:30	**Group work: Business Prototyping and Product prototyping**
18:30 – 19:00	**Feedback & Closing of the 1st training day**

Figure 4. Sample training agenda

Trainers usually provide to their trainees so called **Training Handouts**, which incorporate additional information and reading materials about the topics covered during the training. They aim to help trainees to expand their knowledge about the training topic and to improve their understanding by covering the questions and cases that were not feasible to cover during the session given the time constraint. For example if your topic for discussion is how write good press release, as a training handout related to the topic you can include an article about clarity of written speech.

It is worth mentioning, that usually handouts are intended for fulfilling some information which was not possible to fully deliver during the training. Handouts can also include psychological test templates, exercise sheets open for notes and other interactive materials, which will remind the trainees about their experience during the training. This will also help them to assess the evolution of their particular skills and knowledge a few years after the training.

Another useful tool for a trainer is a **Training Checklist**. This is a list of all the materials, equipment, handouts, other resources and activities of a "to do list" that should be acquired and arrangements that need to be ensured in order to run a smooth training without any delays or unplanned stops.

A sample training Checklist is presented in Figure 5 below.

№	Title	Unit	Quantity	Status
1	Flipchart paper	20 – 25 sheets	5	Ordered
2	Notebooks, A4	item	20	Done
3	Markers, 5 colours, 5 items per colour	item	20	In process
4	Highlighting marker	item	4	Done
5	Folder, A4	item	20	Need 5 more
6	etc.			

Figure 5. Sample checklist

Content Materials include all the informational, conceptual, theoretical guiding books, articles, scientific, formal and non-formal educational writings and web-sites that trainers should always use while preparing for the topics to be delivered during the training. Here, of course, one should select the most reliable sources of information for making a competitive, interesting and useful content for the training. To make sure that the training content fits to the particular time-period and particular target group, a trainer should regularly update their content materials and be informed about the latest news on the topic.

A **Participant List** can have a variety of formats, but actually it is a table with as many columns as much information one needs. In can include participant's first name, e-mail, phone number and etc. (See Figure 6).

SIGN-UP SHEET
Subject: Business Planning
Duration: 01/10/2019 – 05/10/2019
Country _________, Region _________, Town__________, 2019

#	First and last name	Phone number	E-mail	Employment/ Profession	DAY 1 [*date*]
1					
2					
3					

Figure 6. Sample training sign-up sheet

How to set training goals and learning objectives

The purpose of training is to deliver results, thus goal and objective setting is an indispensable part of training planning and preparation. Goal and objective setting are relevant for all parties involved in the training process – participants individually and as a group, trainers, organizers, funders. Yet, naturally not every party share the same goal and objectives during the same training. Based on their needs, opportunities and plans each training participant has a different goal or objective and so are the goals and objectives of the trainers and training organizers. For effective organization of a training course it is very important to clarify the goal and objectives of all the parties beforehand. When there are no time constraints, it is also advised to additionally discuss the goals and learning objectives of the participants during first sessions of the training, before moving to the main training content. For specific activities see Appendix 1, Training goal and objective setting activities.

Objectives are specific action statements, which specify what the learner will be able to do, or say, or think, as a result of attending a training course or a particular session. In general, objectives are more specific and easier to measure than goals. Usually, they serve as the basis for evaluating performance.

Goal is an observable and measurable end result having one or more objectives to be achieved within a more or less fixed timeframe.

While defining goals and objectives it is very important to think about how it will be checked whether the objectives and goals have been achieved.

Both as a trainer and as a learner, keep in mind at least two goal setting models – SMART and CLEAR.

SMART theory says that goals must be:

- **S**pecific (Goals must be clear and unambiguous)
- **M**easurable (Results must be able to be measured in some way, for example, the number of products sold each week, or the percent completion)
- **A**ttainable (Goals must be realistic and attainable by the average employee)
- **R**elevant (Goals must relate to your organization's vision and mission)
- **T**ime-bound (Goals must have definite starting and ending points, and a fixed duration)

CLEAR theory says that goals must be:

- **C**ollaborative (Goals should encourage employees to work together collaboratively and in teams)
- **L**imited (Goals should be limited in both scope and duration)
- **E**motional (Goals should make an emotional connection to employees, tapping into their energy and passion)
- **A**ppreciable (Large goals should be broken down into smaller goals so they can be accomplished more quickly and easily for long-term gain)
- **R**efinable (Set goals with a headstrong and steadfast objective, but as new situations or information arise, give yourself permission to refine and modify your goals)

How to schedule the training

While scheduling the training, a trainer or the organizing person/company should consider the target group, their employment, busy hours, personal preferences and habits/customs.

It is advised for a trainer to study specific details on the perception hours or behavioural specifics of target groups to consider them while making the Agenda and setting timelines for the training. (See Annex 1 on Andragogy.)

Generally, scheduling of the training can have a few directions to be guided with:

Scheduling covers most directions and answers to the key questions:	When should the training course be delivered (season, period, month, week, days)?
	How long should the training course last?
	What days (either weekdays or weekends) should the training session be held on and what time should it start?
	How long should the training day last?
	How many breaks (coffee break and lunch break) should the training day include?
	How should a trainer select and plan best time for refreshment activities?
	Other details in case applicable.

- **When should the training course be delivered (season, period, month, week, days)?**

This is a very important point to define before starting the implementation phase of any education project or professional intervention. Generally, this is carefully designed either by the project manager, in case the training is only one of the interventions the project includes, or by the training manager or the trainer, in case the training is a direct intervention or service not included in any major project.

Selecting the best time period for the training course depends immediately on the target group who the training is going to be delivered to and the key objective of the intervention. For instance, if the target group includes mostly urban participants with a full-day job in their towns, and the project aims to deliver some tourism management knowledge and skills to them, the training course should be planned to deliver before the active season tourism starts in. In Armenia active touristic season starts in Spring and lasts up to late October, so any activities like this should be planned to deliver during winter, so as the participants or beneficiaries could have time for the trainings and not miss the season to be prepared by.

- **How long should the training course last?**

The duration of the training course is generally defined again by the needs of the target group and the possible limits set by the project including the training activities (it may suppose time-frame, objectives and budget for the project activities).

Here we would offer to see the example of our Entrepreneurship training. A proper and effective Entrepreneurship training can be planned to deliver at least in 2 full training days (6-8 hours daily including lunch and coffee breaks) up to 3 full training weeks (15 full training days) dependent on how detailed information we intend to share and what kind of entrepreneurial skills and knowledge we are going to provide to our participants. These details may include the general understanding of entrepreneurship in a theoretical session, discovery of Entrepreneurial features per participant in theory and testing activities, the need for generating business ideas, analysing them, selecting a competitive one, and pushing the participants to make a business model or a detailed business plan for their business ideas. In the case of including business modelling and/or business planning, the training course should, of course, last much longer than delivering entrepreneurship skills without practicing these sections.

A trainer and/or a consultant should need additional time for doing professional coaching, in case it is planned by the project initially.

- **What days (either weekdays or weekends) should the training session be held on and what time should it start?**

In case most of our participants are busy in full-time work or education course, a trainer should, by all means, plan to hold and start the training in the free hours of the audience, so as they could be available and take part in the session. Generally, in Armenia full-time job lasts from 9 AM up to 6 PM, so the training has to start at the evening hours (e.g. 7 PM) and last 3-4 hours at maximum, or they are held in weekends either in a half training day or a full training day principle.

In particular cases these points can be flexible, but sometimes it is risky in terms of reduction of the participation level/percentage. This should always be properly considered by any trainer and training company.

- **How long should the training day last?**

As we discussed above, the duration of the training day should mostly be defined by the employment and daily routine of the target audience. Nevertheless, the perception ability and the age of the participants can also matter, and the trainer should be flexible to set the most effective duration for the session corresponding to the target group.

- **How many breaks (coffee break and lunch break) should the training day include?**

Actually, a good trainer should be especially careful and responsive to the audience not to get bored, sleepy, passive or non-concentrated. Anyway, a general Agenda sets up this distribution beforehand for the trainer to follow it in a normal training process.

Generally, a full training day should include at least 3 breaks - 2 coffee breaks and 1 lunch break, in case the training does not suppose overnight stay in a special venue. Otherwise it should also include breakfast and dinner for the participants.

A training lasting for 3-4 hours per day, can only include 2 coffee breaks or 1 coffee and 1 lunch breaks.

The duration of breaks should be clearly agreed with the participants before the training so as they are not late for the session after the breaks. A general coffee break can last from 15 minutes up to 30 minutes, and a lunch break can be planned for 1 hour up to 2 hours, dependent on the venue, the format of the training and the number of participants.

- **How should a trainer select and plan best time for refreshment activities?**

Generally, key training activities are initially scheduled in the role book and the duration of each activity is conditioned by the content and the importance of the task included.

But to be more efficient in delivery of the session, the target group also needs to get refreshed in some energizing activities or just having some fun. Here it is crucial for the trainer to feel the participants and respond to their need to get refreshed in the right time, otherwise one can start “losing” the audience. The trainer can have planned refreshment activities in the Agenda beforehand, however, he/she should be flexible to change the time and replace activities estimating the real need of the audience and the situation. A refreshment activity such as icebreaking or energizing, may last from 2-3 minutes up to 30-40 minutes at maximum. Generally, the best time for refreshing activities is either the middle of a very long and hard theoretical session, or just after the coffee or the lunch breaks.

Opening session of the training

Opening ceremony of the training

As any event, training needs to have an opening and introductory session, where objectives of the training are clearly presented. The objectives of the training should capture the key ideas, skills and values to be transmitted during the sessions.

If there are guests attaining the training, such as official representatives of any interested organizations, sponsors or authorities, it is suggested to have an opening ceremony and ask the guests to have a short welcoming speech for the participants. After the opening ceremony, ensure that the guest(s) are excused to leave.

Activity	Objective:	Method:	Tool	Time
Formal opening ceremony of the training	Formally open a training session.	Presentation by a trainer about the topic of the course. Inviting guest who will give a powerful speech with kind welcome.	Prepare speaking points to introduce yourself and the covered topic. Prepare a podium, ask them to stay next to each other or ask them to come on stage each by each.	10 minutes

Introduction of participants

After presenting the objectives of the training it is the right time get to know your participants and their objectives of taking part in the training.

Activity	Objective	Method	Tool	Time
Introduction of participants to each other	To get to know each other, to make friendly atmosphere	One by one oral presentation according to the agreed criteria, i.e. name, city, topic of interest, etc. or through dynamic self-presentation (who are you) games. See Chapter on games and exercises.	None for oral presentations. For games and exercises see the corresponding chapter.	1-2min per participant

The duration of this self-presentation phase will vary depending on the number of participants and the level of previous familiarity with each other, however it is advised to have the limit of 1-2 minutes per participant.

Clarifying participants' expectations and concerns

Participants' expectations and concerns are extremely important to understand and address at the very start of the course. Expectations underline individual goals and the psychology each brings to a training environment.

Activity	Objective	Method	Tool	Time
Clarifying expectations of participants	To identify and understand what participants expect to gain from the training.	Allowing participants to express their expectations and concerns.	Flip chart and markers.	15 minutes

It should be noted that often such individual goals and expectations of the participants are not in harmony with the goal and objectives of the course. Yet the trainer should be flexible and ready to some extend adapt its Rolebook to the expectations of the participants.

Concerns of the participants should also be analysed. Face-to-face or group discussions can be held with the participants to identify ways of helping them to effectively address their concerns and avoid the associated risks.

Understanding the overall objectives of the training

After the participants have shared their expectations individually or as a group it is the right time to present them the pre-identified objectives of the training course and if possible to make reflection on how much the objectives of the training correspond to the participants' individual expectations.

Activity	Objective	Method	Tool	Time
Understanding objectives of training.	Enable participants to understand the objectives of the training.	Oral presentation by the trainer followed by the discussion with the participants.	Listed training objectives using visualization tools, such as flip chart or screen	15 minutes

The aim of the chosen activities should be to enable participants to be clear about the programme so that they do not have unrealistic expectations.

Some of the objectives of entrepreneurship training could be:

- Understand how to generate, identify and select business ideas,
- Acquire relevant knowledge and skills to start and successfully manage an enterprise/Business venture,
- Understand the linkages between the entrepreneur and all the resources and services needed to successfully launch and sustain an enterprise, etc.

Note: As an alternative a trainer may switch the order and start with the introduction of the training course objectives, before asking students to develop their personal objectives. It sets boundaries for the participants and helps to avoid mismatch of participants' expectations versus actual content and helps the participants to understand where you are leading them.

Agreeing on a timetable

Training timetable helps to map the learning process. Sharing it with the participants help them to plan time between active involvement in a learning process and time for self-reflection on learning objectives and needs.

Activity	Objective	Method	Tool	Time
Agreeing on a timetable	Enable participants to understand the logic of the learning process.	Presentation by the trainer followed by the discussion with the participants.	Printed timetable (agenda) of the course or a digital version, which is easily accessible for all the participants.	5 minutes

It is advised to ask the participants to agree upon the timetable and if required add more time to the topics which according to them need more concentration. If participants are not comfortable to offer immediate changes, inform them that the timetable is flexible, can be reviewed on a daily basis, based on their needs.

Agreeing on rules

For trainings with duration of three and more days it is advised to set the general rules of the whole training duration. It is important that all the participants are involved in the development of the rules and that the rules are friendly. Rules usually are written down on paper and hanged in a visible place during the whole training duration.

Activity	Objective	Method	Tool	Time
Agreeing on rules	Discuss and agree what is fine to do during the course and what is not.	Discussion with the participants of what is important for comfortable learning atmosphere. Writing down all points and turning them into rules.	Flip chart and marker.	10 minutes

Rules contain three elements:

- an observable action/behaviour/performance
- the conditions
- the standard/criteria

While discussing the rules, *respect* and *tolerance* towards each other's opinion during any discussion or debate should be highlighted.

Running a training. Approaches, methods and tools

The psychological appearance of a trainer, key hints

It's often said that "the mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, and the great teacher inspires." Almost anyone who has ever wondered how to be a good trainer has also wondered how to inspire learners to perform at their best. And when it comes to delivering an effective training programme, the qualities of a good trainer can make all the difference.

Many people think that training is as easy as knowing the subject matter and being able to communicate well. While you absolutely need both of these qualities, they're hardly enough to make an effective trainer.

But don't worry, inspiring, superstar trainers are made, not born. So, let's see what key qualities make a trainer a super trainer:

1. Be a good (and patient) listener

- The capacity to listen, ask the right questions, and understand the needs of the learner is at the top of this list. A talented trainer is able to listen so closely to what their target audience thinks they need, that they can clearly see what they actually need.

2. Approach training strategically

- One of the most important qualities of a good trainer is their ability to keep their eye on the goal, and the associated restrictions, without compromising on training quality. This is best achieved through partnering with field experts and the people and/or organizations closer to the subject of the training one is going to deliver.

3. Encourage engagement

- For skill development to really happen, learners need opportunities to share their ideas, answer questions, and practice what they've learned. The traditional "top-down" lecture style simply isn't effective for achieving meaningful learning, even if the lecturer is a blast.

4. Be organized

- Take time to plan your training materials and facilitation delivery carefully. Well-organized lessons and materials help you to remain focused on the topic at hand, instead of jumping around. This prevents facilitated sessions from becoming dragged out and losing the audience's attention. **The role of the trainer as a project manager shouldn't be underestimated**, either. Keeping stakeholders up to date on the training project's progress is important to remaining strategic and delivering effective training.

5. Appreciate good instructional design

- The ability to design well-structured courses and build fit-for-purpose content is one of the frequently overlooked qualities of a good trainer. A top-notch trainer will have the savvy to design courses that suit the mode of delivery (e.g. face-to-face, blended or fully online), and create a wide variety of materials that engage and motivate all learners.

6. Have a finger on the pulse of learning trends

- Another aspect of instructional design know-how that elevates a trainer from 'just okay' to great, is an awareness of the latest training trends. While excellent trainers need to know which trends are gaining traction, it's much more important that they have the ability to be critical about which trends they choose to incorporate. For example, if you see that webinars are trending as a content format that boosts collaboration over long distances, is it smart to incorporate a webinar in a one-week face-to-face course? Incorporating trends just because they're trendy is a slippery slope, and easily undermines the effectiveness of training.

7. Analyze and improve again, and again, and again

- Best trainers are not only focused on developing their learners, but also developing themselves. Trainers can improve their performance by taking advantage of surveys and other forms of feedback. Great trainers don't shy away from constructive feedback but take it as an opportunity to re-examine their methods and do better the next time around. Good trainers don't just improve themselves, they also evaluate their training materials regularly. Old or irrelevant materials are phased out in favor of content that is more engaging and aligned with learner feedback about the course.

8. Prize lifelong learning

- Lifelong learning is one of the important characteristics of a good trainer. Trainers who regularly undertake their own learning are more in touch with the struggles and triumphs of the everyday adult learner. This makes them more effective in choosing content types. Lifelong learners are also inherently inspirational. Their passion and thirst for learning is infectious and can make all the difference even when the topic they need to teach is dry or obscure.

Another important thing to remember about holding a quality training session is to be FULLY EQUIPPED not only with soft skills and capacities, but also with **all the necessary technical equipment and materials**, such as stickers, papers, markers, flipchart stand and papers, electronics, a proper training venue and refreshments. All these determine the quality of the training and affect the trust of the potential trainees.

How to deal with different types of participants

Like in a concert hall or in a wedding party there can be all kind of people with various backgrounds and social expectations in a training room. As a trainer you are the only person for creating and maintaining a healthy mood in the training room.

Psychologically there can be numerous types of trainees, where some are easier for a trainer to deal with and the others are a real challenge and can be described as difficult participants. Below you can find 13 categories of participants with their behaviour and character descriptions, as well as brief recommendations on how to deal with them, what tools or manners to apply. Please, note that the categorization among the trainees is not an exact science and there might be participants who combine the features of different characters or behaviours described below.

1. The shy or quiet (introverted one)

This type of trainees tends to be shy and not participating in the training process. This may refer to low confidence, arrogance, boredom, or difficulty to understand. Do not assume that quietness means lack of engagement. Plan the training delivery in a way to help the participants to engage, reflect and learn.

This type of participants may benefit more from small group or paired work and individual reflection activities. A trainer can deal with this type by paying extra attention like asking them a question, keep an eye contact with them, encourage them once they participate in any point, or divide the time of participation among all trainees.

2. The challenger or the know it all

The *challenger* may wish to challenge all that you say. This kind of participant likes to be provocative towards the trainer and the other participants. This kind of participant insists on their opinion making the trainer come to their point of view, otherwise they will continue provocations and will check the trainer’s ability to manage the situation. As a trainer, one needs to continually reinforce that their role is not one of expert, in fact they are. Questions to be exploring with the person who feels like they "know it all" include, "What are you so passionate about proving?", "What makes you unique?", "What do you have to offer?" and "How can you share your expertise in a more positive fashion?".

3. The dominator

It is quite common to have one verbally dominant person in a group. For such cases trainers can jump in and ask guiding questions to help the participant to get to the core of the story. It can also be useful to briefly introduce to the participants the skills of *bottom lining* or *laser speak*. These skills can be introduced at the start of the training and reminded to the group throughout the training.

Bottom lining is conveying the brief essence of the story without going into deep details for the first talk. While, laser speaking means speaking right to the heart of the issue. This tool helps to keep conversations to the point and eliminates unnecessary additional information and reiteration. It focuses the attention of both the speaker and the listener by not allowing the point to be lost in an endless barrage of words and metaphors. The key to laser speech is to use as few words as possible to identify the point or to respond to another person’s comments. It requires people to focus their thinking specifically on what is being said and the shortest response they need to make an impacting statement. If someone continues to be dominant, it may be a good opportunity to break into smaller groupings whether you are in person or virtual.

4. The unfocused

The *unfocused* participant may show up as someone who is inattentive and "wandering off".

There may sometimes be participants who just don't know what they want. Providing opportunities for those people to become more focused include asking questions such as, "What are your key goals?", "What do you need/want to do to get there?", "What do you want to get out of the conversation?", "What's really important?" and "Where do you need to move the needle forward this week?"

5. The super achiever

The *super achiever* can pose a challenge for some participants as their endless achievements may cause concerns and feelings of inadequacy in other group members. A trainer can provide a short time to these participants to share their “success story” to the audience during a session, if there is some common subject. If this cannot be organized during the sessions, then give this opportunity during the coffee break. Afterwards, in case if the *super achiever* keeps on behaving the same way, it is even normal that a trainer involves them to help technically during the training and focus on a task.

6. The centre of attention

It can be common to have someone who wants to be the centre of attention. There are several roles you can invite them to participate in, like time keeper, flipcharter, and note-taker. Some of these roles will "give them the spotlight" and fill the need of being seen.



7. The joker

Humour can provide lightness in the coaching process. Again, it's a rich perspective to explore with the group. But that does not mean to turn the whole session into jokes and fun. This type of participants keeps making jokes until other trainees may stop being serious with the session. Therefore, trainer has to deal carefully with such behaviour by showing this person that this behaviour is not acceptable or even ask him/her to stop that.

8. The argumentative one

Some difficult participants may want to argue for argument's sake. Those who like to argue in discussions may relate to individuals who have strong personality or arrogance. A trainer has to deal carefully with these participants because they may have great ideas that would benefit the goal of training. Therefore, the trainer should observe these ideas and figure out the bright side. Besides that, trainer has always to discuss and not argue. If these ways do not work, trainer can defer the issue being argued about to the group and check what the other participants think. To quit the discussion with this participant a trainer can say “*This is your opinion, let us hear from others. Do they agree with the issue being raised challenged? Is this something that needs further* *discussion?*". If a number of people agree then it may merit further discussion, but if no one else thinks it is important then the group can move on.

9. The devil's advocate

The *devil's advocate* can take us into the rich terrain of perspectives. Their voice is a great reminder that there are many different perspectives which exist in groups and in a team. What is the flip-side? What important issues does the *devil's advocate* point to? Dealing with a *devil's advocate* is not actually one of the easiest experiences for a trainer, however, a professional trainer should be able to handle this type of participants following few recommendations below:

a. Shift your *devil's advocate* from foe to friend.
b. Open your mind and be proactive.
c. Encourage debate: Dissent doesn't always come when you want it, but your openness to other ideas will shape the environment as one that's productive and constructive, rather than acrimonious.
d. Pick your battles. You'll lose ugly and often when you go head-to-head on every pushback. Focus on the fights (a.k.a. discussions) that really matter.
e. Depersonalize the difference of opinion, maintaining focus on the project goal. Avoid personal pronouns.
f. Leave your fear at the door, staying calm and confident. *Devil's advocates* tend to pounce when they see weakness.
g. The power of three: ensure that it's not just you and the *devil's advocate* that are slugging it out. That's the quickest path to a smooth stand-off.
h. Say thank you. You have to do it, whether you want it or not. Thank the *devil's advocate* for testing the feasibility of the topic discussed and giving valuable points of view.
i. Redirect: Ask the *devil's advocate* for his alternative solution to the problem she or he voices.
j. Turn devil's advocacy on its head – Assign someone to ask the tough questions in all major decision making.
k. Rotate the role of taking an opposing point of view to a different team member each time you face a significant decision. But skip those individuals who aren't likely to push back on groupthink. Have fun with this – to depersonalize and add a laugh – by having the devil of the day wear a wacky hat.

10. The verbose one or the talkative one

Verbose, or very talkative participants may also show up within your groups. This type tends to participate a lot which is a good sign of trainees but it would take the time of others who also need to participate. These difficult participants often self-identify when you first connect with them.

As a trainer it is important to let the group know that you will be providing the space and opportunity to hear from everyone through the conversations. The best way to deal with this type is to involve others in their discussion. If this method does not work, then the trainer needs to speak out with all participants about the time limit for each one to discuss. This can be done in indirect way such as looking at your watch while this participant dwells in elaboration. As with *The dominator* it can be very useful to introduce the entire group to the skill of "bottom-lining" and "laser speak". See the details of these approaches in the section on *the dominator* above.

11. The sidebar

The *sidebar* conversation occurs when two group members have their own conversations while others are trying to speak. If an open invitation to share with the group or a glance over and making eye contact does not stop or move the sidebar conversation into the wider group space, a trainer can physically move to stand near where the conversation is happening. It is advised to be genuinely curious, and invite the sidebar pair to share with the rest of the group.

12. Destructive criticism or the complainer

The *Complainer* complains about anything and everything, including the room, materials, topics, instructor, organization, weather, refreshments, etc. Her focus is on what is wrong or bad rather than on what is right or good. This type may not merely be a problem to the trainer but they also can de-motivate other participants by criticizing parts of the training. Therefore, a trainer has to be a bit strict in this situation to stop this behaviour by dominating the session. For this the trainer can first bring a few apologies for a few valid reasons for the criticism, then make a few clarifications on invalid complaints and address to the setup of the training and topics covered, indicating the fact, that most of criticized points are beyond the session. Just after this jumping into the next topic or the next discussion point and inviting some other participant to start the discussion or an activity is a good idea to close up with the critical and negative atmosphere.

A trainer can actually give a chance to this type of participant to criticize but there should be limits and strong reply to either convince them or stop these ideas that may de-motivate other trainees.

13. Interrupting the session

This type of trainees may talk in unrelated subject during the session or doing something else not related to the training. The best method to handle this situation is to keep passing by these trainees to make them feel that this behaviour is not acceptable in the session. If this way does not work, then a trainer has to remind all participants with the rules of the training session particularly looking at this trainees.

How to manage discussions

Discussions are an important part of learning, the more the participants discuss the more they develop their understanding of the topic or reveal their needs for additional study. However, there are a few things that can go wrong with the discussions, these are:

Situation	Solution
too long discussions, which can take a big chunk of time and risk the delivery of the planned material in the set time	To cut the discussion in a friendly manner, a trainer needs to intervene by summarising the key point of the discussion and move to the next topic.
too specific discussions, where only one or few of participants are interested in the topic of the discussion	To stop the discussion, a trainer needs to highlight the importance of the topic and suggest to discuss it later after the end of a training day.
aggressive discussions that can turn into high notes	To calm the participants, a trainer should make some jokes for smoothing the situation. Later a trainer should make sure that it is clear for the participants that the discussions have only a learning purpose and should not go into a personal level.
discussions out of the topic, when the initiating participant may lead others to a wrong content	To put the participants into the right path again emphasize the importance of the topic and guide the speech closer to the topic of a session. A trainer can also ask the participants to cancel these kind of discussions by the coffee or lunch break, so as not to ignore their needs and not to hurt their feelings, as sometimes they really can be vulnerable on specific topics which are not included in the training but still can be clarified for them by the trainer or other participants. One can also have specific list of topics “Not to discuss” during the session, and they can be included in the rules of the session and agreed with the participants in advance. In case someone touches a topic from this list, a trainer can remind the rules with a joke and smoothly jump back to the point.

Time management is an especially important skill for the trainer. Following is Stephan Covey’s time management matrix and theory, which can be applicable in different situations.

In short, Covey's theory of time management is about prioritizing things that are important and creating time for them. According to Covey, each task can be sorted according to its urgency, i.e. responsibilities that require immediate attention and importance, responsibilities that contribute to the achievement of your goals. The four categories of tasks are shown as quadrants on the Figure 7 below.

Figure 7. Time management matrix. Urgent vs. Important

- In **Quadrant 1** (top left) we have important, urgent items – items that **need to be dealt with immediately.**
- In **Quadrant 2** (top right) we have important, but not urgent items – items that are important but do not require your immediate attention, and **need to be planned for**. ***This quadrant is highlighted because Covey emphasizes this is the quadrant that we should focus on for long term achievement of goals***
- In **Quadrant 3** (bottom left) we have urgent, but unimportant items – items which **should be minimized or eliminated.** These are the time sucks, the "poor planning on your part does not constitute an emergency on my part" variety of tasks.
- In **Quadrant 4** (bottom right) we have unimportant and also not urgent items – items that don't have to be done anytime soon, perhaps add little to no value and also **should be minimized or eliminated**. These are often trivial time wasters.

How to conduct group works, ice breaking, role plays, refreshments, games, etc.

Group works are used when we try to encourage teambuilding, team spirit as well as deliver our topic clearer by giving them the opportunity to interact and exchange constructive group discussions, find common solutions, etc.

Group works often help us to save time due to the participants' interaction to the process rather than delivering the same topic in theory by passive listening method.

Each group work should have special requirements of the number of participants in a group considering its efficiency and key objective.

Dividing participants into groups

To divide participants into groups, first, you need to decide how many groups you need and count how many participants there will be in each group. Depending on the nature of the activity the participants will be involved in as a group, you can use a simple technique like physically dividing them into groups or more sophisticated methods based on the interests and background of the participants.

