



YEP – Young Enterprise Program

# Empowering youth through entrepreneurship: a trainer's toolkit





## YEP – Young Enterprise Program

### **AUTHORS:**

- **ICEI:** *Sara Bonavitacola, Francesca Menozzi, Simone Pettorruso,*
- **Foundation Giacomo Brodolini:** *Francesco Quartuccio, Sara Vaccari,*
- **Action against Hunger:** *Patricia Álvarez Valera*
- **Association of Lusophone Culture and Citizenship:** *Miguel Alexandre Baptista Lourenço (High Commission for Migrations), Patricia Campaniço, Lara Ligeiro (Nova University of Lisbon)*



*“The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein”*



## INDEX

<b>THE YEP PROJECT .....</b>	<b>3</b>
<b>INTRODUCTION.....</b>	<b>4</b>
Why this Toolkit? .....	4
Who is this Toolkit for? .....	5
Approach and structure of this Toolkit .....	5
How to use this Toolkit? .....	6
<b>CHAPTER 1.....</b>	<b>7</b>
<b>YEP, YOUTH ENTREPRENEURSHIP AND YOUNG PEOPLE WITH FEWER OPPORTUNITIES .....</b>	<b>7</b>
1.1 INTRODUCTION .....	7
1.2 STRUGGLING TO BECOME A YOUNG ENTREPRENEUR.....	9
1.3 LEARNING OUTCOMES OF A YOUTH ENTREPRENEURSHIP TRAINING PROGRAMME .....	11
1.4 HOW TO STRUCTURE AN EFFECTIVE YOUTH ENTREPRENEURSHIP TRAINING PROGRAMME.....	12
1.5 YOUTH ENTREPRENEURSHIP TRAINING METHODOLOGIES AND TOOLS.....	18
1.6 MONITORING AND EVALUATING .....	24
<b>CHAPTER 2.....</b>	<b>25</b>
<b>YEP YOUTH ENTREPRENEURSHIP TRAINING MODULES.....</b>	<b>25</b>
2.1 INTRODUCTION .....	25
2.2 TECHNICAL TRAINING MODULES (TM) .....	27
TM1 ENTREPRENEURSHIP AND THE BUSINESS IDEA .....	27
TM2 IDEA DEVELOPMENT .....	30
TM3 PRODUCT DEVELOPMENT.....	34
TM4 COMPETITION .....	37
TM5 COMMUNICATION AND MARKETING .....	40
TM6 DISTRIBUTION AND PRODUCTION/OPERATIONS PLAN .....	43
TM7 ADMINISTRATION, FINANCE AND LEGAL ASPECTS.....	46
TM8 FUNDING AND INVESTMENTS .....	49
TM9 PITCH .....	51
TM10 “FREE” MODULE.....	53
2.3 TRANSVERSAL COMPETENCES MODULES (TCMS) .....	54
TCM1 RESPONSIBILITY AND COMMITMENT .....	54
TCM2 RESILIENCE .....	57
TCM3 PLANNING AND MANAGEMENT .....	60
TCM4 COMMUNICATION .....	62
TCM5 CREATIVITY.....	65



## THE YEP PROJECT

**YEP – Young Enterprise Program** is the short name for the project “Multi-sectoral partnership for capacity development to enhance entrepreneurship opportunities for vulnerable youth in **Milan, Lisbon and Madrid**”, co-funded by the Erasmus+ Programme of the European Union (Key Action 2 Youth).

The project runs from November 2016 to October 2018 and is promoted by **ICEI Institute for International Economic Cooperation** (Milan, Italy) in partnership with:

- [Action against Hunger](#) and the [Employment Agency of the city of Madrid](#) (Madrid, Spain)
- [Association of Lusophone Culture and Citizenship](#) and the [Municipality of Lisbon](#) (Lisbon, Portugal)
- [The Municipality of Milan – Training and Labour Area, Labour Market Unit, Impact Hub](#) and [Foundation Giacomo Brodolini](#) (Milan, Italy).

The project promotes **new practices and approaches at European level to support entrepreneurship of young people with fewer opportunities** - such as NEETs, migrants, youth with a low educational background, social or geographical obstacles, etc. - with the final aim of strengthening the employability and the social inclusion of vulnerable youth.

Specifically, the project carries out:

- An **entrepreneurship training programme** in each city targeted at young people with fewer opportunities;
- An **incubation programme** in each city for the best youth business ideas;
- Three **transnational staff training events** among partner organisations, to exchange and transfer experiences, practices, approaches, etc.;
- Three **“Intellectual Outputs”** which summarize the work and learning carried out in the project:
  - 1) The Handbook “Not-for-profit organisations and youth entrepreneurship: how to support young people with fewer opportunities”;
  - 2) The Training toolkit “Empowering young people through entrepreneurship: a trainer’s toolkit”;
  - 3) The Methodological Document “Starting up: how to incubate businesses from young people with fewer opportunities”
- A series of **dissemination** actions and events in each city.

Moreover, YEP:

- Fosters **local multi-actor stakeholder partnerships** in each city: not-for-profit organisations, local authorities and bodies supporting entrepreneurship, work together to contribute to a favourable environment for youth entrepreneurs;
- Strengthens **partners’ skills and competences** in promoting and implementing youth entrepreneurship programmes and initiatives and to support young people with fewer opportunities;

**For more information on YEP – Young Enterprise Program**



[www.youngenterpriseprogram.com](http://www.youngenterpriseprogram.com)





## INTRODUCTION

### Why this Toolkit?

**YEP – Young Enterprise Program** promotes new practices and approaches at European level to support **entrepreneurship of young people with fewer opportunities**, with the final aim of strengthening their employability and social inclusion.

Among the activities developed, YEP carried out a **youth entrepreneurship training programme** in each of the three project partner cities: Milan, Lisbon and Madrid.

Participants were youngsters aged 18 – 30 with **fewer opportunities**. According to the Erasmus+ definition, these are those facing obstacles that prevent them from having effective access to education, training and youth work opportunities. Thus, they are more at risk than their peers to be excluded from a full access to the labour market and participation in the society.

YEP partners came together in each city to carry out the training programme, adapting their methods and tools to the characteristics and needs of those young people, and including new practices learnt from the other participating organisations.

The **training programmes** were carried out from April until June 2017, with a total of 80 participants. Despite some differences in methodologies and approaches, the training courses shared the following elements:

- Technical training and competence development: **transversal skills** are key for the personal and professional growth of the individual and entrepreneurs, and for young people willing to enter the labour market and actively participate in society;
- **Non-formal training methodologies**, to engage the young participants and adapt the training content to their needs and characteristics;
- **Complementary experiences and skills** in delivering the training, thanks to the local multi-stakeholder partnerships;
- A transversal **“social tutoring”** of the young participants;
- **Testing** standard entrepreneurship training methods to the YEP target group (e.g. Lean Startup).

At the end of the training courses, the young participants presented their business ideas in the so-called **“pitch events”**, where, in a short time (e.g. 10 minutes), they had to describe their idea in terms of problem, solution, market analysis, etc. in front of evaluation commissions, made up of the project partners and external experts coming from local authorities, organisations delivering entrepreneurship and microcredit support, etc.

During the training courses, project partners shared their experiences, results and evaluations: this culminated in new learning for everyone and in the formulation of a **new youth entrepreneurship training programme**.

This **Trainer’s Toolkit** is the results of such a collaborative effort and thus builds on the work, expertise, knowledge and skills that partners carried out in the project, so as to present to the public:

*a whole new, innovative and consistent  
European entrepreneurship training programme –  
the YEP PROGRAMME –  
for youth with fewer opportunities.*

Training which contributes to unleash young people’s potential, talents and ideas, and support them in improving their employability and opportunities for social and economic inclusion.



## Who is this Toolkit for?

The Toolkit is intended for **those already engaged in or willing to promote youth entrepreneurship training** programmes and initiatives, notably targeted at young people with fewer opportunities.

Thus, entrepreneurship trainers, especially those working in non-formal settings and/or with vulnerable youth, represent the main target group for this Toolkit.

Such trainers come from various public and private organisations – youth associations, technical and for-profit bodies delivering entrepreneurship and incubation programmes, etc. – and use a wide range of approaches and methodologies. However, they all strive to formulate and implement effective initiatives for young people who may consider or are already acting to set up their own business.

In any case, any youth worker or staff working for or with young people can benefit from this Toolkit, by picking and choosing the information and elements most suitable for their work.

## Approach and structure of this Toolkit

The Toolkit is built on an **operational approach**, as it provides practical guidelines to whoever works with young people - in particular, with those with fewer opportunities - and intends to promote and support training opportunities in the field of youth entrepreneurship.

Therefore, guiding principles of the Toolkit are **learning by doing, experiential and non-formal learning, participatory approach and flexibility**.

This means that trainers and practitioners are expected to **customize** the training modules, methods and tools, according to the profile and needs of their target groups, as well as to ensure the direct involvement and active participation of young people in all stages of the training. In any case, some theoretical and pedagogical inputs are also provided, to provide a proper framework for the training programme.

The **Toolkit** is divided into two sections (Chapters).

The **first Chapter** presents the YEP youth entrepreneurship programme and the lessons learnt in promoting entrepreneurship training among young people with fewer opportunities. In particular, the chapter highlights:

- obstacles and challenges that these youngsters may encounter in becoming entrepreneurs, as well as the type of business ideas to be expected from this target group;
- main elements to consider when designing and structuring an entrepreneurship training course of this kind;
- methods and tools – with a focus on non-formal learning – to use to deliver the training;
- how to monitor and evaluate the training.

The **second Chapter** is the operational section of the Toolkit as it represents the actual entrepreneurship training programme produced in YEP, via both technical and competence development training modules.

Throughout this Toolkit, **examples of good practices and existing programmes and services** for youth entrepreneurship in the partner cities are provided: these are successful cases as well as opportunities that organisations, trainers and practitioners can use during their work.



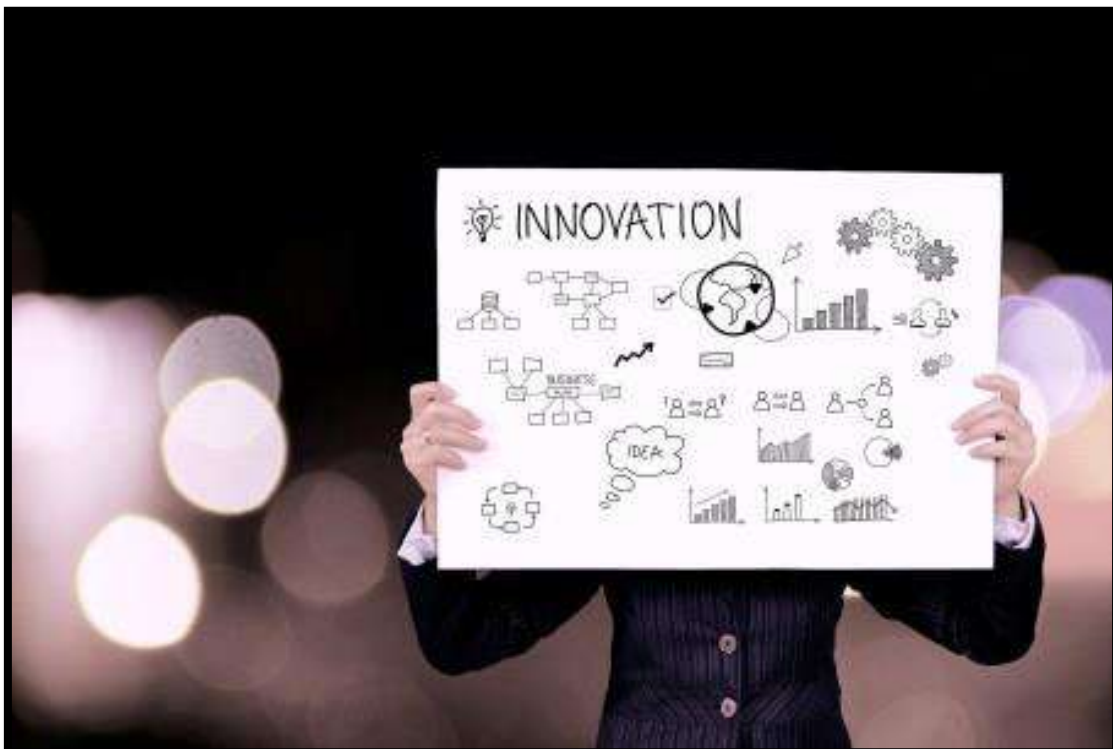
## How to use this Toolkit?

The Toolkit contains enough information and references to be comprehended and used as a stand-alone document, for those willing to focus on practical and ready-to-use recommendations.

However, in order to get the most out of it, it is recommended to use it together with the **other two YEP manuals**. In this way, the overall project framework can be fully understood and appreciated and the operational guidelines of the Toolkit can find a useful ground and follow up.

Specifically:

- The **YEP Handbook** “Not-for-profit organisations and youth entrepreneurship: how to support young people with fewer opportunities” provides the overall background and framework in the area of youth entrepreneurship, highlighting how not-for-profit organisations play a role and make a strong contribution in this area. Topics addressed in the Handbook are, for instance: how to reach and involve young people, use of non-formal training methodologies, social tutoring and access to funding for both young people and organisations;
- The **YEP Methodological Document** “Starting up: how to incubate businesses from young people with fewer opportunities” gives some operational guidelines for the incubation of business promoted by young people with fewer opportunities. Therefore, is the natural follow up for anyone involved in youth entrepreneurship training.





## CHAPTER 1

# YEP, YOUTH ENTREPRENEURSHIP AND YOUNG PEOPLE WITH FEWER OPPORTUNITIES

## 1.1 INTRODUCTION

### 1.1.1 The European framework

In recent years, the promotion of **entrepreneurship** and entrepreneurial capacities has become one of the key objectives of the strategies and policies of the **European Union and its Member States**.

It is now clearly acknowledged that entrepreneurship contributes to achieving the **Europe 2020 strategy** of a smart, sustainable and inclusive growth<sup>1</sup>, and that an entrepreneurial mindset and related knowledge, skills and attitudes, help people – and especially young people - in their personal growth and in developing their employability and participation to society.<sup>2</sup>

The **European Commission** has recognised the value of entrepreneurship, including entrepreneurship education, in a series of documents and initiatives, such as<sup>3</sup>:

2003	Green Paper “Entrepreneurship in Europe”
2006	Recommendation on key competences for lifelong learning
Since 2007	Erasmus for Young Entrepreneurs Programme
2008	Small Business Act for Europe
2012	Communication on Rethinking Education
2013	Entrepreneurship Action Plan 2020
2016	New Skills Agenda for Europe

More recently, given the lack of a commonly agreed definition at the national and European level, the 2016 EntreComp Framework Study<sup>4</sup> has provided an official **definition of entrepreneurship** as:

<sup>1</sup> [https://ec.europa.eu/info/strategy/european-semester/framework/europe-2020-strategy\\_en](https://ec.europa.eu/info/strategy/european-semester/framework/europe-2020-strategy_en)

<sup>2</sup> For more information on current situation of youth in Europe and in Italy, Spain and Portugal, see the YEP Handbook.

<sup>3</sup> For more information on the EU entrepreneurship strategy, see the YEP Handbook and [https://ec.europa.eu/growth/smes/promoting-entrepreneurship\\_it](https://ec.europa.eu/growth/smes/promoting-entrepreneurship_it)

<sup>4</sup> <https://ec.europa.eu/jrc/en/entrecomp>, <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>





*“a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial)”.*

*Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social (FFE-YE, 2012).*

YEP also refers to the **European framework for youth entrepreneurship**, where, among others:

- “Employment and entrepreneurship” is one of the eight fields of action in the EU Youth Strategy 2010-18;
- Enhancing young people’s entrepreneurial skills is a supportive measure for labour market integration, included for instance in the Youth Guarantee;
- Youth work plays a key role in promoting youth entrepreneurship (see “Taking the future into their own hands. Youth work and entrepreneurial learning”, 2017)

For more information on EU as well as YEP partner countries’ entrepreneurship and youth entrepreneurship strategies, please see the YEP Handbook.

### 1.1.2 YEP and young people with fewer opportunities

As mentioned above, YEP worked with **young people with fewer opportunities**.

This target group is very wide and extremely **diversified**, in terms of age, backgrounds (socio-economic, demographic, cultural, and geographical) and profile: this is one of the main challenges in working with them.

Overall, the obstacles these youngsters face prevent them from having effective access to formal and non-formal education, transnational mobility and participation, active citizenship, autonomy and integration into society as a whole.



Within this target group, **YEP specifically worked with:**

- low educated and/or qualified young people and with poor school performance (**educational difficulties**);
- youth with a precarious economic and work situation, NEETs, unemployed, with temporary/short-term jobs and low standard of living (**economic obstacles**);
- migrants and second generation, some with language difficulties (**cultural differences**);



- (ex-) offenders, single parents and young people with limited social skills (**social obstacles**);
- Young people coming from peripheral urban areas (**geographical obstacles**);
- youth with **disabilities**.

For some specific examples of YEP young participants, see the YEP Handbook.

## 1.2 STRUGGLING TO BECOME A YOUNG ENTREPRENEUR

Despite the general recognition that entrepreneurship can help youth in their personal growth, employability and social inclusion, many studies<sup>5</sup> highlight how young people - and even more so those with fewer opportunities – still encounter a series of **challenges in setting up their own business**.

In the project, YEP partners identified the following challenges<sup>6</sup>:



### "Personal" challenges

- low level of knowledge, skills and competencies: youth suffers more than other age groups from underdeveloped transversal and key skills, such as goal-setting, decision-making, resilience, networking, etc. Similarly, they might lack technical and specific knowledge and competencies related to entrepreneurial topics, such as financial literacy, marketing/sales, etc.
- given their young age, youth usually have a lower sense of responsibility, are hyperactive, might struggle to have a clear business idea and to focus and keep attention fixed for longer times.
- youth with fewer opportunities normally have scarcer self-esteem and self-confidence: this may affect their participation in the initiatives and, subsequently, their ability and motivation to start their business. Moreover, due to the fact that they need to focus on “surviving”, they do not have enough time and resources to invest in long-term programmes and training.



### "Practical" challenges

- given their young age, youth inevitably suffer from a lack or low working experience, especially at entrepreneurship level;
- they have very few financial resources, social capital, guarantees or credit history, which means they have great difficulties in obtaining external finance;
- they have lower access to networks and might struggle to access the available information and specialised training opportunities (they often live in areas where these opportunities are scarce or they might not have the financial means to attend them);
- young people with fewer opportunities might have additional difficulties in attending training and incubation programmes, for instance in terms of financial or language support, child caring, etc.

