Growing

HANDBOOK FOR ENTREPRENEURIAL SKILLED EMPLOYEES
For SMEs and adult education providers

SME'S GROWTH AND INNOVATION THROUGH LEARNING AT THE WORKPLACE

Authors

GrowINg - SME's Growth and Innovation through Learning at the Workplace | March. 2021

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Contents

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS

CEDEFOP   European Centre for the Development of Vocational Training

CVT   Continuing Vocational Training

CVTS   Continuing Vocational Training Survey

DG EMPL: Directorate-General for Employment, Social Affairs and Inclusion

EntreComp   Entrepreneurship Competence Framework

EQF   European Qualifications Framework

ESCO   European Skills, Competences, Qualifications and Occupations)

ABSTRACT

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ABSTRACT

The *Handbook for Entrepreneurial Skilled Employees* was designed to inspire and support managers, human resources managers from SMEs and professionals from adult education providers to **build a learning organisation and a culture of learning at the workplace**. In detail, the handbook provides guidelines, entrepreneurial tools and activities fostering the integration of practices for the assessment and development of employees' entrepreneurial skills.

Addressed to human resources managers and consultants from SMEs, the document is organised in four main chapters:

- **Preparing the SME –** Providing ideas on how companies can get prepared to define and implement a strategy for the assessment and development of employees' entrepreneurial skills.
- **Assessing employees' entrepreneurial skills –** Dedicated to the introduction of the online self-assessment tool prepared within the scope of the project - http://growing-project.eu/self-assessment-tool/ - allowing employees to better know the level of development of their entrepreneurial skills.
- **Promoting employees' entrepreneurial skills –** Providing a set of activities and initiatives that can be implemented at the workplace to strengthen employees' entrepreneurial skills.
- **Entrepreneurial challenges –** An initiative that companies can launch in their context with a double objective: 1. To answer to needs and challenges existent in the company; 2. To maximize the opportunities to strengthen employees' entrepreneurial skills.

It is important to highlight that in this context, **entrepreneurship** is understood as the capacity to act upon opportunities and ideas to create social, cultural, or financial value for others. It is a competence for life, being relevant to personal development, career progress or to come up with new business ideas. This concept is the same as the one advocated by *EntreComp: The Entrepreneurship Competence Framework*[1]. The entrepreneurial skills approached in this handbook and on the online self-assessment tools are part of the skills presented in the EntreComp and it includes:

- Spotting opportunities
- Creativity
- Self-awareness & self-efficacy
- Motivation & perseverance
- Mobilising resources
- Financial & economic literacy
- Mobilising others

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[1] European Commission. (2022). The European Entrepreneurship Competence Framework (EntreComp). Available here: https://ec.europa.eu/social/main.jsp?catId=1317&langId=en.

- Planning & management
- Coping with uncertainty, ambiguity & risk
- Working with others

This document is a practical guide that SMEs can use to proceed with the assessment and development of employees' entrepreneurial skills and is available in English, Portuguese and Greek.

Keywords: Entrepreneurial skills; assessment

WELCOME TO ENTREPRENEURIAL SKILLED EMPLOYEES' HANDBOOK!

Be an ambassador for entrepreneurial mindsets!

Growing

Handbook overview!

The **Handbook for Entrepreneurial Skilled Employees** was designed in the context of the project **GrowINg²** to inspire and support managers, human resources managers from SMEs and professionals from adult education providers to **build a learning organisation and a culture of learning at the workplace**.

The handbook is organised in four chapters, allowing companies to know how to define and implement strategies for the **assessment and development of employees' entrepreneurial skills at the workplace:**

PREPARING THE SME	ASSESSING EMPLOYEES' ENTREPRENEURIAL SKILLS	PROMOTING EMPLOYEES' ENTREPRENEURIAL SKILLS	ENTREPRENEURIAL CHALLENGES
What does the company needs to know and do to define and implement a proper strategy?	Which tool can be used to assess employees' entrepreneurial skills?	Which activities and initiatives can companies promote and do to strengthen employees' entrepreneurial skills?	How can the company overcome challenges and needs by enhancing employees' entrepreneurial skills?

Figure 1 – Identification of the chapters of this handbook.

These chapters provide tips, tools and activities addressed to small and medium-sized enterprises essential to:

Setting up a learning organization	Settle practices of learning at the workplace	Assess employees' entrepreneurial skills	Promote and strengthen employees' entrepreneurial skills	Integrate internal practices of innovation and business competitiveness

Figure 2 – Presentation of the main topics of this handbook.

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² Project *GrowINg - SME's Growth and Innovation through Learning at the Workplace, Project N°.: 612865-EPP-1-2019-1-PT-EPPKA3-PI-FORWARD.*

The basic principle of this handbook is that ***entrepreneurship*** is competence as defined in the ***EntreComp - The European Entrepreneurship Competence Framework[3]*** and thus it can be assessed, acquired and strengthened:

> **Entrepreneurship** is the capacity to act upon opportunities and ideas to create social, cultural, or financial value for others. It is a competence for life, being relevant to personal development, career progress or to come up with new business ideas.

The handbook also relies on two other concepts:

- •"Organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights"

  Learning organisation

- •*Range of formal and informal learning activities, both general and vocational, undertaken by adults after leaving initial education and training*

  Adult Learning at the Workplace

[4] [5]

Figure 3 – Presentation of two key concepts on which this handbook relies.

The chapter **"Preparing the SME"** start with a brief presentation of the topic of the ***learning organisation***, addressing two main questions: **How to set up a learning organisation?** and **Why is it important to set up a learning organisation?**

The theme ***adult learning at the workplace*** is presented in the document ***Career Guidance and Learning in SMEs*** (available in English, Portuguese and Greek), but the chapter **"Preparing the SME"** provides some tips on **settling practices of learning at the workplace**.

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[3] European Commission (2021). *The European Entrepreneurship Competence Framework (EntreComp)*. Accessed on the 3rd of November 2021, on: https://ec.europa.eu/social/main.jsp?catId=1317&langId=en.
[4] Official definition by the European Commission. Available online here.
[5] Garvin, D. A. (1993). *Building a Learning Organization*. 18/11/2021. https://hbr.org/1993/07/building-a-learning-organization.

The **Entrepreneurial Skilled Employees' Handbook** is part of the GrowINg portfolio and thus, should be used jointly with the following resources[6]:

Figure 4 – Identification of the other resources and topics covered by the GrowINg portfolio.

PREPARING THE SME

Make learning a habit and allocate time for everyone to learn!

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Setting up a learning organization

To successfully use, benefit and integrate GrowINg resources, SMEs must reflect, (re)define and implement their internal strategy for setting up a learning organisation culture.

How can this be done? First of all, managers and human resources managers need to take a hard look at the SME and answer the following questions (Figure 5.):

To what extent are you open to change?	What is the learning culture of your SME?	Where are the learning and growth gaps?
Do you have support from the different leaders?	Are those leaders willing to spread the word and cooperate to set up a learning organisation?	
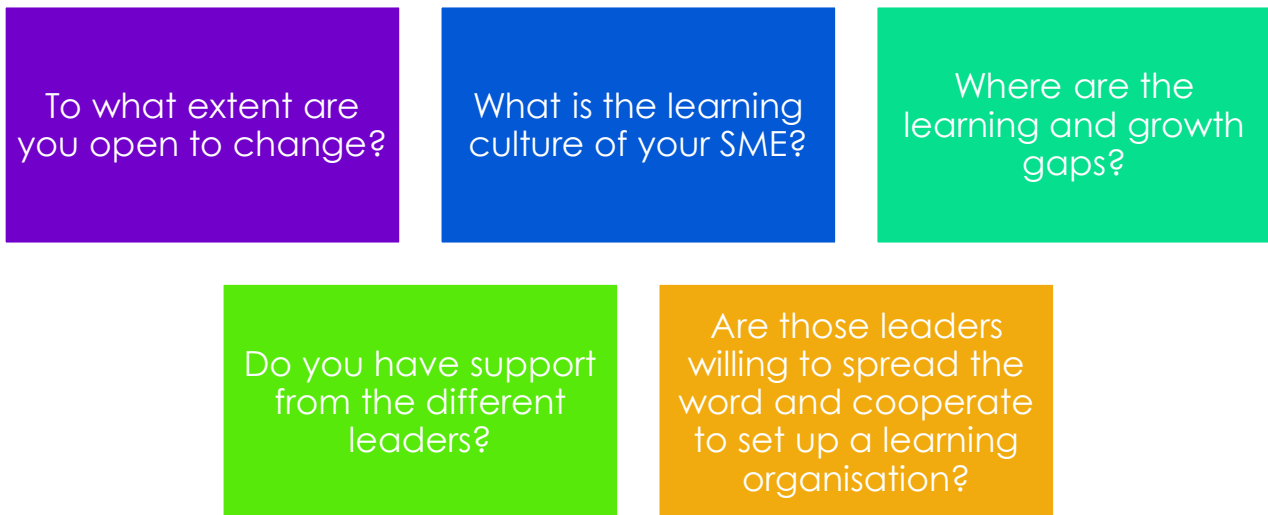
Figure 5 – Example of questions managers and human resources managers should answer when reflecting on the learning organisation culture of the company.

Assuming that, as a result of this initial reflection. you consider it important and possible to proceed with setting up a learning organization culture, it is time to draft the internal strategy to do it, defining:

1. Objectives you want to accomplish
2. Employees to be involved, their responsibilities and roles
3. Level of implementation of the strategy (unit, area or all company)
4. Initiatives to be undertaken, specifying the setting, resources, persons to be involved and timeline
5. The process of communication of the strategy to leaders and employees
6. Action plan for the implementation, monitoring and evaluation of the strategy and progress of the process

Which initiatives can be undertaken to set up a learning organization culture? In the GrowINg project, partners defined five building blocks related to the vision of setting up a learning organization[7] (see Figure 6.):

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[7] These building blocks were inspired in Senge, P. (1990). The Fifth Discipline: The Art & Practice of The Learning Organization. Available by ELM Learning at the https://elmlearning.com/what-is-a-learning-organization/.

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Self-awareness and readiness to learn	Shared vision	Matching perceptions	Learning in team	Cooperative unit
Capacity to accomplish personal goals, seek, and invest in learning and in behaviour change	Leadership and employees cooperate to define a common vision	The practices and initiatives need to reflect the strategy the internal communication	It is essential to create a collaborative and cooperative environment, promoting the working in teams	All employees are elements of a single team, with a specific role and contribution to accomplish common goals
Promote moments and practices of self-reflection for employees, essential to define a vision of themselves.	Promote initiatives to heard employees, encouraging them to take risks	Put into practice the strategy defined and the communications made.	Create work in teams, combined with moments of self-reflection, essential to develop the ability of understanding different perspectives.	Promote a positive environment, provide guidelines and feedback whenever needed, essential to ensure a sense of belonging.

Figure 6 – Building blocks and tips for setting up a learning organization.

These are the five main aspects considered relevant to successfully proceed with the set up of learning organization culture in your company, being important to tailor the approach to the company's goal, activity, resources and goals. It is also vital to ensure that all company is adequately informed, aware and engaged in the activities previewed to be undertaken in the scope of the strategy.

As such, a learning organization facilitates the learning of all its members and continuously transforms itself. This means that a company, to be a learning organization, needs to evidence three main characteristics (see Figure **7.**):

Learning Environment

Open to new ideas and innovation.

Employees feel comfortable for express their opinion, take risks, analyze failure, challenge practices.

Learning process & practices

Organization that collects, analyze and interpret internal and external information.

Share knowledge using different methods and practices.

Use assessments to continuously improve.

Leadership

Leaders are learners themselves.

Leaders are role models, promote learning environments and implement learning processes and

Figure 7 – The three main characteristics of a learning organization.

Setting up a learning organization is an essential step for the integration of practices related to career management at the workplace, adult learning at the workplace and continuous professional development of employees. Commonly, the benefits of setting up a learning organization are (Figure 8.):

Motivated employees, meaning less turn-over → Sense of belonging and team spirit → Creativity and generation of new ideas → Knowledge transference and success → Smarter and happier employees

Figure 8 – Some of the benefits of a learning organization.

Settle practices of learning at the workplace

Having a learning organization culture can be an important step to settling learning practices at the workplace, meaning fostering an environment and opportunities allowing employees to learn while working or at the workplace[8]. You are probably wondering why learning at the workplace is **so important to companies?** Mostly to answer to two challenges resulting from the demographic changes, the flexibility of the labour market and the 5th industry (r)evolution, in particular, the need for:

- Continuous learning of employees, leaders and managers
- Ensuring higher adaptability of the workforce

Additionally, by ensuring learning at the workplace, companies will also contribute to value the:

- **Workplace as the privileged context of learning**, where the actual and future jobs are shaped and the employees' skills are raised throughout their lifespan
- **Employees' development** at the personal, economic and social well-being levels
- **Companies' profit**, because learning contributes to its competitiveness, innovation and motivation of the workforce
- **Societal well-being and progress**, once the increased participation in learning is a driver to economic, civic and social fairness and equality

The document "Career Guidance and Learning in SMEs"[9] also produced by the GrowINg partnership presents the importance of adult learning and how it is possible to promote adult learning at the workplace. Among the ideas and strategies mentioned is the one proposed by the e-Education and Training 2020 Working Group on Adult le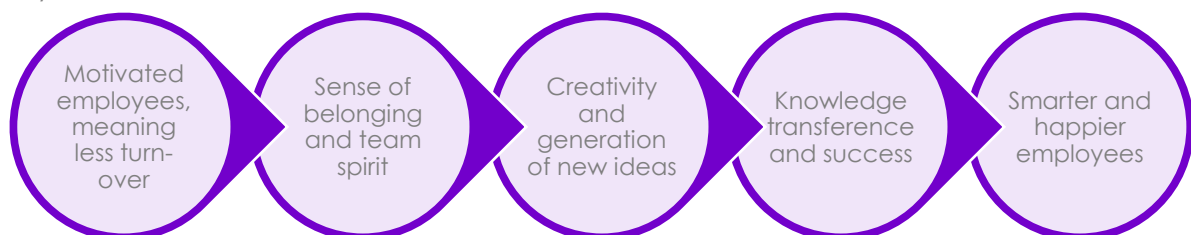arning in the report "Promoting adult learning in the workplace"[10]. According to this report, an effective policy to ensure adult learning at the workplace, is crucial to consider 10 main aspects (identified as building blocks) (see Figure 9).:

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[8] European Union. 2018. "Promoting adult learning in the workplace – Final report for the ET 2020 Working Group 2016-2018 on Adult Learning". Available here.
[9] GrowINg partnership. (2020). Career Guidance and Learning in SMEs. Available online here.
[10] European Union. 2018. "Promoting adult learning in the workplace – Final report for the ET 2020 Working Group 2016-2018 on Adult Learning". Available here.

1. Adoption of a learning culture supporting career-long learning by employers	2. Learners on a lifelong learning path (recognition of previous competences; career guidance and support)	3. Assure the establishment and maintenance of cooperation between all stakeholders	4. Assure the coordination and effective management of the working and cooperation between all stakeholders
5. Assure a clear and understandable communication with and between all stakeholders	6. Show the cost-benefit of investing in learning in the workplace	7. Learning aligned with learners' needs	8. Learning in the workplace overcome employers' and companies' needs
	9. Assure the high-quality of the learning provided in the workplace	10. Set up effective monitoring and evaluation systems to assure quality	

Figure 9 – Building blocks for effective policies for adult learning at the workplace as defined by the ET 2020 Working Group.

As such, this document can be used by companies to settle practices of learning at the workplace. Some additional information about this topic can be found in the document "Framework for Learning at the Workplace"[11] produced by the GrowINg partnership, as well.

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[11] GrowINg partnership. (2021). *Framework for Learning at the Workplace*. Available online here.

What about employees' entrepreneurial mindset?

More than ever, companies need to invest in the capacitation of employees, allowing them to be the best professional they can be. The success, progress and learning of employees depend on their personality and commitment for sure. Still, companies can have a crucial role in creating the proper environment and opportunities, fostering their development and growth. One of the options can be by strengthening employees' entrepreneurial mindset, a goal to which the GrowINg project can contribute.

So, to what are we reporting to when we mention "employees' entrepreneurial mindset"? It is widely known that those with an entrepreneurial mindset tend to (see Figure 10):

Figure 10 – Main characteristics of a person with an entrepreneurial mindset.

As such, an employee with an entrepreneurial mindset has some relevant characteristics that can benefit the company, as well, as it allows them to be action-oriented, highly engaged and resilient, solution-oriented through curiosity, creativity, and critical thinking and willing to cooperate with others while working in a team. Following this idea, it seems logical that, by investing in the promotion of employees' entrepreneurial mindset, companies can contribute to the development and satisfaction of employees, for one hand, and be economically efficient and good places to work and learn, for another hand. This is why it is important to invest in employees' entrepreneurial mindsets, which can be done by strengthening their entrepreneurial skills.

The GrowINg project can support companies on this since it provides tools and resources to guide and help companies in the assessment, development and consolidation of employees' entrepreneurial skills, including the following (see Figure 11):
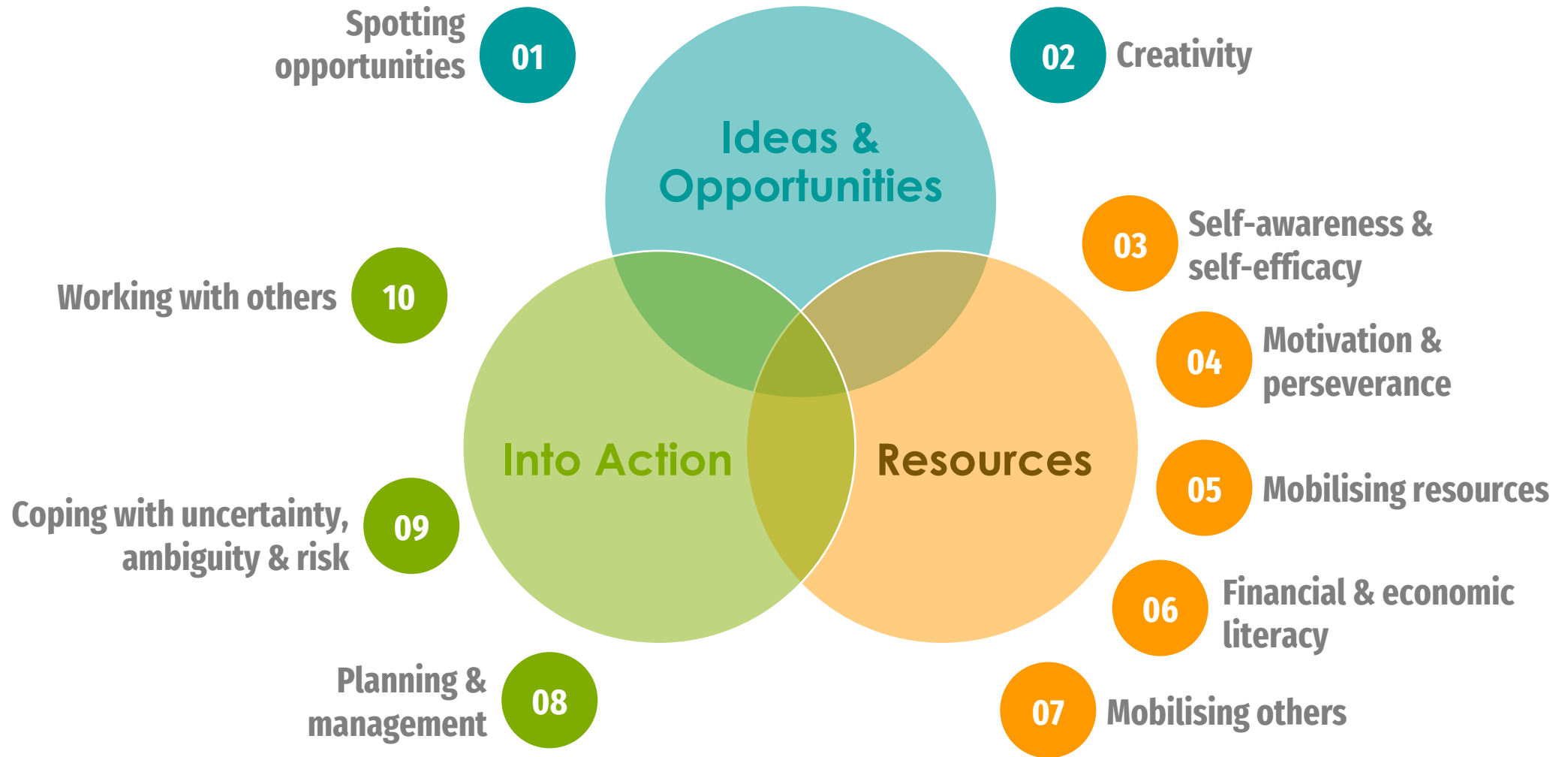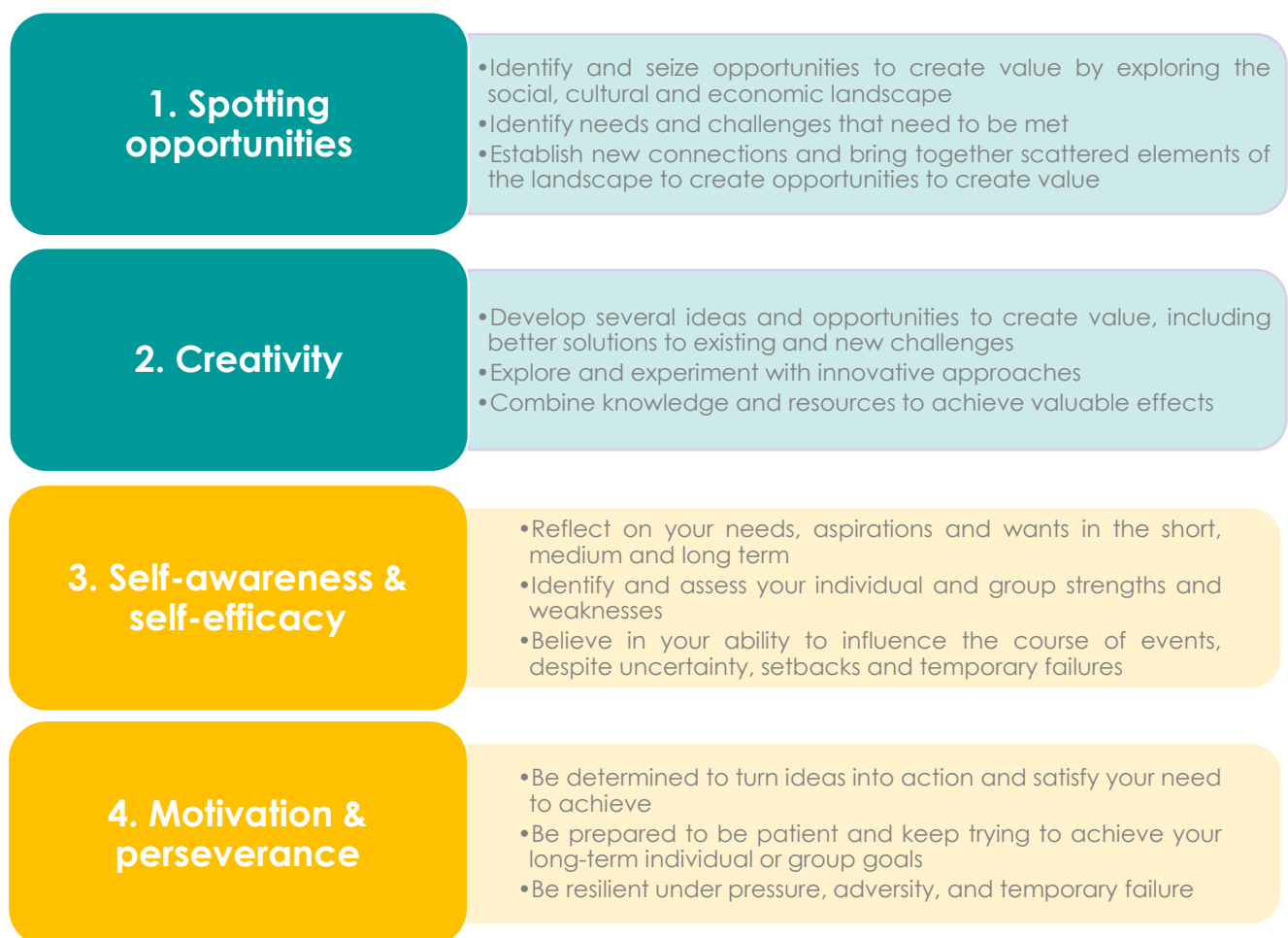
Figure 11 – Identification of the 10 competences suitable to be assessed and developed with the GrowINg entrepreneurial tools.

As it can be seen in Figure 11, the GrowINg entrepreneurial tools focus on 10 main entrepreneurial skills. These skills can be grouped into three main areas 'Ideas and Opportunities', 'Resources' and 'Into Action'. These areas and competences are part of the conceptual model introduced in the *EntreComp: The Entrepreneurship Competence Framework[12]*, and are related to:

- **Ideas and Opportunities -** Ability to spot and create new opportunities and ideas.
- **Resources -** Ability to identify, reach or mobilize resources to put ideas and opportunities in motion
- **Into Action -**Ability to concretize the ideas and opportunities spotted or defined.

As for the competences, the GrowINg partnership selected 10 of the 15 presented in the EntreComp framework, based on the results collected throughout the study performed at the beginning of the project[13].

According to the project approach, the 10 competences can be understood as follow (see Figure 12):

1. Spotting opportunities	•Identify and seize opportunities to create value by exploring the social, cultural and economic landscape •Identify needs and challenges that need to be met •Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
2. Creativity	•Develop several ideas and opportunities to create value, including better solutions to existing and new challenges •Explore and experiment with innovative approaches •Combine knowledge and resources to achieve valuable effects
3. Self-awareness & self-efficacy	•Reflect on your needs, aspirations and wants in the short, medium and long term •Identify and assess your individual and group strengths and weaknesses •Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
4. Motivation & perseverance	•Be determined to turn ideas into action and satisfy your need to achieve •Be prepared to be patient and keep trying to achieve your long-term individual or group goals •Be resilient under pressure, adversity, and temporary failure

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[12] European Commission (2021). *The European Entrepreneurship Competence Framework (EntreComp)*. Accessed on the 3rd of November 2021, on: https://ec.europa.eu/social/main.jsp?catId=1317&langId=en.
[13] To know more about the study, please check the document produced by the consortium *Career Guidance and Learning in SMEs*, here; to know more about the process of selection, please check the *GrowINg Research Matrix*, here.

5. Mobilising resources	•Get and manage the material, non-material and digital resources needed to turn ideas into action •Make the most of limited resources •Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
6. Financial & economic literacy	•Estimate the cost of turning an idea into a value-creating activity •Plan, put in place and evaluate financial decisions over time •Manage financing to make sure your value-creating activity can last over the long term
7. Mobilising others	•Inspire and enthuse relevant stakeholders •Get the support needed to achieve valuable outcomes •Demonstrate effective communication, persuasion, negotiation and leadership
8. Planning & management	•Set long, medium and short-term goals •Define priorities and action plans •Adapt to unforeseen changes
9. Coping with uncertainty, ambiguity & risk	•Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes •Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing •Handle fast-moving situations promptly and flexibly
10. Working with others	•Work together and cooperate with others to develop ideas and turn them into action •Network •Solve conflicts and face up to competition positively when necessary

Figure 12 – Short description of the 10 entrepreneurial competences addressed by the GrowINg tools.

ASSESSING EMPLOYEES' ENTREPRENEURIAL SKILLS

Create opportunities for employees to master the art of self-assessment!

Growing

What is the entrepreneurial self-assessment tool?

The entrepreneurial self-assessment tool is an **online questionnaire** comprising **45 statements**, structured to allow employees to know their **level of proficiency of 10 entrepreneurial skills** (see Figure 13)[14]:

Spotting opportunities	Creativity	Self-awareness and self-efficacy	Motivation and perseverance	Mobilising resources
Financial and economic literacy	Mobilising others	Planning and management	Coping with uncertainty, ambiguity and risk	Working with others

Figure 13 – Identification of the 10 competences that can be assessed with the GrowINg tool.

The questionnaire is meant to be filled in individually. It requires self-reflection about the scenarios provided in the statements and enables employees to assess themselves, make corrections quickly and improve their abilities. Additionally, as a self-assessment, will also allow:

A higher level of employees' engagement and commitment in the assessment and strengthening of the skills

To reinforce employees' self-awareness and self-knowledge

To increase employees' self-confidence and trust

A better match between employees' skills and occupation competences required

To plan and implement strategies related to career guidance and capacitation of employees

Figure 14 – Benefits of the self-assessment strategies.

The online entrepreneurial skills self-assessment tool is available in English, Portuguese and Greek and can be accessed through this link: http://growing-project.eu/self-assessment-tool/.

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[14] To know more about entrepreneurial skills and these competences go to the section "What about employees' entrepreneurial mindset?" of the 2nd chapter of this document.

How is the tool structured?

The online entrepreneurial skills self-assessment tool was designed to be used by Small and Medium Enterprises (SMEs) and by any individual (see Figure 15):

SMEs
- Will be able to learn more about the entrepreneurial skills of their current or potential future employees guiding them towards the development of the skills most needed

INDIVIDUALS
- Will be able to know the level of proficiency of their entrepreneurial skills, enhancing their capacity building
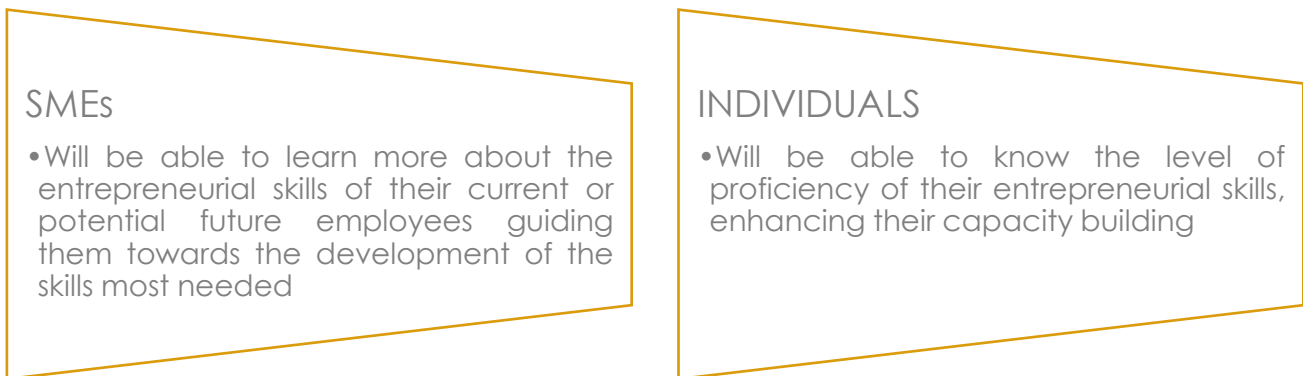
Figure 15 – Who can benefit from the online entrepreneurial skills self-assessment tool and how.

As the EntreComp framework, the tool is structured in three main areas: Ideas and Opportunities, Resources and Into Action (see Figure 16):

Ideas & Opportunities	Resources	Into Action				
Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7

Figure 16 – Printscreen of the three areas in the tool

The number of competences and correspondent statements in each area is different, as it can be seen in Figure 17:

Area	Nr. competences	Nr. statements
Ideas and opportunities	2	9
Resources	5	21
Into Action	3	15
TOTAL	10	45

Figure 17 – Number of competences and statements per area in the tool.

By answering the questionnaire, companies and employees will be able to assess the level of proficiency of employees related to a certain competence from level 1 to level 4 (see Figure 18):
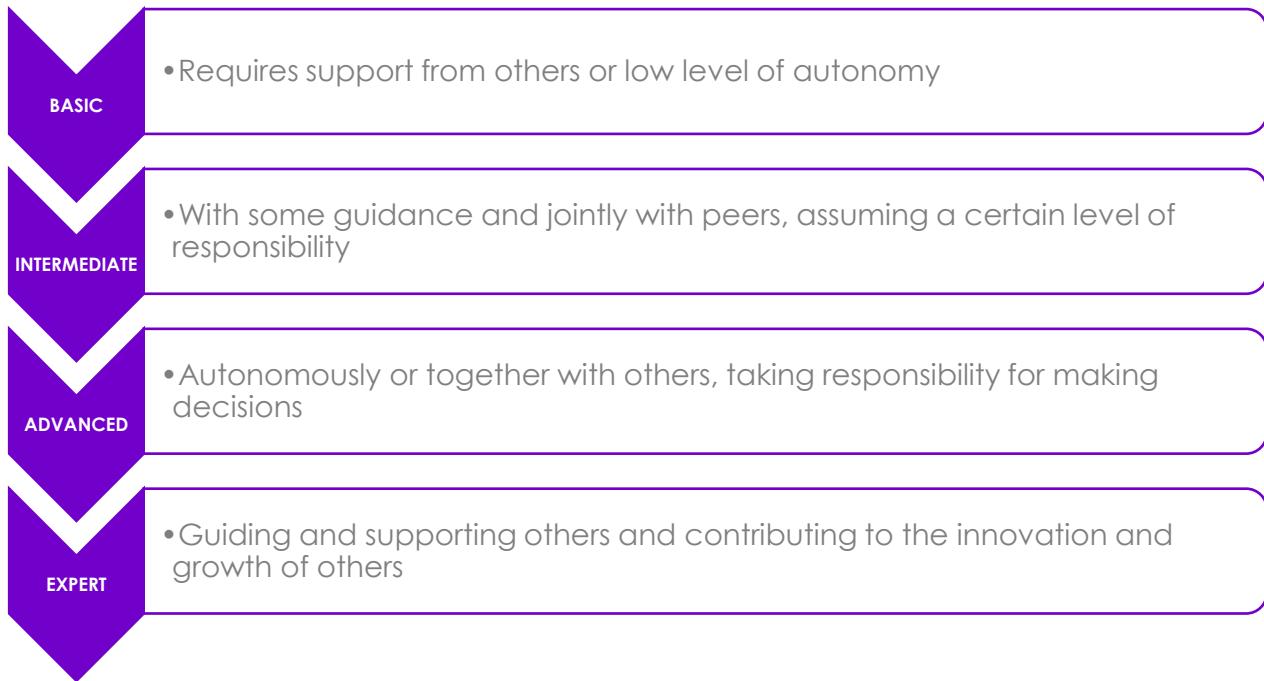

BASIC	•Requires support from others or low level of autonomy
INTERMEDIATE	•With some guidance and jointly with peers, assuming a certain level of responsibility
ADVANCED	•Autonomously or together with others, taking responsibility for making decisions
EXPERT	•Guiding and supporting others and contributing to the innovation and growth of others

Figure 18 – Characterization of the levels of proficiency of entrepreneurial skills as defined in the tool.