For instance, if the group is going to discuss how accessible are the sports facilities for youth in the county, then you might need to divide the participants based on the regions/provinces they come from. If the group is going to discuss the challenges of the educational system in the country, then you should divide them in accordance to their educational background. However, if the aim of the group will be get to know each other better or to brainstorm on a new concept, then you may ask them to count until 'seven' (if you need seven groups) and ask each participant to find other people who received the same number as they. Or you may divide them by where they sit, for example, people sitting next to the door is one group, those who sit next to the window is another group and so on.

As indicated by name, **ice breaking** activities are used to make participants know each other better than they can do all alone with no activities. These don't always have to be a specific activities but can be included into the other training activities, such as group works or discussions. Icebreakers are more for setting up a smooth, open, friendly atmosphere inside the training room among the participants and a better contact between them and the trainer.

Role plays are designed to help the participants to indulge into the training content. During Entrepreneurship trainings role plays should focus on testing and improving entrepreneurial skills and behaviours of the participants. A slightly modified version of a role play is a **simulation game**.

Role plays or simulations are tools used for specific situations included in the training topic, when the participants need to touch, feel, experience all the benefits, risks, painful results, success and failures of their specific decisions and steps made in the role they handle during the game.

For energizers and refreshment activities, please see Appendix 1.

Training components

What is entrepreneurship training and what is it not?

Entrepreneurship training is a training scheme to develop persons for effectively bringing their entrepreneurial ideas into manageable business model. It is to promote self-employment and prepare individuals for organizing, financing and/or managing an enterprise.

Entrepreneurship is the ability to create and build something practically from nothing. It is a willingness to take calculated risks and then do everything possible. So entrepreneurship training should help the individuals to develop the big picture about the enterprise they want to create and equip them with the abilities and skills to lead their enterprises, negotiate with clients and motivate partners, to identify opportunities and access risks.

For entrepreneurial self-assessment survey, please see Appendix 1 and the Useful Links.

Main modules and workshops of entrepreneurship training

Following we will discuss main modules that are usually included in the entrepreneurship training sessions.

MODULE 1: Generating a business idea

- What is a business idea?
  Here the training participants need to understand how to formalize their business ideas.
- What makes a good business idea?
  Realizing differences between real and unreal business plans is essential at this point. During this session a quick tool called Business Idea Information Framework (see below) can be used. It helps to realise the real face of entrepreneurship and eliminate unreal ideas. We don't aim to make fundamental concept and analysis of a Business plan – only a quick idea generation (More see in Section on Idea Generation).
- How do people find good business ideas?
  Here training participants investigate different ways of finding good business ideas, such as: relying on one's experience, investigating their environment, market demand and etc.
  At this point a concept of Human cantered design thinking can be introduced. The importance of the linkage existing between the market demand (a problem) and the product or service (a solution) offered by the start-up business must be delivered to the participants.
  For additional details, see section on Idea generation.

Following form is helpful for any kind of business idea evaluating. It's a way to come up with ideas, finding difference between real and unreal possibilities and helps start-up entrepreneurs to assess their potential.

BUSINESS IDEAS INFORMATION FORM FRAMEWORK

1. Name of the business:
………

2. Products or services which should be sold:
………

3. Main customers:
………

4. When and why did you decide to start this business?
………

5. How did you find out what local people wanted?
………

6. What strengths or assets do you need to start this business?
………

7. What problems and risks will you face in setting up the business?
………

8. Do you have a talent or proven track record that could become the basis of a profitable business?
………

9. Has the product or service changed over time? Or is it an invention of a new product or service?
………

10. What are the expectations and percentage of realization following business idea?
………

MODULE 2: Developing a business idea and a business plan

- What is a business plan?
  In general terms, business plan is a standardised way of formalizing business ideas and accessing their viability in projected market conditions. It is a document that indicates chances for success and potential critical points. The centre of the Business plan is the Business model, which describes how the company is positioned within its industry, and how it organises its relations with its suppliers, clients, and partners. For more details, please see Building a business model section below.

- Why business planning is necessary?
  Business planning can be used for different purposes. Following are some examples:
  - A business plan makes it possible to access a bank loan because most banks are interested in knowing the expected sales, costs and anticipated profits as well as cash flows before offering a loan.
  - It forces you to think deeply and plan every detail properly before you start your business.
  - It helps you to determine the direction you want to move in.
  - A business plan serves as a map against which you can determine your process.
  - A business plan provides details of resources required and can be given to potential investors/financiers.
- A business model and how to develop a business plan?
  In this section the participants will be introduced to the business model (see Building a business model section below) and a general content of a business plan. A brief description for each section of a business plan should be presented. See the table below.
  At this session a Business Model Canvas can be introduced.

Table 1. General content of the business plan

Executive summary	• Summary of the business plan (1-2 pages)
General description of the business	• Name of business, business location and address • Nature of business activity • Type of business organization (partnership, cooperative, new, old,) • Any further explanation summarizing why the business will be successful
Personal background	• Name of business owner(s), promoter(s) • Educational, professional background • Relevant experience in business-related activities
The industry, the company and its product(s) or service(s)	• General description of the industry and its trends • Description of the company and its concept • Detailed description of the company's product(s) or service(s) • Entry and growth strategy of the company
Marketing plan	• Target customers/customer groups • Market size and trends • Why you will be able to compete with existing products/ services and how do you compare competitors (price, quality, appearance, performance) • Past, current, future (projected) market demand for your product/service (if possible in terms of volume/units per day/month) • Suppliers, supply terms and conditions • Unit pricing and list of all items/services being offered • How you will be selling your produce (marketing and sales channels)
Operations and business management plan	• Regulatory and legal framework • Key persons/positions required for management and operations of the business • Specify their roles and the division of labour (if applicable) • How the business work will be organized (e.g. working shifts, working times, working conditions)
Financial plan	• Investments required • Fixed assets/starting equipment • Preliminary or pre-operative expenses, start-up expenses • Working capital (raw materials, rent, water, transport, etc.)
Sources of raising funds	• Own contributions/investments • Family/friends contributions or already secured loans, credits etc. • Total funds available • Deficit/funding gap or loan support required
Business profile	• A statement that describes a business essential elements. • Business profile is a concise description of a firm which can include its history, values, mission statement, its human and financial resources, and its goods and services, among other things. In essence, a company profile is a quick intro to a company that lets the reader know just "Who they are".

MODULE 3: Marketing

This module covers all marketing-related topics that might be important for the participants in order to understand their future markets and eventually to develop a marketing plan of their future product or service.

Marketing answers the following questions:

- Who are my customers? (Identification of market segments and target markets)
- What are my customer's needs and wants? (Putting results after market research)
- How can I satisfy my customers' needs? (Making a plan of needs and real demands)
- How do I make a profit as I satisfy my customers? (How to calculate max profit with max expenses)

MODULE 4: Operational management

This module covers the topics related to determining what the best structure of the business is that will enable its best performance. The questions to be answered at this stage include how many divisions, department and operational units the business should have, what key personnel and what key experience and qualifications they should have, and etc.

Determining the best structure is done by answering the questions:

- What are the functional groupings of work processes?
- Are there natural groupings of teams, work groups or units?

It is important to note that companies adopt organizational structures in order to minimize confusion over job expectations. Having an organizational structure helps them coordinate activities by clearly identifying which individuals are responsible for which tasks.

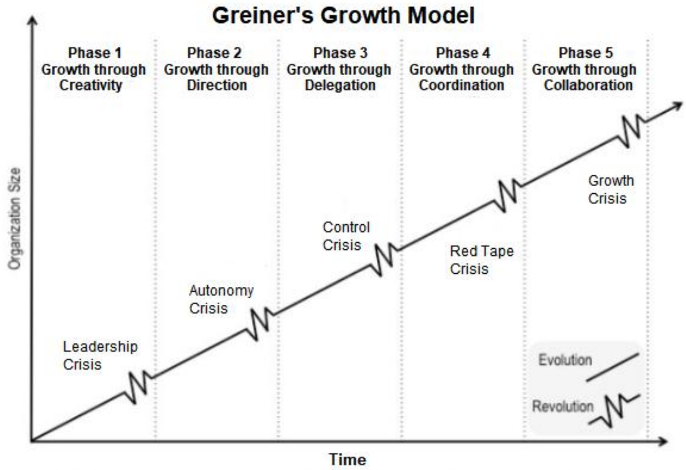
There are four types of organizational structures:

- *Functional* – The functional structure divides the company based on specialty. This is a traditional business with a sales department, marketing department, customer service department, etc.
- *Divisional* – The divisional structure refers to companies that structure leadership according to different products or projects.
- *Matrix* – Under this structure, employees have multiple bosses and reporting lines. Not only do they report to a divisional manager, but they also typically have project managers for specific projects
- *Flatarchy* – A 'flatter' structure seeks to open up the lines of communication and collaboration while removing layers within the organization. It encourages creativity and gives employees autonomy.

For an activity to learn about the benefits of different types of organizational structure, see Appendix 1.

The organizational structure of a company depends on the nature of its business. According to Larry Greiner, typically businesses go through five organizational life cycle stages, such as growth through creativity; growth through direction; and growth through delegation, coordination, and collaboration.

Creativity is the act of turning new and imaginative ideas into reality and *growth through creativity* is the first phase. Organizations today operate in a highly competitive, global environment which makes creativity crucial. Creativity is what fuels big ideas, challenges employees' way of thinking, and opens the door to new business opportunities. At this stage entrepreneurs turn into life their innovative ideas and become business owners. However, growth through creativity eventually leads to a crisis of leadership, where more sophisticated and more formalized management practices must be adopted. If the founders don't want or can't take on this responsibility, they must hire a professional manager and give this person significant authority.



Source: Evolution and Revolution as Organizations Grow, Larry E. Greiner, 1972

Direction refers to the actions taken to achieve the goals of an organizational strategy. Strategic direction includes the plans and actions that need to be put in place to work toward this vision of the future for the organization. At this stage the organisation becomes more complex and diverse. Growth through direction eventually leads to a crisis of autonomy. Lower level managers must be given more authority.

Delegation helps not only the manager or owner of the company keep good business order but also helps employees to feel important and responsible for their own actions and responsibilities. This is the time when middle managers appear, running multiple operational units where they manage managers rather than give direct orders to the front line. At this stage more decision making is done on a lower levels and sometimes contradict with the main direction of the company, so chief managers might feel losing control over the organization.

Coordination function of management ensures unity of action among individuals, work groups and departments, and brings harmony in carrying out the different activities and tasks so as to achieve the organizational goals efficiently. At this stage many corporate policies and procedures are typically developed, which cause delays in decision-making and a reduction in innovation.

In time of *Collaboration* the team sees value in working together as the common goal gives them a meaningful reason to work together, along with receiving mutual benefits for the company as well as the team. Structures may be implemented to connect people in multiple dimensions, such as the use of matrix management. Reward systems may also be realigned to promote team and organizational success rather than just individual performance.

MODULE 5: Record keeping

Record keeping is an essential part of any business. Properly made records can come handy in many situations:

- Records help to analyse business performance, find and solve problems (Teaching how to evaluate problems and risks and how to give each one priority)
- To control business capital (Explanation how to control incomes and expenses, also how to divide incomes)
- To show the direction of the business (To have full map of business plan, within problem solutions and risk reduce)
- To plan for the future (Development of business plan, innovations, editions and etc.)

Following are general tools for records-keeping:

- Daily sales record
- Credit sales
- Receipt book
- Cashbook / notebook
- Fixed assets registration
- Stock tracking

For activities and exercises to be used during the entrepreneurship training, see Appendix 1.

Idea generation

Design thinking

Design thinking refers to the cognitive, strategic and practical processes by which design concepts, such as proposals for new products, buildings, machines, etc. are developed by designers. As a mind-set and methodology, design thinking is relatively young. It has seen just 15 or so years of widespread adoption.

Available at: https://www.designkit.org/

What does it mean to be a Human Centred designer?[1]

The core principle of design thinking is *human centeredness*. Human-centred design is an approach to creating solutions for problems and opportunities through a focus on the needs, contexts, behaviours, and emotions of the people that the solutions will serve.

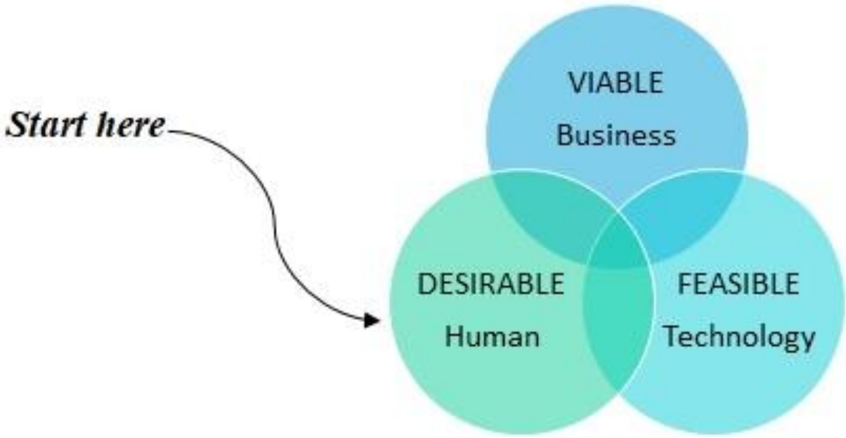
Embracing human-centred design means believing that all problems, even the seemingly intractable ones like poverty, gender equality, and clean water, are solvable. Moreover, it means believing that the people who face those problems every day are the ones who hold the key to their answers. Human-centred design offers problem solvers of any stripe a chance to design with communities, to deeply understand the people they're looking to serve, to dream up scores of ideas, and to create innovative new solutions rooted in people's actual needs.

Being a human-centred designer is about believing that as long as you stay grounded in what you've learned from people, your team can arrive at new solutions that the world needs.

In entrepreneurship context the human centre design principles are:

- Desirability: What do people desire?
- Feasibility: What is technically and organizationally attainable?
- Viability: What can be financially viable?

[1] This section heavily relies on "The Field Guide to Human-Centered Design: A step-by-step guide that will get you solving problems like a designer." by IDEO.org. https://www.designkit.org/resources/1



Human-centred design is uniquely situated to arrive at solutions that are desirable, feasible and viable. By starting with humans, their hopes, fears, and needs, we quickly uncover what's most desirable. But that's only one lens through which we look at our solutions. Once we have determined a range of solutions that could appeal to the community we are looking to serve, we then start to home in on what is technically feasible to actually implement and how to make the solution financially viable. It's a balancing act, but one that's absolutely crucial to designing solutions that are successful and sustainable.

To generate insights about current or target users and internal stakeholders, human-centred design uses the typical data collection tools, such as user testing and interviews, focus groups, behaviour analysis, digital analytics and etc. For specific tools, please see Appendix 1, Needs assessment tools and Design thinking methodology tools.

In order to employ the human-centred design methodology effectively, entrepreneurs must remember:

- To focus on real problems for real people. Not all problems are worth solving, so entrepreneurs need to focus on fundamental problems by knowing symptoms of a problem.
- Not to be restricted by their own knowledge and to be willing to step out of the comfort zone to become more knowledgeable.
- To identify other potential users.

The human-centred design process

Human-centred design is a process that starts with the people you're designing for and ends with new solutions that are tailor made to suit their needs. It consists of three phases - inspiration, ideation and implementation.

Phase 1: Inspiration / Discovery

In the Inspiration phase you learn directly from the people you're designing for, as you immerse yourself in their lives to deeply understand their needs. Ideas come from mind-set and begin to find the way of implementation.

To define and begin follow the steps below:

1. What – To address the fundamental problem by finding the main symptom in order to solve the problem as soon as possible.
2. Who – The team members, experienced profiles, people involved in focus groups as members.
3. Why – Minimum profit and personal or global benefit. Shared aim among the group. Team members should not be misguided by emotions or find the golden line between emotions and rationality.
4. When – Team members should have deadlines and schedules for every action. The more they aim the more they are triggered.

5. How – Send them to the target market and make researches and gain experience. To make interviews, surveys, collect informational data from research.
6. Where – Depending on the target market, both formal and informal settlements.

Phase 2: Synthesis/Ideation

In the Synthesis/Ideation phase you'll make sense of what you learned from the first phase. The team members discuss and analyse the gathered data to eliminate, compare and contrast the profitability of the ideas. During the Synthesis phase the root cause of the problem will be discovered for which the solution design opportunities will be identified and possible solutions will be prototyped. Synthesis includes:

1. Sorting the information
2. Filtering in accordance with the aspects of the topic
3. Analysing and discussing characteristics, requirements and objectives for their solution

As a result you have a clear path for your future actions.

Phase 3: Generate / Implementation / Refine

In the Implementation phase you bring your solution to life, and eventually, to market. Emphasis here is placed on quantity over quality as teams aim to create a diverse set of possibilities in order to maximize their potential for finding the most effective solutions.

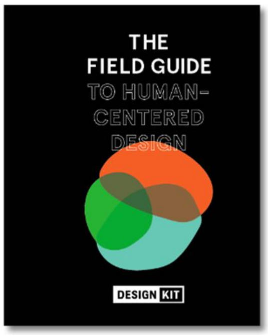
Brainstorm-based activities combined with quick, low fidelity communication and exploration methods like sketching and visual thinking push teams to delve into different aspects of challenges and uncover, combine, and recombine ideas to expand their possibilities and further explore, develop and refine selected solutions.

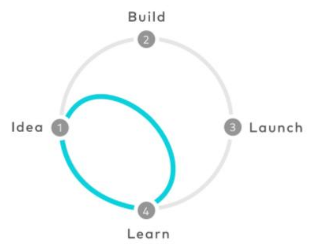
Once some form of solution has been created it should be deployed for people to use. This might be an initial pilot or something more fully developed.

As people use and interact with whatever solutions have been created, steps should be taken by the team to monitor their effect. This monitoring should be both qualitative and quantitative. The information collected in this period is then fed back to initiate the design process again in order to further iterate and evolve the solution(s).

Some human-centred design tools include:

IDEO's **Field Guide to Human-Centred Design** is a great in-depth resource.
http://www.designkit.org/resources/1/





The sprint gives teams a shortcut to learning without building and launching.

The Design Sprint

by Google Ventures is a battle-tested five-day process for answering critical business questions through design, prototyping, and testing ideas with customers.
https://www.gv.com/sprint/

Design to Align

is a fast, simple group drawing exercise.
https://medium.com/the-almanac/make-every-meeting-a-workshop-ac52f750431c

Building a business model

Business establishment is an innovation process, where there is a lot of chaos and business models enable entrepreneurs to have a guidance and to navigate through the innovation process in a structured way. Business model includes what is a business about, in what environment it is functioning and through what processes the business is operating. Simply explained a business model is a company's plan to make a profit.

In the following sections we will discuss core components of a business model.

Customer Segments

Customer segmentation is an act of separating a customer base into sets of similar individuals that from the marketing perspective share some type of similar characteristics. The importance of market segmentation is that it allows a business to develop specific communication and sales channels to precisely reach a particular consumer with specific needs and wants. This helps the company to develop better marketing strategies and use their resources more effectively.

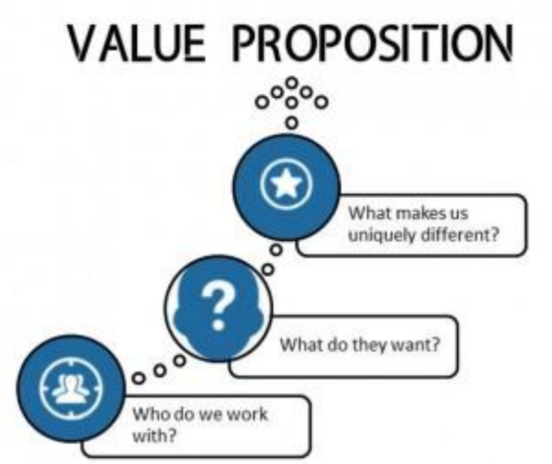
HOW TO APPLY:

- Picture your ideal customer based on a set of factors: demographic (age, gender, income, family life cycle), geographic (location, urban/rural, weather conditions), psychographic (personality, values, opinions, attitudes, interests, lifestyle), behavioural data (spending and consumption habits, product/service usage, and desired benefits).
- Write down the needs of this customer based on the factors defined above. This is now your customer's Persona. The Persona will help you put yourself in your customers' shoes.
- Estimate the value of each segment and decide if you choose to target only few of them or all of them.
- Define you marketing and sales strategy based on relevance to your segment.

One example of market segmentation in action is Victoria's Secret and their teenage-targeting brand PINK. Victoria's Secret primarily targets women, while their brand PINK is targeted more toward teenage girls and women. However, the brand has also long marketed itself to men - usually husbands or boyfriends of women who are looking to purchase gifts. Given the brand's pricing, Victoria's Secret also targets a relatively affluent segment with additional income to spend on lingerie or mid-price undergarments.

Value proposition

Value proposition is a positioning statement that explains what benefit you provide for who and how you do it uniquely well. It describes your target buyer, the problem you solve, and why you're distinctly better than the alternatives offered in the market. In other words, value proposition shows how a given product, service or brand fills a particular consumer need in a way that its competitors don't.



HOW TO APPLY:

- DEFINE the problem and whether it's a problem worth solving
- EVALUATE whether your breakthrough is unique and compelling. Think of your breakthrough in the context of the 3Ds:
  - Discontinuous innovations - offer transformative benefits over the status quo by looking at a problem differently.
  - Defensible technology - offers intellectual property that can be protected to create a barrier to entry and an unfair competitive advantage.
  - Disruptive business models - yield value and cost rewards that help catalyse the growth of a business.
- MEASURE how easy or hard it would be for your potential customers to use your product.
- BUILD your value proposition having in mind what is the problem your product is solving and how the people who are going to use it will benefit.

Communication channels

Communication channels serve to scale up the company's opportunities. Depending from an area of work different types of channels must be used and combined. It is up to the entrepreneur to understand what the main channels are to contact suppliers, customers and partners in a specific industry.

HOW TO APPLY:

- Search what are the best channels of communication inside and outside of your enterprise.
- Use expert opinion to decide a communication strategy for different channels and recipients (customers, partners, suppliers, etc.).

Customer relationships

Customer relationships is an approach to manage a company's interaction with current and potential customers. It is an approach used by a company to get, keep and grow their customer base.

It uses data analysis about customers' history with a company to improve business relationships with customers, specifically focusing on customer retention. Analysing customer relationships are important, because this provides valuable information that can be used for generating sales growth.

Customer relationship is measured by degree of customer satisfaction through the buying cycle.

HOW TO APPLY:

- Applying customers experience courses: resources and skills to manage the customers' experiences and turn it into an advantage.
- Increase first contact resolution: see how you can get customers to the best resources the first time and ensure employees to have the right tools and training for quick resolution.
- Personalise customer experience: turn customer experience into your advantage by anticipating customer needs.
- Build a better infrastructure.
- Make a world-class contact centre that automates administrative tasks while delivering the tools, analytics and technology designed to involve with your business.

Revenue streams

Revenue streams represent the cash that a company generates from a certain segment of clients. It is the mechanism through which the company captures the value.

HOW TO APPLY:

- Determine the price strategically, and from that price modify everything that is necessary to achieve the desired margin.

There are different revenue streams and it is up to the entrepreneur to decide what should be modified: sales, income from use, subscription, lease, rent, or advertising revenue. Similarly, there are multiple ways of changing the revenue level, such as getting more customers, increasing the average spending of a customer or increasing the frequency of customer's purchases.

Key resources

Key resources are the main inputs that a company uses to create its value proposition, service its customer segment and deliver the product to the customer. Business models are usually based on a number of tangible and intangible resources. These are the main assets that company requires to create its end product, and these are usually differentiated from the key resources being utilized by competitors. Key resources deal with the operational end of the business spectrum and define what kind of materials, equipment and employees (professionals) are required to ensure the delivery of the end product or service.

It is important to note that a company has the option of leasing its key resources or owning them as well as taking on key partners who would provide access to these resources.

TYPES OF KEY RESOURCES

Key resources can be categorized into four broad types; physical, intellectual, human and financial.

1. Physical resources

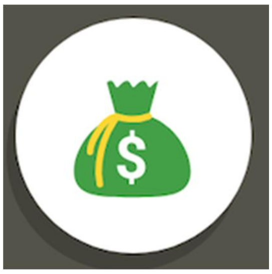
Physical assets are tangible resources that a company uses to create its value proposition. These could include equipment, inventory, buildings, manufacturing plants and distribution networks that enable the business to function.

2. Intellectual resources

These are non-physical, intangible resources like brand, patents, IP, copyrights, and even partnerships. Customer lists, customer knowledge, and even your own people, represent a form of intellectual resource. Intellectual resources take a great deal of time and expenditure to develop. But once developed, they can offer unique advantages to the company. Nike and Sony are heavily dependent on their brand to sell their products to a customer segment that is devoted to the brand. Similarly, Microsoft and Adobe rely on software that have been tweaked and perfected over years of trial and error. Some businesses have very strong intellectual resources. Google is currently buying a patent library from Nortel to boost up its intellectual resources.

3. Human resources

Employees are often the most important and yet the most easily overlooked assets of an organization. Specifically for companies in the service industries or require a great deal of creativity and an extensive knowledge pool, human resources such as customer service representatives, software engineers or scientists are pivotal.



4. Financial resources

The financial resource includes cash, lines of credit and the ability to have stock option plans for employees. All businesses have key resources in finance, but some will have stronger financial resources than other, such as banks that are based entirely on the availability of this key resource.

KEY RESOURCES AND VALUE PROPOSITIONS

Key resources are directly relevant to the number and type of key activities your company engages in. The quality and nature of an organization’s key resources command how well the same organization is able to fulfil its value proposition. In addition, the key resources impact the sustainability and profitability of a company.

Following are the types of key resources according to types of businesses:

Product Driven Businesses

These are companies that focus all their functions on the creation and sale of a product. This product has unique characteristics and a customer segment willing and eager to purchase it. Key resources for such businesses are intellectual and human; since typically these organizations have intellectual property and expertise in their particular industry and niche. Rovio is the creator of the famous mobile game called Angry Birds is one such example.

Scope Driven Businesses

These are dedicated to providing a value proposition to a particular customer segment. An organization aiming to specialize in being the IT provider to all law and audit firms within an area would fall under the banner of a Scope Driven

Business. Such businesses have key resources in their well-developed intelligence about their target customer segment, an established set of processes and in some cases infrastructure such as specialized service centres.

Infrastructure Driven Businesses

These, as the name suggests, achieve profitability through leveraging their developed and implemented infrastructure. The telecommunications industry invests heavily in developing the telecommunications infrastructure in a country and then reaps the rewards for years with only minor investments to keep their systems updated. Retailers are also infrastructure driven businesses because they depend primarily on their established infrastructure to sustain their profitability in the long-term.

***Note**:* Many entrepreneurs when evaluating what the key resources should be for their business fail to think strategically. Instead, they come up with generic resources that would be common in any business in the industry they are operating in. It is imperative at this point to do an evaluation of each of the key resources and check whether the resource mentioned is essential to the success of the business or not. For example, talented human resources are a necessity for most businesses but one needs to ponder the needs of the company and which kind of HR it need.

Key activities

Key activities are the most important things a company must do to make its business model work. They are necessary to create and offer value propositions, enter markets, maintain relationships with customers, investors and generate income. Depending on a business model, key activities can differ. They can include supply chain management for one business type and manufacturing of quality products for another business type.

Key partnerships

Key partnerships are networks of supplies and partners that make the business model work. Companies usually build partnerships to optimize their business model work.

HOW TO APPLY:

- Through creation of partnerships it is possible to achieve optimization of operations and economy of scale. The objective is the best allocation of the resources and activities.
- Key partnerships can reduce risk in uncertain environments.
- Key partnerships can help to acquire particular resources and activities, i.e. companies extend their own capabilities by relying on other firms to finish particular resources or perform certain activities. Resources may include knowledge, licenses, or access to customers

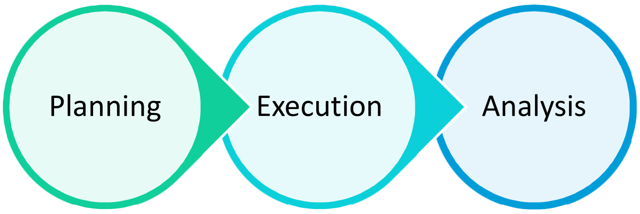
Competition

Competitor is any person or entity which is a rival against another. In business, a company in the same industry or a similar industry which offers a similar product or service is a competitor. The presence of one or more competitors can reduce the prices of goods and services as the companies attempt to gain a larger market share. Competition also requires companies to become more efficient in order to reduce costs. Fast-food restaurants McDonald's and Burger King are competitors, as are Coca-Cola and Pepsi.

Assessing market competition is important for deciding your product positioning, unique value proposition, sales tactics and much more. For revealing our competitors' profile and assessing their and our position in the market, entrepreneurs need to do a market research.

