

Growing

Activities related to

“RESOURCES”

For SMEs and adult education providers



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Authors

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

Partnership



Mentortec

Serviços de Apoio a Projectos Tecnológicos S.A, Portugal
Andreia Monteiro e Rita Sousa

Website: <http://www.mentortec.eu/>



AEP

Associação Empresarial de Portugal, Portugal
Raquel Araujo e Oriana Noronha

Website: <https://www.aeportugal.pt/>



AKMI

Anonimi Ekpaideftiki Etairia, Grécia
Vasiliki Karababa

Website: <https://iek-akmi.edu.gr/>



iED

Institute of Entrepreneurship Development, Grécia
Maria Dalakoura

Website: <https://ied.eu/>



DOREA

Educational Institute, Chipre
Viktorija Triuskaite

Website: <https://dorea.org/>



CONNECTIS Srl

Itália
Edoardo Bacenetti

Website: <https://connectisweb.com/>

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Introduction



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As part of the Handbook for entrepreneurial skilled employees three booklets with activities to develop and strengthening workers' entrepreneurial skills were prepared, one per the three main areas of competence. These areas and competences are part of the conceptual model introduced in the *EntreComp: The Entrepreneurship Competence Framework*¹, 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 project². According to the project approach, the 10 competences can be understood as follow (Figure 1):

1. Spotting opportunities	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
5. Mobilising resources	<ul style="list-style-type: none"> 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

¹ 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>.

² 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.

6. Financial & economic literacy	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Inspire and enthuse relevant stakeholders Get the support needed to achieve valuable outcomes Demonstrate effective communication, persuasion, negotiation and leadership
8. Planning & management	<ul style="list-style-type: none"> Set long, medium and short-term goals Define priorities and action plans Adapt to unforeseen changes
9. Coping with uncertainty, ambiguity & risk	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 1 – Short description of the 10 entrepreneurial competences addressed by the GrowINg tools.

A total of 45 activities were prepared, covering the 10 competences presented above, distributed as follows: ideas and opportunities 9 activities, resources 21 activities and into action 15 activities.

This second booklet presents the activities prepared to the area resources.

Nr	Title	Type	Duration	Competence	Short description
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 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.
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 others	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 their ideas/suggestions to improve the workplace that, if implemented, are communicated through the organization to boost new recommendations.
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 Activities presented in this booklet

Activities

The Johari Window

Entrepreneurial skill: Self-awareness and self-efficacy <i>(Believe in your ability)</i>	Duration: 2h to 3h	Typology: Mentoring
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

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.

Silly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spontaneous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sympathetic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Warm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Witty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

UNCONSIIOUS

- **Unknown self:** Neither you or others know

Personality type tests

Entrepreneurial skill: Self-awareness and self-efficacy <i>(Identify your strengths and weaknesses)</i>	Duration: 1h	Typology: Psychometric Tests
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <https://www.16personalities.com/>
 - Jung Typology Test™: <http://www.humanmetrics.com/personality>
 - Character Strengths Test: <https://www.viacharacter.org/Account/Register>
 - Entrepreneurial Aptitude Test (E.A.T): <https://www.viacharacter.org/Account/Register>
 - Online Psychometric Testing: <https://www.practiceapitudetests.com/psychometric-tests/>
- 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 anything that has impressed you?
- Is anything that you would like to change in you?

The freedom diagram

Entrepreneurial skill: Self-awareness and self-efficacy <i>(Follow your aspirations: shape your future)</i>	Duration: 2h	Typology: Mentoring
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Worksheet 1. The Freedom Diagram: three concentric circles • Papers, markers, a comfortable room

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?

Worksheet 1.

