

# Impact Entrepreneurship Manual

Youth worker's guide through the **Impact Entrepreneurship** process



*A note from project partners.*

Embarking on the entrepreneurial journey is both exciting and challenging. It requires passion, dedication, and a willingness to take risks. This manual is designed for **Youth Workers** to support nascent entrepreneurs in their journey by providing them with the tools and resources necessary to develop their entrepreneurial potential.

Every successful entrepreneur starts with an idea and a desire to make a difference. With the right support and mindset, they can turn their ideas into reality and positively impact the world.

As the torchbearers of the future, **Youth Workers** play a pivotal role in shaping the minds and lives of the next generation. Our commitment to nurturing and supporting the youth is not just a service but a noble mission that has the power to transform societies. This manual is a testament to that dedication and a tool to support the endeavors in bringing entrepreneurship towards youth.

Entrepreneurship has emerged as a key driver of innovation, economic growth, and social change in a rapidly evolving world. **Youth workers** have the unique opportunity to inspire and guide young minds on their entrepreneurial journey. Our support can empower them to turn their ideas into reality, overcome challenges, and contribute positively to the world.

This manual is designed to equip **Youth Workers** with the tools and resources necessary to support young entrepreneurs in their development effectively. It includes a comprehensive guide to the preincubation process, a set of exercises designed for non-formal education, and various tools to help nascent entrepreneurs develop their business ideas and gain self-awareness of their entrepreneurial potential.

By using this manual in your work, remember that encouragement, guidance, and support can instill confidence, foster resilience, and ignite the spark of creativity that leads to success.

Together, we can create a brighter future by empowering the next generation of entrepreneurs to innovate, create, and lead with purpose.

## Project Overview

The Erasmus+ KA2 Cooperation Partnership Project “Joyful Entrepreneurship” was a two-year initiative with the aim to foster entrepreneurship among young individuals. This project was a collaborative effort of four international partners, each contributing a unique output designed to support nascent entrepreneurs in various aspects of their entrepreneurial journey. The project focuses on developing sustainable business ideas, gaining self-awareness of entrepreneurial potential, and supporting youth workers in their work with young entrepreneurs.

A cross-sectoral international partner consortium created this manual to promote Impact Entrepreneurship. The development of the Manual was financed by the Erasmus+ program of the European Union. This manual reflects the views only of the author(s), and the Commission cannot be held responsible for any use that may be made of the information contained therein. For more information about the project and other resources developed for nascent entrepreneurs, you can visit the **OAZA Academy** website at [www.ozaacademy.com](http://www.ozaacademy.com)



## Project partners

**OAZA - Sustainable Alternative to Community** is a Croatian-based non-profit organization promoting sustainable alternatives for communities. It was founded to promote sustainable development, emphasizing leadership and social entrepreneurship competencies and focusing on empowering youth as bearers of a sustainable future.



**Produções Fixe** is a small, dynamic enterprise with social responsibility, settled in a small rural village in the center of Portugal, with a clear focus on 4 pillars: training in social and youth work (local and international), design/development/production of educational tools, community building and creation of employability.



**Eco Valley Foundation** is a Hungary-based organization established for the purpose of showing the results that can be obtained when a community has embedded sustainability, environmental consciousness, and a healthy lifestyle in its everyday life. Nowadays, this eco-village is a thriving community, unique even on a worldwide scale.



**Laboratory of Social Psychology** is an organization dedicated to meeting personal and organizational developmental needs through innovative solutions based on contemporary science. Based in Istria County of Croatia, they help good people and organizations to become great.



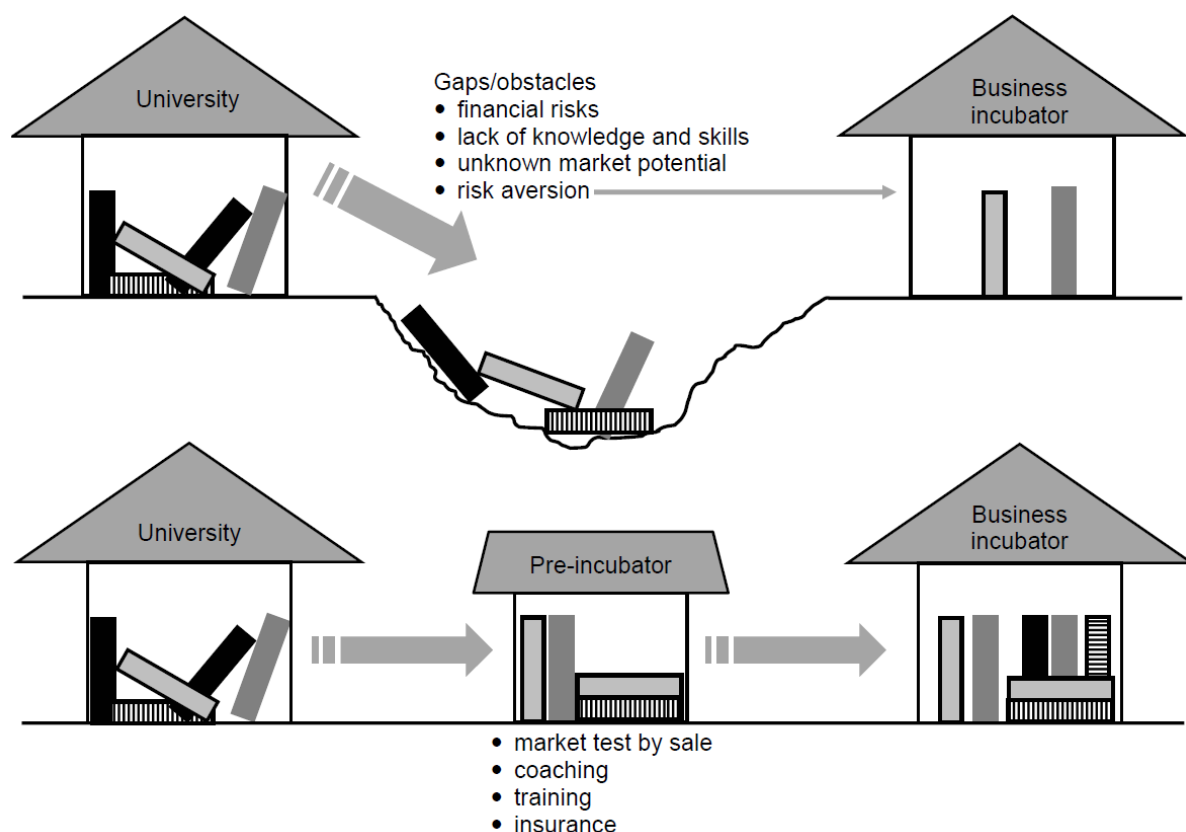
# Contents of the Manual

Project Overview	2
Preincubation process	4
Tools in the Manual	6
ESAI	7
Shape it Up tool	23
Impact Entrepreneurship Online Course	29
NFE Methodologies	35
Exercises	41
Foundation exercises	42
Idea Generation exercises	57
Customer exercises	81
Defining Problem/Need exercises	93
Product/Service exercises	102
Competition exercise	122
Promotion exercise	126
SWOT exercise	130
Resources exercise	134
Additional exercise	161