Market research

Market research goes through 3 key rounds:



Planning

Here we should pay proper time, which can reach up to 30% of the total activity. In the planning stage we need to have clear answers to the following questions:

1. What information do we need?
2. How much time should be spent on market research?
3. How many people are needed to be involved?
4. What tools should be used to gather useful and reliable data?
5. How much money is needed to conduct a market research?

Execution

Once the answers to all the above mentioned questions are known, the execution of the market research begins. It can be done using multiple tools and their combinations. For more details on used tools see Appendix 1, Market research methods and tools.

Concluding analysis

The final stage of a market research is the analysis of the gathered data. Depending on the tools to collect data your analysis might require the use of different platforms such as Excel, Matrix, SPSS, etc. The main questions that the market research analysis needs to answer are:

1. Where do I stand among my competitors?
2. What competitive advantages they have?
3. Do we share the same target group?

Project management

Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project management is about getting things done from inception to completion. The guiding questions of project management are:

1. What do you want to achieve?
2. How you are going to achieve it?
3. What resources will you need?

Team

Every project requires a well-balanced, motivated team to be successful. The team is the group of people who have the right knowledge and skills to prosper the project.

A good project management implies that the team shares and understands clearly the objectives of the project, as well as assumes specific roles and responsibilities.

The functions involved in team management are represented in Table 2 below.

Table 2. Managing the team

Recruitment	Communication	Motivation	Sharing	Relationship	Commitment
You need to choose a team who is experienced in the project you will be doing, who is ready to work hard and is really eager to implement the project.	The communication within the teammates should be fast, open. The team should get all the updates, news immediately.	The team motivation should always be high. You need to always encourage them so they will put more effort and be more excited.	Time to time the team gets together and shares their work so far, where they are what the next steps are. Just to keep everyone in the loop.	The teammates should have team spirit,	You need to manage their commitment to the project.

Time

Time management is the way we decide to utilize our time in order to maximize our productivity in achieving certain long-term goals. Time management includes:

- Effective planning
- Definition of SMART objectives
- Setting deadlines
- Management powers
- Time allocation based on priorities
- Analysis and monitoring

Following are some suggestions that can help entrepreneurs save time throughout the day.

1. Before meetings, determine your desired results. Have a clear purpose in mind before starting meetings. Your team will waste less time by getting back to work as soon as you meet your agenda.
2. Put a time limit on tasks.
3. Create a daily plan, use the first 30 minutes of the day to create a to-do list for your team and to speak about the task that must be done or that need more time to be delivered.
4. Cluster similar tasks
5. Schedule breaks between the tasks (working yoga, motivational video, coffee break, etc.)
6. Don’t multitask your team but prioritize tasks in order of importance and urgency.
7. Learn to say “No” and delegate some responsibilities to others.

Cost

The cost management is the process of reviewing and planning your budget for your activities. It needs careful planning and regular monitoring. Budgeting is a key for cost management and serves as a plan of action for managers as well as a point of comparison at a period's end

Budget is a forecast of revenue and expenses over a specified period of time in future, which is done to estimate whether the company can continue to operate with its projected income and expenses.

A properly prepared and updated business budget serves several purposes:

Budget process for an existing business is different from one for a business start-up. An existing business has a history of sales and expenses, which will serve as basis for monthly costs and sales predictions.

The start-ups, on the other hand, have no historical data, so for start-up budgeting assumptions must be made and projected into the future. These assumptions are strongly linked to the market research and analysis, which are the basis for realistic forecasts for income/sales and costs/production volumes.

Resource mobilization

Another important aspect that entrepreneurs must pay attention while speaking about the costs is resource mobilization. It is an important component on the way from a business idea to a business model/plan.

Resource mobilization refers to all activities involved in securing new and additional resources for your organization. It also involves making better use of, and maximizing, existing resources. It is important for any organization for the following reasons:

1. ensures the continuation of your organization's service provision to clients
2. supports organizational sustainability
3. allows for improvement and scale-up of products and services the organization currently provides
4. organizations, both in the public and private sector, must be in the business of generating new business to stay in business

We should note that there are various sources for mobilizing resources, which can include not only monetary funds, but also fixed assets or other resources, such as equipment, furniture, raw materials, information, marketing and sales channels, etc. The sources for the resources mainly depend on the type of resources needed. Generally, there are organizations and portals worldwide, which support start-ups or developing enterprises by investing into their business ideas or businesses. Other popular sources for acquiring funds are crowd funding portals. Nevertheless, there are also local business directories, portals, projects and organizations, which locally target development of enterprises and make funding or alternative assistance for the latter.

Other sources for resource mobilization can include attracting new business partners or volunteers.

Cost structure, financial management and planning

Costs in a business can be defined as an amount that has to be paid or given up in order to get something. It is usually a monetary valuation of efforts, materials, resources, time and utilities consumed, risks incurred, and opportunities forgone in production and delivery of a good or service.

All expenses are costs, but not all costs are expenses. Some costs can be investment in productive assets.

Costs are used in different business applications, such as for financial accounting, budgeting, and valuation. Consequently, there are different ways of categorizing costs according to their relationship to output as well as according to the context in which they are used. Following this summary of the different types of costs.

Fixed and variable costs

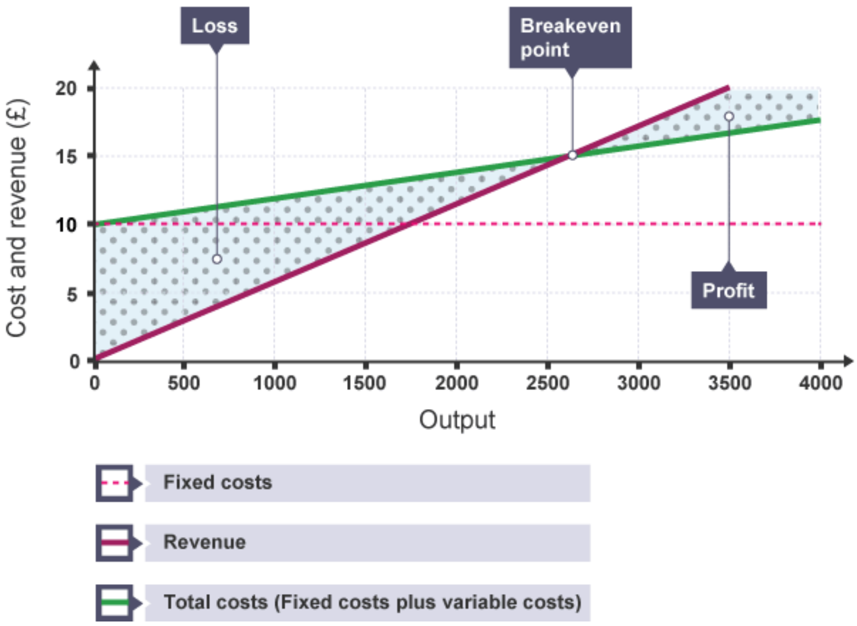
The two basic types of costs incurred by businesses are fixed and variable. Fixed costs do not vary with output, while variable costs do. Fixed costs are sometimes called overhead costs. They remain constant in spite of changes in output, i.e. whether a firm manufactures 100 units or 10,000 units the fixed costs don't change. In preparing a budget, fixed costs may include rent, depreciation, management salaries, property taxes and insurance.

Variable costs, on the other hand, fluctuate in direct proportion to changes in output. In a production facility, labour and material costs are usually variable costs that increase as the volume of production increases. It takes more labour and material to produce more output, so the cost of labour and material varies in direct proportion to the volume of output.

Direct and Indirect costs

Direct costs are similar to variable costs. They can be directly attributed to the production of output.

Indirect costs, on the other hand, are similar to fixed costs. They are not directly related to the volume of output. For example in a manufacturing plant, indirect costs may include management salaries, indirect labour, income taxes, utilities not directly related to production, depreciation on building and equipment, office rent, patent expense, etc.



Relationships of direct and indirect costs have an important implication for the success of enterprise. These are the key elements using to identify *breakeven point* of an enterprise. Breakeven point shows a point in time (or in number of units sold) when forecasted revenue exactly equals the estimated total costs, i.e. where loss ends and profit begins to accumulate. This is the point at which a business, product, or project becomes financially viable.

The breakeven point is calculated by dividing the total fixed costs of production by the price per unit less the variable costs to produce the product.

Break Even Point

$$\textbf{Break Even Point in Units} = \frac{\text{Fixed Costs}}{\text{Sales Price per Unit - Variable Cost per Unit}}$$

This shows the total number of units that must be sold in order for the company to generate enough revenues to cover all of its expenses.

Prime Costs

Prime costs are a firm's expenses directly related to the materials and labour used in production. It refers to a production costs of products and services, which are calculated to ensure the best profit margin for a company. The prime cost calculates the direct costs of raw materials and labour, but does not factor in indirect expenses, such as advertising and administrative costs.

The formula for prime cost is:

Prime Cost

Prime cost = Direct raw materials per unit + Direct labour per unit

A prime cost is the total direct costs, which may be fixed or variable, of manufacturing an item for sale. Businesses use prime costs as a way of measuring the total cost of the production inputs needed to create a given output. By analysing prime costs, an entrepreneur can set prices that yield desired profits. By lowering its prime costs, a company can increase its profit and/or undercut its competitors' prices.

Businesses need to calculate the prime cost of each product manufactured to ensure they are generating a profit.

Key financial tables in Business planning, modelling and accounting

The three main financial statements are the cash flow statement, income statement and balance sheet. They are used to give an overview of the financial results and condition of an enterprise. Yet for starting businesses another important financial document called Investment plan is needed.

Investment plan

Investment Plan is the first most important financial statement, which summarizes all the capital resources needed to start one’s business.

Table 3. Sample investment plan

	Available	Own contribution	Business Loan	Grants	Total
Fixed Capital					*[currency]*
Building/Plant	*2,400,000*	*0*			*2,400,000*
Marketing Fixed Assets	*0*	*450,000*			*450,000*
Administrative Fixed Assets	*0*	*380,000*			*380,000*
Production Fixed Assets	*2,550,000*	*6,854,200*			*9,404,200*
Total Fixed Assets	*4,950,000*	*7,684,200*	*0*	*0*	*12,634,200*
Preoperational (Preparation Costs)					
State registration of entity		*12,000*			*12,000*
Renovation of building		*20,000*			*20,000*
Equipment transportation		*1,300,000*			*1,300,000*
Other					
Other					
Total Preoperational Costs	*0*	*1,332,000*	*0*	*0*	*1,332,000*
Working Capital					
Raw Materials	*0*	*410,516*	*0*	*0*	*410,516*
Packaging					
Initial Salary payments					
Cash					
Other					
Total Working Capital	*0*	*410,516*	*0*	*0*	*410,516*
Capital investments required	*4,950,000*	*9,426,716*	*0*	*0*	*14,376,716*
Capital Investments required, %	*34.4*	*65.6*	*0.0*	*0.0*	*100*

This statement is equally interesting both to the investor and to the entrepreneur. It is worth mentioning that this is not only about how much, but also about where from. In other words, this is a detailed information on where the entrepreneur is going to generate funds from to invest in the enterprise. Investment plan distinguishes between own contribution, loan, donors' contribution and other sources. Here we can also see distribution of investments by percentage and the share of available capital (already invested and not requiring cash to purchase).

Income statement

Income statement is also referred as Profit and Loss Statement and it presents the revenues, expenses, and profits/losses generated during the reporting period. This is usually considered the most important of the financial statements, since it presents the operating results of an entity and provides an information about a company's ability or inability to generate profit by increasing revenue, reducing costs or both. See Table 4.

Table 4. Sample profit and loss statement

												ABC Company
												Profit and Loss Statement
[currency]						***2021***						
	Jan	***Feb***	***Mar***	***Apr***	***May***	***Jun***	***Jul***	***Aug***	***Sep***	***Oct***	***Nov***	***Dec***
Revenue stream 1	587.0	750.6	622.2	795.6	659.6	843.4	699.1	894.0	587.0	680.9	789.9	916.2
Revenue stream 2	145.2	358.0	153.9	379.5	163.1	402.2	172.9	426.4	145.2	168.4	195.4	226.6
Returns, Refunds, Discounts	-21.5	-20.3	-20.0	-19.8	-26.0	-20.3	-20.0	-19.8	-19.8	-26.0	-21.5	-20.3
Total Net Revenue	**710.7**	**1,088.3**	**756.1**	**1,155.3**	**796.7**	**1,225.3**	**852.1**	**1,300.6**	**712.4**	**823.4**	**963.7**	**1,122.6**
Cost of Goods Sold	474.8	779.2	503.3	825.9	533.4	875.4	565.3	927.9	474.8	550.6	638.6	740.6
Gross Profit	**235.9**	**309.1**	**252.9**	**329.4**	**263.3**	**349.9**	**286.7**	**372.6**	**237.6**	**272.7**	**325.1**	**381.9**
Expenses												
Advertising & Promotion	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5	18.5
Depreciation & Amortization	100	100	100	100	100	100	100	100	100	100	100	100
Insurance	15	15	15	15	15	15	15	15	15	15	15	15
Maintenance	3	5	12	1	3	21	5	7	8	3	5	1
Office Supplies	25	12	20	18	19	15	5	9	13	11	12	14
Rent	15	15	15	15	15	15	15	15	15	15	15	15
Salaries	10	10	10	10	10	10	10	10	10	10	10	10
Telecommunication	2	2	2	2	2	2	2	2	2	2	2	2
Utilities	5	6	7	5	6	5	5	6	7	8	8	9
Other expenses	0	0	0	1	0	0	2	0	0	0	0	0
Total expenses	193.5	183.5	199.5	185.5	188.5	201.5	177.5	182.5	188.5	182.5	185.5	184.5
Earnings Before Interest & Taxes	**42.4**	**125.6**	**53.4**	**143.9**	**74.8**	**148.4**	**109.2**	**190.1**	**49.1**	**90.2**	**139.6**	**197.4**
Interest Expenses	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0	15.0
Earnings Before Taxes	**27.4**	**110.6**	**38.4**	**128.9**	**59.8**	**133.4**	**94.2**	**175.1**	**34.1**	**75.2**	**124.6**	**182.4**
Taxes	5.5	22.1	7.7	25.8	12.0	26.7	18.8	35.0	6.8	15.0	24.9	36.5
Net Earnings	**21.9**	**88.5**	**30.7**	**103.1**	**47.8**	**106.7**	**75.4**	**140.1**	**27.3**	**60.2**	**99.7**	**146.0**

Cash flow statement

A cash flow statement is a financial statement that provides aggregate data regarding all cash inflows a company receives from its ongoing operations and external investment sources. It also includes all cash outflows that pay for business activities and investments during a given period.

The cash flow statement is believed to be the most intuitive of all the financial statements because it follows the cash made by the business in three main ways – through operations, investment, and financing. The sum of these three segments is called net cash flow. These three different sections of the cash flow statement can help investors determine the value of a company's stock or the company as a whole. See Table 5.

Table 5. Sample cash flow statement

ABC company	
Cash flow statement	
[currency]	*[date]*
Cash flow from operations	
Net earnings	28,000
Increase in Account receivable	(6,000)
Decrease in Account payables	(5000)
Depreciation	4,000
Decrease in inventory	9,000
Cash from operating activities	***30,000***
Cash flow from investing	
Equipment purchase	(28,000)
Cash flow from investing	***(28,000)***
Cash flow from financing	
Long-term debt	10,000
Paid dividends	(3,000)
Cash flow from financing	***7,000***
Net increase in cash	***9,000***
Cash at the beginning of the year	***1,000***
Cash at the end of year	**10,000**

Balance sheet

Balance sheet presents the assets, liabilities, and equity of the entity as of the reporting date. The report format is structured so that the total of all assets equals the total of all liabilities and equity. This is typically considered the second most important financial statement, since it provides information about the liquidity and capitalization of an organization. See Table 6.

Table 6. Sample balance sheet

ABC company		
	Balance Sheet	
[currency]		*[date]*
Assets		
Current Assets		
	Cash	7,314.0
	Account receivables	-
	Inventory	5,560.0
	Paid expenses	-
	Short-term investment	-
Total Current Assets		*12,874.0*
Fixed Assets		
	Long-term investment	2,310.0
	Property, plant, equipment	14,442.0
	Less accumulated depreciation	-2,200.0
	Intangible assets	-
Total Fixed Assets		*14,552.0*
Total assets		**27,426.0**
Liabilities & Owners' Equity		
Current Liabilities		
	Account payable	9,060.0
	Short-term loan	-
	Income taxes payable	3,349.0
	Accrued salaries	-
	Unearned revenue	-
Total Current Liabilities		*12,409.0*
Long-term Liabilities		
	Long-term debt	3,450.0
	Deferred income tax	-
Total Long-term Liabilities		*3,450.0*
Owners' equity		
	Owners' investment	6,000.0
	Retained earnings	5,567.0
Total Owners' Equity		11,567.0
Total Liabilities & Owners' Equity		**27,426.0**

Risks management and mitigation

Business risk can be defined as the exposure a company or organization has to influence so that the latter will not lower its profits or lead it to fail.

Anything that threatens a company's ability to meet its target or achieve its financial goals is called business risk. These risks come from a variety of sources. The risks can be both internal, such as wrong decision making, ineffective operations or external, such as new regulations, competition or fluctuations in the overall economy. Companies are also exposed to financial risk, liquidity risk, systematic risk, exchange-rate risk, and country-specific risk. These make it increasingly important to minimize business risk.

While a company may not be able to shelter itself from risk completely, there are ways it can help protect itself from the effects of business risk by adopting a risk management strategy.

Coming up with a strategy – whether it's done before the business begins operations or after it experiences a setback – will help guide the firm through any ups and downs, making the company better prepared to deal with risks as they present themselves. The plan should have tested ideas and procedures in place in the event that risk presents itself.

All risk management processes follow the same basic steps, although sometimes different jargon is used to describe these steps. Together these 5 risk management process steps combine to deliver a simple and effective risk management process.

Step 1: *Identify the Risk.* You and your team uncover, recognize and describe risks that might affect your project or its outcomes. There are a number of techniques you can use to find project risks. During this step you start to prepare your Project Risk Register.

Step 2: *Analyse the risk.* Once risks are identified you determine the likelihood and consequence of each risk. You develop an understanding of the nature of the risk and its potential to affect project goals and objectives. This information is also input to your Project Risk Register.

Step 3: *Evaluate or Rank the Risk.* You evaluate or rank the risk by determining the risk magnitude, which is the combination of likelihood and consequence. You make decisions about whether the risk is acceptable or whether it is serious enough to warrant treatment. These risk rankings are also added to your Project Risk Register.

Step 4: *Treat the Risk.* This is also referred to as Risk Response Planning. During this step you assess your highest ranked risks and set out a plan to treat or modify these risks to achieve acceptable risk levels. How can you minimize the probability of the negative risks as well as enhancing the opportunities? You create risk mitigation strategies, preventive plans and contingency plans in this step. And you add the risk treatment measures for the highest ranking or most serious risks to your Project Risk Register.

Step 5: *Monitor and Review the risk.* This is the step where you take your Project Risk Register and use it to monitor, track and review risks. A Project Risk Register is a quite simple tool, which can be used for managing risks in a more structured way. It is a table, where one can fix all the information about existing risks such us their description, levels of impact and probability to happen, as well as bring some particular solutions. Here one can be creative and use symbols, colours, specific grading or words, so as to have a handier and clear information. For the template of Project Risk Register see Appendix 1.

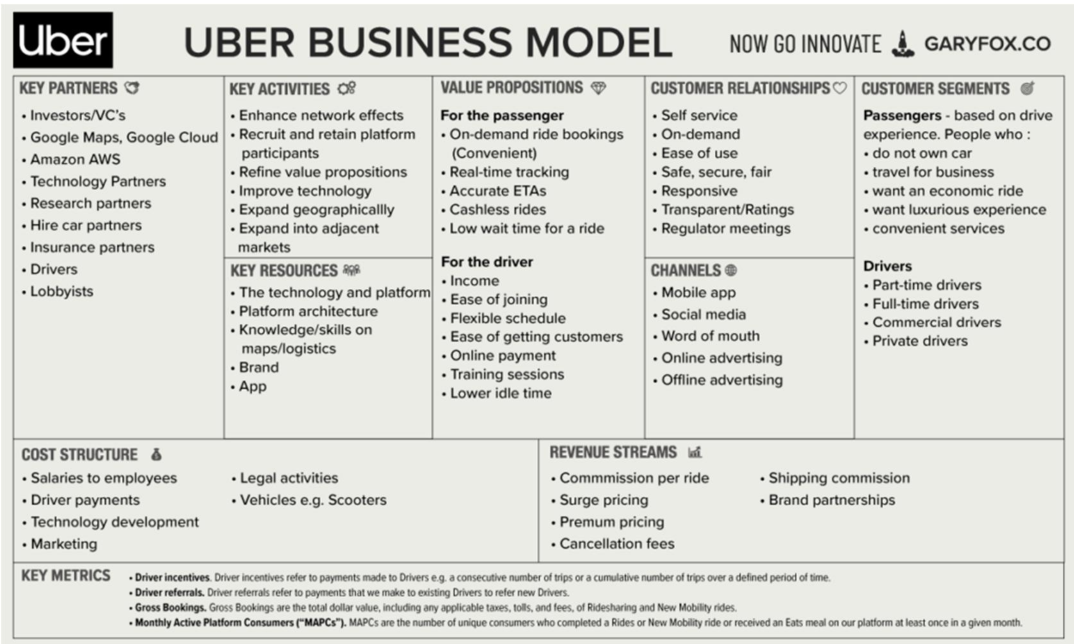
Risk is about uncertainty. If you put a framework around that uncertainty, then you effectively de-risk your project. And that means you can move much more confidently to achieve your project goals. The risk management process also helps to resolve problems when they occur, because those problems have been envisaged, and plans to treat them have already been developed and agreed. You avoid impulsive reactions and going into “fire-fighting” mode to rectify problems that could have been anticipated. This makes for happier, less stressed project teams and stakeholders. The end result is that you minimize the impacts of project threats and capture the opportunities that occur.

Business model examples: Canvas

In the recent years is the Business Model Canvas became the most popular tool to describe and design a business model around the world. It includes all the building blocks that make out your unique company strategy and helps to map out your entire business model in one image. Most of the elements of the Business Model Canvas have been discussed above and in this section you will see the business models of real companies filled in the Business Model Canvas.

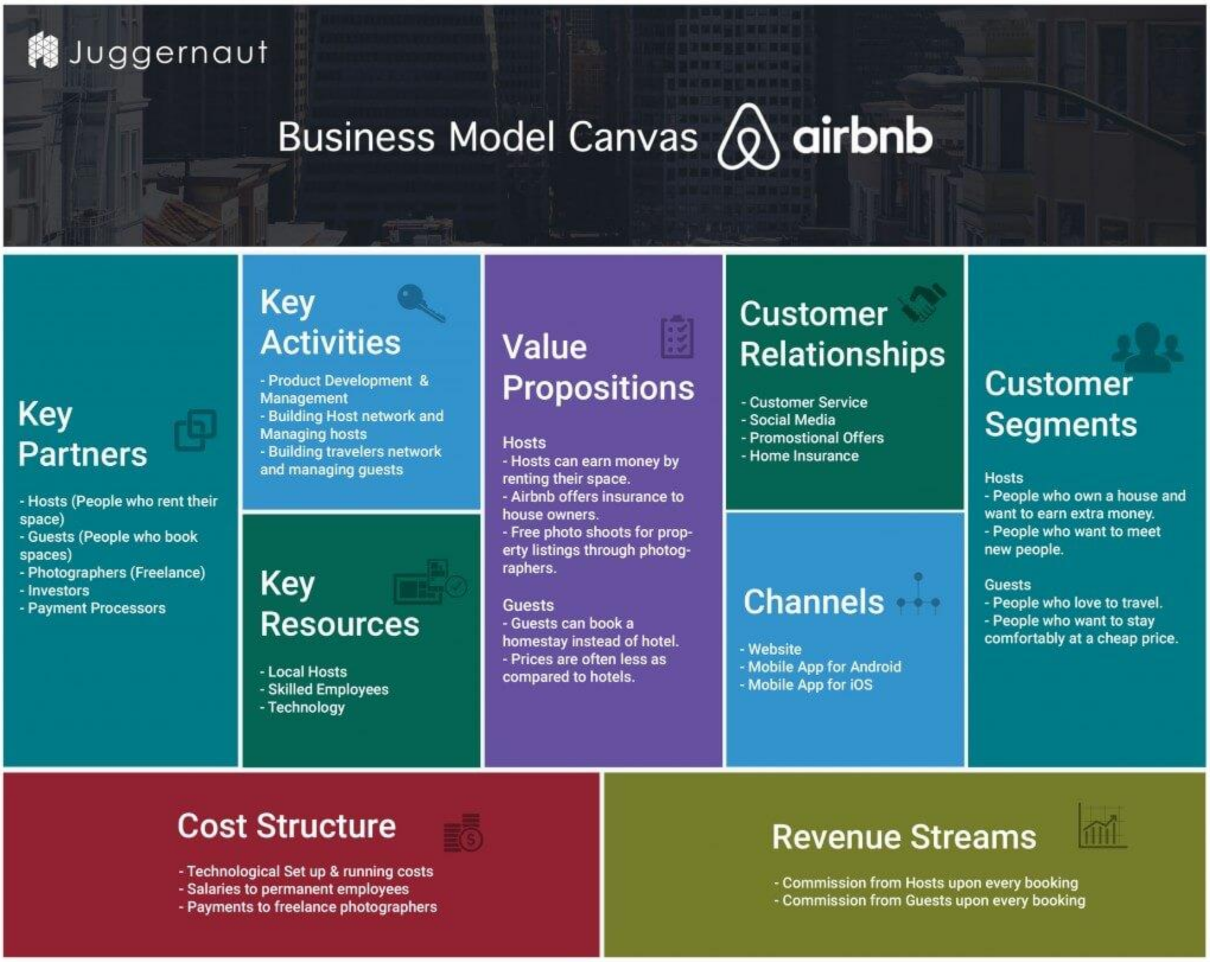
Available at: https://vimeo.com/78350794

Uber Business Model Canvas



Source: https://www.garyfox.co/canvas-models/how-to-use-business-model-canvas-guide/

Airbnb Business Model Canvas



Source: http://nextjuggernaut.com/blog/airbnb-business-model-canvas-how-airbnb-works-revenue-insights/

For an example of how to start discussion on Business Model Canvas, please see Exercises and activities for entrepreneurship training in Appendix 1.

Prototyping projects and ideas for entrepreneurship

What's prototyping?

We call prototype to have a functional version of the product or service. In other words, it is "something" that allows us to simulate the functioning of what we are thinking. It allows us to simulate, test, analyse, learn and incorporate these learnings into the next design.

When we design ideas or we think about projects, we usually use abstract thinking schemes, and prototyping helps us define and specify those first ideas. Following the logic used by Design Thinking about convergent and divergent thinking, prototyping is a process that helps land global and divergent ideas.[2]

[2] For more information on these creative thinking techniques, you can consult Guilford (https://es.wikipedia.org/wiki/Joy_Paul_Guilford) or De Bono (https://es.wikipedia.org/wiki/Edward_de_Bono)

There are many types of prototypes, and furthermore, we can extend the realization of prototypes to other phases of the design of company projects, with the aim of being able to incorporate fast and straight learning to the design of our project.

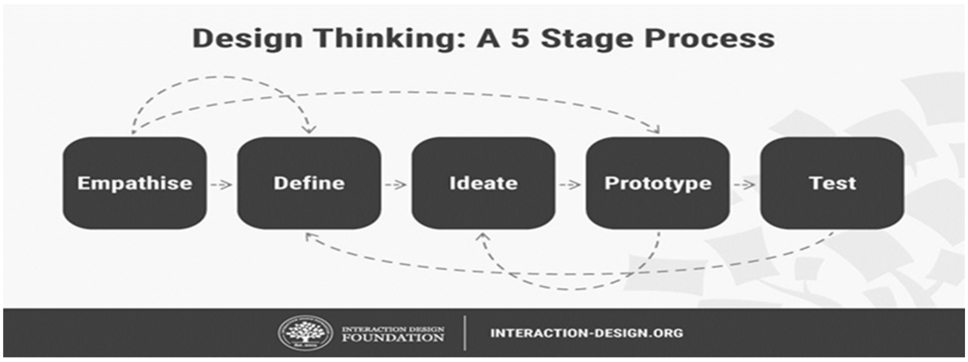
We can make a prototype of the first project idea, before continuing to develop and see if it has an interest in our market or not. We can develop a prototype of our communication campaign, our social networks, and our business model. In other words, we propose to continuously prototyping the total of the process.

Remember that prototyping needs to be fast and cheap.

