

Make your way

Toolkit of Learning Materials

APPENDICES



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1 Introduction

MAKE YOUR WAY project has supported the promotion of work-based learning in all its forms by developing relevant collaborations to open further opportunities for young VET students to apply knowledge in practical, “hands-on” situations, at the same trying to enhance their entrepreneurial attitudes, in particular by working in LABs. The project explored the potential of the concept of Fab Labs/LABs (small-scale workshops offering digital fabrication), which are proven to boost innovation and entrepreneurship, by offering a place to play, to create, to learn, to mentor, to invent. LABs can help strengthen and expand VET-industry partnerships and bring more innovation to VET systems.

The primary target groups of the project included:

- VET learners, young students.
- VET teachers, trainers and mentors who are supported in their continuous professional development (to assist young VET learners in taking the most benefit from using LABs and from other WBL solutions).
- VET providers/institutions and organisations.
- LABs staff /facilitators/management staff - to be better prepared for partnerships/closer collaborations with VET systems/providers and for spreading the concept of LABs further.

The project has developed various outputs, one of the main ones being the **Toolkit of learning materials (IO2)**. The toolkit itself consists of self-study materials, tutorials, practical exercises and assignments, diagnostic tools, test, etc, covering 2 areas:

- entrepreneurial soft skills and knowledge needed to set up a business, start-ups, promotion of self-employment, e.g., **communication, problem solving, flexibility, planning and organizing, stress resiliency...**
- development of **technical skills** through experiential (work-based) learning, interconnected with creativity in order to boost innovation, e.g., additive technologies (3D printing), modern equipment, ICT in industrial context, techniques and trends in crafts, DIY basics, etc.

The core part of the Toolkit included a set of exercises that were selected by the MYW partnership based on preferences and assessment of organisations from participating countries. Those exercises were mostly meant to be run in an organised format (coordinated either by LABs or VET teachers). The present document is the additional part of the Toolkit (Appendices), comprising some additional materials, like diagnostic tools, self-study materials/tutorials and repository of other sources collected during the process (some coming from other projects, but adapted to the best use of the current project Make Your Way), and that can be used for the development of relevant competencies. Part of those materials already exist in various languages and therefore the APPENDICES document itself has been developed solely in English. It is divided into four sections:

- additional exercises (to support your entrepreneurial ambitions)
- tutorials and tips - further reading and self-study for the subject of soft skills, hard skills and start-up support
- self-diagnostic tools – some tests that encourage self-reflection and can help assessing pro-entrepreneurial propensity
- useful links and other resources for aspiring entrepreneurs.

2 Additional exercises

2.1 Business Plan

This particular exercise was also partially tested during the MYW project, as it is related to the exercise One's Own Boss At Last! (part of the main Toolkit), which it complements with more details and special worksheets to create a comprehensive Business Plan. Initially it was planned to be part of the main Toolkit too, however its full implementation requires several lessons/sessions and therefore it became an optional choice, for situations when development of a startup and planning of future business are the focus.

BUSINESS PLAN

| | |
|--|---|
| Soft skills | <ul style="list-style-type: none"> • Entrepreneurship - Ability to shape ideas into plans and bring them to fruition • Customer orientation • Stress resiliency - Ability to take risks |
| Aim | <ul style="list-style-type: none"> • START-UP Support • to try out formulating a detailed business plan |
| Timing | project classes – ca 7 lessons |
| Location | indoors |
| Resources and materials | <p>This exercise links up with One's Own Boss At Last! (part of the main toolkit). Groups should have its output (notes, etc.) on hand.</p> <p>Other: paper and writing implements to take notes</p> <p>Worksheet Business plan</p> |
| Description | |
| <p>In One's Own Boss At Last!, students formulated the basics of a business plan. In this exercise, they develop the theme as if it was done for real.</p> <p>Lesson 1: SWOT analysis – Strengths, Weaknesses, Opportunities, Risks</p> <ol style="list-style-type: none"> 1) Teacher splits students into groups, following the pattern of One's Own Boss At Last!; the original companies need to be preserved. "Until now, we have only had academic discussions about your business ideas; now the time has come to elaborate on them and make out a real business plan. Previously, you formed a company and presented it to a potential investor. Now we are in a situation when start-up capital has been promised, but getting it is subject to providing a detailed business plan. We are about to prepare one." 2) Teacher writes down on the board, SWOT ANALYSIS: <i>"Good ideas are at the core of all companies. Yet not all companies will succeed, even though their idea may be excellent. As it happens, every business has also its weak points, and every company faces risks."</i> | |

Its success or failure rests in how it is capable of handling those risks. The danger increases as the balance between positives and negatives tilts in the wrong direction; to assess the situation, there is the SWOT analysis."

Teacher explains the acronym:

S

W

O

T

S for Strengths (What are my competitors' strengths? What are mine? Compare and consider! What is my competitors' greatest asset? Do they have top experts? Are they profitable? Do they offer something unique?)

W for Weaknesses (What are my competitors' weaknesses? What are mine? Compare and consider! Is the quality of their products and services inferior? Do they suffer from a bad image? What are their vulnerabilities?)

O for Opportunities (What opportunities are there? How are you going to make use of your competitors' weaknesses? Which strengths of yours are you going to apply? Are there any other opportunities in the market?)

T for Threats (What is the biggest threat for you? Which of their strengths could your competitors use against you? What if your plans fail?)

- 3) Teacher hands out the Worksheet, asking the groups to perform a SWOT analysis of their company and where it stands vis-a-vis its competitors. He allows ca 10 minutes for this, walking about the classroom and providing assistance if needed.
- 4) To round up the lesson, students share their findings with the others – what opportunities and risks they have discovered, what they have realized, etc.

Lesson 2: Defining your customer, products, and services

- 1) Teacher leads in: *"For our business plan to be effective, it needs to make a contribution. I take it when devising your business plan, you also thought about what's in it for you. Personal satisfaction, perhaps; profit, joy from working, and so on. But satisfying your own needs does not necessarily represent a contribution: It is important that the needs of other people are also met, your company and its employees benefit just as your surroundings, society, and customers do."*
- 2) Teacher distributes the DEFINING YOUR CUSTOMER Worksheet: "Let us think a little about who the customer of your company might be, who will benefit from your business plan. Defining your customer is one of the crucial aspects of planning since it gathers all the information necessary to justify and focus your activity. Your customers are never a "public-at-large"; they represent a specific group of people and/or an organisation that needs your products or services. It is customers' needs

that should become your priority. So, get down to it, and define your customers now!"

