

Growing

Activities related to

“INTO ACTION”

For SMEs and adult education providers



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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 third booklet presents the activities prepared to the area into action.

Nr	Title	Type	Duration	Competence	Short description
10	The winning lottery ticket	Training session	30 minutes	Planning and management	Randomly assign participants into groups of 4 or 5. Give them 30 minutes to complete the whole process and have some time in the end to discuss their experience. This 3-step activity requires participants to think about what they would do if they won \$20 million, \$10 million and \$5 million, and is great for getting people to start the training session creativity and for breaking down any barriers in terms of training room atmosphere, especially when the participants are new to each other.
11	Establish an overview	Training session	45 minutes	Planning and management	Randomly assign participants into groups of 2-5. This 4-step activity is great for getting people to start the training session and enhancing creativity and planning, delegating correctly and creating systems that serve participants' needs. There is no limit to the number of participants as long as the duration of the activity is appropriate.
12	Sustainable strategy	Meeting	8h	Planning and management	This activity is essentially an extensive discussion on how to create a sustainable business plan and how to achieve your company's goals. There is no need to assign participants into groups. This activity will help participants feel comfortable speaking in front of others and expressing their views. Also, listening to the opinions of others will allow them to enrich their knowledge and see things differently.

13	Define your priorities	Meeting	1h	Planning and management	Have your team self-identify the most important tasks and projects they should spend their time on, in priority order, from most to least important. Produce a tool they can use to periodically self-assess whether how they spent their time was how they had intended to. This activity helps participants set priorities. Starting from their daily routine and having a relaxed discussion about their habits, you can continue the discussion on a more professional level. This can help us see how our personal choices can be helpful in a job.
14	A well-oiled machine	Meeting	1h	Planning and management	Assign participants into groups of 2-5 and discuss some topics. You will hear so many different opinions about managing and monitoring business progress. Highlight strong and effective procedures and discuss the rights and wrongs. The duration of this activity is 1 hour, and the number of participants should be approximately 20 people.
15	Adapt to change	Meeting	1h	Planning and management	This activity helps participants realize how receptive they are to changes in their work environment. It allows them to express their opinion and share their experiences with other participants. In addition, listening to the views of others allows them to learn and possibly revise certain things. It consists of two groups: managers and employees, in which groups discuss different points of view regarding specific issues.
16	Team updates	Meeting	1h to 1h30	Working with others	This practice combines presentations about the next joint goals of the SME, discussions, brainstorming and exchanges of ideas. It can also be considered as a "room" for problem-solving and team-building activities.
17	Leading a team-building workshop	Practice	2h	Working with others	This practice consists of two main phases (a) one preparatory phase before the session and (b) the implementation of the training session. It can involve up to 12 members. The facilitator should use an online application, such as slido or Kahoot to prepare the game. The participants need to answer a series of questions sharing their personal information, interests and talents.
18	Working better together	Training sessions	2h to 3h	Working with others	A SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a great tool to use in workshops to help a team to work better together. This activity is focused on team building and the enhancement of staff collaborative spirit. It involves around 12-15 persons and combines experiential activities, practical exercises and reflection tasks.
19	Past, present, future tools for working better together	Training sessions	2h to 3h	Working with others	It is based on three pillars: 1. The past (where we were), 2. The present (where we are right now), and 3. The future (Where we want to go). It helps both the manager and the team to face the possibilities of the future, rather than being stuck in the past, considering the current situation. It will present an overview of a better way of working, while it also offers inspiration for what the future might bring. The activity should involve up to 12-15 participants, grouped in 3-4 groups.
20	Being an outsider!	Practice	30 minutes	Working with others	An interactive exercise that explores the effects of not accepting the diversity within a group and what rejection feels like. It needs to be implemented within a team of a minimum of 10 people. It combines moments of discussion, observation and reflection. It is considered as an experimental learning exercise with a special focus on accepting diversity among people in terms of external characteristics, values and world views.
21	Risk workshops	Training sessions	2h	Coping with uncertainty, ambiguity and risk	5 multidisciplinary (at generational and training level) working groups. Each group works 1 time per month. Every chosen day of the week morning, 1 of the 5 groups discusses and experiments with risk scenarios concerning different matters. The subject for each workshop is chosen by the Department Managers considering the company's most pressing needs and classifies the risk according to the Risk Level Table. It can be adjusted to online environments.
22	Mentoring sessions	Mentoring	4h	Coping with uncertainty, ambiguity and risk	Face to face or online or blended individual mentoring sessions to guide the personal level on how to deal with scenarios of uncertainty. This Mentoring Programme is based on an evolutionary path of sessions.
23	Learn to adapt	Training session	1h20	Coping with uncertainty, ambiguity and risk	Consists of the existence of 4 different rooms with 4 distinctive problems to be solved by the participant, like a race against the clock. The course of this activity may not have more than 2 or 3 employees.
24	Building resilience and psychological security	Individual sessions with professional	2h	Coping with uncertainty, ambiguity and risk	4 individual sessions per year, 2 hours per session, with a professional (medical doctor or psychologist) in stress and resilience matters. Addressed to high-performing managers who take responsibility daily for the company's risk decision.