<sup>5</sup> See for instance [www.oecd.org/cfe/leed/SummaryReportSeminarYouthEntrepreneurshipRev.pdf](http://www.oecd.org/cfe/leed/SummaryReportSeminarYouthEntrepreneurshipRev.pdf)

<sup>6</sup> For more information on young people with fewer opportunities and entrepreneurship, see the YEP Handbook.



## "Environmental" challenges

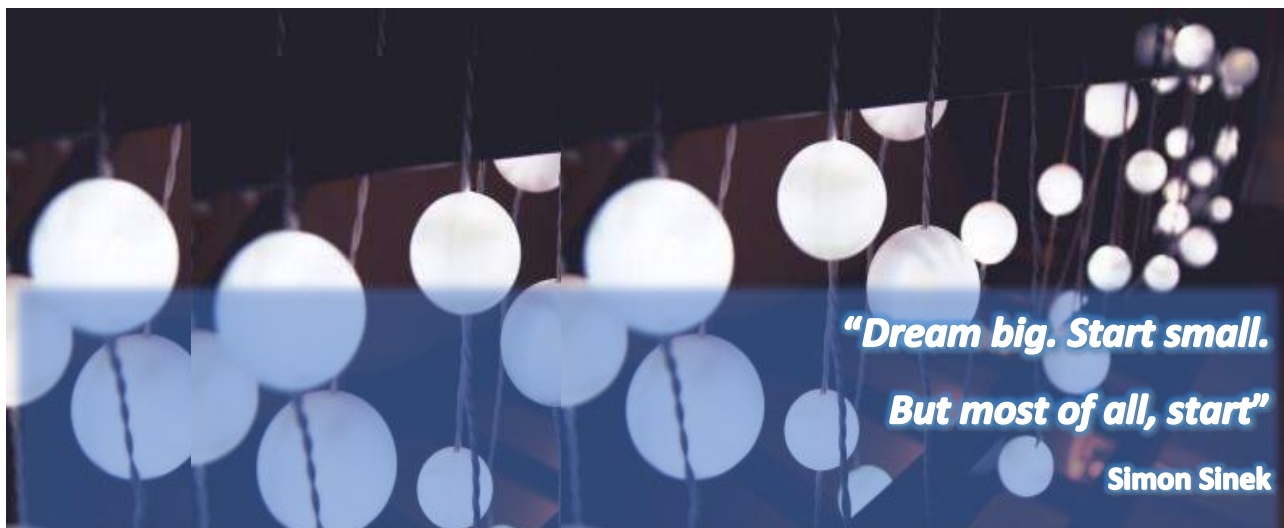
- even if positive steps have been taken by national and local authorities to simplify procedures and paperwork, red tape and bureaucracy to start a business are still an issue in YEP countries.
- despite recent reforms and initiatives, more could be done in YEP countries to promote awareness and education among youth about entrepreneurship as a career option
- similarly, education and training programmes are still struggling to nurture entrepreneurial attitudes and skills and/or to provide information, training and supporting services tailored to youth with fewer opportunities. In addition, those provided by formal settings (e.g. schools) may not reach young people with fewer opportunities, who often do not trust institutions;
- there is still some kind of bias in financial markets away from supporting youth-owned businesses and 'discrimination' in product markets. Moreover, access to positive peer role models and encouragement is still scarce.

In designing and implementing youth entrepreneurship training programmes, it is also necessary to reflect on the particular kind of **activities and business promoted by young people with fewer opportunities**.

In these cases, in fact, we are mostly faced with low-innovative and low-technological businesses, which are carried out on a small-scale level and often within a narrow range of sectors. Some YEP examples are small shops (hairdressing, fruit and vegetable, etc.), production and selling of small products (cakes, artefacts, etc.) and delivery of small services (e.g. yoga class).

In conclusion, this means that traditional entrepreneurship training programmes (for students, start-ups, etc.) may not probably work with young people with fewer opportunities and thus their methods and contents should be adapted to the needs and characteristics to the young participants and their specific business ideas.

This is the **challenge** that YEP has taken up: how this is has been addressed is described in the following chapters.



## 1.3 LEARNING OUTCOMES OF A YOUTH ENTREPRENEURSHIP TRAINING PROGRAMME

Before designing an effective youth entrepreneurship training, trainers need to carefully consider which **Learning Outcomes** young people have to acquire at the end of the programme.

**Learning outcomes** are defined by the European Commission<sup>7</sup> as:

*“statements of what an individual should know, understand and/or be able to do at the end of a learning process”*

Therefore, they are the knowledge, skills and competencies that participants should achieve by the end of the training.

Firstly, and foremost, it should be clear that the aim of a youth entrepreneurship training programme - especially with young people with fewer opportunities - is *not (primarily)* to establish youth businesses. This should also be communicated to participants, so as to manage their expectations.

A training of this kind, in fact, mainly aims at encouraging in young people the acquisition and/or strengthening of an **entrepreneurial frame of mind**, as well some basic knowledge and above all skills, attitudes, values, tools and competencies related to entrepreneurship (sense of initiative, motivation, working in group, financial literacy, etc.), which are also key for their overall personal development and employability.

Of course, all efforts should be made to ensure that necessary support, assistance and guidance is given to the youngsters if and when they are *ready and willing* to start their activity. Therefore, youth businesses are rather a long-term goal, that may surely happen on an individual basis, thus bringing a significant added-value to the programme and the lives of the young people.

In general, entrepreneurship training and education will make a positive impact on any young person's life and career when designed and implemented with the following learning outcomes in mind:

- Strengthening **transversal key skills** and an **entrepreneurial mindset**;
- Acquiring basic concept of what entrepreneurship is and how it can be a **viable career option** (e.g. turning passions into a way of earning money);
- Increasing awareness of **personal strength and competences**;
- Strengthening **self-confidence** in achieving own goals in life;
- Acquiring **basic concepts and skills** related to entrepreneurial topics (marketing, funding, etc.).



In Chapter 2, the specific learning outcomes of each single Training Module are presented.

<sup>7</sup> <http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32008H0506%2801%29>



## 1.4 HOW TO STRUCTURE AN EFFECTIVE YOUTH ENTREPRENEURSHIP TRAINING PROGRAMME

### 1.4.1 Overview

To structure an **effective youth entrepreneurship training programme**, with a focus on young people with fewer opportunities, the following general aspects should be taken into consideration.

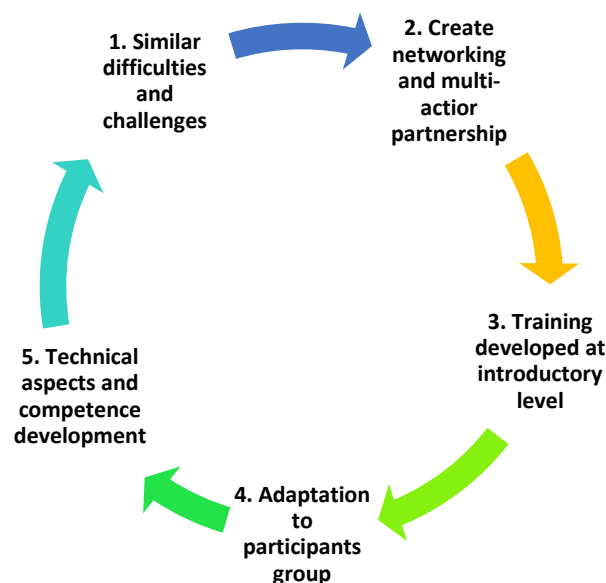
First of all, as mentioned above, youth with fewer opportunities is a much-varied group of individuals. However, they share **similar difficulties and challenges**, which **must** be taken into consideration when designing and implementing a training course, if this is to be effective for them.

Secondly, it is recommended that staff and practitioners reach out and involve other public and private organisations in their activities, as **NETWORKING and MULTI-ACTOR PARTNERSHIPS** are key to create a favourable environment for youth entrepreneurs and the social and economic inclusion of young people with fewer opportunities<sup>8</sup>.

Notwithstanding the differences among individuals, it is quite clear that such entrepreneurship training should develop at a **BASIC and INTRODUCTORY** level.

This means, in turn, that training content, methods, language, etc. should be **ADAPTED** to the needs and characteristics of the specific group of participants: thus, use of jargon and technical or foreign words should be avoided as much as possible, due to, for instance, the possible presence of people with language barriers or limited educational background.

Moreover, given that entrepreneurship is a competence and a mindset, a training programme should give equal importance to **TECHNICAL ASPECTS and COMPETENCE DEVELOPMENT**.



With “**TECHNICAL ASPECTS**” we refer to those knowledge, skills and competencies specifically needed to start and manage a business, such as financial literacy, marketing skills and knowledge of funding sources.

With “**COMPETENCE DEVELOPMENT**” we refer to transversal competencies and those specifically related to entrepreneurship, such as creativity, communication, resilience, etc.

These two types of training can be carried out separately – i.e. a single technical training module and a single transversal competence development module – or combined within the same module – i.e. a technical module with some brief transversal competence development activities included.

<sup>8</sup> For more information about networking as a methodology for youth entrepreneurship, see the YEP Handbook.

Finally, it is also suggested to carry out the training programme within the framework of the tools and approaches developed by the European Commission, in particular:

ENTRECOMP FRAMEWORK	YOUTHPASS
<p>Resulting from the Entrepreneurship Competence study (EntreComp) launched by the JRC on behalf of the Directorate General for Employment, Social Affairs and Inclusion (DG EMPL) in January 2015, <b>EntreComp</b> is the framework that describes the entrepreneurship competencies in its components in terms of knowledge, skills and attitudes. <a href="https://ec.europa.eu/jrc/en/entrecomp">https://ec.europa.eu/jrc/en/entrecomp</a></p>	<p>Youthpass is a tool to document and recognize learning outcomes from youth work activities, available for projects funded by Erasmus+. It includes the eight key competences identified in the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC). <a href="http://www.youthpass.eu">www.youthpass.eu</a></p> <p>YEP focused on the following Youthpass competences: 1. Communication in mother tongue, 5. Learning to learn, 7. Sense of initiative and entrepreneurship, and 8. Cultural awareness and expression.</p>

## 1.4.2 Organisation of the training

### Working with one or many?

A youth entrepreneurship training programme should include **group sessions and individual/one-to-one project reviews**, to provide both general and theoretical notions and tailored feedbacks concerning the personal project.

**Group sessions** provide basic notions of the start-up phase of an entrepreneurial project.

These will range from a preliminary stage of idea generation to administrative, legal and financial issues and business planning. As mentioned above, in fact, although backgrounds and skills among participants are likely to be different, it is reasonable to assume that the majority of them will need a basic training on these topics.

It is estimated an average duration of these group sessions of **three hours**. However, shorter or longer sessions can be considered when necessary. For instance, meeting with young entrepreneurs will probably last less than three hours, while particular difficult topics, such as legal and regulatory aspects, may need longer time.

Group sessions are also key opportunities for young people to meet, socialize, share ideas and experiences and support each other; this could also help in engaging them in the training.



However, even during group sessions, it is important to stress that the diversity among individual backgrounds requires a constant monitoring of the participants' involvement and understanding of the training contents (see below "Group Management").

To complement these collective moments and ensure their effectiveness in the overall training, **individual reviews** are also crucial.

On one hand, they support youngsters in applying the notions learnt during group sessions to their own entrepreneurial project; on the other hand, they help young people clarify any doubt and/or issue.

As described above, in fact, participants might not be particularly used to training settings and they might be reluctant to express themselves in front of their peers and trainers.

Moreover, as we have seen, young people sometimes struggle to keep their attention in a classroom environment, while a one-to-one approach involves them directly and keep them alert. Finally, by paying specific attention to their project, not only support is more effective, but young people may feel more valued (as they actually are).

Within the training course, **group and individual sessions should be kept separate.**

Firstly, engaging in individual meetings during group sessions would imply to focus on one participant at a time and thus to lose hold of the class. Although this may not represent a problem in other contexts (e.g. university classes), it is rather unproductive with disadvantaged youth: these generally hold a lower ability to autonomously focus on precise tasks for a prolonged time, compared to other groups (e.g. university students). Therefore, they might be unlikely to profit from 'free time' in which they are not directly involved with the trainer(s) in learning or reviewing activities.



Moreover, **individual sessions** are aimed at reviewing and assessing the project design and development and at building skills and self-confidence in participants.

For this, it is recommended that they:

- ✚ last **approximately 30 minutes**.

In case of very advanced and well-structured projects, a shorter time might be appropriated. However, it is advisable to carefully evaluate the participant's needs in order to offer adequate support;

- ✚ are **mandatory**: this provides stronger motivation for participants to engage in the training and work on their project. It also enables the trainer to hold onto each participant's progress;
- ✚ have **participants rotating** in taking part in the meetings: each of them should engage in at least 3 individual project reviews throughout the whole training;
- ✚ are **scheduled each week for the next one**, to allow participants to properly prepare and make the most out of the meeting.

Naturally, trainers should communicate by phone and email with the participants between group and/or individual sessions, so as to keep them engaged and motivated throughout the course.



## GOOD PRACTICE BOX: LISBOA CONSIGO

"Lisboa Consigo"<sup>9</sup> is a programme for the development of business ideas and entrepreneurial behaviour in contexts of social exclusion. It aims to create businesses that are viable in the long term.

The training has a practical character, addressing the main entrepreneurial themes, in order for the entrepreneur to be able to make the decision to ADVANCE - STOP - IMPROVE his business idea.

The sessions are held on a weekly basis, plus individual meetings. At the end of the training, certificates of participation will be awarded and if the project is considered viable, a letter of recommendation with guidelines for its development is issued.

The **topics** covered in the sessions are: The business/ General business model; Personal skills: Balance skills; Products and services: Features and benefits; Customers: Segmentation and target market; Location: Positioning; Competitors: Competition, learning and cooperation; Promotion: Dissemination and communication; Initial investment; Fixed costs; Variable costs; Final presentations: evaluation of projects, letters of recommendation, future planning

The personal and social **skills** addressed in the programme are: self-confidence, initiative, resilience, organization, innovation and cooperation.

### Engaging young people

A crucial issue to take into account throughout the training is the **engagement of the young participants**.

As described above, participants are likely to be more at risk of feeling demotivated, fickle and insecure. Moreover, some may not be used to engage first hand in project design activities and exposing themselves may be challenging. Therefore, their mere presence in class does not guarantee in any way their engagement in the training and confidence in their own project.

***"Success is walking from failure to failure with no loss of enthusiasm"***

**- Winston Churchill**



<sup>9</sup> [www.cm-lisboa.pt/investir/empreendedorismo/lisboa-empreende](http://www.cm-lisboa.pt/investir/empreendedorismo/lisboa-empreende)



A few precautions are recommended:

- An **intensive group training schedule** is generally preferable: an average of two sessions per week gives a tighter rhythm that might help keep participants 'hooked'. A minimum of one session per week is mandatory, to avoid long, 'vacant' time in which participants are likely to lose touch with the training. If trainers decide to deliver transversal competences training via stand-alone modules, these should be carried out in the same week when related technical modules are organised: this gives consistency to the training and enables participants to focus on the specific learning while keeping the schedule "lighter" and more manageable;
- **Assigning tasks to carry out between lessons** and to discuss at the beginning of each session: this may help in establishing continuity between sessions and, in general, to the training overall. It can also encourage participants' initiative and self-confidence, thus contributing to develop and test transversal skills crucial to an entrepreneurial activity;
- In order to stimulate youth to actually carry out the assigned tasks, the training should put **participants' projects (and homework) at the centre of the programme**. Trainers must pay attention to provide cross-references between training contents and participants' projects; this way, young people's attention is stimulated, by adapting abstract notions to specific cases they are more knowledgeable about and engaged with.
- Scheduling a 10/15 minutes **Q&A moment at the beginning of each session** allows participants to express themselves and get clarifications and trainers to ensure previous steps have been elaborated on by everybody.





## Group management

As mentioned several times, one of the hardest challenges in implementing a youth entrepreneurship training programme is the **management of the class group**. As anticipated, this is mainly due to:

- **Personal backgrounds.** It is likely that trainers need to face with a group made up of individuals with extremely different backgrounds: this will pose difficulties in addressing uniformly the class, not only because of participants' different basic skills but also in terms of their ability to master the tools provided. This is one of the main reasons why a **high degree of attention to every single participant** is crucial for the overall success of the training;
- **Scarce ability to focus on a task for a prolonged time.** This will likely imply, if not effectively managed, fragmented classes and dispersion of attention. It is thus recommended to **reduce to a minimum the duration of traditional theoretical lessons and integrate them with interactive tasks and activities**. In general, these are recommendable from a purely educational point of view, regardless of the target group's specificity.

In terms of training structure, these difficulties can be partially eased with some devices:

- To strengthen participants' engagement, **communication tools** tailored to their experience should be adopted. For example, setting up an *ad hoc* Facebook group for the entire class – perhaps including trainers, tutors and past trainees (if any) as well – may not only ease communication between class and trainers and/or tutors but also contribute to strengthening the group's cohesion and engagement to the programme;
- There should be a wide use of **non-formal training techniques and activities**, including ice-breakers, team building activities, etc. which directly involve participants, stimulate their attention and ask for their active contribution. For this, the Toolbox for Training of **SALTO-YOUTH - the European network of Resource Centres working on European priority areas within the youth field** - represents an extremely valuable resource. These also help in creating a safe and relaxing, however committed, classroom setting, where young people feel free to express their ideas and interact with others;
- It is recommended to carry out an **assessment of competences** of each individual before the start of the training. For the most part, given the profile of the target group, this relates to evidencing and recognising informal learning and experiences, that young people may not even be aware of possessing<sup>10</sup>. Also, this might be useful to identify severe skill gaps and follow up with a higher number of individual one-to-one sessions.

Finally, as mentioned in section 1.2, many participants are likely to display low levels of motivation and responsibility. To tackle these issues, the role of social tutors is especially crucial, in supporting and stimulating young people throughout the course (and beyond). For more information on the social tutors, see the next section.

## Trainers and tutors

Because of the target group's characteristics, it is recommendable to pay particular attention to the **training and tutoring staff**.

As far as **trainers** are concerned, it is advisable to employ one single trainer who follows the group throughout the entire course. This is to facilitate the engagement of the young people referring to a unique figure may foster trust and confidence between trainer and participants, thus facilitating their experience of the training itself. Moreover, a single trainer might be preferred to ensure a clear and consistent overview of the entire path, so that he/she has both an in-depth knowledge of participants and of what they have been trained about and effectively learnt at each step.