Where the concept comes from and the need to prototype

For a long time, the logic of business design and entrepreneurship projects followed sequential thought and design patterns, that is, there was a strict order of steps to follow and, generally, it was not prototyped, or it was prototyped only at the end of the project process. What happens if that final prototype is not functional? It forces us to redo the entire work process. A number of hours of work and effort had been devoted, sometimes economic efforts as well.

The result of the emergence of new project design methodologies (design thinking, agile, scrum, lean start-up, etc.), more efficient in the process, more focused on continuous learning and optimization of each step or phase, has incorporated the process of prototyping in the formulation of the hypotheses of our entrepreneurial ideas.



The best way to learn fast and cheap is to devise and build a prototype

The validation process of the idea or the hypothesis of our entrepreneurial adventure, goes through a continuous testing of our proposal with the total number of agents involved, not only customers or users, but also suppliers, for example.

The way to bring ideas to practice is to build prototypes.

Sometimes, when we mention the concept of prototyping, we think of spacecraft, new aircraft models, or super quantum computers, but in fact, prototyping is much simple. We can test and measure usability of our product in many other ways, and with low-cost materials and tools: cardboard, adhesive tape, colour pencils, free apps, Lego, playmobil, etc. but especially using a lot of imagination.

Albert Einstein said that logic can take you from point A to point B, but only the imagination will take you everywhere.

There are numbers of ways to prototype, as many as we are able to imagine, as long as the prototype gives us information about its suitability for the future client.

We describe and provide some support tools to prototype different phases of the process of creating a project that always meet these aspects that we think of maximum interest to the recipients of this material:

- Low or very low production cost
- It must not have 100% of the functionalities (it's only a prototype)
- Fast and agile development
- Embeddable in the Lean Start-Up, Design Thinking methodologies, etc.
- Inspiring and innovative
- Reuse materials to make prototypes
- Test on the fly
- It has to allow collecting data for further analysis
- Make it fun, it's a fun experience to build and test your prototype
- Share ideas with others and incorporate and test what interests you

Prototyping is an attitude of the entrepreneurial process. The keys of prototyping include:

- Action
- Learning by Doing
- Creativity
- Build to discuss (not discussing to build)
- Decide metrics
- Define Tests
- Share easily & collaborate
- Receive feedback
- Not for every customer: only early adopters, investors, family, friends and fools

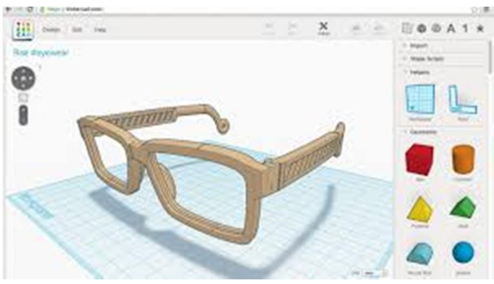
Ways to prototype your idea

"Think big, prototype small"

1) Prototype in Cardboard. Maybe your best friend for prototype

Ideal for prototypes of the product, for the ease of moulding, cutting and at the same time the rigidity and little weight that the cardboard allows. No doubt virtually any product idea can be brought to reality using this material.

2) 3D prototype



Today it is possible to make a 3-dimensional drawing and turn it into a product through a 3D printer, capable of turning the product that has been designed into the computer into reality. They are very useful prototypes to check movements, interferences, physical appearance and behaviour.

To carry them out it's necessary to know how to draw in 3D and have access to a 3D printer. It's used for product prototypes.[3]

[3] You can use for design https://www.tinkercad.com/

3) Re-labelling

Use a product of the competition and see how the customer uses it, what problems it has, what benefits, what it likes, what it dislikes. The existing products similar to the one offered are a good source of information that an entrepreneur should take advantage of. With all this range of prototypes, surely transforming an idea into something real will be easier.

4) Mechanical Turk

The system relate to a person simulating the work that the machine should do. It’s worth as much for product as for service. IBM used this system for its famous "Voice to text" experiment. The experiment consisted of making a user believe that the machine automatically transcribed his voice into writing, when really there was a person who was reproducing, using a conventional computer, the voice commands dictated by the user. Obviously being able to simulate the system before developing it allowed them to see if it really was worth doing before investing time and money.

5) Service prototype

In this section what we do is to choose a small and controllable region where we can test our idea. It is usually used to test services and allows for a study of behaviours by regions without an investment in large databases, or without incurring other major costs to cover a larger territory. Example, a mobile application that recommends nearby vegetarian restaurants. Picking up on the application all vegetarian restaurants in Spain can be expensive in time and money, but doing the same at the regional level of a province can be done quickly and cheaply, and you can test whether the service is useful or not quickly.

6) Role playing

Role playing is playing to be another person, someone gets into the role of the user / end customer. Putting yourself in the shoes of another person is not easy, but it is very useful to make the effort because data, unknowns or doubts appear that otherwise would not arise. It is a good tool to perform service prototypes.

7) Prototype of app and web page on paper

Prototyping on paper means making a representation of your idea on paper. With this system you can represent very well both web applications and mobile app. In this video, you can see the representation of a paper application and even with the possibility of "clicking" on the screens.

8) Digital prototype

There are tools that allow to develop simple prototypes in the computer. This kind of prototype is ideal for web applications and for mobile applications. The handling of these tools is very simple and intuitive and has the difficulty of handling a Power Point. A tool that we have used many times in Innokabi is Prototyper Free and we have made two tutorials. One basic and the other more advanced

9) False door prototype

The false door prototype is usually generated on a web page, but it can also be done through brochures or posters, where a product or service is talked about that does not yet exist or is in the creation stage. What is intended is to measure the interest of users, the number of clicks, data collection. The ideal is to give something in return, for example, the possibility of being the first to use the product/service, have purchase priority, participate in the development process, manuals or free articles when leaving the data, etc.

10) Possession simulator prototype

In this type of prototype, what is interesting is to capture the user's attention as if you already had the technology or the service offered, although it is not yet available. The interesting thing is to capture attention to be able to measure.

A set of Prototyping tools are presented in Appendix 1.

Managing your business

Scrum methodology

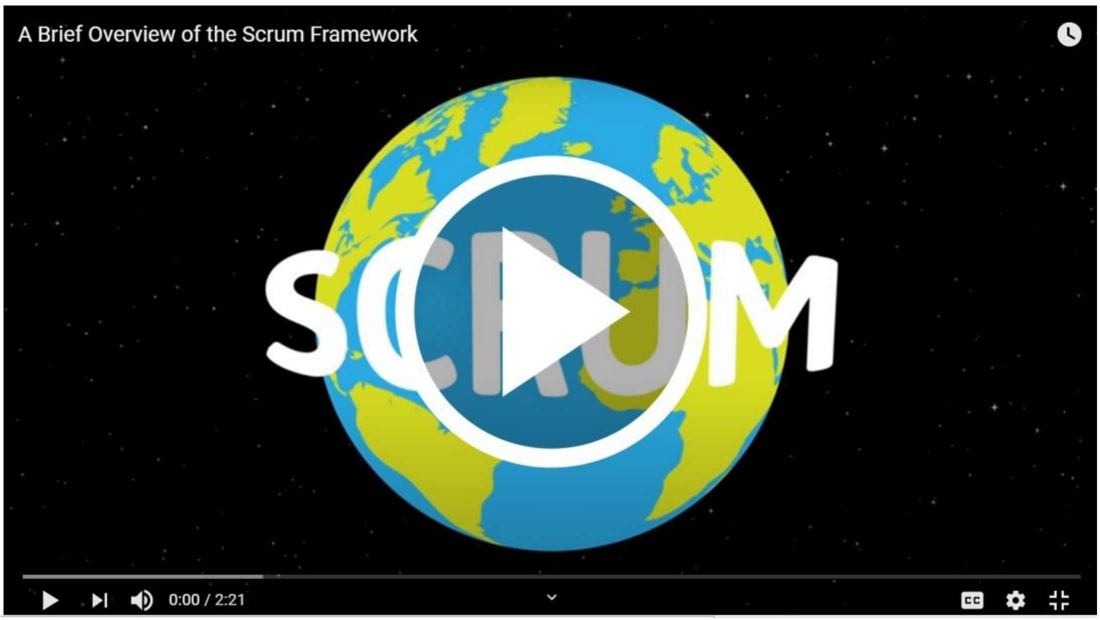
Scrum is a framework for developing, delivering, and sustaining products. It is a framework within which people can address complex problems, while productively and creatively delivering products of the highest possible value. Among the benefits of using scrum are increased risk mitigation, reduced costs, improved communication and higher probability of delivering the right products to the customers.

Scrum has been used to manage work on complex products since the early 1990s. It was initially developed for managing and developing software products, but in fact it can be applied to any project that has complex requirements, aggressive deadlines and a substantial amount of uniqueness. Scrum is extensively used worldwide, to:

1. Research and identify viable markets, technologies, and product capabilities.
2. Develop products and enhancements.
3. Release products and enhancements, as frequently as many times per day.
4. Sustain and renew products.

Scrum has been used to develop software, hardware, embedded software, networks of interacting function, autonomous vehicles, schools, government, marketing, managing the operation of organizations and almost everything we use in our daily lives, as individuals and societies.

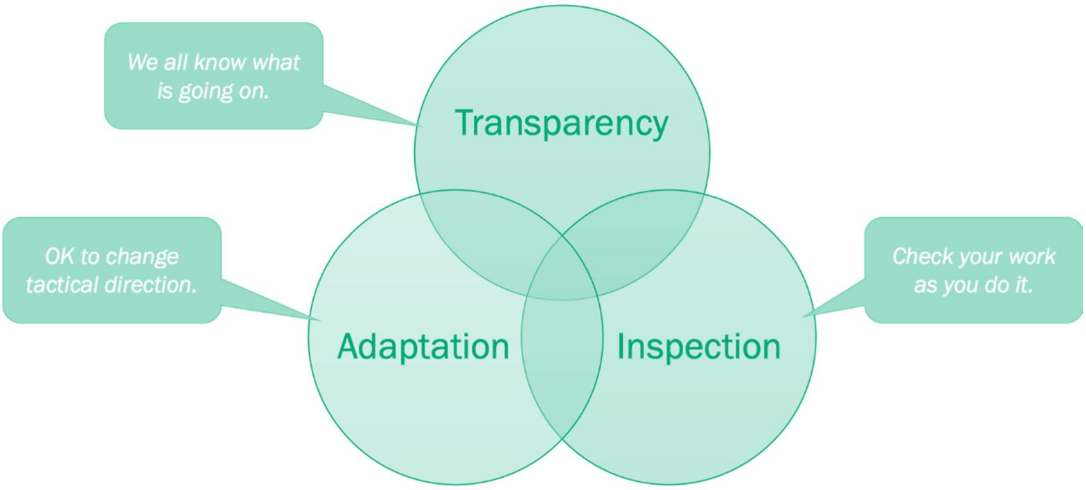
The essence of Scrum is a small team of people. The individual team is highly flexible and adaptive. These strengths continue operating in a single, several, many, and networks of teams.



Available at: https://youtu.be/gy1c4_YixCo

Scrum theory

Scrum is founded on empirical process control theory, or empiricism. Empiricism asserts that knowledge comes from experience and decision-making shall be based on what is known. The three pillars of empiricism are: transparency, inspection, and adaptation.



Source: https://www.scrum.org/resources/blog/three-pillars-empiricism-scrum

Transparency: This means presenting the facts as is. Significant aspects of the process must be visible to those responsible for the outcome. Transparency requires those aspects be defined by a common standard so observers share a common understanding of what is being seen.

Inspection: The inspection can be done for the product, processes, people aspects, practices, and continuous improvements. For example, the team shows the product to the customer in order to gather valuable feedback. If the customer changes the requirements during inspection, the team does not complain but rather adapts by using this as an opportunity to collaborate with the customer to clarify the requirements and test out the new hypothesis. Inspection should not be so frequent that inspection gets in the way of the work.

Adaptation: Adaptation in this context is about continuous improvement, the ability to adapt based on the results of the inspection. If an inspector determines that one or more aspects of a process deviate and that the resulting product will be unacceptable, the process or the material being processed must be adjusted. An adjustment must be made as soon as possible to minimize further deviation.

Scrum prescribes four formal events for inspection and adaptation:

1. Sprint Planning
2. Daily Scrum
3. Sprint Review
4. Sprint Retrospective

Scrum values

Source: Scrum.org

When the values of commitment, courage, focus, openness and respect are embodied and lived by the Scrum Team, the Scrum pillars of transparency, inspection, and adaptation come to life and build trust for everyone. Successful use of Scrum depends on people becoming more proficient in living these five values.

People personally commit to achieving the goals of the Scrum Team. The Scrum Team members have courage to do the right thing and work on tough problems. Everyone focuses on the work of the Sprint and the goals of the Scrum Team. The Scrum Team and its stakeholders agree to be open about all the work and the challenges with performing the work. Scrum Team members respect each other to be capable, independent people.

How does it work?

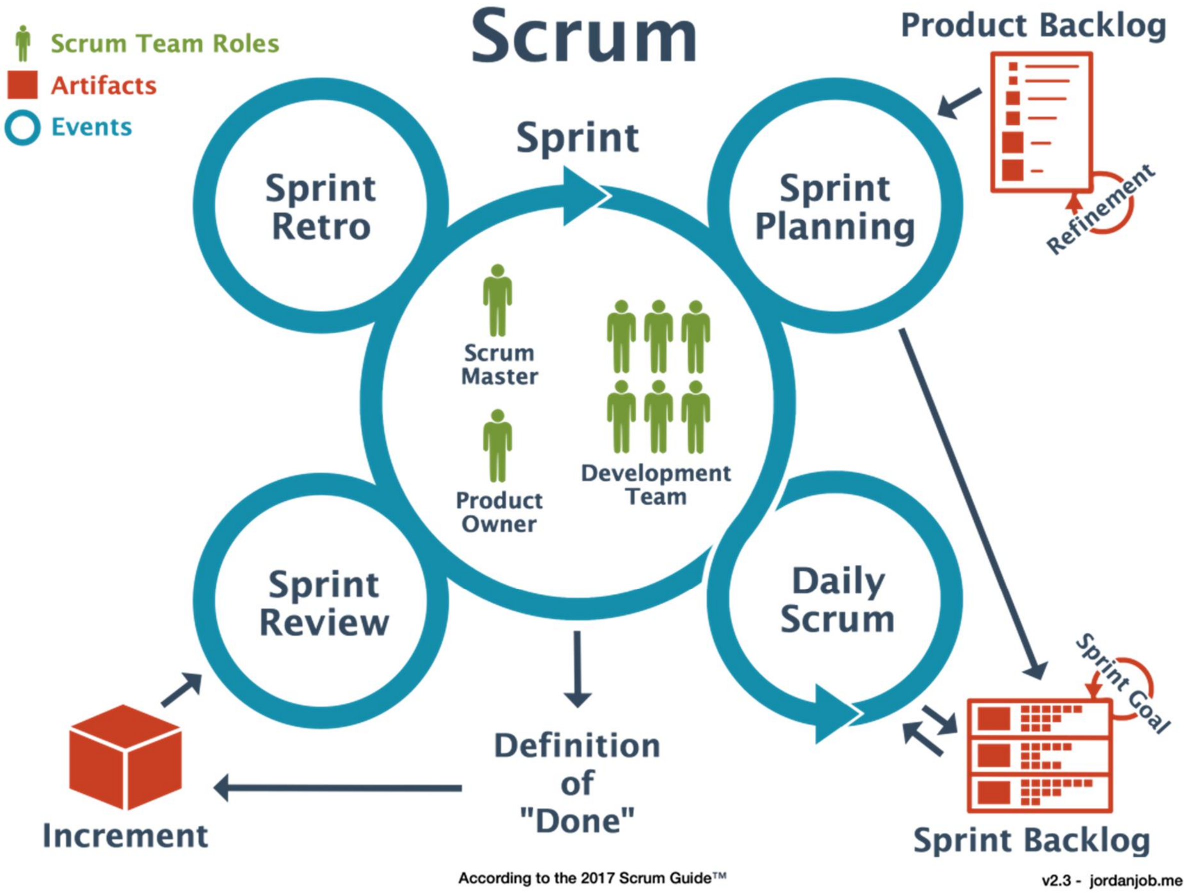
Scrum consists of different elements, such as the Scrum Team, Scrum Events and Scrum Artifacts.

The Scrum Team consists of a Product Owner, the Development Team, and the Scrum Master. Scrum Teams are self-organizing and cross-functional. Self-organizing teams choose how best to accomplish their work, rather than being directed by others outside the team. Cross-functional teams have all competencies needed to accomplish the work without depending on others not part of the team. The team model in Scrum is designed to optimize flexibility, creativity, and productivity.

Events are used in Scrum to create regularity and to minimize the need for meetings not defined in Scrum. All events are time-boxed and have a maximum duration. Scrum events include the Sprint, Sprint Planning, Daily Scrum, Sprint Review, and Sprint Retrospective.

Other than the Sprint itself, which is a container for all other events, each event in Scrum is a formal opportunity to inspect and adapt something. These events are specifically designed to enable critical transparency and inspection.

Scrum's Artifacts include Product Backlog, Sprint Backlog and Increment. They represent a work or value that provide transparency and opportunities for inspection and adaptation. Artifacts defined by Scrum are specifically designed to maximize transparency of key information so that everybody has the same understanding of the Artifact.



Source: https://jordanjob.me/blog/scrum-diagram/

For more details, please check the materials provided under the Useful Links.

Working with youth

Children and adolescents are important to the future success and health of our world. They will be the parents, teachers, physicians, psychologists, policymakers, and world leaders of tomorrow. The future well-being of families and communities depends on the healthy psychological development of youth. Also, we have to take into account that children and youth are the present of the world, and it's very important to give them autonomy and empowerment.

Unfortunately, exposure to environmental stressors and biological, genetic factors can place youth at greater risk of developing behaviours that are destructive to themselves, their families, and their community.

Motivating and engaging youth

Hierarchy of needs

When basic human needs are not being met, it is difficult to focus on or care about anything else. We cannot engage youth to accomplish their objectives, if they are in a risky situation.

This is the premise of Abraham Maslow's hierarchy of needs theory (Maslow, 1970). Maslow believed humans are motivated to fulfil their unmet needs beginning with their most basic needs. The Figure 8 below illustrates the identified hierarchy of five human needs, ranging from our most basic to our more advanced needs.

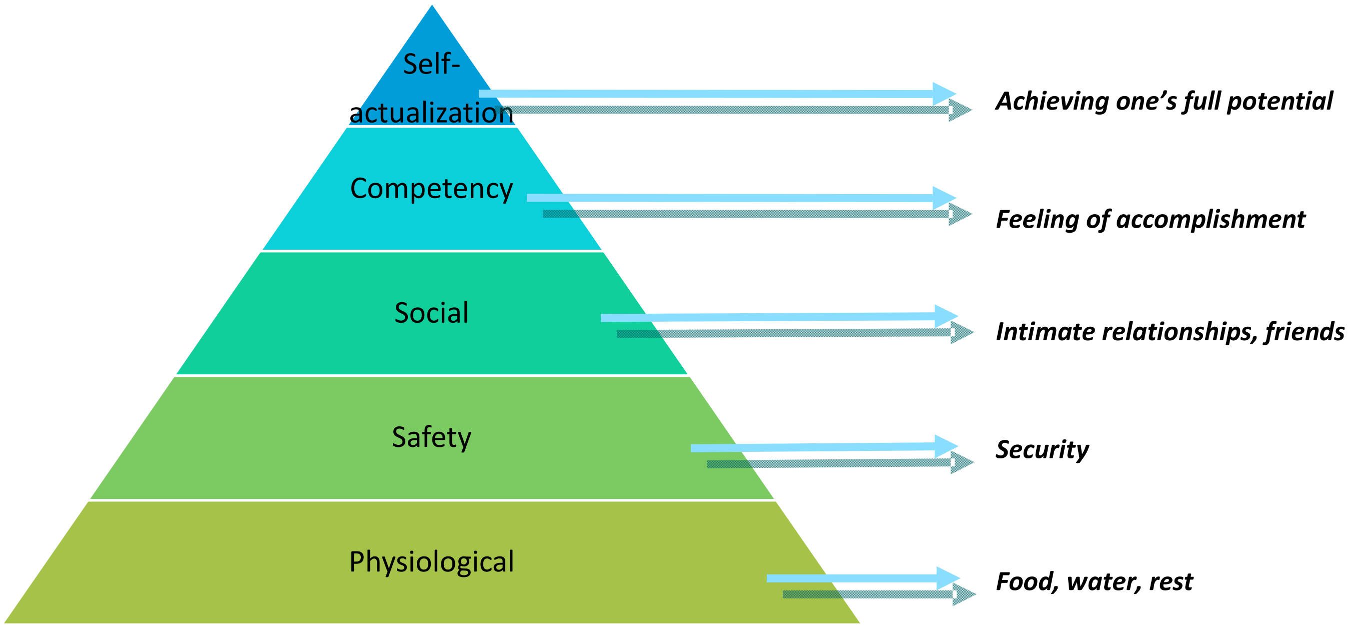


Figure 8. Hierarchy of basic and advanced human needs

Basic needs

The strongest human needs are physiological needs, safety needs, and social needs.

Physiological needs

Physiological needs encompass what is required to sustain life, such as the need for food and water, sleep, elimination of bodily waste, and comfortable body temperature. In most cases, motivation to meet these physiological needs takes priority over all other needs. As you read this Guide, if you are currently feeling sleepy or the room is very cold, your ability to focus on the content of what you are reading will be impeded by your internal motivation for sleep and warmth. When a youth's physiological needs are not being met, his or her primary motivation will be to satisfy these needs.

Safety needs

Safety needs involve the need for stability, consistency, and protection, as well as freedom from fear, anxiety, and chaos. Humans need to have predictable and safe surroundings. When the environment is physically or emotionally unsafe, internal motivation will be focused on meeting the need for safety.

Social needs (belonging and love needs)

We all have a basic need to love and be loved, to be accepted, and to belong to a group or family. This social need includes the desire to avoid loneliness, alienation, and rejection. Most of us have had the experience of losing a significant relationship and have found ourselves unable to focus on anything except the loss. The same holds true for youth, who will have difficulty focusing on training content if their basic needs for love and belonging are not being met. Social attachments are a strong motivational force.

Advanced needs

Once basic physiological, safety and social needs are satisfied, humans are motivated to meet their more advanced needs, such as to gain competence and be successful in life.

Competency needs

Human beings have a need for self-esteem, achievement, and mastery of their environment. This need includes the desire to be recognized by others and respected for personal achievements and competencies. Often training sessions are designed with the expectation that youth are motivated at this level.

Self-actualization needs

The final and most advanced need is the need for self-actualization. It can be defined as the need to live up to full potential and become everything that one is capable of becoming. Once the more basic needs are met, humans can become motivated to maximize their potential.

Basic Human Needs

Youth`s Physiological needs
To satisfy hunger and thirst
To get enough sleep
To eliminate bodily waste
To maintain a comfortable body temperature

Youth`s Safety Needs
To feel physically and emotionally safe, secure and stable
For the living environment to be organized and predictable (not chaotic)

Youth`s Social Needs (belonging and love needs)
To love and be loved
To belong and be accepted
For social attachments
For healthy, consistent, supportive caregivers

Advanced Human Needs

Youth`s Competency needs
(esteem/achievement needs)
To feel competent
For recognition and respect from others
For self-esteem
For achievement

Youth`s Self-actualization needs
To live up to one`s full potential

→ Meeting basic human needs is a critical precondition for effective learning.

It is important to note that the order and potency of needs in Maslow's hierarchy are not universal or fixed; however, the underlying theory as it relates to fulfilling unmet needs is very applicable to understanding what motivates youth (Dunlap, 2004). Based on this theory, before trying to reach the youths' more advanced needs, we have to ensure that their most basic physiological, safety, and social needs are met. If a youngster is exhausted from lack of sleep (unmet physiological need), getting bullied or abused (unmet safety need), or socially alienated and rejected (unmet social need), his or her motivation to master academic concepts (competency need and need to live up to fullest potential) will be significantly impaired.

Other strategies for enhancing youths' motivation/engagement

A youth's internal motivation can also be enhanced when training providers identify and promote approach goals, utilize motivational interviewing strategies, and maintain a close relationship with youngster in which they analyse and integrate the reality of the young person into work.

Identify and promote approach goals

If our objective as trainer is to motivate youth, then we have to focus on "approach goals", i.e. what they want to achieve in life, now and in the future. No matter how impossible they seem at the beginning of the work, these goals can significantly enhance internal motivation of a young person. This kind of approach helps to focus the work of youth not only on the things that they should avoid (e.g. violence, lack of motivation in life), but mainly on what they want to achieve and how to do it. A young person is more likely to be engaged in learning how to manage anger if it leads to something desired, for instance being eligible to join a football team.

Tony Ward has developed what is referred to as the "**Good Lives Model**," which includes a list of approach goals. All human efforts are focused on the desire to fulfil basic human needs and to seek the primary human goods (approach goals) towards which these needs are directed. Many of the listed approach goals are relevant for helping youth to clarify what they have and what they want to have in their future life. The identified approach goals include:

- Family (have a spouse, be a father/mother, have a connection with the family of origin)
- Friendships (have platonic and romantic relationships)
- Excellence in work and play (have mastery and competency experiences)
- Excellence in agency (be independent, self-directed)
- Life (have a healthy living, optimal physical functioning)
- Knowledge (have wisdom and information)
- Inner peace (freedom from emotional turmoil and stress)
- Spirituality (find meaning and purpose in life)
- Community (feel connected to those in the environment)
- Happiness (feel contentment and joy in life)
- Creativity (have opportunities for creative expression)

When youth make the connection between how their active participation in school and treatment can help them achieve what they want in life (approach goals), their internal motivation is often enhanced.

Utilize motivational interviewing strategies

Another model for enhancing internal motivation is **motivational interviewing** (MI) (Miller & Rollnick, 2002). It is an approach that has a strengths-based emphasis for enhancing motivation in youth and families. MI helps create an environment in which youth are motivated to make positive changes in their lives (Miller & Rollnick, 2002; Walters et al., 2007). Key MI concepts include:

- *Collaborating:* honour a youth's expertise and perspective and avoid an authoritarian, one-up stance.
- *Expressing empathy and acceptance:* understand a youth's feelings and perspectives without judging, criticizing, or blaming.
- *Rolling with resistance:* accept the youth's resistance to make positive changes.
- *Developing discrepancy:* make the youth to realize that a negative behaviour cannot help on reaching their life goals.

Maintain a humble interaction style

Human behaviour is very complicated. As trainers working with young people, we have to take into account the reality that surrounds the youth and include this reality into our work. This means, adapting the used methodology to the particular situation of each young person who we work with. Creating a close and unbiased relationship with the youth, promotes their empowerment and self-analysis.

Promoting internal motivation and engagement are critical for positive change and healthy youth development. If youth are not internally motivated to make positive changes in their lives, it does not matter how much others want it for them. A powerful method for enhancing internal motivation is meeting youths' basic human needs. Additional strategies for enhancing motivation include the identification of approach goals; utilization of motivational interviewing strategies; and maintenance of a humble interaction style.

Resilience in youth

In psychological terms, resilience has been defined as a positive adaptation in the context of significant adversity. Understanding resiliency and the many factors that can promote resiliency is a major component of a strengths-based approach, especially when we work with youth in difficult situations. Figure 9 below shows the benefits of promoting resilience in a young person.

Figure 9. How resilience works

All youth have the capacity to be resilient

It is not just a few, unique individuals who have some magical ability to overcome hardships in life. Resilience is a part of our human adaptation system for self-protection and survival. It appears to be a common phenomenon within human beings if enough *protective factors* are available to reinforce healthy development.

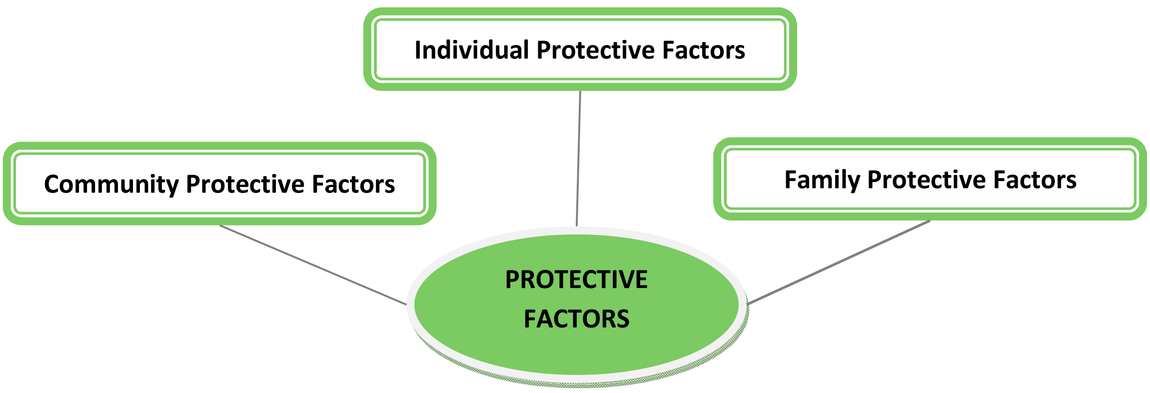
Resiliency can be promoted in all youth. We all need some protective factors to buffer our falls in life. A strengths-based approach can help identify and enhance protective factors, a process that will assist youth in managing life stressors and growing up to be psychologically healthy, productive citizens.