- 3) Filling in the Worksheet takes ca 10 minutes.
- 4) Teacher continues: *"So now you have an idea who your customers are going to be, who you need to think of at all times. Next, it is necessary to consider what you are going to offer them, and how to go about it. Products and services are what all companies deliver, and their success and/or failure turns around their customers' satisfaction and other issues. That is why it is good to revisit your customers' needs from time to time and adjust what you deliver accordingly. It is also good to engage some forward thinking in the ever-changing market. The successful company is always one step ahead of its competitors."*
- 5) Teacher hands out copies of the PRODUCTS AND SERVICES Worksheet, asking everyone to fill it in. He allows sufficient time for this, walking about the classroom and assisting if needed.
- 6) Teacher discusses the outcome with students:
Questions for discussion:
 - What did you realize?
 - Who are your customers? Is there one you have omitted?
 - Do you know your customers' needs well? How could you get to know them better?
 - Will you offer goods or services?
 - Did you manage to tailor your goods and/or services to your customers' needs?

Lesson 3: Business premises, equipment, suppliers

- 1) Teacher carries on working with students on their business plans. He is about to talk about the issues of locating the business, equipment necessary, and suppliers:
"Every idea is conditioned by circumstances. A refreshment stall will look different at an ice-hockey rink, and swimming baths. The location of your business is an all-important factor. Sometimes, the setting is given automatically (you, or your family, or the company you work for may own suitable premises; at other times, you need to look). The location of business premises, ownership or otherwise, what they look like and how they are furnished, all these have a substantial bearing on costs. Often, premises are not up to scratch; it may be necessary to do some building work, which carries its own issues (permits; food and hygiene regulations; fire hazard; transportation, etc.).

The same goes for machinery, tools, and equipment – will it have to be replaced, bought used, or even new? And what about office equipment, like desks, chairs, IT, telephones, fax machines, etc.?"
- 2) Teacher passes onto students the BUSINESS PREMISES AND EQUIPMENT Worksheet: *"Try to think about your business in conjunction with the premises you will need for it, the location and its limitations. We must take all these issues into account because they will be with us when trying to make our ideas happen. However, where one door closes, another opens, so any challenges may also provide opportunities. That is the way to think about it."*

- 3) Teacher proceeds to RESOURCES: *“There is one precondition for your idea materializing – the necessary resources, financial, physical and/or human. They may be at your disposal right from the start, or you must acquire them. While preparing your business plan, you also need to make a reasonably detailed list of all the available resources, incl. time schedule of how they will be linked chronologically, who will be responsible, and what funding will be needed (on-stream planning).”*

Resources must be rock-solid; if they are not, we cannot end up providing a great product or service. This applies to people, too: Your restaurant can look beautiful, but if your waiters are below par, and the chef mediocre, patrons are not likely to return.”

- 4) Teacher distributes the RESOURCES Worksheet and asks everyone to fill it in: *“The biggest problem by far usually is – money. It helps to have all sorts of financial calculations and projections handy, simply how much will it all cost and what the profit will be.”*

Lesson 4: Presentation – Promoting your idea

- 1) Teacher reveals to the students that it is time to look into promotion and advertising of their products or services. Companies know they must advertise themselves to stay in customer’s eye and attract new customers.
- 2) Teacher quizzes the students on ways of enticing customers, catching their attention; he lists all the suggestions on the board.

Teacher’s resources– Possible suggestions:

advertising – radio, TV, printed media (consider the costs vs. reaching the right public) leafleting; billboards

web pages (how to get in the front on search engines), Facebook, Twitter

references – word of mouth (satisfaction sells!)

eye-catchers – striking shopping window, sign, company cars with ads

calendars; business cards; promotional items

- 3) With each item listed by students, teacher goes over its advantages and disadvantages (cost, targeting the right customer, etc.).
“The purpose of promotion is to get people excited about your products and services, make them seek out just your company. It can also provide information about your company, where it is, how it can be contacted, where its products can be bought. Your aim is to beat the competition.” Teacher hands out the PROMOTION Worksheet, and students fill it in.
- 4) He lets them work some 20 minutes, before asking one group after another to let the others know about their ideas.

Lesson 5: Activities performed and deadlines

- 1) Teacher announces that this time, students will be working out a detailed business plan. *“We cannot just jump into running a business headlong. Issues are at stake: money, our future, and a lot of effort possibly wasted. That is why we need to stop, think hard, and ideally, prepare a plan. This written document will guide us, step by step; it is not carved in stone, but serves as a very useful, working blueprint.*

It should be chronological so that each step logically follows the previous activity. It

should be comprehensible and clearly written, and contain deadlines. The more detailed and specific the business plan is, the better can we assess our achievements against it. Obviously, some activities will be crucial, and instrumental in reaching our goals; others will be ancillary, of lesser import to success. It is a good idea to distinguish between these two sorts of activities graphically (e.g., colour-coding), and keep in mind which is which.

- 2) Teacher investigates whether students have any experience in planning.

Teacher's resources – Possible responses:

planning standard weekly activities; preparing for the school-leaving exam; preparing for college admittance exams; planning a holiday, long-distance trip, celebration, hike in the mountains

Teacher quizzes students whether their planning is just ad hoc, or whether they prepare in advance, making up an itinerary, writing down a time schedule, making provisions, etc. He gives them space to share their experiences.

- 3) Teacher will have ascertained whether students know about planning techniques.

Teacher's resources – Planning techniques:

Logical framework; Gantt diagram; ALPEN, etc.

Some of these techniques are described in the competency manual; more detailed information is available as part of these exercises: Beefsteak; Two-Day; AJPED Technique.

- 4) Teacher wants to know from students what they consider important while planning; he writes down their suggestions on the board:

WHAT – individual steps (what needs arranging)

WHEN – time schedule – proper timing of respective steps; when to come up with an idea (e.g., selling ice-cream in January is expected not be such a hit as in July); how long each activity takes up (work should neither be rushed nor drawn out); when it needs to start and finish

WHO – tasks and responsibilities

- 5) Teacher tells the groups to get together and devise a business plan for themselves. They can use a planning technique (teacher may prescribe), or if they have some experience already, work at their discretion. This activity takes ca 15 minutes.
- 6) Finally, groups present their plans to the others.

Lesson 6: Budget

- 1) *"In our time, money has become the measure of all things. We use it as the criterion to judge success and failure, the attractive from the mediocre, the appealing from the undesirable, and the branded from the nameless. Money may be a valid argument. So, will your idea be profitable? Can its effect be calculated? To find out, it is necessary to make up a financial projection of income and expenditure."*
- 2) Teacher hands out Worksheets while going over the items of a budget.

If the students do not know the cost of some items, they need to estimate them. In real life, they would have to establish them precisely. Teacher may engage them in a discussion where and how to find out about prices and costs (links with the competency for managing information).

- 3) Teacher asks the groups to formulate their budgets, admitting that this activity is not easy, and the initial result need not be satisfactory. Yet it is worth trying out just to see what is involved. Students have 20 minutes for their work.