Table 1 Activities presented in this booklet

Activities

The winning lottery ticket

Entrepreneurial skill: Planning and management <small>(Define goals: be able to set clear and realistic goals)</small>	Duration: 30 min	Typology: Training session
Objectives: <ul style="list-style-type: none"> • To learn how narrow down their core values and priorities. This translates to the workplace, where achieving goals requires determining the most important values of your business and figuring out how to apply them. • To a warm-up for the life planning training package as a way of showcasing what matters in life and how to plan accordingly 		Setting: <ul style="list-style-type: none"> • Paper • Pen/Pencil

This activity includes the three following steps:

- 1** Tell participants they just won \$20 million and ask them what they will do next. For example, you could ask them whether they choose to spend or save the money and what they would prioritize.
- 2** After five minutes, tell the participants they have now only won \$10 million. Ask them to write down what changes they would make to their original plans and what they would now prioritize.
- 3** After 5 more minutes, tell the participants they have now only won \$5 million. Ask them to further revise their plans and priorities.

The facilitator could end the session by asking some questions:

- Did you feel pressured when the amount started to decrease gradually?
- Under the pressure of time, did you manage to have a clearer picture of your needs and priorities?

Establish an overview

Entrepreneurial skill: Planning and management <small>(Plan and organise: be able to set a plan and manage better)</small>	Duration: 45 min	Typology: Training session
Objectives: <ul style="list-style-type: none"> • To learn how to be creative in situation where you need to act fast and effectively • To plan your time in advance, so you can have better control over your schedule and awareness of your tasks 		Setting: <ul style="list-style-type: none"> • Paper • Pen/Pencil • Board/Slide • Mobile/PC/Laptop

The activity includes four steps as follows:

- 1** Assign participants into groups of 2-5, decide who will be the coordinator and give them a project about planning an event. First, you will need paper and a pen. Putting thoughts on paper can make them feel more palpable. After you decide on a clear vision for your idea, it is important to write down all the major steps. Then give them some time to do a quick google search to find more ideas about their event.
- 2** Give them 20 minutes to plan the event and discuss the results. Surely, at this point, you will see great results regarding the time given.
- 3** Write your results on the board or if there is enough time prepare some slides to present your event to the rest of the participants.
- 4** Now make them plan a different event in 10 minutes, have no access to the internet and repeat the process. Discuss the results.

To finish the session, the facilitator could ask participants some questions like:

- Did you enjoy working with the other team members?
- How did you feel when your facilitator told you that you had less time and no internet access?

Sustainable strategy

Entrepreneurial skill: Planning and management <i>(Develop sustainable business plans: develop a plan to achieve goals that create financial, societal and environmental sustainability)</i>	Duration: 8h	Typology: Meeting
Objectives: <ul style="list-style-type: none"> • To understand environmental and social limitations and reflects the demands and requirements of society. • To ensure that its impact upon environment and society is either neutral or positive. 	Setting: <ul style="list-style-type: none"> • Paper • Pen/Pencil 	

The activity includes nine steps:

- 1** Decide who will be the facilitator and give participants an example of a ready-made business plan.
- 2** Identify and agree on the material (priority) issues, which present strategic threats and opportunities for the company.
- 3** Identify corporate ambition, where does the company plan do, be on the scale of corporate evolution.
- 4** Understand how strategy is already developed within your own company and assess whether sustainability issues are currently considered as part of strategic planning and product development.
- 5** Establish what processes are used within your own company to manage strategic change.
- 6** Identify what works, what does not, and why.
- 7** Ensure that the strategic opportunities and threats posed by sustainability issues are included alongside other strategic business issues that influence strategy.
- 8** Ensure engagement with key external stakeholders to achieve a broader consensus about what is material to whom and why.
- 9** Develop responses to all material strategic issues, which support your company's competitive positioning.
- 9** Develop a clear overall strategic vision integrating social, environmental and economic dimensions.

Define your priorities

Entrepreneurial skill: Planning and management <i>(Define priorities)</i>	Duration: 1h	Typology: Meeting
Objectives: <ul style="list-style-type: none"> • To personally reflect on how participants spent their time over the course of a week or month 		Setting: <ul style="list-style-type: none"> • Board

The activity includes four steps:

- 1** Gather the team and begin to pour out everything that comes to them daily, which takes up their time. Write everything down on the whiteboard. Once every task, no matter how menial, has been listed, move to the next step.
- 2** Have the team (not you, the facilitator) prioritize each item with an A, D categorization. A = Important and urgent, B = Important and not urgent, C = Not important and urgent, D = Not important and not urgent. Every item gets a letter!
- 3** Now rank order each letter's items/tasks. As an example, what is the #1 most important A item on the board? Then go to #2, and so on, until you work through the D items.
- 4** Take the content from the whiteboard and send a document back to your team with the items listed in priority order, A1 through D.

A well-oiled machine

Entrepreneurial skill: Planning and management <small>(Monitor your progress)</small>	Duration: 1h	Typology: Meeting
Objectives: <ul style="list-style-type: none"> • To get to know the inner workings of your company helps you to identify potential weaknesses or opportunities • To optimise your workflow, and run your business smoothly and profitably • To have a monitoring system in place that gives you the data figures, and stats to keep an eye on your business processes. 		

The activity includes five main steps:

- 1 Time tracking**
Invoice the exact time you worked on your client's project without having to guess and sell yourself short. Look for ways to improve your profitability, e.g. by finding ways to reduce time spent on non-billable tasks like admin or invoicing. Figure out ideal rates to reach your financial goals. Free up important resources in your team by outsourcing, delegating or automating processes. Improve your workflows and be more productive.
- 2 Bookkeeping/Accounting**
Keep your cash flow healthy with regular reports and projections. Oversee expenses and ensure you remain within budget. Check you are on track for financial targets and adapt your marketing accordingly. Maximise profit by minimising unnecessary overheads or production costs. Identify funds to re-invest into the business.
- 3 Time management**
Plan your time and resources and react to bottlenecks and shortages in good time. Get projects on track and coordinate even remotely working teams effortlessly. Achieve a healthy work-life balance for you and your team. Be flexible and adapt tasks as needed immediately. Never forget anything ever again!
- 4 Marketing monitoring**
Find out if your marketing campaigns are financially viable. Monitor your goals and check you are on target with your marketing. Identify busy and slower times for your business and plan activities and resources accordingly. Find out where your customers are coming from and why. Use analytics for quick tests and boost slow campaigns before they strain your budget.
- 5 Booking systems**
Plan and improve your product portfolio by identifying what is popular and what is not. Analyse your customer behaviour and use insights to improve your product, marketing, and customer service. Communicate with existing customers to improve repeat business, referrals and loyalty. Anticipate busy times and plan for production and storage.


Adapt to change

Entrepreneurial skill: Planning and management <small>(Be flexible and adapt to changes)</small>	Duration: 1h	Typology: Meeting
Objectives: <ul style="list-style-type: none"> • To achieve higher levels of emotional intelligence and emotional resilience and be able to adapt to new and changing situations • To learn how to communicate with other people and how to deal with different opinions 		

The activity comprises the following step:

- 1** Create two groups. The first one will be the managers and the second one will be the employees. Teams should not be listening to each other to put them in different rooms if possible. If the activity is conducted online, you can use Zoom Breakout Rooms. Discuss the following questions and share the differences between their point of view with the whole group.
 - How can we apply frameworks that are based on scale or position when we can go from market leader one year to follower the next?
 - When it is unclear where one industry ends, and another begins, how do we even measure position?
 - When the environment is so unpredictable, how can we apply the traditional forecasting and analysis at the heart of strategic planning?
 - How can our managers pick up the right signals to understand and harness change when we are overwhelmed with changing information?
 - How can a one-year—or, worse, five-year—planning cycle stay relevant when change is so rapid?