What are protective factors?

Protective factors are conditions that increase the likelihood of positive outcomes in response to life adversity. Some protective factors are internal characteristics, within the youth, while others are external in that they derive from the youth's family and/or community. These protective factors act as a buffer against psychosocial and biological risk. Protective factors can assist youth in developing into healthy, pro-social adults.

Learning to skateboard is a good metaphor for understanding the concept of protective factors. When learning to skateboard, if a youth uses safety equipment such as a helmet, knee pads, and elbow pads (protective factors) it can help buffer falls (life's adversities). The youth will have a lower risk of getting injured as he or she gradually gains competence as a skateboarder. In contrast, a youth who does not have safety equipment (no protective factors) will be at higher risk of getting injured and failing in the quest to become a competent skateboarder.

Promoting healthy development with protective factors



Individual Protective Factors

Individual protective factors are those associated with internal qualities that are influential in promoting resiliency and healthy development.

- *Good cognitive abilities (including problem-solving and attentional skills)*
  The ability to think and problem-solve when faced with difficult life circumstances is a vital component in how humans relate and adapt to their environment. Therefore, it is not surprising that adequate abilities in this area are commonly associated with resiliency. Although we cannot change youths' innate intelligence, we can teach them problem-solving skills and strategies for enhancing their attention and concentration. Problem-solving skills training can help youth identify and consider problems, solutions, and potential outcomes/consequences. Attentional skills can also be enhanced. Strategies that can assist youth in their ability to attend include:
    - teaching them to take notes;
    - assuring that they are getting enough sleep at night; and
    - encouraging them to practice metacognition skills, which involve recognizing when you do not understand something and seeking out information so you do understand it.
- *Good insight into problems and solutions*
  Positive treatment outcomes and enhanced resiliency have been associated with youth who have an interest in and the ability to reflect upon their thoughts, feelings, and actions as they relate to problems and successes.
- *Good self-regulation of emotional arousal and impulse control*
  
  It is not uncommon for resilient youth to possess good self-regulation skills related to their management of emotions and the ability to think before acting. These emotional regulation skills are more commonly found in youth born with an "easy" temperament. Although providers cannot change innate temperament, emotional regulation and stress management skills can be taught to all youth. Youth who gain skills in emotional control are more likely to elicit support from others.
- *Positive self-perception*
  Feeling good about yourself is another factor associated with resiliency; however, this positive self-perception must be connected to pro-social behaviours. Some evidence suggests that if a youth's positive self-perception is related to delinquent behaviours, then it becomes a risk factor (Hughes, Cavell, & Grossman, 1997). In other words, feeling good about yourself for being the best car thief in your neighbourhood is not associated with resiliency.
- *Talents*
  Resiliency research suggests that talents that are valued by self and society can also improve the rate of youth resilience. These talents might include computer skills, athletic abilities, artistic abilities, musical skills, and writing skills, etc.
- *Self-efficacy*
  The belief that you can affect and control your environment is referred to as self-efficacy (Bandura, 1997), which is another characteristic associated with resilient youth. Resilient youth believe in their ability to effect change within their lives. The more youth are empowered to make choices in their lives and encouraged to control what they can, the less their risk of helplessness.

- *Other factors*
  Other individual protective factors include faith and sense of meaning in life, a positive outlook on life, good sense of humour, adaptive personality, or being motivated to make positive changes in life.

Family Protective Factors

Family protective factors are those found within a youth's family that are influential in promoting resiliency and healthy development. These include:

- Close relationships with competent, pro-social, supportive caregivers
- Positive family climate with low parental discord
- Having caregivers involved in youths' education
- Postsecondary education of parents
- Having parents who possess individual protective factors
- Advantageous socio-economic status of the family
- Democratic/authoritative parenting style

Baumrind (1978) identified three basic parenting styles: democratic/authoritative, permissive, and authoritarian (see Figure 10). The permissive and authoritarian styles are both located at the extremes of the behaviours and are not effective for promoting resiliency in youth. In contrast, the democratic/authoritative parenting style is quite effective. It not only sets limits, provides good supervision, and maintains moderate to high expectations, it is also characterized by high warmth, acceptance, nurturance, and parental involvement. These parents are receptive to their child's communication and provide a rationale when setting limits and giving consequences. Youth is an active part of the process, which helps promote autonomy and self-efficacy as they mature into adulthood.

Permissive	Democratic / Authoritative	Authoritarian
Low structure and limits	Moderate / high structure and limits	High structure and limits
Low expectations	Moderate / high expectations	High expectations
High affection	High affection	Low affection
Lack about rules	Democratic about rules	Dictatorial about rules
	Gives a rationale for limits and consequences	

Figure 10. Parenting styles

Community Protective Factors

Community protective factors are those found within a youth's community – such as within their neighbourhood, peer group, and school – that are influential in promoting resiliency and healthy development.

- Close relationships to competent, pro-social, supportive adults
- Connections to pro-social, rule-abiding peers
- Romantic relationship with a pro-social, well-adjusted partner
- Connections to pro-social activities and organizations
- Attendance at effective school
- Neighbourhood's with high collective efficacy
- High level of public safety, good public health availability and emergency social services

Cumulative effect of protective factors

Resilient people are those who have been confronted with significant life stressors yet are able to bounce back to lead productive pro-social lives. There is no one factor or intervention that will enhance resilience in every youth. Rather, a complex interaction of protective factors exists at multiple levels (individual, family, and community). These factors interface with a variety of psychosocial and biological stressors that help determine young person's capacity to overcome adversity in life. The more protective factors a youngster possesses or develops, the better chance he/she has to manage adversity in life and develop into a well-adjusted, pro-social adult.

Appendix 1 summarizes two methods of working with youth and for personal development of youth workers - Composition work and Business constellations. The mentioned methods facilitate self-awareness, which helps to improve the learning experience.

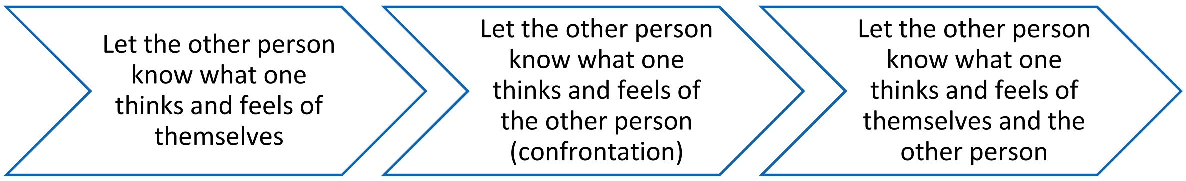
Evaluation methodology framework

Evaluation of any training is based on the need for feedback by the participants. So, at first a trainer should clearly make sense of what "feedback" is.

Feedback

Feedback is a process in which the effect or output of an action is 'returned' (fed-back) to modify the next action. Feedback is essential to the working and survival of all regulatory mechanisms found throughout living and non-living nature, and in man-made systems such as education system and economy. As a non-formal means of education, feedback is an obligatory tool to be applied not only at the end of a training, but also during all the process, including each session, exercise, role-play, simulation game, etc.

How feedback takes place:



What does feedback tool contribute to?

This is a tool regulating interaction between two people.

- One can compare their perception of what happened with the perception of another person.
- One can compare if their intention is corresponding to their action through receiving information on the perception and reaction of the other person.
- One can get an opportunity to find out what intentions the other person had.

What difficulties can one face when giving or receiving feedback?

- Cultural norms
- Fear that relations will change for the worse
- Fear of not being understood correctly
- Lack of self-confidence (diffidence)
- Fear of another negative experience
- Inability of expressing oneself verbally
- No wish for communication
- Distrust and insincerity
- Fear of punishment
- Not knowing feedback techniques.

Obstacles for feedback:

- Inability to rationally explain that this particular behaviour was an exception and generally one behaves another way.
- One uses feedback for a revenge.
- Lack of desire and unwillingness of the other person to receive the feedback.
- Not knowing the rules of feedback.
- Excessive emotionality.
- The presence of the other people.

The rules of *giving* and *receiving* feedback include:

Giving feedback	**Receiving feedback**
- Start positively - Describe your observations and do not make estimation of the other person - Express observations rather than doubts. - Speak specifically, do not speak generally. - Speak for yourself/oneself. - Consider one's request or agreement rather than impose. - Consider if the other person needs this feedback right now or not. - Catch the proper moment (closer to the situation). - Concentrate on the problem rather than the person. - Give feedback only for the problems which are possible to solve. - Concentrate on solving the problem rather than going deeper into it. - Use words which do not generate any negative emotions. - Be honest, equal, direct and respectful.	- Ask participants about receiving feedback, in case possible. - Be specific in telling what information you expect to receive. - Do not raise arguments and do not protect yourself (If you feel like the participant is attacking you, this is another information on how you react to that). Feel free to calmly ask about the reasons and explain the rules of feedback to them, so as they could better explain what they really mean. - Double-check the meaning of the information (ask the participant what he generally wanted to express in his information). Ask them to describe your behaviour exactly and in details.

Feedback tools include:

- Discussion and a Q&A session focusing on qualitative and emotional information.
- Recap activities at the end of the training day or at the beginning of the next training day.
- Reflection initiated by one guiding question about the session delivered, followed by individual answers from the participants.
- Training evaluation using specific tools like evaluation forms, tests, interviews, focus groups, etc.

For specific tools and activities, see Appendix 1, Recap activities and Evaluation tools.

Training evaluation

The Evaluation methodology presents the methods and instruments to identify, assess and evaluate training needs of young people at risk of social exclusion. The evaluation methodology contributes to the selection of the proper training tools from the Training methodology.

> ***What is an Evaluation?***
> *The aim of the evaluation is to determine the relevance and fulfilment of objectives, development efficiency, impact and sustainability of the project.*

With certain tools and methods a youth worker can collect information about the activities, characteristics and outcomes of the certain activity, improve the content of the programme and do a better planning in future.

Steps of Training Evaluation

In order to conduct evaluation it is important to have a clear understanding about the purpose of the evaluation, in order to select proper evaluation methods and tools. The most commonly used categories for evaluation are:

- Reaction: How do participants react to the training programme?
- Learning: What have participants learned?
- Behaviour: How has the behaviour of participants changed after the training programme?
- Results: What occurred as the final result or what was achieve in the result of the training?

Various evaluation tools can be selected depending on the purposes and methods of evaluation such as: questionnaires, surveys, tests, interviews, focus group discussions, observations. For the detailed explanations of the tools, please see Appendix 1.

Reaction:

Evaluation on this level measures how participants react to the training programme. It is important to get a positive reaction. Although a positive reaction may not ensure learning, but if participants do not react favourably, they probably will not be motivated to learn. This is more qualitative information rather than quantitative, and here a trainer can be creative to apply any brief, visually attractive, interesting and even funny ways of evaluation.

Evaluations can be carried out daily or for a full training session-period. However, to be more effective and responsive to the trainees' mood and to flexibly improve atmosphere in the audience, it is preferable to evaluate their reaction on a daily basis. This kind of evaluation should not take too long, but needs special time to be planned at the end of each training day (5-7 minutes). For examples of how to organize brief and quick daily evaluations, please see Appendix 1, Thermometer, Scale ranking.

For evaluating full training programme, we can use classical questionnaires, which reflect the overall reaction and impression of each participant after completing the whole training programme. The first step of questionnaire design is to determine the information we would like to know, which largely depends on the purposes of the evaluation. The following are some common types of information we may want to ask participants.

- Contents: Was the content appropriate?
- Materials: Were the materials useful?
- Teaching method: Was the teaching method appropriate?
- Trainer/Facilitator: Was the trainer/facilitator effective?
- Motivation to learn: Were you motivated to learn the contents?
- Programme relevance: Was the programme relevant to your needs?
- Level of understanding: Did you understand the contents?
- Time: Was the time and length of programme appropriate?
- Length: Was the programme length appropriate?
- Facilities: Were the training facilities appropriate?
- Overall evaluation: What is your overall rating of the programme?
- Planned improvements: How will you apply what you have learned?

Open questions which have an unlimited answer can also be used to evaluate the programme. Open questions give participants the opportunity to express their own thoughts. However, because they produce varieties of answers, it is more difficult to analyse them. The following are some examples of open questions:

- Which part of the training was most interesting for you?
- How do you think we can improve the contents of the training programme?

For effective evaluation and reliable results it is recommended:

- ***To keep responses anonymous*** as it allows the participants to feel open and comfortable to give comments that can help improve future programmes.
- ***Distribute questionnaire forms in advance***. This will allow the participants to familiarize themselves with the questions, and to answer specific questions as they are covered in the programme.
- ***Explain the purpose of the questionnaire and how the information will be used***. The purposes of the questionnaire and how the data will be used should be explained clearly to the participants. This will help improve the response rate and encourage them to make comments that can be useful to improve the questionnaire in future
- ***Allow enough time for completing the questionnaire***. It is recommended to set aside enough time to fill in the questionnaire forms as a scheduled session before the end of the programme.

For sample training evaluation questionnaire, please see Appendix 1.

Learning:

Evaluation on this level measures the extent to which participants changed attitudes, improved knowledge, and increased skills as a result of attending the training programme. Key tools for this component of evaluation are pre-tests and post-tests, which are generally delivered to the participants correspondingly before the beginning of the training course and immediately after finishing it.

The pre-/post-test is a common form of evaluating training programmes in terms of improving the knowledge of the participants. Identical tests may be used for pre- and post-tests to compare scores before and after the training. It is very important to make sure that the content of the tests are literally the same, as we have to measure knowledge upon a few particular topics included in the session. Here we can measure knowledge of subject, definitions, new words and professional phrases, figures and calculations, specific tools relevant to the subject, information, etc.

The first step of pre/post-test design is to determine what knowledge and understanding we want to measure. Then it is important to choose the type of questions. Three types of questions can be selected: True-False questions, multiple choice questions, open questions.

- True false questions: The participants can choose an answer from true or false.
- Multiple choice questions: The participants can choose an answer from multiple options.
- Open questions: The participants should express their answers in 2-3 sentences or in a few rows.

Behaviour:

Evaluation on this level measures the extent to which change in participants' behaviour has occurred because of attending the training programme. In order for change to take place, four conditions are necessary:

- The person must have a desire to change
- The person must know what to do and how to do it
- The person must work in the right climate
- The person must be rewarded for changing

These changes can be observed both during the training course and after it, and can be evaluated both for a short-term and long-term period. Here we may not necessarily need any specific tools, but observation and free reflection by the participants. They tend to analyse these changes especially if they have faced some psychological issues, have had some obstacles.

The key tools for measuring the changes in behaviour can be an Impact Survey, including interviews, focus groups, and observations on spot before, during and at the end of the training.

Impact surveys can be carried out as a follow-up evaluation within several months of completing the training programme. The main purpose of the impact survey is to assess the behavioural change of participants and improvements that can be linked to the training.

First, we need to determine what impact we want to measure. For example, we can measure to which extent the knowledge and skills that the participants gained during the training are applied to their work or to their personal relationships, etc.

The most common data-collection method for the impact survey are follow-up questionnaires, interviews and/or focus group discussions. For more details, please see Appendix 1, Interviews, Focus-group discussions, Training evaluation form (questionnaire).

Results:

Evaluation on this level measures the final outcomes that occurred as a result of a training. Here the most rational and general tool for evaluation is again an Impact Survey including all its above-mentioned tools.

Reporting

Before writing a training evaluation report, we need first to clearly identify to whom the report will be addressed and adjust the content of the report based on needs and interests of your target audience. After deciding what kind of information is relevant and useful to your target audience, you can develop an evaluation report outline. The sample report outline is presented in Figure 11.

Summary
- Purpose of evaluation
- Evaluation audiences
- Major findings and recommendations

Programme Description
- Programme background
- Programme goals/objectives
- Programme participants
- Programme activities

Evaluation Design and Methods
- Purpose of the evaluation
- Evaluation designs
- Data collection methods

Annexes
- List of participants
- Seminar/training materials
- Relevant links
- Questionnaires, pre/post tests

Figure 11. Sample outline for training evaluation report

Annex 1: Andragogy

Andragogy, also known as adult learning theory, was proposed by Malcom Shepard Knowles in 1968. Knowles' theory of andragogy is an attempt to develop a theory specifically for adult learning. Knowles emphasizes that adults tend to be more self-directed, internally motivated, and ready to learn than children, and expect to take responsibility for decisions. Here teachers can draw on concepts of andragogy to increase the effectiveness of their adult education classes. Adult learning programmes must accommodate this fundamental aspect.

In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role playing, simulations, and self-evaluation are most useful. Instructors adopt a role of facilitator or resource rather than lecturer or grader.

Andragogy applies to any form of adult learning. Knowles (1984) provides an example of applying andragogy principles to the design of personal computer training:

1. There is a need to explain why specific things are being taught (e.g., certain commands, functions, operations, etc.)
2. Instruction should be task-oriented instead of memorization – learning activities should be in the context of common tasks to be performed.
3. Instruction should take into account the wide range of different backgrounds of learners; learning materials and activities should allow for different levels/types of previous experience with computers.
4. Since adults are self-directed, instruction should allow learners to discover things for themselves, providing guidance and help when mistakes are made.

Following are the key principles of andragogy:

- *Adults need to be involved in the planning and evaluation of their instruction.*
- *Experience (including mistakes) provides the basis for learning activities.*
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- *Adult learning is problem-cantered rather than content-oriented.*

Knowles theory of andragogy identified five assumptions that teachers should make about adult learners.

1. *The need to know* – Adults need to know why they are learning something, what the benefits are of knowing it and what they risks by not learning it. Evidence suggests that when the adults know how the learning will happen, what learning will occur and why it is important, then they will respond more positively to the learning process. This leads to the need of including adults in deciding what to learn and setting goals for their learning.
2. *Self-concept* – Because adults are at a mature developmental stage, they have a more secure self-concept than children. This allows them to take part in directing their own learning. They are naturally self-directed in their lives and thinking, which may lead in self-management of learning.
3. *Experience* – Adults have a vast array of experiences to draw on as they learn, as opposed to children. Therefor learning can draw on their past experience more fully, however adults might also have ingrained ideas from this experience leading to bias or single-mindedness.
4. *Readiness to learn* – Adults need the learning to be timey, relevant and focused on what is useful in their particular context and situation. As an adult moves into various social roles (employee, parent, spouse, citizen, etc.), their readiness to learn becomes oriented toward those roles.
5. *Orientation to learn* – Adult learning is life-cantered. As a person matures, their application of learning becomes immediate and more problem-cantered. Adults encounter problems, learn how to solve those problems, and then immediately apply their knowledge to those problems.

6. *Driven by internal motivation* – While many children are driven by external motivators – such as punishment or rewards – adults are more intrinsic, such as self-satisfaction, enjoyment, having choice and control over what is learned.

For more details, please see the Useful Links.

Appendix 1. Tools, exercises, games and activities for entrepreneurship trainings

Training goal and objective setting activities

Activity 1: Goals, expectations, fears and contributions

This exercise helps participants to learn about the expectations of each other and to reflect on how they can contribute to the shared training experience. This will help to monitor the learning progress and training outcomes.

What you will need:

- Selection of pens or markers
- Post-it notes or a personal journal for each participant
- A flipchart paper for 'Expectations,' 'Fears' and 'Contributions'

STEPS

1. Each participant has a journal or a selection of four post-it notes, where they write down their learning goals, expectations and fears from the training, and the contribution they bring to the training. Contributions can be in form of organizing activities, sharing experiences, etc.
2. Invite participants to share with the group what their learning goal is, what expectations and fears they have from the training and how they plan to contribute to the training. If participants used post-it notes, ask them to stick their notes to initially prepared posters for Goals, Expectations, Fears, and Contributions.
3. After each training day dedicate 10-15 minutes for participants to reflect on their learning experience during the day in relation to their expectations, fears and contributions identified at the start of the day. On the next day, ask them to reflect on the change that they could recognize during the day as compared to the day before. If journals were used, participants are invited to write down their reflections in their personal journals. It is up to the participants if they want to share their reflections with the group or keep them private.

Purpose of the activity:

Identification of learning goals, expectations and fears from the training, and reflecting learning outcomes based on the experience of the past day will help the participants and trainers better understand what works and what needs to be changed, so that the expectations of the participants are met, their fears are resolved and they have a possibility to contribute to the training.

Activity 2: One, some, many[4]

This game allows participants first, to focus on their own goals and then come together to discuss group goals. It can help teams reflect on where there are overlaps in the goals they want to achieve, and how to work collaboratively on them.

[4] Adopted from PositivePsychology.com

STEPS

> **What you will need:**
>
> - Selection of pens or markers
> - A flipchart board or an empty wall to stick papers on
> - Post-it notes

1. Focus on the 'ONE' part of the activity title. Each participant has a selection of post-it notes and the opportunity to write out their individual goals. Aim for 1-3 goals per person. These can be small goals or long term, but keep them concise when writing them down.

2. Focus on the 'SOME' part of the activity title. Participants get into pairs or small groups of three and share the individual goals they have written down. If there are some that are the same, they can combine these to make one shared goal. Ask each group to identify other overlaps and similarities.

3. Now focus on the 'MANY' part of the activity title. Using a whiteboard or a wall, ask each team to come and place their post-it notes on it. This activity should take the longest as participants will need to identify other similarities and overlaps and combine goals. The group can discuss as a whole which goals are the most common and select them as the key goals of the training.

Purpose of the activity:

This can be a strong team exercise as it demonstrates very clearly and visually how much everyone can be on the same page. There will be goals that aren't shared and these can be discussed proactively, but the purpose of the game is to identify common group goals and devise a way of achieving them together.

Activity 3: Vision boards collage exercise[5]

This exercise can be a lot of fun, while also encouraging group engagement and creativity. Vision boards are a great way to create a physical representation of goals and ideas. This game is the most time consuming among the three presented games.

STEPS

> **What you will need:**
>
> - Selection colourful pens and pencils
> - Selection of old magazines, books or newspapers that can be cut up
> - Scissors and glue for all participants
> - Paper, cardboard or other material for sticking on

1. Begin by asking each participant to practice a simple visualization exercise. Ask them to focus on one goal they would like to achieve and build a visual idea in their mind of what achieving that goal will look and feel like for them. Focus on the mental images that come to mind, and any feelings they anticipate on success.

2. With these images in mind, participants can then look through the old magazines, books or newspapers to collect images, words and visual representations of what their visualization could look like. They can collect as many images as they like.

3. Participants can now start creating their boards. A vision board is a very personal thing so encourage participants to create something that represents them and their goal – there is no wrong or right way to do this. The final images they chose should all make them feel and remember their visualization of their goal. In the end, each participant can share their board with the group if they would like to.

[5] Adopted from PositivePsychology.com

Purpose of the activity:

This exercise is a fun way to build a physical representation of the desired goal. By starting with a visualization activity, participants can create something they feel connected to, that will help to motivate them when they need it.

Energizers and refreshment activities

Blind square

The game facilitates group dynamics and cooperation. During the game, the end goal for the participants is to form the rope into the shape of a perfect square, while being blindfolded.

What you will need:

- Rope (about 20 meters)
- Blindfolds for all participants

TIME up to 30 minutes

STEPS

1. Before the exercise begins, tie the rope into a circle and provide blindfolds to everyone.
2. Explain the end goal and provide 15 minutes planning time, during which no one may touch the rope.
3. At the end of this time, blindfold everyone and place the rope in their hands.
4. Give the participants 10 minutes to form the square while holding the rope. They should put the rope on the floor only when they think that the square is complete.

Drawing conclusions:

At the end of the game make a brief review and ask questions to draw out responses that focus on topics related to attention to detail, collaboration, communication, creating a square, evaluation, planning, problem solving.

The spy

The spy is ideal for activating the participants after a stressful, intensive or a static session. This is a simple game that will have everyone running within minutes. It can be effective also after lunch.

What you will need:

- A space that is large enough to have the group walking around (or even run), preferably outside

TIME up to 10 minutes

STEPS

1. Ask the group to stand in a circle and join them.
2. Explain the rules of the game. Each of the group members is a spy and there is one spy-catcher, dedicated to arrest them. However, the good news is that there is a body-guard in the group as well, who will protect them.

3. Ask every member of the group to select a group member which they suspect to be the spy catcher, without telling anyone, and another group member which they think is their body guard, again without telling anyone.

4. Now the game begins. Ask the group to position themselves in such a way that their body guard is between them and the spy-catcher. This will take about 2-3 minutes running around and leave everyone happy and energized.

Tell a story

This energizer can be a lot of fun and at the same time will keep the group focused as each participant must follow what the other members of the group have said. There can be two variations of the game (see step 3 below).

TIME depends on the number of participants (from 10 seconds per participant)

STEPS

1. Ask the group to stand in a circle and join them.

2. Explain the rules of the game and provide an example. The purpose of this activity is to build a story with each participant contributing one sentence that must make sense, be based on the last sentence, and be grammatically correct. For example:
   1st participant: "I was walking to breakfast this morning."
   2nd participant: "A dog came up to me."
   3rd participant: "I said good morning to the dog."
   4th participant: "It smiled."
3. To make the activity more fun, you can ask each following participant to repeat all that was said before their turn. For example:
   1st participant: "I was walking to breakfast this morning."
   2nd participant: "I was walking to breakfast this morning. A dog came up to me."
   3rd participant: "I was walking to breakfast this morning. A dog came up to me. I said good morning to the dog."
   4th participant: "I was walking to breakfast this morning. A dog came up to me. I said good morning to the dog. It smiled."
4. The activity continues until all of the participants have contributed or until the facilitator feels that the group has been energized.

Line-up

This dynamic energizer challenges everyone to cooperate in silence. Although, they may also use gestures.

TIME up to 10 minutes

STEPS

1. The group's task is to arrange themselves in order, according to the month and day of their births or in accordance of any physical parameter, for instance, height, age, colour or length of hair, etc.

2. Stop when the group indicates they think they are in order.

3. Starting from the first participant on the row ask each participant to say the month and day of their birth or age. If a physically visible parameters were chosen as criteria for arranging, the trainer checks whether the participants managed to arrange themselves in the correct order.

Drawing conclusions:

At the end of the game let people talk and see how successful they were in lining up. Ask questions to draw out responses that focus on topics related to collaboration and communication.

Entrepreneur's qualities. Entrepreneurial self-assessment survey

This is not a test! This survey is for your personal information. Please answer each of the following questions as honestly as possible.

Strongly Agree		***Somewhat Agree***		***Strongly Disagree***
5	***4***	***3***	***2***	***1***

______1. I am willing to work 50 hours or more per week regularly.
______2. My family will support my going into business.
______3. I am willing to accept both financial and career risks when necessary.
______4. I don't need all the fringe benefits provided by conventional employment.
______5. I would like to take full responsibility for the successes and failures of my business.
______6. I would experience more financial success by operating my own business.
______7. I feel a great deal of pride when I complete a project successfully.
______8. I have a high energy level that can be maintained over a long time.
______9. I enjoy controlling my own work assignments & making all decisions affecting my work.
_____10. I believe that I am primarily responsible for my own successes and failures.
_____11. I have a strong desire to achieve positive results even when it requires a great deal of additional effort.
_____12. I have a good understanding of how to manage a business.
_____13. I can function in ambiguous situations.
_____14. One or both of my parents were entrepreneurs.
_____15. I believe that my abilities and skills are greater than those of most of my co-workers.
_____16. People trust me and consider me honest and reliable.
_____17. I always try to complete every project I start, regardless of obstacles and difficulties.
_____18. I am willing to do something even when other people laugh or belittle me for doing it.
_____19. I can make decisions quickly.
_____20. I have a good network of friends, professionals, and business acquaintances.

TOTAL: ______ Total the numbers you placed before the statements and enter the total in the space provided.

Characteristics of an entrepreneur

The following list describes some common characteristics of an entrepreneur. The number(s) after each characteristic indicates the related statement(s) in the assessment form. This list interprets the form qualitatively. Note that arriving at a conclusive portrait of a typical entrepreneur is very difficult. Therefore, you may score low on the assessment and still succeed as an entrepreneur.

Works hard (Statements 1 & 8) Self-employment requires a great deal of time and effort. The entrepreneur must perform a wide variety of time-consuming tasks. 77% of all entrepreneurs report working 50 hours or more per week, and 54% say that they work more than 60 hours per week. Such a time commitment requires that you have a high energy level.