This means that for each statement, employees will have 4 possible answers and will need to select the one that better describes their level of proficiency. Each of the possible answers corresponds to one of the levels mentioned above but are randomly organised, and the position shifts every time employees open the questionnaire.

7 - Defining problems and looking for solutions

○ I can contribute to or define the problem working alone or as a part of the team	○ I am courious and willing to explore problems from different perspectives to find the multiple solutions	○ I can define problem, find solutions and implement them using various creative techniques	○ I can guide and show others how to use different methods, techniques and strategies when defining and solving problems

Figure 19 – Example of a statement and the four levels of proficiency15.

After answering the 45 questions, employees can submit the questionnaire and access the results and some guidelines to improve their level of proficiency, if needed.

This tool is essential to define personal and companies' strategies, practices, and opportunities to promote and/or reinforce the 10 entrepreneurial skills mentioned earlier.

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15 The levels of proficiency are mixed and appear always in a different position.

How to use the tool?

The tool is available through the link http://growing-project.eu/self-assessment-tool/ and is possible to access through as on the two following users/profiles:

- Individual
- Company

The registration and access to the tool are similar for both profiles, but there are some differences between both.
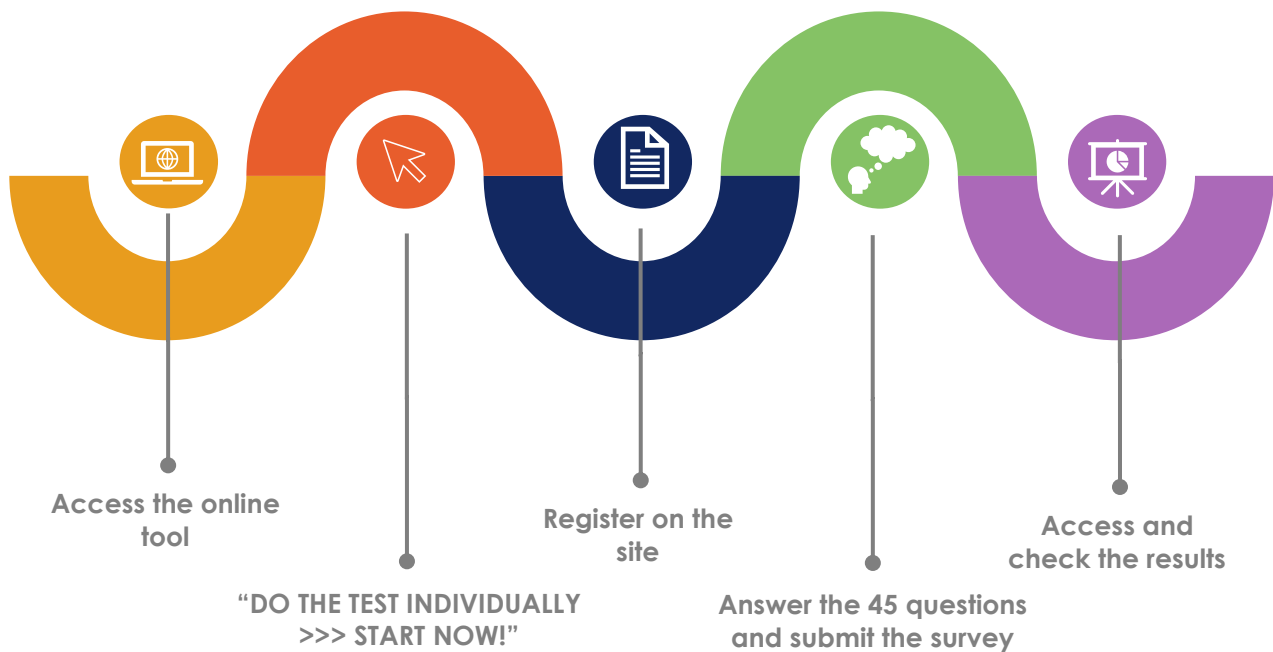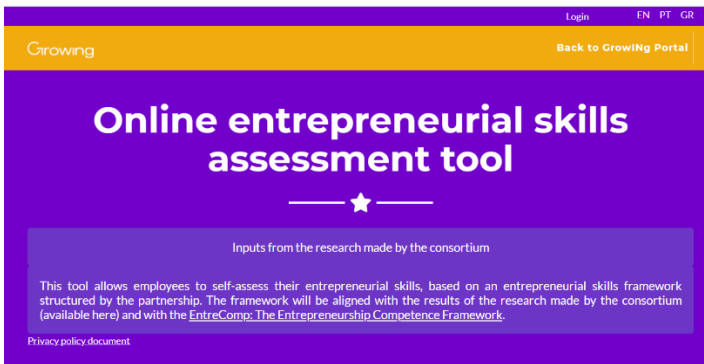
Individual user/profile

Access the online tool

"DO THE TEST INDIVIDUALLY >>> START NOW!"

Register on the site

Answer the 45 questions and submit the survey

Access and check the results

Figure 20 – The five steps to be done in the individual user/profile.

1. **Access the online tool through the link** http://growing-project.eu/self-assessment-tool/.

You can select the language you would like to use at the top of the page: English, Portuguese or Greek.

On the home page, you will find a brief presentation of the tool with some instructions on how to use it.

2. **Click on the "DO THE TEST INDIVIDUALLY >>> START NOW!" button**

If you want to start answering the questionnaire individually to know your skills or just check the tool, please click on the bottom as

illustrated in the figure. Please note that you cannot record your answers to keep answering later when using "individual access". You need to start and finish the questionnaire.

3. **Register on the site**
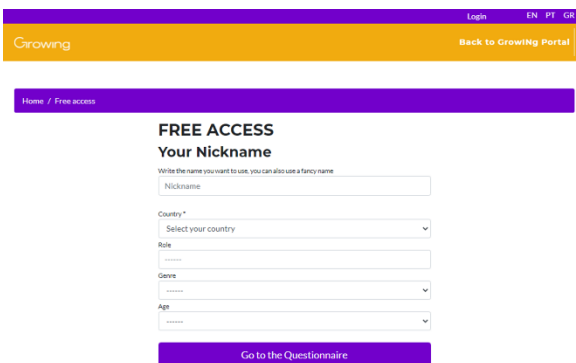
Some information is requested for statistical purposes, including:

• Name or nickname

• Country

• Role

• Gender

• Age

4. Answer the 45 questions on the survey by choosing the statement that best suits you

- **Select the answer by clicking on it >>>** You don't need to click in the bullet, just in the rectangle
- **On the top, you can check the area and question you are >>>** In the figure you can see that the employee is in the area "Resources" and "Question 10"
- **You can proceed by clicking on the arrow on the right or the button "Next question" >>>** You can also go back without missing information by clicking the arrow on the left or the button "Previous question". Alternatively, the individual can also click on the top bar that displays the number of questions to go to a specific one.
- **At the bottom, it is displayed a bar that shows the progress (in percentage) in the questionnaire >>>** In the figure, you can see that the employee already answered 22% of the questionnaire
- **Please note that you cannot record the answers and proceed with the questionnaire in another day**

After answering the 45 questions, please click on "Finish" to submit the questionnaire.

31

A box will appear to confirm that you want to submit: click on "OK" in case of yes.
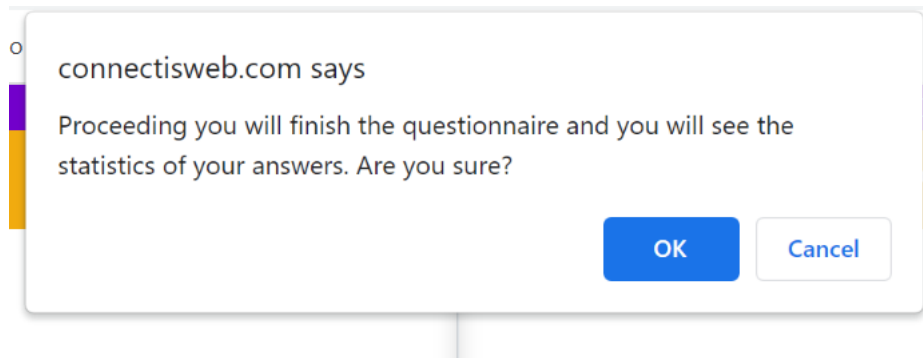
5. Access and check the results

After submitting, you can get the results by clicking "Go to see the results".
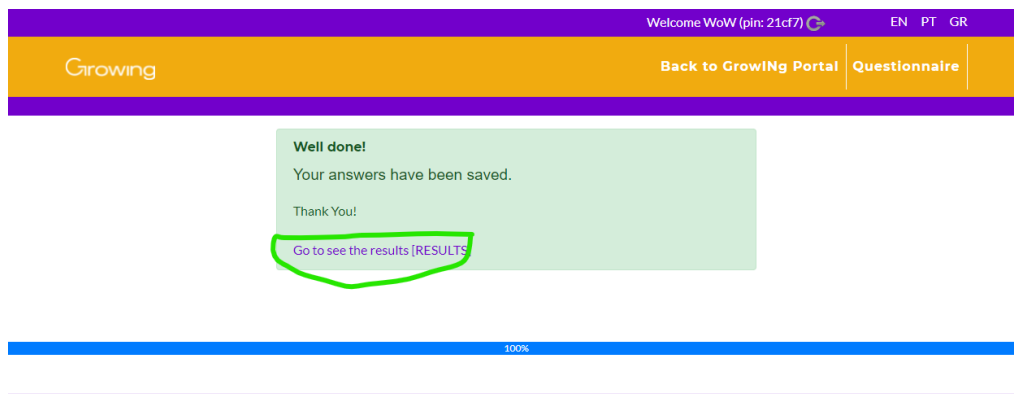
A page displaying the individual results will appear in three charts:

User Stats

The first chart displays the comparison between the individual results and the average of all users that have done the tool.

The second chart displays the results for each competence with a pie chart graphic.
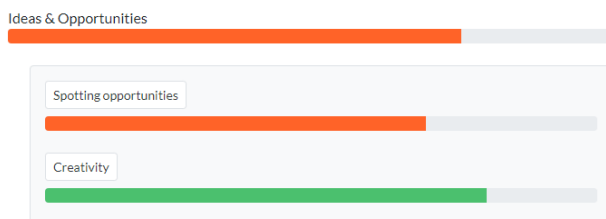
After these charts, it also includes full detailed information about the level achieved in each competence, displayed when clicking the name of the competence.

The individual results can be exported in excel or saved as a pdf (through the "print this page" button).
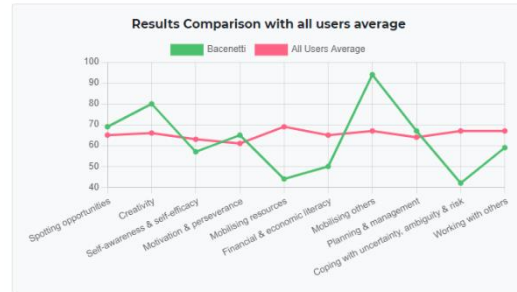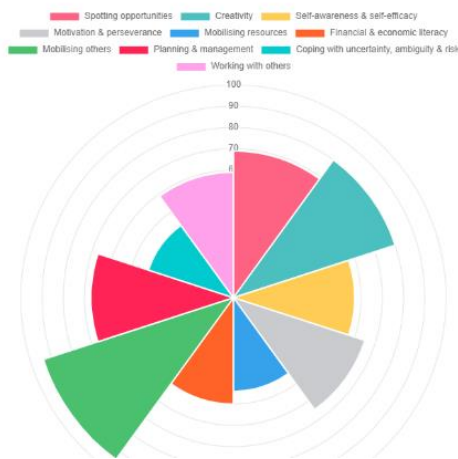

	A	B	C	D	E	F	G	H	I	J	K	L
1	Result of Bacenetti											
2												
3	Spotting c	Creativity	Self-awar	Motivatio	Mobilising	Financial	Mobilising	Planning	Coping wi	Working with others		
4	69	80	57	65	44	50	94	67	42	59		
5												
6												
7	Result of all Users											
8												
9	Spotting c	Creativity	Self-awar	Motivatio	Mobilising	Financial	Mobilising	Planning	Coping wi	Working with others		
10	65	66	63	61	69	65	67	64	67	67		
11												
12												
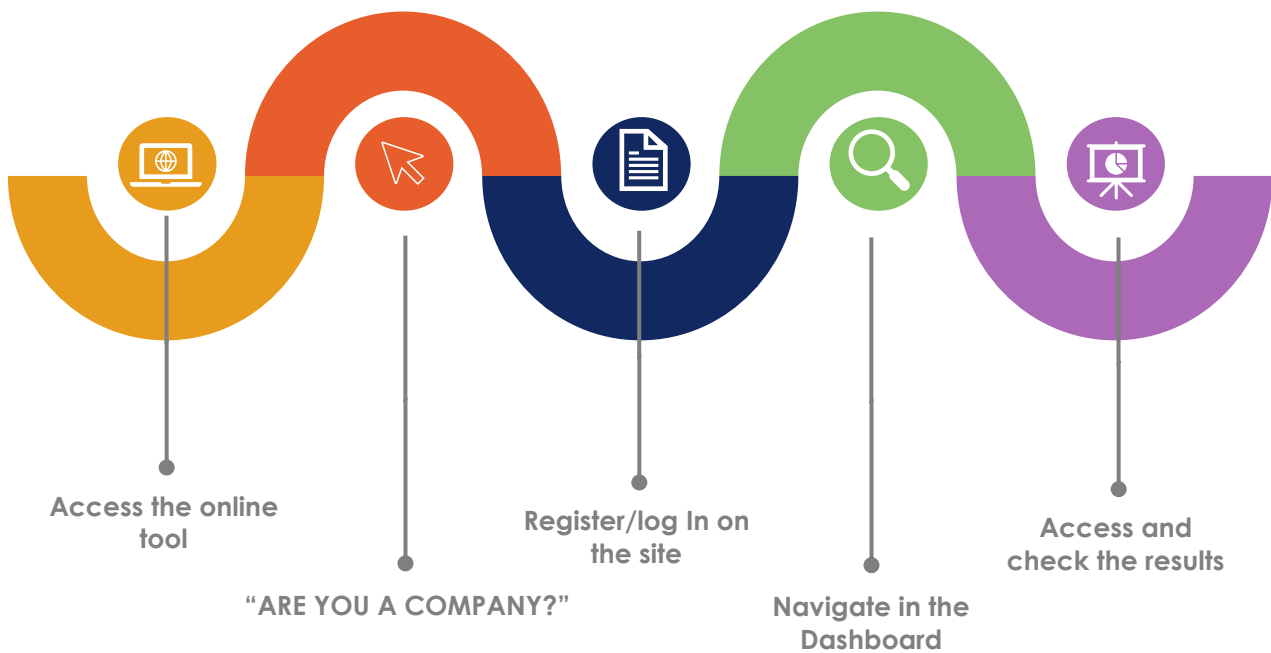
Figure 21 – The five steps to be done in the company user/profile.

1. **Access the online tool through the link** http://growing-project.eu/self-assessment-tool/.
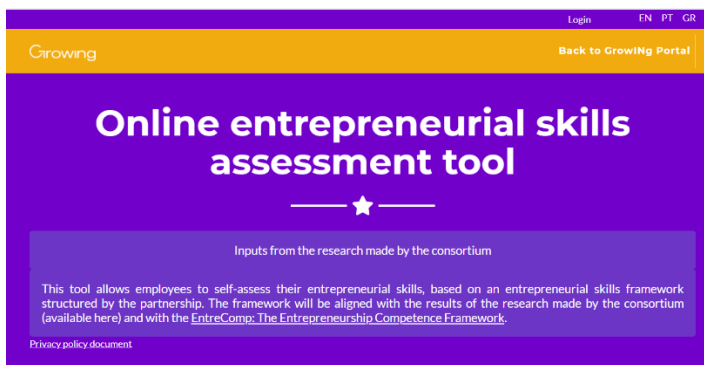
You can select the language you would like to use at the top of the page: English, Portuguese or Greek.

On the home page, you will find a brief presentation of the tool with some instructions on how to use it.

2. **Click on the "ARE YOU A COMPANY?" button**

If you want to see your employees' results, click this button. When a new page opens, you will have three options.
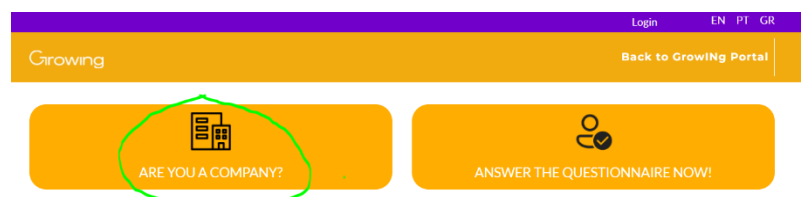
3. Register/Log In on the site

➤ In case the company is not registered yet

Click on the "Are you a Company and not a Member Yet?" button.

Proceed to the company registration by providing some information about the company and the contact person, such as:

- Company
  - o Name
  - o Country
  - o Size
  - o Sector
- Contact Person
  - o Name
  - o Surname
  - o Function
  - o Email Address
  - o Password

Before signing up, it is necessary to check the boxes confirming that the company is legally established in the country identified, that you have legal authorization to proceed with the registration of the company and that you agree to the privacy policy set out, which governs the use of the tool platform. After this, you just need to click on the "Sign Up" button.

➢ In the case you already have an account created

Log in with the chosen email and password: enter your email address and password and click on the purple button saying "Log In".

➢ In case you forgot the password,

Click on the "forgot your password" button.

Enter the email address and do the small antispam test. In this case, the antispam test is the calculation "17 + 5 = …" and so, you just need to write the correct number. Then, click on "send password" and access your email to recover the password.

4. Navigate in the Dashboard
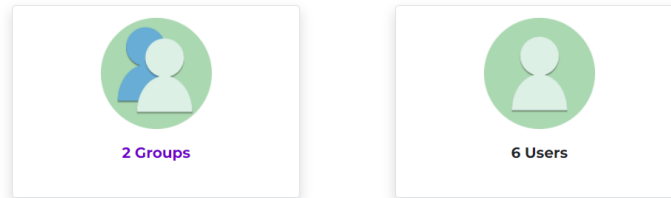
Once your company is registered, you will have access to a dashboard that shows you the number of users (that correspond to your employees) and groups (that can be, for example, the different departments) from your organization that are registered on the site.

By clicking on "groups", you will be able to manage the groups you created, as well as add new ones, by clicking on "Insert New Group". You just need to insert the name and the expiry date, which corresponds to the deadline until your employees can answer the survey. This can be changed at any time by clicking on the yellow button saying "Edit".
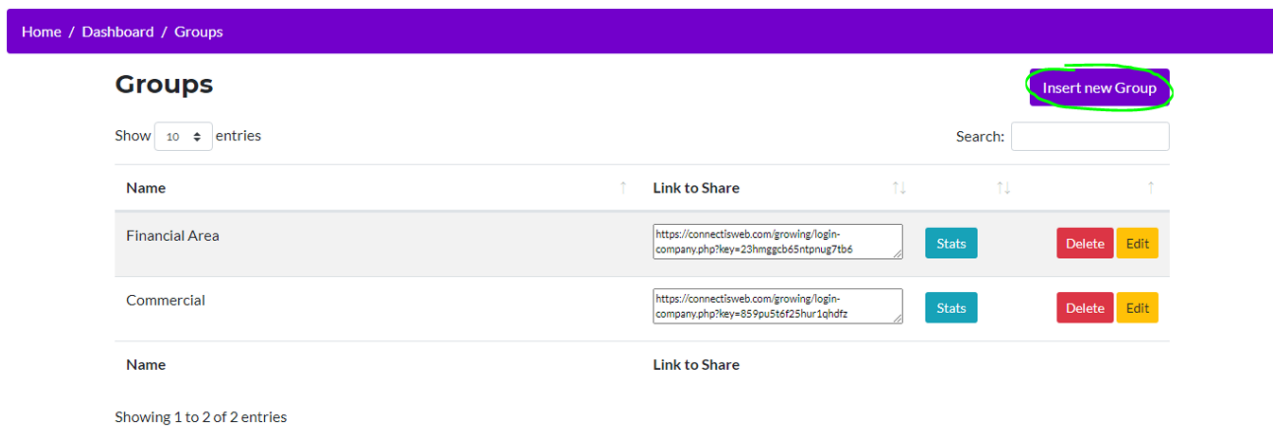
You can generate a link for the tool to be shared with your employees, and it is possible to generate a different link for each group. Each link can also have a deadline (the "expiry date"), after which it won't work again. For that, you only need to copy the "Link to Share" and send it to your employees. Your employees will have access to a page similar to this.

Access for "Commercial"

Home / Access by "Mentortec"

Name

Surname

Go to the Questionnaire

5. Access and check the results

To access the results per group, you click on "Stats".

Commercial | https://connectisweb.com/growing/login-company.php?key=unvrhf53hr3dug266sv6 | Stats | Delete | Edit

Afterwards, you will have access to a page that displays the general results of all of your employees (so it will be the average results), as well as the individual results of each employee. To select the individual results, click on "See All" and select the employee you want to analyse.

Stats EntreComp Areas - "Commercial"

2 users finished the questionnaire

Select a user from those who finished the questionnaire to see the statistics for him only:

See all
See all
João Silva
Joana Costa

Full details

Ideas & Opportunities

Spotting opportunities

Creativity
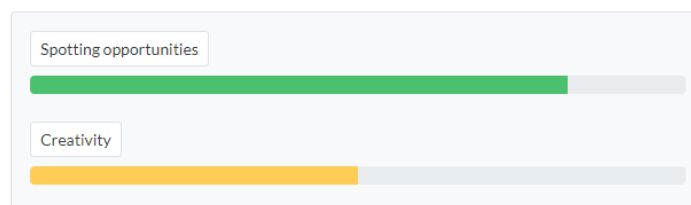
When analysing results individually, it will show two charts, one comparing the individual results with the average of the group and another comparing the individual results with the average of all users.
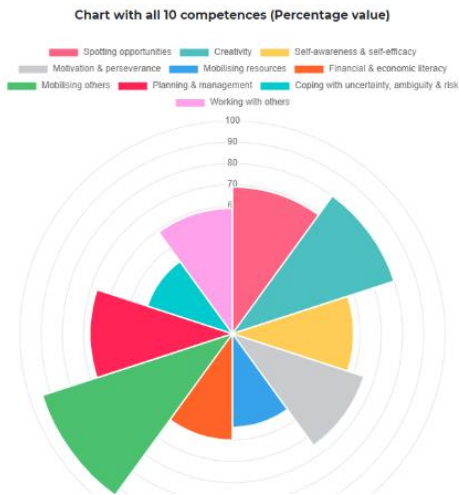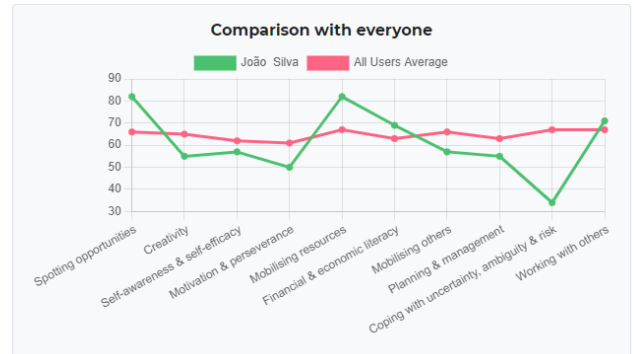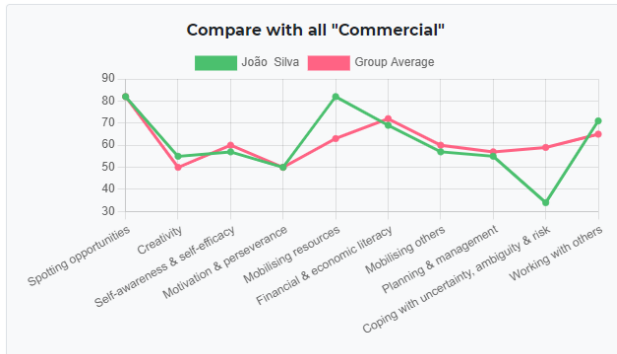
A third chart will appear, displaying the results for each competence with a pie chart graphic.

After this, it also includes full detailed information about the level achieved in each competence, displayed when clicking the name of the competence.
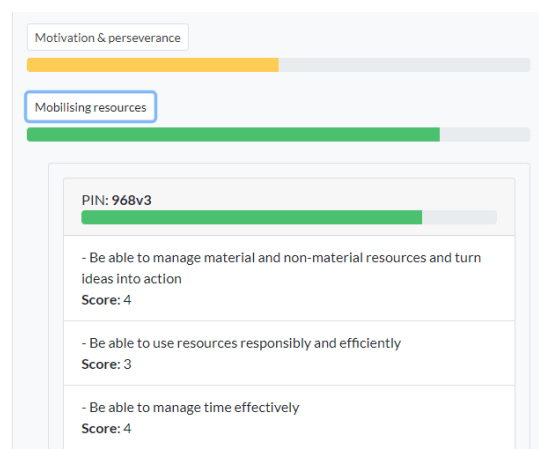
How to understand and use the results?

The results are displayed in three formats:

CHART WITH ALL 10 COMPETENCES	FULL DETAILS	COMPARATIVE RESULTS
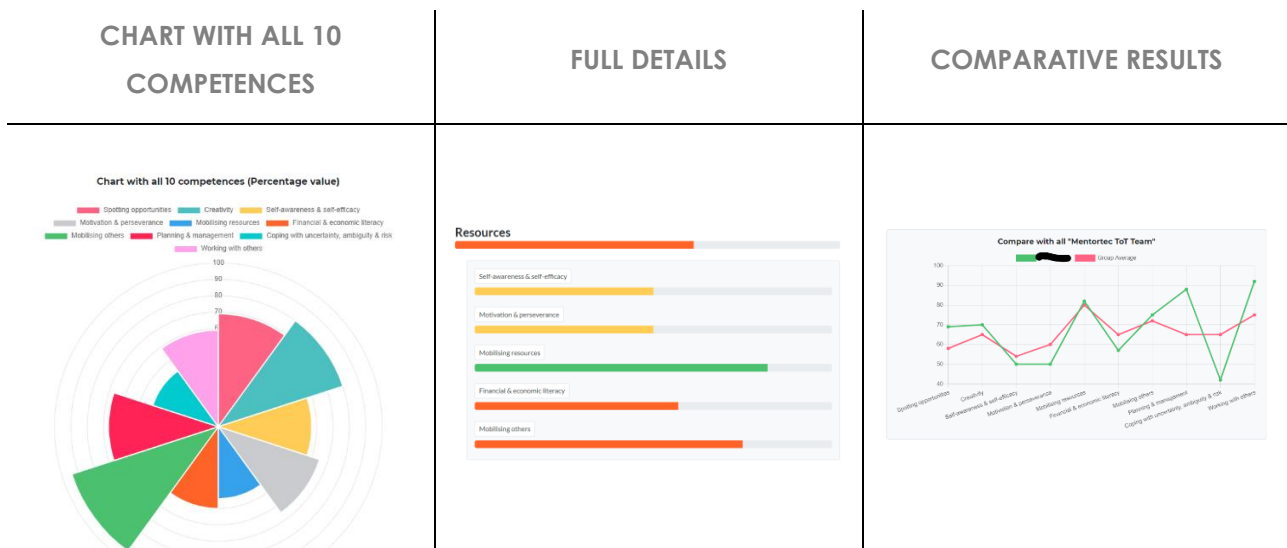
Chart with all 10 competences
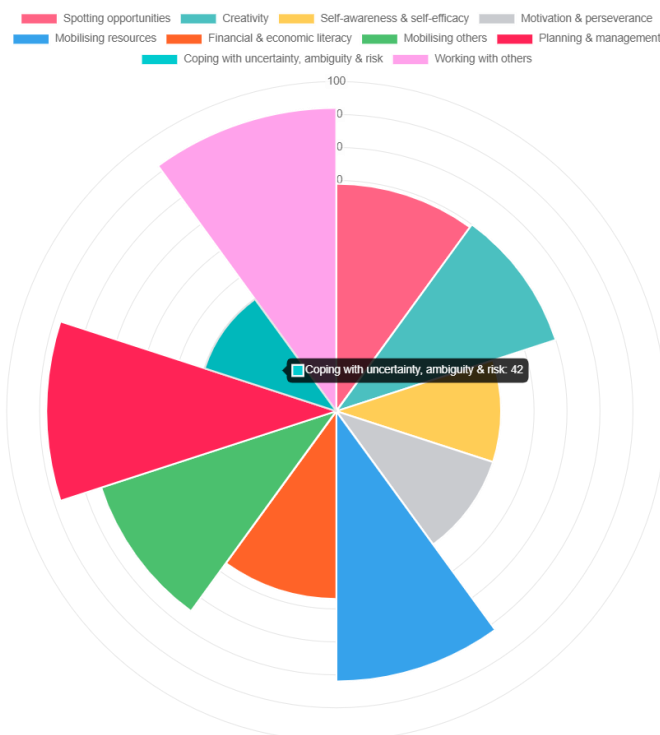
This chart provides a global overview of the level of proficiency of the competences in percentage (%).

Each colour corresponds to competence as identified in the legend. For example, in Figure 22. "grey" is "Motivation and perseverance".

When having the cursor in a specific colour is possible to check the %. In Figure 22, for example, the percentage related to the competence "coping with uncertainty, ambiguity and risk" is 42%.

Figure 22 – Example of the chart with 10 competences.

Full details of the results

The results are shown per the:

- 🌀 3 areas of competence - Ideas and Opportunities, Resources and Into Action
- 🌀 10 competences - spotting opportunities, creativity, self-awareness and self-efficacy, motivation and perseverance, mobilising resources, financial and economic literacy, mobilising others, planning and management, coping with uncertainty, ambiguity and risk and working with others.
- 🌀 Different criteria define competence.
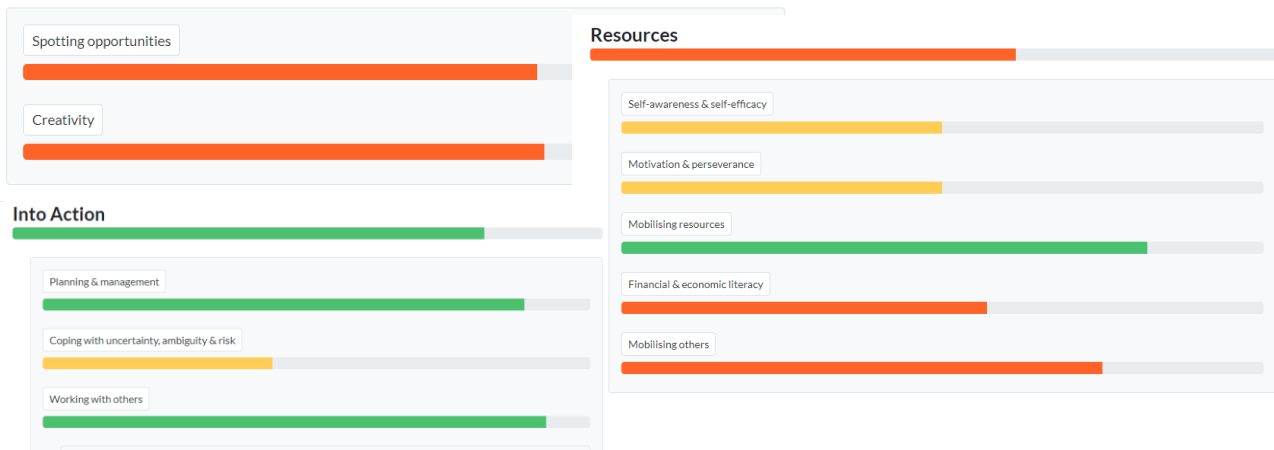
Figure 23 – Example of the full details when accessing the results per area and competence.

When clicking on the competence is possible to check the level of proficiency per each one of the criteria defining the. For example, in Figure 24., in the competence "working with others," the employee revealed a level 3 of proficiency in "Tolerance and openness towards people with different characteristics, opinions and worldviews", meaning that he/she has an advanced level of proficiency in this criteria.

Figure 24 – Example of the full details when accessing the results per criteria of the competences.

Comparative results

In the case of individual users/profiles, the results can be compared with the average of the professionals who answered this questionnaire.