# Preincubation process

Entrepreneurship development can broadly be divided into three main phases:

1. **Preincubation:** This is the initial phase where nascent entrepreneurs work on developing and validating their business ideas. It involves several key steps, such as idea validation, defining markets, mentorship and training, and prototype development.
2. **Incubation:** This is the phase where the business receives support in terms of office space, funding, mentorship, and access to networks. It supports further developing the business, refining the product or service, and preparing for market launch.
3. **Acceleration:** This is the final phase, where the business receives support in terms of funding, mentorship, and access to a larger network of industry experts and investors. It focuses on scaling up the business, expanding the market reach, and achieving sustainable growth.



Source: The Pre-Incubator: A Longitudinal Study of 10 Years of University Pre-Incubation in Wales, 2013

## **Preincubation purpose and importance**

The **Impact Entrepreneurship program** focuses on supporting nascent entrepreneurs during the preincubation process. During the preincubation phase, nascent entrepreneurs develop and validate their business ideas. This sets the foundation for the business's success by understanding risks, optimizing resources, and building a strong foundation for the future. This phase is crucial as it determines the viability of the business idea and its potential to succeed in the market.

## **Connection with Supporting Nascent Entrepreneurs**

Supporting nascent entrepreneurs is crucial for fostering innovation, economic growth, and social change. The **preincubation phase** plays a key role in this support by providing the necessary tools and resources to develop and validate business ideas. It helps nascent entrepreneurs overcome challenges, refine their product or service, and prepare for the next phases of their entrepreneurial journey. Therefore, the preincubation phase is essential for supporting nascent entrepreneurs and setting them on the path to success.

# Tools in the Manual

In the manual, you will find four independent tools that form a holistic program we call Impact Entrepreneurship. These tools are:

1. **Entrepreneurial Self-Awareness Inventory (ESAI):** ESAI is designed to gain self-awareness of entrepreneurial potential. Based on six traits linked with entrepreneurial success, ESAI will estimate the user's personality readiness to become an entrepreneur and their need for a mentor or advisor.
2. **Shape it Up tool:** This "entrepreneurial workbook" is designed to support nascent entrepreneurs in developing their business ideas by addressing various essential aspects of the entrepreneurship context. The purpose of the tool is to structure the initial ideas of users into more developed business concepts following a 9-step process.
3. **Impact Entrepreneurship Online Course (OC):** This is a carefully designed program on Udemy to nurture young entrepreneurs. The course is structured to guide nascent entrepreneurs through the preincubation phase of their entrepreneurial journey, focusing on developing sustainable business ideas.
4. **Non-Formal Education Methodology:** This is a set of exercises that support youth workers in their work with nascent entrepreneurs through developing their impact entrepreneurial ideas. Exercises are designed to accommodate non-formal learning about all the steps of preincubation in order to support the development of entrepreneurial competencies among participants.

When we envision the journey of nascent entrepreneurs in an Impact Entrepreneurship program, it looks something like this (in an ideal setting):



1.  
Entrepreneurial  
Self-Awareness  
Inventory



2.  
Shape it Up Tool



3.  
Impact  
Entrepreneurship  
Online Course



4.  
Non-Formal  
Education  
Methodology



# ESAI

## Youth worker's guide through the Entrepreneurial Self-Awareness Inventory tool



**1.**  
**Entrepreneurial  
Self-Awareness  
Inventory**



**2.**  
**Shape it Up Tool**



**3.**  
**Impact  
Entrepreneurship  
Online Course**



**4.**  
**Non-Formal  
Education  
Methodology**



## Purpose

Entrepreneurship is a risky endeavor; without the right traits and support, it can be a recipe for disaster. You need to know if you have the right personality traits and/or eventually need a mentor or advisor to support you through the process.

The Entrepreneurial Self-Awareness Inventory (ESAI) was designed to gain self-awareness of entrepreneurial potential. Based on six traits linked with entrepreneurial success, **ESAI** will estimate the user's personality readiness to become an entrepreneur and their need for a mentor or advisor.

This manual represents the resource for youth workers to support them in understanding the link between personality traits and success in entrepreneurship and business idea production. According to various sources, the failure rate for startups is around 60-90%. The failure rate varies by industry. The failure rate for venture-capital-backed startups is approximately 7 out of 10.

The manual supports youth workers and people in general by explaining the results obtained by the **ESAI** questionnaire in terms of their personality readiness to become successful entrepreneurs.

Additionally, this manual supports youth workers in raising awareness among young people about their traits and how they are linked to entrepreneurial success, practicing improving those personality traits, searching for mentors or advisers if needed, and making more informed decisions before they plunge into entrepreneurship.

Another purpose of this manual is to inform all users about the need to contact experts if they need more precise measurements, counseling, or advice before making decisions. The results of **ESAI** point in the right direction, but a more precise assessment might be needed depending on the situation and the person.



## Terms Used

- a. **Entrepreneurship** is creative, dynamic, risk-taking, growth-oriented behavior.
- b. **Personality traits** are characteristics and qualities that define you as a unique individual. They are relatively stable and consistent ways of thinking, feeling, and behaving that can be used to describe and compare people.
- c. **Personality Awareness** includes all personality traits, some of which have an "unknown" link with new venture success. In **ESAI**, we present only those with established correlations to the new venture's entrepreneurial success.
- d. **Entrepreneurial Hardiness** is a personality trait that refers to an individual's resilience and ability to adapt to stress and challenges. In entrepreneurship, hardiness can be an asset for overcoming the challenges and stress of starting and running a business. Typically, high hardiness has a positive effect on success.
- e. **Fear of Failure in Entrepreneurship** - Fear of failure is a common and normal feeling for entrepreneurs, but it can hinder success if not managed effectively. Typically, high fear of failure has a negative effect on entrepreneurial success.
- f. **Overconfidence in Entrepreneurship** - Overconfidence can positively and negatively affect entrepreneurship. It can give entrepreneurs the confidence and drive necessary to pursue their ideas and overcome obstacles. However, it can lead to poor decision-making, unrealistic expectations, and underestimating risks, leading to failure. Typically, underconfidence has a negative impact, slight overconfidence has a positive impact, but high overconfidence has a negative impact on entrepreneurial success.
- g. **Locus of Control in Entrepreneurship** - Locus (source) of control refers to an individual's belief about how their life is controlled by external factors versus their actions. A high internal locus of control positively impacts entrepreneurship, while an external or low internal locus of control has a negative impact.
- h. **Emotional Intelligence in Entrepreneurship** - Emotional intelligence refers to an individual's ability to recognize and manage their own emotions and the emotions of others. High emotional intelligence typically represents a positive asset in entrepreneurship, while low emotional intelligence negatively influences entrepreneurial success.
- i. **Self-Efficacy in Entrepreneurship** - Self-efficacy refers to one's belief in their ability to succeed in each task or situation. In entrepreneurship, self-efficacy plays a significant role. High self-efficacy has a positive impact on entrepreneurial success.