Wants financial success (Statement 6) A primary reason that most entrepreneurs have for going into business is to achieve financial success. If you want to be an entrepreneur, you need to establish a reasonable financial goal that you want to achieve through self-employment. This goal will help you measure how well you are doing in fulfilling your personal needs through an entrepreneurial career.

Has family support (Statement 2) A successful entrepreneur needs family support. If you are married, your spouse must believe in your business because it will require that both of you sacrifice time and money. The stress may create disruptions in family relationships. If you have children, they will need encouragement in understanding your need to spend so much time away from the family. The more positive support you receive from your family, the more you can concentrate on making the business a success.

Is energetic (Statements 1 & 8) Self-employment requires long work hours. You will frequently be unable to control the number of hours required to fulfil all the necessary tasks. The entrepreneur must have a high energy level to respond to the job's demands.

Has an internal "Locus of Control', (Statement 10) Successful entrepreneurs have an internal locus of control or inner sense of responsibility for the outcome of a venture. To be an entrepreneur, you should have a strong sense of being a "victor" who is responsible for your actions. If, however, you often consider yourself a "victim" and blame other people, bad luck, or difficult circumstances for your failures, entrepreneurship might not be the right career move for you.

Takes risks (Statement 3) Entrepreneurs are risk takers. They risk their careers, time and money in order to make a success of their businesses. To be successful in self-employment, you should feel comfortable taking reasonable risks.

Sacrifices employment benefits (Statement 4) One of the major realities of self-employment is that you won't receive a regular pay check. You pay for your own fringe benefits. A nice office, secretarial assistance, equipment and other features of employment you have grown to expect are no longer available unless you provide them for yourself.

Has a need to achieve (Statements 7 & 11) Entrepreneurs have a strong need for achievement. They strive to excel and accomplish objectives that are quite high. You should be willing to set high goals for yourself and enjoy striving to achieve those goals.

Has business experience (Statement 12) An entrepreneur should have extensive business experience to be successful. General management experience is beneficial because an entrepreneur should know something about all types of management. Formal training and education in management also are helpful.

Is independent (Statements 5 & 9) Entrepreneurs like to be independent and in control of situations. Many people who become self- employed consider the opportunity to be their own boss as one of the major benefits of self-employment. Although being independent may not be a major concern for you, it is certainly an aspect of self-employment that you need to feel comfortable with. If you cannot afford to hire other employees when you begin your business, you may at first be lonely as a self-employed person.

Has a self-employed parent as a role model (Statement 14) Research has shown that entrepreneurs are more likely to have a parent who is self-employed. A parent's inspiration and knowledge about operating a business can contribute to an entrepreneur's success.

Has self-confidence (Statements 10, 15, and 18) An important characteristic of entrepreneurs is self-confidence. This factor is particularly important when you face major challenges and difficulties with your business. You need to believe in yourself. Your belief will help you overcome the problems that inevitably affect all self-employed persons at some point in their careers.

Has integrity (Statement 16) People often cite honesty and integrity as characteristics of entrepreneurs. Customers do not want to deal with business owners who are dishonest and unethical. You should feel positive about your ethical treatment of people and be committed to conducting your business with the utmost integrity.

Has determination (Statement 17) One of the most important characteristics of entrepreneurs is determination. This trait is closely related to self-confidence. The more you believe in yourself, the more likely you are to continue to struggle for success when faced with tremendous obstacles. You need determination in order to overcome the problems that beset every new venture.

Adapts to change (Statement 13 and 19) A new business changes rapidly, so an entrepreneur must be able to adapt to change. Two primary skills are required for adaptation to change: the capacity to solve problems, and the ability to make quick decisions. Another skill is the ability to learn from your mistakes.

Has a good network of professionals (Statement 20) An entrepreneur has a good network of professionals This network provides access to those who can be consulted for advice, information, and referrals. You should have an extensive network of professionals to whom you can turn for assistance.

Score assessment

80 - 100
You have outstanding ability to be an entrepreneur.
60 - 79
You have satisfactory ability to be an entrepreneur.
40 - 59
Self-employment may not be an appropriate career for you.
< 39
You should probably avoid entrepreneurship.

Exercises and activities for entrepreneurship training

Generating business ideas

This activity is carried out during the first sessions of the training to help the participants to brainstorm on what kind of business idea they want to focus on in their business. Choosing a concrete business idea at the beginning of the training is useful, as through the course of the training the participants will be able to develop their ideas into working elements of a business model ready for the implementation.

During the exercise, the participants will come up with totally new out of the box ideas. So some steps of this exercise have a limited time schedule.

TIME 60-90 minutes

STEPS

1. Ask the participants to take one flipchart paper and in the middle of it to write down one word that expresses their business. Start the timer on 15 minutes. During those 15 minutes the participants need to write down every word they come up with when they think of the

What you will need:

- Flip chart paper per participant
- A4 paper per participant
- Pens, pencils or markers
- A timer

word in the middle of the paper. The goal is to write as many words as they can come up with. Every written down word is okay, even if it seems like it has nothing to do with the theme on the first side. The participants keep on writing until the paper is full or until the time is over.

If the participants stop writing because nothing comes up to their mind anymore, ask them questions like: If you have no money at all, what would you do with your business? If you would have all the money in the world, what then would you do with your business? Which setback do you experience, or do you fear? Who can help you to overcome those setbacks? What treasure is underneath it?

2. When the times goes off, stop the participants and ask them to underline five ideas that stand out. The selected ideas should be those that touch them, surprise them, or that they do not quite understand. They should not think too much over the choices and rely on their intuition. The ideas do not have to make sense.
3. Then ask the participants to put the ideas next to each other and go on with the associations on each. The associations on each word should be written under each word, forming a column of words. The participants have 15 minutes to finish this step. The participants keep on writing until nothing comes up anymore, until the paper is full or until the time is over.
4. Ask the participants to choose five ideas or words that in a way make sense together to become a business idea. Then ask them to take an A4 paper and to write down for 10 minutes every thought that is coming up when they think of those five words. This time they have to write down sentences instead of words. It is a detection phase and there does not have to be any logic between the sentences. However, when they keep on writing the connection between the sentences will appear and ideas unfold.
5. The last step is to read everything they have written down during the previous steps and detect a business ideas. Several business ideas will reveal.

The detected ideas can later be used during the training to develop them into a business model.

Business model structure (Canvas)

The purpose of the exercise is to explain the structure of a business model and the key messages of business planning and modelling. This exercise is applied before the Business modelling session.

TIME 50 minutes, depends on the number of participants

What you will need:

- 3 colourful stickers of A6 size per participant
- Pens per participant
- A flipchart or a pin board

STEPS

1. Get all the participants to sit in a circle or in a U-shape.
2. Provide each participant with 3 colourful stickers and ask them to imagine that they are potential investors or donors, while you (the trainer) are an entrepreneur who has a business idea (e.g. a pool or a sport-complex in the local town, a touristic application in IT sector, flowers production, etc.).
3. Ask the participants to write down 3 questions (1 per paper) which they would like to ask the entrepreneur in order to make a decision whether to invest some funds into the business idea or not. This step should take around 5-6 minutes.

4. When the participants finish writing questions, ask them to handover their papers to you. Group the questions according to the sections of the Business Model Canvas and pin them to the flipchart or pin board. At this stage do not tell the participants what the groups represent.
5. Read the questions on the flipchart or pin board and explaining step by step why the questions are distributed like this and what section of the Business Model Canvas is covered by each group of questions.

Afterwards the Business Model Canvas can be introduced.

Prototyping activity Magnifying glass

The purpose of the exercise is to push the participants to go deep into their business ideas, and visualize their modelling. The exercise can be organized during the Module 2: Developing a business idea and a business plan, when discussing the product/service and value proposition.

TIME 100 minutes

What you will need:

- 3 erector sets
- Colourful papers and stickers of different sizes
- Colourful pencils, markers
- Glue
- Sticky tapes
- Scissors

STEPS

1. Divide the participants into 3 groups and tell them that each group will have to make a minor mock-up. The first group will prepare a mock-up for a business idea, the second group for a product and the third group for a production process.
2. Ask the participants to decide within the group for whose business idea, product and production process the group will prepare a mock-up. For making the mock-up they will have 60 minutes and can use all the available materials. Motivate the participants to develop as many details on their ideas as possible, like branding, financial planning, pricing, management.
3. Afterwards each group should present their mock-up and answer the questions of other groups.

Feedback and conclusions:

Ask all the participants to discuss if all the 3 groups did real prototyping, if not, then what were the mistakes or differences. Ask all the participants to tell how they feel about this exercise, if they can apply it for their own individual business ideas and what other information they need to finally prototype their ideas.

Organizational structure exercise

This activity is carried out after the participants have learned about the types of organizational structures. It helps the training participants to better understand the differences among the different types of organizational structures and their suitability for different types of business organizations.

What you will need:

- Colourful markers
- Flipchart paper
- A stopwatch

TIME 40-60 minutes

STEPS

1. Divide participates into groups of four or five and ask them to choose a business idea they want to work on during this activity. Encourage the participants to choose an idea, which one of them has been thinking of for a long time.

2. Ask each group to discuss and prepare the organizational structure suitable for their business. Give 15-20 minutes for this phase. Ask them to draw the organizational structure on a flipchart.

3. After the time is out, ask the groups to share their findings and explain why they chose that type of organizational structure.

Purpose of the activity:

This exercise helps to understand that chief executive officers cannot make all decisions themselves. They need to organize their companies so that other managers can share in decision making.

Costs and finance exercise

The purpose of the exercise is to introduce the types of costs and the difference between costs and investments to the participants. This exercise is applied during the Business modelling session, before discussing business cost structure, financial management and planning.

TIME 40-60 minutes

What you will need:

- Colourful stickers
- Flipchart paper on the board
- A stopwatch

STEPS

1. Divide the participants into groups (3-5 people per group) and ask them to sit separately. Tell each group what kind of business they are running – bakery shop, touristic services, furniture production, wedding services, winery, etc.

2. Deliver multiple colourful stickers to each group and ask them to write down any item on the paper that needs to be paid for from the very organizational procedures of their business idea up to delivering the final product. So, the question is: What do I need to pay for from starting my business up to the final product? Give them 3 minutes to finish the task.

3. After 3 minutes, collect the papers of each group and start grouping them on the flipchart paper. Ask the participants to follow your grouping process and try to guess what the principle of grouping is, as these 5 groups do not have titles by the end of the pinning procedure. Then put the names of each group: (1) Direct/variable costs, (2) Indirect/fixed costs, (3) Fixed assets, (4) Preoperational costs/Investments, (5) Obligations/Taxes/Other payments.
4. Afterwards you can go in details of each type of costs or expenditures and start delivering the corresponding session.

Needs assessment tools

Tool 1. Interviews

There is no better way to understand the expectations, hopes, desires, aspirations, and needs of your research target group than by talking with them directly.

TIME 60-90 minutes per interview

What you will need:

- Pens or pencils
- Set of questions (questionnaire)
- Interview guide worksheet
- Recorder and camera (optional)

STEPS

1. Group composition. No more than three research team members should attend any single Interview so as to not overwhelm the participant or crowd the location. Each team member should have a clear role (i.e. interviewer, note-taker, and photographer).
2. Questions. Prepare a set of questions you'd like to ask. Start by asking broad questions about the person's life, values, and habits, before asking more specific questions that relate directly to your challenge.
3. Making notes. Make sure to write down exactly what the person says, not what you think they might mean. This process is premised on hearing exactly what people are saying. If you're relying on a translator, make sure he or she understands that you want direct quotes, not the gist of what the person says.
4. Observe. What you hear is only one data point. Be sure to observe the person's body language and surroundings and see what you can learn from the context in which you're talking. Take pictures, provided you get permission first.

Interviewing tips

Interviews have the following advantages and disadvantages that should be considered when selecting them as the data collection method.

Advantages	Disadvantages
• Good for uncovering feelings and hidden causes. • Non-verbal signals can indicate key issues. • Spontaneity – follow the unexpected issues.	• Time-consuming. • An unrepresentative sample can skew the results. • Can be difficult to quantify. • Very dependent on the skills of the interviewer.

There are three types of interviews and selection among them largely depends on the study topic.

5. *Structured interview*: the questions are set in advance.
6. *Semi-structured interview*: the general content is pre-determined but additional exploration is allowed. This form of interview is particularly useful in situations where there are key issues to be investigated, but there is less certainty about the range of respondents' reactions to them.
7. *Unstructured interview*: free-flowing conversation rather than a specific set of questions.

In order to conduct effective interviews before jumping to the questionnaire it is essential to have an introduction part, where the participation in the interview will be appreciated, the purpose of the interview will be introduced.

Introduction

• **[Appreciation]** Thank you very much for taking time for the interview.

• **[Self introduction]** My name is ______ from ______.

• **[Purpose of interview]** I would like to ask you several questions about our *training course/seminar* that you attended last year. The gathered information will be used to evaluate and improve our future training programs.

During interviews have and show a positive attitude towards the interviewee:

- Face the interviewee.
  - The interviewee knows that you are paying attention to him/her.
  - Sit straight. Do not cross arms or legs.
- Smile and be friendly.
  - The interviewee feels comfortable and at ease to talk.
  - The interviewee will be willing to give more information.
- Give positive feedback.
  - The interviewee feels that their information is useful.
  - Make eye contact, repeat the answers, and rephrase them.

Specific types of interviews are group interviews and expert interview.

Tool 2. Group interviews

Group interview help to quickly understand a community's life, dynamics, and needs. This is somewhat similar to Focus group discussions, with the only difference that in Group interviews are interviewer or mediator has a more prominent role asking people specific questions, while in the Focus group discussions the role of the mediator is in the background, ensuring that the group boundaries are kept to and to ensure that the group stays on track.

Though a Group Interview may not offer the depth of an individual interview in someone's home, it can give you a compelling look at how a larger set of the people you're designing for operates. The best Group Interviews seek to hear everyone's voice, get diverse opinions, and are strategic about group makeup. For example, an all-female group might give insight into the role of women in a society, whereas a mixed group may not.

TIME 90-120 minutes

STEPS

1. Identify the sort of group you want to talk with. If you're trying to learn something specific, organize the group so that they're likely to have good answers to the questions that you've got.
2. Convene the Group Interview on neutral ground, perhaps a shared community space that people of all ages, races, and genders can access.

What you will need:

- Pens or pencils
- Set of questions (questionnaire)
- Interview guide worksheet
- Recorder and camera (optional)

3. In a Group Interview, be certain to have one person asking the questions and other team members taking notes and capturing what the group is saying.
4. Come prepared with a strategy to engage the quieter members of the group. This can mean asking them questions directly or finding ways to make the more vocal members of the group recede for a moment.

For more details, please see Interviewing tips under Tool 1.

Tool 3. Expert interview

Experts can give you key insights into relevant history, context and recent developments related to the studied topic area. Experts can often give you a systems-level view of your project area, tell you about recent innovations successes and failures and offer the perspectives of organizations like banks, governments, or NGOs. You might also look to experts for specific technical advice.

TIME 60-90 minutes

STEPS

1. Determine what kind of expert you need. If you are working in agriculture, perhaps an agronomist. In reproductive health? A doctor or a policymaker may be a good bet.
2. When recruiting your experts, give them a preview of the kinds of questions you'll be asking and let them know how much of their time you will need.
3. Choose experts with varying points of view. You don't want the same opinions over and over.
4. Ask smart, researched questions. Though you should come prepared with an idea of what you'd like to learn, make sure your game plan is flexible enough to allow you to pursue unexpected lines of inquiry.
5. Record your Expert Interview with whatever tools you have. A pen and paper work fine.

What you will need:

- Pens or pencils
- Set of questions (questionnaire)
- Interview guide worksheet
- Recorder and camera (optional)

For more details, please see Interviewing tips under Tool 1.

Tool 4. Focus-group discussions

A focus group discussion is a qualitative research method, where a group of people that takes part in a guided discussion. By definition a focus group is designed to provide exploratory rather than conclusive research data so you can understand not only what the focus group participants think, but also how and why they think the way they do.

Focus groups are typically held in a neutral place where the participants can feel comfortable telling what they really think or what they expect from the experience under research. Focus groups are facilitated by a trained moderator. Usually, this is a person not known and familiar to the participants, which will raise the efficiency of the survey as there will be less subjective and personally conditional opinions of the process to be evaluated. The goal of the moderator is to generate discussion among the participants. To improve the outcome of the discussion in addition to the moderator, it is recommended to have also an assistant moderator, who will take notes during the discussion, including about the behaviour and nonverbal reactions of the participants.

TIME 60-90 minutes

> **What you will need:**
>
> - Comfortable room
> - Discussion script
> - Refreshments (desirable)
> - Video or audio recorder

STEPS

1. Identify what is the purpose of the focus group discussion and draft the questions to be asked. The ideal number of questions is 8, however after each question usually there are few follow-up questions. Remember that the key questions should be open-end and the follow-up questions are asked to clarify or check if something has been overlooked during the discussion.
2. Based on the draft questions develop a discussion script. The discussion script includes a welcoming and introduction, purpose of the focus group, ground rules and the questions. The example of the script see in the Box 1 below.
3. Identify focus group participants and choose an appropriate venue and time. The composition of a focus group depends on its objectives: if an in-depth discussion is the objective, a socially homogeneous group should be gathered, whereas the testing of a theme can only be realised with a group of diverging points of view. Consider inviting more participants than needed, as some of the invited might not come.
4. Run the focus group. Prepare the venue and refreshments and set up the video or audio recorder. Once the first participants come, welcome them and invite to take a sit. As soon as no more participants are expected follow the discussion script (Box 1).
5. Analyse the collected information. After the session is finished a detailed report should be prepared, where any observations, including non-verbal, noted during the session should be analysed and included in the report.

In this tool it is very important to ensure open atmosphere for the participants, to stimulate active discussions and even participation of the group members. A focus group is most effective with 7-12 participants. This is the optimal size to promote discussion and enable the facilitator to keep the group on task.

Welcome

Hello and welcome to our session. Thanks for agreeing to be part of today's focus group. We truly appreciate your willingness to participate.

Introductions

My name is ______________ and this is my colleague______________.

Purpose of focus groups

The reason we are having this focus group is to find out________________. We need your input and want you to share your honest and open thoughts with us.

Ground rules

We would like everyone to participate. I may call on you if I haven't heard from you in a while. Every person's experiences and opinions are important and there are no right or wrong answers. We want to hear a wide range of opinions. Please be informed that what is said in this room stays here. Although we will do recording, we will not identify anyone by name in our report. You will remain anonymous.

Questions

Okay, now let's begin. [Read the first question]

Box 1. Sample discussion script

Tool 5. Observations

Observation, as the name implies, is a way of collecting data through observing. Observation data collection method is classified as a participatory study, because the researcher has to immerse themself in the setting where their respondents are, while taking notes and/or recording.

Observation as a data collection method can be structured or unstructured. In structured or systematic observation, data collection is conducted using specific variables and according to a pre-defined schedule. Unstructured observation, on the other hand, is conducted in an open and free manner in a sense that there would be no pre-determined variables or objectives.

Advantages of observations as data collection method include direct access to research phenomena, high levels of flexibility in terms of application and generating a permanent record of phenomena to be referred to later. At the same time, observation method is disadvantaged with longer time requirements, high levels of observer bias, and impact of observer on primary data, in a way that presence of observer may influence the behaviour of sample group elements.

It is important to note that observation may be associated with certain ethical issues. Fully informed consent of research participant(s) is one of the basic ethical considerations to be adhered to by researchers. At the same time, the behaviour of sample group members may change with negative implications on the level of research validity if they are notified about the presence of the observer.

TIME unspecified

What you will need:

- Data gathering tools – pen and notebook, camera, or video/audio recorder

STEPS

1. Determine what you are researching, who or what is your research object. The goal of the observation is usually to obtain a snapshot of specific characteristics of an individual, group, or setting.
2. Create a research method. Based on the research goal, decide whether you will use structured or unstructured observations. If structures observation will be conducted, then define the questions to be answered. Decide how you will gather data – taking notes, taking pictures, recording video, etc.
3. Observe and take notes. After the observation, organize your notes and analyse the data to find patterns.

Design thinking methodology tools

Interviews at Human-centred design methodology

Interviews are the crux of the Inspiration phase. Human-centred design is about getting to the people you are designing for and hearing from them in their own words. Interviews can be a bit daunting, but by following these steps below you will unlock all kinds of insights and understanding that you will never get sitting behind your desk. Whenever possible, conduct your interviews in the person’s space. You can learn so much about a person’s mind-set, behaviour, and lifestyle by talking with them where they live or work.

For more practical details, please see Interviews in the *Needs Assessment Tools* section above.

Interviewing technique: The five whys

This technique will help you uncover the deep motivations, assumptions and root problems that underpin a person's behaviour. Sometimes, the obvious causes of the behaviour are only symptoms and this technique allows to dig deeper to uncover the true cause.

You can use this technique during unstructured interviews and should start with broad questions like "Why don't apply for a loan?" or "How often do you call to your parents?" Then, by asking *why* five times you will get to root cause of the problem. This can be a great method to use if you are trying to get at the human and emotional roots of a problem.

STEPS

1. Start by asking a pretty broad question about your interviewee habits or behaviours, then ask "why" to their response five times in a row.
2. Remember that you should not ask a horizontal question, e.g. "Why else you do not apply for a loan?", but you need to go a step further, e.g. "Why don't you trust financial institutions?".
3. Write down what you hear, paying special attention to moments when it feels like you have moved a level deeper into understanding why the person does what she does.
4. Be patient and get to the fifth "Why." Do not continue further as you may end up with unreasonable justifications.

Business case of Human-centred design methodology[6]

One of the pillars of human-centered design is talking directly to the communities that you're looking to serve. And there is no better way to understand a person's desires, fears, and opinions on a given subject than by interviewing them.

In 2012, IDEO.org worked with the World Bank's Consultative Group to Assist the Poor and the bank Bancomer to identify opportunities for new and more accessible savings products to serve low-income Mexicans. The team conducted a ton of interviews over the course of the project, each time trying to understand how people save their money. Again and again the team heard, "I don't save money." But after asking a few more questions they came to learn that low-income Mexicans may not think of their informal methods as savings in the way that a bank might, but they are certainly socking money away. And understanding how they do it was critical to the team's ultimate design.

Thanks to their interviews, the team learned that one man stashed extra money in the pockets of his shirts when he hung them in the closet. Another woman gave money to her grandmother because she knew that she wouldn't let her spend it on something frivolous. Still another woman parcelled her money out in coffee cans dedicated to various expenses like school fees, food, and rent.

The team even talked to one man who saved his money in bricks. He was "saving" to build a house so he put his extra money in building supplies and then, after a few years, constructed the house.

A key insight that came out of these interviews was that many low-income Mexicans don't save for saving's sake, they save for particular things. This idea led directly to the team designing a project-based approach to savings, aptly dubbed "Mis Proyectos" (My Projects).

[6] Adapted from "The Field Guide to Human-Centered Design: A step-by-step guide that will get you solving problems like a designer." by IDEO.org. https://www.designkit.org/resources/1

Try to conduct your interviews in the homes or offices of the people you're designing for. Put them at ease first by asking more general questions before getting specific. And be sure to ask open-ended questions instead of yes-or-no questions.

Market research methods and tools

Method 1: Survey

Survey is a research method used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest. Surveys have a variety of purposes and can be carried out in many ways depending on the methodology chosen and the objectives to be achieved. Surveys are used to collect information from the population and to be able to quantify the importance of each opinion.

The data is usually obtained through the use of standardized procedures that aim to minimize any potential impact of individual interviewers' behaviour on respondents' answers and the resulting data. A survey involves asking people for information through a questionnaire. Questionnaires can include structured questions with limited and predetermined set of answers and open-ended questions, where respondents answer a precise question with various depth in response.

What do you need to conduct a survey?

First, a **survey sample**, also referred to as audience, is needed which should consist of a series of survey respondents data with required demographic characteristics, who can relevantly answer your survey questions and provide the best insights. Better the quality of your survey sample, better will be your response quality and better your insights. Various types of sampling can be developed: simple (random sampling), stratified, cluster sampling, probability proportional sampling, progressive, etc.

Second is the **survey distribution**, which depends on the survey topic, scope and constraints of data collection. Surveys can be conducted face-to-face, by telephone, email, Internet, etc.

Some of the most commonly used methods are:

- *Face-to-face*: Face-to-face surveys are used when a specific target population is involved and when observing attitude and behaviour of the respondent is important. Large number of open-ended questions can be used when survey is face-to-face. Yet, this type of survey is more expensive and time consuming.
- *Telephone*: Telephone surveys have high accessibility, as all who have telephones can become a part of the survey sample. Telephone surveys provide high level of anonymity for respondents who wish to hold their opinions in confidentiality. This facilitates accuracy in responses, especially in controversial topics. Since telephone surveys may interrupt the personal time of the respondents, interviews via phone are to be conducted no longer than 15 minutes.
- *Email*: Sending out an email is the easiest way of conducting a survey and are possible with minimal costs. They enable setting a certain level of expectation for the respondent. Customers can preview who is contacting them, why they are being contacted, and understand ahead of time if there's any incentive attached to the email survey. At the same time, it may be harder to reach populations who do not rely on email communication or those who don't have access to the Internet.
- *Online survey*: An online survey is set of structured questions that the respondent completes over the internet, generally through filling out a form. An online survey is an easier way to reach out to the

respondents as it is less time consuming than the traditional way of gathering information through one to one interaction and also less expensive.

- *Buy respondents*: Buying a sample helps achieve a lot of the response criteria because the people who are being asked to respond have signed up to do so and the qualifying criteria for the research study is met.
- *Embed survey in website*: Embedding a survey in a website ensures that the number of responses is very high. This can be done while the person enters the website or is exiting it. A non-intrusive method of collecting feedback is important to achieve a higher number of responses. The responses are quick to collect and analyse due to them being in a digital format.
- *Post to social network*: Posting on social networks is another effective way of collecting responses. The survey can be posted as a link and people that follow the page can take a survey. This method is used when there is no upper cap on the number of survey responses required and is the easiest and fastest way of eliciting responses.
- *SMS*: Using SMS surveys are another quick way to collect feedback. This method can be used in the case of quick responses and when the survey is simple, straightforward and not too long. This method is used to increase the open and response rate of collecting feedback.

To check the questionnaire, usually a pilot survey on a limited number of respondents is conducted. A good quality survey relies on the clarity of the question wording, the ease of response, the questionnaire's length and flow, problems encountered by the interviewers during the piloting.

The data collected during the survey is transferred into a database and analysed taking into account the objectives of the survey.

For more details see Useful links.

Tool 2: Competitor social media analysis

Social media is one of the backbones of marketing. It's hard to imagine any company without some kind of social media involvement. Thus for researching competition in the market it is very important to analyze competitors through their social networks. That will allow you to prepare a benchmarking dossier and have a general idea of what works and what doesn't in your industry. In addition, this will allow to gather new ideas and understand the strengths and weaknesses of your brand.

Competitor social media analysis will help you:

- Identify who your competitors are on social media
- Know which platforms they're on
- Know what they're doing on those platforms now
- Know what they did before
- Know how well their social strategy is working for them
- Know their threats to your business
- Identify gaps in your own strategy.

Tool 3: Competitors' comparison analysis

A comparison analysis of competitors is the process of categorizing and evaluating your competitors to understand their strengths and weaknesses in comparison to your own. A comparison analysis can cover a whole range of areas and criteria. Some of these will be more important depending on the objectives of your comparative analysis. However, more data you compare the more effective your competitive analysis will be. Some of the common criteria used for comparison include: revenue, number and type of clients, number of offices and locations, number of employees, products and services they offer, areas they operate in, their websites and social channels they own, company history and founders, significant milestones, etc.

Criteria	**Competitors**			
	XYZ	**ZYX**	**ABC**	**CBA**
Product quality				
Prices				
Packaging				
Website				
Social media				
Criterion X				
Criterion Y				

Grading scale
1 - Too bad
2 - bad
3 - So-so
4 - Good
5 - Excellent

Figure 12. Example of the competitors' comparison analysis table

Tool 4: Focus-group discussions

A focus group discussion could be considered important for your initiative, whether you are evaluating the needs of your customers or receiving feedback on a specific product or service you offer. Following are some situations when a focus group can come in handy in market research.

Needs analysis: If you are at an earlier stage of your business, a focus group can give you a good starting point of what the needs of your customers are. The same applies to non-for-profit sector and situations. Focus groups can be used to test the needs of young people for designing relevant training sessions and programmes for them.

Entry on new products and services: You can also use focus groups to get early feedback on new products and services. In these cases, it is better to bring a prototype or samples of your new products for your focus group to try. This can help you find new problems.