User Stats
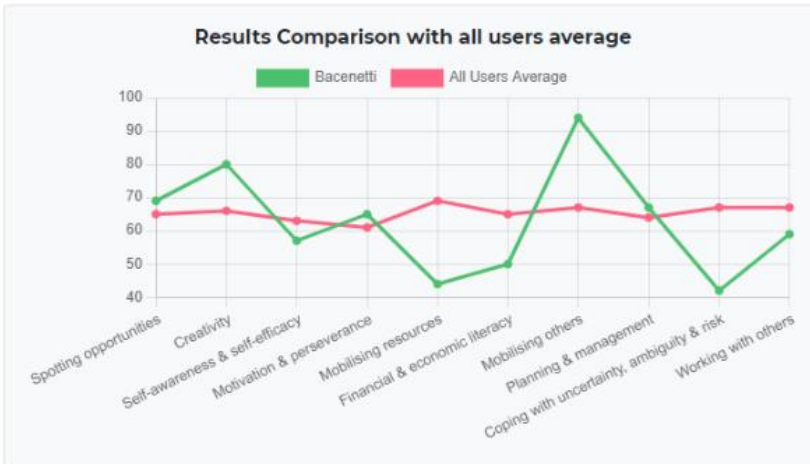
Figure 25 – Example of the comparative results for individual user/profile.

In this chart, the results appear per competence and in percentage (%). The green line is related to employees' results and the pink one to the average results from all people who answered the questionnaire. From Figure 25., for example, the results of the employee related to the competence "Creativity" is above the average of all results; and the results of the employee related to the competence "Mobilising resources" is below the average of all results.

When having the cursor in each is possible to check the %.

In the case of a reply as a group/team in a company, it is possible to compare the results with the average of the elements of the group/team and the average of the results from all people that answered the questionnaire (see Figure 26):
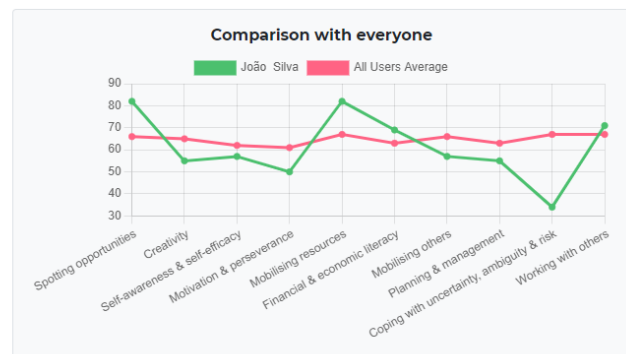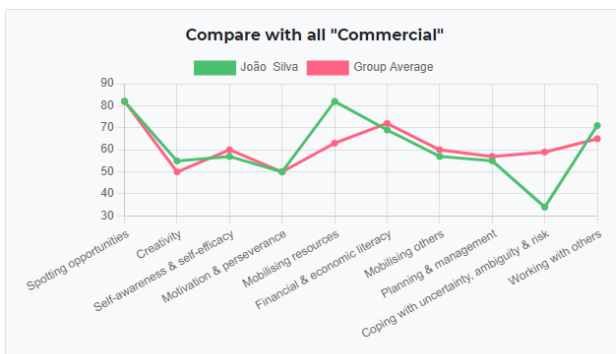
Figure 26 – Example of the comparative results for company user/profile.

The interpretation of the results, in this case, is similar to the individual user/profile.

43

Understanding the colours, percentages and levels

In the three cases, the results are shown using colours, percentage or level achieved, correspondent to the employee's level of proficiency in the area, competence or criteria in analysis. The correspondence between colours, percentage, or level with the level of proficiency is as follows:

0% to 25% **Red** **Basic**	• The emplyee reveals the ability to use competence when having adequate support from others. Nevertheless, it is important to reinforce the competence allowing the individual to be more autonomous at this level.
26% to 50% **Orange** **Intermediate**	• The employee is able to use the competence while cooperating with peers or benefiting from some guidance, assuming a certain level of autonomy. However, it is necessary to strengthen this competence to be able to assume a higher level of responsibility.
51% to 75% **Yellow** **Advanced**	• The employee is able to use the competence autonomously or together with others, taking responsibility for making decisions. Having the opportunity of reinforcing this competence, the individual will be able to guide and support others as well.
76% to 100% **Green** **Expert**	• The employee is able to use the competence autonomously and to guide and support others, contributing to their innovation and growth. Excellent!

Figure 27 – Interpretation of the percentages, colours and levels of proficiency when checking the results.

PROMOTING EMPLOYEES' ENTREPRENEURIAL SKILLS

Be a pioneer on lifelong career guidance and growth!

Growing

Overview of initiatives proposed in the handbook

The online self-assessment tool is complemented with 45 activities identified and explicitly prepared to support companies in developing and consolidating employees' entrepreneurial skills. For each of the 10 competences approached, there are 4 or 5 activities presented in this handbook that companies can select and implement in their workplace.

Table 1, identifies all the activities presented, identifying the type of activity, duration, competence approach and a short description. In this way, companies can easily identify and select the activities more suitable to their context. Following in the table is possible to find the full description of each activity and the worksheets that can be used to prepare and implement the activities at the workplace. To facilitate the search, you can click on the activity's title and go directly to the correspondent page.

Nr.	Title	Type	Duration	Competence	Short description
1	**Image insights**	Training session	2h	Spotting Opportunities	It consists of assigning participants in groups to brainstorm about possible new ventures inspired by everyday life scenes. This is a training session from which they can learn to pay attention and spot opportunities. There is no limit to the number of participants, as long as each group consists of 3-4 people.
2	**Alternate uses**	Training sessions	30 minutes	Spotting Opportunities	The teams should consist of 4-5 people, and each team will have an expert whose goal is to come up with innovation from random nouns shouted by the others. It is a great way to help your group think on their feet and creatively solve problems.
3	**Draw this**	Practice	45 minutes	Spotting Opportunities	This activity requires participants to speak and practice teamwork, working with their colleagues to acquire the missing information. Once they have learned the information from their colleagues, they can fill the "gap" and complete the task or activity by replicating a drawing of an image the partner is describing. The expected number of participants is approximately 20 people.
4	**Context developing**	Training session	45 minutes	Spotting Opportunities	Randomly assign participants into groups of 3 or 4. Give them 5 minutes to think of an expression and write it on the board. After this, they should come up with situations where the expression would be inappropriate or likely to occur. This activity helps participants to communicate and learn how to work in a team.

Nr.	Title	Type	Duration	Competence	Short description
5	**Unleash your creative mind**	Workshop and a follow-up meeting	1h30	Creativity	This is a group activity composed of main 5 steps designed to develop ideas and proposals of solutions as well as enhance creativity skills through the use of mind maps.
6	**Brainwriting**	Workshop	1h	Creativity	This is a group activity composed of main 5 steps designed to develop ideas and proposals of solutions as well as enhance creativity skills through the use of the brainwriting technique.
7	**6 thinking hats**	Workshop	1h30	Creativity	This is a group activity composed of main 4 steps designed to improve problem identification and problem-solving as well as creativity skills.
8	**I am a creative thinker!**	Workshop	2h	Creativity	This is a group activity composed of the main 7 steps designed to encourage employees' creative and innovative thinking when developing new products, services, or processes using the SCAMPER method.
9	**I am an innovator!**	Workshop	1h30	Creativity	This is a group activity composed of main 6 steps designed to encourage employees creative and innovative thinking by designing innovative "mash-up" concepts.
10	**The winning lottery ticket**	Training session	30 minutes	Planning and management	Randomly assign participants into groups of 4 or 5. Give them 30 minutes to complete the whole process and have some time in the end to discuss their experience. This 3-step activity requires participants to think about what they would do if they won $20 million, $10 million and $5 million, and is great for getting people to start the training session creativity and for breaking down any barriers in terms of training room atmosphere, especially when the participants are new to each other.
11	**Establish an overview**	Training session	45 minutes	Planning and management	Randomly assign participants into groups of 2-5. This 4-step activity is great for getting people to start the training session and enhancing creativity and planning, delegating correctly and creating systems that serve participants' needs. There is no limit to the number of participants as long as the duration of the activity is appropriate.
12	**Sustainable strategy**	Meeting	8h	Planning and management	This activity is essentially an extensive discussion on how to create a sustainable business plan and how to achieve your company's goals. There is no need to assign participants into groups. This activity will help participants feel comfortable speaking in front of others and expressing their views. Also, listening to the opinions of others will allow them to enrich their knowledge and see things differently.
13	**Define your priorities**	Meeting	1h	Planning and management	Have your team self-identify the most important tasks and projects they should spend their time on, in priority order, from most to least important. Produce a tool they can use to periodically self-assess

Nr.	Title	Type	Duration	Competence	Short description
					whether how they spent their time was how they had intended to. This activity helps participants set priorities. Starting from their daily routine and having a relaxed discussion about their habits, you can continue the discussion on a more professional level. This can help us see how our personal choices can be helpful in a job.
14	**A well-oiled machine**	Meeting	1h	Planning and management	Assign participants into groups of 2-5 and discuss some topics. You will hear so many different opinions about managing and monitoring business progress. Highlight strong and effective procedures and discuss the rights and wrongs. The duration of this activity is 1 hour, and the number of participants should be approximately 20 people.
15	**Adapt to change**	Meeting	1h	Planning and management	This activity helps participants realize how receptive they are to changes in their work environment. It allows them to express their opinion and share their experiences with other participants. In addition, listening to the views of others allows them to learn and possibly revise certain things. It consists of two groups: managers and employees, in which groups discuss different points of view regarding specific issues.
16	**Team updates**	Meeting	1h to 1h30	Working with others	This practice combines presentations about the next joint goals of the SME, discussions, brainstorming and exchanges of ideas. It can also be considered as a "room" for problem-solving and team-building activities.
17	**Leading a team-building workshop**	Practice	2h	Working with others	This practice consists of two main phases (a) one preparatory phase before the session and (b) the implementation of the training session. It can involve up to 12 members. The facilitator should use an online application, such as a slide or Kahoot to prepare the game. The participants need to answer a series of questions sharing their personal information, interests and talents.
18	**Working better together**	Training sessions	2h to 3h	Working with others	A SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a great tool to use in workshops to help a team to work better together. This activity is focused on team building and the enhancement of staff collaborative spirit. It involves around 12-15 persons and combines experiential activities, practical exercises and reflection tasks.
19	**Past, present, future tools for working better together**	Training sessions	2h to 3h	Working with others	It is based on three pillars: *1. The past* (where we were), *2. The present* (where we are right now), and *3. The future* (Where we want to go). It helps both the manager and the team to face the possibilities of the future, rather than being stuck in the past, considering the current situation. It will present an overview of a better way of working, while it also offers inspiration for what the

Nr.	Title	Type	Duration	Competence	Short description
					future might bring. The activity should involve up to 12-15 participants, grouped into 3-4 groups.
20	**Being an outsider!**	Practice	30 minutes	Working with others	An interactive exercise that explores the effects of not accepting the diversity within a group and what rejection feels like. It needs to be implemented within a team of a minimum of 10 people. It combines moments of discussion, observation and reflection. It is considered as an experimental learning exercise with a special focus on accepting diversity among people in terms of external characteristics, values and world views.
21	**Risk workshops**	Training sessions	2h	Coping with uncertainty, ambiguity and risk	5 multidisciplinary (at generational and training level) working groups. Each group works 1 time per month. Every chosen day of the week morning, 1 of the 5 groups discusses and experiments with risk scenarios concerning different matters. The subject for each workshop is chosen by the Department Managers considering the company's most pressing needs and classifies the risk according to the Risk Level Table. It can be adjusted to online environments.
22	**Mentoring sessions**	Mentoring	4h	Coping with uncertainty, ambiguity and risk	Face to face or online or blended individual mentoring sessions to guide the personal level on how to deal with scenarios of uncertainty. This Mentoring Programme is based on an evolutionary path of sessions.
23	**Learn to adapt**	Training session	1h20	Coping with uncertainty, ambiguity and risk	Consists of the existence of 4 different rooms with 4 distinctive problems to be solved by the participant, like a race against the clock. The course of this activity may not have more than 2 or 3 employees.
24	**Building resilience and psychological security**	Individual sessions with professional	2h	Coping with uncertainty, ambiguity and risk	4 individual sessions per year, 2 hours per session, with a professional (medical doctor or psychologist) in stress and resilience matters. Addressed to high-performing managers who take responsibility daily for the company's risk decisions.
25	**The Johari Window**	Mentoring	2h to 3h	Self-awareness and self-efficacy	The activity targets the development of self-awareness competence to enhance their ability to recognize their "true-self" and believe in them. It needs to be implemented within a team involving 5 to 8 participants. It combines moments of reflection and discussion in a large group with self-reflection and individual work.
26	**Personality type tests**	Psychometric Tests	1h	Self-awareness and self-efficacy	Employees can implement this activity individually. The facilitator will suggest to his/her team to try one of the psychometric tools. Then, the persons should spend some moments to self-reflect. They can choose to discuss the key findings of the psychometric test with the facilitator/manager. This activity will help the person understand and recognize his/her strong and weak personality

Nr.	Title	Type	Duration	Competence	Short description
					traits and characteristics and think about how they can affect their workplace.
27	**The freedom diagram**	Mentoring	2h	Self-awareness and self-efficacy	Exercise about the increase of self-knowledge and the enhancement of following future aspirations. It consists of three key elements; talent, fun, demand and it is presented in the format of three concentric circles. It can be implemented individually or in a team of up to eight people. It mainly incorporates moments of self-reflection, discussion and self-discovery. By creating this diagram, the employees can decide what skill they should focus on, so they have a higher chance of success.
28	**Work with your choice of words**	Practice	Continuous	Self-awareness and self-efficacy	A manager daily at the workplace can implement this practice, especially when he/she has to support his/her team to solve a problem or achieve an important task. The main aim of this practice is to cultivate a culture that will promote the team's self-efficacy and boost them to believe more in their abilities when it comes to accomplishing different duties and tasks.
29	**Emotions in the envelope**	Workshop	2h	Motivation and perseverance	This is a group activity composed of nine main steps, designed to encourage employees to stay driven and motivated at work as well as help their colleagues to do the same. This activity implies brainstorming about five types of emotions: hopeful, joyful, peaceful, playful, and thankful.
30	**Outdoor scavenger hunt**	Outdoor activity	2h	Motivation and perseverance	This group activity is composed of six main steps designed to improve employees' ability to overcome challenges and stay determined to achieve set goals. The minimum number of participants should be 9 (3 groups of 3 people), and it consists of a set of challenges the groups should meet.
31	**Visualize your goals**	Workshop	2h	Motivation and perseverance	This is a group activity composed of five main steps designed to improve employees' ability to discover the most suitable motivation factors and use them to stay driven at work.
32	**My resilience plan**	Workshop and follow up meeting	2h30 to 3h	Motivation and perseverance	This is a group activity composed of eight main steps designed to improve employees' ability to persevere in the face of setbacks and obstacles and resilience skills in general through creating one's resilience plan. The minimum recommended number of participants are 4, a maximum of 20.
33	**Uprooting the unhelpful thinking**	Workshop and follow up meeting	2h30 to 3h	Motivation and perseverance	This is a group activity composed of four main steps designed to improve employees' ability to identify unhelpful thoughts, change the way of thinking and keep on going even when facing setbacks and challenges. The minimum recommended number of participants are 4, a maximum of 20.

Nr.	Title	Type	Duration	Competence	Short description
34	**Office Tank**	Practice	2h	Mobilizing resources	Participants (groups of 3-4) create an innovation with the resources from their office, pitching it to the "officers", so these can hypothetically invest in it.
35	**Greener Tomorrow!**	Meeting	1h	Mobilizing resources	Meeting where participants give inputs about the organizations' green practices to reflect on their behaviours.
36	**Circadian rhythm**	Practice	1 day and $1/2$	Mobilizing resources	Participants (individually) label hourly blocks of their day to understand their productivity.
37	**Emergency round table**	Practice	1h	Mobilizing resources	Q&A session between a team of employees and the team leader to bring light to a problem that should happen whenever necessary.
38	**Enthusiasm is an engine!**	Training session	1h30	Mobilizing others	Participants (8-15) are encouraged to share thoughts about enthusiasm in the workplace, individually and in the group.
39	**Kaizen debates**	Practice	Continuous	Mobilizing others	Participants (8-15) are encouraged to share their ideas/ suggestions to improve the workplace that, if implemented, are communicated through the organization to boost new recommendations.
40	**Good morning meetings**	Practice	15 minutes	Mobilizing others	Daily kick-off meetings, where employees update the supervisor about the current situation of a project/ production process, to reduce/ avoid work-related problems.
41	**: My media buddy**	Mentoring	Continuous	Mobilizing others	Participants with difficulty dealing with specific digital tools/channels are matched with an employee willing to teach him/her so that they can mutually learn.
42	**Finance labs**	Lessons	4h	Financial and economical literacy	Set of labs created to enhance employees' knowledge about economic and financial concepts and budgeting and increase the expertise about creating a business plan.
43	**Visit around the leading companies**	Annual visits	3 to 5 days	Financial and economical literacy	2 yearly visits to companies using innovative financial concepts.
44	**News about... taxation rules**	Meeting	4h	Financial and economical literacy	Clarification meetings with an expert in legal and tax issues.
45	**Start with why**	Meeting	2h	Financial and economical literacy	Meeting with a small group of employees (5-8) to help them develop pitching skills to raise funding when needed.

Table 1 – Identification of the activities to strengthen employees' entrepreneurial skills.

These 45 activities are detailed described in the next pages. Furthermore, three booklets, one per area were designed to facilitate the implementation of the activities by companies. The booklets were prepared to be printed and are available in the following links: ideas and opportunities, resources and into action.

Initiatives to promote employees' entrepreneurial skills

1. Image insights

Entrepreneurial skill: Spotting Opportunities

Duration: 2h

Typology: Training session

Objectives:

- To find entrepreneurial opportunities through existing start-ups
- To learn to pay close attention to the world around us
- To see our daily experiences through entrepreneurial lens

Setting:

- Photos
- Board/Slide
- Internet Connection
- Mobile/PC/Laptop

References:

- https://www.teachingentrepreneurship.org/teaching-opportunity-identification/

This activity consists of three steps:

1. Randomly assign participants into groups of 3-4, provide them with a photo of an everyday scene, like a bus stop, a wedding picture, a train station, a gym. After sharing the photos in the groups, give them the following assignment: Based on the image that has been provided to each team, conduct a quick 5-minute search to identify at least 3 interesting entrepreneurial ventures that have a product or service that is impacting your given scene. After the implementation of quick desk research (e.g., "start-ups in the wedding industry"), they should select the top results that seemed to match.

2. Ask each group to share their picture with the rest audience and quickly present the companies they found and the problem those companies are solving. Write the companies on a board or a slide, categorized by the image. Groups looking at the same image will inevitably overlap the companies they found. The "aha moment" happens when the 2nd or 3rd keeps hearing similar companies that they found while waiting to present their results. As a result, they realize that they did not dig deep enough – encourage them to share this.

3. Give participants a second chance. Tell them they will do the same thing but that every company that was brought up in Round 1 is off-limits. Encourage your participants to not restrict themselves to just the image they are seeing. Encourage them to think about what went into creating that image – what had to happen to make whatever is happening in that image happen, etc. Encourage them to focus on what is going on in the background and not only on what they can spot at first glance.

This training session should end up with solutions to the problems. Therefore, as a facilitator, you can make some closing questions to gather the key points:

- How deep did you go in terms of seeking out entrepreneurial opportunities in your scene?

- How much time did you spend critically thinking about this concept versus just trying to get the assignment done?

- How could you push yourself to go further?

- How to put a fresh twist on existing ideas in the marketplace?

Tips: The facilitator could have a ready-made example to present to the participants before they start their research. This will make it easier for them to understand the requirements of the activity and will make the job of the facilitator much easier. This activity can be conducted online using Zoom breakout rooms.

GO BACK TO THE TABLE >>>

2. Alternate uses

Entrepreneurial skill: Spotting opportunities (Focus on challenges)

Duration: 30 minutes

Typology: Training sessions

Objectives:

- ♦ To help teams loosen up, break the ice, build trust, and shift their mental focus into a more relaxed and creative headspace.
- ♦ To get mental gears moving before ideation sessions so that the team is ready to hit the ground running with original ideas.

Setting:

- ♦ Paper
- ♦ Pen/Pencil

The activity includes four steps:

1. Assign one person to be "the expert." Participants can vote who would be the expert and then assign into groups of 4 or 5.

2. Have the rest of the team members shout out two unrelated nouns. The first word that comes to their mind. These should be combined into a new "product." For example, let us say the team suggests "table" and "sneaker." The product would be a "sneaker table" or "table sneaker."

3. The "expert" then acts as the expert of that product and tries to sell the team on all its wonderful benefits and features.

4. Repeat this exercise by changing the expert of one team with the expert from another one and repeat the process.

To end the session, the facilitator could ask participants some questions such as:

- ♦ Was the expert selection random, or did something on them inspire you to choose them?

- ♦ How did you feel when the expert changed?

- ♦ Did you find it challenging to think of an idea?

> **Tips:** *The facilitator could give to the participants an example to make it easier for them to understand the requirements of the activity and will make the job of the facilitator much easier.*

3. Draw this

Entrepreneurial skill: Spotting opportunities (Uncover needs; find out the gaps)

Duration: 45 minutes

Typology: Practice

Objectives:
- To develop teamwork
- To make participants more comfortable when asking for details

Setting:
- Photos
- Paper
- Pen/Pencil

The activity includes two steps:

1. Divide participants into pairs. Give an image or picture to the first person in each pair without showing it to the second one.

2. The first person describes the picture to the second person. The second person then draws the image based on this description. The second person is allowed to ask questions to help them understand what the picture or image is.

> This activity can be adapted for any level. Select pictures that will incorporate language people of the group have been studying and are familiar with. For instance, in the following example there is a focus on colours. For example:
>
> > Person A: The background is light blue.
> > Person B: Okay.
> > Person A: There is a woman in the middle of the picture.
> > Person B: What colour is her hair?
> > Person A: Her hair is brown.
>
> You can turn this activity into a "competition" with the winner being the pair that best replicates the image. If you want to expand the activity, have the participants switch roles and provide a second image.

The session could end with the facilitator asking participants some questions such as:

- Was communication with your partner easy?
- Did you feel uncomfortable asking many questions?
- How did you feel when you switched roles?

> **Tips:** The facilitator could have a ready-made example to present to the participants before they start their research. This will make it easier for them to understand the requirements of the activity and will make the job of the facilitator much easier.

GO BACK TO THE TABLE >>>

4. Context developing

Entrepreneurial skill: Spotting opportunities

Duration: 45 minutes

Typology: Training session

Objectives:

♦ Provides learners with plenty of opportunities to develop their own context for the language presented.

♦ Highlight the importance of the context in which the language naturally occurs.

Setting:

♦ Board

♦ Pen

♦ Worksheet 1. Example of context developing

The activity comprises four steps:

1. Write up an expression (e.g., "That is none of your business!") on the board and supply four different situations. The groups have to identify in which situation the phrase would be inappropriate. You may follow it up with questions penetrating the context deeper and expanding the line into a short dialogue.

2. Write up an expression (e.g., "Hold on!") and have the groups brainstorm situations where the expression would be likely to occur. Then follow it up in the same way as with the previous step.

3. Infamous fill-in exercises can be adapted for use in context developing activities. First, use the activity as usual and then pick one or two sentences and go on to ask: "Who was most likely to say it?" Supply a few options for the groups to choose from or invite them to suggest their examples.

4. Present a short dialogue, or part of, with a consciousness-raising activity helping the groups notice a particular language feature (e.g., weak forms). Drill the dialogue chorally and then have the groups in pairs answer questions such as:

♦ Who are the two people? Make up their names.
♦ How old are they?
♦ What is their relationship?
♦ Where are they?
♦ What time is it?

5. Once they finish, put two pairs together and have them discuss their answers. The purpose of this stage is to find any logical inconsistencies and fix them by supplying additional explanations. The students can form new groups and continue in the same way until they are satisfied with the outcome, which they can then present. Finally, drill it again chorally and individually in pairs. Also, consider whether any of the situations presented may be suitable to act out!

6. Soap operas or romantic films are a particularly rich source of colloquial language suitable for this type of activity. For the more famous Hollywood movies, it is also easy to find complete subtitles on the internet, which makes the preparation easier. On the

other hand, the danger is that the students may know the particular scene, which would effectively stop them from using their imagination

> **Tips:** The facilitator could have an example (worksheet 1) to present to the participants before they start the process. This will make it easier for them to understand the requirements of the activity and will make the job of the facilitator much easier. This activity can be conducted online by using some online tools like Mentimeter, Miroboard, etc.

GO BACK TO THE TABLE >>>

Worksheet 1. Example of context developing

Here, for example, is a short exchange from Notting Hill. Note the high occurrence of words from the semantic field of 'Food' and functional language 'Offering'.

A: Uh, would you like a cup of tea before you go?

B: No.

A: Coffee?

B: No.

A: Orange juice? Probably not. Um, something else cold. Uh... Coke? Water? Some disgusting sugary drink pretending to have something to do with forest fruits?

B: No.

A: Would you like something to eat? Uh, something to nibble? Um, apricots soaked in honey? Quite why, no one knows, because it stops them tasting of apricots... and makes them taste like honey, and if you wanted honey, you would just buy honey instead of... apricots. Um, but there we go. They are yours if you want them.

B: No.

A: Do you always say "no" to everything?

B: No... I'd better be going.

5. Unleash your creative mind

Entrepreneurial skill: Creativity (Be curious and open)

Duration: 1h30

Typology: Workshop and follow-up meeting

Objectives:
- To introduce employees to a mind mapping technique and its benefits
- To introduce employees to different applications of mind map technique
- To help employees to discover new ways of developing their skills
- To help employees to tackle existing challenges by visualising ideas
- To motivate employees to seek out new knowledge and develop new skills

Setting:
- A room, handout with the brief description of mind maps, whiteboard or projector, paper (A4 or A3 size), colourful markers and pens.
- Worksheet 1. Brief introduction to mind maps
- Worksheet 2. Examples of mind maps
- The activity can also be done online, then each participant will need phone/tablet/laptop. etc. and access to some meeting platform such as Microsoft teams, skype, zoom, etc. The facilitator can use various online platforms where employees can create their own mind maps, such as: Bubbl, Miro, Mindmup, Mindmeister.

References:
- https://www.emeraldgrouppublishing.com/how-to/study-skills/mind-map
- https://www.mindmeister.com/
- https://www.mindmeister.com/blog/mind-mapping-benefits-who-needs-mind-maps/

Videos to watch:
- Chris Croft "How to solve problems using Mind Maps"
- Investis Digital, Formerly Vertical Measures "Brainstorming with mind maps in a group"
- Mind tools "Mind mapping"

The activity comprises six steps:

1. Invite your team: Schedule this exercise as a meeting in a relaxed room in the company or outside if the weather permits. You can also make it online, depending on the situation.

2. Give a quick introduction to the mind maps technique – what it is, how the mind maps are used (different context), as well as recommendations on how to make it. It would be great to show examples of mind maps to help them visualise it as well **(please see Worksheet 1. Brief introduction to mind maps**).

3. Ask each participating team member to think of one area/skill/competence he or she would like to improve in the nearest future (e.g., communication skills, IT skills, foreign language, etc.). As they have done that, invite the team members to prepare their mind maps based on their selected skill/competence. Provide them with the "example" of the mind map that will guide them in preparing their maps (**please see Worksheet 2. Examples of mind maps**). Emphasize that the team members should use guiding questions and stay realistic (e.g., do not write down the ideas that are impossible to implement or resources impossible to acquire) when preparing their mind maps. The ideas proposed should always lead to a SMART action (specific, measurable, attainable, relevant, timely).

4. The team members should present their mind maps, while the rest of the team can provide feedback – possible other ideas, solutions, etc., as well as offer their help in developing specific skills/competences (if they have experience in it).

5. Ask each team member to prepare a simple action plan to implement the chosen idea based on the feedback.

6. Arrange a follow-up meeting (preferably after a month) to discuss how the implementation of those ideas went – did they manage to improve or acquire the desired skills, the challenges they faced, etc.

At the end of the activity, ask team members for their feedback – how they like the mind maps technique, did they find it helpful, etc. Challenge the team members to think of another context they can use this technique – e.g., in a team meeting when discussing a certain topic/ solving a problem/ introducing a new product, learning new information, etc.

> *Tips:* The mind map can also be used to understand the existing problem better and provide solutions. Mind maps can be done in teams, for example, you can present the specific topic to the team members. It can be dedicated to the needs of employees, e.g., improving team communication/ project management/ skills, etc. or business development needs, e.g., introducing new product or service, developing business website or app, the needs of clients, etc. Team member can brainstorm and together prepare the mind map. It is important that each team member has time to present their mind map and receive the feedback from colleagues. All opinions have to be respected and listened too. The facilitator can be representative from human resources, manager, internal or external trainer, etc.

Worksheet 1. A brief introduction to mind maps

What is a mind map?

A mind map is a visual thinking tool with many advantages compared to traditional note-taking and writing techniques. A Mind Map is a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept. It can turn a long list of monotonous information into a colourful, memorable, and highly organized diagram that works in line with your brain's natural way of doing things.

To put it simply, a mind map is a highly effective way of getting information in and out of your brain - it is a creative and logical means of note-taking and note-making that literally 'maps out' your ideas.

Mind Mapping is perfect for:

♦ Brainstorming and visualizing concepts
♦ Researching and consolidating information from multiple sources
♦ Presenting and communicating ideas
♦ Graphic organizers and electronic notebooks
♦ Running meetings more effectively
♦ Outlining reports and documents
♦ Simplifying task and project management
♦ Problem-solving

Mind mapping is generally linked with the popular psychologist, English author and educational consultant Tony Buzan, although Porphyry of Tyros has used similar approaches in the 3rd century to conceptualise the ideas of Aristotle, by Leonardo da Vinci and by Picasso, to name a few. However, Tony Buzan popularized and schematise mind maps in the 1960s and 1970s.

Benefits of mind maps

The benefits of mind mapping as a technique are that it enables the user to enlist the full power of the brain, both the right side, which is employed for spatial awareness, a sense of wholeness (Gestalt), imagination, daydreaming, and colour, and the left, which is the more analytical, logical side.

 Mind maps draw on the brain's ability to store an infinite number of associations and this, together with their visual qualities (space, image, colour etc.), help them stimulate the memory to store more facts. Physically they also take up less space than chronologically based notes and are less time-consuming to produce.

To summarize mind maps:

1. enables meaningful learning
2. helps with memorization and retention
3. is a more engaging form of learning
4. makes complex issues easier to understand
5. improves productivity
6. ignites creativity
7. improves writing

Making a mind map

The Five Essential Characteristics of Mind Mapping:

1. The main idea, subject or focus is crystallized in a central image
2. The main themes radiate from the central image as 'branches'
3. The branches comprise a key image or keyword drawn or printed on its associated line
4. Topics of lesser importance are represented as 'twigs' of the relevant branch
5. The branches form a connected nodal structure

How to make a mind map?

The steps involved in creating a mind map may be summarised as follows:

- Step 1 – Determine your central image or concept.
- Step 2 – Create the basic structure for organising your ideas: these are the main branches and are known as the Basic Organising Ideas (BOIs), and are represented by branches radiating outwards from the main concept.
- Step 3 – Put down keywords associated with the BOIs, which should sit on smaller branches connected to the main branch.
- Step 4 – Revisit your mind map, put things in order, and number the branches. If necessary, revise it on another piece of paper.

Techniques

The following points should be borne in mind when creating a mind map:

- Use radiant thinking – start from the centre and radiate outwards.
- [16]Use hierarchy and association – your main BOIs are embodied in thick lines radiating from the centre; the ideas radiating from the individual BOIs have thinner lines. (If you think there are likely to be more BOIs and ideas than you can think of, leave blank lines for future reference.)

- Use images and colour – they will stimulate your brain's visual and creative capacity and help you have fun along the way!
- Use keywords rather than phrases – easier to remember.
- Use symbols (e.g. x for not) and codes. You can also annotate your mind map, for example, you could write references to other sources in a different colour pen.
- Be clear: have words the same length as lines (better use of space), and use capitals, which are easier to read and emphasise keywords.
- Use arrows to denote links between ideas.
- Draw quickly and uncritically on a sheet of A4 or larger paper (perhaps two A4 sheets put together, which also has the advantage that it will be readily distinguishable from other single folios on your desk!), placed landscape.
- Review your mind map after you have completed your first attempt, not immediately, but once your thoughts have had time to "settle".