The Freedom Diagram: three concentric circles

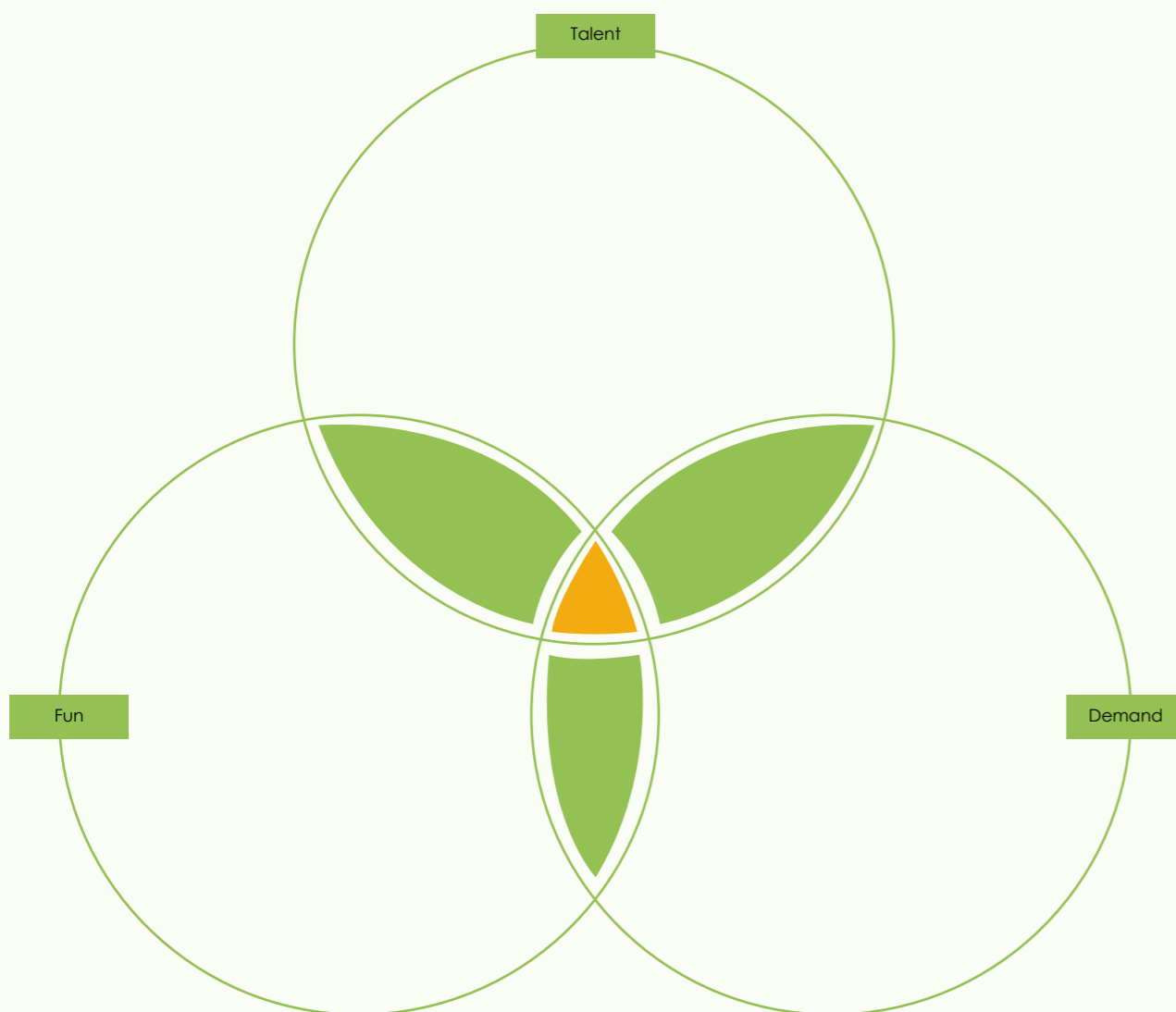
Many people assume that self-awareness comes easily and naturally, but this sense of heightened awareness can be hard to come by.

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 wish 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.



Work with your choice of words

Entrepreneurial skill: Self-awareness and self-efficacy <small>(Believe in your ability)</small>	Duration: Continuous	Typology: Practice
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • No setting necessary

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 you always arrive late to the meetings?", you can ask, "What are the situations that make you arrive late?"

Emotions in the envelope

Entrepreneurial skill: Motivation and perseverance <i>(Stay driven)</i>	Duration: 2h	Typology: Workshop
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

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 and 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** Distribute 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 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.

Outdoor scavenger hunt

Entrepreneurial skill: Motivation and perseverance <small>(Be determined)</small>	Duration: 2h	Typology: Outdoor activity
Objectives: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Worksheet 1. Scavenger hunt handout	

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.

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.