---

<sup>10</sup> For more information on validation and recognition of non-formal and informal learning, see [www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning](http://www.cedefop.europa.eu/en/events-and-projects/projects/validation-non-formal-and-informal-learning)



In any case, the single trainer should benefit from the support of additional trainers, with complementary competencies, including on technical matters (financial, legal, administrative/regulatory, access to funding, etc.) and/or specialised in competence development.

Regarding tutoring staff, YEP created and “tested” the figure of a **social tutor**. This is more than a mere class tutor as his/her tasks include:

- **Understanding** young participants’ difficulties – not only training-wise but also in their daily lives. Social tutors will likely face difficult individual situations, which may be a failure factor. Thus, they need to assess them as well as what kind of intervention is needed. Of course, they also have to carry out an educative task to help fragile youth proactively tackling their hardships;
- Making themselves available as a **medium between youth and trainers**: thanks to their privileged relationship with participants, social tutors are likely to get a stronger trust from them, thus holding an important role as their ‘spokespersons’;
- Keeping the group together and favouring **peer exchange and networking**, before, during and after the training;
- Making sure participants can get information and be supported in **accessing further opportunities**, in formal, non-formal and informal settings;
- Reminding youth of scheduled training and deadlines, and making sure the highest possible number of participants attends classes;

In order to ensure participants’ engagement, a **constant dialogue and collaboration between trainers and social tutors** is needed.

In fact, while trainers’ role concerns mostly the training’s content and methodologies, social tutors should monitor each participant’s personal and ‘professional’ situation throughout the course, in order to identify needs, keep the class group together, and put them in contact with opportunities, resources, organisations. Given the complementarity between trainers and social tutors, they should collaborate and meet periodically to discuss the course’s development as well as possible difficulties young people are addressing, and strategies to tackle these<sup>11</sup>.



## 1.5 YOUTH ENTREPRENEURSHIP TRAINING METHODOLOGIES AND TOOLS

It is recommended to structure the programme with a mix of **training methodologies and tools**.

As mentioned above, these should be framed under an **overall non-formal learning approach**<sup>12</sup>. Thus, some of the principles to follow are: participatory action, learning by doing, central role of the learner, good balance between individual and group learning, flexibility of time, organisation and methods, use of non-formal training methods and techniques, and focus on personal development, competencies and skills.

To develop technical knowledge and skills, some of the most effective methodologies are:

- **Lean Start-Up Methodology**<sup>13</sup>. This shortens a product/service development process by adopting a combination of hypothesis-driven experimentation, iterative product releases, and validated learning: by iteratively building products or services to meet the needs of early customers, companies can reduce the

<sup>11</sup> For more information on social tutoring, see YEP Handbook

<sup>12</sup> For more information on non-formal education, see for instance [http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32012H1222\(01\)](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32012H1222(01)), EU Youthpass ([www.youthpass.eu](http://www.youthpass.eu)) and the Council of Europe European Portfolio for Youth Workers and Youth Leaders (<http://pjp-eu.coe.int/en/web/youth-partnership/european-portfolio?desktop=true>)

<sup>13</sup> <http://theleanstartup.com/>



market risks and bypass the need for conspicuous initial investment to fund expensive product launches and failures. It is, therefore, an empirical methodology based on a 'trial-and-error' approach that relies on the assumption of learning by doing for best effectiveness. Its core principles include:

- **Minimum Viable Product**, or the version of a new product which allows a team to collect the maximum amount of validated learning about customers with the least effort;
- **Split Testing**: different versions of a product are simultaneously launched on the market to observe differences in behaviour between groups of customers and to measure the impact of each version.



## GOOD PRACTICE BOX: Lean Start Up and youth with fewer opportunities in Madrid

**Acción contra el Hambre** tested the **Lean Start-Up Methodology** with the young people participating in the YEP training programme in Madrid. The methodology was introduced after participants attended some sessions about entrepreneurship basic concepts and competencies.

Specifically, 4 themes were developed with the participants using the Lean methodology:

1. What we refer to when we talk about entrepreneurship? (Entrepreneurship's definition, social entrepreneurship, opportunities for young entrepreneurship, etc.).
2. Personal skills workshop (Key personal skills development in entrepreneurship; self-confident, mathematical reasoning, communication, task compliance, self-control, etc.)
3. Generating business ideas (Creativity to generate new business ideas)
4. Selection of business ideas (Business model through Lean Canvas)

In general, the Lean Startup methodology is a practice for developing products and businesses based on 'validated learning', getting customer feedback quickly and often. It uses different tools to develop feasibility business using minimum resources. The main objective is making it as actionable as possible. The **process** carried out in Madrid was as followed.

First of all, participants had to define the Lean Business Model and then to validate it. The tools used were:

To validate the Lean Business Model concept:

- Self-questionary (How I know what I am including in the Lean Canvas).
- Interview with expert persons.
- Answers report (and after this, you will have to change the Business Model)

To validate the client's needs and the problem:

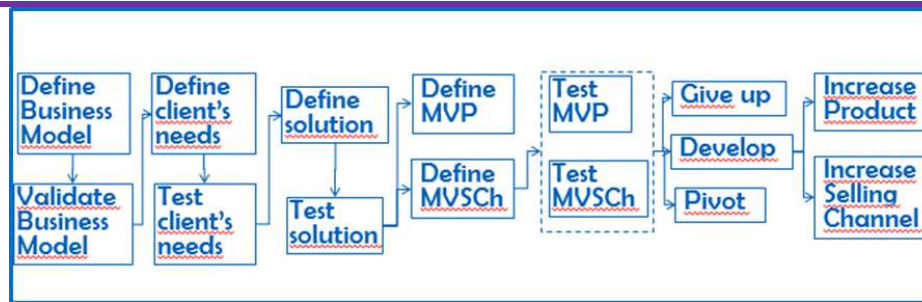
- Interview with different potential clients (preferably early adopters)
- Answers report (and after this, you will have to change the Problem definition)

To validate the solution:

- Interview with different target clients to validate the solution and price
- Answers report (and after this, you will have to change the solution).

At this moment, participants had sufficient information to define Minimum Viable Product and define Minimum Selling Channel. Afterwards, these are validated via interviews with target clients and answers report and after, and subsequently, the person may:

1. change the MVP.
2. change the Selling Channel.
3. give up or develop or pivot the product.



As such, the Lean Start-Up Methodology has a great potential to be applied to **young people with fewer opportunities** looking to start their business: it enables practical learning about their business validating hypothesis, before they work on a business plan. It is a way to pass from an idea to the real world, thanks to testing the idea in a real market situation, and is particularly suitable for people with limited time and resources.

- Driven by an empirical approach comparable to the one above, **Design Thinking** “incorporates constituent or consumer insights in-depth and rapid prototyping, all aimed at getting beyond the assumptions that block effective solutions; [it] addresses the needs of the people who will consume a product or service and the infrastructure that enables it”<sup>14</sup>. This methodology includes tools such as interviews, case study and observation, prototype creation, etc.
- **Brainstorming**: creativity group technique that uses the diversity of thoughts and experiences of a group to generate innovative solutions, suggesting any thoughts or ideas that come to mind about a topic.



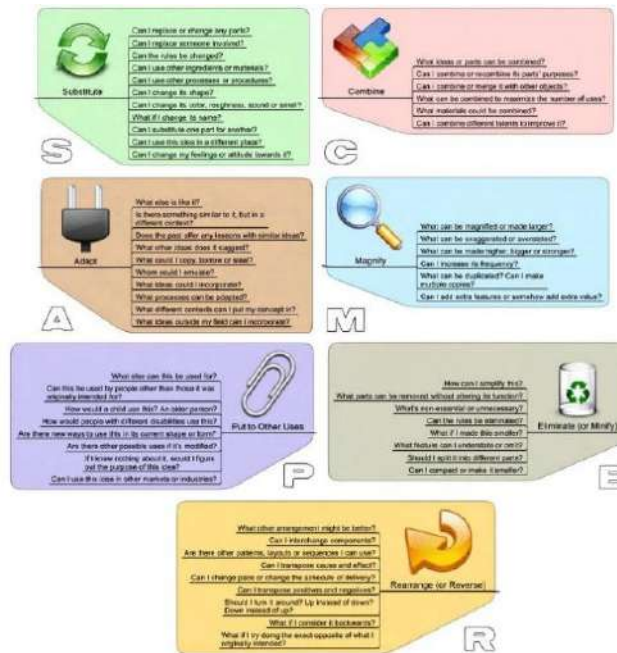
Regardless of the specific methodology(ies) of choice, there will be a set of tools recommended for optimal training effectiveness, such as:

- **Front sessions/lectures**. These are useful to deliver basic notions on the different aspects of starting and running a business. They may take different forms and it is recommended to use slideshows and visual aids to increase communication success. In general, however, front sessions should be limited as much as possible.
- **Practical, interactive tasks**. Once acquired some theoretical notions, participants should be involved as much as possible in interactive tasks, to apply and master learnt concepts and skills. These tasks are suitable to develop both formal and non-formal skills. Among them:
  - **Experience Tour** provides a structure for reflecting upon and collecting insights from participants’ first-hand experiences. Via a set of guidelines, they are supported in focusing on both their own experience as well as that of other users (potential target): this activity allows for a preliminary outline of the problem(s) to be solved, as well as an in-depth understanding of the elements that contributes to a positive user experience. Data collected by the tour will drive the development of the business idea;
  - **S.C.A.M.P.E.R.** is a tool to guide participants in stretching and testing their idea(s) by thinking outside the box and it aims to stimulate oriented creative thinking by exploring different ways of transforming an object, system or process. A set of activities are carried out on one’s own idea to test its validity:
    - *Substitute*: replace one feature of the product/service with a comparable one.
    - *Combine*: add information or features to the original product.
    - *Adjust*: enhance the flexibility of the offer.

<sup>14</sup> Brown, T. Wyatt, J. 2010. Design thinking for social innovation. Stanford social innovation review



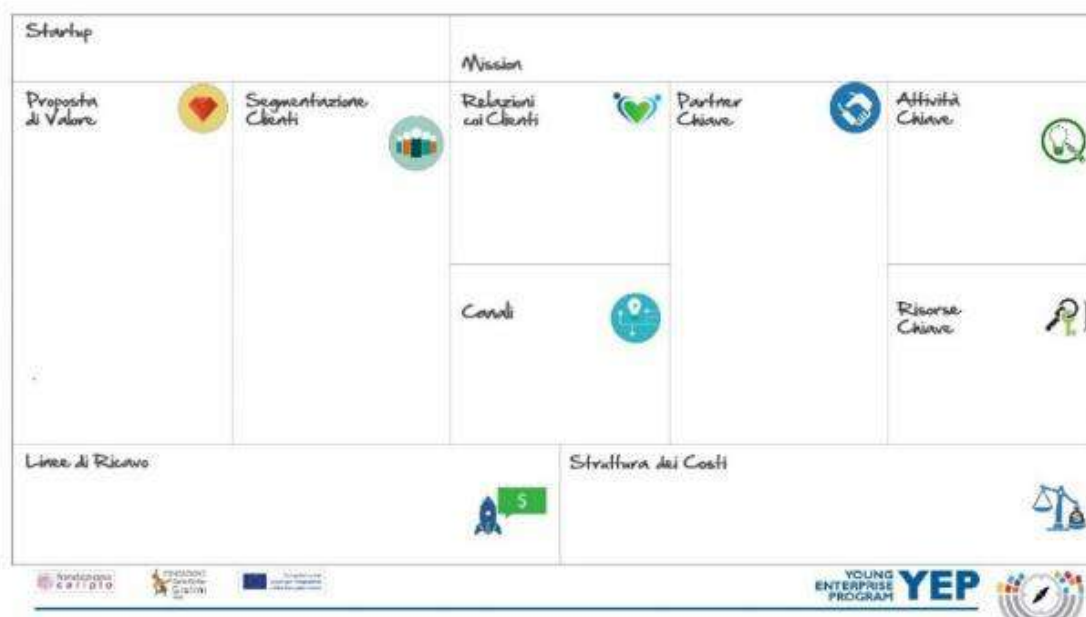
- **Modify:** creatively alter the offer.
- **Put to other uses:** broaden the spectrum of possible scenarios and situations where a product/service can be used.
- **Eliminate:** identify and remove superfluous features from the offer.
- **Reverse, rearrange:** develop a new concept from the original one.



15

- o **Business Model Canvas** is a strategic management tool to help companies describing the logic of a company's value creation, distribution and capture, and aligning their activities by illustrating potential trade-offs. It is a visual chart split into 4 sections, which in turn include 9 blocks:
  - Value proposition;
  - Infrastructure: key partners, activities, resources;
  - Customers: customer relationships, customer segments, channels;
  - Finances: cost structure and revenue streams.

### Social Business Model Canvas



15 <http://www.gr8lessons.com/VCNewStudyDesign/SCAMPER.html>



- **Personas** are “portraits of fictional but realistic individuals that are used as a common reference point to describe particular groups in your intended audience”<sup>16</sup>. They are usually adopted complementarily to customer segmentation, in order to provide every identified group with a prototypical individual to base hypothesis and marketing strategies upon;
- **Empathy map** is comparable in its structure to the Business Model Canvas. It is also a visual chart that provides guidance in drawing a detailed profile of a customer segment, according to their environment, aspirations, worries and daily routine. The ultimate aim is to provide an in-depth understanding of what the customer is really willing to pay for.
- **Extensive use of case studies** and tangible examples, which complement theoretical notions, particularly concerning business administration and finance. In this sense, to present real companies’ balance sheets and administrative documents might be effective to draw a clear picture of the abstract concepts.
- **Teamwork**: although the majority of the group is likely to develop individual projects, group work is important to support young people in developing transversal skills crucial to successful business management. Among these, the ability to cooperate with peers towards a shared goal is especially valued. Moreover, interaction with peers might be useful to gain a preliminary feedback on one’s entrepreneurial project, as participants can share ideas and comments on each other’s proposals.
- **Homework**: between classes, participants should carry out tasks independently. This is to consolidate newly gained skills and knowledge, as well as contribute to the ‘flow’ of the training, by giving it continuity. Among viable follow-up activities, some of the most important are:
  - **Case studies/benchmarks research**: consistently with Design Thinking, looking at other existing solutions comparable to the one being developed is a very effective way to improve a project;
  - **Mystery client** is a tool to test customer satisfaction, company standards and the overall quality as perceived by customers. It requires the ‘mystery client’ to engage in a transaction in a business comparable to the one being designed, take note of the elements contributing to the overall process and evaluate a series of aspects;
  - **Customer Discovery** is a qualitative research tool to understand whether a marketing plan is successful and how to improve it. It implies asking questions to potential customers focusing on one’s own product or service.<sup>17</sup>
- **External activities**: they may include study visits to successful businesses or business incubators, exchanges with other groups engaging in similar training programs, as well as visits to local events such as entrepreneurship fairs and youth weeks. These activities, despite being time-consuming in organisation and implementation, are extremely important for both training and personal and competence development purposes: they contribute to peer networking and team building, strengthen motivation and participation, and help young people putting into practice and getting first-hand experiences of what they learn during the group training.
- **Meetings with youth entrepreneurs**: young entrepreneurs may be invited to the training, as testimonials and motivators, and to share their experiences and answer participants’ questions. This not only may contribute to participants’ engagement, but it could also provide inspirational examples and positive role models. It could be useful to have examples from different stages of establishing and managing a business, in order to inform of the benefits and challenges, as well as the problems and solutions they have applied at different times. These entrepreneurs should preferably come from the sector/area that is of interest to the young participants, so they can relate and discuss with each other more closely.

---

<sup>16</sup> NESTA, Development Impact & You (<http://diytoolkit.org/>)

<sup>17</sup> For more details on “Mystery Client” and “Customer Discovery”, see Training Module 5.



In Milan, the Italian participants met Mariangela Nuccio ([Cucinoteca](#)) and Alan and Emanuel ([Citizens](#))

In Madrid, the Spanish participants met Jesús Anaya, the director of [Produciendo](#).



The Portuguese participants got the chance to meet many young entrepreneurs during the *Bolsa do Empreendedorismo*, held in Lisbon the 9th May 2017



## 1.6 MONITORING AND EVALUATING

As for any other activity, project or programme, **monitoring and evaluating** a youth entrepreneurship training programme is crucial to make sure that aims, objectives and results are achieved, and are done so in an efficient and effective manner.

Moreover, reflections on how to mainstream and make actions sustainable, as well as the analysis of the medium and long-term impact of the training, are decisive to determine the success of the initiative.

In the case of interventions with youth with fewer opportunities, monitoring and evaluation are even more significant, as the work carried out may have an impact on the **lives and future of the young people** themselves.

Therefore, all organisations involved should collaborate to verify the advancement of the activities and assess if and how they have reached the planned objectives and expected results are guaranteed.



Overall the monitoring and evaluation system should be:

### ➤ SMART

- **S**pecific to the objective it is supposed to measure
- **M**asurable (either quantitatively or qualitatively)
- **A**vailable at an acceptable cost
- **R**elevant to the information needs of managers
- **T**ime-bound – so we know when we can expect the objective/target to be achieved

### ➤ Framed under an **overall non-formal learning approach** (as specified in section 1.5):

- Participants should always be at the centre of those activities;
- Interactive activities should be organised: for instance, evaluation exercises, group and/or individual interviews should be preferred to written questionnaires. This is due to the profile of the target group (some young people may have more difficulties in expressing themselves and their ideas in writing) and so that a real contribution can be delivered by participants;
- Feedback on follow up actions should be communicated to participants, to show that her contributions have been taken into consideration.

Examples of standard **indicators** for youth entrepreneurship training programmes are:

- Number of youth enrolled
- Number of youth completing the training
- Reasons for dropping out
- Profile of youth participating (vulnerability, etc.)
- Number of business plans created
- Number of youth attending external activities, individual sessions, etc.
- Number of businesses created and launched
- Number of businesses still successfully in operation after 6 months, 1 year, 2 years, etc.
- Number of people employed by the youth businesses, especially other youth
- Level of increase of transversal competencies

It is recommended that the data collected be disaggregated by gender and age. Also, ethical issues should be taken into consideration, especially when working with vulnerable youth; this means, among others, that anonymity of participants should be ensured and signed informed consent should always have been obtained.