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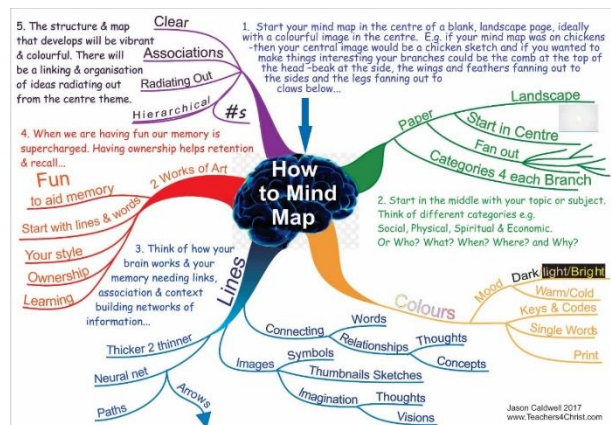
[16] Source: Jason Caldwell, 2017

¹⁷Worksheet 2. Examples of mind maps
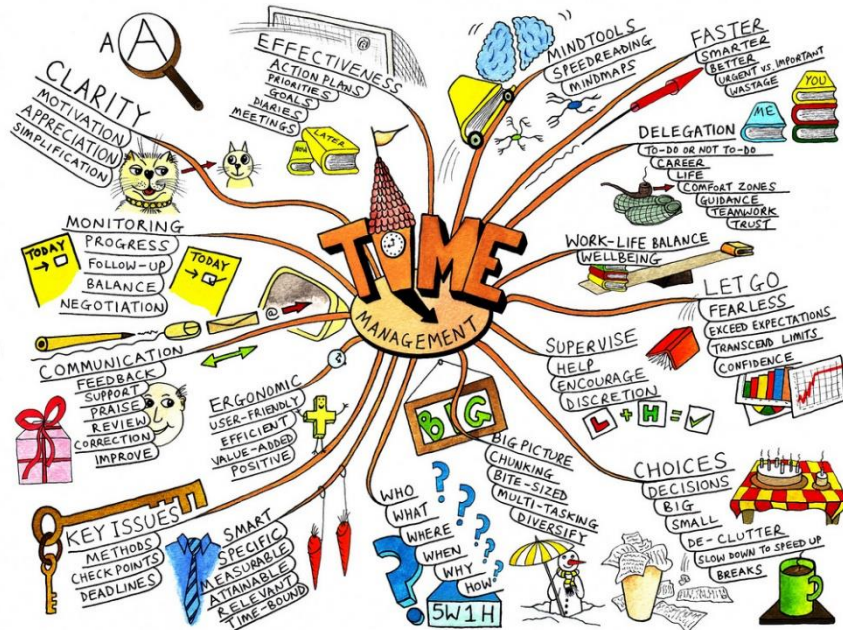
18

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¹⁷ Source: Sanida Gocic, https://alrasub.com/mind-map/
¹⁸ Source: Mind tools

This mind map was used to present 6 thinking hats method (referral to the activity "Define problems"):
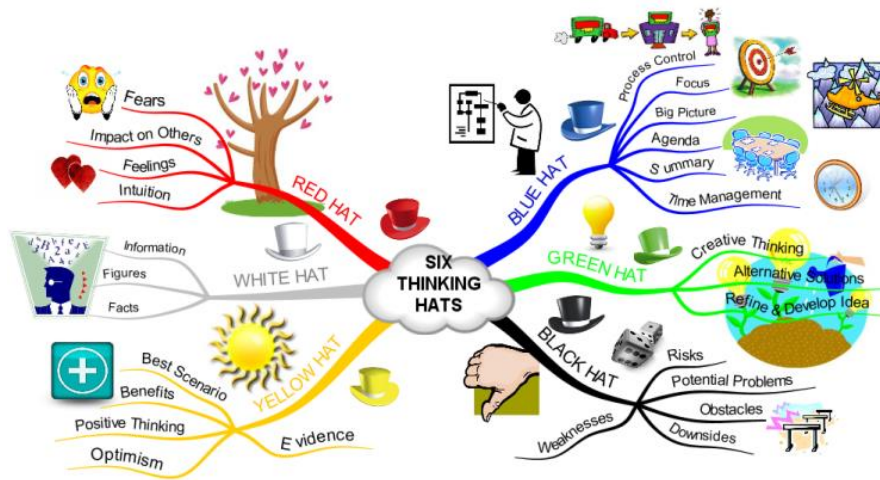
This mind map used to present the SCAMPER method (referral to the activity "Design value"):
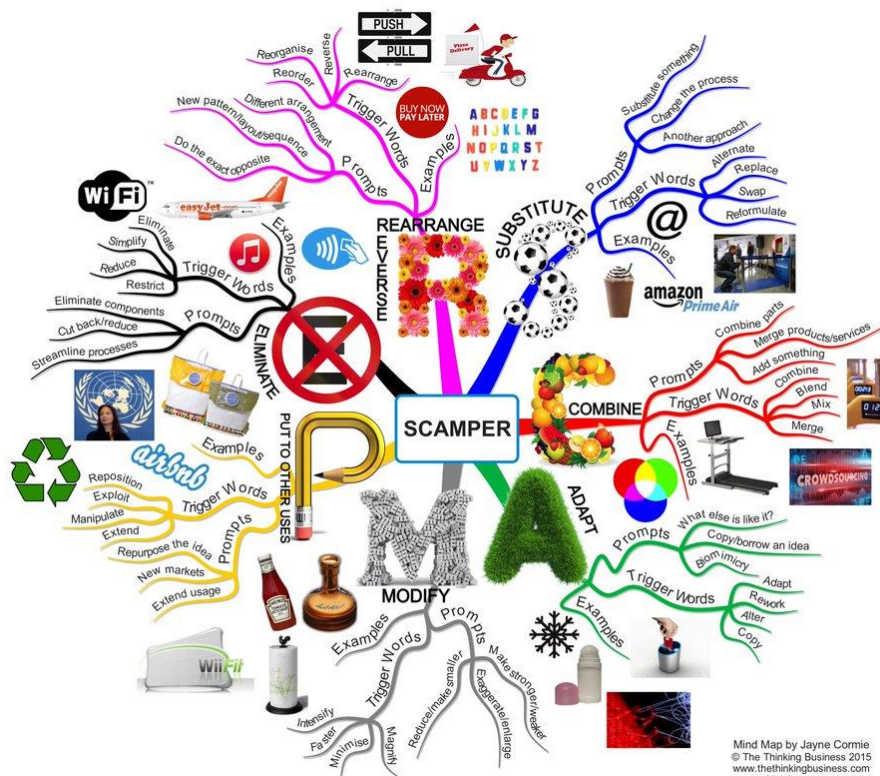
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[19] Source: Jayne Cormie
[20] Source: Jayne Cormie

A mind map used to improve communication:

BIGGER PICTURE
How improved skills and competences can help you to be better in your personal and/or professional life?

SKILLS
Think what skills and competences need to be improved for better communication, e.g., active listening skills, empathy, feedback giving, etc.

E.g. empathy

IMPROVING MY COMMUNICATION

IDEAS/ OPPORTUNITIES
Think of the ideas hown to as well as opportunities available to develop those skils

CONTRIBUTORS
Who can help you to implement your ideas or use the available opportunities?

RESOURCES
What resources are needed to implement deas or take the advantage of opportunities available? E.g. time, budget, human resources,

6. Brainwriting

Entrepreneurial skill: Creativity (Develop ideas)

Duration: 1h

Typology: Workshop

Objectives:

- To introduce employees to a brainwriting technique and its benefits
- To help employees to discover new ways of developing ideas, sharing them, and building on them
- To help employees to tackle existing challenges by co-developing various solutions
- To help employees to improve their creativity, idea development and problem-solving skills.
- To provide employees with a space that allows ideas to emerge before being critiqued, a space for ideas to be co-created, therefore allowing a greater chance of follow-through.

Setting:

- A room, handout with the brief description of brainwriting technique, whiteboard or projector, paper (A4 or A3 size), index cards or paper sheets, pens and "star" stickers.
- Worksheet 1. A brief introduction to brainwriting
- Worksheet 2. Brainwriting session template
- The activity can also be done online, then each participant will need phone/tablet/laptop. etc. and access to some meeting platform such as Microsoft teams, skype, zoom, etc. The facilitator can use various online platforms where employees can brainstorm their ideas online, such as: Nearpod, Miro, Padlet, Ideaboradz.

References:

- SessionLab "Essential Meeting Facilitation Toolkit"
- Mindtools "Brainwriting"
- Lucid Content "How to Use Brainwriting to Generate Ideas"

The activity comprises five steps:

1. Invite your team: Schedule this exercise as a meeting in a relaxed room in the company or outside if the weather permits. You can also make it online, depending on the situation.

2. Give a quick introduction to brainwriting technique **(please see Worksheet 1 A brief introduction to brainwriting)**

3. Write the topic around which team members need to generate ideas and draw a picture of it on the whiteboard or paper. Please make sure that it is visible to every team member.

4. Distribute index cards/paper sheets to each team member and ask them to silently generate ideas for a set amount of time. As they complete each idea, ask them to pass that idea to the person on their right. Tell the team members to read the card they received and think of it as an "idea inspiration" card. They can either add an idea inspired by what they just read or enhance the idea and then pass it again to their right. Continue this process of "brainwriting" and passing cards to the right until everyone has written ideas on every card.

5. Once finished, collect the index cards/paper sheets, and tape them to the wall around the topic and its picture (if you are outside, you can put it on the ground or any surface available). Have the team members gather next to it to review the ideas and draw/put stars next to the ones they find most compelling. Discuss with the team which ideas they believe would be the best to solve the issue discussed and why?

At the end of the activity, ask team members for their feedback – how they like the exercise, whether they find it useful, what was the most challenging, whether they would use this technique again/with other colleagues, etc. Challenge the team members to think of other contexts their developed problem-solving ideas could be useful.

Tips: *The activity can be done either with the team members that now each other and work together, or as team members that are coming from different departments and do not work together.*
Due to "silent" nature of brainstorming, this method involves each team member equally and keeps the loudest or senior team members/leaders from overly influencing the brainstorming. This technique allows you to hear from every team member.
Set up the time limit for the team members to write down the idea, e.g., 3-5 minutes.

- ♦ *It is okay to remind participants to work in silence when they are talking or whispering.*
- ♦ *The activity is best to implement with small team, ideally 6 members. The minimum recommended team members participating in this activity is 3 and maximum is 8.*
- ♦ *You can use the empty index cards/paper sheets, or the template prepared by mindtools.com (please see **Worksheet 2. Brainwriting session template**).*

Worksheet 1. A brief introduction to brainwriting

What is brainwriting?

Brainwriting is similar to brainstorming: it can be used to generate new ideas, encourage creative problem-solving, and develop innovative solutions. But, instead of getting people to discuss ideas out loud, brainwriting gets people to write them down and share them anonymously. It was designed by German marketing expert Bernd Rohrbach in 1969.

Brainstorming is often used to help shy or introverted team members who may be reluctant to speak up in group brainstorming sessions, participate and express their ideas. The Brainwriting technique overcomes these limitations by allowing them to write down their ideas instead, giving everyone an equal opportunity to participate. It also encourages people to take more time to formulate their thoughts and develop ideas offered up by others.

Advantages of brainwriting

Brainwriting has several advantages:

1. As mentioned earlier, it allows introverted team members to express themselves and be heard.
2. As team members work in silence, there are no dominant team members to influence others and their ideas. Also, every team member has the same time to think about the issue.
3. The method evokes greater synergy - by reading other participants' ideas that have been written down at the top of the paper, each participant is encouraged to come up with creative ideas themselves. Each idea is therefore a source for a new idea or an expansion of that idea.
4. It is a Faster, more efficient idea generation activity that often brings more diverse and creative ideas.
5. This activity can be adjusted to be carried out online.

Different types of brainwriting

1) 6-3-5 brainwriting

One of the popular forms of brainwriting is known as 6-3-5. During a 6-3-5 session, brainwriting exercises are split into several rounds. In each round, six people write down three ideas each within five minutes.

After the first round, everyone swaps their piece of paper with someone else, reads what's on it, and then writes down three more ideas. These can be new ideas or build on ideas that have already been shared.

After six rounds, the paper pieces are collected, all the suggested ideas are discussed, and the next steps are agreed upon.

For more information, take a look at this video about 6-3-5 Brainwriting Method prepared by Ed Tchoi https://www.youtube.com/watch?v=zbj0C5aqE4E

2) Collaborative brainwriting

If you want to avoid a formal meeting, collaborative brainwriting is a good alternative. In this process, you select a space (a wall or whiteboard, for example) that is easily accessible by your team and post a prompt. Then, throughout the day or week (whatever timeframe you choose), your team can add ideas to the board as inspiration or convenience strikes.

This method is more flexible and low-key, which can work better for those who prefer to think through problems in their own time without the pressure of other people or the clock.

3) Remote brainwriting

Like collaborative brainwriting, remote brainwriting provides a simple method for remote teams to effectively generate and share ideas. Typically, the process follows the collaborative approach where a question or problem is posed, and the team can respond within a certain timeframe. The difference here is that the platform for sharing ideas is virtual. There are many platforms you can use, such as nearpod.com, miro.com, www.padlet.com, www.ideaboardz.com, etc.

However, if you decide to use remote brainwriting, consider doing a test run first to work out any technical difficulties and determine the guidelines and best practices that will work best for your team.

4) Brainwriting on Cards

This technique is not as constrained by the number of participants and number of ideas as the technique above. Each participant writes an idea or a sketch on an index card and passes it on to other participants. The idea generated from reading one idea is written on a new card that is passed on.

An Example of Brainwriting

Below is an example from mindtools.com of how a brainwriting session might work out. In this example, team members at a bus company are exploring ways to improve its app for passengers.

Brainwriting Worksheet: The Local Bus Co.

Date: August 18   **Focus:** How can we get more people to use our app and increase its value to passengers

	Idea 1	Idea 2	Idea 3
Round 1	Redesign the icon to make it easier to find.	Include simple games for people to play during journeys.	Link the app to traffic news, to offer real time travel advice
Round 2	Make the new icon look like a bus!	Could some of these games relate to local information?	Could we link the app to our bus-tracking system to let people see exactly where their bus is?
Round 3	Ensure that some parts or all of the app can work without internet.	Connect the app to GPS, to give personalized information and to track journeys.	Maybe also link to in-bus cameras, to show how busy a particular bus is?
Round 4	Fort the new icon, use the letter O from our company name as one of the bus wheels!	Use data to find out what the most popular journeys are – then use this to give more personalized suggestions and advice.	Could passengers use the ap to report any issues during their journey?
Round 5	Allow users to read the content on our app in different languages.	Give people the options to store data about the number of journeys taken, distance travelled, etc.	Convert journey data into environmental information, e.g. amount of carbon saved.
Round 6	Use text-to-speech to help people with sight difficulties, too.	Allow users to buy and send travel vouchers as gifts via the app	Gamify journeys and app usage. Award "green points" to users, which accumulate to earn rewards.

Worksheet 2. Brainwriting session template

Date: [   ]

Focus (the topic, question or problem that you want to explore):

	Idea 1	Idea 2	Idea 3
Round 1			
Round 2			
Round 3			
Round 4			
Round 5			
Round 6			

6 thinking hats

Entrepreneurial skill: Creativity (Define problems)

Duration: 1h30

Typology: Workshop

Objectives:

♦ To help to see the problem and problem solving from different perspectives as well as understand the problem better

♦ To enhance awareness of different creative ways of solving problems and proposing solutions/ developing ideas as well as solving conflicts

♦ To introduce employees to different styles of thinking

♦ To involve employees in problem solving, proposal of solutions

♦ To promote structured and efficient discussion between the team members

Setting:

♦ A room, 6 colourful hats or printouts of colourful hats, handout with the brief description of 6 thinking hats, whiteboard or projector (if activity is indoors), paper for notes and pens

♦ Worksheet 1. Brief introduction to 6 hats framework

♦ The activity can also be done online, then each participant will need phone/tablet/laptop. etc. and access to some meeting platform such as Microsoft teams, skype, zoom, etc.

References:

♦ Edward de Bono "Six thinking hats", 2017

♦ SessionLab "Essential Meeting Facilitation Toolkit"

♦ Worksheet 1. Brief introduction to 6 hats framework

The activity comprises four steps:

1. Invite your team: Schedule this exercise as a meeting in a relaxed room in the company or outside if the weather permits. You can also make it online, depending on the situation. Select a small team, preferably 5-6 persons, depending on if you are planning to take part in the discussion as well or not.

2. Give a quick introduction to the 6 thinking hats technique and present the topic/issue for this activity (**please see Worksheet 1. Brief introduction to 6 hats framework**). In some cases, depending on the complexity of the topic/issue discussed, it is best to inform the team members about the topic beforehand. Topics can be, for example, "How we can improve our customer service to satisfy our clients better", "How our website can be improved to satisfy our clients' needs"

3. During this activity, each team member will "try all the hats". This means that all the team members will need to adopt the same hat (the same position) simultaneously. As the discussions progress, the team changes hats until they've looked at all aspects

that need to be examined. The "Blue hat" should let others know when it is time to switch hats, for example, "Let's have some yellow hat thinking now".

4. At the end of the discussion, when all "hats" perspectives are considered, the blue hat has the responsibility to present the summary of the discussion and highlight the key points mentioned. The team then has to propose a solution or ways to move forward that would lead to a SMART action (specific, measurable, attainable, relevant, and timely).

At the end of the activity ask team members for their feedback – how they like the exercise, did they find it useful, what was the most challenging, etc. Encourage the team members to think of another context they can use this technique.

Tips: If you have less time, you can have each person presenting one hat. Then team members have to discuss the issue from their "hat perspective". You can also choose either to be a facilitator – "Blue hat" or allow one of your team members to be one and take observer role.

You can choose the hats sequence randomly or have simple sequences of two or three hats may be used together for a particular purpose (e.g., for example: The yellow hat followed by the black hat may be used to assess an idea/ The black hat followed by the green hat may be used to improve a design)

It is important that each team member has time to express his/her opinion and all opinions are respected and listened too.

If the activity is done online, you can use platforms (such as https://padlet.com/, https://ideaboardz.com/, etc.,) to write down key points discussed as well as proposed actions/ideas.

Worksheet 1. A brief introduction to the 6 hats framework

The Six Thinking Hats approach was created by Edward de Bono, a Maltese physician, psychologist, and philosopher. He used it in his work advising government agencies, but he also wanted it to be a practical tool for everyday problem-solving. It first appeared in his 1985 book of the same name, which has since been revised several times[21].

"Six Thinking Hats" is a way of investigating an issue/problem from a variety of perspectives but in a clear, conflict-free way. Employees or groups can use it to move outside habitual ways of thinking, try out different approaches, and then think constructively about how to move forward.

The description of 6 thinking hats by Edward de Bono[22]:

1. White Hat: Present the facts of the problem
2. Green Hat: Generate ideas on how the problem can be solved
3. Yellow Hat: Evaluate the ideas by listing their benefits
4. Black Hat: Evaluate the ideas by listing their drawbacks
5. Red Hat: Get everybody's gut feelings about the alternatives
6. Blue Hat: Summarise the discussion and agree on the conclusions

6 thinking hats by Edward de Bono

Facts	When wearing the white hat, the person focuses on **facts and data** to identify all information needed. "The results of our latest satisfaction survey tell us that 68% of our customers say that they are satisfied with our services."
Emotion	When wearing the red hat, the focus is on **feelings, intuition** and **hunches**. Group members can express emotions and feelings and share fears like dislike love and hates. For example: "I'm doubtful as to whether we can change the offers", "I'm proud to be part of the team responsible for these discussions!"
Judgement	When wearing the black hat, the focus is on why a **solution might not work** or possible negative outcomes. Often the most powerful and useful of the Hats but a problem when overused. ! For example: "There aren't enough employees to work on the offer. ", or "Lack of time".

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[21] Edward de Bono "Six thinking hats", 2017
[22] SessionLab "Essential Meeting Facilitation Toolkit", URL: https://www.sessionlab.com/meeting-facilitation-toolkit

Benefit	When wearing the yellow hat, everyone focuses on **positive outcomes** and the **benefits** of potential solutions. For example: "CRM will finally give us data to move forward! " "I think that we can target +20 satisfaction points."
Ideas	When wearing the green hat, the focus is on **creative solutions**, **possibilities**, and **new concepts**. This is an opportunity to express new ideas and new perceptions. For example: "Put in place a suggestion box to respond to our customers' requests 24/7. " or "Let's create an ambassadors' club for our VIP customers".
Planning	The blue hat, worn by facilitators or meeting leaders, is used to **manage the process** of the Six Thinking Hats. For example: "Let's divide the ideas into groups of 3 or 4 people to help us move forward.", "Let's work in test & learn mode; we'll carry out the first test and see where we are!"

You can also check the video here: https://www.youtube.com/watch?v=la19ZNyvfLA

White Hat

"What are the facts that we know?"

- Our survey last month indicated a 5% preference for the green product by women aged 25 – 45.

- Return rates from sales have fallen by over 50% since the introduction of the new delivery packaging.

- There are new delivery routes available via Company Logistics.

Red Hat

"What are your gut reactions?"

- The green color inspires a sustainable look and is very appealing. This is even a great shade.

- The impact on the reduced return rates could mean additional resources.

- How do the new delivery routes impact our delivery times? I would certainly be interested in learning more about it.

Black Hat

"What risks should we keep in mind?"

- Is a 5% preference sufficient for us to make a single colour product? What happens if preferences change.

- What is the cost of maintaining the packaging quality and sustainability?

- The new delivery routes may not have been proven as reliable yet or may increase our costs.

Yellow Hat

"Why should we be optimistic?"

- The new product could increase our revenue diversification stream and increase our family of products.

- We can start receiving better feedback and Testimonials from our customers.

- The impact from damage from delivery will meet our service standards.

Green Hat

"How can we create opportunities?"

- A green range could be expanded to a different colour range set or be symbolic.

- Creating multiple channels will allow us to establish new partnerships and partners.

- Speeding up quality and reliability of delivery could allow us to bundle existing products.

Blue Hat

"What systems or processes will be needed?"

- Let's go around the room and discuss the colour options based.
- How has the reduced return rates impacted our warehousing department?
- Would there be any other changes to our workflow with a new delivery partner and will it change our logistics technology?

Example of 6 thinking hats[23]

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[23] Source: https://www.groupmap.com/map-templates/six-thinking-hats/

8. I am a creative thinker!

Entrepreneurial skill: Creativity (Design value)
Duration: 2h
Typology: Workshop
Objectives:

- To introduce employees to a SCAMPER method and its benefits
- To encourage employees creative and innovative thinking
- To engage employees in idea of designing new products, services, or processes
- To help employees to discover new ways of proposing the solutions to improve the qualities of existing products, services, or processes
- To motivate and encourage employees to create products, services or processes to solve theirs or others needs

Setting:

- A room, handouts with the description of each SCAMPER letter and suggested questions, whiteboard or projector, paper (A4 or A3 size), post-its, colourful markers and pens.
- Worksheet 1. Brief introduction to SCAMPER method
- Worksheet 2. SCAMPER workshop template
- The activity can also be done online, then each participant will need phone/tablet/laptop. etc. and access to some meeting platform such as Microsoft teams, skype, zoom, etc. The facilitator can use various online platforms where employees can brainstorm together and create their SCAMPER models, such as: Miro, Visual paradigm, Concept Board

References:

- Rikke Friis Dam and Teo Yu Siang "Learn How to Use the Best Ideation Methods: SCAMPER", 2020
- SessionLab "Essential Meeting Facilitation Toolkit"

The activity comprises the following steps:

1. Invite your team: Schedule this exercise as a meeting in a relaxed room in the company. You can also make it online, depending on the situation.

2. Give a quick introduction to the SCAMPER method and provide examples (**please see Worksheet 1. Brief introduction to SCAMPER method**).

3. Depending on the size of the team, you can either have one group or divide team members into several groups.

4. Introduce team members to the problem you are trying to solve and specific product/service or process. Provide them with as many details as possible.

If the activity involves one group:

5. Write the 7 sections (substitute, combine, adapt, modify, put to another use, eliminate, and reverse) of the whiteboard or on pieces of paper and put it on the wall. Guide the team while working their way through each of the seven sections, adding different coloured notes in each section. At the end of each section, discuss the ideas as a team.

6. Once you've completed all seven sections, evaluate all the notes as a team, discuss the activity's common themes and where to focus.

7. If possible, ask the team to test the proposed ideas. Organise a follow-up meeting to discuss the results.

If the activity involves several groups:

5. If you have several groups, ask these groups to use the SCAMPER template (**please see Worksheet 2. SCAMPER workshop template**) and fill each column with new ideas within the set time frame. Once they have filled the SCAMPER templates, put them on the wall, whiteboard, or table, and then ask participants some time to read the various ideas.

6. Encourage a discussion among the team members to highlight the most valuable ideas according to them. You can use the Dot-voting technique for this:
   a. Each group member votes on which options they think are best using dots, made simply with a marker on the preferred post-it notes. Everyone gets 5 dots to vote with (or less if there are fewer options). These dots can be distributed in any way: one dot each to five different ideas, all five dots to one idea, etc.

   b. Once all members have distributed their dots, the groups can proceed in a variety of ways: Simply choosing the option(s) that received the most dots; conducting an open dialogue about the prioritization, exploring which ideas got more dots, which got less, and what the next steps should be; organising the ideas on a line from most to least dots, then discuss their relative merits.

7. Ask the team to test the chosen idea(s) if possible. Organise a follow-up meeting to discuss the results.

At the end of the activity ask team members for their feedback – how they like the exercise, did they find it useful, what was the most challenging, etc. Encourage the team members to think of another context they can use this technique.

Tips: It is important to provide the example of SCAMPER method before participants start with the activity - developing their own new products, services, or processess as well as provide them with handouts.

If there are several groups, you will need to provide space for all of them to discuss without disturbing each other. You either have to use a spacious room, or several spaces in the company.

When introducing the issue – provide as much as information to the team members as possible for the best results.

It is important that each team member has time to present their mind map and receive the feedback from colleagues. All opinions have to be respected and listened too.

Facilitator can be representative from human resources, manager, internal or external trainer, etc.

Worksheet 1. A brief introduction to the SCAMPER method

What is the SCAMPER method?

SCAMPER is an innovation method that combines multiple techniques into one. The tool is used by asking questions about existing products, using each of the seven prompts below. These questions help team members to come up with creative ideas for developing new products and for improving current ones.

It is important to emphasize that "products" doesn't only refer to physical goods. Products can also include processes, services, and even people. Therefore, this technique can be adapted to a wide range of situations.

Alex Osborn, credited by many as the originator of brainstorming, originally came up with many of the questions used in the technique. However, it was Bob Eberle, an education administrator and author, who organized these questions into the SCAMPER mnemonic.

SCAMPER is a mnemonic that stands for:
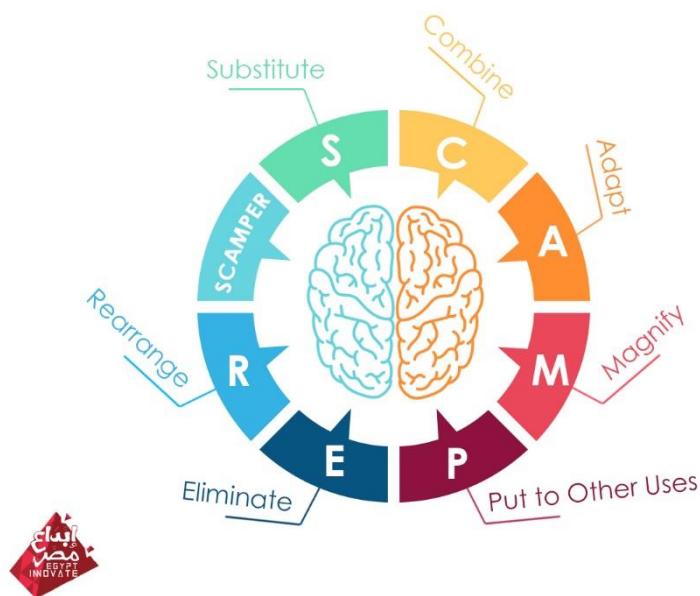
24

1. **Substitute** – which components, materials, and people can be substituted? Find a part of the concept, process, etc., that can be replaced with something else to see whether it results in improvements.
2. **Combine** – which functions, offers, services overlap or can be combined? One idea might not work alone, but it can be combined with several ideas, processes, or products into one more efficient result.
3. **Adapt** –which additional elements can be added? An idea that worked to solve one problem, could be used to solve a different problem.
4. **Modify** – can colours, size, materials, menu items be modified? Change an aspect of the situation or problem and see whether it gives additional insight or adds value to the process.

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5. **Put to another use** – how can existing elements still be used? Similar to "adapt", it's about putting an existing idea or concept to another use than it was intended to

6. **Eliminate** – less is more: which elements/components can be removed, simplified, reduced? Remove inefficient processes to streamline them.

7. **Reverse** – can elements be used oppositely, or can the order be changed? Reverse the direction of a process or product – do things the other way around

The examples for each letter of the mnemonic: https://www.consuunt.com/scamper-model/

How to use the SCAMPER method?

SCAMPER is easy to use if the right steps are being followed. Firstly, you have to take an existing product or service. This could be one that you want to improve, one that you're currently having problems with, or one that you think could be a good starting point for future development. Then, ask questions about the product you identified, using the mnemonic to guide you. Brainstorm as many questions and answers as you can. Finally, look at the answers that you came up with. Do any stand as viable solutions? Could you use any of them to create a new product, or develop an existing one? If any of your ideas seem viable, then you can explore them further.

Here are some example questions you could ask for each letter of the mnemonic:

SUBSTITUTE

Overall, the question to think about here is this: What can I substitute or change in my product, problem or process? You should think about substituting part(s) of your product or process for something else.

- What materials or resources can you substitute or swap to improve the product?
- How can I substitute the place, time, materials or people?
- Can I replace someone involved?
- Can I use other processes or procedures?
- Can I change its shape, colour, roughness, sound or smell?
- What other product or process could you use?
- What rules could you substitute?
- Can you use this product somewhere else, or as a substitute for something else?
- What will happen if you change your feelings or attitude toward this product?
- What can I substitute to improve?

COMBINE

The overall question to think about here is: How can I combine two or more parts of my product, problem, or process to achieve a different product, problem, or process to enhance synergy? Creative thinking involves combining previously unrelated ideas, products, or services to create something new and innovative.

- What ideas, materials, features, processes, people, products, or components can I combine?

- What would happen if you combined this product with another, to create something new?
- What if you combine purposes or objectives?
- What could you combine to maximize the uses of this product?
- How could you combine talent and resources to create a new approach to this product?

ADAPT

Overall, the question you need to think about is: What can I adapt to my product, problem, or process? Think about which parts of the product or process you could adapt to solve your problem.

- How could you adapt or readjust this product to serve another purpose or use?
- What else is the product like?
- Which ideas could I adapt, copy, or borrow from other people's products?
- Does history offer any solutions?
- Who or what could you emulate to adapt this product?
- Can I seek inspiration in other products or processes, but in a different context?
- What other context could you put your product into?
- What other products or ideas could you use for inspiration?

MODIFY

Overall, the question you need to focus on is this: What can I modify or put more or less emphasis on in my product, problem, or process? Can I change the item in some way? Can I change meaning, colour, motion, sound, smell, form, or shape? It's time to magnify or exaggerate your idea, product, problem, or processor to minify it. These questions will give you new insights about which components are the most important ones. Think about changing part or all of the current situation or product. Alternatively, distort the product unusually.

- How could you change the shape, look, or feel of your product?
- What could you add to modify this product?
- What could you emphasize or highlight to create more value?
- What element of this product could you strengthen to create something new?

PUT TO ANOTHER USE

The overall question to consider here is this: How can I put the thing to other uses? What are new ways to use the product or service? Can I reach out to other users if I modify the product? Is there another market for the product? It's time to work out how you may be able to put your current product or idea to other uses and purposes.

- Can you use this product somewhere else, perhaps in another industry?
- Which other target group could benefit from this product?
- How would people with different disabilities use it?
- How would this product behave differently in another setting?
- What else can it be used for?
- Could you recycle the waste from this product to make something new?

ELIMINATE

Your overall question to consider here is: What can I eliminate or simplify in my product, design, or service? Think of what might happen if you were to eliminate, simplify, reduce, or minimise parts of your idea. If you continue to trim your idea, service, or process—you can gradually narrow your challenge down to that part or function that is most important.

- How could you streamline or simplify this product?
- What features, parts or rules could you eliminate?
- What could you understate or tone down?
- How could you make it smaller, faster, lighter, or more fun?
- Can I reduce the effort or cut costs?
- What's non-essential or unnecessary?
- What would happen if you took away part of this product? What would you have in its place? What can I remove without altering its function?

REVERSE/ REARRANGE

Overall, you have to ask yourself this question: How can I change, reorder, or reverse the product or problem? What would I do if I had to do this process in reverse?

- What would happen if you reversed this process or sequenced things differently?
- What if you try to do the exact opposite of what you're trying to do now?
- What components could you substitute to change the order of this product?
- What roles could you reverse or swap?
- How could you reorganize this product?

The example of this technique developed by Michael Masters: https://www.youtube.com/watch?v=-OMJINQIZzA

The example of the method "Orange juice" - https://medium.theuxblog.com/how-to-generate-ideas-using-scamper-technique-d2e50de6402c

Worksheet 2. SCAMPER workshop template [25]

Substitute **S**	**What could you replace what's there to vastly improve it?** Use different elements as substitute for what currently exists.	
Combine **C**	**Could it be made part of a bigger solution?** Combine or bundle what exists with other elements or components to create something better.	
Adapt **A**	**What can be modified and used in a different way?** Alter or change its function.	
Modify **M**	**What happens if dramatically change its size, shape, tone, frequency, …?** Modify what exists in its overall scale and scope.	
Put to Another Use **P**	**What else can it be used for?** Use what existing as something for which it wasn't originally intended.	
Eliminate **E**	**What can be remove that actually improves things?** Eliminate features or attributes in ways that make it simpler.	
Reverse **R**	**How can move things around to add value or create improvements?** Reverse the order of things or put in different sequence.	

[25] Source: https://upboard.io/

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9. I am an innovator!

Entrepreneurial skill: Creativity (Recognising and fostering innovation)
Duration: 1h30
Typology: Workshop
Objectives:
- To encourage employees creative and innovative thinking
- To help employees to discover new ways of designing innovative concepts
- To motivate and encourage employees to find opportunities, design and manage innovation

Setting:
- A room, whiteboard or projector, paper (A4), flipchart paper, post its, colourful markers and pens.
- Worksheet 1. Brief introduction to innovation
- The activity can also be done online, then each participant will need phone/tablet/laptop. etc. and access to some meeting platform such as Microsoft teams, skype, zoom, etc. The facilitator can use various online platforms where employees can brainstorm together and come up with solutions. The most popular platforms such as Microsoft teams, zoom, etc. offer break out room options to divide participants into groups and have space for a discussion.