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

<input type="checkbox"/>	Goal 1
<input type="checkbox"/>	Goal 2
<input type="checkbox"/>	Goal 3
<input type="checkbox"/>	Goal 4
<input type="checkbox"/>	Goal 5
<input type="checkbox"/>	Goal 6
<input type="checkbox"/>	Goal 7
<input type="checkbox"/>	Goal 8
<input type="checkbox"/>	Goal 9
<input type="checkbox"/>	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)

Visualize your goals

Entrepreneurial skill: Motivation and perseverance <i>(Focus on what keeps you motivated)</i>	Duration: 2h	Typology: Workshop
<p>Objectives:</p> <ul style="list-style-type: none"> • 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 	<p>Setting:</p> <ul style="list-style-type: none"> • 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? 	

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 as 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 to 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 boards.



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.

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, or 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
- 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 the 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

Participating in a sport because it's fun and you enjoy it.
Learning a new language because you like experiencing new things.
Spending time with someone because you enjoy their company.
Cleaning because you enjoy a tidy space.
Playing cards because you enjoy challenges.
Exercising because you enjoy physically challenging your body.
Volunteering because it makes you feel content and fulfilled.
Going for a run because you find it relaxing or are trying to beat a personal record.
Painting because it makes you feel calm and happy.
Taking on more responsibility at work because you enjoy being challenged and feeling accomplished.

Extrinsic

Participating in a sport in order to win a reward or get physically fit.
Learning a new language because your job requires it.
Spending time with someone because they can further your social standing.
Cleaning to avoid making your partner angry.
Playing cards to win money.
Exercising because you want to lose weight or fit into an outfit.
Volunteering in order to meet a school or work requirement.
Going for a run to increase your chances at winning a competition.
Painting so you can sell your art to make money.
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. This phenomenon refers to the findings that offering excessive external

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 1. **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.

My resilience plan

Entrepreneurial skill: Motivation and perseverance <i>(Be resilient)</i>	Duration: 2h30 to 3h
Typology: Workshop and follow up meeting	
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • A room, projector, flipchart or white board, pens. • Worksheet 1. What is resilience? • Worksheet 2. Resilience plan

- 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.

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 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:

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 a 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 ways by 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 withstand 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](https://www.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 set back 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.

PART 1: Past sources of resilience

 SUPPORTIVE PEOPLE	 STRATEGIES
<div style="border: 1px solid black; height: 250px;"></div>	<div style="border: 1px solid black; height: 250px;"></div>
 WORDS OF WISDOM	 SOLUTION SEEKING BEHAVIOUR
<div style="border: 1px solid black; height: 250px;"></div>	<div style="border: 1px solid black; height: 250px;"></div>

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

--	--

Uprooting the unhelpful thinking

Entrepreneurial skill: Motivation and perseverance <small>(Don't give up)</small>	Duration: 2h30 to 3h
Typology: Workshop and follow-up meeting	
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • A room, projector, flipchart or white board, laptop and speakers, paper, pens. • Worksheet 1. What is unhelpful thinking? • Worksheet 2. Overcoming unhelpful thoughts



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.

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 to 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?

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.

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?

Alternative /realistic/balanced thoughts	What I did / What I could do?
<i>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?</i>	<i>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?</i>

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
<i>What advice would I give to my good friend?</i>

Office Task

Entrepreneurial skill: Mobilizing resources <i>(Manage resources (material and non-material))</i>	Duration: 2h	Typology: Practice
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • A room • Office material (pens, paper, post-its, tape...) • "Officers" (people from the company that work as investors)

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.

Greener Tomorrow!

Entrepreneurial skill: Mobilizing resources <i>(Use resources responsibly)</i>	Duration: 1h	Typology: Meeting
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.


Worksheet 1. Greener Tomorrow!

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.



Circadian rhythm

Entrepreneurial skill: Mobilizing resources <i>(Make the most of your time)</i>	Duration: 1 day and 1/2	Typology: Practice
Objectives: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:
 - What is the most active part of your day 'on fire'?
 - What is the most 'distracted' part of the day?
 - During which part of the day is it better to complete the most challenging/ most manageable tasks?
 - When is it best to take a break?
 - 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		19:00	
12:30		19:30	
		20:00	
		20:30	
		21:00	

Emergency round table

Entrepreneurial skill: Mobilizing resources <i>(Get support)</i>	Duration: 1h	Typology: Practice
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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?