Competitive analysis: If you want to know how your business compares to competitors, a focus group can help. You can ask the focus group participants to compare products, materials to find any areas where the competitive advantage has the marketing advantage.

Branding or marketing feedback: Experiencing new slogans or posters? The focus group can dare to give feedback on which marketing materials they respond to.

Test of a business idea: It is also possible to use the focus group very early in business development. If you already have a goal, a focus group can help narrow down the options.

Filling in some gaps in the discussion of your target market: Even if you believe that you know your target market well, there may be some choices that you cannot understand. A focus group can help you better understand complex issues and situations.

For more details, please see Focus-group discussions under the Needs assessment tools above.

Tool 5: Mystery shopping

Mystery shopping is about collecting objective data. It is usually a fairly comprehensive look at a business, captured and articulated from a non-biased perspective. It is the backbone of any major customer intelligence program and forms an integral part of competitor research.

Mystery shopping is conducted in almost every business such as retail, private and public services, including governmental agencies, sports and entertainment operations and venues, health care facilities, educational institutions, hospitality, travel/transportation, home services and many others.

Mystery shopping can be done in person, by phone or on web. Following are the basic steps of conducting a mystery shopping.

Project risk management

Project risk register template

Project Risk Register is a handy tool to add structure and consistency to project risk management process.

Businesses use a risk register to document, track, and mitigate risks associated with projects and their subsequent phases. Using Project Risk Register framework puts you in the lead to quickly and easily carry out a complete risk management process. A risk is identified at the beginning of the project, and is graded based on the likelihood and seriousness of its impact or effect on the project, with the goal of preventing a project delay.

To understand how the process works, following are the 12 key elements of a Project Risk Register template:

Elements 1 to 3 record the results of the **Risk Identification** phase.

1. Risk Category – This is where you categorize your risk. Does it fall under the category of scope, time, cost, resources, environmental, or another key category? Using these categories helps tease out likely risks and group them into relevant categories for future reference.

2. Risk Description – A brief description of the potential risk. For instance, the first potential risk identified in the Resources category is: "*There is conflict over resources and team members don't have enough time due to competing demands*."

3. Risk ID – This is a unique identification number used to identify and track the risk in the risk register. If Resources is Category 8, then the first risk identified in this category has a unique ID of 8.1.

Elements 4 to 6 record the results of the **Risk Analysis** phase.

4. Project Impact – A description of the potential impact on the project as a result of the risk. For example: *"The project schedule may slip, budget may increase and project scope may not be achieved."*

5. Likelihood – The estimated likelihood or probability that the risk will occur at some point and become a project issue. This can be qualitative: high, medium, or low; but it can also be quantitative if enough information is available. For our example, we know that resources have been over-committed in the past and we assess the likelihood of occurrence as "High."

6. Consequence – The potential consequence or impact of the risk if it did become a project issue. For our project, time is a fixed constraint, and so any risk that has the potential to significantly delay the project schedule has a "High" consequence.

Elements 7 and 8 record the outcomes of the **Risk Evaluation** phase.

7. Risk Rank – This is the magnitude or the level of the risk. It is a combination of likelihood and consequence. As they are both "High" in our example, then the risk rank is also "High."

8. Risk Trigger – What are the triggers that would indicate the need to implement contingency plans? *"If resource conflicts have not been resolved three weeks before the scheduled start date, then implement contingency plans."*

These last four elements record the outcomes of the **Risk Treatment** phase**.**

9. Prevention Plan – This is an action plan to prevent the risk from occurring. For our example, the Prevention Plan includes: *Liaise with functional managers and team members to pre-empt future conflicts; and specify and agree resource needs (staff and equipment) with functional managers.*

10. Contingency Plan – This is an action plan to address the risk if it does occur. For our example, the Contingency Plan includes*: "Train and up-skill existing team members in combination with HR department."*

11. Risk Owner – This is the person responsible for managing the risk and implementing the Prevention or Contingency Plans. Stakeholders, members of the project team, the Project Manager and the Project Sponsor can all be risk owners.

12. Residual Risk – This is the risk that remains after treatment is carried out. After treatment, we assess the residual risk level as "Low."

Prototyping tools

Tool 1. Storytelling

Storytelling is a technique widely used in marketing processes. The creation and use of a magical contextual framework, through a story in which we incorporate or present our idea.

In marketing it is a technique of getting connected with your users with the message that you are transmitting, live, written, or through a story with its character and its plot. It allows to emotionally connect with the recipients of the message through a story, letting you to reach them and touch their heart, head, body and mind: the rational and the intuitive.

A simple scheme of work can be as follows

Presentation of our idea to the user or beneficiary (if it's a group of people, we personalize for one of them, we name them, their age, level of studies, etc.)

+

Description of the context and micro-context in which our idea will work

+

Presentation of the problem or need that we're going to cover with our proposal (remember that it's a technique that connects with emotions)

+

Description of how the user learns about our solution

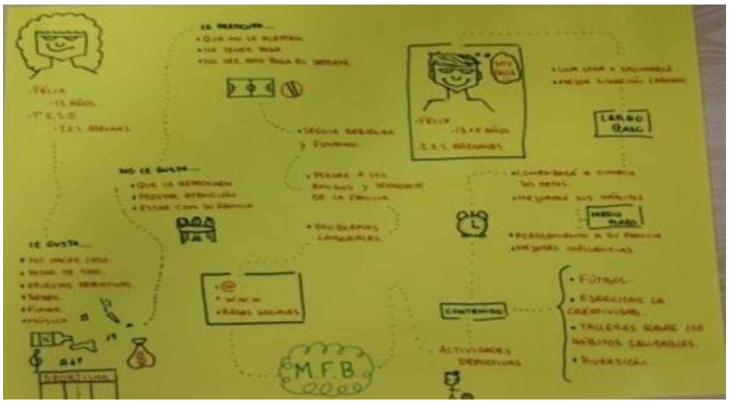
+

Description of the changes that our idea brings to the user

+

Final confirmation that gives a value to our proposal

After that, the created story may be presented to our stakeholders in multiple ways. There is no way better than the other, however the way that is more suitable for the capabilities of the entrepreneur's team and to the expectations of the recipients of the message should be chosen.



If in our team we have artistic attitudes, we can transfer the information from the Storytelling to a drawing, Visual Thinking style, in other words, images or drawings that support the story. If not, who prevents you from asking for a collaboration?

An animated video presentation, for example, with the multi-platform application Powtoon[7], simple, agile and very intuitive in its use. And most importantly it is free to use.

Tool 2. Nine questions to prototype our idea

Socratic questioning is a teaching method introduced by Greek philosopher Socrates (470-399BC) in which the instructor poses thoughtful questions to help students learn. The instructor shows ignorance of the topic under discussion in order to elicit engaged dialogue with students. Socrates was convinced that disciplined practice of thoughtful questioning enables the scholar/student to examine ideas logically and to be able to determine the validity of those ideas.

The question and answer format is often used dynamics in the design of projects. Sometimes these questions are asked through a questionnaire or a survey, or if we are still in an initial phase we ask them to ourselves. In order to use it, we need to have, at least, a vague approximation of the idea.

What would we solve with our idea?

With this clear and visible information for all the people who participate in the dynamics, we answer the following questions. To make the dynamics more agile, you can use cards of different colours for each of the questions and each team member may put on a post-it the information they consider. Afterwards, each member of the team shares their contributions. The information is finally validated and accepted by the team. If the team is large, you can work in smaller groups to streamline the process.

What do we know about the problem?

What don't we know?

Who are the people involved?

What has already been tried?

What could be done differently?

What has caused this situation?

What's the opportunity?

What metaphor do you associate with the problem?

What would happen if it was already solved?

Put all this information on a wall, so it's visible with a simple look. Correlate all the information with the necessary connections and information blocks. A touch of creativity in the presentation of the information helps to fix the attention better to analyse the proposal later.

With the 9 questions answered, spend some time to come up with conclusions resulted from their analysis and write them down. Try to build a story to present the conclusions with all the information and contrast.

[7] https://www.powtoon.com

What happens if we have not been able to answer all the questions, or don't have enough information?

We need to get that information. You can use the following template to write down all the information on which you need to expand or deepen your knowledge.

What information do I need?	For what is it?	Where can we obtain it?	Who is the person in charge?	When do we need it?	Is it essential for the Project?

Tool 3. Empathy Map

This tool serves to know better our future clients, collaborators or users of our projects, their contexts and empathize with them to adapt our proposals to their needs.

The word empathy derives from the Greek term empátheia, is also called interpersonal intelligence and refers to the cognitive ability of a person to identify and understand the emotional universe of the others.

Empathy Map is a tool that has been used in the processes of project design or business models, with the aim of deepening the knowledge of the relationship between *company*, *product* and *customer*. Furthermore, it serves to know the behaviour patterns of consumers and adapt marketing with the results of those Empathy Maps. It helps to empathize with the people and/or entities affected to better understand the context in which our work proposal will take place, and generate a better value proposition with our project or product.

We need to empathize to be more effective in our proposals. The objective is to obtain more and better information from the context to better define the need or problem of our future clients and adapt the solution proposals to their real contexts.

In the centre of an Empathy Map is the person (or a group of people) for whom we create the Empathy Map. This person represents the profile of the group with which we want to work, we ask ourselves a series of questions that helps us to understand their attitude, expectations, etc. The questions to be answered are:

Who is the person on the map?

Summarize the persons' age, occupation, gender, etc.

What does the person see?

Summarize what the person sees in their environment or while using our product.

What does the person do and say?

Summarize what the person might say and/or do while using our product in a public or private setting.

What does the person hear?

Summarize what the person might hear in relation to the product and how it will impact their thinking.

What does the person think and feel?

Summarize what matters for the person and what they think about it. Consider both positive and negative aspects.

The next step is to consider the pains and gains of the person while using our product. Capture frustrations and challenges, as well as the obstacles that may arise or will be overcome while using our product.

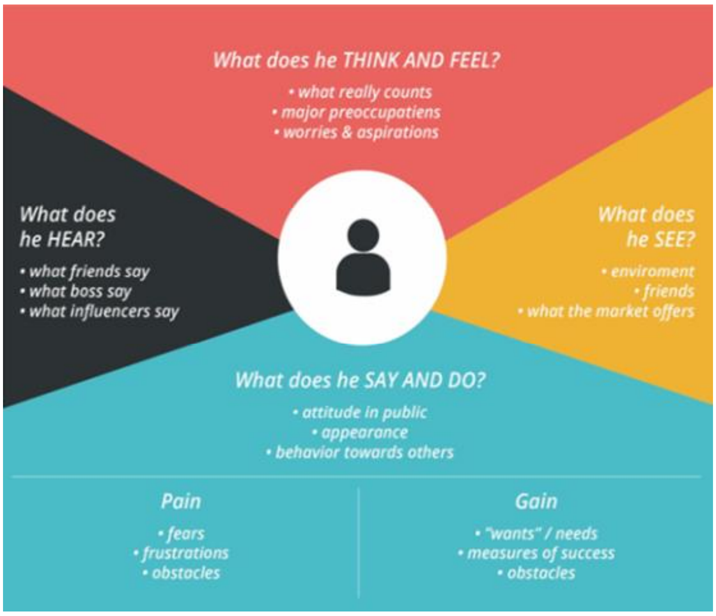


Figure 13. Base model of information collection for Empathy Map

Empathy Map allows to analyse and empathize with the context of the project or intervention, to include the information and conclusions generated in the development of the intervention that we are proposing. If we know in detail the subject, it will allow us to better define our work strategy, as well as making spaces for solving the problem or needs the project proposal targets.

Empathy Map can be created using the inputs of the team members working on the product, or by using traditional tools for information collection, such as meetings, interviews, etc. with the real users of the product.

We complete the information, and with the completed map, we make a brief task of establishing conclusions or reflections of the process, which can be shared as far as possible with the parties involved, as a validation strategy of our work hypothesis. It is still a subjectification of our point of view, but if we properly carry out this process, we partially objectify the hypotheses generated.

Later, integral maps of all the elements that intervene or participate in the conflict should be prepared, but in order to practice it is advised to start with a map for the people affected.

The Map can be prepared on a sheet or cardboard and post-its can be used to complete the information. In this way, it's more agile if we want to add or remove information. We can invigorate the aesthetics of the Empathy Map, using not only text, but also, photographs, pictures, etc. Any aspect that favours or motivates the completion of the task is always welcome.

There are many models of canvases with similar organization of the information. Remember that it's a tool created to use in designing business projects, so sometimes, we can find terminology related to sales, products, the market, etc., that doesn't necessarily conform to our proposal to empathize to improve the relationship channel.

What is important in our case is information and the exercise of empathizing as part of the process. As an example, you can find other formats of Empathy Maps below.

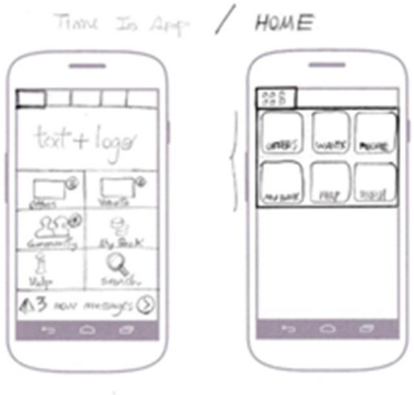
Figure 14. Other examples of Empathy Maps

Tool 4. Pop! by Marvel

If our project is an application, there are several applications that allow to prototype the final product of our project. A good example is Pop [8] by Marvel (https://marvelapp.com/pop/).

This tool is used to build a prototype navigation experience of an application. Pop is a simple application that allows using photos taken by us to create a prototype and simulate the browsing experience and usability of a digital tool, web or app that is being designed without previous knowledge of programming.

It is available for iOS and Android, and online for PC and have enough free options for our prototyping proposal. It is advised to check in advance the gratuity of the tool, since this type of application can change its terms of use.

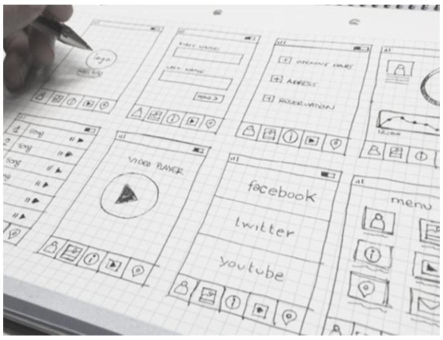


Pop is easy to use, as once you have the photographs you just have to decide the order and navigation flow between them to simulate the prototype's functionalities.

It’s very easy to use for any mobile phone user. The logic of project creation is very intuitive and has few features. It allows to generate a colourful prototype in a few minutes. It can be used with the mobile phone, which allows to have the browsing experience of your own application.

However, the usefulness of Pop ends when a functional prototype is required. Another alternative is to create the next level of functionality with a fast deployment application of websites like Wix (https://www.wix.com/) or applications like AppInventor (https://appinventor.mit.edu/).

How to put it into practice



First, paint the screens, as well as all paper functionalities. You can use sheets or coloured cards for each screen. Spend some time being creative, choosing icons, even playing for a while to make the process more fun and dynamic.

Sometimes, when we are still not clear about the app processes, making an initial scheme facilitates the work process.

Watch this video to get an idea of the power of paper, well used, to show and build a very basic prototype, even before passing the information to Pop: https://twitter.com/IsmaelOrtiz1975/status/993603441221042176.

Remember to invite other people to make the design phase fun and creative, it’s vital for the involvement of the work team.

Upload the screens to the Pop, link them and show your prototype. Showing it to an expert is a great idea to incorporate improvements.

[8] Turorial: https://www.youtube.com/watch?v=Vm1J2wUhNOk, https://www.youtube.com/watch?v=AuHDS_Z5-DI

Tool 5. Powtoon

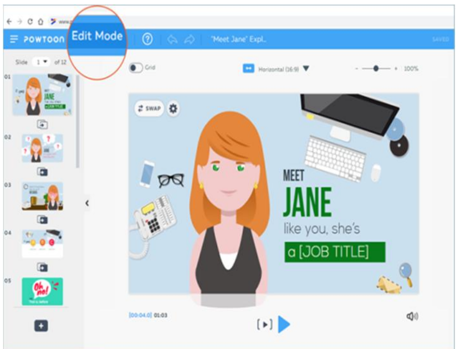
Powtoon[9] (www.powtoon.com) is a free tool in the cloud that allows you to create short videos with animations in a simple way. It's easily accessing from our Google or Facebook account. It is used to prototype projects, support for storytelling or presentations, video editing, animated presentations.

It's possible to use the tool for free with limitations of access to your data bank, the duration of the video and the impossibility of downloading it outside the platform. Although for project prototyping proposals, it's very worthwhile and accessible.

POWTOON

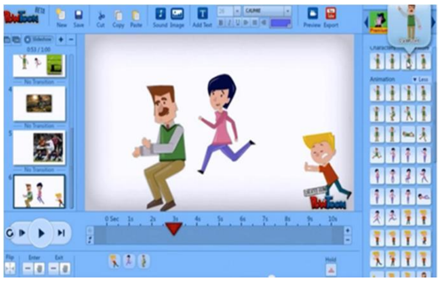
Scan me

Through a simple control panel, Powtoon allows to create animation sequences by predefined characters, with sequences of movement that we can configure and repeat to create the movements of the same. With one of these presentations we can present our idea, our prototype, our storytelling, the data of some surveys, the history of the evolution of our project, any idea that allows us to validate, which is the final object of prototyping, the information that we share with our potential collaborators or clients.



A good time to use Powtoon and create a prototype is a story we have defined the sequence of idea, customer and need that we cover. We tell it and we can share it on social networks or send it to a nearby group so they can send us feedback.

It allows easily prototyping a promotional spot of our project, and make a test of its viability and suitability. The bank of images, animations and objects that we can integrate into our animations is broad enough to make prototypes, even in the free version.



For presentations, Powtoon contains elements and templates that allow presentations aimed at the target audience sector: education, commercial, company results, etc. It allows to include images and sound from outside the application and integrate it into the presentation.

Powtoon allows creating animation sequences in a very simple way, and very fast if we simply edit a predefined template. It allows to animate storytelling or other presentation formats. It offers very visual and very attractive looking results without having to handle complex video or animation editors.

Powtoon is very intuitive and its handling is very similar to applications that create presentations, Power Point type, with the exception of the timeline that we can find in simple video editors such as Emovie or MovieMaker.

Example of a video made with Powtoon: https://www.youtube.com/watch?v=_57kG9AgUBo.

In this gallery you can access to several tutorials of the tool: https://www.powtoon.com/labs/tutorials/.

Tool 6. Google Forms

Google Forms (docs.google.com/forms) is used to publish application forms, surveys and do online data collection in an agile and simple way in a cloud environment. It also offers a direct visualization of the answers obtained.

Google FORMS

[9] Example of a video made with Powtoon: https://www.youtube.com/watch?v=_57kG9AgUBo. In this gallery you can access to several tutorials of the tool: https://www.powtoon.com/labs/tutorials/.

Forms allows the creation of questions of different nature: simple answers by checking an option. Multiple answers with selection boxes evaluation matrices text boxes to write long and short answers, etc.

You can also add multimedia elements to complement the information of the question and customize the image and colours of the form.

Furthermore, it allows the creator to share it, or with other collaborators for editing, allowing its modification, or publish it only to be completed by the users of our surveys or forms.

In short, it's a tool with the usual options that make up a test or form for conducting opinion surveys published on the Internet, but with the possibility of interconnecting it with the rest of Google applications and store it in our Google Drive.

Once the form has been created and the background, title and images have been customized, we will add the questions. Each question can be selected independently of a different type. The questions can be reordered by simply dragging the question block.

We can divide the form into several pages or sections by which we will be navigating sequentially. If we do not want a sequential navigation, we can control the flow of navigation between sections and jump at any time to the desired section if we configure it depending on the answer given in any of the questions on the form.

Once the form is finished, its publication and distribution can be done by email, web or social networks sharing the link that appears on the Send button.

Google Forms doesn't need installation since it's a web tool. It's necessary to have a Gmail or Google account.

The key potentialities of the tool are:

- Create questionnaires to collect data of diverse nature in a few minutes, and collaboratively.
- Visual summary of the collected data.
- Possibility of connection with Google Spreadsheets for further analysis.
- Get direct graphs with the results of the surveys.

Example of tutorial on creation of forms: https://www.youtube.com/watch?v=zFhrZGtK9CI.

Tool 7. PechaKucha

PechaKucha[10] (https://www.pechakucha.com/) allows to prototype and train the presentation of our project. It helps to systematize the presentation with your own methodology.

On PechaKucha to present your complete project, you have 20 images and 20 seconds per image. The images go automatically, so you have to stick your speech time to 400 seconds or around 7 minutes in total. It helps businesses keep talking at a minimum and engagement at a maximum.

It's a good training tool, but you can prototype the presentations in advance with any other simpler tool till you have the project fully defined, and you can dare to use PechaKucha.

[10] Tutorial: https://www.youtube.com/watch?v=32WEzM3LFh

At the following link you can find a good example of what PechaKucha is in use: https://www.pechakucha.com/presentations/traveling-the-world-for-sustainability-and-our-oceans.

Tool 8. Canva

Canva[11] (https://www.canva.com/) helps to make info graphics and quick presentations with a professional appearance.

Canva is a tool that allows you to make a simple design process for non-professionals with free online tools. With it you can make the objectives of your proposal visible in a much more dynamic way. A similar alternative is Piktochart (https://piktochart.com/).

Canva can be used also to visualize the objectives of your business proposal.

Recap activities

The cabbage exercise

The purpose of the exercise is to check and reveal what the participants have learned from the previous session. Besides, they also revise what they may have forgotten or not paid much attention to.

Best for topics	**Entrepreneurship, Business Planning, Business Modelling, any other topic.**
Preparation time	30 minutes
Number of participants (desirable)	15 – 25
Materials/resources for preparation	A4 papers, colourful markers.
Process for preparation and setup	It is more recommended to prepare for the exercise just after the session day has finished. You take A4 blank papers 2 times more than the quantity of participants, write down a question per paper with a marker (you can use different colours). All the questions should refer to the previous day's topic. After writing down the questions, mix the papers, crumple them altogether trying to create a paper ball like a cabbage.
Duration	~ 30 minutes (Depends on the number of participants. 30-60 seconds per question is recommended.)
Number of instructors	1-2
Location	Indoor
Best time of the training	The next morning after each day's session.

[11] Tutorial: https://www.youtube.com/watch?v=XqYti78riU8

day	
Key instructions	Get all the participants standing in a circle. Take the cabbage and tell them that they are going to play a ball in the circle. You are throwing the ball to one of the participants. The latter, catching the ball is taking one crumpled sheet off the cabbage, opening it and reading the question loudly. After reading the participant has 10 seconds to answer the question and throw it to another participant. The other participant is doing the same. In case a participant reading the question does not remember or know the answer, all the other participants can help them or answer the question and then they continue throwing the cabbage to each other. Please make sure that you have prepared at least 1 – 2 questions per participant so as to ensure all of them to be involved and all the topics to be covered.
Notes for trainers	Feedback and conclusions. (10 minutes)

My mate’s challenge exercise

The purpose of the exercise is to check and reveal what the participants have learned from the previous session. Besides, they also revise what they may have forgotten or not paid much attention to.

Best for topics	**Entrepreneurship, Business Planning, Business Modelling, Any other topic.**
Preparation time	5 minutes
Number of participants (Desirable)	15 – 25
Materials/resources for preparation	Colourful papers (one colour), pens one per participant.
Process for preparation and setup	Make sure you have the necessary quantity of colourful papers and pens (one per participant) on each participant’s desk/chair.
Duration	~ 30 minutes (Depends on the number of participants. 30-60 seconds per question is recommended.)
Number of instructors	1-2
Location	Indoor
Best time of the training day	The next morning after each day’s session.
Key instructions	Get all the participants sitting in a U-shaped line of chairs or tables. Ask them to think over and write down 1 question about the previous day’s topic, then to roll up the paper so as the writing is inside the roll. Then you gather all the rolls, mix them and approach one of the trainees. The latter picks up one roll out of all, opens, reads the question and answers it. In case he/she does not know the answer, the other participants can hint or answer themselves. Then you continue approaching to each participant unless all of them have answered at least one question (logically unless all the rolls are opened).
Notes for trainers	Feedback and conclusions. (10 minutes)

Evaluation tools

Thermometer

Thermometer expresses the atmosphere in the training-room during a training day and the full session by a smiley-evaluation system. The participants are provided with the evaluation form (see Figure 4) which includes three categories for evaluation – “Me personally”, “The Team” and “The Session/Training.” The evaluation is done using three emotion – smileys expressing happiness, concern or seriousness, and sadness.

	☺	😐	☹
Me personally	✓		
The team		✓	
The session/training	✓		

Figure 15. Thermometer evaluation template

Each participant receives an evaluation form and individually assesses their emotions. The posted questions are:

- How do I feel at this training?
- How do I feel about the team?
- How do I feel about the session or the training?

The trainer makes daily analysis on the flipchart and with diversified colouring shows what the daily atmosphere was in their classroom each day and during the whole duration of the training course.

This can be visually made as a big chart on the flipchart or PPT, but should be initially explained to all the participants so as they could figure out how the tool works. It is important to note, that this tool supposes transparency to the audience as well and is prepared not only for the trainer to evaluate the situation and make improvements but also for the participants, to be more involved in the process and make some improvements in their participation as well.

Let’s see how the chart of a training (e.g. for a group of 12 participants) would look like, if there were the following data of evaluation:

	Me	Team	Session	Number of reactions
☺	8	10	11	
😐	3	2	1	
☹	1	0	0	

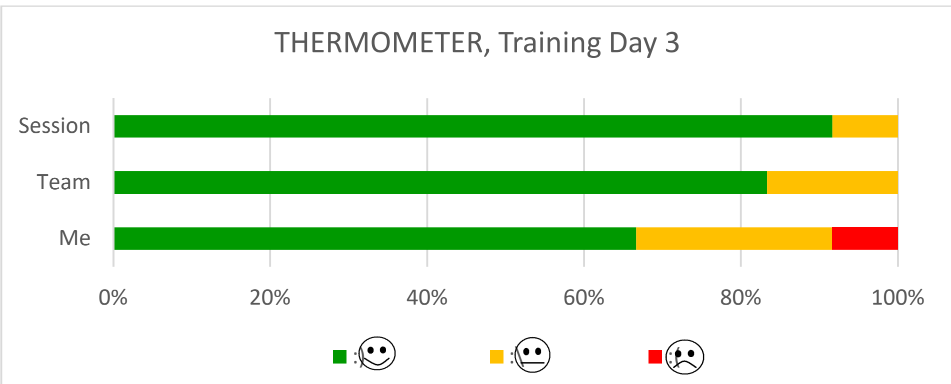


Figure 16. Analysis of the training day evaluation by the participants

This kind of evaluation should not take too long, but needs special time to be planned at the end of each training day. Usually it takes maximum 5-7 minutes to distribute evaluation forms (Figure 4) and for the participants to put their marks. Analysing the daily evaluation should take another 10-15 minutes, after all the participants have left the session.

Scale ranking

Scale ranking is the most common form of assessment. The participants are asked to evaluate the different components of the training on a given scale (e.g. from 1 to 5). As an alternative to the numerical scale, the trainer can use graphical objects, such as stars, hearts, etc. as means of evaluation. In this case, the participants are notified of the maximum number of the objects that one component can receive and draw the number of objects they want to give to each evaluated component.

The components to be evaluated are decided by the training organizers or the trainer and often focus on the following:

1. **Participants involvement in the training**
   For example: How would you evaluate your involvement in the training?
2. **The structure and content of the course**
   For example: How would you evaluate the relevance of the subject of the Session 1 (you can replace with the name of the session)? How would you evaluate the sequence of the sessions? How would you rate the overall course content?
3. **The delivery and duration of the training**
   For example: How would you evaluate the methodology of the training delivery? How would you evaluate the interactivity of the training? How would you evaluate the total duration of the training? How would you evaluate the exercises used during the training?
4. **The trainer's qualifications and skills**
   For example: How would you evaluate your trainer overall? How would you evaluate your trainer's expertise? How would you evaluate your trainer's communication skills?
5. **Training facilities**
   For example: How would you evaluate the coffee breaks? How would you evaluate the cleanness of the training room?

Scale ranking can be applied daily or at the end of the training. See the example in Figure 6 below.

Training Day 1. dd/mm/yyyy	**Ranking** where 1 is very poor and 5 is very good
How would you evaluate your involvement in the training?	① ② ③ ④ ⑤
How would you evaluate the overall course content?	① ② ③ ④ ⑤
How would you evaluate the exercises used during the training?	① ② ③ ④ ⑤
How would you evaluate the total duration of the training?	① ② ③ ④ ⑤
How would you rate your trainer overall?	① ② ③ ④ ⑤

Figure 17. Sample training evaluation form using scale ranking

With the help of a chart or even hand-drawn picture or scheme a trainer can identify which component of the session was the strongest and which one was the weakest during the whole training process. And, sure, this will be a good message to the trainer to make improvements in the weaker components in the future.