Team updates

Entrepreneurial skill: Working with others <i>(Team up)</i>	Duration: 1h to 1h30	Typology: Meeting
Objectives: <ul style="list-style-type: none"> • To get your team to share knowledge and updates among them • To use face-to-face or online time to create important outputs • To bring an understanding in your team that they work as a whole and the tasks of one member are linked with or affect the role of one other • To promote peer learning in your group • To dedicate some time for discussions, debates and brainstorming 	Setting: <ul style="list-style-type: none"> • Agenda, pptxs, projector, post-its, notebook (in-person), pc, ZOOM or other platform (online) 	
	References: Hamilton, P. (2016). The workshop Book. Published by Pearson	

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

- Are there any closing comments?
- What was the most interesting part of the updated deck that you'd like to discuss more in the meeting?
- Is there anything you would like to discuss in the next meeting?


You can also ask yourself at the end:

- How can we keep the energy levels high throughout?
- How can we leave space in the agenda for people to use the updates to create ideas?

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

- 1 Create an agenda:** Your teams should be aware of the discussion topics in case they have to prepare something before the meeting.
- 2 Schedule a particular duration and frequency:** No more than one or one and a half an hour. People can get bored or tired and retreat to check emails. Once or twice a week is enough to get updated about the daily tasks, progress and deadlines and to come up with the new responsibilities.
- 3 Use some presentation along with discussion and brainstorming:** If there is only presenting and passive listening, people will get bored.
- 4 Ask for answers:** For example: "Do you have any specific questions that you want to be clarified on the day?"
- 5 Structure the sharing:** Dedicate only half a day updating each other and then spend the other half connecting and creating.
- 6 Set a time limit:** Time is important! So, inform your team that they have only 5-10 minutes to present their updates. In the case of ppt presentations, set a slide limit, as well.
- 7 A certain point in the day.** Ask for questions and discussion points to be done at the end of the presentations so that nobody will be interrupted.
- 8 Lead your team:** As a team leader, you should facilitate the meeting, intervene when necessary and engage all of your members to feel equal.
- 9 Make a Summary:** Collect their ideas, questions, or opinions in a post-it or a notebook. Answer those you can that day and keep the rest to discuss it in the next meeting. Summarize the main points and spit new tasks and roles.

Leading a team-building workshop

Entrepreneurial skill: Working with others <i>(Work together, team up)</i>	Duration: 2h	Typology: Practice
Objectives: <ul style="list-style-type: none"> • To help your team learn more about each other by working collaboratively • To improve relationships between different departments • To learn from each other • To actively involved in a team bonding activity 	Setting: <ul style="list-style-type: none"> • Questionnaires before the meeting (see worksheet 1) • Slido or kahoot, • A comfortable room • Phones, laptop, projector • Worksheet 1. Questionnaire for participants 	
 References: Hamilton, P. (2016). The workshop Book. Published by Pearson		

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

PREPARATORY PHASE

- 1** Prepare a questionnaire (you can use the worksheet provided here): Ask people to answer questions focused on personal information, such as:
 - What are your talents? What are you good at?
 - What is one achievement of yours?
 - What would be the ideal job and what they would love to spend their time doing (other than their current jobs, of course!)
 - Where would you like to travel?
 - What are your eating habits? Favourite food?
 - What is your favourite phrase?
 - If you have the power, what "negative aspect" you would change in the world?

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

- 3** **Slido quiz:** Use these questions to prepare a slido quiz. For each question, put the names of 4-5 people as possible correct answers, i.e. "Whose favourite place to travel in New York? (a) Mike, (b) Leo, (c) Katia, (d) Mary. And check the correct answer. Give 20-25 seconds for each question to be answered. You will have a winner at the end of the quiz, while your team will know each other better now!