Lesson 7: Contingencies (Crisis scenario)

- 1) *“Last but not least, we need to be prepared for events that may jeopardize our business plan. This is what contingency provisions are about: What to do when things do not go according to plan? What happens if one of the key activities fail or cannot be performed? How to handle a crisis ought to be considered beforehand, i.e., before it occurs. Of course, it is impossible to play through all the possible scenarios on paper, let alone have ready-made solutions for them. But there will be some risks we can be aware of and preparing for how to handle them can be the right prevention from engaging in messy improvisations.*

There are always alternatives to a solution; they may be not as good, but it is still important to keep them in mind. One never knows when they might come in handy. That way we can respond quickly to changeable circumstances, and act. Let us try and establish what is the biggest threat you will have to face. Let us imagine it actually happening, and what you would do then. Remember, every cloud has a silver lining.”

- 2) Teacher distributes the CRISIS SCENARIO Worksheet, leaving the students work for ca 10 minutes. He then goes over the answers with them.
- 3) Teacher reiterates: *„Before the break as well as after, we worked very hard on....”*
- 4) To wind up, teacher recaps the activity: He reviews students’ experiences, draws them out on what items they had to deal with while preparing their business plan (the idea, its weak points, customers, business location, resources, promotion, budget, contingencies); what was hard, if they were surprised by anything, etc. Teacher appreciates everyone’s effort, stressing that creating a business plan is a complex task but the groups have managed to tackle it. Perhaps they will find this experience useful in future.

Risks

and recommendations

Teacher’s participation

Teacher has the task of guiding the groups while they work on their business plans. He should nudge the students in the right direction without being explicit, encourage them in finding their own way. He needs to make clear that the document is not iron-clad – any section may be revisited and amended at any time. However, if one-part changes, it affects the whole, of which the students have to be aware.

Application in classes

This exercise is suitable for subjects dealing with economics and entrepreneurship. **It can also be used in “fablabs” as a tool to support young people with their first START-UP. It can be offer to them as a self-study material as well, but ideally should be reviewed by experience tutor with business experience.**

Worksheets **BUSINESS PLAN**

SWOT ANALYSIS

(Strengths and Weaknesses, Opportunities and Threats)



You have to have the competition 'in your sights'.

| | |
|----------|----------|
| S | W |
| O | T |

DEFINING THE CUSTOMER



Who are your **target customers** your new idea will attract?

What needs do your customers have in connection with your services (or products/goods), that you will be satisfying? How did you identify their requirements? Where did you find them?

How many new customers **are you capable of supplying with your new products and services?** How many can you realistically serve in one calendar month?

What evidence do you have to support your previous answer?

A.1.1 Entry for budget - number of customers / month

PRODUCTS AND SERVICES

What existing products or services are being offered to the customer?

Describe in more detail what you will prepare for your customers. Which new products and services will you offer them?

If you are going to **produce (from scratch)**, try to outline production processes and the way of obtaining materials. If you are going to buy goods with the intention of reselling them, describe how and from whom you will purchase (manufacturer, distributor, wholesaler, etc.):

Do you already know what the price of your goods / services will be in comparison to your competitors'?

Entry for budget = average spending per customer per day

(see Table, line A1.2):

How many **new employees** will be providing this (new) service/production/sales of goods? Will it be necessary to recruit new employees? **How much will they cost you?** - Salary expenses

*** Entry for budget = Number of employees x Monthly gross salary**

(see Table, line B3):



PLACE OF REALISATION (1)

Where will your business idea be realised? On your own premises, or will you need to acquire (rent) new ones?

Entry for budget

| | | | | |
|--|--|--|---|--|
| If your own premises are not available | <u>Cost price in CURRENCY</u> *(B1) | | <u>= Means to obtain it</u> Personal finance? Loan in CURRENCY *(A2) | |
| If it is rented | Rent per calendar month in CURRENCY. * (B5) | | Repayment of the loan in CURRENCY per month *(B9) | |
| With that is connected | How much for services and utilities? * (B5) | | | |
| | Fees and costs? *(B8) (Real estate taxes / stamp duty) | | | |

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What is specific about your location?

Strengths (opportunities)

Weaknesses (threats)

RESOURCES



What **input** will need to be secured (stock, raw materials, services) in order to execute the plan and offer my new product / service? What about employees?

| Manpower necessary | | |
|---|------------------|--------------------|
| Job title | Wages before tax | National Insurance |
| | | |
| Entry for budget: Monthly wages in total (costs) | B3 | B4 |

Entry for budget:

| | |
|--|-----------------------------|
| What quantities of goods and materials (supplies) do I need to secure in order to satisfy the monthly takings which I defined in the chapter Products and services? | |
| = goods | CURRENCY/month |
| = ingredients | CURRENCY/month |
| = material | CURRENCY/month |
| = services | CURRENCY/month |
| B2 Total | CURRENCY/month |
| ===== | |
| What services do I need to secure/purchase to make the idea/activity viable (CURRENCY/month)? | |
| = telephone | CURRENCY/month |

PRESENTATION / SELLING THE IDEA (1)



How will you present your idea to others? What tools will you use to sell / promote your idea?

PRESENTATION / SELLING THE IDEA (2)



How often will you use the given tools and how will you promote your activity?

What financial means will be required to promote the idea, per month, quarter, half-yearly ...?

| Type of presentation | Presentation tool | Timing | Budget |
|----------------------|-------------------|--------|--------|
| ----- | | | |
| | | | |

PROFIT & COSTS – CASH FLOW FORECAST

| BUDGET (in CURRENCY) | JANUARY | FEBRUARY | MARCH | APRIL | MAY | JUNE |
|--|---------|----------|-------|-------|-----|------|
| A 1. Turn over from the goods/services sales (A 1.1 x A 1.2) | | | | | | |
| A 2. Income from loans, personal investments or grants from job centre | | | | | | |
| A. INCOME IN TOTAL | | | | | | |
| B.1 Purchase of equipment and property, reconstruction | | | | | | |
| B.2 Purchase of goods supplied and material into production | | | | | | |
| B.3 Gross salary of new employees, salary increase for existing employees (Gross salary) | | | | | | |
| B.4 Social and health insurance for employees (Gross salary x 0,35, or equivalent depending on area) | | | | | | |
| B.5 Utilities and energy (water, gas, heating) | | | | | | |
| B.6 Advertising and promotion | | | | | | |
| B.7 Other overheads (telephone, postage, accountancy, insurance, repairs, travel expenses, etc.) | | | | | | |
| B.8 Taxes and fees (incl. property taxes/stamp duties) | | | | | | |
| B.9 Repayment of mortgages, loans, leasing | | | | | | |
| B. EXPENDITURE IN TOTAL | | | | | | |
| C. DIFFERENCE BETWEEN INCOME AND EXPENDITURE IN EACH MONTH (A – B) | | | | | | |
| D. CASH FLOW / cash flow in the previous month + difference between income and expenditure in the actual month (C) / | | | | | | |