Training evaluation form (questionnaire)

The training evaluation form covers the same categories of questions as discussed during the Scale ranking. The evaluation forms usually combine several types of questions, such are open-end questions, yes-or-no questions, as well as ranking questions. It can include the logos of the training company and the partner organizations in the header and footer.

Depending on the group's dynamics, the evaluation of the training can be done online. Online evaluations are environmentally friendly and often make it easier to process the collected information. There are several free online tools, such as Google Forms or Formlets (https://www.formlets.com/) that can be used to create and share online evaluation forms.

EVALUATION FORM	
Training title Project title Trainer's first name, last name Participant's first name, last name Date	"_______________________________________" "_______________________________________" _______________________________________ _______________________________________ dd/mm/yyyy
Please answer the following questions	
1. How would you evaluate your involvement in the training? *(where 1 is Very bad and 5 is Excellent)*	① ② ③ ④ ⑤
2. How would you evaluate the overall course content? *(where 1 is Very bad and 5 is Excellent)*	① ② ③ ④ ⑤
3. How would you evaluate methodology of the training? *(where 1 is Very bad and 5 is Excellent)*	① ② ③ ④ ⑤
4. How would you evaluate the trainer's qualifications? *(where 1 is Very bad and 5 is Excellent)*	① ② ③ ④ ⑤
5. Is the knowledge received applicable in your future job/activities?	□ Yes □ No
6. What was the most important section for you? _______________________________________ _______________________________________	
7. What improvements would you suggest (please specify)? _______________________________________ _______________________________________	
8. What other trainings and/or coaching would you like to receive in the future (please specify)? _______________________________________ _______________________________________	
9. Are you overall satisfied with the training?	□ Yes □ No
Thank you! Your opinion is valuable to us to improve our services	

Figure 18. Sample Evaluation Form

Methods and practical exercises for personal development of youth workers and young entrepreneurs

In this part you can find different methods and practical exercises aimed at personal development of youth and youth workers. The personal development of the youth worker is an important aspect that makes the training methodology to work.

Is important to point out that the two methods presented, as well as the exercises and the activities, are based on a perspective of emotions and feelings used in entrepreneurship. Because of that, all the activities have as a goal to understand how things make people feel, how different could people feel in equal situations, and how can we use these feelings in business and entrepreneurship.

It is recommended that youth workers try to do the exercises with a colleague before starting the training with trainees.

Method 1 – Composition work

Composition work is a tool for investigating the organization of oneself as well as a method for stimulating personal and professional development. It helps to explore the richness of the inner world and promotes the growth and change. The method is based on the internationally known theory of the **Dialogical Self** (Hermans, 2000) and the contemplative-aesthetic tradition of Japanese Zen-gardens. The method was published internationally in 2006 and has been in use since then.

Composition work is about discovering the potential and richness of one's self including the variety of emotions and sides of the self.

The method relates to the two basic dimensions of the self: verbal/reflexive and nonverbal/sensory. Their integration forms an optimal condition for the development of the self. The person is invited to take the position of an artist and to compose his own self-landscape. The person making the composition uses language and stones to represent a variety of I-positions and emotions of themselves. I-positions are used to tell a story that needs to be analysed. I-positions are understood as different aspects of one's self, which act like characters belonging to a person.

Example

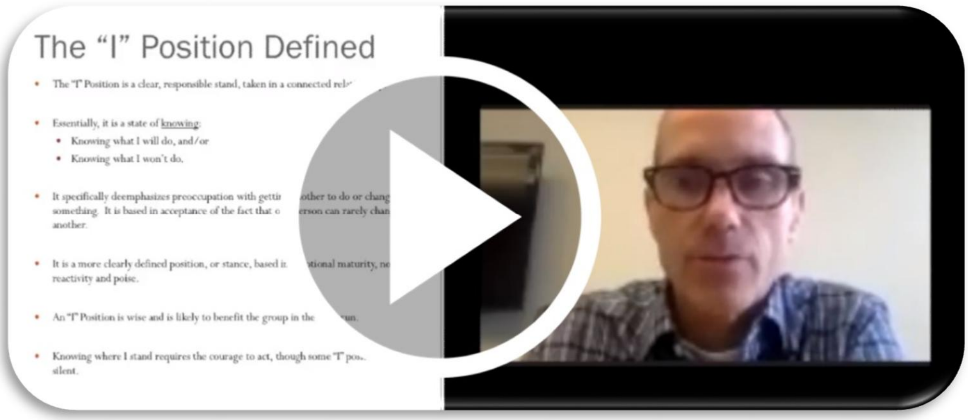
I as an ambitious person, I want to spend more time achieving my career goals, but I as a mother, I want to be always next to my baby.

I as critical. For me, critical is like a knife, it is sharp, creates pain, I cannot have rest in myself. It is big, I feel it hits me.

Composition work allows exploring relations within the self (between different aspects of the self) and relations with others. I-positions can be in a variety of relations with each other: for example conflicting, opposing, or coalitions. Exploration of the quality of relations among positions is one of the basic aims in composition work.

By externalizing I-positions and representing them in a composition, a special kind of position is created, called "meta-position". This "meta-position" allows for observing situations from a certain distance, giving an overarching view from where several I-positions can be seen simultaneously. Contradictive and conflicting positions receive space in the same composition and a person can search for a constructive way to deal with these tensions. This opens the possibility of an exploration and evaluation of one's feelings, emotions and life goals.

Watch the following video on YouTube for more detailed explanations.



Available at: https://www.youtube.com/watch?v=6CcO0TXMYrw

Mainly the goal of this method is to facilitate the trainee to express his feelings and emotions using the stones (I-positions) and locating them in the sand. Each stone represents an I-position and in order to tell their feelings the trainee could create a relationship between some stones. Alternatively, instead of stones, words written in circles can be used.

List of possible I-positions

Career	Fighter	Defiant	Believer	Shy
Oriented	Victim	Avoider	Accepting	Stable
Loud	Freedom seeker	Reserved	In Control	Nonbeliever
Humiliated	Warmth Seeker	Secure	Confident	Stubborn
Religious	Colleague	Guilty	Pessimist	Disorganized
Compliant	Dominating	Mystic	Dreamer	Privacy Seeker
Committed	Negative	Modest	Nurturing	Proud
Adventurous	Idealist	Organized	Achiever	Traditionalist
Avoider	Sacrificing	Strong	Optimist	Betrayer
Humble	Professional	Caring	Weak	Lazy
Serious	Enjoyer of life	Hard Worker	Artistic	Risk Avoider
Happy	Jealous	Bold	Loving	Winner
Forgiver	Independent	Fearful	Successful	Doubter
Quiet	Understanding	Spiritual	Positive	Demanding
Calm	Doer	Dependent	Sad	Amateurish
Realist	Brave	Judging	Creative	Practical
Messy	Vengeful	Loyal	Vulnerable	

Box 2. List of possible I-positions

Method 2 - Business constellations

Constellations support a way of looking at problems and questions from a systemic point of view. Systemic should not be confused with systematic. It is something completely different. Systemic is a German concept which means something like "relating to the whole system." In our education and day-to-day life we are used to analysing problems and use our analytical skills. Constellations invite us to use a phenomenological approach. Instead of looking at the parts of a system, you look at the system as a whole. You allow the phenomena to talk for themselves. You do not want to change or fix anything. This way you are able to not only observe the layer of visible and tangible objects and events, but also see what is below the surface.

In the following video there's a complete explanation about how it could be useful.

Available at: *https://www.youtube.com/watch?v=hcBKG5WMQS8*

Constellations are mainly used when interventions in the so-called 'overcurrent' do not have the desired effect. They help us to explore the under current and to find the root cause of complex problems. Gunthard Weber has developed the method into the realm of organizations and businesses, calling it business constellations. These days there are many forms of constellations related to health, career, marketing, management or society and world issues. That is why we use the general term constellations in this methodology.

When you take a systemic approach to a problem, you look at the bigger picture. Instead of zooming in, you zoom out. You approach the issue as a whole. You allow everything to be at the same time. Everything you feel, see, hear and know is connected. The history, the future, they all exist in the now. Events from the past still influence the present. Traumatic experiences keep influencing later generations, even if we don't know about them. What you see depends on the focus and the perspective.

In this way we might look at problems as a manifestation of something going on in the under current. This can be very helpful when working with young people with all kinds of problems. These problems might not be problems, but symptoms of something else going on in the systems they are part of. In order to be able of make a complete vision of a problem or situation, first, we have to take into account the history of different systems that everybody exists in.

There are many different systems one is part of. First, there is the ***family system*** you were born in. This is a system that you will always be part of, whether you like it or not. At the same time you are part of a ***country system***, a ***religious system***, an ***ethnic system.*** Just by being born. Then there are systems you (more or less) choose to be part of like ***sports club***, ***school*** or ***users of a certain drug***. All systems have their own dynamics, rules, norms and values.

Constellations are a practical way to get insight in the systemic dimension of issues and questions.

The basic steps in a constellation

1. ***Interview*** *to find out what the real question is and what the relevant elements are.*
2. ***Selecting representatives*** *for the chosen elements. This can be people that know nothing about the issue or even objects like pieces of paper or stones.*
3. ***Place the representatives in space.*** *This can be done in a room or on a table. This already gives a lot of insight in the question.*
4. ***Exploring the constellation.*** *Without wanting to change anything the facilitator explores what is there. What does the system want to tell us? Asking the representatives what they sense and experience and asking them to follow their inner movements.*
5. ***Carry out systemic interventions.*** *The facilitator can decide to carry out some interventions to create a new situation by moving, remove or add some elements. These interventions include moving representatives, having representative say healing sentences and adding new elements.*
6. ***Rounding up.*** *When the facilitator senses that the constellations has finished he/she asks the representatives to release themselves from their roles and thanks everyone who has participated. Most of the times there is not an extensive discussion afterwards. The constellation does its work silently and subconsciously.*

There are three life-giving forces active in systems that influence the way the system and members of the system behave. It is interesting to approach problems of issues with these three forces in mind.

1. Belonging

Systems want to be complete and include all parts of the system. Everyone connected to a system is entitled a position. Because systems do not behave linear nor circular time and space have no influence. This means that persons and events from the past are also entitled a place. As soon as someone or something is being excluded by members of the system, the system consciousness will create a way to express this. This will show through all kinds of symptoms in our daily life like addictions, lack of money, complaining or anxieties. These are just symptoms and cannot be solved by zooming in or working with just the symptoms. They are a reflection of something going on in the under current. Including everyone and every event that is and has been part of the system does not mean that you have to agree with it. It means that you acknowledge that it is part of the system.

2. Order

Every system has a natural order. Families have a very clear order. There is the order of generations (children, parents, grandparents, etc.) and the order of age. In other systems there can be other orders, like seniority, hierarchy, contribution to the product or service. Unlike families in organization you can change your position in the order. As soon as the order is disturbed by for example a subordinate taking the place of his boss, there will be problems in the system. These problems or symptoms cannot always be easily connected to a disturbance in the order. Sometimes they occur at a different place in the system or they show up in a different form.

3. Exchange

In order to survive a system needs to exchange with its environment. This exchange needs to be balanced. The balance will always be disturbed and in a healthy system there will be actions to restore this balance by giving a bit more or by taking more.

When the balance between giving and taking tips too much to one side, the system becomes instable and as a result the system consciousness will create something to balance it again. In the visible world this shows up as a problem or issue, but actually, it is a solution of the system for the imbalance in exchange.

The exercises introduced below are based on the two methods presented above. Some of them are intended to be used by the youth workers before the training, while the others can be used with the training participants during the entrepreneurship training.

Exercise 1: Discover the different I-positions that play a role in helping youth

Goal: Getting to know the different I-positions or sub-persons in yourself in order to recognize them when you work with youngsters. By identifying with them you learn how they influence you both positive and negative in your work.

Duration: 30 - 60 minutes

Method: Composition work

Number of participants: 2 people

Requisites: 8 - 12 pieces of papers on which you can write down the different I-positions. List of possible I-positions or archetypes.

Background

This exercise is based on the voice dialogue theory in combination with narrative work.

Everybody has all I-positions one can imagine within himself. The list of possible I-positions is a suggestion of positions you can think of (see *Composition work* method above). Feel free to use different names, words, characteristics etc. Everything is ok. The purpose of this exercise is that you recognize the I-positions in yourself and that you realize what they are telling you related to your work.

Two persons are doing this exercise. One is the facilitator and the other is the client. The one who is exploring the I-positions within himself is the client.

Description

1. Decide for yourself which archetypes or I-positions are related to you and your work. Choose 8 - 12 different I-positions, which is the amount of sub persons that form your inner support team.

Note: you will recognize in the list I-positions that play an important role in your private life, for example, but not directly in your working life. For a result that is focused on your work just choose I-positions that are related to your working environment.

2. Write down the names of your support team on the pieces of paper. One word/name on every paper.

So for example, you have recognized the roles “I as mother”, “I as rescuer”, “I as optimist”, “I as impatient”, “I as curious”, etc. in yourself in your working environment. Then you write on a paper the word “mother” and on another paper the word “rescuer” and on the third paper the word “optimist,” on the fourth paper the word “impatient,” etc.

3. Put all the papers in a half circle on the ground. Leave some space between the different papers.
4. The facilitator is standing in the middle in front of the half circle. The clients picks one of the papers and stands on it. First, as a client, really connect with the I-position you are standing on. Feel what it does to you being a mother in your work.
5. Now the dialogue starts: the facilitator welcomes the client as the role he is standing on and starts the discourse. Ask all kind of questions to find out how the mother in the client is related to the work of the client.

For example: “Hi [name of the client]-as-mother, how are you? How do you as a mother feel about your work? Are you as a mother concerned about something? Can the mother in you help you in a certain situation? Are you as a mother vulnerable in your work? In what situations? Do you have wishes, desires, fears, etc.”

6. The client answers the questions the facilitator asks. He just says what he wants to say about it. By identifying yourself totally with the sub person in yourself, you will discover what this part of you is telling you from insight you. Where does it help you and when is it disturbing you.

7. When you are finished with one sub person, you go to the next one and it starts all over. Explore together all sub persons in you and listen to what they have to tell you.

8. Probably during the conversation, the client will discover that one part of himself disagrees with another part of himself. Speak aloud this inner disagreement so you feel the inner paradoxes by changing between those two sub persons in yourself.

Everybody has this kind of paradoxes insight himself. So that is okay, but be aware of that, certainly when you work with youth at risk. Your inner paradoxes can cause misunderstandings and miscommunication between the two of you.

9. If during the session you have the feeling that one chosen I-position should be changed by another one, feel free to do so. By having a conversation with them and by so identifying with them, you will discover which I-positions form your support team in the different situations in your work.

Exercise 2: Becoming aware of yourself - exploring your inner self

Goal: This exercise helps the trainee to become more aware of his inner world.

Duration: 1 hour

Method: Composition work

Requisites: Tray with sand. Different rocks and gems. Table with chairs. Small pieces of paper. Quiet place.

Background

This exercise is based on the Composition work methodology that is explained in part one. It is important that you read the background before you do the exercise.

Description

1. Ask the trainee to select 6 I-positions from the Box 2 above. If he wants to use his own wordings or add his own I-positions that is perfectly okay. Let him write the I-positions on little pieces of paper.

2. Ask the trainee to select a gem or rock for every I-position and let him place the rock with the piece of paper with the description in the sand. Invite the trainee to also use the sand. He can make little hills with the sand, draw connecting lines in the sand, hide positions behind some sand, etc. Take your time for this process. Just observe what is happening.

3. Now you help the trainee explore the single positions. Ask the trainee to look at his composition and let him describe each singular position. You can start from any of the positions that are there, like "I as a dreamer want to initiate a movement to help refugees. This is an old dream of mine".

Use any of few of these questions: *How old is this position? What is its history? Which feelings are connected with it? What does it want? What does it need?*

4. The next step is to explore the relationships between the positions. Ask the trainee to describe the possible relations between or among positions.

Use any few of these questions: *Which relations do you see between/among positions? Which positions are in harmony/ cooperate? Which positions are conflicting? Do you feel any blockings? Which positions give energy? Which positions take energy? Which positions are important? How, where: in your personal relations? In work?*

5. Then ask the trainee to explore the patterns in the composition as a whole using any of these questions: *Do you see any specific pattern(s) in your composition? Are there any tensions? Is there a volcano? Do you see a 'source'? Where do the rivers of energy flow? Where are the areas of darkness, where are the areas of light? Are there any 'hidden' spaces or spots? Where is the power located: – what dominates – what is subdued?*

6. Finally, you can already help the trainee develop and explore new directions. Actually, this is part of step 2, but since the composition has already been made, you can already ask the trainee to explore possible new directions.

Use questions like: *Which positions/relations between positions need more attention? What issue is at stake here? What question do you have about this (state it)? Do you want to change anything? In what direction should this change go: become more self-oriented (self-care) or become more other-directed (care for others)? Or differentiating/developing further or integrating/stabilizing? What are you going to do?*

Exercise 3: Get more connected with your dream and mission

Goal: This exercise helps the trainee to really connect with his dream. It will also help the trainee to explore what is needed to be more connected.

Duration: 30 minutes

Method: Business Constellations

Requisites: Enough space for standing up and moving around with the two of you. Something to represent himself, the dream and the mission. This can be something that has been created in the previous exercises. It can also be a person or a floor marker (piece of paper, pillow or a mat).

Background

This exercise is based on the business constellations methodology. It is important to read the description in part one before you do this exercise. You can do this exercise with the dream or the mission, depending on what the trainee feels attracted to most, what you think that is good for the trainee or what the trainee is attracted to least (this is often what the trainee needs most). Use your own experience and judgement. You can also do the exercise with both the dream and the mission. This makes it a little bit more complicated, but it does work. The exercise is described assuming that you only work with the dream.

Description

1. Ask the trainee to select something that represents himself and have him place it in the room.
2. Ask the trainee to select something that represents his dream and have him place it in the room.
3. Ask the trainee to step on his own floor marker and take some time to sense what he is experiencing at that location. Use the following questions:
   - *How does your body feel?*
   - *What emotions do you sense?*
   - *What are you thinking?*
   - *How do you relate to your dream? Make sure that the trainee is not thinking about his relation with his dream, but really sensing from his position towards the position of the dream. You can help the trainee by stepping on the floor marker of his dream and have him look at you. This makes the experience stronger.*
   - *Do you want to move?*
4. Then you can ask the trainee to step of his own floor marker and on to the floor marker of his dream.

This really helps to feel his dream, to connect with it. You can ask the same questions as above.

5. Then you ask the trainee to step on his own floor marker again and sense what he is experiencing there at this moment. You can invite him to imagine that his dream is saying the things he said in step 4 and feel how this affects him.
6. Now you can ask the trainee if he wants to move. You can step on the floor marker of the dream and sense if it wants to move. You both keep on moving until there is a new equilibrium.
7. Now you repeat step 3 - 5 and you might also want to see if there needs to be a movement.
8. Always end with the trainee standing on his own floor marker and being aware of everything that has happened and integrating the movements.

You can repeat this exercise for the mission (or dream). The trainee can write down the red thread in his life. What is the backbone of the story of his life? What is the common theme in his life? What makes his life unique?

Exercise 4: Practicing new ways of dealing with barriers

Goal: This exercise helps the trainee to discover how he interacts with his limiting beliefs and prevent him from acting towards his dream. The trainee can explore new ways to interact that are more productive.

Duration: 60 minutes

Method: Business Constellations

Requisites: Something to represent his dream. This can be his dream board (see earlier exercise) or another self-chosen visual. A wall or place where the dream board can be hung or setup on eye-level. Tape. Otherwise, it can be placed on the ground. In a group, this can be held by a person. Enough space in the room for an imaginary line of at least 3 meters, and space to move around it. Two empty sheets of paper. Pen or marker.

Background

This exercise is based on constellations methodology.

The general tendency of us is that we want to get rid of our limiting beliefs. Therefore, there are several strategies to deal with them like ignoring them, struggling with them and discussing them. The result of such a strategy is that we get into a repetitive patron, which distracts us from our goal and costs lots of energy. In this exercise we first explore the patron as it is. Next, we explore what an alternative reaction to our beliefs can be. We invite the trainee to experienced that it might work best to acknowledge and accept the existence of the inner belief. When we can physically accept the discomfort that it causes, then we can often see that the information is old. Then we can choose to focus on the goal again, and make a step towards it.

Description

1. Ask the trainee to describe two strong inner beliefs, that he will not be able to reach his dreams. Let him write each on a separate sheet of paper.

2. Present the imaginary line in the room. Stand on the one side, which represents his 'here and now'. The other end represents his dream or goal. Invite the trainee to place his dream board (or another representation of his dream) on the wall (or ground) on this end place.

3. Return to the place of here and now. Explain to the trainee that when moving towards our dream, we are almost always confronted with inner limiting beliefs. Invite the trainee to place both his sheets of papers on the ground of the imaginary line before him. Leave enough space between these papers.

4. Walk to the first paper together. Ask him to speak aloud what he has written down. Let him stand on the paper and present to you how this belief talks and behaves. *'What does it always say? How does it move while saying so?'* When you got enough impression, then you take over his spot and imitate him. Check with him if it kind of sounds and looks right. You can stop this, when you have the idea that you can imitate it later. You can make some notes on the paper to remind yourself of specific words.

5. Do the same thing for the second paper.

Explore the interaction with the inner belief:

6. Invite the trainee to stand in the here and now. You stand on the first paper yourself. Remind the trainee of where his dream is at, and invite him to walk towards it.

7. When the trainee approaches you on his way, you start acting like his limiting belief. Follow your intuition in this. Become a somewhat creative if needed. Try to physically stop the trainee in the way that suits this belief. Maybe you (as his belief) get him into a long discussion? Or you seduce him? Or dominate him? Explore what interaction comes up. See how the trainee responds.

8. When the interaction repeats itself, you stop. Invite the trainee to step to the side together:
   - *What interaction is happening?*
   - *What does he hope to achieve? Does it work?*

- *What does it cost?*
- *Does it make him closer to his goal? Was he still aware of it?*
- *Would he be willing to try something new?*

Explore alternative interactions:

9. Invite the trainee to return to the 'here and now' position and walk towards the first paper again. Invite him to try out a new approach. If the trainee gets stuck in some pattern, you can:

   - Remind him to look at his goal and come out of the pattern.

   - Step out of the line together once more and discuss what happens.

   - Invite the trainee to explore a specific action:

     - *Let the trainee stand in front of his belief, and ask him to acknowledge that he has this belief. Can he name the physical discomfort it gives? Can he accept that, so he can become more neutral about the belief? He does not need to answer his needs then.*
     - *Whose belief was this? Can he acknowledge that this was or is their belief? Even though he can choose otherwise.*
     - *How old is the belief? Does it still suit his here and now situation?*

Make sure to give some resistance first when representing the belief, but also cooperate in creating a successful interaction when you feel this is suitable.

10. When the trainee found an alternative interaction with the first belief, then switch to the second paper. Repeat steps 6-10.

11. When the trainee is beyond the second believe, ask him what it feels like to look at his/her dream.

12. Let her/him turn around, and look at the steps he made.

Exercise 5: Constellation for making choices

Goal: This exercise can be used for all kind of choices someone has to make. In this methodology it is mainly meant for choices regarding setting up one's own business, but it can be used for many other purposes

Duration: 15-30 minutes

Method: Business Constellations

Requisites: Space to put as much pieces of paper on the floor as the possible options. Floor markers for the options.

Background

This exercise is based on the method of business constellations. It is therefore important to read the description of this method in above.

Description

1. Ask the trainee to name the possible options he has to choose from. This exercise works best with choices between more than two options.

2. Ask the trainee to write down each option on a separate piece of paper.

Consider adding an option with a question mark. Since no one always knows all the options, it is good to add the unknown option. Write a number on each folded piece of paper. This is convenient for referring to the options in the notes you take.

3. Ask the trainee to fold the pieces of paper and shuffle them. The point is that he does not know which piece of paper is representing which option.
4. Ask the trainee to intuitively place the pieces of paper on the floor.
5. Ask the trainee to take a position and observe all the different options (not knowing which is which). What are the first observations regarding the options based on their position, their distance from the trainee and the sensations, thoughts and ideas the trainee gets connecting with the options.
6. Ask the trainee to slowly walk to a piece of paper representing an option. He can choose which one he wants to walk to first. Ask him to observe what is happening while he walks towards this option.
7. Ask the trainee to step on the option and explore what he experiences standing on this option.
8. Ask the trainee to walk back to the observing position.
9. Repeat step 6 and 7 for all options
10. Have the trainee take notes or take notes yourself during the exercise.

Exercise 6: Selecting the right marketing channels

Goal: This exercise helps to select the marketing channels that fit both the entrepreneur and the potential customer.

Duration: 30 minutes

Method: Business Constellations

Requisites: Table. Small pieces of paper.

Background

The entrepreneur can use many different channels to promote his product/service. One can think of many reasons pro and con the various channels. This makes it difficult to select the 'right' channels to reach your potential customers. That is why this exercise uses the business constellations method to find the right channels.

Description

1. Ask the trainee to write down the marketing channels he thinks of. Channels that you can consider are:
    a. Flyers
    b. Social media (which you can split up in Facebook, Instagram, LinkedIn, etc.).
    c. Website
    d. Cold calling
    e. Network meetings
    f. Introduction meetings
    g. Public speaking
    h. Personal network

    i. Webinars
    j. Online email list building
2. Ask him to select the 3-7 channels he wants to explore and ask him to write each channel on a piece of paper.
3. The trainee should fold the pieces of paper and shuffle them in order to not know which paper represents which channel.
4. Put two chairs on both sides of the table. One chair is for the entrepreneur who represents himself and his company. The other chair represents the potential customer. You can sit on this chair and represent the potential customer.
5. Ask the trainee to put down the pieces of paper, representing the different channels on the table. Invite him to do this with full awareness. You, as a representative of the potential customer, observer what you sense and experience when he puts down the different channels (not knowing which piece of paper represents what channel).
6. Together, explore the channels. Which pieces of paper attract you? Which don't? Which pieces are you focused on and which ones do not you even seem to see? The trainee asks himself the same questions.
7. The trainee is allowed to move the pieces of paper. Maybe you, as a representative of the potential customer, also feel the urge to move a piece of paper. Ask the trainee if you can do so.
8. Explore this field by moving the pieces, sharing how this affects you.
9. Be aware that everything that happens is information. Even the seemingly coincidences like a piece falling on the floor, or two pieces getting stuck together.
10. When the trainee has explored enough, he can unfold the pieces of paper and read which one is representing what channel. This might be very clear and easy to understand, or it can be a little confusing. Just let it be.
11. Maybe there is a need to move some pieces some more or to experiment with other positions of the channels. Follow the flow.
12. Ask the trainee to make notes. Maybe he also wants to take a picture of the final constellation.
13. Invite the trainee to be open for information that will come during the coming days. These processes sometimes take a little more time to process.

Useful links

1. **Personality traits of entrepreneurs**
    - Kerr, S.P., Kerr, W.R., and Xu, T. 2017. Personality Traits of Entrepreneurs: A Review of Recent Literature. Harvard Business School. Working paper 18-047. https://www.hbs.edu/ris/Publication%20Files/18-047_b0074a64-5428-479b-8c83-16f2a0e97eb6.pdf
    - Patel, S. 2017. The 5 Personality Traits All Entrepreneurs Must Have. Entrepreneur. https://www.entrepreneur.com/article/298650
    - Psychological test for Entrepreneurial potential self-assessment. https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/business-assessments/self-assessment-test-your-entrepreneurial-potential
    - Entrepreneur quiz. http://www.humanmetrics.com/entrepreneur/quiz
2. **Group division activities**
    - Biech, E. 2016. 6 Ways to Form Small Groups for Training Sessions. Training & Development For Dummies. https://www.dummies.com/business/human-resources/6-ways-to-form-small-groups-for-training-sessions/
3. **Andragogy**
    - Andragogy – Adult Learning Theory (Knowles). https://www.learning-theories.com/andragogy-adult-learning-theory-knowles.html
4. **Key traits of a good trainer**
    - Pavlou, Ch. 2020. What makes a trainer exceptional? https://www.talentlms.com/blog/core-qualities-exceptional-trainer/
5. **Time management**
    - Five core principles of time management. https://www.coachingpositiveperformance.com/5-core-principles-of-time-management/
6. **Needs assessment for trainings**
    - McNamara, C. Assessing Your Training Needs: Needs Assessment to Training Goals. https://managementhelp.org/training/systematic/needs-assessment.htm#blogs
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