## CHAPTER 2

# YEP YOUTH ENTREPRENEURSHIP TRAINING MODULES

## 2.1 INTRODUCTION

As described above, the YEP youth entrepreneurship training programme is a combination of:

- ✓ **Group Technical Modules (TMs):** these are the modules focusing on the “technical” knowledge, skills and competencies needed to start and manage a business. YEP partners identified **10 Technical Modules**, necessary to provide a sound introductory basis to the young participants;
- ✓ **Group Transversal Competences Modules (TCMs):** these are the modules focusing on the transversal competences and notably those that are key for entrepreneurship. In general, a **competence** is the set of knowledge, skills, values and attitudes that make it possible to carry out, in a responsible and effective manner, a specific activity in the personal, social and work environment. The entrepreneurial competencies are those competences or attitudes applicable to the entrepreneurial activity. The competencies are systemic, that is, they are integral actions that are understood as a whole. Also, competences can be trained, acquired through training, counselling, mentoring and other activities. YEP partners identified **5 Transversal Competences**, that, despite being key to start and manage a business, are mostly lacking or are underdeveloped in vulnerable young people.

The number of modules has been considered adequate both in relation to the specific profile and needs of the young participants, and to be able to provide all the necessary basic and introductory information, competencies and skills related to entrepreneurship.

As explained respectively in sections 1.4.2 and 1.5, the overall training programme should also include:

- **Individual/one-to-one sessions** between trainers and each young participant;
- **External activities.** The YEP training programme includes one “free” module, which can be used to carry out an external activity. In any case, as mentioned, this type of activities should be encouraged across the whole duration of the course for training purposes, team building and peer networking, and to strengthen motivation and participation.

The order of the **Technical Modules** is based on the experiences of the YEP partners. However, only the following order is mandatory:

- Modules 1 to 6, as each one builds on the content of the previous;
- Module 10, as it is the conclusive event – the “pitch” – of the entire training programme.

The other modules - i.e. modules 7, 8 and 9 - can be carried out when the trainers feel it is the most appropriate time, according, for instance, to the composition of the group, including the level of knowledge of financial aspects and concepts such as costs, revenue, etc.

The **Transversal Competence Modules** are provided in no particular order. However, some of them can and should be linked to the relevant Technical Module, in order to test and put into practice the content of the technical session. For instance, the module on “Communication” is closely linked to TM “Communication and Marketing”, while “Creativity” to “Idea Development”. As mentioned in section 1.4.1, the TCMs can be delivered as stand-alone modules or as smaller scale activities within the relevant TM; in the first case, they can be carried out immediately before or after the TM.

In Chapter 2, the Toolkit provides the detailed description of the 10 Technical Modules (TMs) and 5 Transversal Competences Modules (TCMs). For each of them, the following information are provided:



<b>TRAINING MODULE</b>	Title of the Module
<b>DURATION</b>	Duration (number of hours) of the Module
<b>CONTENTS &amp; TOPICS</b>	The aims of the Module and of all the topics addressed, as well as the way they are carried out
<b>FOLLOW UP ACTIVITIES</b>	Any activity or “homework” that participants can and should carry out after the Module, to put in practice what they learnt, apply this to their business idea, and/or to prepare for the next Module
<b>LEARNING OUTCOMES</b>	What the participant is expected to know, understand, or be able to do at the end of a learning process. For more information on Learning Outcomes, see section 1.3.
<b>METHODS &amp; TOOLS</b>	Training methods and tools to use when delivering the Module (e.g. lecture, group work, non-formal activity, etc.)
<b>MATERIALS &amp; EQUIPMENT</b>	Any material, tool, etc. needed as a support to delivery the Module (e.g. computer, board, Business Model Canvas handouts, etc.)
<b>RESOURCES FOR TRAINERS</b>	Links to web pages with open source material, videos, etc. useful for trainers to prepare and carry out the Module
<b>RESOURCES FOR PARTICIPANTS</b>	Links to web pages with open source material videos, etc. useful for participants to deepen their knowledge of the contents and topics addressed in the Module



## 2.2 TECHNICAL TRAINING MODULES (TM)

TRAINING MODULE	TM1 ENTREPRENEURSHIP AND THE BUSINESS IDEA
DURATION	3 hours
CONTENTS & TOPICS	<p><b>TM1 aims at</b> presenting the training course, the basic concepts related to entrepreneurship and at encouraging self-reflection and decision-making on professional goals (thus having a strong motivational component).</p> <p>The specific <b>contents and topics</b> are:</p> <ol style="list-style-type: none"><li>1. Presentation of the <b>training course</b>. The aims, organization, contents, etc. are presented</li><li>2. Definition and main elements of <b>entrepreneurship and entrepreneur</b>. Issues such as business risk and some famous example of entrepreneurs are discussed.</li><li>3. The importance of developing <b>technical and personal skills</b> required for entrepreneurship. What it means to start a business: pros and cons. The personal and technical skills required to start a business: business knowledge, sector-specific knowledge, personal skills, self-confidence, resilience, communication, planning, etc.</li><li>4. <b>Professional objective</b>: how to discover one's own professional passion and talents. Reflection about entrepreneurship, what it means to start a business and the personal professional objectives of each person. <i>What kind of entrepreneur are you</i>:<ul style="list-style-type: none"><li>• by vocation and/or opportunity</li><li>• by necessity</li><li>• "Extra" for employment (developing part-time entrepreneurship)</li></ul></li><li>5. The <b>triangle of success of the entrepreneur</b>: want, power and know.</li><li>6. <b>Types of entrepreneurship</b>: entrepreneurship, social entrepreneurship and intrapreneurship.</li><li>7. <b>Business idea</b>.</li><li>8. <b>Young Entrepreneurship Opportunities</b>.</li><li>9. What is a <b>business plan</b> and what is the technical, economic and social <b>feasibility</b> of a business idea.</li></ol>
FOLLOW UP ACTIVITIES	<p><b>"Who am I?"</b>: this activity is started during the session and finished and reflected upon after the module. It asks participants to draw a silhouette of their hand on a piece of paper and on each of the five fingers they need to reflect on the following 5 issues:</p> <ol style="list-style-type: none"><li>1. Who am I?- Indicate relevant aspects about him/herself in the present day.</li><li>2. Journey- Note the most significant milestones that he/she has achieved in the past.</li><li>3. Business idea- State the business idea that he/she wants to develop and the sector in which this is found.</li></ol>



4. What are you the best at?- Indicate a quality or skill in which he/she stands out.
5. What can you provide to the group?- State the aspects in which he/she considers that their attitude, skills or knowledge may be of interest to the group.

Activity to reflect on the **pros and cons of working for others or one's own**.

From the reflection carried out from the activities, a personal orientation is facilitated so that participants start working on their professional objective according to their preferences. This exercise is undertaken in order to reflect on the entrepreneurship and the work, the associated competences and the definition of the professional profile.

The activity begins by describing, in a plenary session, the pros and cons of being an entrepreneur or working for yourself. Afterwards, the competences associated with each kind of work are defined and participants are requested to identify where they feel most comfortable.

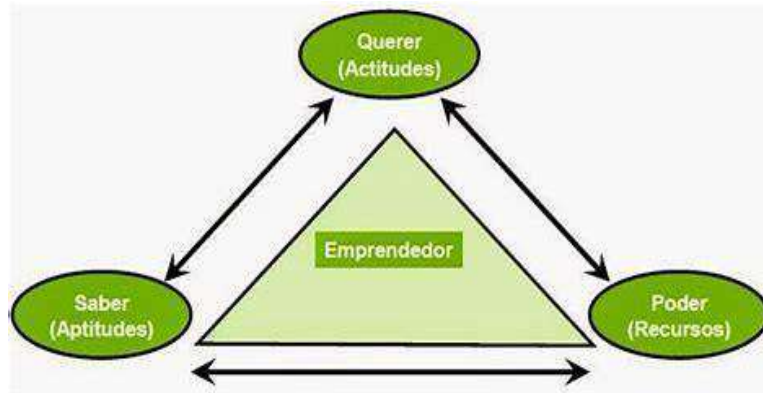
After this reflection, the triangle of success exercise is introduced and the participants are asked to reflect and complete this after the module.

In the section **WANT**, the attitudes, preferences, motivations, interests and values should be defined.

In the section **KNOW**, the aptitudes and skills should be defined.

In the section **ABILITY**, the resources available in order to be entrepreneurial and the situation of the market in this sector should be defined.

After working on this activity individually after the module, it is recommendable to hold a personal interview with the tutor in order to reflect upon the triangle of success that the participants have developed.



Querer (Actitudes)	Want (Attitudes)
Poder (Recursos)	Ability (Resources)
Saber (Aptitudes)	Know (Aptitudes)
Emprendedor	Entrepreneur

## LEARNING OUTCOMES


### Competencies & skills:

The participant is able to:

- Assess whether entrepreneurship is a viable option
- Identify the entrepreneurial skills needed to start a business (self-assessment)

### Knowledge:



	<ul style="list-style-type: none"><li>• Basic concepts of entrepreneurship and what it means to start a business</li><li>• Types of entrepreneurship</li><li>• Existing business opportunities</li></ul>
<b>METHODS &amp; TOOLS</b>	<ul style="list-style-type: none"><li>○ Icebreakers (speed dating, etc.)</li><li>○ Participatory learning methodology</li><li>○ Personal presentations in front of the group</li><li>○ Room is created for self-reflection in terms of the preferences for entrepreneurship</li></ul>
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li></ul>
<b>RESOURCES FOR TRAINERS</b>	<ul style="list-style-type: none"><li>○ SALTO-YOUTH Toolbox for Training (icebreakers, etc.): <a href="http://www.salto-youth.net/tools/toolbox/">www.salto-youth.net/tools/toolbox/</a></li><li>○ Study “Emerging entrepreneurship sectors for Young people at social exclusion risk”: <a href="http://www.accioncontraelhambre.org/sites/default/files/documents/summary_emerging_entrepreneurship_sectors_for_young_people_accion_contra_el_hambre_0.pdf">www.accioncontraelhambre.org/sites/default/files/documents/summary_emerging_entrepreneurship_sectors_for_young_people_accion_contra_el_hambre_0.pdf</a></li></ul>
<b>RESOURCES FOR PARTICIPANTS</b>	<ul style="list-style-type: none"><li>○ Social entrepreneurship: <a href="http://www.youtube.com/watch?v=7fyDp2TlSzg">www.youtube.com/watch?v=7fyDp2TlSzg</a></li><li>○ Motivation: <a href="http://www.youtube.com/watch?v=kEunsYgymEg">www.youtube.com/watch?v=kEunsYgymEg</a></li></ul>  <ul style="list-style-type: none"><li>○ Slides produced for the module</li></ul>



TRAINING MODULE	TM2 IDEA DEVELOPMENT
DURATION	3 hours
CONTENTS & TOPICS	<p><b>TM2 aims at</b> stimulating participants in developing their business idea through the creation, systematization, analysis and evaluation of the business idea.</p> <p>The specific <b>contents and topics</b> are:</p> <ol style="list-style-type: none"><li><b>1. Business idea.</b> The first step to start a business is to have a good business idea: not all ideas are valid. They should be realistic, feasible and meet the needs of the market.<ol style="list-style-type: none"><li><i>1.1. How to have a good business idea? Observe the surroundings; Import business ideas that have been successful; Read on the topic; Professional Experiences; Appeal to Business Associations and business promotion organizations; the change as a source of ideas (social, business, legislative, technological, geopolitical)</i></li></ol></li><li><b>2. Creativity and the generation of ideas.</b> Creativity is essential in entrepreneurship and for the entrepreneur: it is the evaluation of ideas for its transformation into business innovation and it is a fundamental element to differentiate the companies and their products and services, thus representing an essential competitive factor. The concept of creativity refers not only to the creation of the idea but also to its realization, that is, as an innovative process it concerns the practical application in the markets.<ol style="list-style-type: none"><li><i>2.1. When and how is creativity born? Creativity comes most often from making unexpected associations, from questioning current practice, observing the surrounding reality, experiencing and relating to different people. 'Why?', 'Why not?' and 'What if' are the three fundamental issues for innovation, especially if combined with observation, experience and a good network of relationships.</i></li><li><i>2.2. Idea Generation Techniques:</i><ol style="list-style-type: none"><li><i>2.2.a) Brainstorming: see Section 1.5 of this Toolkit</i></li><li><i>2.2.b) SCAMPER: see Section 1.5 of this Toolkit</i></li></ol></li></ol></li><li><b>3. Validity and viability of the business idea.</b> To validate an idea, a series of considerations allows to verify if the initial idea has the potential or to detect if there is any black spot that makes it unfeasible or unfeasible in terms of the market (size, purchasing power, proximity, product life), costs (initial investment, marketing, distribution), control / autonomy (prices, costs, suppliers) and political, legal and social environment. In order to implement an idea and transform it into a business, it must be viable in the various aspects and domains of the business: professional viability, commercial viability, technical viability, legal viability and economic viability.</li></ol>



**4. Idea and Innovation.** Innovation is related to the creation of new, or considerably improved, Products, Marketing, Processes and Organizations that add value to markets, governments and society.

*4.1. Types of Innovation: Incremental (or Continuity) Innovation and Radical (or Disruptive) Innovation*

*4.2. The Role of Innovation in Value Creation: customers base their buying options on the value perception, products and services that are presented to them. The notion of value arises as the relationship between the benefits that the product or service offers them and the price they are asked for. The role of innovation in value creation refers to the creation of new products; improvement of existing solutions; process improvement; and new needs resulting from changes in consumption habits*

**5. Example of birth and development of an Idea:** Delta Cafés (Rui Nabeiro) and Apple (Steve Jobs)

**FOLLOW UP  
ACTIVITIES**

**“Validate your idea!”:** this exercise capacitates participants to describe, analyze, evaluate and validate a business idea capable of satisfying needs.

Market				
•DIMENSION	1 None	2 Reduced	3 High	4 Universal
•PURCHASE POWER	1 Very low	2 Low	3 Medium	4 High
•PROXIMITY	1 Very difficult	2 Difficult	3 Easy	4 Very easy
•LIFE PRODUCT	1 Null, highly perishable	2 Not very perishable	3 Not perishable	4 Not perishable nor subject to fashion
Costs				
•INITIAL INVESTMENT	1 Very high	2 High	3 Acceptable	4 Low
•FUNCTIONING	1 Very expensive	2 Expensive	3 Acceptable	4 Cheap
•MARKETING	1 Very expensive	2 Expensive	3 Acceptable	4 Cheap
•DISTRIBUTION	1 Very expensive	2 Expensive	3 Acceptable	4 Cheap
Control				
•PRICES	1 Nil	2 Lack	3 Acceptable	4 Total
•COSTS	1 Nil	2 Lack	3 Acceptable	4 Total
•SUPPLIERS	1 Nil	2 Scarce	3 Acceptable	4 Total

**Political, legal and social environment** 1 Very unfavorable 2 Unfriendly 3 Favorable 4 Very favorable





<b>LEARNING OUTCOMES</b>	<b>Competencies &amp; skills:</b> The participant is able to: <ul style="list-style-type: none"><li>• Identify challenges and problems as opportunities</li><li>• Identify ideas for creating small businesses, recognizing the needs of the target audience and the market</li><li>• Describe, analyze, evaluate and validate a business idea capable of meeting needs</li><li>• Identify and apply the different ways of collecting the information necessary to create and guide a business</li><li>• Recognize the feasibility of a business proposal, identifying the different factors of success and failure</li></ul> <b>Knowledge:</b> <ul style="list-style-type: none"><li>• creativity techniques (SCAMPER, Brainstorming)</li><li>• basic concepts related to the business idea (viability, etc.)</li></ul>
<b>METHODS &amp; TOOLS</b>	The main method is the active, interrogative and expository method and main techniques are the exercises of self-diagnosis, brainstorming, simulations, case studies and group debate. In addition to the learning of the knowledge in the context of the classroom, participants will be guided to carry out activities outside this context, through the Validation Form of the Idea (see above).
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li><li>○ <i>Fiches</i> to hand out to participants</li></ul>
<b>RESOURCES FOR TRAINERS</b>	<ul style="list-style-type: none"><li>○ Ashton R. (2004), <i>The Entrepreneur's Book of Checklists</i>. Pearson Prentice Hall;</li><li>○ Barringer B., &amp; Ireland R. (2006), <i>Entrepreneurship – Successfully Launching New Ventures</i>: Pearson Prentice Hall</li><li>○ European Commission (2013), <i>Innovation Union. A Pocket Guide on a Europe 2020 Initiative</i>,</li><li>○ Pereira, D. &amp; Leitão, J. (2014). <i>Manual para Jovens Empreendedores: Comportamentos e Competências</i>. Associação DELTA;</li><li>○ Competências Empreendedoras. Referencial de Formação: <a href="https://www.researchgate.net/profile/Jose_Ferreira38/publication/262184739_Referencial_de_Formacao_em_Competicencias_Empreendedoras/links/00b49536e7892ed2d7000000/Referencial-de-Formacao-em-Competencias-Empreendedoras.pdf">https://www.researchgate.net/profile/Jose_Ferreira38/publication/262184739_Referencial_de_Formacao_em_Competicencias_Empreendedoras/links/00b49536e7892ed2d7000000/Referencial-de-Formacao-em-Competencias-Empreendedoras.pdf</a></li><li>○ IAPMEI Agência para a Competitividade e Inovação, I.P. - Manual do Empreendedor: <a href="http://www.iapmei.pt/PRODUTOS-E-SERVICOS/Empreendedorismo-Inovacao/Empreendedorismo/Documentos-Financiamento/ManualdoEmpreendedor.aspx">www.iapmei.pt/PRODUTOS-E-SERVICOS/Empreendedorismo-Inovacao/Empreendedorismo/Documentos-Financiamento/ManualdoEmpreendedor.aspx</a></li><li>○ BESD Module 09 (EDP) Business Opportunities: <a href="https://pt.scribd.com/document/349720525/Module-09-EDP-WB-Business-Opportunities-v-2-01">https://pt.scribd.com/document/349720525/Module-09-EDP-WB-Business-Opportunities-v-2-01</a></li><li>○ <a href="http://www.gr8lessons.com/VCEnewStudyDesign/SCAMPER.html">http://www.gr8lessons.com/VCEnewStudyDesign/SCAMPER.html</a></li><li>○ INPI Instituto Nacional da Propriedade Industrial <a href="http://www.marcaspatentes.pt">www.marcaspatentes.pt</a></li><li>○ <a href="http://europa.eu/youreurope/business/start-grow/intellectual-property-rights/index_pt.htm">http://europa.eu/youreurope/business/start-grow/intellectual-property-rights/index_pt.htm</a></li></ul>