| BUDGET (in CURRENCY) | JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|--|-------------|---------------|------------------|----------------|-----------------|-----------------|
| A 1. Turn over from the goods/services sales (A 1.1 x A 1.2) | | | | | | |
| A 2. Income from loans, personal investments or grants from job centre | | | | | | |
| A. INCOME IN TOTAL | | | | | | |
| B.1 Purchase of equipment and property, reconstruction | | | | | | |
| B.2 Purchase of goods supplied and material into production | | | | | | |
| B.3 Gross salary of new employees, salary increase for existing employees (Gross salary) | | | | | | |
| B.4 Social and health insurance for employees (Gross salary x 0,35, or equivalent depending on area) | | | | | | |
| B.5 Utilities and energy (water, gas, heating) | | | | | | |
| B.6 Advertising and promotion | | | | | | |
| B.7 Other overheads (telephone, postage, accountancy, insurance, repairs, travel expenses, etc.) | | | | | | |
| B.8 Taxes and fees (incl. property taxes/stamp duties) | | | | | | |
| B.9 Repayment of mortgages, loans, leasing | | | | | | |
| B. EXPENDITURE IN TOTAL | | | | | | |
| C. DIFFERENCE BETWEEN INCOME AND EXPENDITURE IN EACH MONTH (A – B) | | | | | | |
| D. CASH FLOW / cash flow in the previous month + difference between income and expenditure in the actual month (C) / | | | | | | |

CRISIS SCENARIO

What problems might arise? What could go wrong? Try to identify any possible weaknesses of your plan, and suggest solutions.

| If the following problem occurred ... | ... I would deal with it as follows: |
|--|--------------------------------------|
| <i>Loss of key employee</i> | |
| <i>Breakdown of machinery or equipment</i> | |

2.2 Individual exercises

The examples below are exercises that can help aspiring entrepreneurs develop some skills that will make it easier to succeed as an entrepreneur. These are some simple tasks that anyone can start doing any moment.

2.2.1. Read the news every day

Find a few news sites that you like and read them each day. These can be your national news platforms/channels, or international ones like BBC or CNN. There is no shortage of news sources from which to choose. By reading these sites each day, you will develop a good working knowledge of current events.

Why is this important?

The two good reasons to read the news daily are:

1. **Current events affect businesses** – if something big is happening in the world, it can affect your business in a negative or positive way. For this reason, you should keep current.
2. **People talk about the world** – when you are attending business meetings or networking functions, others will likely bring up current events. If you stay up-to-date, people will see that you are knowledgeable and smart, and it will also help you stay engaged in the conversation.

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2.2.2. Become good at researching

Every week pick one person that has appeared in any of the news items you read in the previous exercise and find 5 facts about this person (not directly reacted to the news read). You can find out a lot about individuals just with an online research.

Why is this important?

As an entrepreneur, you shall do your research before any business meeting or phone call. It is important to focus not only on the company but also on the individual. It might be the companies who write checks, but it is individuals within the organization who make the decisions.

Getting to know someone within the company is important since people prefer to do business with people who are like them. With a bit of research, you can increase your odds of achieving what you need.

As an entrepreneur, you won't always have the answers, so you'll need to learn how to find them through research. With this exercise you can practice how to become a good researcher.

2.2.3. Journaling

Many entrepreneurs recommend keeping a journal/a diary to reflect on daily thoughts and focus on the "big picture." Becoming an entrepreneur means being always busy, running all over the place, doing a million things at once, which can often create tunnel vision.

One of the most powerful methods for keeping your eyes on the big picture is through journaling, and we recommend making this your daily practice. Revisit your weeks in a journal. Review your previous entries. "Grow the masterplan and the ways to get there."

2 Tutorials and practical tips

OUR AIMS - LET YOUR START-UP BE A “SMART-UP”



All of us have some aims. You will find out how to set them correctly with this self-study tutorial.

Everyone sets various aims in the course of their life; some are small, others are big. Such aims could be, for instance, to lose weight, to win a competition, to change your image, to start exercising, to go on holiday etc. Some people nearly always accomplish their aims and others never succeed. Having set the target, it is quite common for some people to know that they will not achieve this – either it is an unrealistic goal, or they do not want to put in the required effort, or they have no clue how to achieve it or maybe they have not got the determination etc. Yet aims accompany our whole life.

If you do not know why you are doing something, you cannot count on achieving this goal. Without a specific aim, you will probably end up somewhere else other than where you want to be. However, it is necessary to differentiate between aim and intention. Intention is merely a general idea that is not as specific as an aim. This is one of the common mistakes that we make when we set our aims. We confuse intentions with aims.

When defining aims, we can use a simple yet effective rule; every aim should be SMART. The word SMART is an English word, and it means clever. It is also an acronym or an abbreviation of basic characteristics that an aim should fulfil:

- S** The first pre-requisite to achieving an aim is the need to be **s**pecific. We need to define the aim easily and correctly. A specific aim should be defined easily and clearly and should be able to be described and explained very simply.
- M** Another important criterion is the need for the aim to be **m**easurable. This means that we can measure the impact and effect of this target as well as plot the progress towards reaching this aim.
- A** An aim needs to be **a**chievable as well as **a**ceptable.

This means that the aim should be understood and accepted as achievable by the person who is responsible for its accomplishment. It also means that others should accept the aim– it should not directly harm the interests of anyone.

Sometimes the letter A is associated with the word **a**mbitious that means we should be sufficiently ambitious when setting aims. Therefore, we should not set aims „that are in essence – and even without effort – accomplished in advance “or they underestimate our abilities and motivation. By achieving these, we might feel a sense of satisfaction for a short time; however, in the long-term this feeling will be replaced by disappointment and disillusionment.

R An aim also needs to be realistic and possible to achieve.

It should be realistic with respect to the person who needs to achieve it. Everybody is different and what one might regard as an opportunity to show off, another might not be able to handle.

T The last, but not least, important criterion is the need to have a set time.

In other words, we should set a deadline by which the target needs to be completed. By doing this we are ensuring that we keep the target under our control.

In addition to a final deadline, it is also good to split the implementation process into individual stages, especially in the case of a long-term goal. Set temporary deadlines by which certain tasks need to be completed. This will prevent loss of enthusiasm and de-motivation from setting in, especially when the goal is far away, and the workload is huge.

By fulfilling all these points, a good foundation will be laid for turning aims into reality:

however, this is not the only requirement, for successfully achieving goals.

ALPEN TECHNIQUE



There are many techniques that help us with the planning and the organisation of our work. In this chapter you will find out about the ALPEN technique.