References:
- Chuck Frey "How do you Define Innovation and Make it Practical and Saleable to Senior Management?"
- Oslo Manual 2018 "Guidelines for Collecting, Reporting and Using Data on Innovation, 4th Edition"
- You matter "Innovation: Definition, types of innovation and business examples"
- Innolytics.ag "What is innovation"
- SessionLab "Library for facilitation techniques"

The activity comprises the six steps:

1. Invite your team: Schedule this exercise as a meeting in a relaxed room in the company. You can also make it online, depending on the situation.

2. Give a quick introduction to innovation and different types of innovation as well as provide examples for better understanding. Ask the team members if they want to present the examples of innovation they know, while other team members can suggest which type of innovation it is. (please see Worksheet 1. A brief introduction to innovation).

3. Ask the whole group to brainstorm around the areas of:

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- TECHNOLOGIES (e.g., mobile phones, 3D printing, 5G),
- HUMAN NEEDS (e.g., love, transportation, waking up in the morning), and
- EXISTING SERVICES (e.g., Google Translate, Spotify, Instagram, Candy crush).

Spend 5 minutes brainstorming around each area. Have participants write one idea per post-it. Make the brainstorming active and fast-paced. Then, have participants call out each idea as they place it on the wall. By the end of the brainstorming, there should be three large clusters of post-it's on the wall, one for each area. The more, the better.

4. If necessary, divide team members into small groups of 3 - 5. Explain that they will have 15 -20 minutes to come up with as many mash-up concepts as they can. For each mash-up that a team creates, they must give the concept a catchy name and capture it on an A4 paper. The A4 should include the elements that combine to make a new concept (e.g., iPads + Doing Laundry + Paypal) and the name of the concept (e.g. Laundry).
A mash-up concept consists of 2 or more elements from the wall combined to create a new concept.

5. After the time has passed, have each group present their mash-up concepts to the rest of the group. Put up all the ideas on the wall to visually display the volume of concepts generated.

6. Have participants choose their favourite and/or most feasible mash-up concept and develop it further for 30 minutes, exploring the details of the concept, its functionality and a business model. Groups can use one flipchart paper to visualize the concept and then present it back to the rest of the group.

Debrief the experience by inviting team members to reflect on questions such as:

- How did it feel to work creatively in this way?
- What was easy about it? What was challenging?
- How did you feel? How did you behave, react, and respond?
- What insights or learnings do you have about yourself?
- What insights or learnings do you have about idea development?
- How can you apply your learnings going forward?

Tips: The three areas for brainstorming in the exercise can be adapted for different contexts. For example, SOURCES OF DATA (e.g., health records, subway timetables, census data) or GLOBAL CHALLENGES (e.g., climate change, income inequality, obesity) can be added to give another dimension to the exercise and make it more relevant to the company's needs.
Facilitator can be representative from human resources, manager, internal or external trainer, etc.

GO BACK TO THE TABLE >>>

Worksheet 1. A brief introduction to innovation

What is innovation?

The word "innovation" is derived from the Latin verb *innovare*, which means renew. In essence, the word has retained its meaning up until today. Innovation means improving or replacing something, for example, a process, a product, or a service.

However, in the context of companies and businesses, the term needs a definition. Here are some ideas from entrepreneurs on what innovation is to them:

The actions required to create new ideas, processes or products which when implemented lead to positive effective change. While invention requires the creation of new ideas, processes or products, innovation moves one step further and requires implementation of the inventive act. Innovation also implies a value system that seeks to derive a positive outcome from the inventive act. For example, actions that lead to a negative performance metric would not be considered innovative, even if they met the requirements of novelty and enabling actions. — Marc Chason, Motorola Labs

Innovation is creating new value and/or capturing value in a new way. Therefore, value is the keyword, stressing the difference between innovation and invention. The definition is simple, easy to memorize, and good enough to encompass innovation in all value chains. — Victor Fernandes, Natura

Innovation is something new to your business that fills an untapped customer need. Ideally, the innovation builds a new market. — Jonathan Rowe, Gene Express Inc.

Having a view of the future landscape of consumer wants and needs – whether known or unarticulated – and developing solutions that grow your business while fulfilling or altering the lifestyle and behaviour of your target consumers. — Troy Geesaman, Laga

The proposed simplified definition by Joe Dwyer is:

"Innovation is the process of creating value by applying novel solutions to meaningful problems."

To understand and evaluate innovation, one has to answer 3 questions:

- ◆ Is it a novelty? If it's not new, it's probably more optimization than innovation.
- ◆ Does it solve a meaningful problem? If not, maybe it's art instead of innovation. That's not to say art isn't valuable, but it's generally not designed to solve a problem. To us, innovation is.
- ◆ Does it create value? If not, maybe it's an invention rather than an innovation. Inventions can lead to value creation, but usually not until someone applies them through innovation.
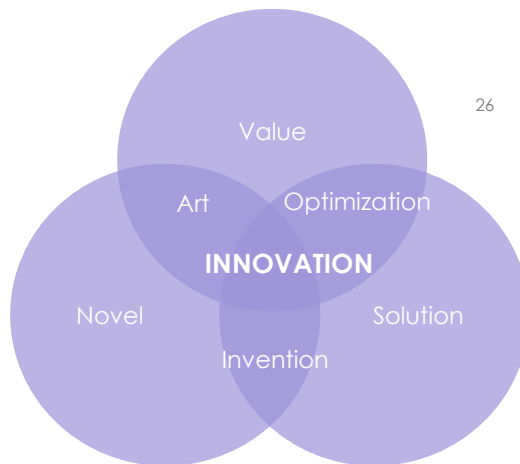
According to the Oslo Report, business innovation is:

" (…) a new or improved product or business process (or a combination thereof) that differs significantly from the firm's previous products or business processes and that has been introduced on the market or brought into use by the firm."

Nonetheless, it is essential to emphasize that innovation isn't just about business. It's a dynamic process that needs implementation, i.e., something is put into active use or made available, but it can take place in all sectors of an economy.

1. **Innovation in businesses** consists of organizations that are mostly oriented towards the production of market goods and services.
2. **Innovation in the general government** consists of institutional units with political and regulatory responsibilities. They redistribute income and wealth, as well as some services and goods, for individual and collective consumption, usually on a non-market framework.
3. **Households** are institutional units made of one or more people. Their main purpose is to supply labour, undertake final consumption and eventually, as entrepreneurs, produce goods and services too.
4. **NGOs serving households** are legal entities mostly engaged in producing non-market services for households or the community. Their resources and manpower are the results of voluntary contributions.

Types of innovation

There are several types of innovation according to the most recent Oslo Manual (2018):

1. **Organizational Innovation**

Organizational innovation refers to the development of a new organizational strategy that will somehow change a company's business practices, as well as the way its work is organized and its relationship with external stakeholders.

Examples of organizational innovations:

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[26] Source: DI, https://digintent.com/what-is-innovation

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♦ The first companies adopted a four-day week working schedule of only 4 days per week

♦ The first companies that started to use the power of digital and allowing employees to skip the office and work from home (depending on the role)

2. Process Innovation

Process innovation is about implementing a new or improved production or delivery approach, including changes in operational methods, the techniques used and the equipment or software.

Examples of process innovations:

♦ The first firms betting on SaaS (software as a service) technology and using, for instance, cloud contact centres from Talkdesk, changed the way their customer support processes used to be organized.

♦ The first hotels that decided to make decisions based on big data using, for instance, insights from the Climber Hotel, made changes on their decision-making approach.

3. Product Innovation

Product innovation is the introduction of a new or improved good or service. These inventions or changes may have to do with improving technical specifications, the materials or the software used or even advancing on UX (user experience). However, product innovations don't need to improve all functions or performance specifications. An improvement to or addition of a new function can also be merged with a loss of other functions or the downgrade of some other specifications.

Moreover, a product innovation must add available to potential users but doesn't necessarily need to generate sales. Because if it did, then innovations with low demand or, for instance, digital products like apps that are free would be excluded. At the same time, routine changes or updates aren't considered product innovations as they are only correcting errors or making some seasonal changes.

Examples of product innovations:

♦ Lego has been changing the materials of its famous bricks to biodegradable oil-based plastics

♦ The first electric vehicles introduced in the car's market were also innovation, and new batteries with longer ranges that keep coming out are also an example of innovation

4. Marketing Innovation

Marketing innovation means developing a new marketing strategy that produces changes in, for instance, the way a product is designed or packed, or even other decisions regarding price or promotion.

Example of marketing innovation

♦ Haagen Dazs' new waste-free container

Examples of Famous Innovators

- Steve Jobs started developed the smartphone world with the iPad
- Marie Curie did significant research on radioactivity
- Elon Musk has been making great progress on luxurious electric cars
- Ann Kiessling made plenty of findings on the area of biology
- Nikola Tesla worked on the production, transmission, and application of electric power
- Amanda Jones was the inventor of a vacuum method of canning
- Thomas Edison invented the incandescent electric light bulb
- Grace Hopper invented the first compiler for a computer programming language
- Leonardo DaVinci, among many other things, invented the parachute
- Josephine Cochrane invented the first mechanical dishwasher
- Alexander Graham Bell invented the first telephone

Why is innovation important for business?

Organizations have several options to increase their competitiveness: they can strive for price leadership or develop a differentiation strategy. In both cases, innovation is essential.

- Companies that choose price leadership must secure their long-term competitiveness by developing innovative, highly efficient processes. Therefore, process optimization and continuous improvement in terms of costs are important for them.
- Companies that strive for a differentiation strategy need innovation to develop unique distinguishing features from their competitors.
- Many start-ups launch their activities by developing an innovative product or service.

Continuous innovation is, therefore, crucial for all companies. The main difference is in the focus of the innovation strategy, which varies considerably from company to company.

An innovation strategy is a clearly defined plan of structured steps a person or team must perform to achieve an organisation's growth and future sustainability goals.

10. The winning lottery ticket

Entrepreneurial skill: Planning and management (Define goals; be able to set clear and realistic goals)

Duration: 30 minutes

Typology: Training session

Objectives:
- To learn how narrow down their core values and priorities. This translates to the workplace, where achieving goals requires determining the most important values of your business and figuring out how to apply them.
- To a warm-up for the life planning training package as a way of showcasing what matters in life and how to plan accordingly

Setting:
- Paper
- Pen/Pencil

This activity includes the three following steps:

1. Tell participants they just won $20 million and ask them what they will do next. For example, you could ask them whether they choose to spend or save the money and what they would prioritize.

2. After five minutes, tell the participants they have now only won $10 million. Ask them to write down what changes they would make to their original plans and what they would now prioritize.

3. After 5 more minutes, tell the participants they have now only won $5 million. Ask them to further revise their plans and priorities.

The facilitator could end the session by asking some questions:
- Did you feel pressured when the amount started to decrease gradually?

- Under the pressure of time, did you manage to have a clearer picture of your needs and priorities?

11. Establish an overview

Entrepreneurial skill: Planning and management (Plan and organise; be able to set a plan and manage better)

Duration: 45 minutes

Typology: Training session

Objectives:
- To learn how to be creative in situation where you need to act fast and effectively
- To plan your time in advance, so you can have better control over your schedule and awareness of your tasks

Setting:
- Paper
- Pen/Pencil
- Board/Slide
- Mobile/PC/Laptop

The activity includes four steps as follows:
1. Assign participants into groups of 2-5, decide who will be the coordinator and give them a project about planning an event. First, you will need paper and a pen. Putting thoughts on paper can make them feel more palpable. After you decide on a clear vision for your idea, it is important to write down all the major steps. Then give them some time to do a quick google search to find more ideas about their event.

2. Give them 20 minutes to plan the event and discuss the results. Surely, at this point, you will see great results regarding the time given.

3. Write your results on the board or if there is enough time prepare some slides to present your event to the rest of the participants.

4. Now make them plan a different event in 10 minutes, have no access to the internet and repeat the process. Discuss the results.

To finish the session, the facilitator could ask participants some questions like:
- Did you enjoy working with the other team members?

- How did you feel when your facilitator told you that you had less time and no internet access?

GO BACK TO THE TABLE >>>

12. Sustainable strategy

Entrepreneurial skill: Planning and management (Develop sustainable business plans; develop a plan to achieve goals that create financial, societal and environmental sustainability)

Duration: 8h

Typology: Meeting

Objectives:
♦ To understand environmental and social limitations and reflects the demands and requirements of society.
♦ To ensures that its impact upon environment and society is either neutral or positive.

Setting:
♦ Paper
♦ Pen/Pencil

The activity includes nine steps:

1. Decide who will be the facilitator and give participants an example of a ready-made business plan.

2. Identify and agree on the material (priority) issues, which present strategic threats and opportunities for the company.

3. Identify corporate ambition, where does the company plan do, be on the scale of corporate evolution.

4. Understand how strategy is already developed within your own company and assess whether sustainability issues are currently considered as part of strategic planning and product development.

5. Establish what processes are used within your own company to manage strategic change. Identify what works, what does not, and why.

6. Ensure that the strategic opportunities and threats posed by sustainability issues are included alongside other strategic business issues that influence strategy.

7. Ensure engagement with key external stakeholders to achieve a broader consensus about what is material to whom and why.

8. Develop responses to all material strategic issues, which support your company's competitive positioning.

9. Develop a clear overall strategic vision integrating social, environmental and economic dimensions.

GO BACK TO THE TABLE >>>

13. Define your priorities

Entrepreneurial skill: Planning and management (Define priorities)

Duration: 1h

Typology: Meeting

Objectives:
- ♦ To personally reflect on how participants spent their time over the course of a week or month

Setting:
- ♦ Board

The activity includes four steps:

1. Gather the team and begin to pour out everything that comes to them daily, which takes up their time. Write everything down on the whiteboard. Once every task, no matter how menial, has been listed, move to the next step.

2. Have the team (not you, the facilitator) prioritize each item with an A, D categorization. A = Important and urgent, B = Important and not urgent, C = Not important and urgent, D = Not important and not urgent. Every item gets a letter!

3. Now rank order each letter's items/tasks. As an example, what is the #1 most important A item on the board? Then go to #2, and so on, until you work through the D items.

4. Take the content from the whiteboard and send a document back to your team with the items listed in priority order, A1 through D.

GO BACK TO THE TABLE >>>

14. A well-oiled machine

Entrepreneurial skill: Planning and management (Monitor your progress)

Duration: 1h

Typology: Meeting

Objectives:

♦ To get to know the inner workings of your company helps you to identify potential weaknesses or opportunities
♦ To optimise your workflow, and run your business smoothly and profitably
♦ To have a monitoring system in place that gives you the data figures, and stats to keep an eye on your business processes.

Setting:

♦ No setting necessary

The activity includes five main steps:

1. **Time tracking**

Invoice the exact time you worked on your client's project without having to guess and sell yourself short. Look for ways to improve your profitability, e.g. by finding ways to reduce time spent on non-billable tasks like admin or invoicing. Figure out ideal rates to reach your financial goals. Free up important resources in your team by outsourcing, delegating or automating processes. Improve your workflows and be more productive.

2. **Bookkeeping/Accounting**

Keep your cash flow healthy with regular reports and projections. Oversee expenses and ensure you remain within budget. Check you are on track for financial targets and adapt your marketing accordingly. Maximise profit by minimising unnecessary overheads or production costs. Identify funds to re-invest into the business.

3. **Time management**

Plan your time and resources and react to bottlenecks and shortages in good time. Get projects on track and coordinate even remotely working teams effortlessly. Achieve a healthy work-life balance for you and your team. Be flexible and adapt tasks as needed immediately. Never forget anything ever again!

4. **Marketing monitoring**

Find out if your marketing campaigns are financially viable. Monitor your goals and check you are on target with your marketing. Identify busy and slower times for your business and plan activities and resources accordingly. Find out where your customers are coming from and why. Use analytics for quick tests and boost slow campaigns before they strain your budget.

5. Booking systems

Plan and improve your product portfolio by identifying what is popular and what is not. Analyse your customer behaviour and use insights to improve your product, marketing, and customer service. Communicate with existing customers to improve repeat business, referrals and loyalty. Anticipate busy times and plan for production and storage.

GO BACK TO THE TABLE >>>

15. Adapt to change

Entrepreneurial skill: Planning and management (Be flexible and adapt to changes)

Duration: 1h

Typology: Meeting

Objectives:

- To achieve higher levels of emotional intelligence and emotional resilience and be able to adapt to new and changing situations
- To learn how to communicate with other people and how to deal with different opinions

Setting:

- No setting necessary

The activity comprises the following step:

1. Create two groups. The first one will be the managers and the second one will be the employees. Teams should not be listening to each other to put them in different rooms if possible. If the activity is conducted online, you can use Zoom Breakout Rooms. Discuss the following questions and share the differences between their point of view with the whole group.

   - How can we apply frameworks that are based on scale or position when we can go from market leader one year to follower the next?

   - When it is unclear where one industry ends, and another begins, how do we even measure position?

   - When the environment is so unpredictable, how can we apply the traditional forecasting and analysis at the heart of strategic planning?

   - How can our managers pick up the right signals to understand and harness change when we are overwhelmed with changing information?

   - How can a one-year—or, worse, five-year—planning cycle stay relevant when change is so rapid?

GO BACK TO THE TABLE >>>

Co-funded by the
Erasmus+ Programme
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16. Team updates

Entrepreneurial skill: Working with others (Team up)

Duration: 1h to 1h30

Typology: Meeting

Objectives:
- ♦ To get your team to share knowledge and updates among them
- ♦ To use face-two-face or online time to create important outputs
- ♦ To bring an understanding in your team that they work as a whole and the tasks of one member are linked with or affect the role of one other
- ♦ To promote peer learning in your group
- ♦ To dedicate some time for discussions, debates and brainstorming

Setting:
- ♦ Agenda, pptxs, projector, post-its, notebook (in-person), pc, ZOOM or other platform (online)

References:
- ♦ Hamilton, P. (2016). *The workshop Book.* Published by Pearson

The manager, acting as facilitator, should take into consideration the following aspects and steps:

1. **Create an agenda:** Your teams should be aware of the discussion topics in case they have to prepare something before the meeting.

2. **Schedule a particular duration and frequency:** No more than one or one and a half an hour. People can get bored or tired and retreat to check emails. Once or twice a week is enough to get updated about the daily tasks, progress and deadlines and to come up with the new responsibilities.

3. **Use some presentation along with discussion and brainstorming:** If there is only presenting and passive listening, people will get bored.

4. **Ask for answers:** For example: "Do you have any specific questions that you want to be clarified on the day?"

5. **Structure the sharing:** Dedicate only half a day updating each other and then spend the other half connecting and creating.

6. **Set a time limit:** Time is important! So, inform your team that they have only 5-10 minutes to present their updates. In the case of ppt presentations, set a slide limit, as well.

7. **Questions at the end:** Another way to save time is to limit questions and discussions until a certain point in the day. Ask for questions and discussion points to be done at the end of the presentations so that nobody will be interrupted.

8. **Lead your team:** As a team leader, you should facilitate the meeting, intervene when necessary and engage all of your members to feel equal.

9. **Make a Summary:** Collect their ideas, questions, or opinions in a post-it or a notebook. Answer those you can that day and keep the rest to discuss it in the next meeting. Summarize the main points and spit new tasks and roles.

At the end of the meeting, you can ask your team the beneath questions to highlight the key discussion point:

♦ Are there any closing comments?

♦ What was the most interesting part of the updated deck that you'd like to discuss more in the meeting?

♦ Is there anything you would like to discuss in the next meeting?

You can also ask yourself at the end:

♦ How can we keep the energy levels high throughout?

♦ How can we leave space in the agenda for people to use the updates to create ideas?

GO BACK TO THE TABLE >>>

17. Leading a team-building workshop

Entrepreneurial skill: Working with others (Work together; team up)

Duration: 2h

Typology: Practice

Objectives:

♦ To help your team learn more about each other by working collaboratively
♦ To improve relationships between different departments
♦ To learn from each other
♦ To actively involved in a team bonding activity

Setting:

♦ Questionnaires before the meeting (see worksheet 1)
♦ Slido or kahoot,
♦ A comfortable room
♦ Phones, laptop, projector
♦ Worksheet 1. Questionnaire for participants

References:

♦ Hamilton, P. (2016). *The workshop Book*. Published by Pearson.
♦ https://www.sli.do/
♦ https://kahoot.it/

This practice comprises two main phases *(a) one preparatory phase* before the delivery of the game, and *(b) the implementation* of it as follows:

Preparatory phase

1. **Prepare a questionnaire (you can use the worksheet provided here):** Ask people to answer questions focused on personal information, such as:

   • What are your talents? What are you good at?
   • What is one achievement of yours?
   • What would be the ideal job and what they would love to spend their time doing (other than their current jobs, of course!)
   • Where would you like to travel?
   • What are your eating habits? Favourite food?
   • What is your favourite phrase?
   • If you have the power, what "negative aspect" you would change in the world?

2. **Distribute the questionnaires to your team:** Set a deadline for delivering them to you. Ask them to be transparent and not discuss the answer among them before the workshop.

3. **Slido quiz:** Use these questions to prepare a slide quiz. For each question, put the names of 4-5 people as possible correct answers, i.e. "Whose favourite place to travel in New York? (a) Mike, (b) Leo, (c) Katia, (d) Mary. And check the correct

answer. Give 20-25 seconds for each question to be answered. You will have a winner at the end of the quiz, while your team will know each other better now!

4. **Invite your team:** Start by inviting everyone to come to a particular room, a specific hour and inform them about the scope of this workshop.

Implementation phase

5. **At the beginning of the workshop:** Welcome your team, introduce the objectives and explain your plan.

6. **During the workshop:** People will have to connect to slides via their phones writing a unique code for this quiz. You had already defined this code when you created the slide quiz (i.e. Workhshop01).

7. **Play the game!**

8. **Indicate the winner of this game!**

9. Allow your team to have **discussions** among them. Act as a facilitator to reinforce the discussions. Did they learn anything new and interesting about their colleagues?

10. **Ask for feedback:** Ask them if they have fun? What were their expectations and challenges? How do they feel?

At the end of the meeting, you can ask your team the beneath questions to highlight the key discussion point:

♦ What went well?
♦ What could have been done better?

Tips: Make sure you mix teams so that people work with different colleagues from those they normally do.

GO BACK TO THE TABLE >>>

Worksheet 1. Questionnaire for participants

Please, answer all of the following questions by filling in the table given. The answer will be used during the training session that you are invited to participate in.

Your Name: ………………………………………………………

Education:	
Talents (good at):	
External Characteristics *(eyes, hair, height, etc.)*	
Internal Characteristics (up to 3): *i.e. smart, curious, leader*	
Achievements:	
Job/Profession (that you would like to do/not what you are doing right now):	
Favourite colours:	
A place that would like to live:	
Travels (places that you would like to visit or live):	
Eating habits and favourite food:	
Free time/hobbies:	
Aspirations/Passions:	
Interests:	
Favourite season and why:	
Goals:	
Favourite feeling (emotion):	
Favourite phrase:	
If you have the power, what "negative aspect" you would change in the world:	
Add here anything you want:	

18. Working better together

Entrepreneurial skill: Working with others (Develop emotional intelligence; work together)

Duration: 2h to 3h

Typology: Training sessions

Objectives:

- ♦ To change the way a team works for the better
- ♦ To help people create ideas that change the way they work for the better
- ♦ To recognise the areas that need improvement
- ♦ To engage your team in decision making

Setting:

- ♦ Room, large papers, post-it, pens
- ♦ Worksheet 1. The four flipcharts: Strengths, Weaknesses, Opportunities and Threats
- ♦ Worksheet 2. Come up with five (5) new ideas

The seven steps that should be followed for this workshop are the following:

1. **Put up on a wall or a big table the four flipcharts**, labelled Strengths, Weaknesses, Opportunities and Threats (see worksheet 1).

2. **Prepare a couple of questions** under each box to ensure that your team will answer according to the workshop objective (to examine how the team is currently working).

3. **Some examples of questions could be:**
   - ♦ What are the strengths of the way we currently work?
   - ♦ What are the weaknesses in the way we currently work?
   - ♦ What are the opportunities we could create if we change the way we work for the better?
   - ♦ What are the threats to our team if we do not change the way we work for the better?

4. **Team contribution:** Ask each member to write and stick a post-it under every four boxes. You can also split the team into four (4) sub-groups and ask them to work on only one of the boxes (see worksheet 1). Then, ask each team to read through all the post-its in their quadrant and theme them, labelling each theme and presenting those back.

5. **Recognition of the significant issues:** For example, if 10 people have contributed notes about getting a new computer system in the opportunities section, and just one person has requested fruit at work, the computer system is probably a

more important issue. By labelling the themes, each team will find out the key issues and characteristics of how they work as a team.

6. **Working on solutions and new ideas:** Split your team again into new 4 sub-groups and ask each group to come up with five (5) new ideas for improving the way they work, based on the findings in the SWOT analysis (see worksheet 2).

7. **Closing workshop:** Give some space for discussion and feedback on the procedure. Define what it should be done for the better functionality of the team.

This training session should end up with solutions to the problems. So, as a facilitator, you can make some closing questions to gather the key points:

♦ What are the lessons learned from our today's workshop?
♦ What was the most interesting thing?
♦ How might this training benefit us in the future?

Worksheet 1. The four flipcharts: Strengths, Weaknesses, Opportunities and Threats

Each of the four (4) teams should elaborate on one of the 4 flipcharts by answering the following questions. Stick up to 8 post-its for each category.

Strengths

♦ What are the strengths of the way we currently work?

Weaknesses

♦ What are the weaknesses in the way we currently work?

Opportunities

♦ What are the opportunities we could create if we change the way we work for the better?

Threats

♦ What are the threats to our team if we do not change the way we work for the better?

Worksheet 2. Come up with five (5) new ideas

Based on the finding of the SWOT analysis conducted earlier, please, write down 5 new ideas for improving the way we work as a team. The ideas should be presented in a sequence – from the most important to the less important. The ideas should be achievable, realistic, specific and measurable.

No.	Five new ideas for the improvement of the way we work
1	
2	
3	
4	
5	

19. Past, present, future tools for working better together

Entrepreneurial skill: Working with others (Team up; listen actively)

Duration: 2h to 3h

Typology: Training sessions

Objectives:

♦ To understand the areas of improvement related to working in teams better
♦ To help people create ideas that change the way they work for the better
♦ To generate lots of ideas for how negative areas can be improved
♦ To recognise the change that's needed and to create some possible ways of making that change
♦ To practice to listen each other effectively and respect other ideas and views on how to be improved as a team

Setting:

♦ Room, large papers, post-it, pens, table or wall,
♦ Worksheet 1. 3 Columns: Past, Present, Future
♦ Worksheet 2. Come up with five (5) new ideas
♦ If online (laptops, a platform for the meeting i.e. ZOOM, a common space i.e. Miro, internet, a chat app i.e. Teams/Slack for communication between members in the same team)

References:

♦ Hamilton, P. (2016). *The workshop Book*. Published by Pearson

The steps that should be taken are as follows:

1. **At the begging:** Welcome you and explain to them the workshop's objectives.

2. **Set up a template** that lists the past, present and future in three columns (see worksheet 1 provided here).

3. **Give guidelines:** Introduce the past, present and future tool and ask each team to fill this out.

4. **Split your team into 3-4 sub-groups:** Each sub-group will work on one sheet (x3 or x4 sheets).

5. **Ask them to fill in the columns:** They should start with the "last column", writing down five ways of working that belong in the past, starting with sentences like "the old way of doing things was…", "the way things used to be was…, etc. Once the first column is completed, ask them to move on to the third one about the

future, using sentences such as 'the way we will be is…', 'the future is different because…'. Then ask teams to fill in the present as a bridge between the past and the future, answering the question: 'What will we do today to make the future happen?' (see worksheet 1).

6. **Discussion:** Ask for each team to present the **_5 ways_** of each column and dedicate some time for discussion. Merge the different answers given by the sub-groups into one shared document.

7. **Use the tool as inspiration** to create at least five (5) new ideas for working better together. The "present" column should include those new ideas as inspirations new ways of working immediately (see worksheet 2).

8. **Closing comments:** Ask for feedback.

9. **Ask yourself:** "How can we identify the main things we need to improve as a team?" "How can we use the team's ideas to make them more committed to the change?"

This training session should end up with solutions to the problems. So, as a facilitator, you can make some closing questions to gather the key points:

♦ What are the lessons learned from our today's workshop?
♦ What was the most interesting thing?
♦ How might this training benefit us in the future?

Worksheet 1. 3 Columns: Past, Present, Future

Fill in the three columns according to the facilitator's directions. Remember to start with column 1 "Past", then move on to column 3 "Future" and leave column 2 "present" last one.

No	Column 1. Past	Column 2. Present	Column 3. Future
	Five main ways of working that belong in the past	Five ideas to inspire new ways of working immediately	Five ambitious changes to each element of the past for the future
1			
2			

No	Column 1. Past	Column 2. Present	Column 3. Future
	Five main ways of working that belong in the past	Five ideas to inspire new ways of working immediately	Five ambitious changes to each element of the past for the future
3			
4			
5			

Worksheet 2. Come up with five (5) new ideas

Based on the finding of the past, present, future analyses conducted earlier, please, write down 5 new ideas for improving how we work as a team. The ideas should be presented in a sequence – from the most important to the less important. The ideas should be achievable, realistic, specific and measurable.

No.	Five new ideas for the improvement of the way we work
1	
2	
3	
4	
5	

20. Being an outsider!

Entrepreneurial skill: Working with others (Accept diversity (people's differences))

Duration: 30 minutes

Typology: Practice

Objectives:

- ♦ To empower the participants to picture the diversity of people working with
- ♦ To deeply understand the consequences of a working environment which in not inclusive and which allows the discrimination
- ♦ To promote the tolerance, acceptance and inclusion of all team members within a company
- ♦ To show respect, understanding and appreciation of their colleagues even if differences are existing among them (different national, ethnic, religious, linguistic and other minorities and communities)

Setting:

- ♦ A room

References:

Council of Europe (2003). *T-Kit on Social Inclusion*. Accessible at https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion?desktop=true

The following three steps should be applied for the execution of this activity:

1. Invite at least 10 people and gather them in a room. Ask one of them to leave the room voluntarily for 5 minutes. Divide the rest of the team into two or three different groups following particular selection criteria, such as hairstyle, eye colour, type of clothing, height, personal interests, or opinions on a specific issue.

2. Call the volunteer who left the room before returning. Ask him/her which group he/she belongs to. He/she must explain why he believes that he/she belongs in the group selected justifying his/her choice. If the reason is not the correct one, he cannot join. Even if he/she picked the correct group, he/she should remain as "the outsider".

3. You can continue with a new volunteer, regrouping the team under different selection criteria this time. You can repeat this process giving as many participants as possible the opportunity to go outside the room.

Upon the completion of this interactive exercise, facilitate the discussion and reflection of your team, making the following questions:

- ♦ How do we react when we belong to a group? What are our feelings?

- ◆ How do we feel when we don't belong to a group or are rejected?
- ◆ Is it easy to reject the outsider?
- ◆ Do you empathise with the outsider?

GO BACK TO THE TABLE >>>

21. Risk workshops

Entrepreneurial skill: Coping with uncertainty, ambiguity and risk (Calculate risk; manage risk)

Duration: 2h

Typology: Training session

Objectives:
- ♦ Be aware of the need to identify and treat the risk
- ♦ Identify opportunities at risk
- ♦ Reduce uncertainty
- ♦ Anticipate the risk
- ♦ Gain elements of defence at the time when it is decided to take the risk

Setting:
- ♦ Flipchart, school board & video projector, pptxs, post it with different colours, pens
- ♦ Worksheet 1. Risk Level Table

The activity includes seven steps:

1. Welcome and explain to the group that this activity aims to help address risk, uncertainty, and ambiguity.

2. Participants should all contribute considerations to the proposed theme.

3. Present the theme and explain your choice.

4. Present and explain the risk table (please see worksheet 1).

Considering the chosen risk theme, all participants should put a post-it in the table at the corresponding level, for example, if it considers low, medium, or high the probability of happening and if it considers that, the impact on the company's performance is low, medium, or high. All participants should explain the chosen level in the table. Finally, all participants should indicate three different scenarios of opportunities in the short, medium, and long term(For example, assuming that the company is a mini-market settled 20 years ago in an area on the city's outskirts. This zone will receive a hypermarket. In the risk table, we can consider that the probability of being built a hypermarket next to the minimarket is high and that the impact will be high as well. Therefore, the risk is critical. At this crucial risk state, we should indicate three opportunities, one, in short, one in the medium and the other in the long term.

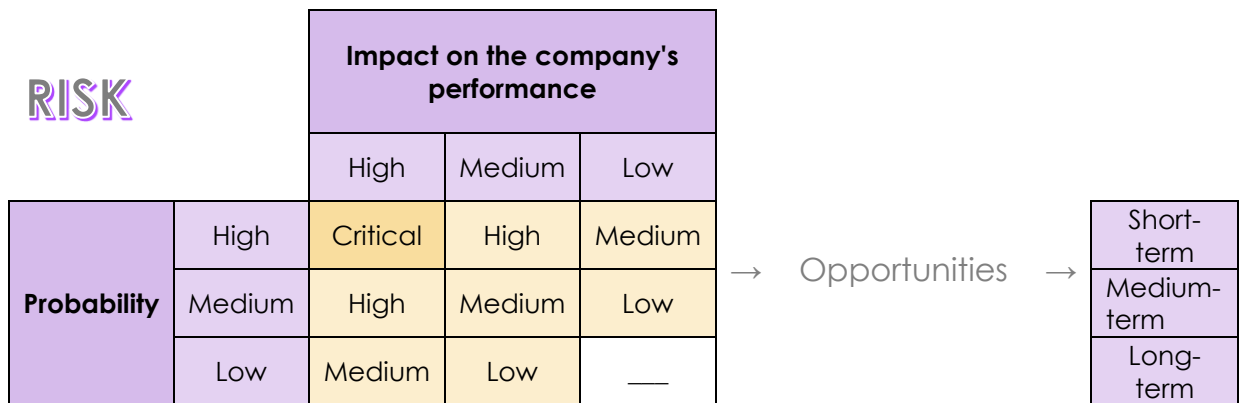As it is an area inhabited by an aged population that prefers personalized service:
- ♦ create a personalized home delivery service – short term
- ♦ opt for products that are less generic and more suitable for the population - medium-term
- ♦ extend the range of services and products, such as home-cooked meals, shopping on-demand at the pharmacy, walking pets – long term)

5. The Manager must schedule a period to discuss the different contributions that should lead to a result, that is, the employees should elect a short-term, a medium and a long-term opportunity.