## RESOURCES FOR PARTICIPANTS

- Annex 1: I think, so I create
- Annex 2: Business idea
- Annex 3: How to have a good business idea?
- Annex 4: Idea Generation Techniques
- Annex 5: Points to remember - Characteristics of a successful product-service idea
- Annex 6: Company's story Delta Cafés, Rui Nabeiro
- Annex 7: Validate your idea!
- Steve Jobs Full Stanford Speech [www.youtube.com/watch?v=s9E6XfJPAMM](http://www.youtube.com/watch?v=s9E6XfJPAMM)



- Slides produced for the module



TRAINING MODULE	TM3 PRODUCT DEVELOPMENT
DURATION	3+3 hours
CONTENTS & TOPICS	<p><b>TM3 aims at</b> enabling participants to distinguish service from products, identify what their business sells (products, services or both) and define the business model of their business through the tool, Business Model Canvas (BMC).</p> <p>The specific <b>contents and topics</b> are:</p> <p><b>1. From ideas to products/services.</b> The first step is to define the core of the business to put into action, which is called the main product/service. The difference between products (tangible) and services (intangible) is clarified.</p> <p><b>2. Business Model Canvas (BMC).</b> The nine building blocks of the business model. BMC allows you to define the business model of companies and visualize them in a systematic, integrated, fast and visual way. It allows discussing and integrating the various perceptions about how the company can/should act, the main elements of each part and how the parts of the business interact.</p> <p><i>2.1. Elements of BMC (see Section 1.5 of this Toolkit)</i></p> <ol style="list-style-type: none"><li>1) Customer segments</li><li>2) Value proposition</li><li>3) Distribution Channels</li><li>4) Customer relationship</li><li>5) Sources of income</li><li>6) Key Features</li><li>7) Key activities</li><li>8) Key partnerships</li><li>9) Cost structure</li></ol> <p><i>2.2. Case Studies BMC (es. Google, Facebook, Nespresso, Uber, Airbnb, Instagram, pizzeria)</i></p> <p><b>3. Presentation of the business model/business project:</b></p> <ol style="list-style-type: none"><li>3.1. Idea Pitch: the pitch can be described as a speech/presentation, with the purpose of arousing the interest of the audience.</li><li>3.2. Threads for the pitch presentation<ul style="list-style-type: none"><li>• Introduction: Who are you and why are you here? Keep it short and sweet. WHY?</li><li>• Team: Show the people behind the idea and briefly describe their role.</li><li>• Problem: What problem are you trying to solve? Is it really a problem?</li></ul></li></ol>



	<ul style="list-style-type: none"><li>• Advantages: What makes your solution special? How are you different from others?</li><li>• Solution: Describe how you are planning to solve the problem.</li><li>• Product: How does your product or service actually work? Show some examples.</li><li>• Traction: Traction means having a measurable set of customers that serves to prove a potential.</li><li>• Market: Know, or at least attempt to predict, the size of your target market.</li><li>• Competition: What are the alternative solutions to the problem you are trying to solve?</li><li>• Business model: How are you planning to make money? Show a schedule when you expect revenues to pour in.</li><li>• Investing: What is your planned budget? What kind of money are you looking for?</li><li>• Contact: Leave your contact details and let people know how to reach you quickly.</li></ul>
<b>FOLLOW UP ACTIVITIES</b>	Working on personal Business Model Canvas (BMC): this exercise intends to build, improve and redesign participants' business model (see section 1.5 of this Toolkit)
<b>LEARNING OUTCOMES</b>	<p><b>Competencies &amp; skills:</b> The participant is able to:</p> <ul style="list-style-type: none"><li>• Identify what their business is selling</li><li>• Define the business model of your business through the BMC Business Model Canvas</li><li>• Understand the importance of business model design</li><li>• Operate a business idea based on the market</li><li>• Build and redesign business models</li><li>• Interpret and evaluate business models</li></ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>• Techniques to build and redesign business models (Business Model Canvas)</li><li>• Difference between and characteristics of products and services</li></ul>
<b>METHODS &amp; TOOLS</b>	The main method is the active, interrogative and expository method and main techniques are the self-diagnosis exercises, brainstorming, pitch, case studies and group debate. In addition to learning the knowledge in the classroom context, the participants will be instructed to carry out activities outside this context, through the Business Model Canvas (see Annex 3)
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li><li>○ <i>Fiches</i> to hand out to participants</li></ul>

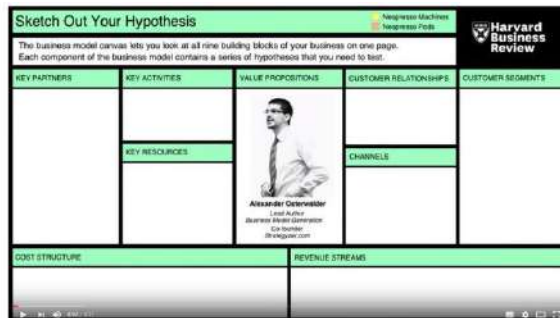


### RESOURCES FOR TRAINERS

- Ashton R. (2004), *The Entrepreneur's Book of Checklists*. Pearson Prentice Hall; [www.amazon.com/Entrepreneurs-Book-Checklists-Start-Business/dp/027371290X](http://www.amazon.com/Entrepreneurs-Book-Checklists-Start-Business/dp/027371290X)
- Barringer B., & Ireland R. (2006), *Entrepreneurship – Successfully Launching New Ventures*: Pearson Prentice Hall
- Osterwalder, Al. & Pigneur, Y. (2011). *Inovação em Modelos de Negócios*. AAlta BooksPereira, Dina & Leitão, João. (2014). *Manual para Jovens Empreendedores: Comportamentos e Competências*. Associação DELTA;
- Competências Empreendedoras. Referencial de Formação: <https://www.iefp.pt/referenciais-formacao/-/sgd/get-file/109377/109377>
- IAPMEI Agência para a Competitividade e Inovação, I.P. - Manual do Empreendedor: [www.iapmei.pt/PRODUTOS-E-SERVICOS/Empreendedorismo-Inovacao/Empreendedorismo/Documentos-Financiamento/ManualdoEmpreendedor.aspx](http://www.iapmei.pt/PRODUTOS-E-SERVICOS/Empreendedorismo-Inovacao/Empreendedorismo/Documentos-Financiamento/ManualdoEmpreendedor.aspx)
- <https://strategyzer.com/canvas/business-model-canvas>
- [www.unl.pt/data/empreendedorismo/ONE%20Academy/BMC%20%20one.pdf](http://www.unl.pt/data/empreendedorismo/ONE%20Academy/BMC%20%20one.pdf)
- [www.lancaster.ac.uk/enterprisecentre/wp-content/uploads/2016/11/A-handbook-on-how-to-do-the-Business-Model-Canvas.pdf](http://www.lancaster.ac.uk/enterprisecentre/wp-content/uploads/2016/11/A-handbook-on-how-to-do-the-Business-Model-Canvas.pdf)
- [www.entrepreneur.com/encyclopedia/product-development](http://www.entrepreneur.com/encyclopedia/product-development)
- [www.creativemechanisms.com/blog/everything-need-to-know-about-product-development-process](http://www.creativemechanisms.com/blog/everything-need-to-know-about-product-development-process)

### RESOURCES FOR PARTICIPANTS

- Annex 1: Case Study: "The Aesthetic Center?" (The Importance of Defining Business)
- Annex 2: Case Studies: BMC (Google, Nespresso, Uber, Airbnb, Instagram)
- Annex 3: Build your business model - Business Model Canvas [www.youtube.com/watch?v=UNHCAYx7\\_YY](http://www.youtube.com/watch?v=UNHCAYx7_YY)
- Create your visual business model or SWOT model with Canvanizer <https://canvanizer.com/>
- Alex Osterwalder: 'Business Model Canvas of Nespresso' [www.youtube.com/watch?v=dhQh-tryXOg](http://www.youtube.com/watch?v=dhQh-tryXOg)



- [www.businessmodelgeneration.com](http://www.businessmodelgeneration.com)
- Slides produced for the module



TRAINING MODULE	TM4 COMPETITION
DURATION	3+3 hours
CONTENTS & TOPICS	<p><b>TM4 aims at</b> defining a strategy for the analysis of the business competitive environment of the participants, encouraging them to know their competitors, since this knowledge can allow the introduction of improvements, avoid mistakes and even lead to the decision not to invest.</p> <p>The specific <b>contents and topics</b> are:</p> <p><b>1. Competition.</b> Business competition is those companies that offer products/services that satisfy the same needs as that/those offered by one's own company. Competitors of the business, because of their size, closeness, history or innovation, may be in the business of the entrepreneur, so it is important to know them.</p> <p><i>1.1. Stages of Competition Analysis</i></p> <p><i>Step 1: Identify your competitors</i></p> <p><i>Step 2: Analyze the strengths and weaknesses;</i></p> <p><i>Step 3: Know the opportunities and threats;</i></p> <p><i>Step 4: Determine your position.</i></p> <p><i>1.2. Competition types: direct competitors (current ones, existing ones) must take into account the indirect ones (potential ones, those that are not yet in the market but that may enter).</i></p> <p><i>1.3. Barriers to entry of competitors: the threat of new entrants depends on the barriers to entry, as well as the reaction power of established organizations. The main ones are:</i></p> <ul style="list-style-type: none"><li>• <i>Economy of Scale</i></li><li>• <i>Necessary Capital</i></li><li>• <i>Access to distribution channels</i></li></ul> <p><b>2. The Importance of Competition Analysis.</b> Understanding the competitive forces of a business is critical to developing the strategy.</p> <p><i>2.1. Michael Porter's 5 Forces Model: this makes it possible to analyze the attractiveness of a sector of the economy. This model identifies a set of five forces that affect competitiveness, among which one of the forces is within the sector itself and the others are external forces.</i></p> <ol style="list-style-type: none"><li><i>1) The entry of new competitors;</i></li><li><i>2) The negotiating power of customers;</i></li><li><i>3) The bargaining power of suppliers;</i></li><li><i>4) The existence of substitute goods;</i></li><li><i>5) The high number of competitors.</i></li></ol>



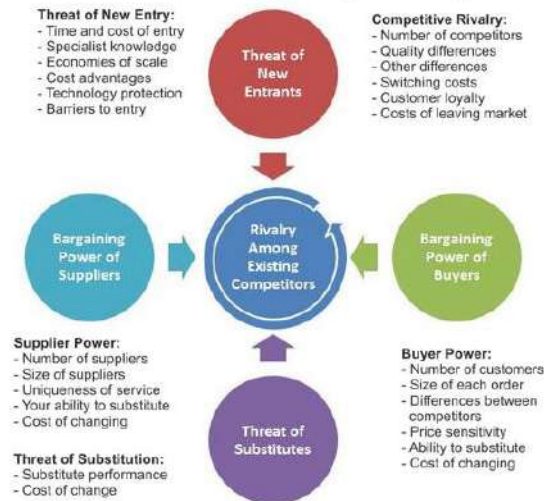
**FOLLOW UP  
ACTIVITIES**

“Competition of My Business” and “Five Porter Forces Model”: these exercises enable participants to analyze the competitive environment of their business market.

**Competition of My Business**

MY COMPETITORS	HOW LONG THEY ARE ON THE MARKET?	WHAT PRODUCTS / SERVICES THEY SELL?	HOW DO THEY SELL?	HOW MUCH THEY SELL?	WHAT ARE THEIR DIFFERENTIATION / INNOVATION FACTORS?	WHAT ARE THEIR STRENGTHS?	WHAT ARE THEIR WEAKNESSES?

**Five Forces Analysis (Porter)**



**LEARNING  
OUTCOMES**

**Competencies & skills:**

The participant is able to:

- Identify the main direct and indirect competitors of their business
- Understand the importance of competitive analysis
- Recognize the main barriers to entry of new competitor;
- Define a strategy for analyzing the competitive environment of their business



	<ul style="list-style-type: none"><li>• Recognize the viability of the business proposal, vis the competitors in their business.</li></ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>• Tools and techniques to analyze and assess competitors (e.g. Porter's Five Forces model)</li></ul>
<b>METHODS &amp; TOOLS</b>	Main method is the active, interrogative and expository method and main techniques are the self-diagnosis exercises, brainstorming, case studies, and Group debate. In addition to learning the knowledge in the classroom context, the participants will be instructed to carry out activities outside this context (see Annex 1 The Competition of My Business and Annex 2 Five Porter Forces Model)
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li><li>○ <i>Fiches</i> to hand out to participants</li></ul>
<b>RESOURCES FOR TRAINERS</b>	<ul style="list-style-type: none"><li>○ Ashton R. (2004), <i>The Entrepreneur's Book of Checklists</i>. Pearson Prentice Hall; <a href="http://www.amazon.com/Entrepreneurs-Book-Checklists-Start-Business/dp/027371290X">www.amazon.com/Entrepreneurs-Book-Checklists-Start-Business/dp/027371290X</a></li><li>○ IAPMEI Agência para a Competitividade e Inovação, I.P. - Manual do Empreendedor: <a href="http://www.iapmei.pt/PRODUTOS-E-SERVICOS/Empreendedorismo-Inovacao/Empreendedorismo/Documentos-Financiamento/ManualdoEmpreendedor.aspx">www.iapmei.pt/PRODUTOS-E-SERVICOS/Empreendedorismo-Inovacao/Empreendedorismo/Documentos-Financiamento/ManualdoEmpreendedor.aspx</a></li><li>○ <a href="http://www.apdes.pt/assets/apdes/giic/o_plano_da_minha_empresa.pdf">www.apdes.pt/assets/apdes/giic/o_plano_da_minha_empresa.pdf</a></li><li>○ BESD Module 09 (EDP) Business Opportunities: : <a href="https://pt.scribd.com/document/349720525/Module-09-EDP-WB-Business-Opportunities-v-2-01">https://pt.scribd.com/document/349720525/Module-09-EDP-WB-Business-Opportunities-v-2-01</a></li><li>○ <a href="http://www.gr8lessons.com/VCEnewStudyDesign/SCAMPER.html">http://www.gr8lessons.com/VCEnewStudyDesign/SCAMPER.html</a></li><li>○ Porter's Five Forces Analysis Generator <a href="http://www.wikiwealth.com/five-forces-generator">www.wikiwealth.com/five-forces-generator</a></li><li>○ Programa de Empreendedorismo Imigrante (PEI) – Dossier do empreendedor - <a href="https://www.acm.gov.pt/documents/10181/339263/Dossier+do+Empreendedor+2017.pdf/d6c83bf3-7acd-46d1-9751-53f1159bf10a">https://www.acm.gov.pt/documents/10181/339263/Dossier+do+Empreendedor+2017.pdf/d6c83bf3-7acd-46d1-9751-53f1159bf10a</a></li></ul>
<b>RESOURCES FOR PARTICIPANTS</b>	<ul style="list-style-type: none"><li>○ Annex 1: The Competition of My Business</li><li>○ Annex 2: Five Porter Forces Model</li><li>○ <a href="http://www.youtube.com/watch?v=hUWAwor9rcA">www.youtube.com/watch?v=hUWAwor9rcA</a> Porter's Five Forces Model - Example: Airline Industry</li><li>○ <a href="http://www.youtube.com/watch?v=-rTB98SrTSU">www.youtube.com/watch?v=-rTB98SrTSU</a> Porter's Five Forces</li><li>○ Slides produced for the module</li></ul>





TRAINING MODULE	T <sub>M5</sub> COMMUNICATION AND MARKETING
DURATION	3 hours
CONTENTS & TOPICS	<p><b>TM5 aims at</b> defining a strategy to reach own business's target, developing appropriate tools consistently with one's value proposition. In order to do so, the module will take the move from a) a preliminary recap of the previous module's contents, throughout b) an overview of major marketing notions to c) a communication-specific section.</p> <p>The specific <b>contents and topics</b> are:</p> <p>a) In defining a marketing strategy, <b>four aspects</b> among those included in the Business Model Canvas are crucial. These are:</p> <ol style="list-style-type: none"><li>1. Value proposition: the offer from a customer's standpoint;</li><li>2. Customers' segmentation: splitting up one's customer base in groups according to different criteria allows for a deeper understanding of customers' needs and willingness to pay for a certain service/product.</li><li>3. Customer relations: the interaction between business and customers is crucial to customers' experience and a firm's image.</li><li>4. Channels: means of communicating and distributing a product/service to customers.</li></ol> <p>b) The interconnection among these four sections is stressed as the ground to build a marketing strategy upon. In fact, this has to address the process through which firms answer customers' needs on the basis of value exchange. Therefore, the first step is to identify the customer's needs.</p> <p>An exhaustive <b>marketing plan</b> has to address <b>Porter's "4 Ps"</b>:</p> <ol style="list-style-type: none"><li>1. Product: a product/service's primary features, presented according to a Unique Selling Proposition (USP): how does a product differ from competitors?</li><li>2. Price: justifying a product/service's price according to the strategy of choice;</li><li>3. Promotion; a communication strategy, including a mix of promotional tools and channels, to promote a product among the customer segment(s) and persuade the target to buy it.</li><li>4. Place: how is the production process structured? How is a product distributed to its buyers?</li></ol>



This taxonomy of a marketing plan provides a clear path to follow when drawing one's own marketing strategy on the basis of the Business Model Canvas. For an in-depth understanding of the marketing plan, the use of some popular examples is recommendable.

c) Overview of **media and advertising platforms**. Given their worldwide popularity, social networks are reserved a special attention when discussing communication and promotional media. Although offline communication still holds importance for some types of businesses, online promotion through social networks holds nowadays a major potential for customers' targeting. However, just like an offline communication strategy, online promotion features important distinctions depending on the product's characteristics and especially the target. Thus, for an effective online campaign, it is crucial to identify the appropriate channel for one's objectives and contents.

#### FOLLOW UP ACTIVITIES

"Mystery Client" and "Customer Discovery": these exercises enable participants to empirically test the Business Model Canvas assumptions. **Mystery Client** is a methodology to test and assess customers' satisfaction: it allows to evaluate a product or a service from the client's standpoint. To do so, participants should pick a business (shop, restaurant, etc.) and make a "purchase", paying attention to the selling process and identifying strengths and weaknesses. **Customer Discovery** is part of the Lean Startup Methodology and it allows for an empirical market segmentation, to identify one's specific target. It implies interacting with people trying to identify a standard customer to question and assess canvas' hypotheses.