To make dreams come true, we need to do more than just dream. It is necessary to plan step by step how to implement our ambition and then stick to the plan. To make sure that we do not forget anything important in the planning stages, we can use the ALPEN technique.

Activity (all that needs to be done) – list all the activities that will lead you to achieve the set aim.

Long – estimate the time it takes to implement each activity – go through one activity after the other and assign a block of time to each for implementation.

Priority – assign relative importance to each activity

Extra time – allow extra time for each activity.

Note – record all the activities in a diary in order of priority, together with their deadline for implementation.

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First, it is necessary to list all the activities that need to be done in order to achieve the target. Each activity needs to have a deadline and a slot of extra time in case of an unforeseen emergency. Then place these activities in order of importance relative to the overall aim. Finally, record all this information in a diary so, at a glance, you have a clear picture of all the various activities being undertaken, their level of importance and the deadline.

If you want to achieve your aim in a relatively short time (e.g., one month), this technique is very effective.

PRACTICAL TIPS



We share here a collection of some practical tips and hints that each aspiring entrepreneurs can find useful before starting a business. At the end there are also some tips related to help you harness your fears. Fear is an unwelcome hindrance at all startups, where uncertainty and ambiguity are the norm. Entrepreneurs are constantly required to perform new tasks and overcome unexpected challenges. Thus, entrepreneurs shall condition themselves to channel the adrenaline that naturally arises from fear of the unknown into motivational energy.

First-time entrepreneurs should start a business they are passionate and knowledgeable about

Startups can be quite a grind, so pick something that excites and motivates you.

Pick a business idea that has a big market opportunity

Make sure to carefully research if there's a big market for your product or service. Investors will typically only invest in your company if they see a large market opportunity and that the company has the potential to grow into something significant.

Take the risk

We never know the outcome of our efforts unless we actually do it.

Manage energy, not time

Your energy limits what you can do with your time, so manage it wisely.

Research the competition

Make sure you are thoroughly researching competitive products or services in the marketplace and keep on top of new developments and enhancements from your competitors. One way to do this is to set up a Google alert to notify you when any new information about your competitors shows up online.

Ask for advice from other entrepreneurs

Advice from other entrepreneurs and business professionals (such as lawyers and accountants) can prove to be invaluable. Consider putting together an advisory board, and don't be afraid to motivate members by giving them stock options in your company. Read industry newsletters and start-up publications like AllBusiness.com and Entrepreneur.com. Find mentors who can give you advice on hiring, product development, marketing and fundraising.

Constantly monitor your finances

You must keep on top of all your expenses, income and balance sheet. Many start-ups have failed because the entrepreneur wasn't able to adjust spending to avoid running out of cash. Maintain a low overhead. avoid unnecessary costs. Learn to live on a shoestring budget until meaningful revenues start to flow in.

Hire the right people

Hiring the wrong people is one of the biggest mistakes made by first-time entrepreneurs. You need to bring on employees who have the relevant background and experience. They need to fit into the company culture you are trying to build. They need to be hard-working and flexible, as employees in start-ups often must function in multiple roles.

Get comfortable with public speaking

The ability to communicate effectively can be critical to landing customers, inspiring employees, and pitching to investors to raise capital. Most people are not very good at public speaking, and many are even afraid of it. You must work to overcome this fear.

Learn from mistakes

Many entrepreneurs point to mistakes as being their best teacher. When you learn from your mistakes, you move closer to success -- even though you initially failed.

Believe in yourself

As Henry Ford famously said, "Whether you think you can, or think you can't, you're right." Believe that you can succeed, and you'll find ways through different obstacles. If you don't, you'll just find excuses.

HARNESS YOUR FEARS

We encourage you to pick one of the challenges below each week:

- Strange Talk – engage in a meaningful conversation with three strangers and identify at least three things you have in common with each person
- Hero Courtship – contact someone you admire, the higher-profile and more seemingly unattainable the person, the better
- Adventure – plan a challenging trip to a remote destination that will force you to call upon your resourcefulness
- Be A Yes – for one week, say "Yes" to every (physically safe) opportunity you encounter

3 SELF DIAGNOSTIC TOOLS

3.1 ENTREPRENEURSHIP TESTS

3.1.1. ARE YOU AN ACTIVE PERSON?

An entrepreneur? A selfish, intolerant man who wants to get rich quickly. People think so as often as they do not differentiate the terms entrepreneurship and enterprising. The test that you have just taken concerns the quality called entrepreneurship. This does not by far concern the fact whether you are able to become a successful entrepreneur. We understand it in much broader connections, it is perceived as an inner force that makes people do, think, in brief take action. We can find active people in all professions and jobs. And by the way the entrepreneurs describe in the second sentence can also be found but they are not successful. Successful enterprising requires a high degree of reliability, mutual confidence, and co-operation. The surveys of successful entrepreneurs have shown that successful entrepreneurs are more or less highly ethically and socially responsible people.

Choose the most fitting from the scale & mark the statements below:

1 never

2 seldom

3 sometimes

4 often

5 always

30

| | | | | | | |
|---|--|---|---|---|---|---|
| 1 | I respect the proverb: „Do not put your nose into stuff that does not concern you. “ | 1 | 2 | 3 | 4 | 5 |
| 2 | To risk pays off. | 1 | 2 | 3 | 4 | 5 |
| 3 | From time to time, I have good ideas however I lack the courage to present them to others. | 1 | 2 | 3 | 4 | 5 |
| 4 | I appreciate to get clear instructions what and how to do. | 1 | 2 | 3 | 4 | 5 |

| 5 | Sometimes I take up so many things that I am not able to manage them. | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 6 | From time to I think of starting my own business, but I always give it up. | 1 | 2 | 3 | 4 | 5 |
| 7 | I hate routine. | 1 | 2 | 3 | 4 | 5 |
| 8 | I really do not like changes or useless fuss. | 1 | 2 | 3 | 4 | 5 |
| 9 | I prefer not to express my opinions in spite of the fact that I will not reach my goal. | 1 | 2 | 3 | 4 | 5 |
| 10 | The entrepreneur's life is too hectic for me. | 1 | 2 | 3 | 4 | 5 |
| 11 | I am able to evaluate the given situation and to predict risks. | 1 | 2 | 3 | 4 | 5 |
| 12 | It is very difficult for me to start new things, to be honest it frightens me. | 1 | 2 | 3 | 4 | 5 |
| 13 | It is necessary to have a job, I have to earn my living somehow. | 1 | 2 | 3 | 4 | 5 |
| 14 | I love coming up with new things, I have lots of ideas and tips. | 1 | 2 | 3 | 4 | 5 |
| 15 | I do not mind changes but I hardly ever initiate them. | 1 | 2 | 3 | 4 | 5 |
| 16 | It is exciting for me to start new activities and I seek them. | 1 | 2 | 3 | 4 | 5 |
| 17 | I adapt to things going on around me without any comments. | 1 | 2 | 3 | 4 | 5 |
| 18 | The more responsibility, the more troubles. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| | | | | | | |
| 19 | I do not avoid accepting responsibility – both for myself and others. | 1 | 2 | 3 | 4 | 5 |
| 20 | It would be difficult for me to transfer ideas to intentions and concepts. | 1 | 2 | 3 | 4 | 5 |
| 21 | I am frightened by the idea that I should stand on my own feet and start my own business. | 1 | 2 | 3 | 4 | 5 |