6. The debate on what is positive in the risks helps create the perception that the risk can lead to positive situations.

7. The findings may serve in the company's guidelines in similar future situations.

> **Tips:** For this action, the Manager considering current issues that may be a risk to the company's activity or opt for a potential risk felt in the company itself should choose the theme of the Workshop. When choosing the topics, the Manager should consider the risks unlikely and less common, in addition to the obvious risks.

GO BACK TO THE TABLE >>>

Worksheet 1. Risk Level Table

RISK		Impact on the company's performance		
		High	Medium	Low
Probability	High	Critical	High	Medium
	Medium	High	Medium	Low
	Low	Medium	Low	___

→ Opportunities →

Short-term
Medium-term
Long-term

22. Mentoring sessions

Entrepreneurial skill: Coping with uncertainty, ambiguity and risk (Cope with uncertainty and ambiguity)

Duration: 7 sessions 4 hours each for each employee – single sessions

Typology: Mentoring

Objectives:
- Practicing daily living with uncertainty without falling
- Be aware of the feeling that causes a daily coexistence with the uncertainty
- Self-knowledge, knowing one's own limits
- Be able to make decisions on a VUCA environment
- Remain confident and adapt rapidly to the changes

Setting:
- Meeting room, computer, notebook, pen

This mentoring programme should develop as follows:

1. The Mentor should be an older person with more experience in coping with uncertainty, ambiguity & risk.

2. In the first session, the Mentor must:
   - Contextualize the Mentoring Sessions
   - Diagnose the learning needs of the employee
   - Formulate its objectives and results to be achieved
   - Choose the most appropriate strategy for the employee to achieve the objectives

3. From the second to the sixth session, the Mentor must:
   - Work the employee's motivation for learning
   - Encourage the employee in the pursuit of professional development and self-knowledge using their own experience and knowledge
   - Help the employees to adopt a more strategic perspective, develop specific techniques, and strengthen soft skills such as resilience to coping with uncertainty, ambiguity & risk

4. In the seventh and final session, the Mentor must:
   - Help the employee to systematize the ideas and conclusions

23. Learn to adapt

Entrepreneurial skill: Coping with uncertainty, ambiguity and risk (Manage the risk)

Duration: 1h20 twice a year, (4 challenges x 20 minutes)

Typology: Training session

Objectives:

- ♦ Practice the skill of always act
- ♦ Practice the quick and versatile thinking
- ♦ Practice the ability to always get answers to problems

Setting:

- ♦ 4 meeting rooms, flipchart and pens

The manager should consider the following steps that precede the activity:

1. Identify employees who will be subject to the exercise

2. Create the themes and challenges of the 4 rooms

3. Identify who will be responsible for the room challenge

4. Book the 4 meeting rooms and make sure that there is a flipchart with plenty of paper in all of them. The meeting rooms should be close to each other.

During the activity, the Manager should take into consideration the following steps:

5. The employee enters the room, and the person in charge of the room informs the "problem" with which he will have to deal

6. The employee has 20 minutes to think of 2 alternative paths, indicate the risks inherent to these 2 paths and tell how he will deal with them

7. The employee should write his conclusions on the flipchart

8. This procedure should be repeated in the 4 rooms and for the 3 employees who enter the room one at a time

9. After the 3 employees have finished the challenges of the 4 rooms, they must gather and share the difficulties and conclusions

24. Building resilience and psychological security

Entrepreneurial skill: Coping with uncertainty, ambiguity and risk (Cope with uncertainty and ambiguity)

Duration: 4 sessions per year, each one with 2 hours

Typology: Individual sessions with professional, face-to-face or online

Objectives:
- Increase your knowledge of your own stress building your resilience to deal with daily levels of uncertainty.
- Have the courage to risk, live new experiences, live in permanent vulnerability without affecting personal well-being

Setting:
- Doctor's office

The activity includes the following three steps:
1. The first medical appointment is the icebreaker; the doctor presents himself to the manager. During this first medical appointment, the Manager should make a self-portrait and self-assessment.

2. During the second medical appointment, the Doctor should assess the manager's personality through immediate answer questions.

3. The third and fourth medical appointment aims to empower the manager with attitudes such as resilience, high engagement rate, maintenance of creativity despite constant pressure. In addition, teach to accept that having fears and limits is essential to stimulate courage.

GO BACK TO THE TABLE >>>

Entrepreneurial skill: Self-awareness and self-efficacy (Believe in your ability)

Duration: 2h to 3h

Typology: Mentoring

Objectives:

♦ To increase the self-awareness and the team awareness of your employees
♦ To uncover blind spots and promotes self-discovery and personal growth
♦ To promote the feedback gaining in your team in order to understand how they see themselves and how they see each other
♦ To help your team to see themselves clearly building self-confidence and self-efficacy

Setting:

♦ A room, papers, pens, photocopies with the list of adjectives and the Johari window.
♦ Worksheet 1. Brief introduction to the Johari Windows
♦ Worksheet 2. List of adjectives
♦ Worksheet 3. Filling in the Johari Window

References:

Razzetti, G. (2019, April). The Johari Window Exercise – Increase self-awareness and team awareness, https://www.fearlessculture.design/blog-posts/the-johari-

To facilitate a Johari Window exercise, you will need to follow these ten steps:

1. **Invite your team:** Schedule this exercise as a meeting in a relaxed room in the company. You can also make it online. Select a small team, up to 5-6 persons.

2. **Distribute the list of adjectives** and a **sheet with the matrix of the Johari window** to your team *(see worksheets 1 and 2).*

3. **Ask them to choose 5 adjectives** that best describe themselves. Ask them to be objective and honest and give them only 1-2 minutes for this task.

4. Then, once the team has finished the self-assessment, they should evaluate the rest of the team members. Again, they should select only 5 adjectives for each member.

5. **Filling in the Johari window:** Since you finish the selection of adjectives, ask them to fill in the matrix for themselves according to your directions:

   • *Arena Quadrant [KNOWN SELF] = Place there the adjectives that appear on both lists (self- & peer-evaluation);*
   • *Mask Quadrant [HIDDEN SELF] = Write down the adjectives that appear on the individual's list but not on the group's one;*
   • *Blind Spots quadrant [BLIND SELF] = Place the adjectives that appear on the group's list, but not on the individual's;*

- **Unconscious Quadrant [UNKNOWN SELF] =** *Any adjective that appeared on neither list can go in the Unconscious Quadrant.*

6. **Give some time for self-reflection:** Once team members have finished, give them some time to review and think about his/her results.

7. **Encourage discussion:** Ask them to present and discuss openly with the entire team his/her results.

8. **Make questions:** "Why do you choose those adjectives for you?", "Why do you believe the team select those adjectives for you?", "Is there anything that surprises you?", "Would you like to change or improve anything?" "Did you learn something new about yourself?"

9. **Promote reflection:** "How easy or difficult was it to select the adjectives to describe yourself? Why?", "How easy or difficult was it to select the adjectives to describe your team members? Why?"

10. **Closure:** Ask for feedback.

At the end of this activity, you can discuss the key learning points with your team, launching some key questions:

- What was the most memorable fact today?
- What feelings did you experience throughout the activity? What triggered them?
- What do you want to take forward from this activity?

Tips: As facilitator, you can dedicate some time at the beginning of the session with an icebreaker in order to make the team feel comfortable with each other. Then, remember to start by presenting the Johari Window technique. A short presentation prepared by you would be very useful.

GO BACK TO THE TABLE >>>

Worksheet 1. A brief introduction to the Johari Windows

To facilitate this activity, you should know what the Johari window is.

The Johari window is a technique that helps people understand better their relationship with themselves and others. It was created by psychologists Joseph Luft (1916–2014) and Harrington Ingham (1916–1995) in 1955 and is used primarily in self-help groups and corporate settings as a heuristic exercise. Luft and Ingham named their model "Johari" using a combination of their first names.[27]

There are four quadrants in this exercise[28]:

1. ARENA: Traits and behaviours that you and others are aware of. It includes anything about yourself that you are willing to share. This area drives clarity and builds trust.

2. MASK: Aspects about yourself that you are aware of but might not want others to know. It can also include traits that you are not sharing with others without being aware of. What you show to others is a mask that hides your authentic self.

3. BLIND SPOTS: What others perceive, but you don't. Important to note: not valuing your strengths can also be a blind spot. Feedback from others can make you more aware of your negative traits and the positive ones you are not appreciating.

4. UNCONSCIOUS: What's unknown to both you and anyone else.

You will also need a list of adjectives:

Conquer Your Blind Spots – Johari Window Model

	Known to others	**Unknown to others**
Known to others	**ARENA** **Public**: what you and others know	**BLIND SPOTS** **Blind self:** what others know about you, but you don't see
Unknown to others	**MASK** **Private:** what you share or hide.	**UNCONSCIOUS** **Unknow:** neither you nor others know

Able	Extroverted	Mature	Self-assertive
Accepting	Friendly	Modest	Self-conscious
Adaptable	Giving	Nervous	Sensible
Bold	Happy	Observant	Sentimental
Brave	Helpful	Organized	Shy
Calm	Idealistic	Patient	Silly
Caring	Independent	Powerful	Smart
Cheerful	Ingenious	Proud	Spontaneous
Clever	Intelligent	Quiet	Sympathetic
Complex	Introverted	Reflective	Tense
Confident	just	Relaxed	Trustworthy
Dependable	Kind	Religious	Warm
Dignified	Knowledgeable	Responsive	Wise
Energetic	Logical	Searching	Witty
	Loving		

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[27] https://en.wikipedia.org/wiki/Johari_window
[28] https://www.fearlessculture.design/blog-posts/the-johari-window

Worksheet 2. List of adjectives

From the following list, choose 5 adjectives that best describe yourself. Be objective and honest and take only 1-2 minutes for this task. Once you have finished first, then, ask 5-6 of your colleagues to choose 5 adjectives that they believe describe you better.

Adjectives	Me	1st	2nd	3rd	4th	5th
Able	☐	☐	☐	☐	☐	☐
Accepting	☐	☐	☐	☐	☐	☐
Adaptable	☐	☐	☐	☐	☐	☐
Bold	☐	☐	☐	☐	☐	☐
Brave	☐	☐	☐	☐	☐	☐
Calm	☐	☐	☐	☐	☐	☐
Caring	☐	☐	☐	☐	☐	☐
Cheerful	☐	☐	☐	☐	☐	☐
Clever	☐	☐	☐	☐	☐	☐
Complex	☐	☐	☐	☐	☐	☐
Confident	☐	☐	☐	☐	☐	☐
Dependable	☐	☐	☐	☐	☐	☐
Dignified	☐	☐	☐	☐	☐	☐
Energetic	☐	☐	☐	☐	☐	☐
Extroverted	☐	☐	☐	☐	☐	☐
Friendly	☐	☐	☐	☐	☐	☐
Giving	☐	☐	☐	☐	☐	☐
Happy	☐	☐	☐	☐	☐	☐
Helpful	☐	☐	☐	☐	☐	☐
Idealistic	☐	☐	☐	☐	☐	☐
Independent	☐	☐	☐	☐	☐	☐
Ingenious	☐	☐	☐	☐	☐	☐
Intelligent	☐	☐	☐	☐	☐	☐
Introverted	☐	☐	☐	☐	☐	☐
Just	☐	☐	☐	☐	☐	☐
Kind	☐	☐	☐	☐	☐	☐
Knowledgeable	☐	☐	☐	☐	☐	☐
Logical	☐	☐	☐	☐	☐	☐
Loving	☐	☐	☐	☐	☐	☐
Mature	☐	☐	☐	☐	☐	☐
Modest	☐	☐	☐	☐	☐	☐
Nervous	☐	☐	☐	☐	☐	☐
Observant	☐	☐	☐	☐	☐	☐
Organized	☐	☐	☐	☐	☐	☐
Patient	☐	☐	☐	☐	☐	☐
Powerful	☐	☐	☐	☐	☐	☐
Proud	☐	☐	☐	☐	☐	☐
Quiet	☐	☐	☐	☐	☐	☐
Reflective	☐	☐	☐	☐	☐	☐
Relaxed	☐	☐	☐	☐	☐	☐
Religious	☐	☐	☐	☐	☐	☐
Searching	☐	☐	☐	☐	☐	☐
Self-assertive	☐	☐	☐	☐	☐	☐
Self-conscious	☐	☐	☐	☐	☐	☐
Sensible	☐	☐	☐	☐	☐	☐

Adjectives	Me	1st	2nd	3rd	4th	5th
Sentimental	☐	☐	☐	☐	☐	☐
Shy	☐	☐	☐	☐	☐	☐
Silly	☐	☐	☐	☐	☐	☐
Smart	☐	☐	☐	☐	☐	☐
Spontaneous	☐	☐	☐	☐	☐	☐
Sympathetic	☐	☐	☐	☐	☐	☐
Tense	☐	☐	☐	☐	☐	☐
Trustworthy	☐	☐	☐	☐	☐	☐
Warm	☐	☐	☐	☐	☐	☐
Wise	☐	☐	☐	☐	☐	☐
Witty	☐	☐	☐	☐	☐	☐

You can collect the adjectives chosen by you and your colleagues in the following table to have them gathered and be helped during the review of them in the following step. You can also use colourful highlighters to mark the same adjectives with one colour.

No.	My choices	1st	2nd	3rd	4th	5th
1						
2						
3						
4						
5						

Worksheet 3. Filling in the Johari Window

Since you finish the selection of adjectives, you will fill in the matrix according to the directions given to you:

ARENA
♦ **Known self:** What you and others know

BLIND SPOTS
♦ **Blind self:** What others know about you, but you don't see

MASK
♦ **Hidden self:** What you share of hide

UNCONSIOUS
♦ **Unknown self:** Neither you or others know

26. Personality type tests

Entrepreneurial skill: Self-awareness and self-efficacy (Identify your strengths and weaknesses)

Duration: 1h

Typology: Psychometric Tests

Objectives:
- To help employees to know and understand their personality type
- To help your team to manage their energy better and to recognize their emotions
- To better equip them to view other people as being different rather than wrong

Setting:
- A psychometric tool

The activity includes the following five steps:
1. You can suggest to your teams to take online one of the following online free psychometric tests:
- 16 Personalities here
- Jung Typology Test™ here
- Character Strengths Test here
- Entrepreneurial Aptitude Test (E.A.T) here
- Online Psychometric Testing here
2. You can also ask them to take the GrowINg Self-assessment tool for entrepreneurial skills!
3. Finally, you can fix an appointment with each of them to discuss the test results.

Remind that self-aware employees do not need supervision; they are more positive and self-motivated!

Upon the completion of this activity, you can ask your team members the following questions to track the key lessons learnt from this process:
- How would you present yourself after you saw the results of the psychometric tool?
- Is there anything that has impressed you?
- Is there anything that you would like to change in you?

GO BACK TO THE TABLE >>>

27. The freedom diagram

Entrepreneurial skill: Self-awareness and self-efficacy (Follow your aspirations; shape your future)

Duration: 2h

Typology: Mentoring

Objectives:
- To help your employees increase their self-knowledge
- To help them self-evaluate their current behaviour and to connect with their own unique identity
- To help them find new ways to interpret their thoughts, actions, feelings, and conversations that they have with other people in the workplace

Setting:
- Worksheet 1. The Freedom Diagram: three concentric circles
- Papers, markers, a comfortable room

References:
https://bit.ly/3AFyfD2
https://canvas.iastate.edu/courses/77362/modules/items/3275669

If you choose to implement it *individually*, use the worksheet provided in this activity and share it with your employee. Ask him/her to complete it, and if he/she feels comfortable, he/she will come back to discuss it with you.

If you choose to implement it *in a team*, invite up to eight people and follow the following eight steps:

1. **Invite** your team and **present the aim** of this meeting.

2. **Discuss the definition of self-confidence** and self-efficacy and ask your team to brainstorm in that. Facilitate a discussion for 10-15 minutes.

3. **Distribute the worksheet** to the team members.

4. Provide them with some guidelines: *In the talent circle, they should answer "What do you naturally shine?", in the fun circle "What do you enjoy doing?" and in-demand "What can you make money at?"*

5. Give them 5 minutes to self-reflect and fill in the circles in the worksheet.

6. Ask them to fill in the worksheet again. *The points at which two circles are being tangent to each other, write down the common skills (if any). Give them 2 minutes.*

7. Then, ask them to fill in the **common skills (if any)** in the centre, where all of the three circles are being tangent. Give them 2 minutes.

8. Finally, ask them: *"What do you observe?", "Are there any common skills? Is there any skill that fits these three criteria?"*

Creating this diagram will help them decide what skill they should focus on, so they have a higher chance of success.

After the end of this activity, you can ask the following question to your team to debrief and review the key learning points:

♦ Did you discover anything new about yourselves?
♦ What will you stop/start/continue doing?

GO BACK TO THE TABLE >>>

Worksheet 1. The Freedom Diagram: three concentric circles

Many people assume that self-awareness comes easily and naturally, but this sense of heightened awareness can be hard to come by. This is why there are several tools to help people practice this skill. The **freedom diagram** is one of the fun self-awareness activities. It is a short and practical guide to help figure out where people should use their energy.

The Freedom diagram consists of three key components:

- ♦ **Talent:** *It refers to what someone just happens to be good at doing*
- ♦ **Fun:** *It is what somebody wishes could do all the time, even if he/she weren't paid to do it*
- ♦ **Demand:** *It is what people in the world need or want, and will pay for.*

Fill in the three concentric circles of the following diagram. Creating this guide will help you follow your aspiration and decide what skill you should focus on building so you have a higher chance of success.
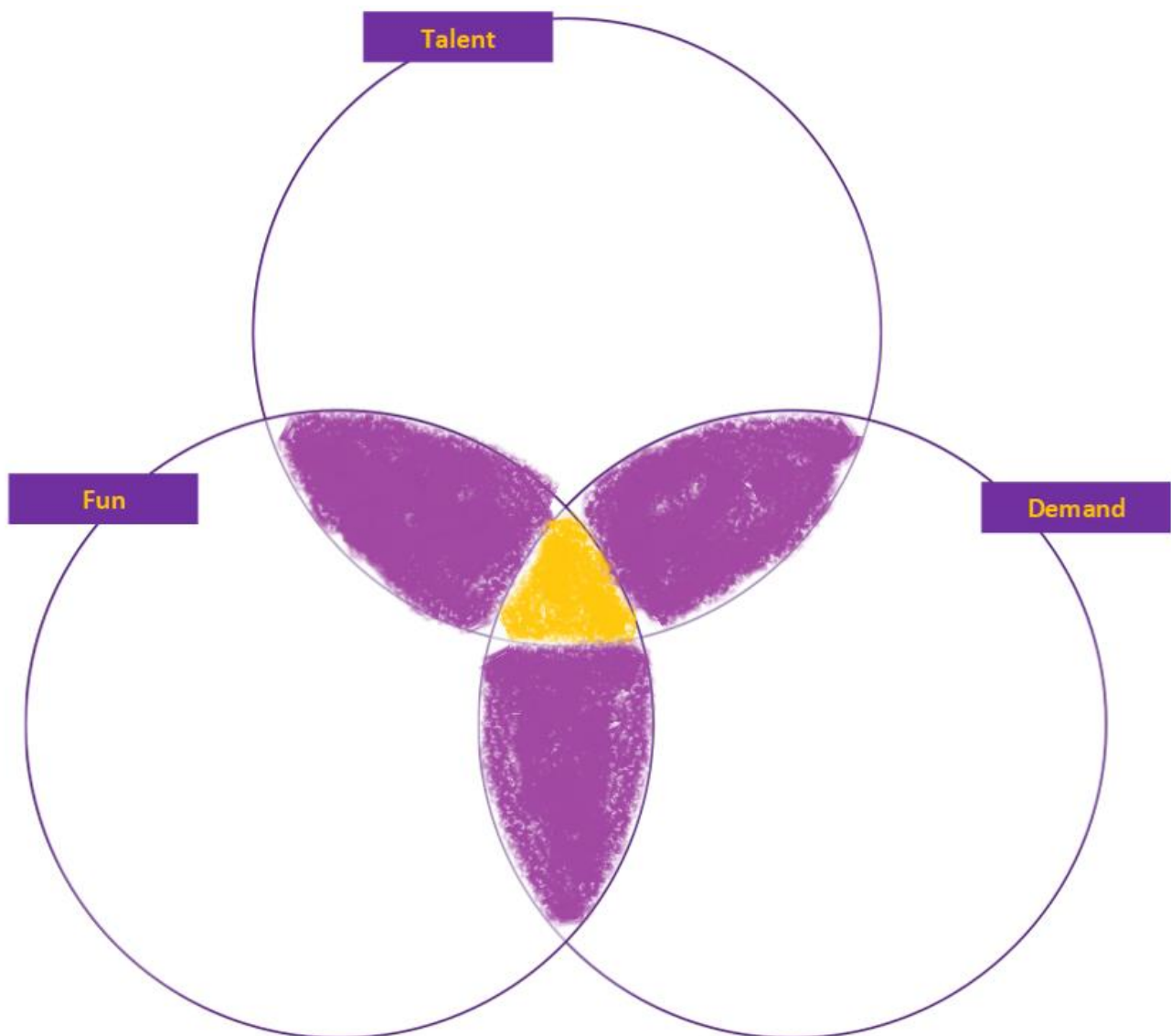
28. Work with your choice of words

Entrepreneurial skill: Self-awareness and self-efficacy (Believe in your ability)

Duration: Continuous

Typology: Practice

Objectives:
- ♦ To boost the self-awareness and self-efficacy of your team
- ♦ To make them feel able to realize tasks successfully
- ♦ To support them achieve individual and collective goals by having self-esteem
- ♦ To make them believe in their abilities and their skills

Setting:
- ♦ No setting necessary

References:
https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it

As a manager or a team leader, you need to increase the productive self-insight of your team members and decrease unproductive rumination. There are some words you should choose to use frequently, while you should avoid some other phrases.

**For example, what you should say more often is:**

- ✔ Tell me more about it!
- ✔ Thank you!
- ✔ Here is why.
- ✔ What do you suggest?
- ✔ What is your opinion?
- ✔ I believe you are good at it.
- ✔ I believe that you can accomplish this task.
- ✔ This is your strength aspect.
- ✔ I would like to see how you make it alone here.
- ✔ I would like to undertake this task.

**What you should avoid saying is:**

- ✖ I do not have time to deal with this.
- ✖ Do not bother me.
- ✖ We do not do things like that.

Another helpful tip when selecting words is **to ask "what" instead of "why".** "What" questions help you remain objective and future-focused. Why questions hid more judgmental behaviours and reactions.

For example, consider an employee of yours is constantly delayed to participate in your weekly update meetings. This behaviour is bothering you since he seems disrespectful to the rest of the team, and you have to repeat what you have already said at the beginning of your meetings. However, he is a good and reliable employee. Therefore, instead of asking, _"Why do you always arrive late to the meetings?",_ you can ask, _"What are the situations that make you arrive late?"._

29. Emotions in the envelope

Entrepreneurial skill: Motivation and perseverance (Stay driven)

Duration: 2h

Typology: Workshop

Objectives:
- ♦ To help employees stay driven and motivated at work
- ♦ To encourage employees to think of the different ways to stay driven and motivated
- ♦ To help employees discover how to increase the frequency and intensity of five main positive emotions.

Setting:
- ♦ A room
- ♦ 5 envelopes with positive emotion written on each envelope (Hopeful, Joyful, Peaceful, Playful, Thankful), index cards or post-it notes, timer and a whistle.

References:
SessionLab "5 envelopes", URL: https://www.sessionlab.com/methods/five-ful-envelopes

To help team members to implement this activity, you will need to follow these steps:

1. Invite your team: Schedule this exercise as a meeting in a relaxed room in the company.

2. Divide the participants into five teams of a minimum of two ad a maximum of eight members depending on the size of the group. Teams should be approximately the same size.

3. Introduce the 5 main emotions and clarify each of them by asking participants to give synonyms and examples of each emotion. Here are some suggestions:

HOPEFUL
Synonyms: assured, auspicious, confident, encouraged, optimistic, promising, sanguine, trusting, upbeat.
Examples: You are convinced that this activity is going to be extremely interesting, and your team is going to win; you just participated in a performance review, and you are confident that your manager is going to promote you to a higher-paying job.

JOYFUL
Synonyms: happy, cheerful, delighted, ecstatic, elated, glad, jubilant, merry.
Example: Your colleagues gave you a big surprise birthday party.

PEACEFUL
Synonyms: calm, centred, collected, content, serene, mellow, quiet, tranquil.
Examples: You take a nap on a deck chair in the shade of an umbrella, listening to the sound of the ocean and the twittering of birds; you close the laptop after working day knowing you have completed all the tasks.

PLAYFUL
Synonyms: amused, fun-loving, antic, comical, frisky, impish, joking, light-hearted
Examples: You share jokes with your colleague or a client.

THANKFUL
Synonyms: appreciative, indebted, obliged, and grateful.
Examples: Your boss gives you an additional day off after hearing that your child is sick. A supervisor listens to your needs, and you receive a new faster computer.

4. Ddistribute the envelopes and index cards/post-it notes to each team (one envelope per team). Introduce a task to teams – explain that the activity requires teams to brainstorm ideas for increasing both the frequency and the intensity of each of these positive feelings. These ideas should apply to everyday activities at work and at home.

5. Ask teams to discuss the positive emotion on the envelope and generate ideas for experiencing this emotion more frequently and strongly. Tell team members to write short sentences explaining easy-to-apply suggestions on one index card/post-it note. Do not forget to set up the time limit for this task, it is usually 5 minutes per round. Explain that the teams' response cards will be evaluated in terms of both the number and the quality of the suggestions.

6. After the set period passes, blow the whistle, and announce the end of the first round. Ask each team to place its response card (the index card/post-it note with the suggestions) inside the envelope and pass the envelope, unsealed, to the next team. Warn the teams not to open the envelope they receive.

7. Ask teams to review the positive emotion on the envelope they received, but not to look at the suggestions on the response card inside. Tell the teams to repeat the earlier procedure and list suggestions on a new response card for achieving this positive emotion more frequently and more intensely. After the set period, blow the whistle again and ask teams to place the response card inside the envelope and pass it to the next team. Conduct two more rounds of the game using the same procedure.

8. At the last (5th) round, when teams exchange the envelopes, ask the teams to open the envelopes and select the top five suggestions from among the response cards inside the envelope instead of writing their suggestions. The evaluation and selection can be done by reviewing the individual suggestions on each response card and selecting the ones that can be easily applied to produce significant results. It does not matter if some of these suggestions are found on more than one card. Make sure you set the time limit for this task.

9. Once the teams have evaluated and selected the top 5 ideas, ask each team to present their selection to the rest of the group.

If implemented online. If the activity is done online, the team can be divided into 5 groups using breakout rooms and each team should work on 1 emotion. Team members should write their ideas in the prepared online template, using platforms such as miro.com, padlet.com, etc. When the time pass, ask the teams to review another emotion. Repeat until all the teams have reviewed all the emotions. Then, ask each team to present their suggestions to the rest. After the presentations, ask team members to select the top 5 ideas for each emotion.

Conduct a debriefing discussion. Here are some suggested questions:

- ♦ What are the interesting patterns among different sets of suggestions?
- ♦ Can you find similarities among the suggestions for increasing different positive emotions?
- ♦ Which positive emotion was the most difficult one for you to come up with suggestions? Which one was the easiest? Why?
- ♦ Reflect on your work environment. Which suggestions could you implement immediately?

Tips: The exercise ideally should be done with a minimum of 10 employees (divided into 5 teams)

If you do not have many participants, you can implement this activity as an individual game: Give one envelope to each participant and ask them to write suggestions on the response card and to work through all the steps.

Facilitator can be representative from human resources, manager, internal or external trainer, etc.

GO BACK TO THE TABLE >>>

30. Outdoor scavenger hunt

Entrepreneurial skill: Motivation and perseverance (Be determined)

Duration: 2h

Typology: Outdoor activity

Objectives:
- To improve employee's ability to recognise challenges
- To improve employee's teamwork and cooperation
- To improve employee's motivation to overcome challenges and stay committed to the goals
- To show employees how scavenger hunt activity can be used to improve motivation and self-determination skills at work and personal life
- To help employees stay driven and motivated at work

Setting:
- Worksheet 1. Scavenger hunt handout

References:
Example of possible activities and types of scavenger hunt:
https://loquiz.com/2016/01/19/funny-scavenger-hunt-ideas-list/
https://www.scavify.com/blog/scavenger-hunt

To help team members to implement this activity, you will need to follow these six steps:

1. Invite your team: Schedule this activity as an outdoor exercise. Ask team members to wear comfortable clothes, take a sun hat (if needed) and water.

2. Gather everyone in one spot – preferably in a meeting room. Divide team members into groups. Introduce the team members to the game itself, the background and examples of this game. Continue with explaining the exercise, clarify the rules and give them handouts with the task. The rules include:
   - Time limits
   - Can't sabotage another team
   - Team members cannot split, all the tasks/goals have to be done together
   - Creativity and teamwork are encouraged
   - Can't use the transport such as cars, busses, etc. (optional)
   - If the activity requires gathering items – no items can be bought. Participants have to use creativity to get them.
   - As soon as the team has finished all the tasks, they have to be back at the original meeting place.

3. Answer the questions from the teams if there are any. Each group has to find a way to work together to complete these tasks. One person in each group should be responsible for filling the handouts – marking the task as done (*please see worksheet 1*).

4. Start the activity – let the teams go to implement the tasks/goals.

5. After the set time has passed and all the teams came back to the initial gathering place, ask each team to present their completed tasks/gathered items.

6. Identify the winning team and award prizes. Congratulate all participants on their success and good performance.

The winning team is the one that either completed all the tasks/goals or, if all teams completed the tasks/goals, the winner is the one who took the shortest time to do that.

Debrief the activity by fostering the discussion using these questions:

♦ Ask each team to describe its method: how did that team carry out the task?
♦ On reflection, did this method work well?
♦ Discuss the application of what they have learned.
♦ What has this game shown to you? How can the lessons from the game be applied in a professional setting when achieving work goals?

Tips: When designing the "scavenger hunt" activity tasks, try to make it relevant to the team and the area they are working in (education, tourism, technologies, etc.) Your tasks should be tailor-made to fit the team.

The tasks can also be tailored to fit the specific project or tasks the employees are working on.

The activity is usually done in outdoors area/a part of the city, but it can also be adjusted to be done in a company's building including surrounding areas such as parking lot. The activity can be also adjusted to be done virtually, however it will have different impact than the one done face-to-face.

Facilitator can be representative from human resources, manager, internal or external trainer, etc.

GO BACK TO THE TABLE >>>

Worksheet 1. Scavenger hunt handout

A scavenger hunt is a game, typically played in an extensive outdoor area, in which participants have to collect several miscellaneous objects, take pictures, or implement various tasks within a set time limit. Usually, participants work in small teams, although the rules may allow employees to participate individually.

It is believed that gossip columnist Elsa Maxwell created scavenger hunts as a fun party event in the 1930s. Since then, they have become a crazy tradition that many people enjoy.

The most famous examples of scavenger hunt games:

♦ Geocaching is an outdoor treasure-hunting game in which the participants use a global positioning system (GPS) receiver or other navigational techniques to hide and seek containers (called "geocaches" or "caches").

♦ A common game at Easter is the egg hunt, where players search for concealed eggs. In addition, Halloween scavenger hunts have been moderately replacing trick-or-treating.

Team name:..

Team members: ....

Instructions:

Work as a team to complete as many tasks/goals on this list as you can. A prize will be given to the team(s) that can find the most items the fastest.

Time Limit:

XX Minutes. You will be given the exact time you must return to the main meeting room.

Ground Rules:

• You may not buy the items on the list, or you use the pictures from the internet.
• You may not use the transport such as cars, busses, etc. (optional)
• You may not negatively influence or affect the work of any other team.
• Creativity and teamwork are encouraged.

The list:

☐	Goal 1
☐	Goal 2
☐	Goal 3
☐	Goal 4
☐	Goal 5
☐	Goal 6
☐	Goal 7
☐	Goal 8
☐	Goal 9
☐	Goal 10

Photos/videos:
- ♦ Bon Appetit! - take a photo of your entire team sharing the signature item at your favourite lunch location.
- ♦ Living Art - take a photo of a member of your team next to you and imitate your favourite statue from around the city.
- ♦ How is this look? - go to a clothing store and photograph a team member who changed into an unflattering outfit.
- ♦ Well-read - find a library or bookstore and record members of your team reading a scene from a Shakespeare play.
- ♦ Tell me your story - find a stranger on the street and ask them to tell you about their favourite place in the city (record it).
- ♦ Love my job - record yourself reciting the company's mission statement.
- ♦ Make a video of the team on a couch singing TV show "Friends" theme song
- ♦ Find two memes that describe your current mood and your feelings about life in general.
- ♦ Take a five-second video doing the most ridiculous thing you can think of.
- ♦ Take a photo of the funniest street or business sign in your town.