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

IMPLEMENTATION PHASE

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

- 6** **During the workshop:** People will have to connect to slido via their phones writing a unique code for this quiz. You had already defined this code when you created the slido quiz (i.e. Workshop01).

- 7** **Play the game!**

- 8** Indicate the winner of this game!

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

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

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

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



Tips

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

Worksheet 1. Questionnaire for participants

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

Your Name:

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

Working better together

Entrepreneurial skill: Working with others <small>(Develop emotional intelligence: work together)</small>	Duration: 2h to 3h	Typology: Training sessions
Objectives: <ul style="list-style-type: none"> • To change the way a team works for the better • To help people create ideas that change the way they work for the better • To recognise the areas that need improvement • To engage your team in decision making 		Setting: <ul style="list-style-type: none"> • Room, large papers, post-it, pens • Worksheet 1. The four flipcharts: Strengths, Weaknesses, Opportunities and Threats • Worksheet 2. Come up with five (5) new ideas

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

- 1 Put up on a wall or a big table the four flipcharts**, labelled Strengths, Weaknesses, Opportunities and Threats (see worksheet 1).
- 2 Prepare a couple of questions** under each box to ensure that your team will answer according to the workshop objective (to examine how the team is currently working).
- 3 Some examples of questions could be:**
 - What are the strengths of the way we currently work?
 - What are the weaknesses in the way we currently work?
 - What are the opportunities we could create if we change the way we work for the better?
 - What are the threats to our team if we do not change the way we work for the better?
- 4 Team contribution:** Ask each member to write and stick a post-it under each four boxes. You can also split the team into four (4) sub-groups and ask them to work on only one of the boxes (see worksheet 1). Then, ask each team to read through all the post-its in their quadrant and theme them, labelling each theme and presenting those back.
- 5 Recognition of the significant issues:** For example, if 10 people have contributed notes about getting a new computer system in the opportunities section, and just one person has requested fruit at work, the computer system is probably a more important issue. With labelling the themes, each team will find out the key issues and characteristics of how they work as a team.
- 6 Working on solutions and new ideas:** Split your team again into new 4 sub-groups and ask each group to come up with five (5) new ideas for improving the way they work, based on the findings in the SWOT analysis (see worksheet 2).
- 7 Closing workshop:** Give some space for discussion and feedback on the procedure. Define what it should be done for the better functionality of the team.

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

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

Worksheet 1.

The four flipcharts: Strengths, Weaknesses, Opportunities and Threats

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

Strengths

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

Weaknesses

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

Opportunities

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

Threats

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


Worksheet 2.

Come up with five (5) new ideas

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

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

Past, present, future tools for working better together

Entrepreneurial skill: Working with others <i>(Team up; listen actively)</i>	Duration: 2h to 3h	Typology: Training sessions
Objectives: <ul style="list-style-type: none"> To understand the areas of improvement related to working in teams better To help people create ideas that change the way they work for the better To generate lots of ideas for how negative areas can be improved To recognise the change that's needed and to create some possible ways of making that change To practice to listen each other effectively and respect other ideas and views on how to be improved as a team 		Setting: <ul style="list-style-type: none"> Room, large papers, post-it, pens, table or wall, Worksheet 1. 3 Columns: Past, Present, Future Worksheet 2. Come up with five (5) new ideas If online (laptops, a platform for the meeting i.e. ZOOM, a common space i.e. Miro, internet, a chat app i.e. Teams/Slack for communication between members in the same team)
	References: Hamilton, P. (2016). The workshop Book. Published by Pearson	

The steps that should be taken are as follows:

- 1 At the begging:** Welcome you and explain to them the workshop's objectives.
- 2 Set up a template** that lists the past, present and future in three columns (see worksheet 1 provided here).
- 3 Give guidelines:** Introduce the past, present and future tool and ask each team to fill this out.
- 4 Split your team into 3-4 sub-groups:** Each sub-group will work on one sheet (x3 or x4 sheets).
- 5 Ask them to fill in the columns:** They should start with the "last column", writing down five ways of working that belong in the past, starting with sentences like "the old way of doing things was...", "the way things used to be was...", etc. Once the first column is completed, ask them to move on to the third one about the future, using sentences such as 'the way we will be is...', 'the future is different because...'. Then ask teams to fill in the present as a bridge between the past and the future, answering the question: 'What will we do today to make the future happen?' (see worksheet 1).
- 6 Discussion:** Ask for each team to present the 5 ways of each column and dedicate some time for discussion. Merge the different answers given by the sub-groups into one shared document.
- 7 Use the tool as inspiration** to create at least five (5) new ideas for working better together. The "present" column should include those new ideas as inspirations new ways of working immediately (see worksheet 2).
- 8 Closing comments:** Ask for feedback.
- 9 Ask yourself:** "How can we identify the main things we need to improve as a team?" "How can we use the team's ideas to make them more committed to the change?"