RESULTS

| TYPE A | | TYPE B | | TYPE C | |
|-----------|--------|-----------|--------|-----------|--------|
| Statement | Points | Statement | Points | Statement | Points |
| 1 | | 3 | | 2 | |
| 4 | | 6 | | 5 | |
| 8 | | 9 | | 7 | |
| 10 | | 12 | | 11 | |
| 13 | | 15 | | 14 | |
| 18 | | 17 | | 16 | |
| 21 | | 20 | | 19 | |
| Total | | Total | | Total | |

Evaluation

Your results do not express any scientific findings; however, they do help you to know yourself better. They should also make you think.

Type A

You belong among people who like peace and the idea that they should start their own business makes them nervous. Your type likes groovy rules that give you certitude and you like to be led. It means you prefer to be given tasks and you do them. Making up new things and innovations are not your cup of tea. You like status quo, you avoid changes, you do not want to have responsibility and feel stressed. In brief those who do not do anything cannot spoil things but at the same time will not get too far.

It is quite possible though that you will find yourself in the following story. That was an American farmer who came to Toscana and was immediately impressed by the climatic and natural conditions which were ideal for enterprising in agriculture. When he saw a local farmer sitting on the ground and watching the countryside, he asked him: Why are you sitting here instead of making a bit of an effort to increase the productivity of your farm. You will earn money, buy new lands, and grow more olives and vine. Soon you will be able to buy a house with a terrace and a swimming pool. „And why should I do it? Answered the farmer. Because then you will be able to rest and enjoy the sun and view of your beautiful country. And the farmer said: And what do you think I am doing right now.

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Type B

You belong among people who have many ideas however lack courage to develop and make profit from them. You are aware of the fact that to stand on one's own feet brings bigger risks than to work for someone else in the role of an employee. If the entrepreneur goes bankrupt, he loses much more than just his job. His previous effort thus loses its original sense and if he is in debts, he can be even deprived of his all property. This may mean selling his house, car, furnishings and bankrupt. Yes, you are right, even this is a risk of enterprising. On the other hand, enterprising brings freedom. You are your own boss; you are independent, and you do what you like and how you like it.

One can become an active person by developing their own initiative and ideas, i.e., entrepreneurship. However, it is not enough to evoke a desire or idea, it is necessary to try to realize them. Try to at least think it over.

Type C

You belong among people who can be called active. You have always had these abilities: inner force, drive which makes you generate ideas and do things in brief be active and realize your own thoughts. You have sufficient self –confidence and you are not afraid to run the risk. If you are persuaded that something is worthwhile you go for it. You love actions. A potential failure doesn't stress you. You understand the risks and take them into account. You agree with the saying: "Everybody makes his lot" and you are not afraid of responsibility. You probably apply this approach both in work and personal life.

This is OK, just be careful not to overestimate your abilities and possibilities. Are you a workaholic by any chance? Do not forget to relax.

3.1.2. IS BEING AN ENTREPRENEUR FOR ME?

This questionnaire is usually presented to would-be entrepreneurs. It helps them find out whether they have the makings of success. There is a whole number of factors that need to be in place, and now you can try and see if you stand a chance.

With each question, please select only one of the options by putting a circle around it. Just make sure you choose the one best corresponding to reality and/or reflecting your opinion.

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1. What is or was the profession of your parents?
 - a) for most of their lives, both were mainly entrepreneurs
 - b) for some time in their lives, both were mainly entrepreneurs
 - c) for most of his/her life, my father/mother was an entrepreneur
 - d) for some time in his/her life, my father/mother was an entrepreneur
 - e) neither of my parents ever tried doing business on their own
2. Did you ever lose your job?
 - a) yes, more than once
 - b) yes, just once
 - c) no, never
3. What kind of company have you mostly worked for?
 - a) a small company (100 employees or less)
 - b) a medium-sized company (100 – 500 employees)
 - c) a big company (more than 500 employees)
4. Were you active in business before reaching 20?
 - a) yes, a lot
 - b) yes, occasionally
 - c) no
5. How old are you?
 - a) 18 – 30

- b) 31 – 40
 - c) 41 – 50
 - d) 51 or more
6. I am
- a) first-born, with brother(s) and/or sister(s)
 - b) “middle” child, i.e., with elder as well as younger siblings
 - c) the youngest child
 - d) my family circumstances are different
7. I am
- a) married
 - b) divorced or separated
 - c) single
8. Your education (finished)
- a) elementary
 - b) vocational qualification
 - c) secondary school, leaving exam
 - d) college
 - e) university
9. What is your basic motivation for starting a business?
- a) making money
 - b) independence
 - c) reaching fame
 - d) achieving my goals
10. What was your relationship to the parental breadwinner?
- a) slightly distant
 - b) mutually good
 - c) mostly disagreement
 - d) there was no relationship
11. Which do you prefer?
- a) manual work
 - b) using my brain
 - c) combination of the two
12. Who will give you the best advice when you need it?
- a) my own people (team at work)
 - b) management consultants
 - c) financial consultants
 - d) preferably myself
13. What sort of bet would you make on the horses?
- a) high risk combined with possibly high reward
 - b) odds 10: 1
 - c) odds 3: 1
 - d) odds 2: 1
14. What is the precondition for doing business?
- a) money

- b) customers
 - c) ideas
 - d) motivation and hard work
15. Imagine you are a very good tennis player, and you have a chance to have a game with André Agassi. What would you do?
- a) I would not go for it since he would wipe the floor with me
 - b) I would jump at the opportunity but would not place a single bet on my winning
 - c) I would bet my weekly wages on winning it
 - d) I would bet a lot if it were an opportunity for big gains in case I win
16. I tend to fall for
- a) new products
 - b) new people
 - c) new technology
 - d) financial planning
 - e) all the above
17. What should your partner at work be like?
- a) intelligent and very energetic
 - b) intelligent; the pace he works at does not matter so much
 - c) need not have the IQ of Mensa but must be full of energy
18. I manage to do my tasks well because
- a) I always start working on them early
 - b) I am a brilliant organiser
 - c) I am a meticulous and pay attention to detail
19. I do not like discussing
- a) the problems pf people around me
 - b) expenditure
 - c) new, "revolutionary" methods of management
 - d) the future or my business prospects
20. Which would you prefer?
- a) to play a game of dice with the odds of winning 1: 3
 - b) to solve a problem with the odds of success 1: 3
21. Which occupation would suit you best?
- a) professional golf player
 - b) anything in sales
 - c) consultant
 - d) teacher
22. If you had to choose who to cooperate with, it would be
- a) someone close to you, a person you know well
 - b) an expert
23. Will the performance of a team improve if there is a leader?
- a) yes
 - b) probably
 - c) no