<b>LEARNING OUTCOMES</b>	<b>Competencies &amp; skills</b> The participant is able to: <ul style="list-style-type: none"><li>• Identify the unique features of their product/service to build their marketing plan upon</li><li>• Define the most appropriate target consistently with the abovementioned product characteristics</li><li>• Consequently, identifying the most suitable communication channels to effectively reach their target</li><li>• Be aware of the crucial importance of a product's specific value in guiding the identification of the most appropriate customers' segment(s) and, therefore, communication and distribution channels</li><li>• Appropriately use of online and offline promotional tools</li></ul> <b>Knowledge</b> <ul style="list-style-type: none"><li>• Basic principles of market and communication strategies</li><li>• Basic notions of marketing</li><li>• Comprehensive knowledge of media and communication channel</li></ul>
<b>METHODS &amp; TOOLS</b>	<ul style="list-style-type: none"><li>• Group work (to fill-in a hypothetical marketing plan of some popular company);</li><li>• Fieldwork (to carry out follow-up activities).</li></ul>
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li><li>○ <i>Fiches</i> to hand out to participants</li></ul>
<b>RESOURCES FOR TRAINERS</b>	<ul style="list-style-type: none"><li>○ <a href="https://blog.kissmetrics.com/26-customer-development-resources/">https://blog.kissmetrics.com/26-customer-development-resources/</a></li><li>○ <a href="http://mfishbein.com/the-ultimate-list-of-customer-development-questions/">http://mfishbein.com/the-ultimate-list-of-customer-development-questions/</a></li><li>○ <a href="https://stellaservice.com/35-sample-mystery-shopping-survey-questions-for-retail-brands/">https://stellaservice.com/35-sample-mystery-shopping-survey-questions-for-retail-brands/</a></li><li>○ <a href="https://steveblank.com/category/business-model-versus-business-plan/">https://steveblank.com/category/business-model-versus-business-plan/</a></li><li>○ <a href="https://searchitchannel.techtarget.com/definition/go-to-market-strategy-GTM-strategy">https://searchitchannel.techtarget.com/definition/go-to-market-strategy-GTM-strategy</a></li><li>○ <a href="https://www.fourquadrant.com/go-to-market-strategy/">https://www.fourquadrant.com/go-to-market-strategy/</a></li></ul>
<b>RESOURCES FOR PARTICIPANTS</b>	<ul style="list-style-type: none"><li>○ <a href="https://steveblank.com/tag/customer-discovery/">https://steveblank.com/tag/customer-discovery/</a></li><li>○ Slides produced for the module</li><li>○ Annex 1:: Mystery Client Checklist</li><li>○ Annex 2:: Customer Discovery questionnaire</li></ul>



TRAINING MODULE	TM6 DISTRIBUTION AND PRODUCTION/OPERATIONS PLAN
DURATION	3+3 hours
CONTENTS & TOPICS	<p><b>TM6 aims at</b> providing the knowledge and tools for the participants to constitute the Distribution Plan and Production/Operations Plan of their business.</p> <p>The specific <b>contents and topics</b> are:</p> <p><b>1. Distribution Plan:</b></p> <p>1.1. Distribution: distribution has a logistic function, which concerns more the physical circulation of the product, and another function of marketing, which corresponds to the contacts and services that involve it.</p> <p>1.2. Functions: Information; promotion; negotiation; orders; financing; assumption of risk; physical property; payment; supervision</p> <p>1.3. Types: Exclusive distribution (used by companies that need loyal distribution channels over which they have greater control); Selective distribution (In order to get your product to the consumer, the company uses the intermediary service); Intensive distribution (the company's strategy is to reach as many consumers as possible)</p> <p>1.4. New forms of distribution: E-commerce; Business-to-Consumer (B2C); Business-to-Business (B2B)</p> <p>1.5. Channels: these represent the different ways in which the product is made available to the consumer. The purpose of the distribution process is to get the consumer what he needs.</p> <p><i>1.5.a) Distribution Channels Goals:</i></p> <ul style="list-style-type: none"><li>• <i>Ensure rapid availability of the product/services;</i></li><li>• <i>Maximize sales potential;</i></li><li>• <i>Ensure a level of pre-established logistics services;</i></li><li>• <i>Fast flow of information;</i></li><li>• <i>Cost reduction.</i></li></ul> <p><i>1.5.b) Types of distribution channels: Direct (distributes your product directly to the final consumer); Indirect (To make your product reach the consumer, the company uses the service of intermediaries); a Hybrid (the company uses intermediaries, but it assumes part of the process of contact with its customers.) and reverse distribution channel (instead of taking products to customers, reverse distribution channels do the opposite).</i></p> <p><b>2. Production/Operations Plan:</b> this is where to describe how the manufacture of the products or the rendering of services is performed.</p> <p>2.1. Elements of the Production/Operations Plan</p> <ul style="list-style-type: none"><li>• Type of Production;</li><li>• Necessary activities;</li></ul>



	<ul style="list-style-type: none"> <li>• Productive capacity;</li> <li>• Technology used;</li> <li>• Human Resources;</li> <li>• Installations and distribution;</li> <li>• Planning.</li> </ul>																						
<p><b>FOLLOW UP ACTIVITIES</b></p>	<p>“Distribution Plan” and “Production/Operations Plan”: these exercises enable participants to prepare their Plans.</p> <p><b>Distribution Plan</b></p> <table border="1" data-bbox="331 507 2103 839"> <thead> <tr> <th data-bbox="331 507 600 775">HOW DOES THE PRODUCT / SERVICE GO TO THE CUSTOMER?</th> <th data-bbox="600 507 826 775">WHO WILL DISTRIBUTE THE PRODUCT / SERVICE?</th> <th data-bbox="826 507 1167 775">WHAT TYPE OF RELATIONSHIP EACH CUSTOMER EXPECTS TO KEEP WITH THEM?</th> <th data-bbox="1167 507 1464 775">HOW AND WHAT SERVICES DO YOU OFFER TO MAINTAIN RELATIONSHIP WITH CUSTOMERS?</th> <th data-bbox="1464 507 1767 775">WHO ARE YOU CREATING VALUE FOR AND WHAT ARE YOUR CHARACTERISTICS?</th> <th data-bbox="1767 507 2103 775">WHAT ARE THE MOST IMPORTANT POTENTIAL CUSTOMERS AND HOW TO ACHIEVE THEM?</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 775 600 839"></td> <td data-bbox="600 775 826 839"></td> <td data-bbox="826 775 1167 839"></td> <td data-bbox="1167 775 1464 839"></td> <td data-bbox="1464 775 1767 839"></td> <td data-bbox="1767 775 2103 839"></td> </tr> </tbody> </table> <p><b>Production / Operations Plan</b></p> <table border="1" data-bbox="331 916 2103 1166"> <thead> <tr> <th data-bbox="331 916 1012 1114">WHAT ARE THE GOODS AND SERVICES THAT I WILL PRODUCE AND WHO WILL CARRY OUT EACH OF THE ACTIVITIES?</th> <th data-bbox="1012 916 1200 1114">WHAT QUANTITIES?</th> <th data-bbox="1200 916 1579 1114">HOW IS EACH OF THE OPERATIONS: MANUALLY OR WILL NEED MACHINES?</th> <th data-bbox="1579 916 1805 1114">WHERE THEY WILL BE EXECUTED THE ACTIVITIES?</th> <th data-bbox="1805 916 2103 1114">WHEN ARE CARRIED OUT THESE OPERATIONS?</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 1114 1012 1166"></td> <td data-bbox="1012 1114 1200 1166"></td> <td data-bbox="1200 1114 1579 1166"></td> <td data-bbox="1579 1114 1805 1166"></td> <td data-bbox="1805 1114 2103 1166"></td> </tr> </tbody> </table>	HOW DOES THE PRODUCT / SERVICE GO TO THE CUSTOMER?	WHO WILL DISTRIBUTE THE PRODUCT / SERVICE?	WHAT TYPE OF RELATIONSHIP EACH CUSTOMER EXPECTS TO KEEP WITH THEM?	HOW AND WHAT SERVICES DO YOU OFFER TO MAINTAIN RELATIONSHIP WITH CUSTOMERS?	WHO ARE YOU CREATING VALUE FOR AND WHAT ARE YOUR CHARACTERISTICS?	WHAT ARE THE MOST IMPORTANT POTENTIAL CUSTOMERS AND HOW TO ACHIEVE THEM?							WHAT ARE THE GOODS AND SERVICES THAT I WILL PRODUCE AND WHO WILL CARRY OUT EACH OF THE ACTIVITIES?	WHAT QUANTITIES?	HOW IS EACH OF THE OPERATIONS: MANUALLY OR WILL NEED MACHINES?	WHERE THEY WILL BE EXECUTED THE ACTIVITIES?	WHEN ARE CARRIED OUT THESE OPERATIONS?					
HOW DOES THE PRODUCT / SERVICE GO TO THE CUSTOMER?	WHO WILL DISTRIBUTE THE PRODUCT / SERVICE?	WHAT TYPE OF RELATIONSHIP EACH CUSTOMER EXPECTS TO KEEP WITH THEM?	HOW AND WHAT SERVICES DO YOU OFFER TO MAINTAIN RELATIONSHIP WITH CUSTOMERS?	WHO ARE YOU CREATING VALUE FOR AND WHAT ARE YOUR CHARACTERISTICS?	WHAT ARE THE MOST IMPORTANT POTENTIAL CUSTOMERS AND HOW TO ACHIEVE THEM?																		
WHAT ARE THE GOODS AND SERVICES THAT I WILL PRODUCE AND WHO WILL CARRY OUT EACH OF THE ACTIVITIES?	WHAT QUANTITIES?	HOW IS EACH OF THE OPERATIONS: MANUALLY OR WILL NEED MACHINES?	WHERE THEY WILL BE EXECUTED THE ACTIVITIES?	WHEN ARE CARRIED OUT THESE OPERATIONS?																			
<p><b>LEARNING OUTCOMES</b></p>	<p><b>Competencies &amp; skills</b> The participant is able to:</p> <ul style="list-style-type: none"> <li>• Define a distribution strategy of their products/services</li> <li>• Identify the main distribution channels of their business</li> </ul>																						



	<ul style="list-style-type: none"><li>• Define a Production / Operations plan for their business</li><li>• Identify the main elements of the Production / Operations Plan</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• Basic concepts of distribution and production</li></ul>
<b>METHODS &amp; TOOLS</b>	The main method is the active, interrogative and expository method and main techniques are the self-diagnosis exercises and reflection in groups. In addition to the learning of the knowledge in the context of the classroom, the participants will be directed to perform activities outside this context, through Appendix TM6.1 and TM6.2: Distribution Plan and Appendix 2: Production / Operations Plan.
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li><li>○ <i>Fiches</i> to hand out to participants</li></ul>
<b>RESOURCES FOR TRAINERS</b>	<ul style="list-style-type: none"><li>○ Ashton R. (2004), <i>The Entrepreneur's Book of Checklists</i>. Pearson Prentice Hall;</li><li>○ Dionísio, P. et a (1994). <i>Manual Prático de Marketing- 9 Canais de Distribuição</i>. Tracy International;</li><li>○ Kotler, P. (1998). <i>Administração de Marketing: análise, panejamento, implementação e controle</i>, 5ª Ed., Atlas, São Paulo;</li><li>○ Kotler, P. (2000). <i>Administração de Marketing – 10ª Edição</i>. São Paulo: Prentice Hall;</li><li>○ IAPMEI Agência para a Competitividade e Inovação, I.P. - Manual do Empreendedor: <a href="http://www.iapmei.pt/PRODUTOS-E-SERVICOS/Empreendedorismo-Inovacao/Empreendedorismo/Documentos-Financiamento/ManualdoEmpreendedor.aspx">www.iapmei.pt/PRODUTOS-E-SERVICOS/Empreendedorismo-Inovacao/Empreendedorismo/Documentos-Financiamento/ManualdoEmpreendedor.aspx</a></li><li>○ <a href="http://www.apdes.pt/assets/apdes/giic/o_plano_da_minha_empresa.pdf">www.apdes.pt/assets/apdes/giic/o_plano_da_minha_empresa.pdf</a></li><li>○ Programa de Empreendedorismo Imigrante (PEI) Dossier do empreendedor - <a href="https://www.acm.gov.pt/documents/10181/339263/Dossier+do+Empreendedor+2017.pdf/d6c83bf3-7acd-46d1-9751-53f1159bf10a">https://www.acm.gov.pt/documents/10181/339263/Dossier+do+Empreendedor+2017.pdf/d6c83bf3-7acd-46d1-9751-53f1159bf10a</a></li><li>○ <a href="https://www.inc.com/jeff-haden/how-to-write-a-great-business-plan-operations.html">https://www.inc.com/jeff-haden/how-to-write-a-great-business-plan-operations.html</a></li><li>○ <a href="https://www.thebalancesmb.com/operating-section-of-business-plan-2947031">https://www.thebalancesmb.com/operating-section-of-business-plan-2947031</a></li><li>○ <a href="https://thehubforstartups.com/category/operations-planning-for-startups/">https://thehubforstartups.com/category/operations-planning-for-startups/</a></li></ul>
<b>RESOURCES FOR PARTICIPANTS</b>	<ul style="list-style-type: none"><li>○ Annex 1: Distribution Plan</li><li>○ Annex 2: Production / Operations Plan</li><li>○ Slides produced for the module</li></ul>



TRAINING MODULE	TM7 ADMINISTRATION, FINANCE AND LEGAL ASPECTS
DURATION	3 hours
CONTENTS & TOPICS	<p><b>TM7 aims at</b> providing basic notions and tools concerning administrative, financial and legal aspects of establishing and running an entrepreneurial activity.</p> <p>The specific <b>contents and topics</b> are:</p> <ol style="list-style-type: none"><li>1. A first session takes the move from the last two sections of the Business Model Canvas to analyse a business' costs and revenues:<ul style="list-style-type: none"><li>• <b>Revenue streams</b> (section 8). A comprehensive taxonomy of revenues is to be presented within this block, segmented by category, value and customer typology: its aim is to provide a detailed description of pricing, service typologies and means of payment available to customers. In fact, the appropriate choice and combination of revenues sources is a crucial step in ensuring a business' overall financial sustainability.</li><li>• <b>Cost structure</b> (section 9). This section should provide an overview of resources, activities and partners costs, differentiated between fixed and variable costs and by relevance within the business model.</li></ul>Achieving a clear understanding of these revenue and cost items is one of the most important steps to be undertaken in steering one's strategy in terms of administrative and financial business management.</li><li>2. Once gained such an understanding of one's business model, the second session provides a set of basic notions in terms of business legal status. It is important to stress that the contents of this section vary according to a country's legal framework - although different legal definitions may be comparable in practical terms. Generally, some major factors affect the organisation of a business:<ul style="list-style-type: none"><li>• <b>size and scope</b>, which in turn determine structure, management and ownership;</li><li>• <b>operating sector</b> (namely, public or private);</li><li>• <b>tax advantages</b>, which are usually tied to some specific legal statuses (varying according to jurisdictions).</li></ul>A fourth factor, although not unanimously acknowledged, is the <b>innovation</b> level of business, that in some jurisdictions grants administrative and tax advantages.</li><li>3. Finally, a third section addresses the basics of accounting and finance. Unlike the previous ones, this section's contents are likely to be rather similar among national jurisdictions. There are several reasons to accurately keep track of a business' cash flow, the main ones are:<ul style="list-style-type: none"><li>• Monitoring performances and trends;</li><li>• Complying with the law and avoiding sanctions.</li></ul></li></ol>



	<p>The balance sheet is a business accounting foundation; it includes all the accounting documents to be periodically drafted by a company, and it is broken down by: assets, liabilities and equity.</p> <p>Given the complexity of such notions and the slight variations in definitions among jurisdictions, it is advisable to adopt at least two examples to present them: a first example should refer to a very simple, hypothetical business, and aims to give a practical representation of the aforementioned concepts; a second one is instead grounded on a realistic case study of a company's financial report, to assess first-hand structure and items.</p>
<b>FOLLOW UP ACTIVITIES</b>	No specific follow-up activities are required; however, it is recommendable that participants take some time to analyse and properly understand the company's financial report of choice (presented in class).
<b>LEARNING OUTCOMES</b>	<p><b>Competencies &amp; skills</b></p> <p>The participant is able to:</p> <ul style="list-style-type: none"><li>• Gain a comprehensive overview of major revenue and cost items and to grossly analyze a business' cash flow.</li><li>• Identifying the most appropriate legal status depending on a company's business model.</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• Basic concepts related to business accounting and finance.</li><li>• Structure and items of a balance sheet and accounting documents.</li><li>• Overview of trainees' own country's legal framework for businesses.</li></ul>
<b>METHODS &amp; TOOLS</b>	Front lesson
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li><li>○ <i>Fiches</i> to hand out to participants</li><li>○ Business Model Canvas filled-in by participants</li><li>○ Company's financial report (as a benchmark)</li></ul>
<b>RESOURCES FOR TRAINERS</b>	<ul style="list-style-type: none"><li>○ <a href="https://steveblank.com/category/business-model-versus-business-plan/">https://steveblank.com/category/business-model-versus-business-plan/</a></li><li>○ <a href="http://www.ilcommercialistaonline.it/ditte-individuali/">www.ilcommercialistaonline.it/ditte-individuali/</a></li><li>○ <a href="http://www.istat.it/it/files/2011/01/mn0526classificazione_forme_giuridiche_unita_legali.pdf">www.istat.it/it/files/2011/01/mn0526classificazione_forme_giuridiche_unita_legali.pdf</a></li><li>○ <a href="http://www.coursera.org/learn/startup-funding">www.coursera.org/learn/startup-funding</a></li><li>○ <a href="http://www.inc.com/john-rampton/19-ways-to-finance-your-latest-business-venture.html">www.inc.com/john-rampton/19-ways-to-finance-your-latest-business-venture.html</a></li></ul>





- [www.slideshare.net/Freddy56/new-venture-financing](http://www.slideshare.net/Freddy56/new-venture-financing)

4 people clipped this slide

IPFW Business Plan Competition  
Pre-competition Program

Financing and Capital Sourcing  
Options

By  
Dr. Bill Todorovic  
Richard T. Doermer School of Business and Management  
Neff Hall 340L, Tel. (260) 481 6940  
E-mail: [todorovic@ipfw.edu](mailto:todorovic@ipfw.edu)  
Web: <http://users.ipfw.edu/todorovic/>