## ESAI Structure and Forms

What determines success in Entrepreneurship? Success in this activity depends on the situation (opportunity), knowledge (product, service, market), skills linked to business (business analytics, finance), quality of the business idea, and personality traits (Locus of Control, Emotional Intelligence, Hardiness, Self-Efficacy, Warmth, Narcissism, Overconfidence, Fear of Failure, Sensation seeking, Need for achievement and Self-confidence). We have selected the six best-researched personality traits.


[Home](#)
[Courses](#)
[Our Experts](#)
[Blog](#)

## ENTREPRENEURIAL SELF-AWARENESS INVENTORY

Entrepreneurship is creative, dynamic, risk-taking, and growth-oriented behavior. The success of your idea depends not only on external factors but also on your personality. Take the test and discover your Entrepreneurial self-awareness score.

[Start](#)

Step 1
Step 2
Step 3
Step 4
Step 5
Step 6

Consider each statement bellow and mark your level of agreement with each statement.

1. A lot of my time is spent doing stuff that's meaningful to me.

Not at all
1
2
3
4
5
Fully agree

2. I mostly achieve my goals when I work hard.

Not at all
1
2
3
4
5
Fully agree

3. I don't like to make changes in my daily working routine.

Not at all
1
2
3
4
5
Fully agree

4. I feel that more meaning is needed in my life.

Not at all
1
2
3
4
5
Fully agree

We developed 2 versions of questionnaires:

1. **ESAT** –Entrepreneurial Self-Awareness Test is a short form questionnaire (a few minutes) used to attract attention to the linking personality – success in entrepreneurship and as an invitation to ESAI. Link to access [ESAI \(ozaacademy.com\)](https://ozaacademy.com)
2. **ESAI questionnaire** – long-form questionnaire with 100 questions covering six personality traits with proven correlations to entrepreneurial success. Therefore, young people will have a better awareness of their personality traits linked with success in entrepreneurship and a suggestion on whom to consult if needed. Link to access [ESAI \(ozaacademy.com\)](https://ozaacademy.com)



## Personality Traits

The listed traits are not final, and future research might add more, but the ones mentioned have received various degrees of research support until now. This does not mean all traits are equally essential and predictive of your entrepreneurial success. Therefore, **ESAI** results will support increasing your awareness about personality traits linked to your entrepreneurial success.

Some traits positively correlate with success (meaning high results promise better entrepreneurial performance), like hardiness or emotional intelligence. Others are negatively correlated, like Fear of Failure (here, high results hamper entrepreneurial performance).

Please bear in mind that:

1. Personality traits are not the only factor influencing entrepreneurial success.
2. Test results are orientational. We suggest an expert council for a more reliable assessment.
3. The results can be used to raise awareness about traits linked to success in entrepreneurship.
4. To support youth with such an overview, we will also present a total entrepreneurship potential score based on the relevance weight of each trait in the equation.

**Before we enter the chapter on interpreting the ESAI results, we will explore the 6 chosen personality traits in detail.**

# 1. Entrepreneurial Hardiness

Hardiness is a personality trait that refers to an individual's resilience and ability to adapt to stress and challenges. In entrepreneurship, hardiness can be a valuable asset for overcoming the challenges and stress of starting and running a business.

Studies (a list of studies can be found further in this manual) have shown that entrepreneurs with elevated levels of hardiness are more likely to:

1. Take risks: Entrepreneurs with hardiness are less likely to be discouraged by the prospect of failure and more likely to take risks necessary to grow their businesses.
2. Persevere (=persistence): Hardy entrepreneurs persist in their ventures, even facing challenges and setbacks.
3. Adapt to change: Hardiness can support entrepreneurs to be more flexible and adaptable, allowing them to change course when necessary and take advantage of new opportunities.
4. Maintain a positive outlook: Hardiness can also support entrepreneurs to maintain a positive outlook, even in the face of stress and adversity, which can positively impact their well-being and success.

Overall, hardiness can be an asset for entrepreneurs, supporting them to overcome challenges, adapt to change, and ultimately achieve success. Several studies (see list further in this manual) have shown the positive impact of hardiness on entrepreneurial success. Here are a few key findings:

1. Positive relationship with risk-taking: A study published in the Journal of Business Venturing found that hardiness was positively related to risk-taking behavior in entrepreneurship.
2. Impact on persistence: Research published in the Journal of Applied Psychology found that hardy entrepreneurs were likelier to persist in their ventures, even in the face of challenges and stress.
3. Adaptability to change: A study published in the Entrepreneurship Theory and Practice journal found that hardiness was positively related to entrepreneurs' ability to adapt to change and uncertainty.
4. Influence on well-being: A study published in the Journal of Small Business Management found that hardy entrepreneurs were less likely to experience burnout and stress, which can positively impact their well-being and success.

These studies provide evidence for the positive impact of hardiness on various aspects of entrepreneurial success, including risk-taking, persistence, adaptability to change, and well-being. Here are a few studies that provide research-based support for the role of hardiness in startups, entrepreneurship, and idea production:

- "The Role of Hardiness in Entrepreneurial Stress and Well-Being" (Bosma et al., 2008) - This study found that hardy entrepreneurs reported lower levels of stress and higher levels of well-being compared to non-hardy entrepreneurs.
- "The Influence of Personality Traits and Coping Strategies on Entrepreneurial Intentions" (Maitlis & Christiansen, 2008) - This study found that hardiness was positively related to

entrepreneurial intentions and that individuals with high levels of hardiness were more likely to pursue entrepreneurial careers and make use of their ideas.

- "Personality Traits, Entrepreneurial Intention, and Entrepreneurial Action" (Zhou & Li, 2012) - This study found that hardiness was positively related to entrepreneurial action and mediated the relationship between entrepreneurial intention and action.
- "The Relationship between Hardiness and Entrepreneurial Success: A Study of Greek Entrepreneurs" (Fountoulakis & Kokkinaki, 2009) - This study found that hardiness was positively related to entrepreneurial success, as measured by financial performance and growth.