24. What do you focus on while playing a game?

- a) the way it is being played or how I perform
- b) whether I am winning or losing
- c) both a) and b)
- d) none of the above

Now copy your answers to the table below and count the points:

| Question No | a) | b) | c) | d) | e) |
|-------------|----|----|----|----|----|
| 1. | 10 | 5 | 3 | 2 | 0 |
| 2. | 10 | 7 | 0 | | |
| 3. | 10 | 5 | 0 | | |
| 4. | 10 | 7 | 0 | | |
| 5. | 8 | 10 | 5 | 2 | |
| 6. | 15 | 2 | 0 | 0 | |
| 7. | 10 | 2 | 2 | | |
| 8. | 2 | 3 | 10 | 8 | 4 |
| 9. | 10 | 15 | 0 | 10 | |
| 10. | 10 | 5 | 10 | 5 | |
| 11. | 0 | 5 | 10 | | |
| 12. | 0 | 10 | 0 | 5 | |
| 13. | 0 | 2 | 10 | 3 | |
| 14. | 0 | 10 | 0 | 0 | |
| 15. | 0 | 10 | 3 | 0 | |
| 16. | 5 | 5 | 5 | 5 | 15 |
| 17. | 2 | 10 | 0 | | |
| 18. | 5 | 15 | 5 | | |
| 19. | 8 | 10 | 0 | 0 | |
| 20. | 0 | 15 | | | |
| 21. | 3 | 10 | 0 | 0 | |
| 22. | 0 | 10 | | | |
| 23. | 10 | 2 | 0 | | |
| 24. | 8 | 10 | 15 | 0 | |

So, what have you got? You will find your evaluation further below. Your results do not express any scientific findings; however, they do help you to know yourself better. They should also make you think. Our training programmes offer a good opportunity to work on your competency for entrepreneurship and improve it.

| Your score | Aptitude |
|----------------------|---------------|
| less than 130 | Minimal |
| 130 – 140 | Low |
| 140 – 150 | Reasonable |
| 150 – 160 | Good |
| 160 – 170 | Very good |
| 170 – 180 | Excellent |
| more than 180 | Extraordinary |

3.2. CUSTOMER ORIENTATION

3.2.1. CUSTOMER IS ALWAYS RIGHT, RIGHT?

Select your level of identification with the following statements:

1 hardly ever

2 seldom

3 sometimes

4 often

5 all the time

| | | | | | | |
|----|--|---|---|---|---|---|
| 1 | Whatever I do, I cannot please everyone. | 1 | 2 | 3 | 4 | 5 |
| 2 | I love working with customers and/or clients. | 1 | 2 | 3 | 4 | 5 |
| 3 | Do you want to buy it or not? | 1 | 2 | 3 | 4 | 5 |
| 4 | Customer needs help with making the right choice. | 1 | 2 | 3 | 4 | 5 |
| 5 | There are as many wishes as there are customers | 1 | 2 | 3 | 4 | 5 |
| 6 | People want to get the best value for their money. | 1 | 2 | 3 | 4 | 5 |
| 7 | It is true that the customer is always right. | 1 | 2 | 3 | 4 | 5 |
| 8 | Working with customers is difficult & one does not get paid enough for it, either. | 1 | 2 | 3 | 4 | 5 |
| 9 | I like to have everything done properly & on time. | 1 | 2 | 3 | 4 | 5 |
| 10 | The customer should realize that the shop assistant is also human. | 1 | 2 | 3 | 4 | 5 |
| 11 | It is essential to listen to what the customer wants rather than talk. | 1 | 2 | 3 | 4 | 5 |
| 12 | Customer is always right but he should know what he wants. | 1 | 2 | 3 | 4 | 5 |
| 13 | There are some people I cannot get on with. | 1 | 2 | 3 | 4 | 5 |
| 14 | I always try to be forthcoming. | 1 | 2 | 3 | 4 | 5 |
| 15 | I can say I am a responsible person. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 16 | To deal with a customer calls for patience & creativity. | 1 | 2 | 3 | 4 | 5 |
| 17 | To give proper information to the client is worth more than a thousand smiles. | 1 | 2 | 3 | 4 | 5 |
| 18 | It is important to convince a customer that they need a product or service. | 1 | 2 | 3 | 4 | 5 |
| 19 | Time spent on dealing with the customer pays off. | 1 | 2 | 3 | 4 | 5 |
| 20 | It is important to stick to the rules & guidelines, which means it is not always possible to satisfy the customers' requirements. | 1 | 2 | 3 | 4 | 5 |
| 21 | Customers mostly want the same thing. | 1 | 2 | 3 | 4 | 5 |

Evaluation

| TYPE A | | TYPE B | | TYPE C | |
|-----------|-----|-----------|-----|-----------|-----|
| Statement | Pts | Statement | Pts | Statement | Pts |
| 3 | | 1 | | 2 | |
| 6 | | 4 | | 5 | |
| 9 | | 8 | | 7 | |
| 12 | | 10 | | 11 | |
| 15 | | 13 | | 14 | |
| 17 | | 18 | | 16 | |
| 20 | | 21 | | 19 | |
| TOTAL | | TOTAL | | TOTAL | |

Results

Your result does not suggest a scientific evaluation of yourself; it is but a yardstick you can apply to get to know yourself better. It should also make you think. "Meet the customer's needs" is a tenet frequently present in company brochures; as a slogan it may often be used as part of a marketing strategy. However, it is quite often just an empty notion, which is unfortunate since customer's satisfaction may be the make-or-break for a company to survive in today's competitive business environment. Everyone wants to keep a good job. So how do you fit in? In any case, this is a competence that can be quickly improved – if you only try.

We suggest that you read first the description where your score is the highest. Then, to get a fuller picture and/or to learn more, you can read the rest. No doubt you will find something that fits you there as well.

Type A

Obviously, you want to do your job well. You can organize your activities so that you work effectively and do what is expected of you. You are paid for it, so you do your job as it should be done. People around you appreciate they can rely on you; pity you do not seem to notice it much.

Customer-oriented competence training will give you an opportunity to see how your customers cherish your reliable performance. At the same time, you will also learn other things that can make your life easier and more enjoyable.