13-1

1 of 63

New Venture Financing 10,506 views

RESOURCES  
FOR  
PARTICIPANTS

Slides produced for the module



TRAINING MODULE	TM8 FUNDING AND INVESTMENTS
DURATION	3, 5 hours
CONTENTS & TOPICS	<p><b>TM8 aims at</b> providing basic knowledge of financial education to participants. Subsequently, all sources of financing available to an entrepreneur - with special relevance to microcredit - are explained, highlighting those targeted, characteristics, interest rates, guarantees required, etc. Finally, the main official websites where it is possible to access the offer of aid and subsidies and the difference between aid and subsidies are provided.</p> <p>The specific <b>contents and topics</b> are:</p> <ul style="list-style-type: none"><li>- Basic financial education: characteristics of a loan, credits, microcredits.</li><li>- Parts of a loan (principal, instalment, amortization, grace period).</li><li>- TIN, TAE and EURIBOR.</li><li>- Sources of financing in a company: discount of effects, credit policies, leasing and renting.</li><li>- External sources of financing, main characteristics, beneficiaries, interest rates and other expenses:<ul style="list-style-type: none"><li>o Friends and family.</li><li>o Banks, loans from the Official Credit Institute.</li><li>o Mutual guarantee companies, venture capital, participatory loans, business angels.</li><li>o Main entities of the ethical banking and its characteristics (Triodos Bank, Fiare ethical banking, Credit cooperatives).</li><li>o Types of crowdfunding, main entities and how to implement a successful crowdfunding campaign (crowdfunding, crowdfunding, crowdlending, crowd-donation).</li><li>o Microcredits.</li><li>o Aid and grants for entrepreneurs.</li><li>o Need to carry out a business plan before requesting any type of financing.</li></ul></li></ul> <p>It is recommended to make this module after the unit of the economic-financial plan when the participants already know the financing they require and some economic-financial concepts</p> <p>It should be stressed the need to make a business plan before accessing any type of financing.</p>
FOLLOW UP ACTIVITIES	It is suggested that if someone is interested in accessing to financing, an individualized advice should be given by the trainer in order to work the best financing options for the business. During the session, there are participatory activities to calculate the TIN, the TAE and a comparison of different financing conditions between entities.
LEARNING OUTCOMES	<b>Competencies &amp; skills</b> The participant is able to:



	<ul style="list-style-type: none"><li>• Strengthen key skills such as mathematical reasoning, self-confidence and security.</li><li>• Be aware of the importance of making a viable business plan to access to any type of funding.</li></ul> <b>Knowledge</b> <ul style="list-style-type: none"><li>• Basic concepts and vocabulary of financial education necessary to request any type of funding</li><li>• Knowledge of the different sources of funding and their requirements and of the grants to create a business (request and requirements)</li></ul>
<b>METHODS &amp; TOOLS</b>	A participatory learning methodology is applied. The trainer will explain the theoretical contents and practical exercises will be developed by the participants to assimilate the concepts learned. In addition, the participants will value their personal experiences and knowledge in relation to financing
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li><li>○ <i>Fiches</i> to hand out to participants</li></ul>
<b>RESOURCES FOR TRAINERS</b>	<ul style="list-style-type: none"><li>○ <a href="http://www.microbank.com/productos/microcreditos_es.html">www.microbank.com/productos/microcreditos_es.html</a></li><li>○ <a href="http://www.enisa.es/es/financiacion/info/lineas-enisa/jovenes-emprendedores">www.enisa.es/es/financiacion/info/lineas-enisa/jovenes-emprendedores</a></li><li>○ <a href="http://www.ico.es/web/ico/ico-empresas-y-emprendedores">www.ico.es/web/ico/ico-empresas-y-emprendedores</a></li><li>○ <a href="http://www.coursera.org/learn/startup-funding">www.coursera.org/learn/startup-funding</a></li><li>○ <a href="http://www.inc.com/john-rampton/19-ways-to-finance-your-latest-business-venture.html">www.inc.com/john-rampton/19-ways-to-finance-your-latest-business-venture.html</a></li><li>○ <a href="http://www.slideshare.net/Freddy56/new-venture-financing">www.slideshare.net/Freddy56/new-venture-financing</a></li></ul>
<b>RESOURCES FOR PARTICIPANTS</b>	<ul style="list-style-type: none"><li>○ <a href="http://www.ipyme.org/es-ES/GuiasDinamicas/Paginas/Guiasdinamicas.aspx">www.ipyme.org/es-ES/GuiasDinamicas/Paginas/Guiasdinamicas.aspx</a></li><li>○ Slides produced for the module</li></ul>



TRAINING MODULE	TM9 PITCH
DURATION	3 hours
CONTENTS & TOPICS	<p><b>TM10 aims at</b> implementing the final pitch event, i.e. a 10-minute presentation by each participant of their entrepreneurial project.</p> <p>Pitches should be evaluated by an <b>Evaluation Commission</b>:</p> <ul style="list-style-type: none"><li>• In case of programs carried out by a partnership of actors, it is recommendable to include one member per partner;</li><li>• If the training program has been implemented by a single subject, it is suggested to include at least four members.</li></ul> <p>It is also important to set a balance, within the commission, among members knowledgeable about participants (trainers and/or tutors) and external members, in order to prevent partial or misinformed judgements.</p> <p>Program coordinator(s) prepare an evaluation form for each participant as well as a presentation of each business idea and the young person/people promoting it, to send to commission members prior to the pitch event. During the pitch, members take notes of impressions and comments to be later compared within the rest of the commission.</p> <p>Evaluation criteria to be considered are:</p> <ul style="list-style-type: none"><li>• <b>Personal evaluation</b>: personal profile (level of vulnerability of the participant), motivation to open a business, level of participation and commitment to the training, entrepreneurial profile (entrepreneurial attitude, experiences and skills useful for the implementation of the business idea, etc.);</li><li>• <b>Business idea evaluation</b>: feasibility/sustainability, innovation, social impact, clarity of the pitch presentation.</li></ul> <p>Different weight in the overall evaluation should be assigned to each criterion. External members can only assess the second group of criteria, while the first one is up to trainers and tutors' judgement (and can also be delivered beforehand).</p> <p>The evaluation takes place in plenary sessions, to be held every few pitches to allow for a fresh evaluation of participants: these sessions are meant to compare and discuss individual judgements, to issue a mindful overall evaluation and avoid imbalances</p> <p>Finally, a ranking of business ideas and participants is drafted according to individual scores.</p>
PRELIMINARY ACTIVITIES	<p>Participants have to prepare a 10-minute presentation of their project, according to ten topics:</p> <ol style="list-style-type: none"><li>1. The problem;</li><li>2. The solution;</li><li>3. Business idea;</li></ol>



	<ol style="list-style-type: none"><li>4. Competitive advantages;</li><li>5. Competitors;</li><li>6. Market &amp; customers;</li><li>7. Marketing;</li><li>8. Business model &amp; data;</li><li>9. The team;</li><li>10. Next steps.</li></ol> <p>In order to accomplish this task, they are supported throughout the entire training in the draft of their presentation, and specific sessions dedicated to this activity are scheduled within the training (e.g. in TM9).</p>
<b>LEARNING OUTCOMES</b>	<p><b>Competencies &amp; skills</b></p> <p>The participant is able to:</p> <ul style="list-style-type: none"><li>• present in a short time own project with clarity and effectiveness.</li><li>• Relate with an Evaluation Commission</li><li>• Strengthen his/her public speaking and digital presentation skills</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• How to write a business plan</li><li>• Evaluation of a business idea</li><li>• Understanding of startup legal entity</li><li>• How to communicate and sell your idea</li><li>• Team building and personal development</li><li>• Fiscal and legal implication of a new business</li></ul>
<b>METHODS &amp; TOOLS</b>	<p>A 10-minute presentation by each participant</p> <p>Diversified evaluation of each business idea</p> <p>Weighted scoring of each participant/business idea.</p>
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Participants' slides on business ideas</li></ul>
<b>RESOURCES FOR TRAINERS</b>	<p>Annex 1: YEP evaluation of youth business ideas form</p>
<b>RESOURCES FOR PARTICIPANTS</b>	<ul style="list-style-type: none"><li>○ All slides and material produced for the training</li><li>○ <a href="http://www.slideshare.net/PitchDeckCoach/the-ultimate-pitch-deck-template-by-pitchdeckcoach">www.slideshare.net/PitchDeckCoach/the-ultimate-pitch-deck-template-by-pitchdeckcoach</a></li><li>○ <a href="http://www.slideshare.net/schlaf/startup-pitch-decks">www.slideshare.net/schlaf/startup-pitch-decks</a></li></ul>



TRAINING MODULE	TM10 “FREE” MODULE
DURATION	Given the flexible nature of this module, its duration depends on the type of activity and content selected.
CONTENTS & TOPICS	<p>This is a session that trainers can devise for any particular use, on the basis of the needs of the participants and their learning. For instance, a specific session can be organized on:</p> <ul style="list-style-type: none"><li>a) Support for the preparation of the pitch event (see TM10), including support for the preparation of presentations, testing presentations, watching videos of people delivering good pitches, etc.</li><li>b) Re-fresh session on IT skills useful for entrepreneurs (e.g. excel and power point)</li><li>c) Participation of young entrepreneurs who share their experiences and answer questions from participants</li><li>d) Participation in external events, such as entrepreneurship fairs, study visits (to business incubators, etc.)</li></ul>
FOLLOW UP ACTIVITIES	Given the flexible nature of this module, the type of follow up activities depends on the type of activity and content selected.
LEARNING OUTCOMES	<p>Given the flexible nature of this module, the type of competences, skills and knowledge gained depends on the type of activity and content selected. Some examples are:</p> <p><b>Competencies &amp; skills</b></p> <ul style="list-style-type: none"><li>a) ability to network and present oneself and one’s idea</li><li>b) public speaking skills</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>a) excel&amp; power point</li></ul>
METHODS & TOOLS	Irrespective of the activity and content selected, this session should be carried out in the most interactive and “non-formal” way
MATERIALS & EQUIPMENT	Slides produced for the module, PC and projector.



## 2.3 TRANSVERSAL COMPETENCES MODULES (TCMS)

TRAINING MODULE	TCM1 RESPONSIBILITY AND COMMITMENT
DURATION	3 hours
CONTENTS & TOPICS	<p><b>TCM1 aims at:</b></p> <ul style="list-style-type: none"><li>- Describing the values of the responsibility and commitment in entrepreneurship</li><li>- Showing practical examples of entrepreneurs and initiatives that are both responsible and committed</li><li>- Establishing a difference between responsibility and commitment of an organization at a team level and responsibility and commitment of an organization with the environment</li><li>- Socializing and showing the knowledge acquired.</li></ul> <p>In this module participants become aware of the importance of compromise and responsibility to reach objectives as an entrepreneur and also the implications that settling a business implies, since it takes a sacrifice from the person's part in order to adapt his/her behaviour to the customer's and team's needs, but at the same the feelings of belonging and proudness.</p> <p>The session starts by explaining the changes that the management and the organization of entities have suffered. The most conventional paradigms claim that workers cannot "have fun" in their workplace since it was not compatible with the efficiency and the performance expected. Nowadays, real life is pretty different, since it is proven that the use of gamification in environments different from the ordinary ones allows to raise employee's happiness and productivity and, at the same time, employee's personal commitment and responsibility with the entity and his/her colleagues.</p> <p><b>Responsibility</b> is defined as a quality of those people who take care and pay attention to what they do or decide. It is a value that lies in the person's conscience and it allows him/her to think, manage, advice and value the consequences of his/her own actions. In addition, it is the person that fulfils with his/her obligations or takes care and pays attention to what he/she does or decides.</p> <p><b>Commitment</b> is the ability to realize the importance of fulfilling the development of one's tasks within the agreed deadline. Those tasks should be tackled with professionalism and loyalty. Commitment is one of the competencies whose stability and durability should be highlighted. In this term, responsibility is also included.</p> <p>Some of the specific behaviours are:</p> <ul style="list-style-type: none"><li>• Reflect entities' values in the team's usual behaviour.</li><li>• Promote corporate values.</li></ul>



	<ul style="list-style-type: none"><li>• Follow both the rules and the culture of the entity regarding professional coexistence between teams.</li><li>• Share information and knowledge among all the team members.</li><li>• Cooperate with others.</li><li>• Represent the entity in front of third actors.</li></ul> <p>Responsibility and commitment are pretty close to team cohesion since they are in charge of fulfilling their objectives and the entity's functioning. Therefore, it is vital to work these values with entrepreneurs.</p> <p>The dynamics suggested will be carried out and reflections will be made about them, both at personal and team level answering the following questions: How did you feel when you succeeded or failed during your way? Which strategy did the team apply in order to fulfil the task? What process was developed for reaching an agreement? Which roles appeared in the team during the activity?</p>
<b>IN-CLASS ACTIVITIES</b>	<p>Participants should work together to share their ideas about responsibility and commitment. Moreover, attention is on questions such as: How do we feel when someone does not fulfil what he/she said? Are you involved in any activity with your community, society, family or friends? Eventually a more complete and detailed version is shared in relation to entrepreneurship.</p> <p>Some of the dynamics that can be carried out are:</p> <p>Ball of wool: it is useful when the group gathers for the first time. We start by saying something positive about ourselves and how it contributed to the group. This dynamic show very well team work. People sit in circle passing a ball of wool saying how they contribute. Finally, we think about what we have built (whether it is a spider's net, a net, a mess...) and what it means to be in a network.</p> <p>The challenge of the tower: it helps improving planning, implementation and analysis in order to achieve the objectives of one team. It reinforces the compromise and improves the performance.</p> <p>These competencies are linked to the willing of identifying a project, a value, and idea, an organization, etc. therefore they should be experienced in order to help the participants internalising them.</p>
<b>LEARNING OUTCOMES</b>	<p><b>Competencies &amp; skills</b></p> <p>The participant is able to:</p> <ul style="list-style-type: none"><li>• Socialize better among the group of participants</li><li>• Learn in a group methodology</li><li>• Reflect better about commitment and responsibility both in an entrepreneurial environment and in the normal life</li><li>• assess if an entrepreneurial initiative/person is responsible and committed</li></ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• differences between responsibility and commitment in a work environment and linked to entrepreneurship.</li></ul>





<b>METHODS &amp; TOOLS</b>	The methodology is based on collaborative learning with which we built the necessary knowledge in order to carry out a project, based on the personal skills and knowledge of each participant.
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li><li>○ <i>Fiches</i> to hand out to participants</li></ul>
<b>RESOURCES FOR TRAINERS</b>	<a href="http://www.accioncontraelhambre.org/sites/default/files/documents/pdf/perfil_emprededor_1.pdf">www.accioncontraelhambre.org/sites/default/files/documents/pdf/perfil_emprededor_1.pdf</a>
<b>RESOURCES FOR PARTICIPANTS</b>	<ul style="list-style-type: none"><li>○ Good vibrations. Responsibility Project <a href="https://youtu.be/Huz8wIP3BKY">https://youtu.be/Huz8wIP3BKY</a> <p>8 meses Vídeos sobre - Proyecto de responsabilidad</p></li><li>○ Teamwork requires commitment <a href="https://youtu.be/wWcAT83J3H8">https://youtu.be/wWcAT83J3H8</a> <p>7 años 48 Episodios EQUIPO COMPROMISO...</p></li></ul>




TRAINING MODULE	TCM2 RESILIENCE
DURATION	3 hours
CONTENTS & TOPICS	<p><b>TCM2 aims at</b> promoting self-reflection and knowledge of one's resilience and the cornerstones to reinforce it. The following issues are addressed:</p> <ul style="list-style-type: none"><li>- The importance of developing personal competencies in order to start a business.</li><li>- Importance of resilience in entrepreneurship.</li><li>- What is resilience?</li><li>- How can we put resilience in practice?</li><li>- Summary of the knowledge acquired.</li></ul> <p>The session starts by explaining the importance of developing personal skills in order to start a business and about the relevance of resilience in entrepreneurship, so the first thing is explaining its meaning:</p> <p style="padding-left: 40px;"><i>Resilience is the ability to be effective in situations of failure or disappointment and not letting your performance being affected by that. A resilient person is able of coping with the hardships of his/her professional environment and even makes use of them in order to develop his/her potential.</i></p> <p>In order to understand the concept a discussion among the participants it is proposed through the following questions:</p> <ul style="list-style-type: none"><li>• Are you able to face problems?</li><li>• Do you get over hardships easily or do you feel down?</li></ul> <p>It is asked for volunteers who can explain a personal and/or professional situation where they made use of resilience.</p> <p>Afterwards, the cornerstones to be trained for a good resilience are explained:</p> <ol style="list-style-type: none"><li>1) Having the ability to not internalizing problems obsessively, being positive and creative in order to cope with different situations. The idea is to avoid being dramatic and, on the other hand, show willing to continue with one's life.</li><li>2) Being hopeful and looking for support from friends, family and advisors. Once he/she feels supported, the person has suitability to share his/her problems and make them more bearable.</li><li>3) Constantly having self-confidence, no matter the hardships.</li></ol> <p>Afterwards, some dynamics are carried out, with the aim of seeing and promoting a resilience attitude in certain situations (see "in-class activities").</p>



	<p>At the end of the session there is a summary of the contents learned focusing on: “It is necessary to acknowledge that the world does not spin around what we want and that we are not always going to achieve what we want. The discomfort that this generates is annoying but not unbearable since we can learn from it, face it and reinforce ourselves. It all depends on the attitude and the mindset with which we tackle it. If we take control of our feelings (anger, frustration, anxiety, sadness...) we would be able of rethinking and analysing the situation with the purpose of looking for alternatives that could help us achieve our objectives”</p>
<p><b>IN-CLASS ACTIVITIES</b></p>	<p>To develop resilience, it is proposed practice activities based on role-playing and the group’s observation and analysis of the reaction of their partners. For example, it is proposed the representation of the following situation played by 2 couple of volunteers from the group: <i>“You are in the line for buying the tickets of a premiere you have been waiting for months, to see the film and meet the major characters. When there are only three people left before you, the blockbuster hangs this label “Out of tickets”.</i></p> <p>From each couple, one would be the blockbuster and another one the client. Each couple would show a different outcome with different behaviours.</p> <p><b>1st Outcome:</b></p> <p><b>CLIENT:</b> he/she feels angry. He/she does not understand how this could be happening to him/her. He/she had asked for permission to leave job earlier and buy the tickets. He stands in front of the ticket office. When the blockbuster gets out, he/she yells at him that he will not leave without his ticket. He/she watches the blockbuster whisper an apology and leave. He/she gets even angrier and cannot go back to work.</p> <p><b>BLOCKBUSTER:</b> after hanging the label, closes the ticket office and leaves. When he/she is confronted by the client he/she gets nervous and confronting as well. He is not responsible of what happened and apologises and leaves.</p> <p><b>2nd Outcome:</b></p> <p><b>CLIENT:</b> he/she feels angry and sad. He/she understand that is normal to feel like that. He/she takes a deep breath to calm down. He accepts that he/she is not either going to the premiere or meeting the main characters. He/she waits for the blockbuster to go out and tells him/her about his interest in the premiere and asks for alternatives. The blockbuster gives him/her a couple of ideas and, after thanking him, goes back to work cooled down.</p> <p><b>BLOCKBUSTER:</b> after hanging the label, he/she closes the ticket office and gets out. When the client asks him/her, taking under consideration the client’s situation, he/she lets the client know about the way the main characters are taking on their way to the cinema, and he/she also gives the client information about the following sessions and when and where they are going to be projected. He/she says goodbye and leaves.</p> <p>After the role-playing of both outcomes the whole group gathers and discusses the following questions:</p> <ul style="list-style-type: none"><li>- Do you recognize and control your feelings as much as you can?</li><li>- Do you accept a situation for annoying as it may be?</li><li>- Do you look for alternatives in order to reach you goal?</li></ul>