These studies demonstrate the potential importance of hardiness in the success of startups, entrepreneurship, and idea production and suggest that individuals who score high in hardiness may be more likely to succeed in these domains.

## 2. Fear of Failure in Entrepreneurship

Fear of failure is a common and normal feeling for entrepreneurs, but it can hinder success if not managed effectively. Several studies and research articles have been published on the fear of failure and its impact on entrepreneurial success. Here are a few key findings:

1. Fear of failure can lead to decreased risk-taking: A study published in the Journal of Business Venturing found that entrepreneurs who experienced high fear of failure were less likely to take risks and pursue new business opportunities.
2. Fear of failure can impact decision-making: Research published in the Journal of Management found that entrepreneurs who experience high levels of fear of failure may make more careful and conservative decisions, limiting hereby the ability to grow their businesses.
3. Mindset matters: A study published in the Academy of Management Journal found that entrepreneurs with a growth mindset, where they view challenges and failures as opportunities for growth and learning, can better overcome their fear of failure and achieve tremendous success.
4. Social support: A study published in the Journal of Small Business Management found that entrepreneurs with a strong network of supportive friends and family were less likely to experience fear of failure and more likely to succeed in their ventures.

These studies highlight the importance of managing the fear of failure in entrepreneurship and suggest that mindset, support networks, and decision-making processes can all play a role in overcoming this fear and achieving success. Fear of failure is a common and normal feeling for entrepreneurs, but it can also limit their success if not managed effectively. Here are a few key findings from studies on the fear of failure in entrepreneurship, startups, and idea production:

**Fear of failure can hinder innovation:** A study published in the Journal of Business Venturing found that entrepreneurs who experienced elevated fear of failure were less likely to pursue new business ideas and innovate.

**Fear of failure can impact idea generation:** Research published in the Journal of Creativity and Innovation Management found that fear of failure was negatively related to idea generation among entrepreneurs.

**Mindset can mitigate fear:** A study published in the Academy of Management Journal found that entrepreneurs with a growth mindset, where they viewed challenges and failures as opportunities for growth and learning, were better able to overcome their fear of failure and generate more creative and innovative ideas.

**Support matters:** A study published in the Journal of Small Business Management found that entrepreneurs with a supportive network of friends and family were less likely to experience fear of failure and more likely to generate new ideas and pursue innovation in their businesses.

These studies highlight the importance of managing the fear of failure in entrepreneurship, especially regarding idea generation and innovation. Mindset and support from others can play a crucial role in overcoming this fear and promoting success.

Here are the studies with their complete references:

- Fear of failure can hinder innovation: Study published in the "Journal of Business Venturing" by Li, J. J., & Wong-On-Wing, B. (2006).
- Fear of failure can impact idea generation: Study published in the "Journal of Creativity and Innovation Management" by Ting, C. S., & Foo, M. D. (2010).
- Mindset can mitigate fear: Study published in the "Academy of Management Journal" by Gino, F., & Pierce, L. (2010).
- Support can help: Study published in the "Journal of Small Business Management" by Scott, J. E., & Bruce, R. A. (1987).

These are just a few of the many studies conducted on the fear of failure in entrepreneurship and its impact on idea generation and innovation. These studies provide valuable insights into how entrepreneurs can manage and overcome their fear of failure to achieve success. Here is some advice on how to overcome the fear of failure.

**Ways to overcome the fear of failure include:**

- Acknowledge and accept the fear as natural.
- Focus on learning and growth rather than perfection.
- Surround yourself with supportive people.
- Celebrate small wins and progress.
- Reframe failures as opportunities to learn and grow.
- Develop a growth mindset and embrace challenges as a chance to grow.
- Seek out mentorship and support from others who have succeeded.



### 3. Overconfidence in Entrepreneurship

Overconfidence can play both a positive and negative role in entrepreneurship. On the one hand, it can give entrepreneurs the confidence and drive necessary to pursue their ideas and overcome obstacles. On the other hand, it can lead to poor decision-making, unrealistic expectations, and underestimation of risks, leading to failure. Entrepreneurs need to balance confidence and caution to increase their chances of success.

Studies have shown that overconfidence can affect entrepreneurial success. For example, a study published in the *Academy of Management Journal* found that overconfident entrepreneurs were more likely to engage in riskier activities, leading to higher failure rates. Another study published in the *Journal of Business Venturing* found that overconfident entrepreneurs were more likely to overinvest in their ventures and experience negative consequences.

Additionally, research has found that overconfidence can lead to poor strategic decision-making. A study published in the *Journal of Management* found that overconfident entrepreneurs were less likely to seek out information and advice, which can negatively impact the success of their ventures. There is substantial research-based evidence supporting the role of overconfidence in startups and entrepreneurship.

1. Positive impact on persistence: Overconfidence has been shown to positively impact the persistence of entrepreneurs in pursuing their goals, even in the face of obstacles and failures.
2. Increased risk-taking: Overconfident entrepreneurs may take on more risks, leading to higher potential rewards and losses.
3. Poor strategic decision-making: Overconfidence can cause entrepreneurs to ignore or dismiss critical information, leading to suboptimal strategic decisions and negatively affecting the success of their startups.
4. Underestimation of challenges: Overconfident entrepreneurs may underestimate the challenges and difficulties of starting and running a business, leading to unrealistic expectations and potential failure.
5. Arrogance in negotiations: Overconfidence can also lead to arrogance in negotiations with investors, partners, and customers, negatively affecting the venture's success.

Studies such as "Overconfidence and Entrepreneurial Failure" (Baker et al., 2002) and "Overconfidence, Entrepreneurial Intentions, and Economic Growth" (Sorenson & Wennberg, 2010) provide support for the role of overconfidence in startups and entrepreneurship. These studies highlight the importance of balancing confidence with caution to increase the likelihood of success in entrepreneurship.

## 4. Locus of Control in Entrepreneurship

Locus of control refers to an individual's belief about how their life is controlled by external factors versus actions.

Studies have shown that individuals with an internal locus of control tend to be more successful in entrepreneurship and startups. Internal locus of control is characterized by the belief that outcomes result from one's actions and decisions. This can lead to greater initiative, persistence, and problem-solving skills in the face of challenges, all crucial factors in entrepreneurial success.

On the other hand, individuals with an external locus of control are more likely to attribute success or failure to factors outside of their control, such as luck, chance, or the actions of others. This can lead to lower motivation levels and a greater tendency to give up in the face of obstacles.