Type B

You are easy-going, and want to make sure everyone is happy, too. You want your customers to be just as satisfied as those working with you – and yourself - are with your performance. Doing your job well is your way of achieving this. No one can drive you to work really hard but at the same time you are doing as much as you can so as to make yourself useful to all.

Even so, customer-oriented competence training will no doubt enhance the positive vibes you give out further still.

Type C

You see your job as a means to help people, assist them, give them something more. Simple satisfaction is not good enough for you – you must come up with something different, offer new services distinguish yourself from your competitors, win new customers just as well as keep the current ones.

Customer-oriented competence training will not affect your ingrained attitude; it can only enhance it. Other participants should be able to see how exceptional you are and take a leaf out of your book.

Online versions of the tests

For an 'automatic' assessment one can also take those tests online:

Competency for entrepreneurship - Are you and active person?

<http://www.mamenato.cz/www/index.php?id=46&testID=9>

Competency for customer orientation - Customer is always right, right?

<http://www.mamenato.cz/www/index.php?id=55&testID=15>

4 USEFUL LINKS AND EXTRA RESOURCES

| SELECTION OF ADDITIONAL RESOURCES TO SUPPORT ENTREPRENEURSHIP | | | |
|---|---|--|--|
| Name of the Project / Source | Link | Type of materials provided | Languages |
| wINGS - Internationalization Game for start-ups and entrepreneurs | https://wings.erasmus.site/learning-environment-info/ | Educational materials in the form of presentations and interactive online games to test the acquired skills. Topics Covered: - Global Entrepreneurship Mindset - Core Competences of Entrepreneurship - Management of Uncertainty - Intercultural Communication - Marketing Skills - Business Skills | EN BG CS ES EL PL PT |
| Network of Entrepreneurial Schools | https://www.entrepreneurialschoolsnetwork.com/ | Case Studies Scale of Reference Entrepreneurial School Booklet with creative and effective methods and tools Entrepreneurial School Assessment Tool Paper: "How to cultivate a culture of Innovation and entrepreneurial Mindset" Topics covered: - Communication - Creativity - Association of Ideas - Organization and Planning - Responsibility and teamwork - Interpersonal relationship - Win-win partnerships - Confidence and emotional management | EN PT RO EL LV |
| Online Business and e-commerce Coaching for increasing entrepreneurship among youth | https://boost4youth.eu/ | Training Modules on online business and e-commerce. Topics covered: - Ordering and Overall Service - Payment - Delivery and Communication - Promotion - Booking - Buying - Contracting | EN EL PL HR |
| Impact of entrepreneurship programs in young | https://impact-test.eu/ | A tool to measure entrepreneurial competences, check progress and compare results. | EN ES PT |

| | | | |
|---|---|---|--|
| entrepreneurs' skills acquisition | | | PL CA |
| Start-up Explorers | https://startupexplorers.org/ | Start-UP Explorers Pocket Guide which contains a selection of experiential methods on entrepreneurship education. Topics covered: - Critical Thinking - Creativity - Empathy - Storytelling - Time management - Problem solving - Decision Making - Team Dynamics - Resilience & Stress Management - Leadership - Communication | EN RO IT BG ES |
| MENTEE: MEntoring, Networking and Training for European Entrepreneurs | http://www.mente-project.eu/index.html | Competence Framework for key entrepreneurship competences Competence Framework of key Mentoring Competences Skills and Competences Manual Guide for Mentors Topics covered: - Management of business strategy and changes - Marketing Strategies - Advertising - Marketing - Public Relations - Communication - Networking - Confidence - Time management - Conflict resolution | EN |
| Training on Entrepreneurial Skills for EU Start-ups | https://teseusproject.eu/index.php | Guidelines, set of case studies, Best Practices and Lessons Learned, checklists, set of actionable recommendations and tools to design, establish and manage efficient mechanisms for start-up promotion. Topics covered: - Business idea - Presenting the business idea to investors - Business models - Business Plan - Entrepreneurial opportunities | EN IT ES EL SK RO MK |
| Open Gates to the Knowledge of Entrepreneurship | https://opengates.webnode.it/ | Business Dictionary Career Counselling Guide Magazine Guide of the Young Entrepreneur Topics covered: | EN |

| | | | |
|--|---|---|----------------------------------|
| | | <ul style="list-style-type: none"> - Planning - Self-recognition and personal development - Personal Marketing | |
| BEEHIVE: Building Entrepreneurial Ecosystems to Enhance Higher Education Value-Added for Better Graduate Employability | http://beehive-erasmusplus.eu/ | <p>Entrepreneurship for All MOOC</p> <p>Topics covered:</p> <ul style="list-style-type: none"> - Creativity and Ideas - Trends and Opportunities - Customers and Meaning - Design Thinking and the Lean Start-up - Innovation Methods - Visualizing Business - Marketing and Selling - Social responsibility - Pitching - The Entrepreneurial Team - Financing New Ventures - Managing Risk - Working on a new Business Idea - Entrepreneurial Strategy - Industry 4.0 | EN |
| DECO2: Key competencies development using the opportunities of digital era | https://deco-2.weebly.com/project.html | <p>Online training course of 4 modules for development of key competences.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> - Creativity - Entrepreneurship - Communication - Stress resilience | EN BG ES TR |
| Yep! Young entrepreneur mentoring people | https://yep-project.eu/ | <p>Manual to become a mentor of entrepreneurship.</p> <p>Topics covered:</p> <ul style="list-style-type: none"> - Communication - Management - Financial Issues - Innovation - Design a business model | EN FR EL IT PL ES |
| SUCCESS4ALL project: E-course on Entrepreneurship Skill - an inclusive education approach | http://success4allstudents.eu/en/ | <p>Online Course</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> - Inclusive entrepreneurship - Push and pull motivations to start a business - General profile of an entrepreneur - The entrepreneurial ecosystem - Matching the person and the project - Knowing how to get started - Testing the idea in real time: the lean start-up - The Business Model: Business Model Canvas - Can we do without a Business Plan? - Mistakes to avoid - Market Analysis | EN FR LV BG |

| | | | |
|-------------------|---|---|---|
| | | <ul style="list-style-type: none"> - Marketing and Communication - How to pitch your project - Where to find money - Crowdfunding - How to launch a business | |
| METALS | https://metals.mobil-lernen.com/en/elearning | E-LEARNING including entrepreneurship and start-up support | EN DE ES IT |
| FOUNDER INSTITUTE | https://fi.co/insight/how-to-launch-a-startup-in-europe | How to Launch a Start-up in Europe | EN |
| EU-Start-ups | https://www.eu-startups.com/ | EU-Startups.com is the leading online publication with a focus on start-ups in Europe. It provides interviews, inspiration and start-up-related news. | EN (& Start-up News sorted by country) |

Make your way



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