Enthusiasm is an engine!

Entrepreneurial skill: Mobilizing resources <i>(Inspire and get inspired)</i>	Duration: 1h30	Typology: Training session
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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?

Worksheet 1. Am I Enthusiastic at Work?

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

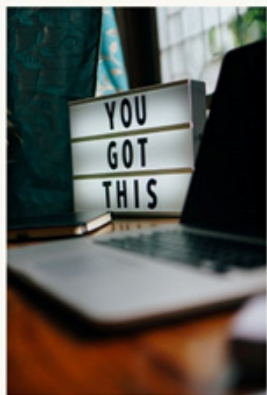
TEAM LEADER

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.

Enthusiasm is an engine!

Entrepreneurial skill: Mobilizing others <i>(Persuade)</i>	Duration: Continuous	Typology: Practice
Objectives: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

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:
 - Employees' engagement (e. g., Will be all involved, will you select some, employees need to volunteer, ...)
 - How to find more information and to communicate with the team
 - How they can contribute to the initiative
 - Process of implementation and monitoring of the initiative
 - 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:
 - Summing up the main conclusions in the large group
 - Get some feedback about the initiative and future expectations
 - 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

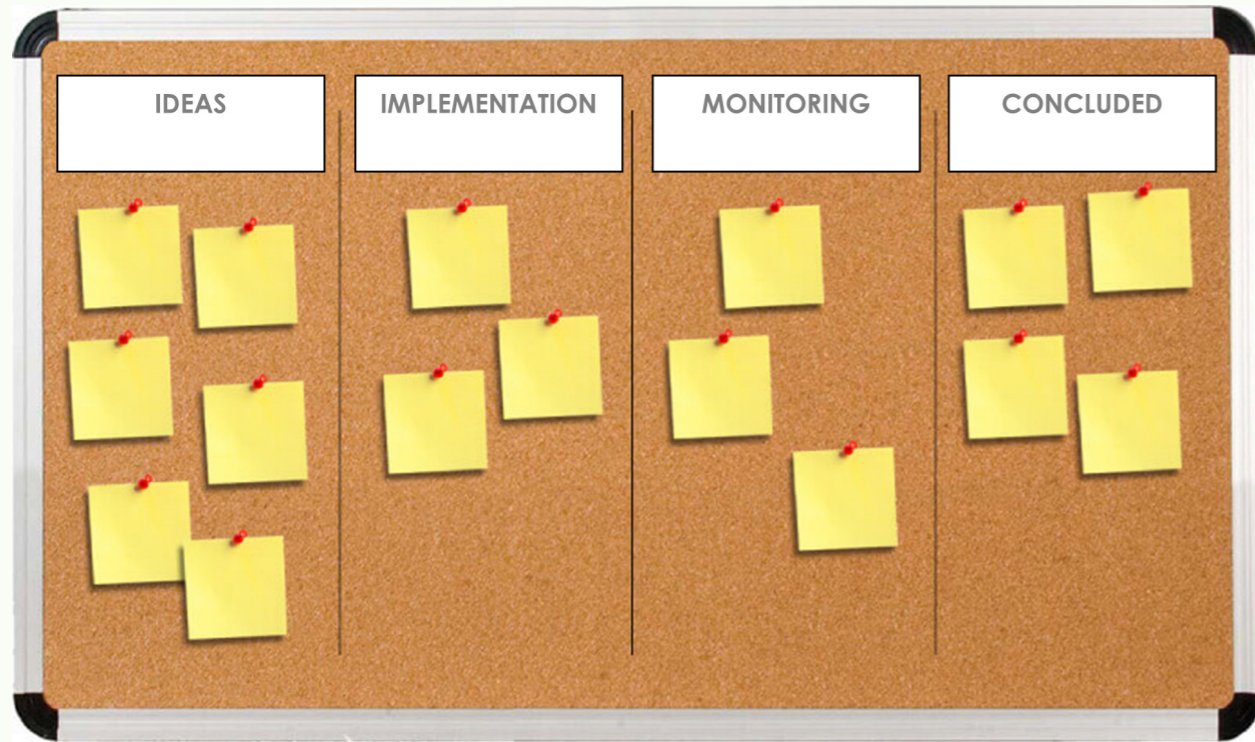
If necessary, the debate can be done online, in a platform such as Zoom, Microsoft Teams, or another similar. The "board" with the suggestions could be done on Miro, so that everyone has access to it and could contribute with their opinions.