Solving riddles and taking pictures of the answers:
- ♦ Sometimes I am firm, sometimes I am soft. I can come from the store or even from a big cardboard box. (Mattress/bed)
- ♦ On again, off again, that is all I do. I am not talking about relationships, I am lighting the way for you. (Lamp)
- ♦ If you are planning on going out, put me on first. I will protect your head from the worst. (Hat/hood)

- Round and round and round I go. Suds and duds and balled up socks, and if I am not balanced, I will take a walk. (Washing machine)
- It can be a code or a card, or even made of metal and put on a ring. Without me, you are not getting in, that is a sure thing! (Key)
- Work, work, work, with no time for play. Take a picture of the screen where you spend most of your day. (Computer)
- I am always running and sometimes find you running behind. I have my hands on my face and nothing but time. (A clock)
- Good morning to all and all a goodnight. Now get online and find Santa's favourite website. (Share your favourite online shopping platform)
- Scrub-a-dub-dub, I am not in the tub, but I do like to splash around. A bowl or a snack container is where I can be found. (Goldfish - animal OR snack cracker!)
- Look in and out and all around, I do not exist, but everywhere I can be found. (shadow)

Entrepreneurial skill: Motivation and perseverance (Focus on what keeps you motivated)

Duration: 2h

Typology: Workshop

Objectives:

- ♦ To introduce the concept of intrinsic and extrinsic motivation
- ♦ To help employees understand the importance of keeping oneself motivated – finding the right motivation factors
- ♦ To show employees how vision boards can be used to define goals and keep oneself motivated to reach them
- ♦ To help employees stay driven and motivated at work

Setting:

- ♦ A room, projector, flipchart or whiteboard, hard paper or poster board, colourful pens and markers, magazines, other images and text from artwork, old books, computer printouts, etc. inspirational quotes, stickers, scissors, glue sticks, etc.
- ♦ Worksheet 1. What is motivation?
- ♦ Worksheet 2. What is vision board?

References:

Kendra Cherry "What is motivation", URL: https://www.verywellmind.com/what-is-motivation-2795378

"Extrinsic & Intrinsic Motivation Examples – What's the Difference?", URL: https://sprigghr.com/blog/hr-professionals/extrinsic-intrinsic-motivation-examples-whats-the-difference/

Pamela Li, MS, MBA "Intrinsic and Extrinsic Motivation – Differences & Examples", URL: https://www.parentingforbrain.com/difference-between-intrinsic-and-extrinsic-motivation/

To help team members to implement this activity, you will need to follow these steps:

1. Invite your team: Schedule this exercise as a meeting in a relaxed room in the company.

2. Introduce the team members to motivation and different types of motivation (*please see worksheet 1*). Facilitate the discussion among the team members which extrinsic vs. intrinsic motivation is better, which type of motivation they use at work, and what type of motivational factors (maybe a mixture) should be used at work? Is there or should there be a difference between the motivational factors used for senior and new employees?

3. Introduce the vision board technique and the importance of visualising our goals. Continue with inviting team members to create their vision board by following four simple steps (*please see worksheet 2*).

4. Once team members are done ask the volunteers to present their vision boards to the rest of the group.

5. Ask participants to put their vision boards in the visible place, so they could see them every day remind them why they want to achieve that goal, thus keeping them motivated.

Summarize the information that has been presented as well as the feedback and ideas that came out during the discussion. Challenge the team members to think in what other areas of their life they could use vision boars.

Tips: During a discussion about motivation, write down all the key responses/ideas presented on flipchart or whiteboard – it will help team members not to repeat the same answers and it be easier to summarize what has been said.

For vision boards, bring different handicraft materials, to allow team members to be as creative with their vision boards as possible.

It would be great to show your own personal vision board as example when explaining how to make one.

Play relaxing music in the background as team members create their own vision boards.

Not everyone may feel comfortable in sharing their vision boards, thus ask who would like to volunteer and present it to the rest instead of appointing a person.

Facilitator can be representative from human resources, manager, internal or external trainer, etc.

GO BACK TO THE TABLE >>>

Worksheet 1. What is motivation?

Motivation is the process that initiates, guides, and maintains goal-oriented behaviours. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

Motivation involves the biological, emotional, social, and cognitive forces that activate behaviour. To put it simply, the term "motivation" is frequently used to describe why a person does something. It is the driving force behind human actions.

There are many different uses for motivation. It serves as a guiding force for all human behaviour but understanding how it works and the factors that may impact it can be important in some ways. Understanding motivation can:

- Help improve the efficiency of people as they work toward goals
- Help people take action
- Help people avoid unhealthy behaviours such as risk-taking and addiction
- Help people feel more in control of their lives
- Improve overall well-being and happiness

Extrinsic and Intrinsic Motivation

Over the years, psychologists have proposed different ways of thinking about motivation. One way is to look at whether motivation arises from outside (extrinsic) or inside (intrinsic) an individual.

Extrinsic motivation

Simply put, extrinsic motivation refers to the behaviour of employees to perform tasks and learn new skills because of external rewards or avoidance of punishment. In this case, you engage in behaviour not because you enjoy it or because you find it appealing or satisfying, but to obtain something of value in return or avoid something unpleasant – for example, trophies, money, social recognition, praise, etc. Here are some extrinsic motivation examples:

- Going to work because you want to earn money
- Studying because you want to get a good grade
- Helping others because you hope for praise
- Volunteering because it looks good on a resume
- Going to the same store because you benefit from loyalty programs
- Cleaning your apartment because you do not want your partner to get mad
- Going to new places because you want to post it on social media
- Paying taxes because you want to avoid a fine
- Pursuing a certain degree because you want to make your parents proud
- Going on a business trip because your boss ordered you to do so

Intrinsic motivation

Intrinsic motivation refers to the act of doing something that does not have any obvious external rewards. You do it because it is enjoyable and interesting to you, not because of any outside incentive or pressures, like rewards or deadlines. In short, intrinsic motivation is more about personal growth, a sense of duty, and the recognition of purpose, while extrinsic motivation is more about financial incentives, status, and public recognition. Here are some intrinsic motivation examples:

- Staying longer at work because you believe in your work

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- Use positive affirmations because you want to change your mindset positively
- Investing money because you want to become financially independent
- Travelling because you want to explore different cultures
- Working in a team because you enjoy collaboration
- Learning about personal development because you want to improve yourself
- Going to the playground with your children because it makes you happy
- Studying because you are curious about the topics
- Trying to be a good leader because you want to inspire

Several factors promote intrinsic motivation. These factors include:

- Curiosity. Curiosity pushes us to explore and learn for the sole pleasure of learning and mastering.
- Challenge. Being challenged helps us to work at a continuously optimal level work toward meaningful goals.
- Control. This comes from our basic desire to control what happens and make decisions that affect the outcome.
- Recognition. We have an innate need to be appreciated and satisfied when our efforts are recognized and appreciated by others.
- Cooperation. Cooperating with others satisfies our need for belonging. We also feel personal satisfaction when we help others and work together to achieve a shared goal.
- Competition. Competition poses a challenge and increases the importance we place on doing well.
- Fantasy. Fantasy involves using mental or virtual images to stimulate your behaviour. An example is a virtual game that requires you to answer a question or solve a problem to move to the next level. Some motivation apps use a similar approach.

To sum up:

Intrinsic Motivation:

- You are motivated to do the activity because it is internally rewarding. You choose to do it because it is fun, enjoyable, and satisfying.
- Your goal comes from within, and the outcomes of your goal satisfy your basic psychological needs for autonomy, competence, and relatedness.

Extrinsic Motivation:

- You are motivated to do the activity to gain an external reward in return.
- Your goal is focused on an outcome and does not satisfy your basic psychological needs. Instead, it involves external gains, such as money, fame, power, and avoiding consequences.

Throughout my entire life, everyone experiences both types of motivation. Often, the goal of your motivations can remain the same regardless of whether the outcome is internal or external. These extrinsic and intrinsic motivation examples illustrate this idea:

Intrinsic	Extrinsic
Participating in a sport because it's fun and you enjoy it.	Participating in a sport in order to win a reward or get physically fit.
Learning a new language because you like experiencing new things.	Learning a new language because your job requires it.
Spending time with someone because you enjoy their company.	Spending time with someone because they can further your social standing.
Cleaning because you enjoy a tidy space.	Cleaning to avoid making your partner angry.
Playing cards because you enjoy challenges.	Playing cards to win money.
Exercising because you enjoy physically challenging your body.	Exercising because you want to lose weight or fit into an outfit.
Volunteering because it makes you feel content and fulfilled.	Volunteering in order to meet a school or work requirement.
Going for a run because you find it relaxing or are trying to beat a personal record.	Going for a run to increase your chances at winning a competition.
Painting because it makes you feel calm and happy.	Painting so you can sell your art to make money.
Taking on more responsibility at work because you enjoy being challenged and feeling accomplished.	Taking on more responsibility at work in order to receive a raise or promotion.

Source: https://sprigghr.com/

Extrinsic vs. Intrinsic motivation: which one is better?
Each person is different, so our motivations and perspectives of rewards are also different. Some are inherently more intrinsically motivated by tasks, while others see the same activities extrinsically.   While both types of motivation can be effective, most agree that extrinsic rewards should be used less to minimize the overjustification effects.

Researchers find that when people are intrinsically motivated, the quality of their actions is better, leading to better performance, especially in the long term. They are more passionate and have a stronger sense of personal commitment. They are more persistent when facing difficulties. Those people are also more creative and more likely to come up with novel ideas and solutions.
However, it is important to emphasize that being extrinsically motivated does not mean anything bad -- extrinsic motivation is just the nature of being a human being sometimes. Thus, both types of motivation are good. The key is to figure out why you and your team members are motivated to do things and encourage both types of motivation.

Worksheet 2. What is a vision board?

A vision board is a visualization tool, which refers to a board of any sort used to build a collage of words and pictures that represent your goals and dreams.

The purpose of creating a vision board can be a good way for you to find inspiration, identify and shape your dreams, and keep you focused and motivated. It is not a guarantee of specific outcomes but rather a way to channel your efforts towards goals. Here are some reasons why companies should encourage their employees to create vision boards:

♦ Goals boost motivation and productivity
♦ Vision boards serve as a daily reminder and keep employees motivated and on track
♦ Vision boards are personal and give employee's an opportunity to bring their personal work goals to life
♦ Creating vision boards is fun and makes a great team-building activity

How to make a vision board?
Here are easy steps to follow to make a vision board:

1. *Gather all the supplies.* Make sure you have all the necessary materials - scissors, glue, magazines, printed photos, inspirational quotes, stickers, etc.
2. *Define your goal.* To visualise your goals, first, you need to know what they are. Spend some time getting clear on exactly what you aim to achieve in the upcoming 6 months – ideally, choose one main goal per vision board.
3. *Choose visual material.* Once you decide on a goal, find photos or words that represent why you want to achieve this goal – both extrinsic and intrinsic motivation factors. For example, if you want to start riding a bicycle to work instead of a car, look for pictures that represent how you'll feel once you do it as well as all the opportunities that will be available to you – may be adding a picture of the new bike representing healthier choices, money (saved from gas or public transport expenses), new friends you may make after taking up new biking hobby, etc. You can also add motivational quotes and "affirmation words" that represent how you want to feel.
4. *Create your vision board.* Once you've got all your supplies and images/affirmation words/inspirational quotes, etc., of both your overall goal and motivational factors, it is time to create your vision board in a calm environment. Besides the chosen images, motivational quotes, etc., you can also add your own words, doodles, or sketches.
5. *Put your vision board on display.* If you have created your vision board by hand, put it in a place you will see every day to remind you of your goal and motivate you to work toward it, for example, the work desk. Take a few moments to contemplate your vision board every day.

32. My resilience plan

Entrepreneurial skill: Motivation and perseverance (Be resilient)

Duration: 2h30 to 3h

Typology: Workshop and follow up meeting

Objectives:

- ♦ To introduce the concept and importance of resilience as well as skills and strengths associated with resilience
- ♦ To show employees how development of resilience skills can help to deal with workplace stress
- ♦ To show employees how development of resilience skills can help them to cope with unexpected changes/setbacks/failures and overcome them
- ♦ To improve employees' ability to persevere in the face of setbacks and obstacles
- ♦ To show employees how to develop their own personal resilience plan based on existing resources
- ♦ To develop employee's professional resilience skills
- ♦ To help employees stay driven and motivated at work

Setting:

- ♦ A room, projector, flipchart or white board, pens.
- ♦ Worksheet 1. What is resilience?
- ♦ Worksheet 2. Resilience plan

References:

Shonna Waters, PhD "Why building resilience is a top skill for the workplace", https://www.betterup.com/blog/how-to-build-resilience-why-resilience-is-a-top-skill-for-the-workplace

Liz Burton "Resilience in the Workplace: What are the Benefits and How Can Businesses Develop It?", https://www.highspeedtraining.co.uk/hub/resilience-in-the-workplace/

Dr Lucinda Poole and Dr Hugo Alberts "Resilience building exercises"

To help team members to implement this activity, you will need to follow these eight steps:

1. Invite your team: Schedule this exercise as a meeting in a relaxed room in the company.

2. Explain the workshop overview to the team members - that in this workshop, they will explore the concept of resilience—what it is, why it is important, and how they can develop it.

3. Ask whether anyone knows the meaning of the word resilience. Invite team members to write their ideas on the post-it cards and put them on the wall/whiteboard. Together discuss the ideas written by the team members.

4. Introduce the concept of resilience, skill set resilient people to possess, the benefits of having a resilient workforce as well as being resilient in personal life (please see Annex 1). Ask a team member to take a short self-evaluation quiz (https://resiliencyquiz.com/index.shtml) to see how resilient they are. Discuss the test results – was it surprising, were team members expecting such results, etc.

5. Continue with introducing the resilience plan to the team members and explaining how it should be filled (*please see worksheet 2*). Give enough time to team members to prepare their resilience plan.

6. Pair the team members and ask them to present their plan to each other, each providing feedback from their experience. Based on the suggestion, team members can update their resilience plans if needed.

7. Ask participants to put their resilience plan into action when they leave this workshop – implement "resources" mentioned in the plan until they overcome the challenge.

8. Organise a follow-up meeting to allow team members to evaluate their resilience plans. During the meeting, discuss:
   - How was it for you to carry out your resilience plan? Did it help you to overcome the challenge/difficulty?
   - What resources (supporting people/strategies/behaviours/words of wisdom) were most and least helpful to you? Why?
   - Is there anything you would like to change to your resilience plan?
   - In what other areas of your life could you use your resilience plan? How might things improve for you?

Tips: Before conducting this activity with team members, it is recommended to test it on yourself by thinking of an occasion when your resilience was tested, and the different ways that you overcame it. It is always better to provide examples to team members from your own experience to make the topic more relatable.

Facilitator can be representative from human resources, manager, internal or external trainer, etc.

GO BACK TO THE TABLE >>>

Worksheet 1. What is resilience?

In the world of positive psychology, *resilience is being able to recover and adapt quickly from a traumatic event or stressor*. In other words, it is a kind of inner strength.
People consider others resilient when they:

♦ Have a consistently positive outlook
♦ Deal with each difficult situation they face with ease
♦ Don't exhibit excessive negative emotions during difficult times
♦ Resilience in the workplace can help people recover from challenging experiences. It can also assist their growth and development.

Why is resilience important?
Given the evolving needs of organizations, growing resilience is a key strategic priority. People will perform better if they aren't just keeping their heads above water. Instead, opportunities for growth and self-learning that come with change will energize them.
For example: Imagine you are in a middle management role, such as a sales manager. Your team is not performing very well this quarter. It is becoming a challenge for your mental health, productivity, and general well-being. If you have low workplace resilience you are more likely to crumble under pressure in this situation. This is going to have a negative impact on workplace culture and employee engagement. It may even further affect your team performance – the manager's lack of personal resilience likely affects team resilience.
A sales manager with a high degree of psychological resilience will likely overcome such a challenge with ease.
They will shelter their team from pressures (where appropriate). They will also bring in further workplace training or procedural efforts to get their team closer to expectations.

The benefits resilience brings to the workplace
Having a resilient workforce benefits businesses in so many waysby making people more motivated, capable of dealing with change, and less susceptible to burnout.
Here are nine benefits that resilience brings to the workplace.

1. Better handling of challenges
Resilience can prevent negative emotions and thoughts from clouding judgement, meaning employees can deal with issues in the workplace more calmly and logically. When people focus on solving the problem rather than finding blame, they can reach a common ground and a constructive solution.

2. Improved communication
Those with good resilience often have better self-assurance and confidence. They are more likely to speak up actively and contribute, and can express themselves more clearly and constructively. Idea-sharing in a business is crucial for exploring all options and encouraging creativity.

3. Reduced burnout and presentism
People become burnt out when they lose that driving passion for their work. This is often linked to poor resilience. Burnout can then lead to presentism when an employee's mind

is not fully switched on at work. Resilience can help people hold onto that spark for their job and bring their whole selves to it.

4.   Creating a competitive business

Businesses that can effectively ride out times of change and who have employees that work well together are the ones that will winstand difficult times in their industry. Also, resilient employees are more likely to stick around during and after changes. Holding onto people who know the business inside out and can tolerate necessary changes is essential for the longevity of your organisation.

5.   Setting realistic expectations

Conflicting expectations are often due to a lack of clear communication and boundary setting. Resilience enables people to understand their own and others' needs better, so expectations don't go beyond people's capabilities. This, in turn, allows everyone to work more efficiently and amicably.

6.   Better relationships amongst colleagues

A key aspect of resilience is building solid relationships with others, including colleagues, enabling better teamwork. Resilience can also prevent friction amongst colleagues, as it helps you to take things less personally.

7.   Open to upskilling and developing

Resilience promotes a growth mindset, where the person will actively and openly seek out development opportunities. Having employees in your team who are willing to grow pushes the company to grow.

8.   Good organisation and time management

All workplaces benefit from having organised staff, as they can efficiently manage their workload and coordinate with others. In addition, resilience can foster a mindset that focuses on the future and allows them to plan realistically, promoting productivity.

9.   Willingness to give and receive support

A growth mindset enables openness to feedback, both in terms of giving and receiving. Resilient employees see the value in reaching out to others, as no one is a one-man-band. This can help them overcome challenges and receive valuable support during personal difficulties, which may otherwise have a knock-on effect at work.

Skillset resilient people possess

A 2003 study, "Development of a new resilience scale: the Connor-Davidson Resilience Scale", highlights some characteristics that resilient people embody. These include:

- ♦   Having a realistic sense of control over one's choices
- ♦   Understanding the limitations over such control
- ♦   Seeing change as an opportunity or challenge (rather than a setback)
- ♦   Secure attachments with others and the ability to engage their support
- ♦   Personal goals
- ♦   Strong sense of humour
- ♦   Patience
- ♦   High tolerance of negative affect

- ◆ Optimistic outlook
- High level of adaptability

Source: betterup.com

Research shows that resilient employees engage in three specific behaviours. These help them remain focused and optimistic despite setbacks or uncertainty:

1. Emotional regulation

This skill involves watching, recognising, and responding to our emotions effectively, so they don't impede our functioning. Developing strong emotional regulation skills helps build resilience. It allows us to keep functioning through a wide variety of internal experiences, including difficult ones.

For example, having the ability to notice when something a co-worker says bothers you lets you pause and decide about how to respond. Taking a few deep breaths and then calmly and logically addressing the issue is generally better than storming out of the room.

2. Self-compassion

This behaviour focuses on bringing mindful, kind, and forgiving attention to our experience. It aims to reduce harsh self-criticism. It can help support resilience because it helps us soothe difficult emotions and find sources of motivation.

For example, consider the reaction you might have if you are denied an internal transfer to an aspirational role.

Self-compassion allows us to recognize our disappointment, sadness, and insecurity as normal. We allow ourselves to feel it rather than beating ourselves up for both the failure and not being over it the next day. This doesn't mean wallowing, but it acknowledges and honours our humanness in a way that is ultimately strengthening.

3. Cognitive agility

This skill involves recognizing when our thinking about a situation has negative results. Then, we shift how we think about it in a way that benefits us. It helps support resilience because it allows us to continue functioning regardless of the situation.

For example, consider a situation where your boss makes a big decision about your department that you disagree with. Perhaps they didn't consult with you first, and you feel they should have. As a result, you might feel you've been disrespected or that your manager has purposefully left you out of the equation to get their way.

Cognitive agility allows us to consider all possible aspects of the situation. Perhaps they need to decide instantly, or maybe they don't believe it's an issue that concerns you, and you have a mismatch of expectations. This kind of resilience will give you the ability to discuss such issues with decorum and openness to the other person's viewpoint.

Worksheet 2. Resilience plan

To put it simply, being resilient is the ability to withstand adversity and bounce back from difficult life events, whether they occur in your personal or professional life.

This exercise will help you to draw on your resilience resources to build a personal resilience plan, which you can use to help you combat any future challenges. The exercise consists of 2 main parts: in the first part, you will be asked to identify the supportive people, strategies and behaviours that help you overcome a challenge in your life; while in the second part, you will be asked to think of a current challenge and make a strategy how to overcome it based on your experience. Let's begin.

PART 1:
STEP 1. RECALL A RECENT EXAMPLE OF RESILIENCE.
Think about a recent time when you overcame a challenge or setback in your work life. For example, received negative feedback at work, did not receive the promotion, or had an argument with a colleague. Briefly describe this challenge below.

STEP 2: IDENTIFY SUPPORTIVE PEOPLE
What 'supportive people' supported you through this challenge. For example, did you call an old friend, mentor, another colleague, or family member? Write these people in the graphic below.

STEP 3: IDENTIFY STRATEGIES
What 'strategies' did you use to help yourself cope with any negative thoughts and feelings that showed
up in response to the difficulty? For example, did you listen to your favourite music, get the cake you like, meditate, go for a walk, or have a massage to release tension. Write these strategies in the graphic below.

STEP 4: IDENTIFY "WISDOM"
What "words of wisdom" helped you to overcome this challenge. It can come from song lyrics, novels, poetry, quotes from famous people, or learning from one's own experience, etc. Write these words of wisdom in the graphic below.

STEP 5: IDENTIFY "SOLUTION-SEEKING BEHAVIORS"
What solution-seeking behaviours did you display to help you to solve the problem overcome the challenge? For example, did you search for new information, start planning, express your opinion, use your negotiation skills, or ask others for help. Write these the solution-seeking behaviours in the graphics below.

SUPPORTIVE PEOPLE	STRATEGIES

WORDS OF WISDOM	SOLUTION SEEKING BEHAVIOUR

PART 2:
STEP 6: CURRENT CHALLENGE
Describe a current difficulty or challenge that you are facing.

STEP 7: APPLY RESILIENCE PLAN TO CURRENT CHALLENGE
Take a look at the supporting people, strategies, wisdom words and solution-seeking behaviours that helped you last time. Think about how you can use the same or similar resources to help you with the current challenge you are facing.
Don't forget to be flexible – the same type of resources used previously could be tweaked according to your current situation, e.g., going to your manager rather than a friend for support when experiencing a work-related problem.

PART 2: Present sources of resilience

SUPPORTIVE PEOPLE	STRATEGIES

WORDS OF WISDOM	SOLUTION SEEKING BEHAVIOUR

33. Uprooting the unhelpful thinking

Entrepreneurial skill: Motivation and perseverance (Don't give up)

Duration: 2h30 to 3h

Typology: Workshop and follow-up meeting

Objectives:
- ♦ To introduce the concept of unhelpful thinking
- ♦ To give employees basic understanding of the interplay between thoughts, feelings and behaviour
- ♦ To help employees recognise how some patterns of thinking are unhelpful and lead to emotions and actions that are not in their best interests
- ♦ To show employees strategies/tools how to overcome unhelpful thinking and stay focused on the tasks
- ♦ To show employees how changing the way they think can help them to cope with unexpected setbacks and obstacles and stay persistent
- ♦ To develop employee's professional resilience skills
- ♦ To help employees stay driven and motivated at work

Setting:
- ♦ A room, projector, flipchart or white board, laptop and speakers, paper, pens.
- ♦ Worksheet 1. What is unhelpful thinking?
- ♦ Worksheet 2. Overcoming unhelpful thoughts

References:
FSEAP Resilient "Resiliency Toolkit for Employees", 2021
Centre for clinical interventions "Unhelpful Thinking Styles", 2004
Get self-help "Unhelpful Thinking Habits", URL:
https://www.getselfhelp.co.uk/unhelpful-thinking-habits/ and
https://www.getselfhelp.co.uk/media/djbmtdfj/thoughtrecordsheet.pdf

To help team members to implement this activity, you will need to follow these four steps:

1. Invite your team: Schedule this exercise as a meeting in a relaxed room in the company.

2. Introduce the concept of unhelpful thinking and different types of it. Emphasize how unhelpful thinking has a great impact on our lives - how it negatively affects our work as well our personal life (*please see worksheet 1*).

3. Introduce the concept of challenging unhealthy behaviour and the ways we can do that. Hand out the exercise sheets (*please see worksheet 2*) and ask team members to do the task. Consult them individually if needed.

4.   After participants have finished the exercise, ask if they are any volunteers to present it to the rest of the group. Emphasize that there is no pressure to share it with the rest.

Summarize the information about unhelpful thoughts and how we can change the way we are thinking. Ask participants these questions:

♦   How was it for you to carry out this exercise? Did it help you to understand and identify your unhelpful thinking?

♦   Did challenging your unhelpful thinking allow you to see the situation from a different perspective? Did it change the way you thought about it?

♦   In what other areas of your life could you use this exercise/tool? How might things improve for you?

Tips: You should have some knowledge of human psychology.

Before conducting this activity with team members, it is recommended to test it on yourself. It is always better to provide examples to team members from your own experience to make the topic more relatable.

When doing the exercise (worksheet 2) you can play some relaxing music in the background.

You can either do the "general exercise" in the handout (worksheet 2) or you could focus on one or two specific unhelpful thinking styles that are predominant for the specific team.

You can organise follow up meetings with team member if necessarily and they request it.

The activity can be adapted to be done online.

Facilitator can be representative from human resources, manager, internal or external trainer, etc.

GO BACK TO THE TABLE >>>

Worksheet 1. What is unhelpful thinking?

When we are upset, especially when we are experiencing setbacks or unexpected obstacles, our thinking can get in the way of us wanting to continue with being persistent and continuing what we have started. Our emotions can influence our thinking and they can become distorted or unbalanced, making us feel even worse.

When a person experiences an unhelpful emotion, such as anxiety, sadness, disappointment, etc., it is usually preceded by several unhelpful self-statements and thoughts. This is what we call "*unhelpful thinking*". Often there is a pattern to such thoughts, and we call these "*unhelpful thinking styles*". In many cases, people use unhelpful thinking styles as an automatic habit – it is something we are often unaware of. These are some of the most common unhelpful thinking styles:

1. **Mental Filter.** This thinking style involves a "filtering in" and "filtering out" process – a sort of "tunnel vision," focusing on only one part of a situation and ignoring the rest. We notice only what the filter allows us to notice, dismissing anything that does not 'fit'. Usually, this means looking at the negative parts of a situation and forgetting the positive parts, and the whole picture is coloured by what may be a single negative detail.

2. **Jumping to Conclusions.** We jump to conclusions when we assume that we know what someone else is thinking (mind reading) and when we make predictions about what is going to happen in the future (predictive thinking).

3. **Personalisation/Critical self**. This involves blaming yourself for everything that goes wrong or could go wrong, even when you may only be partly responsible or not responsible at all. You might be taking 100% responsibility for the occurrence of external events.

4. **Catastrophizing.** Catastrophising occurs when we "blow things out of proportion", and we view the situation as terrible, awful, dreadful, and horrible, even though the reality is that the problem itself is quite small.

5. **Black & White Thinking.** This thinking style involves seeing only one extreme or the other. You are either wrong or right, good or bad and so on. There are no in-betweens or shades of grey.

6. **"Should" and "Must".** Sometimes by saying "I should…" or "I must…" you can put unreasonable demands or pressure on yourself and others. Although these statements are not always unhelpful (e.g., "you should try to meet the deadlines"), they can sometimes create unrealistic expectations.

7. **Overgeneralisation.** When we overgeneralise, we take one instance in the past or present and impose it on all current or future situations. If we say, "You always…" or "Everyone…", or "I never…" then we are probably overgeneralising.

8. **Compare and despair.** Seeing only the good and positive aspects in others, and getting upset when comparing ourselves negatively against them.

9. **Emotional Reasoning.** This thinking style involves basing your view of situations or yourself on the way you are feeling. For example, the only evidence that something bad is going to happen is that you feel like something bad is going to happen.

10. **Magnification and Minimisation.** In this thinking style, you magnify the positive attributes of other people and minimise your positive attributes. It is as though you are explaining away your positive characteristics or achievements as though they're not important.

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Worksheet 2. Overcoming unhelpful thoughts

Once you can identify your unhelpful thinking styles, you can start to notice them more – they very often occur just before and during distressing situations. Identifying and being aware of unhelpful thinking habits is the first step to challenging or distancing yourself from those thoughts - seeing the situation differently and more helpfully. Changing the way you think will allow you to be more resilient, focused and persistent in your professional and personal life.

Exercise: How to identify unhelpful thinking and challenge it?
Step 1: Identify the type of unhelpful thinking
Think of the specific situation from work when you experience some setbacks/challenges, and you did not want to or did not continue with the activity. Maybe you are experiencing such a situation now?
Think of this situation, your emotions, and the thoughts that you are/have experienced?
Which type of unhelpful thinking is it?
Describe the situation, thoughts, and feelings below:

Situation	Emotion	Unhelpful thoughts
What happened? Where? When? *Who with? How?*	*What emotion did I feel at that time?*	*What went through my mind?* *What type of unhelpful thought(s) is it?*

Step 2: Challenge your thinking.
It is important to challenge your thoughts because not all of our thoughts are true. As you are working to change your thinking to improve how you are feeling, focus on creating a balanced thought.
A balanced thought is a thought or belief that considers all the facts, objective information, evidence (good, bad, and neutral), and viewpoints.
Here are some helpful guiding questions to ask yourself when challenging different types of unhelpful thinking:

1. **Mental Filter.**
   Am I only noticing the bad stuff?
   Am I filtering out the positives?
   Am I taking all the information into account?
   What else is going on that I am ignoring?
   What would be more realistic?

2. **Jumping to Conclusions.**
   How do I know this?
   Am I thinking that I can predict the future/know what someone is thinking?
   What are some alternative explanations for this?
   If I was feeling differently, would I still think this?

3. **Personalisation/Critical self.**
   Is this something that I am responsible for?
   What other factors might have affected the outcome?

4. **Catastrophising.**
   What are the possible outcomes – best, worst, most likely?
   Am I jumping ahead of myself?
   How important is this in the scheme of things?

5. **Black & White Thinking.**
   Things are not either white or black – there are shades of grey.
   Am I being extreme or rigid?
   Is there an in-between where things are not perfect but not a disaster?

6. **"Should" and "Must".**
   Am I putting more pressure on myself, setting up expectations of myself that are almost impossible?
   What would be more realistic?
   Can I replace this with a "could" or "would have liked to"?

7. **Overgeneralisation.**
   Does this apply to all situations, or am I overgeneralising?
   What are the facts, and what are my interpretations?

8. **Compare and despair.**
   Am I doing that 'compare and despair' thing? What would be a more balanced and helpful way of looking at it?

9. **Emotional Reasoning.**
   Am I downplaying or ignoring some of the evidence?
   What are the good things in this situation?

10. **Magnification and Minimisation.**
    Am I exaggerating the bad stuff?
    How would someone else see it?
    What is the bigger picture?

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Alternative /realistic/balanced thoughts	What I did / What I could do?
Is this fact or opinion? What would someone else say about this situation? What is the bigger picture? Is there another way of seeing it? Is my reaction in proportion to the actual event? Is this as important as it seems?	*What could I do differently? What would be more effective? What will be most helpful for me or the situation? What will the consequences be?*

Step 3: Show compassion to yourself

We are often extremely hard on ourselves. Our self-talk can sometimes be harsh and negative. When you think about how you would speak to a good friend, chances are you would never say the things you say to yourself to your friend.

Considering the situation you describe above, write down how you would respond if the situation happened to a good friend. Then, practice using this more compassionate self-talk with yourself.

Helping a friend
What advice would I give to my good friend?

34. Office Tank

Entrepreneurial skill: Mobilizing resources (Manage resources (material and non-material))

Duration: 2h

Typology: Practice

Objectives:
- To evaluate how participants seek for solutions when faced with limited (ordinary) resources.
- To understand how participants are able to put their ideas into action

Setting:
- A room
- Office material (pens, paper, post-its, tape…)
- "Officers" (people from the company that work as investors)

References:
Shark Tank show website: https://abc.com/shows/shark-tank

The activity comprises six steps as follows:
1. The facilitator divides participants into groups of 3-4 explains the rules of the challenge.

2. Each team is given 30 minutes to create a prototype of a product with the resources they find in the office.

3. The facilitator gives warnings when there are 15, 5 and 1-minute left.

4. When the time stops, each team has 10 minutes to prepare a 2 minutes pitch to present to the "officers".

5. Teams present the pitch to the "officers" and these will have to invest or not in the idea. The "officers" can make the questions they think are necessary for their decision. The winning team is the one that can get more investment from the "officers".

6. The facilitator encourages participants to reflect on the activity to provide feedback for future improvement.

At the end of the activity, the facilitator can discuss in the group the relevance and impact of the activity on participants, launching some key questions:
- What do you think about this activity?
- Did you learn something new with the activity?
- What was the greatest difficulty you faced? (Limited resources? Little time? Translating your idea into a concrete output? Other?)

♦ Do you have any feedback to improve the activity in the future?