<b>LEARNING OUTCOMES</b>	<b>Competencies &amp; skills</b> The participant is able to: <ul style="list-style-type: none"><li>• better recognize and control emotions in real situations.</li><li>• better know how to learn in a group methodology.</li></ul> <b>Knowledge</b> <ul style="list-style-type: none"><li>• Concept and specific aspects of resilience</li><li>• Importance of resilience in the entrepreneurial environment.</li></ul>
<b>METHODS &amp; TOOLS</b>	The methodology applies would be participative learning, making use of presentations, promoting self-reflection and group discussion through role-playing.
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li><li>○ <i>Fiches</i> to hand out to participants</li></ul>
<b>RESOURCES FOR TRAINERS</b>	Concepts about positive psychology: resilience <a href="http://www.youtube.com/watch?v=E_LnRk4wYco">www.youtube.com/watch?v=E_LnRk4wYco</a> 
<b>RESOURCES FOR PARTICIPANTS</b>	<a href="http://www.youtube.com/watch?v=looUBhyZtOs">www.youtube.com/watch?v=looUBhyZtOs</a>



TRAINING MODULE	TCM3 PLANNING AND MANAGEMENT
DURATION	3 hours
CONTENTS & TOPICS	<p><b>TCM3 aims at</b> fostering the development of planning through participative dynamics. The following issues are addressed:</p> <ul style="list-style-type: none"><li>- The Importance of developing personal skills for starting a business.</li><li>- The importance of planning and management in entrepreneurship.</li><li>- Planning.</li><li>- Urgent and important.</li><li>- Management.</li><li>- Summary of the contents learnt.</li></ul> <p>The session starts by explaining the importance of developing personal skills for entrepreneurship and about the importance of planning and management in entrepreneurship, the session is started by explaining the concept of planning: <b>Planning</b> can be defined as the process through a group of people in an organization analyse and process information about their internal and external environment, evaluating different situations and deciding about following steps.</p> <p>Therefore, the ability of planning involves vital items such as the aptitude to define rationally a list of <b>objectives</b> that should be reached within a deadline, determining a list of <b>activities</b> in order to reach those objectives, knowing about means and <b>resources</b> to achieve them following a sequence in time specifying what actions should be carried out. A person who is able to plan must be someone whose decisions are based on rationality, foresight, flexibility and continuity.</p> <p>Here is the list with the steps to follow in order to plan:</p> <ol style="list-style-type: none"><li>1. <b>Analysis of the situation.</b></li><li>2. <b>Formulation of objectives and goals.</b></li><li>3. <b>Deciding the lines of action.</b></li><li>4. <b>Designing plans.</b></li><li>5. <b>Implementation of the plan.</b></li><li>6. <b>Control and evaluation.</b></li></ol> <p>Actions that can help while planning:</p> <ul style="list-style-type: none"><li>- <b>OBJECTIVE:</b> what I want to achieve</li><li>- <b>STRATEGY:</b> how I want to achieve it</li><li>- <b>ACTIONS:</b> how I am going to do it</li><li>- <b>RESOURCES:</b> what do I need and when</li></ul> <p>Afterwards, participative dynamics are developed to promote planning and explain differences between urgent and important, so the participants get to put it in practice (see “in-class activities”). After that, the importance of management is explained applied to entrepreneurship, defining management or management of all the activities assigned to an area inside a company.</p>
IN-CLASS ACTIVITIES	Different dynamics will take place to promote planning and distinguishing between what is important and what is urgent as well as getting to know the importance of management.



	<p>One of the dynamics is the “<b>Wheel of Time</b>”. To work on this dynamic, a circle is drawn in which the 24 hours of the day are marked and the daily activities carried out are described in time slots. For example: at 6:45 the alarm goes off; 7:00 breakfast and wash; 8:00 work.</p> <p>Later, each of these activities is given a score from one (least important activity) to five (most important activity). Later, this is score is completed with another one, this time from the point of view of well-being: three crosses (+++) for the activities which provide the most well-being (such as sleeping, reading in the evenings, having dinner with the family), ++ for the activities that provide a medium well-being, + for activities that provide little well-being, and the - sign for activities that do not provide any well-being. When the activity is over, time should be given to reflect upon the results obtained in order to try and prioritise the activities that are the most important and provide us with the most well-being.</p> <p>As an activity to carry out after the module, participants are asked to repeat this exercise, but this time only specifying the activities related to their entrepreneurship or work. They are asked to reflect on this to find out the way in which they should manage their time most efficiently.</p>	
<p><b>LEARNING OUTCOMES</b></p>	<p><b>Competencies &amp; skills</b></p> <p>The participant is able to:</p> <ul style="list-style-type: none"> <li>• better plan and manage in a group</li> <li>• differentiate what is important and what is urgent.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• importance of planning and management in the entrepreneurial environment.</li> <li>• tools and strategies in order to plan and manage better.</li> </ul>	
<p><b>METHODS &amp; TOOLS</b></p>	<p>A participative learning methodology is implemented, working through presentations but mostly through teamwork with the suggested tools and final thoughts on what is learned.</p>	
<p><b>MATERIALS &amp; EQUIPMENT</b></p>	<ul style="list-style-type: none"> <li>○ Computer and projector</li> <li>○ Board</li> <li>○ Slides</li> <li>○ <i>Fiches</i> to hand out to participants</li> </ul>	
<p><b>RESOURCES FOR TRAINERS</b></p>	<p>Planning <a href="http://www.monografias.com/trabajos82/planificacion-auditoria/planificacion-auditoria.shtml">www.monografias.com/trabajos82/planificacion-auditoria/planificacion-auditoria.shtml</a></p>	
<p><b>RESOURCES FOR PARTICIPANTS</b></p>	<p>Phases in planning <a href="https://www.youtube.com/watch?v=UCFaXHPqynI">www.youtube.com/watch?v=UCFaXHPqynI</a></p>	



TRAINING MODULE	TCM4 COMMUNICATION
DURATION	3 hours
CONTENTS & TOPICS	<p><b>TCM4 aims at</b> encouraging participants to self-reflect and learn about communication skills and how to improve them. The following aspects are addressed:</p> <ul style="list-style-type: none"><li>- The Importance of developing personal skills for starting a business.</li><li>- The importance of communication in entrepreneurship.</li><li>- Relevant aspects of communication:<ul style="list-style-type: none"><li>• Oral and written comprehension: the degree of understanding that a person has about the messages addressed to him/her.</li><li>• Oral and written expression: the degree of success with which a person transmits information.</li><li>• Non-verbal communication: coherence between the verbal and non-verbal expressions that a person transmits and also the understanding of non-verbal expressions of other people.</li></ul></li></ul> <p>The session starts by explaining the importance of personal skills and of communication in entrepreneurship, through a discussion about why the participants believe that communication is important. The trainer introduces key concepts such as:</p> <p><i>Communication is essential in entrepreneurship because having a successful business requires a good understanding and being a good listener, not only with clients but also with suppliers, partners and the team, if that is the case.</i></p> <p>Having good communication skills allows the person in charge of the team to lead, listen, understand and being empathic while evaluating information, ideas and opinions that the team shares with him/her, being able of giving feedback with assertiveness.</p> <p>In addition, it is important to adapt to the interests and characteristics of each and every speaker and adapting the speech to the listener. Also, he/she is able to adapt the channel and the form of the message according to the speaker; he/she is also good at explaining him/herself and creates networks whenever it is needed in order to obtain relevant information; he/she adapts the speech with the purpose of catching the interest and can forecast to other's reactions.</p> <p>Afterwards, <b>oral</b> and <b>written comprehension</b> are explained:</p> <p><i>It is the ability to understand questions and messages while confirming that he/she has understood properly (making question if necessary). It also implies that the person knows how to spot relevant information and adapt his/her answer to the requirements of his/her speaker/listener.</i></p> <p><i>It also includes the ability to listen and understand the thoughts, feelings and worries of the others even though they are not verbally expressed, or not completely.</i></p>



Subsequently, the participants reflect in order to analyse themselves:

- Are you able to understand thoughts, feelings, etc. in an oral and in a written format?
- Are you able to analyse a text without difficulties?

After that, the importance of **oral and written expression is explained, as well as some steps:**

The ability to express one's ideas in a clear and precise way, adapting them to the context. In the case of oral expression, it implies having the ability to address the others and adapt the content so that the listeners can understand them, elaborate a coherent speech, use the right voice tone and knowing when to stop. Talking with the proper speech, order the message and transmit them properly, word ideas clearly and fluently, discuss based on arguments, proposals and ideas as well as making use of a proper vocabulary in the context.

In the case of written expression, it implies the ability to elaborate a text in which primary and secondary ideas are well defined; elaborate coherent sentences and text with full meaning avoiding grammatical mistakes, etc.

In order to reflect on these topics, the questions below are addressed to the participants:

- Are you aware if people understand you?
- Can you talk in front of a public being confident about yourself?
- Can you communicate your feelings in a proper and adequate way?

A dynamic to work on these concepts is proposed.

Lastly, it is explained what is **non-verbal communication** and its importance:

*It is the ability to show coherence between one's verbal and non-verbal communication as well as to understand other's non-verbal communication. It is vital in face-to-face communication since it is a 65% of the speech (movements, gestures, etc.) while the oral part would be only 35%. Therefore, it is the part of the speech that gives more information.*

In order to develop non-verbal communication skills, some videos are projected, such as [www.youtube.com/watch?v=ihKXQbYeV5k](http://www.youtube.com/watch?v=ihKXQbYeV5k) and [www.youtube.com/watch?v=siLDo1nHiOY](http://www.youtube.com/watch?v=siLDo1nHiOY)

## IN-CLASS ACTIVITIES

After the explanation about oral and written comprehension, there is an open discussion about the relevance of communication and their oral and written comprehension abilities.


To develop oral and written expression they would carry out the following activity:

We provide the participants with sheets of white paper and black ink markers so that they write their names in an artistic way, just as they would want it to appear in the label of their business.

After that, each participant introduces him/herself telling his/her name and the story after the label.





<b>LEARNING OUTCOMES</b>	<b>Competencies &amp; skills</b> The participant is able to: <ul style="list-style-type: none"><li>• better assess and reflect about his own way of communication.</li><li>• express himself better in a group of people.</li></ul> <b>Knowledge</b> <ul style="list-style-type: none"><li>• importance of communication for entrepreneurship.</li><li>• different between the different levels of communication.</li><li>• What is important in order to communicate properly in the entrepreneurship environment?</li><li>• tools and techniques in order to train the communication.</li></ul>
<b>METHODS &amp; TOOLS</b>	A participative learning methodology is implemented, working through presentations but mostly through teamwork with the suggested tools and final thoughts on what is learned.
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li><li>○ <i>Fiches</i> to hand out to participants</li></ul>
<b>RESOURCES FOR TRAINERS</b>	<ul style="list-style-type: none"><li>○ Dynamic to train assertiveness</li><li>○ <a href="http://www.youtube.com/watch?v=NKhF7TkLdhU&amp;feature=youtu.be">www.youtube.com/watch?v=NKhF7TkLdhU&amp;feature=youtu.be</a></li><li>○ Oral comprehension <a href="http://www.youtube.com/watch?v=siLDo1nHiOY">www.youtube.com/watch?v=siLDo1nHiOY</a></li><li>○ Non-verbal communication <a href="http://www.youtube.com/watch?v=tWcbxSVusms">www.youtube.com/watch?v=tWcbxSVusms</a></li><li>○ <a href="https://www.youtube.com/watch?v=zefGgdZ24Gg">https://www.youtube.com/watch?v=zefGgdZ24Gg</a></li></ul> 
<b>RESOURCES FOR PARTICIPANTS</b>	<ul style="list-style-type: none"><li>○ <a href="http://www.aulafacil.com/cursos/19938/autoayuda/autoayuda/habilidades-sociales/ejemplos-de-comportamiento-asertivo">www.aulafacil.com/cursos/19938/autoayuda/autoayuda/habilidades-sociales/ejemplos-de-comportamiento-asertivo</a></li><li>○ Summary of a book on non-violent communication <a href="http://www.leadersummaries.com/ver-resumen/comunicacion-no-violenta">www.leadersummaries.com/ver-resumen/comunicacion-no-violenta</a></li></ul>



TRAINING MODULE	TCM5 CREATIVITY
DURATION	3 hours
CONTENTS & TOPICS	<p><b>TM5 aims at</b> encouraging participants to develop creativity and innovation. The following issues are addressed:</p> <ul style="list-style-type: none"><li>- Relevance of developing personal competencies in order to start a business.</li><li>- Importance of creativity in entrepreneurship.</li><li>- What is creativity?</li><li>- Techniques that promote creativity</li><li>- Factors that inhibit creativity</li><li>- Summary of the contents acquired.</li></ul> <p>The session starts with an explanation of the relevance of developing personal competencies for entrepreneurship and the importance of creativity and innovation in entrepreneurship. The concepts of creativity and innovation are explained and also their relevance:</p> <p><i>It is the ability that allows a person to identify, develop a proposal and solve problems in an innovative way, gathering perspectives, viewpoints and methodologies different from the traditional ones. It involves the ability to question the usual ways of thinking and performing, the ability to risk proposing “radical” solutions and promoting a creative atmosphere within a team. In general terms, people should enter areas that are not of their expertise, so that they get out of their “comfort zone”.</i></p> <p>Creativity can be improved, and as we implement it, we would be able to carry out many beneficial activities, such as:</p> <ul style="list-style-type: none"><li>- Being mentally agile to contribute with ideas that may be useful for solving one or more problems.</li><li>- Reducing fear of taking risks.</li><li>- Evaluating the effectiveness of new ideas.</li><li>- Finding solutions easily and quickly.</li><li>- Improving processes, products and procedures applying new ideas.</li><li>- Improving the quality of results in our activities.</li></ul> <p>Innovation happens when creative ideas are implemented.</p> <p>There follow an explanation and practice exercise for some tools to improve creativity:</p> <ul style="list-style-type: none"><li>- Brainstorming, card sorting, decision matrix for a business idea.</li><li>- SCAMPER</li><li>- Random words</li><li>- Provocation: “how to get things worst”</li></ul>



	<ul style="list-style-type: none"><li>- Close worlds</li><li>- Creative roles: role-playing</li></ul> <p>Finally, the main causes of inhibition of creativity are explained and there is a group reflection about what they have learnt and the importance of creativity and innovation.</p>
<b>IN-CLASS ACTIVITIES</b>	<p>During the session different tools are applied in order to promote creativity and innovation:</p> <ul style="list-style-type: none"><li>+ <b>Brainstorming, card sorting, decision matrix for business idea.</b></li><li>+ <b>SCAMPER</b></li><li>+ <b>Random words</b></li><li>+ <b>Provocation: “how to get things worst”</b></li><li>+ <b>Close worlds</b></li><li>+ <b>Creative roles: role playing</b></li></ul> <p><b>Provocation: “how to get things worst”.</b> In this activity the class is divided into groups and, using their business idea, they have to describe the actions that would destroy the idea. After this thoughts shower session, the same ideas are changed into something positive. Sometimes some of the actions are necessary so that the idea, and perhaps the company, work correctly. For example, in order to destroy my company I have to treat my clients very badly, thus in order for my company to work I must give my clients a fantastic service.</p>
<b>LEARNING OUTCOMES</b>	<p><b>Competencies &amp; skills</b></p> <p>The participant is able to better identify better his own limitations in order to create and be innovative in the entrepreneurial context and in the real-life situations.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• importance of creativity and innovation applied to entrepreneurship.</li><li>• tools and ways to train the creativity.</li></ul>
<b>METHODS &amp; TOOLS</b>	<p>A participative learning methodology is implemented, working through presentations but mostly through teamwork with the suggested tools and final thoughts on what is learned.</p>
<b>MATERIALS &amp; EQUIPMENT</b>	<ul style="list-style-type: none"><li>○ Computer and projector</li><li>○ Board</li><li>○ Slides</li><li>○ <i>Fiches</i> to hand out to participants</li></ul>



RESOURCES FOR  
TRAINERS

Corporate Creativity Toolkit: <http://4.interreg-sudoe.eu/contenido-dinamico/libreria-ficheros/DF33A901-08F8-95C3-7B03-B527D6991842.pdf>

RESOURCES FOR  
PARTICIPANTS

- o Ideas production and creativity videos [www.youtube.com/watch?v=R1z6LIMGUdQ](http://www.youtube.com/watch?v=R1z6LIMGUdQ)



Un regalo para los emprendedores + Ideo Erasmus+de

- o Creativity [www.youtube.com/watch?v=9C\\_HReR\\_McQ](http://www.youtube.com/watch?v=9C_HReR_McQ)





## YEP – Young Enterprise Program

Milan, June 2018

For further information, visit:

[www.youngenterpriseprogram.com](http://www.youngenterpriseprogram.com)



[ICEI – Istituto Cooperazione Economica Internazionale](#)



[Fondazione Giacomo Brodolini](#)



Comune di  
Milano

[Comune di Milano – Area Formazione e Lavoro](#)



[Impact Hub Milano](#)



[Associação Lusofonia, Cultura e Cidadania – ALCC](#)



[Câmara Municipal de Lisboa](#)



[Acción contra el Hambre](#)



[Agencia para el Empleo de Madrid](#)