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

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

Worksheet 1.

3 Columns: Past, Present, Future

Fill in the three columns according to the facilitator's directions.

Remember to start with column 1 "Past", then move on to column 3

"Future" and leave column 2 "present" last one.

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


Worksheet 2.

Come up with five (5) new ideas

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

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

Being an outsider!

Entrepreneurial skill: Working with others <i>(Team up; listen actively)</i>	Duration: 30 minutes	Typology: Practice
Objectives: <ul style="list-style-type: none"> • To empower the participants to picture the diversity of people working with • To deeply understand the consequences of a working environment which is not inclusive and which allows the discrimination • To promote the tolerance, acceptance and inclusion of all team members within a company • To show respect, understanding and appreciation of their colleagues even if differences are existing among them (different national, ethnic, religious, linguistic and other minorities and communities) 		Setting: <ul style="list-style-type: none"> • A room
	References: Council of Europe (2003). T-Kit on Social Inclusion.	


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

- 1** Invite at least 10 people and gather them in a room. Ask one of them to leave the room voluntarily for 5 minutes. Divide the rest of the team into two or three different groups following particular selection criteria, such as hairstyle, eye colour, type of clothing, height, personal interests, or opinions on a specific issue.
- 2** Call the volunteer who left the room before returning. Ask him/her which group he/she belongs to. He/she must explain why he believes that he/she belongs in the group selected justifying his/her choice. If the reason is not the correct one, he cannot join. Even if he/she picked the correct group, he/she should remain as "the outsider".
- 3** You can continue with a new volunteer, regrouping the team under different selection criteria this time. You can repeat this process giving as many participants as possible the opportunity to go outside the room.


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

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

Risk workshops

Entrepreneurial skill: Coping with uncertainty, ambiguity and risk <small>(Calculate risk; manage risk)</small>		Duration: 2h	Typology: Training session
Objectives: <ul style="list-style-type: none"> • To empower the participants to picture the diversity of people working with • To deeply understand the consequences of a working environment which is not inclusive and which allows the discrimination • To promote the tolerance, acceptance and inclusion of all team members within a company • To show respect, understanding and appreciation of their colleagues even if differences are existing among them (different national, ethnic, religious, linguistic and other minorities and communities) 		Setting: <ul style="list-style-type: none"> • A room 	
	References: Council of Europe (2003). T-Kit on Social Inclusion.		

- 6** The debate on what is positive in the risks helps create the perception that the risk can lead to positive situations.
- 7** The findings may serve in the company's guidelines in similar future situations.



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

The activity includes seven steps:

- 1** Welcome and explain to the group that this action aims to help address risk, uncertainty, and ambiguity.
- 2** Participants should all contribute considerations to the proposed theme.
- 3** Present the theme and explain your choice.
- 4** Present and explain the risk table (please see worksheet 1).

Considering the chosen risk theme, all participants should put a post-it in the table at the corresponding level, for example, if it considers low, medium, or high the probability of happening and if it considers that, the impact on the company's performance is low, medium, or high. All participants should explain the chosen level in the table. Finally, all participants should indicate three different scenarios of opportunities in the short, medium, and long term (For example, assuming that the company is a mini-market settled 20 years ago in an area on the city's outskirts. This zone will receive a hypermarket.

In the risk table, we can consider that the probability of being built a hypermarket next to the minimarket is high and that the impact will be high as well. Therefore, the risk is critical. At this crucial risk state, we should indicate three opportunities, one in short, one in the medium and the other in the long term.