Tips: Participants are allowed to walk through the office, seeking for resources that can be used in their prototypes. The groups are composed by 3-4 elements of a certain unit.

35. Greener Tomorrow!

Entrepreneurial skill: Mobilizing resources (Use resources responsibly)

Duration: 1h

Typology: Meeting

Objectives:
- ♦ To promote sustainability practices in the workplace.
- ♦ To identify where the company can enhance their "green" practices.
- ♦ To make employees reflect on their habits in the workplace

Setting:
- ♦ Room
- ♦ White board
- ♦ Markers
- ♦ Worksheet 1. Greener Tomorrow

The activity comprises three steps as follows:
1. The facilitator starts by welcoming the participants to the workshop and explaining its goal. He/she also gives a brief explanation about what are "green practices"
2. The facilitator encourages the participants to share their thoughts about what green practices they believe the company embraces or should embrace. This will make everyone reflect on his or her practices in the workplace. The facilitator will register the contributions from participants on a whiteboard.
3. At the end of the activity, the facilitator makes a conclusion of the results of the activity and explains some key ideas about "green practices in the workplace", sharing the worksheet – Greener Tomorrow – with the participants.

When the activity is finished, the facilitator can discuss in the group the relevance and impact that it had on the participants, launching some key questions:
- ♦ What do you think about this activity?
- ♦ Will you introduce any changes in your daily work/day?
- ♦ Do you see any value in adopting green practices?
- ♦ (For managers) Do you need any kind of help/support to implement green practices in your organization?

Tips: Worksheet – Greener Tomorrow – should be projected to the white board or sent via email (or other online service), so that the use of paper is reduced.

Greener Tomorrow

Reduce Costs

Companies reduce the energy, water, paper and other general office materials' consumption, reducing their overall expenses.

Increase Productivity

Productivity increases in the sense that, for example, it is much easier to find documents online than going through a filing cabinet.

Attract Customers

Customers seek more and more for sustainable products/ services, and are even willing to pay more for these, and so "greener" companies have more ease in attracting new customers.

https://www.canva.com/design/DAEq0RkSLGs/gxfC-v1wcG9dbOIT_9sFTQ/view?utm_content=DAEq0RkSLGs&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

36. Circadian rhythm

Entrepreneurial skill: Mobilizing resources (Make the most of your time)

Duration: 1 day and $^1/_2$

Typology: Practice

Objectives:
- To synchronize the employees activities with their body clock
- To understand which are the most active and distracted parts of the day
- To understand if there are similar working rhythms between the team members
- To connect the companies hourly blocks to time management at the workplace

Setting:
- Worksheet 1. Circadian rhythm dictionary
- Worksheet 2. "My body clock"
- White board and markers

The activity comprises four steps as follows:
1. The facilitator asks each team member to write down their daily routine on the worksheet "My body clock", starting from waking up to going to bed.
2. Employees must label the hourly blocks with the following features: "on fire", "vibrant", "cruise control", "at 70%", "distracted", "slowing down", "tired", "hungry", "sleepy" to indicate how they feel during certain times of the day.
3. The next day, the facilitator asks employees to assign hourly blocks to time management.
4. After, the facilitator proposes the following points for discussion:
   o What is the most active part of your day 'on fire'?
   o What is the most 'distracted' part of the day?
   o During which part of the day is it better to complete the most challenging/most manageable tasks?
   o When is it best to take a break?
   o Who has similar working/ relaxing rhythms in your team?

It can be done with an all unit, or by teams (1-20 participants), online or offline

At the end of the activity, the facilitator can discuss in a large group the relevance and impact of the activity on participants, launching some key questions:
- Was this activity helpful for you to get to know you and your team?
- Will you use this knowledge to be more productive in the workplace?

The circadian time management exercise also effectively helps people determine when they are at their ideal energy level. This way, they can schedule their time well and complete the most important thing first. It is also an excellent opportunity to get to know teammates better and boost communication skills at the same time.

Worksheet 1. Circadian rhythm dictionary

Label	Definition
On fire	When you are the most productive
Vibrant	When you want to get everything done at the same time
Cruise Control	When you are doing things without thinking about it
At 70%	When you have a good rhythm but are not at your maximum
Distracted	When you cannot focus on your work
Slowing Down	When you feel your productivity reducing
Tired	When you want to rest
Hungry	When you want to eat
Sleepy	When you want to sleep

Worksheet 2. My body clock

Please label the hourly blocks with the following features: "on fire", "vibrant", "cruise control", "at 70%", "distracted", "slowing down", "tired", "hungry", "sleepy" to indicate how they feel during certain times of the day.

☀ Morning		🍴 Afternoon	
6:30		13:00	
7:00		13:30	
7:30		14:00	
8:00		14:30	
8:30		15:00	
9:00		15:30	
9:30		16:00	
10:00		16:30	
10:30		17:00	
11:00		17:30	
11:30		18:30	
12:00		18:30	
12:30		19:00	
		19:30	
		20:00	
		20:30	
		21:00	

37. the Emergency round table

Entrepreneurial skill: Mobilizing resources (Get support)

Duration: 1h

Typology: Practice

Objectives:
- To be able to get help and support from colleagues or the team leader
- To know where to look for services, digital solutions or other alternatives to help them to create value

Setting:
- Whiteboard and markers

The activity comprises four steps as follows:
1. The facilitator gathers the team in a large room/open space and goes straight to the point presenting the problem that they need to discuss.
2. Having a clear theme or topic, the employees will have a more productive conversation at a round table, brainstorming ideas, possible solutions (services, tools, digital solutions…) to overcome the problem and support the colleague who needs help.
3. As the moderator of the roundtable, the facilitator should tease them to engage in the discussion and take notes of the possible solutions on the whiteboard.
4. In the end, together, they should come to one or more possible solutions to support the worker.

At the end of the activity, the facilitator can discuss in a large group the relevance and impact of the activity on participants, launching some key questions:
- Was this activity helpful?
- Will you overcome the problem?
- Did you get the support you needed with this activity?
- Will you use this knowledge to be more productive in the workplace?

GO BACK TO THE TABLE >>>

38. Enthusiasm is an engine!

Entrepreneurial skill: Mobilizing others (Inspire and get inspired)

Duration: 1h30

Typology: Training session

Objectives:
- To understand the relevance of the enthusiasm to companies and their employees
- To increase self-knowledge and the ability to assess the level of enthusiasm
- To contribute to the strengthening of the enthusiasm of the team

Setting:
- White board and markers
- Worksheet 1. Am I Enthusiastic at Work?
- Worksheet 2. Building an Enthusiastic Team!
- Worksheet 3. Enthusiasm at the Workplace

The activity includes three steps as follows:
1. The facilitator explores some questions about enthusiasm at the workplace in a large group and with all participants:
   - To what extent is enthusiasm important to our work, team and company?
   - In your perspective, is your team generally enthusiastic?
   - In your perspective, what can contribute to raising the enthusiasm of your team?
2. Each participant reflects on their enthusiasm by answering a set of questions provided by the facilitator (*please see worksheet 1*). This is an individual activity and participants will not need to share their answers.
3. The facilitator back to the large group and together, participants discuss promoting enthusiasm in their team (*please see worksheet 2*). The facilitator will register the contributions from participants on a whiteboard.

At the end of the activity, the facilitator concludes the results of the activity and explains some key ideas about "enthusiasm at the workplace" (*please see worksheet 3*).

At the end of the activity, the facilitator can discuss in a large group the relevance and impact of the activity on participants, launching some key questions:
- What do you think about this activity?
- Did you learn something new with the activity?
- Will you introduce any changes in your daily work/day?

GO BACK TO THE TABLE >>>

Worksheet 1. Am I Enthusiastic at Work?

This is an individual activity, for self-reflection and you will not need to share your answer with other participants. Considering this, reflect on the questions presented below and write down your answer.

1. Do you consider yourself an enthusiastic person in and about work? Please identify a situation to justify your answer.

2. What do you need to be enthusiastic about and about work?

3. Do you need to be surrounded by enthusiastic colleagues to be enthusiastic in the workplace? Why?

4. Do you think that you usually enthuse your colleagues in different contexts and situations? Please identify a situation to justify your answer.

Worksheet 2. Building an Enthusiastic Team!

Think about how your team can be more enthusiastic, identifying the role, strategies and initiatives that the company, team leader, you and your colleagues have or can implement to contribute to raising the enthusiasm of your team.

COMPANY
◆

TEAM LEADER
◆

MY COLLEAGUES
◆

ME
◆

Worksheet 3. Enthusiasm at the Workplace

Enthusiasm at the workplace

Enthusiasm

Being active in the different dimensions of life and interacting with the world and with others in a positive, energetic and affirmative way. Feeling excited about daily activities and people around you, mobilizing the energy needed to perform the activities and interact with others.

Personal impact

Increased confidence, more productivity, increase peace of mind by the end of the day, more energy and focus on daily tasks, a more positive environment and interaction with others.

Business and team impact

Potentiate the creation of a positive environment and business interactions, promote the enthusiasm of others, strengthen the team spirit to overcome challenges and obstacles, drive workers and companies performance.

39. Kaizen debates

Entrepreneurial skill: Mobilizing others (Persuade)

Duration: Continuous

Typology: Practice

Objectives:
- Settle a practice of promoting debates between employees to discuss issues related to the company and the workplace
- Give voice to employees present and introduce a set of topics related to the company and workplace to be discussed internally
- Strengthen employees' ability to persuade and put other into action

Setting:
- Room for the debates
- Worksheet 1. Planning the Kaizen Debates Practice
- Worksheet 2. Kaizen Debates Board
- Worksheet 3. Kaizen Debates Rules
- Worksheet 4. Company's Action Plan

References:
Kaizen Intitute website: https://www.kaizen.com/

The activity comprises seven steps as follows:

1. The team of the Human Resources department (or similar) meet to plan and prepare the initiative (*please see worksheet 1*). Make sure that managers and CEOs are aligned with the plan and willing to be engaged as well.

2. Communicate the initiative to all company employees through internal newsletter, briefing or meetings. Clarify the expectations related to:
   o Employees' engagement (e. g., Will be all involved, will you select some, employees need to volunteer, …)
   o How to find more information and to communicate with the team
   o How they can contribute to the initiative
   o Process of implementation and monitoring of the initiative
   o Expected outcomes

3. Provide a box or board in a public setting (in the physical space of the company, online or both), accessible to everyone, where employees can share their ideas. Communicate the existence of the box and board, challenging employees to share their ideas/suggestions.

4. Analyse the box/board of ideas, selecting the suggested topics aligned with companies' values and goals. Introduce the suggestions in the "Kaizen Debates Board" (*please see worksheet 2*), which your team will use to communicate the results from the initiative with all teams. This board can be displayed physically in the company, online or both.

5. Proceed with the preparation of the debate as defined in the worksheet "Planning the Kaizen Debates practice". Is important to give time and opportunity to employees to search and prepare themselves for the debate. The groups of debates should have between 10 to 20 participants each.
6. Start the debate by clarifying the rules (*please see worksheet 3*) and managing them, taking the most relevant notes and outcomes. In the end, make sure of:
   o Summing up the main conclusions in the large group
   o Get some feedback about the initiative and future expectations
   o Present the topic for the next debate, recalling the date and mentioning possible participants

7. Analyse with your team the outcomes, defining actions to be implemented in the company's or workplace setting (*please see worksheet 4*). Monitor and assure the evaluation of the implementation of the actions promoted.

At the end of the activity, the facilitator gives post-its of three colours to each participant, each colour corresponding to one of the following questions:
♦ Resume in three words what do you think about this debate.
♦ Which actions do you foresee being implemented in the company/workplace because of this debate?
♦ Do you have any suggestions to improve this initiative?

Tips: If necessary, the debate can be done online, in a platform such as Zoom, Microsoft Teams, or another similar. The "board" with the suggestions could be done on Miro, so that everyone has access to it and could contribute with their opinions.

Worksheet 1. Planning the Kaizen Debates Practice

Team:		Team Leader:		Start date:		Deadline:	

IN COMPANY   **ONLINE**

The overall organization of the debates	• Define a day • Settle the duration • Decide the general themes to be considered • Define the communication process & plan (what, how who & when) • Identify the roles & responsibilities • Explain how the outputs will be registered, discussed and/or implemented	
Launch of the initiative	• Settle the means & moments of engagement of employees • Define how the contributions will be analysed & the feedback transmitted • Identify roles & responsibilities • Define the communication process & plan (what, how who & when)	
Preparation of debates	• Settle the topic & questions to be analysed • Send the call to all employees (or selected employees) • Define the moderator & discuss groups • Prepare the space & resources • Identify roles & responsibilities	
Management of debates	• Settle & communicate the rules & expected outcomes • Monitor & proceed with the registration of the notes • Draft the conclusions of the debates • Communicate the next steps & decisions	

Monitoring of the impact in the company/ workplace	• Select the actions resulting from the debates to be implemented • Settle the process of monitoring • Define & communicate how employees will be aware of the implementation	

Worksheet 2. Kaizen Debates Board

Is important to have a board where you can communicate the suggestions made by employees and also the actions resulting from the debates. Along time you can update the board with information about the implementation and conclusion of the actions defined.
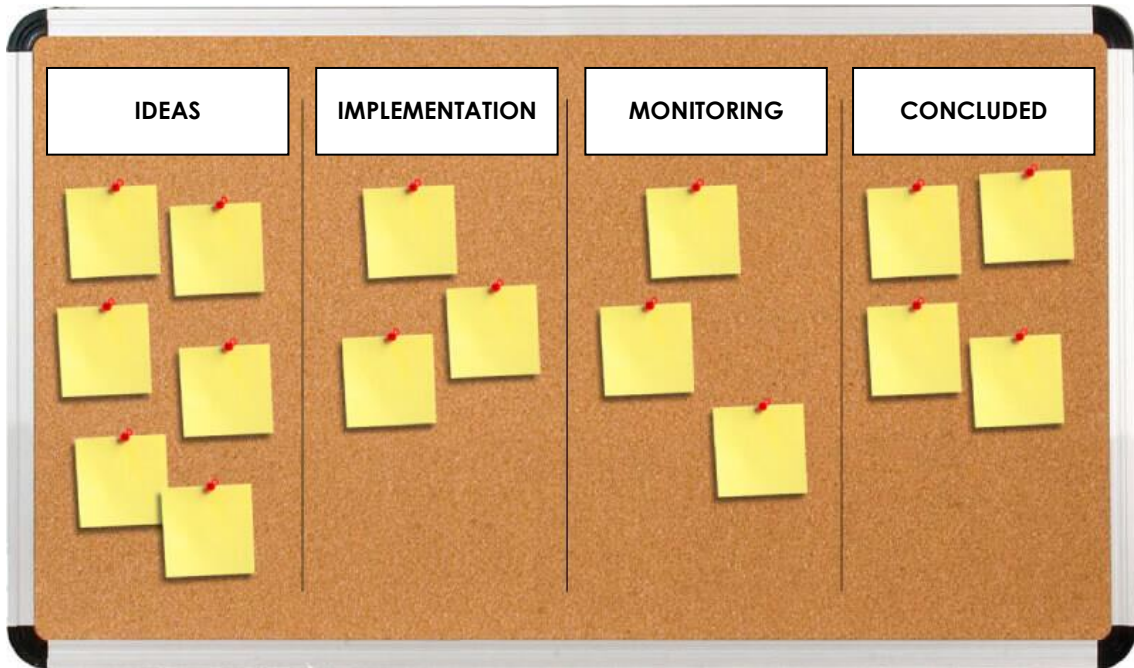
Worksheet 3. Kaizen Debates Rules

The preparation of the debate must comply with a few points, namely:

- The topics to be debated must be previously worked out in a broad and unrestricted manner
- Groups must be organized
- The rules of participation need to be stipulated, including exposure time each group will have available
- The time that groups will have to discuss the topic and build a logical argument needs to be settled
- Groups can and should gather evidence and examples to support their argumentation
- Counterarguments should also be prepared so that they can sustain the debate
- Groups must organize an order of speech among their members

Worksheet 4. Company's Action Plan

Team:		Team Leader:		Start date:		Deadline:	

#	ACTION	WHO	WHEN	STATUS

Entrepreneurial skill: Mobilizing others (Communicate effectively)

Duration: 15 minutes

Typology: Practice

Objectives:
- To foster an effective communication between participants
- To raise awareness for the importance of listening to others
- To encourage participants to be objective
- To reduce work problems

Setting:
- No setting necessary

The activity comprises two steps as follows:

1. The supervisor sets a small team that must update him/her every morning about the current situation of the project/ production process. The team should be composed of 4-5 people, each one from a specific unit/section/department (e.g., the Head of the unit meets with area managers to understand the situation of the main projects).
2. The meetings should be quick (3-5 minutes per person) and objective so that they are as efficient as possible.

Tips: The meetings can be either face-to-face or online. As the meetings will be short time, the facilitator (supervisor) should encourage the participants to be as objective as possible and go straight to the point. It is also important to listen carefully to everyone so that problems can be avoided or easily solved.

GO BACK TO THE TABLE >>>

Entrepreneurial skill: Mobilizing others (Use media effectively)

Duration: Continuous

Typology: Mentoring

Objectives:

♦ To enrichen participants' know-how about the available tools/ channels
♦ To make it easier for participants to choose the most adequate tool to disseminate their ideas and initiatives

Setting:

♦ HR department
♦ "My Media Buddy" survey
♦ Room for the mentoring sessions

The activity comprises three steps as follows:

1. The HR department sends a survey for all employees of the organization to understand who wants to participate in the "My Media Buddy" programme and what tools they are willing to teach/ wish to learn.
2. The HR department does the matchmaking between participants' willingness to teach (mentors) and their wish to learn (mentees).
3. The HR department prepares a space/ room, where the mentoring session will take place. It is also responsible for supporting the definition of the schedule.

The mentoring can be done face-to-face or online, as the participants feel more comfortable with it.

My Media Buddy

The "My Media Buddy" is an initiative promoted by the Human Resources department, in order to help employees develop their digital skills, so that they can better choose and use the adequate channels and tools to communicate and disseminate their ideas or initiatives. It corresponds to a mentoring programme between a mentor (the person that is willing to teach) and a mentee (the person that wished to learn), where employees can mutually learn and enhance their skills.

The HR department will do a match-making between mentors and mentees, provide a room dedicated to the mentoring programme, as well as supporting in the definition of the schedule

growing.partnership@gmail.com (not shared) Switch accounts

*Required

Name *

Your answer

Department *

○ Financial

○ Human Resources

○ Marketing

○ Operations

○ Other:

Are you interested in participating in the "My Media Buddy" initiative? *

○ Yes

○ No

Digital tools

What digital tools are you willing to teach? *

☐ Microsoft Word

☐ Microsoft PowerPoint

☐ Microsoft Excel

☐ Microsoft Teams

☐ Canva

☐ WordPress

☐ Zoom

☐ OneDrive

☐ Other:

What digital tools do you wish to learn? *

○ Microsoft Word

○ Microsoft PowerPoint

○ Microsoft Excel

○ Microsoft Teams

○ Canva

○ WordPress

○ Zoom

○ OneDrive

○ Other:

https://forms.gle/kX3A1NULAydFRGob6

42. Finance labs

Entrepreneurial skill: Financial and economical literacy (Understand economic and financial concepts; budget)

Duration: Lab 1 – 24 hours (6 lessons of 4 hours each)

Lab 2 – 56 hours (14 lessons of 4 hours each)

Lab 3 – 40 hours (10 lessons of 4 hours each)

Final presentation: Business Plan – 16 hours (4 lessons of 4 hours each)

Typology: Lessons

Objectives:
- To teach the economic and financial concepts
- To allow a better interpretation of the economic situation of the country and the world
- To enhance skills to allow to rethink business models
- To enhance skills to allow to create financing solutions to leverage some of the company's innovative projects
- To consolidate knowledge

Setting:
- Meeting Rooms, School board & video projector, pptxs, notebooks and pens

The expert in economic and financial affairs should consider the following steps:

Lab 1 – Economic basic concepts (6 lessons of 4 hours each)**:**
1. Create a program for 5 lessons dedicated to conveying knowledge of economic and financial concepts (economic analysis of the company, financial statements, financial instruments).
2. Consider a period of questions and answers
3. In the sixth lesson, ask employees to prepare a final paper with the theme "Conclusions of the economic and financial analysis"

Lab 2 – Necessary components to Draw up a Business Plan (14 lessons of 4 hours each)**:**
1. Create a program for 14 lessons dedicated to teaching the:
   - Concept, Dimension and Structured Business Plan
   - Assess Opportunities and Risks
   - Choice of Partners
   - Means of Financing
   - Intellectual property
   - Adapt to innovative projects related, for example, to the circular economy

2. Consider a period of questions and answers

Lab 3 – New economic approaches, like "Circular Economy", "Economic challenges with climate change, waste…", "Social approach theories" (14 lessons of 4 hours each) **:**

1. Create a program for 10 lessons dedicated to teaching the:
   - The main concepts associated with the circular economy
   - Guidelines for the implementation of a circular economy management system
   - The self-assessment tool of the degree of organizational maturity about the circular economy
   - Various circular economy business models

2. Consider a period of questions and answers

Final presentation (4 lessons of 4 hours each):

1. During the last 4 lessons ask employees to create their Business Plan based on an innovative idea related to the circular economy

Tips: The employees should, daily, read newspapers, watch TV news and programmes on economic issues.

Growing
SME's Growth and Innovation
through Learning at the Workplace

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43. Visit around the leading companies

Entrepreneurial skill: Financial and economical literacy (Find funding)

Duration: 2 annual visits per year from 3 to 5 days each

Typology: Annual visits

Objectives:
- ♦ To allow a strategic analysis of the best financial practices used by the reference companies
- ♦ To improve find funding processes
- ♦ To learn from peers mistakes and successes

Setting:
- ♦ Agenda, book stay, book the visit, notebook
- ♦ Worksheet 1. Example of an agenda for the visit

The Head of Department should consider the following five steps:

1. Organize teams for the visits

2. Schedule the visits with the reference companies and with the teams (*please see worksheet 1*)

3. Book stay

4. Book flights if necessary

5. Think in advance together with the team of the questions to be asked during the visit

Tips: Make a previous study of the company to visit. Prepare the visit to be as productive as possible.

GO BACK TO THE TABLE >>>

Worksheet 1. Example of an agenda for the visit

First day of visit

Morning

Meeting with the company's CEO to get an overview of the company

Ask questions such as:

- What are the innovative aspects of the company?
- How does the appeal for innovation come about?
- Where is the brand that distinguishes it from other companies?

Afternoon

Guided tour of the company

- View physical spaces as they interact with each other
- Understand the dynamics of the company at the HR level

On the second day of the visit

Morning

Meeting with head of the financial department, to understand some matters such as:

- The model applied in the company
- How it has become a competitive company betting on innovation
- The innovation factors that resources involved
- Financial transformation through innovation to achieve better results cannot be done in isolation, so the question should be asked, how have they achieved the functional transformation?

Afternoon

Preparation of the Visit Report

44. News about... taxation rules

Entrepreneurial skill: Financial and economical literacy (Understand taxation)

Duration: 2 lectures per year, with 4 hours each

Typology: Meeting

Objectives:
♦ To be able to understand the main principles on taxation
♦ To be able to apply taxation rules
♦ To be updated and guarantee compliance with the rules and the law

Setting:
♦ Meeting room, Notebooks, Video projector

The tax issues expert (should be a Lawyer) should follow the next two steps:

1. Prepare the 2 lectures per year considering the topics:
    ♦ Difference between tax law and financial law
    ♦ Tax or Tax Law: explanation, principles, and norms
    ♦ Learn to think the fiscal. Indicate the best domestic and international sources
    ♦ Classification of the various taxes
    ♦ Tax evasion and fraud
    ♦ Novelties and changes in tax-related

2. Consider a period of questions and answers

Tips: The facilitator should be a lawyer and so, he/she should be aware of changes about taxation rules and use real cases and fresh taxes news.

GO BACK TO THE TABLE >>>

45. Start with why

Entrepreneurial skill: Financial and economical literacy (Find funding)

Duration: 2h

Typology: Meeting

Objectives:
- ♦ To develop employees' skills to raise funding
- ♦ To teach employees to do elevator pitches

Setting:
- ♦ Meeting room, Notebooks, Video projector
- ♦ Worksheet 1. Brief introduction to elevator pitches

References:
How to Create an Elevator Pitch with Examples: https://www.thebalancecareers.com/elevator-speech-examples-and-writing-tips-2061976
Start with why: how great leaders inspire action - Simon Sinek: https://www.youtube.com/watch?v=u4ZoJKF_VuA

The activity comprises four steps as follows:

1. Arrange a meeting with a small group of employees

2. Discuss the (*please see worksheet 1*):
   - ♦ Definition and importance of an elevator pitch
   - ♦ Steps to create an elevator pitch
   - ♦ Examples of elevator pitches

3. Clarify any doubt the employees might have

4. Give employees 20 minutes to prepare an elevator pitch (that lasts between 1 and 2 minutes), presenting a product/ service (real or imaginary)

Worksheet 1. A brief introduction to elevator pitches

An elevator pitch is a quick synopsis of your background and experience. The reason it is called an elevator pitch is that it should be short enough to present during a brief elevator ride.

If you are job searching, you can use your elevator pitch at job fairs, career expos and online in your LinkedIn summary or Twitter bio, for example. An elevator pitch is a great way to gain confidence in introducing yourself to hiring managers and company representatives.

You can also use your elevator pitch to introduce yourself at networking events and mixers. If you are attending professional association programs and activities, or any other type of gathering, have your pitch ready to share with those you meet.

Your elevator pitch can be used during job interviews, especially when you are asked about yourself. Interviewers often begin with the question, "Tell me about yourself" — think of your elevator pitch as a super-condensed version of your response to that request.

Steps for creating an elevator pitch:

1. Introduce yourself

All good pitches start with a short introduction. It could be as simple as stating your name and who you work for if those details apply. However, the more personal you can make it, the more natural your elevator pitch will seem. Body language is also an important part of a solid introduction, as is eye contact. Here are a few tips to keep in mind when introducing yourself to a new prospect.

2. Present the problem

All solutions start with a problem. Whatever you or your business are trying to solve, getting the point across early on in your elevator pitch is important to set the theme for the rest of your speech. If possible, relate the problem to your audience by using real-world examples. This will help make the problem more relevant and, hopefully, grab your audience's attention. If your problem is not easy to explain, try using more than one example of a visual to paint a picture for your audience.

3. Offer the solution

If the problem is what draws the audience in, then the solution is what hooks them. This is your time to show them why they need your help. According to Simon Sinek, all great leaders follow a simple formula: the golden circle. The golden circle defends the idea that you should always start your presentations with why. Everyone knows **what** they do, some know **how** they do it but only a few know **why** they do it. The why must be a purpose, a cause or a belief. The reason why the organization


The Golden Circle

WHAT
Every organization on the planet knows WHAT they do. These are products they sell or the services

HOW
Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

WHY
Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.

WHY
HOW
WHAT
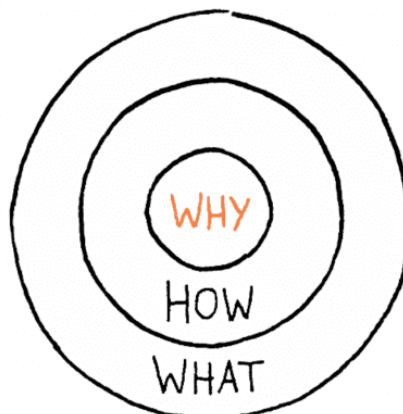
exists. By starting by presenting the problem, people will more likely buy the solution you have to offer. People do not buy what you do, they buy why you do it!

See the video (**here**) to know more about this matter.

4. Explain your value proposition

Now that you have piqued your audience's attention, it is time to seal the deal by explaining why your solution is better than anyone else's. The value proposition differs from the solution by focusing on why your audience should use your solution over a competitor's. If you do not have that answer just yet, perform a competitive analysis to compare your offerings or look to your executive summary. If your market is extremely niche and you do not have a clear differentiator or significant competition, look to communication and interface capabilities. Consider why your idea or solution is original enough that someone would want to use it.

5. Engage the audience

While most of the hard work is done, it is important to engage your audience with a compliment or question before you part ways. Always err on the side of being genuine rather than delivering a scripted goodbye.

There is no right or wrong way to engage your audience. While ending with a question can create a dialogue between you and your audience, a genuine compliment can go a long way. Think about what made you want to pitch them in the first place and use that to end the conversation. Lastly, do not forget to swap contact information, such as a business card, if you do not already have it.

General elevator pitch template

Use our elevator pitch template to start constructing your speech by adding statistics and personalized greetings where needed. This template incorporates the four parts explained above to hit all of the important details of a good elevator pitch.

- **Introduction:** "Hi I'm [name], a [position title] at [company name]. It's great to meet you!"
- **Problem:** "Since you work with [company name or industry] I figured you'd be interested to know that [problem + interesting statistic]."
- **Solution:** "The great part about working at [your company's name] is that we've been able to fix just that problem by [solution]."
- **Value proposition:** "In fact, we're the only company that offers [value proposition]."
- **Call to Action:** "I think our solution could help you. Are you available this week to speak further on this?"

Example:

[*Do you ever feel like you spend too much time on work about work? I have talked to so many people who share the same frustrations. I used to work long hours every day just trying to catch up. But do you know what? Ever since we started using project management software, I have been able to get so much more work done. Have you tried anything similar in the past?*]

ENTREPRENEURIAL CHALLENGES

Engage and mobilize through challenges and competition!

Growing

How to plan and implement the challenges

Description

The **Entrepreneurial Challenges** are internal contests to be launched in Small and Medium-sized Enterprises (SMEs) in which employees are challenged to identify or find a solution to a problem or aspect to be improved in the company. The idea is to identify at least one challenge/improvement that the representatives from the company would like to overcome/change and introduce it to all employees, who, in teams of 3-5 elements, will present and introduce a possible solution/improvement. The challenge/improvement needs to be related to one of the three topics of the GrowINg project, as follows (Figure 28):

Learning at the workplace	Employees' career management	Employees' entrepreneurial skills

Figure 28 – Topics to be approached in the entrepreneurial challenges.

The organizer and Juri

The companies need to identify an organizer of the contest, be responsible for presenting it to the company, and support/guide the teams participating in the contest. A jury responsible for evaluating the solution/improvement will also be defined, should include at least 3 members, namely a:

- manager/director
- a representative from the human resources or training department
- representative from employees

The team

Each team is composed of 3 to 5 employees and one of the elements takes the leadership, including communication with the challenge organizer. The teams are free to plan the cooperation work and introduce a solution/improvement as they wish.

The contest

The process of launching the internal contest in the company is as follows:

1. The company identifies a challenge or possibility of improvement, briefly describing its goal of it. At this stage, the company also need to identify the contest organizer and the jury that will analyse and select the idea.

2. The contest organizer launches the contest to all teams, presenting the objectives of the contest, the challenge, the timeline[29], the ways of participation[30], the members of the jury and the process of cooperation between the members of the teams[31].
3. The teams should have, at least 3 weeks, to identify a possible solution/improvement and can also request support from the contest organizer during this period.
4. The jury will analyse the solution/improvements, selecting the best one.
5. The company will organise the Entrepreneurial Day, an event where each team will have the opportunity to introduce their idea in up to 5 minutes and get feedback from the jury. At the end of this event, all companies will know the winner team.
6. The winning ideas will be presented in the Entrepreneurial Conference and integrated into the Catalogue of Entrepreneurial Winning Ideas.

Analysis and evaluation

The jury will analyse and select the winner solution/improvement following the following criteria (see Figure 30):

CRITERIA	Points
The solution/improvement answers to the solution/improvement presented.	1- Not at all 2- To a certain point 3- Totally
The solution/improvement is innovative and doesn't exist in the company.	1- Not at all 2- To a certain point 3- Totally
The solution/improvement is suitable to be implemented in the company.	1- Not at all 2- To a certain point 3- Totally
The solution/improvement benefits every one of the companies.	1- Not at all 2- To a certain point 3- Totally

Figure 29 – Criteria to support the analysis and evaluation of the solution/improvement.

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[29] The timeline needs to be aligned with the pilot testing to be done in the companies that will be defined later on.
[30] The company needs to decide how employees can participate. Some examples are: 1) have a board in a public place (in company or cloud) where employees can add their solution; 2) teams can send an e-mail presenting their ideas; 3) teams can do a short video presenting the idea; among other ideas.
[31] The teams need to have space and time to think, structure and prepare the presentation of the idea.

Share and make the results visible for all

Each company is responsible for preparing and promoting an **Entrepreneurial Day** focused on the presentation of the solutions/improvements defined by the teams and for selecting the winning idea. The day, time and agenda of the event can be defined by each company, being important to ensure the integration of the following topics:

1. **Entrepreneurial Challenge**: Brief presentation of the problem(s) or challenge(s) approached
2. **Entrepreneurial Pitches**: Each team will have 5 minutes to present the solution/improvement prepared
3. **Entrepreneurial Winner**: The representative of the jury will identify the winner of the contest.

The winning ideas of each company from each country will be integrated into a **Catalogue of Entrepreneurial Winning Ideas**, online support that will showcase the results obtained in the contests that can inspire other companies for it as well.

GLOSSARY

Growing

Entrepreneurship - The capacity to act upon opportunities and ideas to create social, cultural, or financial value for others. It is a competence for life, being relevant to personal development, career progress or to come up with new business ideas.

Small and Medium Enterprises - Enterprises that employ fewer than 250 persons and which have an annual turnover not exceeding EUR 50 million, and/or an annual balance sheet total not exceeding EUR 43 million.

Learning Organization – Organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights[32]

Adult Learning at the workplace - Range of formal and informal learning activities, both general and vocational, undertaken by adults after leaving initial education and training[33]

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