However, it is essential to note that locus of control is just one of many factors that can contribute to success in startups. A combination of factors such as education, experience, access to resources, and market conditions also play a significant role.

Studies have shown that a person's "locus of control" (whether they believe they have control over events in their life or that external factors control them) can have a significant impact on various outcomes, including:

1. **Mental Health:** Internal locus of control is associated with better mental health and lower levels of anxiety and depression.
2. **Goal attainment:** People with an internal locus of control are likelier to set and achieve personal goals.
3. **Performance:** Internal locus of control positively affects academic and job performance.
4. **Coping:** Individuals with an internal locus of control better cope with stress and adversity.
5. **Health behaviors:** Research shows that people with an internal locus of control are likelier to engage in healthy behaviors like exercise and healthy eating.

Overall, the research supports the idea that an internal locus of control is associated with positive entrepreneurial outcomes, while an external locus of control is associated with adverse outcomes.

Research has shown that locus of control can play a role in the success of entrepreneurs. Some of the findings include:

1. **Business Performance:** Entrepreneurs with an internal locus of control tend to have better business performance and are more likely to achieve their goals.
2. **Risk-Taking:** Entrepreneurs with an internal locus of control are likelier to take calculated risks and pursue opportunities.
3. **Resilience:** Entrepreneurs with an internal locus of control are better able to bounce back from setbacks and failures, which is vital for success in entrepreneurship.

4. Problem-Solving: Entrepreneurs with an internal locus of control are more proactive in solving problems and taking control of situations.
5. Networking: Entrepreneurs with an internal locus of control are likelier to actively seek out and cultivate relationships with other business owners, investors, and potential customers.

In general, research suggests that an internal locus of control can be an essential factor in the success of entrepreneurs, as it supports them to take control of their businesses and actively pursue opportunities.

Here are a few studies that demonstrate the positive role of internal locus of control in the success of startups and entrepreneurship:

- "Entrepreneurial Orientation, Locus of Control, and Performance in Small Businesses" by J.B. Miner, R.D. Hatten, and K.J. Lowney (1997) found that internal locus of control was positively related to the success of small businesses.
- "Locus of Control and Entrepreneurial Intentions" by J.A. Timmons and S. Spinelli (2007) found that individuals with an internal locus of control were more likely to express a desire to start their businesses.
- "The Role of Locus of Control in Entrepreneurial Risk Taking" by L.G. Brush, J.S. Manolova, and T.D. Hisrich (2001) found that internal locus of control was positively related to risk-taking behavior in entrepreneurs.
- "The Relationship Between Locus of Control and Entrepreneurial Intentions" by C.G. Shaw, J.W. Baer, and R.C. Larson (2010) found that internal locus of control was positively related to entrepreneurial intentions.

## 5. Emotional Intelligence in Entrepreneurship

Emotional intelligence (EI) refers to an individual's ability to recognize and manage their own emotions and the emotions of others. In entrepreneurship, emotional intelligence can play a critical role in success for the following reasons:

1. Self-awareness: Entrepreneurs with high EI are aware of their emotions and how they impact their thoughts and actions, enabling them to make informed decisions and avoid impulsive reactions.
2. Empathy: Entrepreneurs with high EI can understand and connect with the emotions of others, which is essential for building and maintaining relationships with customers, partners, and employees.
3. Self-regulation: Entrepreneurs with high EI can regulate their emotions and manage stress effectively, improving their decision-making ability and persistence in facing challenges.
4. Motivating others: Entrepreneurs with high EI can inspire and motivate others, essential for leading and managing a successful team.
5. Conflict resolution: Entrepreneurs with high EI can effectively manage and resolve conflicts, improving relationships and increasing collaboration within a team.

There have been several studies that support the role of emotional intelligence in entrepreneurship. For example, a study by van der Zee et al. (2011) found that entrepreneurs with high EI were more successful in securing financing for their businesses, and a study by Matthew et al. (2010) found that EI was positively related to the success and sustainability of small businesses. Here are a few additional studies that provide evidence for the role of emotional intelligence in startups, entrepreneurship, and business idea production:

- "Emotional Intelligence and Entrepreneurial Potential" (Furnham & Cheng, 2016) - This study found that emotional intelligence was positively related to entrepreneurial potential, as measured by an individual's likelihood to start a business.
- "The Impact of Emotional Intelligence on Entrepreneurial Success: A Study of Technology Start-Ups" (Palmer et al., 2002) - This study found that emotional intelligence was positively related to the success of technology startups, as measured by revenue growth and market share.
- "Emotional Intelligence, Entrepreneurial Orientation, and Firm Performance" (Liu & Fang, 2012) - This study found that emotional intelligence was positively related to entrepreneurial orientation and firm performance and mediated the relationship between entrepreneurial orientation and performance.
- "The Role of Emotional Intelligence in Entrepreneurial Success" (Pauleen & Brouwer, 2009) - This study found that emotional intelligence was positively related to entrepreneurial success, as measured by financial performance and growth.

The studies demonstrate the potential importance of emotional intelligence in the success of startups, entrepreneurship, and business idea production and suggest that individuals with high EI may be more likely to succeed in these domains.

## 6. Self-Efficacy in Entrepreneurship

Self-efficacy refers to one's belief in their ability to succeed in a given task or situation. In entrepreneurship, self-efficacy plays a significant role as it can impact an individual's ability to take risks, persist in the face of obstacles, and effectively handle challenges. A high level of self-efficacy can increase the likelihood of an entrepreneur successfully launching a startup or business idea. On the other hand, low self-efficacy can lead to self-doubt and decreased likelihood of pursuing entrepreneurial opportunities and success.

Self-efficacy, or an individual's belief in their ability to accomplish a task or reach a goal, has been shown to play a significant role in entrepreneurship, startups, and business idea production. Research has found that high self-efficacy can lead to the following:

1. Increased confidence and motivation in pursuing entrepreneurial ventures.
2. Better idea generation and more remarkable persistence in facing challenges.
3. Improved decision-making and ability to overcome obstacles.
4. Higher likelihood of taking calculated risks to pursue a business idea.

5. On the other hand, low self-efficacy can lead to decreased confidence and less risk-taking behavior, potentially hindering the development and success of a startup.

Therefore, developing and maintaining high levels of self-efficacy is crucial for entrepreneurs and can be enhanced through experiences of success, social support, and experiences of mastering something, as suggested in the following research papers.

- "Self-Efficacy and Entrepreneurial Intentions: A Structural Equation Modeling Analysis" by Rauch and Bausch (2001)
- "Self-efficacy and New Venture Creation: An Exploratory Study" by Gaglio and Taub (2001)
- "Self-efficacy, Entrepreneurial Intentions, and Start-Up Behaviour: Testing a Causal Model" by Krueger and Dickson (1994)
- "Self-Efficacy and Entrepreneurial Behaviour" by Liao, Fei, and Li (2007)
- "The Role of Self-Efficacy in Entrepreneurial Decision Making: Developing and Testing a Causal Model" by Mitchell, Smith, Seawright, and Morse (2000).