Worksheet 3. Planning the Kaizen Debates Practice

Team	Team Leader	Start date	Deadline
The overall organization of the debates		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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 Board

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

Good morning meetings

Entrepreneurial skill: Mobilizing others <i>(Communicate effectively)</i>	Duration: 2h	Typology: Practice
Objectives: <ul style="list-style-type: none"> • 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 		

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 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.

My media buddy

Entrepreneurial skill: Mobilizing others <i>(Use media effectively)</i>	Duration: Continuous	Typology: Mentoring
Objectives: <ul style="list-style-type: none"> • 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 		Settings: <ul style="list-style-type: none"> • 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.

Worksheet 1. Survey Prototype

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.

Name *

A sua resposta

Department *

- Financial
- Human Resources
- Marketing
- Operations
- Outra: _____

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
- Canva
- WordPress
- Outra: _____

What digital tools do you wish to learn?

- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Canva
- WordPress
- Outra: _____

Thank you for your contribution! 😊

<https://forms.gle/MrCxnP2hYKgDQLWUA>

Finance labs

Entrepreneurial skill: Financial and economical literacy
(Understand economic and financial concepts; budget)

Typology: Lessons

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)

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

Settings:

- 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.

Visit around the leading companies

Entrepreneurial skill: Financial and economical literacy <i>(Find funding)</i>	Typology: Annual visits
Duration: 2 annual visits per year from 3 to 5 days each	
Objectives: <ul style="list-style-type: none">• 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	Settings: <ul style="list-style-type: none">• 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.

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

Visit around the leading companies

Entrepreneurial skill: Financial and economical literacy <i>(Understand taxation)</i>	Typology: Meeting
Duration: 2 lectures per year, with 4 hours each	
Objectives: <ul style="list-style-type: none"> • 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 	Settings: <ul style="list-style-type: none"> • 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

Start with why

Entrepreneurial skill: Financial and economical literacy <i>(Find funding)</i>	Duration: 2h	Typology: Meeting
Objectives: <ul style="list-style-type: none"> • To develop employees' skills to raise funding • To teach employees to do elevator pitches 		Settings: <ul style="list-style-type: none"> • Meeting room, Notebooks, Video projector • Worksheet 1. Brief introduction to elevator pitches

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



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.

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.

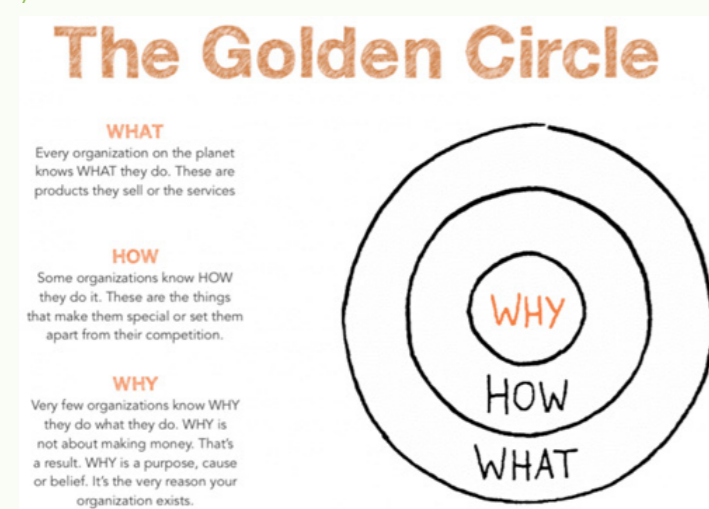
Steps for creating an elevator pitch:

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 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!

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

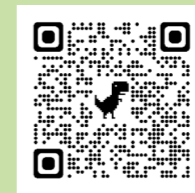
Use our elevator pitch template to start constructing your speech by adding statistics and personalized greetings where needed. This template incorporates the four parts explained above to hit all of the important details of a good elevator pitch.

- 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?]

The detailed information about the activities
and all the references related to them are
available at the Handbook for Entrepreneurial
skilled employees



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