As it is an area inhabited by an aged population that prefers personalized service:

- create a personalized home delivery service – short term
- opt for products that are less generic and more suitable for the population - medium-term
- extend the range of services and products, such as home-cooked meals, shopping on-demand at the pharmacy, walking pets – long term)

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

Worksheet 1. Risk level tablet

Risk		Impact on the company's performance			
		High	Medium	Low	
Probability	High	Critical	High	Medium	Short-term
	Medium	High	Medium	Low	Medium-term
	Low	Medium	Low	—	Long-term

→ Opportunities →

Mentoring sessions

Entrepreneurial skill: Coping with uncertainty, ambiguity and risk <i>(Cope with uncertainty and ambiguity)</i>	Typology: Mentoring
Duration: 7 sessions 4 hours each for each employee – single sessions	
Objectives: <ul style="list-style-type: none"> • Practicing daily living with uncertainty without falling • Be aware of the feeling that causes a daily coexistence with the uncertainty • Self-knowledge, knowing one's own limits • Be able to make decisions on a VUCA environment • Remain confident and adapt rapidly to the changes 	Setting: <ul style="list-style-type: none"> • Meeting room, computer, notebook, pen

This mentoring programme should develop as follows:

- 1** The Mentor should be an older person with more experience in coping with uncertainty, ambiguity & risk.
- 2** In the first session, the Mentor must:
 - Contextualize the Mentoring Sessions
 - Diagnose the learning needs of the employee
 - Formulate its objectives and results to be achieved
 - Choose the most appropriate strategy for the employee to achieve the objectives
- 3** From the second to the sixth session, the Mentor must:
 - Work the employee's motivation for learning
 - Encourage the employee in the pursuit of professional development and self-knowledge using their own experience and knowledge
 - Help the employees to adopt a more strategic perspective, develop specific techniques, and strengthen soft skills such as resilience to coping with uncertainty, ambiguity & risk
- 3** In the seventh and final session, the Mentor must:
 - Help the employee to systematize the ideas and conclusions

Learn to adapt

Entrepreneurial skill: Coping with uncertainty, ambiguity and risk <small>(Manage risk)</small>	Typology: Training session
Duration: 1h20 twice a year, (4 challenges x 20 minutes)	
Objectives: <ul style="list-style-type: none"> • Practice the skill of always act • Practice the quick and versatile thinking • Practice the ability to always get answers to problems 	Setting: <ul style="list-style-type: none"> • 4 meeting rooms, flipchart and pens

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

- 1** Identify employees who will be subject to the exercise
- 2** Create the themes and challenges of the 4 rooms
- 3** Identify who will be responsible for the room challenge
- 4** Book the 4 meeting rooms and make sure that there is a flipchart with plenty of paper in all of them. The meeting rooms should be close to each other.

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

- 5** The employee enters the room, and the person in charge of the room informs the "problem" with which he will have to deal
- 6** The employee has 20 minutes to think of 2 alternative paths, indicate the risks inherent to these 2 paths and tell how he will deal with them
- 7** The employee should write his conclusions on the flipchart
- 8** This procedure should be repeated in the 4 rooms and for the 3 employees who enter the room one at a time
- 9** After the 3 employees have finished the challenges of the 4 rooms, they must gather and share the difficulties and conclusions

Building resilience and psychological security

Entrepreneurial skill: Coping with uncertainty, ambiguity and risk <small>(Cope with uncertainty and ambiguity)</small>	
Typology: Training session	
Duration: 14 sessions per year, each one with 2 hours	
Objectives: <ul style="list-style-type: none"> • Increase your knowledge of your own stress building your resilience to deal with daily levels of uncertainty. • Have the courage to risk, live new experiences, live in permanent vulnerability without affecting personal well-being 	Setting: <ul style="list-style-type: none"> • Doctor's office

The activity includes the following three steps:

- 1** The first medical appointment is the icebreaker; the doctor presents himself to the manager. During this first medical appointment, the Manager should make a self-portrait and self-assessment.
- 2** During the second medical appointment, the Doctor should assess the manager's personality by immediate answer questions.
- 3** The third and fourth medical appointment aims to empower the manager with attitudes such as resilience, high engagement rate, maintenance of creativity despite constant pressure. In addition, teach to accept that having fears and limits is essential to stimulate courage.

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



Growing



LinkedIn



Website