## 7. Entrepreneurial Personality Potential

**ESAI** estimates Entrepreneurial Personality Potential to support young people understanding the direction of their general score. Thus, **ESAI** will estimate a person's personality readiness to become a successful entrepreneur and the need for a mentor or advisor. This score represents the Entrepreneurial Readiness Traits Score and gives general predictions about the overall match between personality traits measured and potential success in entrepreneurship. The higher the Entrepreneurial Personality Potential, the higher the probability of success inferred from measured personality traits.

*Note: Other factors also influence success apart from personality traits measured here, like situation, opportunity, support, or even other personality characteristics not measured here, like intelligence and quality of ideas. Young people with the lowest score who insist on diving into entrepreneurship might need a mentor and additional education, those with medium-level scores might need an advisor and additional education, and those with the highest scores might dive in with appropriate preparation.*



## Interpretation of Results

### Administration of ESAI

Since the inventory has been developed within the EU-funded project, **ESAT** and **ESAI** are administered free of charge online on the OAZA Academy website. **ESAT** takes about 3 minutes to complete, and **ESAI** about 20 minutes. After completing **ESAI**, the results are delivered to the participant's email address to protect their privacy.

The **ESAI** results include a graphical representation of the results for six traits, with the final score for the Entrepreneurial Personality Potential included in the graph.

Together with individual results, participants get an information file describing the traits and their links to entrepreneurial success, as established by numerous studies. The purpose is to dive deeper into personality traits, increase personality awareness, and get suggestions on improving and practicing those traits in the future when possible.

### Interpretation of Results

To ease the reading and interpretation of results for youth workers who might not be very familiar with testing, metrics, instrument design, validity, and reliability, and based on our tests with young people of different educational backgrounds (from elementary school to university), we took the decision to present results in a more familiar way to all, from 1-100% scale.

We used a “Rule of thumb” to simplify the interpretation. “Rule of thumb” is a phrase that refers to a broadly accurate guide or principle based on practice. It is an approximate method for doing something based on practical experience or, in our case, on preliminary data. The simplicity of understanding results was achieved at a slight expense of accuracy.

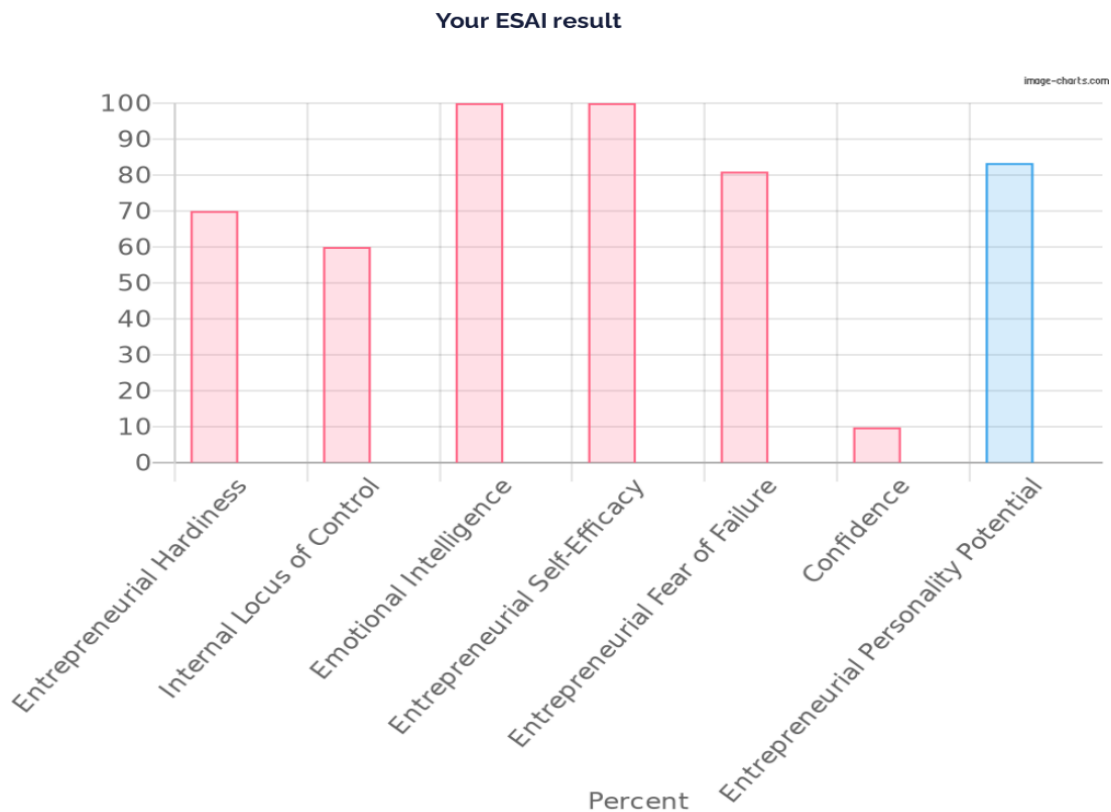
Table 1. The logical meaning of the **ESAI** results table

Trait	Bar Evaluation News	Suggestion for success
Hardiness	Higher the better	<ul style="list-style-type: none"> <li>- 0-33: mentor,</li> <li>- 34-66: advisor,</li> <li>- over 67: go alone</li> </ul>
Internal Locus of Control	Higher the better	<ul style="list-style-type: none"> <li>- 0-33: mentor,</li> <li>- 34-66: advisor,</li> <li>- over 67: go alone</li> </ul>
Emotional Intelligence	Higher the better	<ul style="list-style-type: none"> <li>- 0-33: mentor,</li> <li>- 34-66: advisor,</li> <li>- over 67: go alone</li> </ul>
Self-Efficacy	Higher the better	<ul style="list-style-type: none"> <li>- 0-33: mentor,</li> <li>- 34-66: advisor,</li> <li>- over 67: go alone</li> </ul>
Fear of Failure	Higher the worse	<ul style="list-style-type: none"> <li>- 0-33: go alone,</li> <li>- 34-67: advisor,</li> <li>- over 68: mentor</li> </ul>
Over/Confidence	From 0-33 good, else bad	<ul style="list-style-type: none"> <li>- 0-33: go alone,</li> <li>- below 0: mentor,</li> <li>- over 34: advisor</li> </ul>
Entrepreneurial Personality Potential	Higher the better	<ul style="list-style-type: none"> <li>- 0-33: mentor,</li> <li>- 34-66: advisor,</li> <li>- over 67: go alone</li> </ul>

Young people with low results should consider other occupations to have a more satisfying life or, if they still wish to continue with entrepreneurship, to have a mentor who will support them in improving their entrepreneurship potential and overseeing the process.

Young people with average results should invest time in entrepreneurial education and have an advisor for their startup activity until they master entrepreneurial knowledge. Alternatively, they might move towards a less risky entrepreneurial industry like the service industry.

Young people with high results should be encouraged to dive into entrepreneurship, business idea production, and business planning and acquire practical competence with successful entrepreneurs to speed up the process.



Picture 1. Theoretical ESAI result output for John Doe (example).

**Simple Interpretation for John Doe:** High in Hardiness, Internal Locus of Control, Emotional Intelligence, Self-Efficacy, and slight Overconfidence, which is all good. Unfortunately, a high Fear of failure represents a risk in entrepreneurship unless contained with good planning and practice.

Overall, a very good Entrepreneurial Personality Potential score suggests Joe can start an entrepreneurial career alone, provided the Fear of Failure result is improved in practice or with an expert.

*Note: In this example, we intentionally increased Fear of Failure – not typical with other high results! Finally, one should be very careful in interpreting the results of people with a very poor level of English, representing an obstacle to the validity of results.*

## Disclaimer

Please note that these descriptions are intended solely for informational and educational purposes to give you a broader picture and awareness of your entrepreneurial potential. You should seek professional advice and information for more specific details and measurements, as circumstances will vary from person to person.



# Shape it Up tool

Youth worker's guide through the Shape it Up tool



1.  
Entrepreneurial  
Self-Awareness  
Inventory



2.  
**Shape it Up Tool**



3.  
Impact  
Entrepreneurship  
Online Course



4.  
Non-Formal  
Education  
Methodology



## Purpose of the Tool

In many cases, nascent entrepreneurs have a vague idea which they want to turn into a concrete business. Once faced with a reality check and the need to actualize this idea, they are often frustrated and give up pursuing their idea.

The **Shape it Up** tool is designed to support nascent entrepreneurs in developing their business ideas by addressing various essential aspects of the entrepreneurship context. The purpose of the tool is to structure the initial ideas of users into more developed business concepts following the 9-step process.

Additionally, the tool emphasizes the importance of the preincubation phase in entrepreneurial development. This preincubation phase includes developing the traits of an entrepreneur along with the development of their ideas, and in this way, increasing the success rate of creating a solid personal foundation and sustainable business ideas.



## How to Use the Tool

The **Shape it Up** tool is a standalone tool that users can use both digital (using an interactive PDF document) and analog (printing out the PDF document) versions.

**Idea filtering**

Now please take each idea from the brainstorming session, and for each, answer the following questions and give them a grade from 1 (low) to 5 (high), which will support you in prioritizing the best ideas. In the end, choose two or three ideas and then write the answers to choose the best one.

Question	1	2	3	4	5
Does this idea connect to my interests and skills or competencies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can I see myself dedicated to this idea through the next five years?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is this idea in line with my life values?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do I have competencies in this niche and am ready to learn and develop them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can I easily raise enough funds to start this idea?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can I start the idea with the small team in the first year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does my private situation allow me to dedicate myself to this idea?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do I see this idea as a business opportunity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**My idea is:**

**Customers**

**Supporting Questions / Topics**

**Gender:**  
☐ Male ☐ Female ☐ Not gender specific

**Age:**  
☐ 0-17 ☐ 18-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55+

**Income level (yearly):**  
☐ 10,000 € ☐ 20,000 € ☐ 30,000 € ☐ 40,000 € ☐ 50,000 € ☐ 60,000 €+

**Educational level:**  
☐ primary school ☐ high school ☐ bachelor degree ☐ master's degree ☐ PhD ☐ other

**Location:**

**What motivates them & what do they fear?**

**What is their social environment?**

The **Shape it Up** tool provides a structured approach to developing a business idea following the 9-step process described previously. We strongly suggest that users have support while using the tool to ensure they understand the assignments and properly fill out the questions.

For this reason, we developed an online course, [Impact Entrepreneurship](#), explaining the terminology and giving examples and assignments to

understand better how to answer the questions in the tool.

To be able to use the tool digitally, we suggest that users install Adobe Acrobat Reader (available on every major operating system: Windows, MacOS, Android, and iOS). You can download the app through this link - [Adobe - Adobe Acrobat Reader DC Download](#).



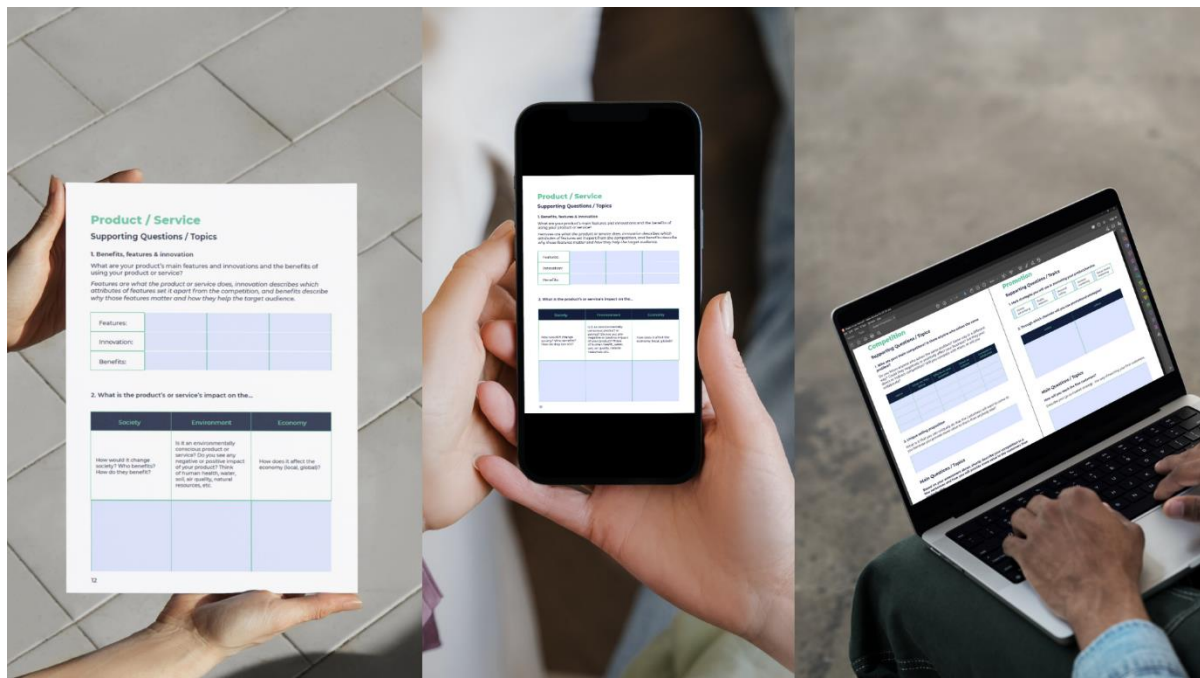
## 9-step process

The **Shape it Up** tool is structured into 9 chapters, which target different steps of the idea development. Each chapter contains a number of questions that support nascent entrepreneurs in shaping their initial ideas into concrete business ideas that can be presented to future mentors/investors for additional viability evaluations (and/or further development in the incubation and acceleration phases).

1. **Foundation:** This initial chapter lays the groundwork for an entrepreneurial journey. It dives deep into connecting the idea with the predispositions of the entrepreneur. It supports articulating the impact and guides one through reflecting on the motivation to carry this idea forward. This chapter supports entrepreneurs to understand their 'why' and ensure the business is built on a firm basis.
2. **Idea Generation:** In this chapter, we focus on brainstorming techniques and strategies to support the process of creating, developing, and curating innovative ideas, and also to filter and select the most promising idea(s) that will be ready for further development.
3. **Customers:** This section explores the essential task of defining and understanding the target market: customer segmentation, profiling, and understanding customer behavior. It provides questions to understand prospective customers' needs, wants, and expectations, which effectively supports designing the product/service.
4. **Problem/Need:** This chapter focuses on identifying the problem or needs the business idea is aiming to address. Understanding the problem is the first step in creating a solution that has real-world value. The chapter will support defining the problem, assessing its scale, and understanding its nuances.
5. **Product/Service:** This chapter deals with the development of the product or service. Here, we outline the solution in detail, including its features, benefits, and innovation. It is also where the triple-bottom-line impact of the idea will be outlined.
6. **Competition:** In this chapter, the analysis of the competition is done to understand their effect on our idea and identify potential collaborations. This includes both direct and indirect competitors. With that understanding, a unique value proposition can be defined.
7. **Promotion:** This chapter is all about promotion strategies. It will support reaching our target audience by identifying the most effective channels of communicating our value proposition.
8. **SWOT:** This chapter introduces the SWOT analysis – an evaluation of the idea's Strengths, Weaknesses, Opportunities, and Threats. It is a practical strategic planning tool that will support understanding the internal and external factors that could impact a business's success.
9. **Resources:** The final chapter deals with identifying the resources needed to bring the business idea to life. These are human resources, time, physical, and financial resources. Understanding how much resources the idea needs, in the beginning, creates a more realistic and sustainable vision for development.



## Context of Using the Tool



The **Shape it Up** tool is made to be used in various scenarios according to the different realities young people experience. To facilitate this, the tool can be accessed by smartphone while following the online course, but it can also be a printed handout that young people fill out with the support of youth workers in an on-site facilitated workshop on Impact Entrepreneurship. And everything in between!

The **Shape it Up** tool is adjusted for structuring one idea per process, and it's intended for repetition. This also means that the tool can be used in teams that are developing particular shared ideas, as well as individuals pursuing their own.



## Business idea PITCH

**OAZA**  
Academy

# Business idea PITCH

Title of my Idea:

My **business idea PITCH** was developed through the Impact Entrepreneurship program.

To find out more about the program visit  
[www.oazaacademy.com](http://www.oazaacademy.com)

This is a vital tool for aspiring entrepreneurs that leans on the **Shape it Up** tool. It's essentially acting as a bridge between the idea phase and the potential realization of their business.

It is a synthesized and streamlined document that clearly outlines the critical aspects of a business idea. This tool captures the final, well-refined responses from the **Shape it Up** tool, presenting the business idea in a compact and digestible format, ready for showcasing to mentors, investors, and other interested parties.

Using the Business Idea Pitch tool is straightforward. Once the users have worked through the **Shape it Up** tool, they copy and paste their final answers into the Business Idea Pitch document. The document contains sections corresponding to the Shape it Up tool chapters, including Foundation, Idea Generation, Problem/Need, Customers,

Product/Service, Competition, Promotion, Resources, and SWOT.

This ensures that the business idea is clearly presented, capturing its essence and viability. The concise format increases the attention of potential investors or mentors, demonstrating the entrepreneur's clarity of thought, understanding of the market, and readiness to proceed. It is essential to make a strong, impactful first impression and potentially attract the resources and support needed to launch the business.



## The Role of the Youth Worker

As a youth worker, guiding nascent entrepreneurs through this process is crucial, ensuring they understand each section's importance and supporting them in articulating their ideas effectively. Facilitate brainstorming sessions, provide constructive feedback, and offer insights into what mentors and investors look for in a business idea. The ultimate aim is to support them using **Shape it Up** to its full potential, paving the way for their idea to take shape and grow into a successful business.

Depending on the scenarios, youth workers will need to adjust the process to reach the desired goal. Especially in the case of facilitating on-site workshops, youth workers will need to develop a program that will support this process. For this, we have developed numerous exercises that support each of the 9 steps of the process (see NFE methodology section).

We also suggest that facilitators research the topics of the Impact Entrepreneurship program in order to have better insight, the bigger picture, and relevant examples to support the young people through their workshops.



## Desired End Goal of the Tool

The ultimate goal of the **Shape it Up** tool is to support nascent entrepreneurs in transforming their initial ideas into viable business concepts that can solve a specific problem or meet a particular need in society. By guiding users through the 9-step process, the tool aims to equip users with a well-defined, feasible business idea they are passionate about and willing to invest time and effort into realizing.

# Impact Entrepreneurship Online Course

Youth worker's guide through the Impact Entrepreneurship  
Online Course



1.  
Entrepreneurial  
Self-Awareness  
Inventory



2.  
Shape it Up Tool



3.  
**Impact  
Entrepreneurship  
Online Course**



4.  
Non-Formal  
Education  
Methodology



## Purpose of the OC

The Impact Entrepreneurship **O**nline **C**ourse (OC) is a carefully designed program available on Udemy ([www.udemy.com](https://www.udemy.com)) aimed at nurturing young entrepreneurs. The course is structured to guide nascent entrepreneurs through the preincubation phase of their entrepreneurial journey, focusing on the development of sustainable business ideas.

The course's unique approach emphasizes the triple bottom line of economic, environmental, and social impact, hence the name Impact Entrepreneurship.

The **OC** is a comprehensive guide for young entrepreneurs, providing them with a solid foundation in the field of entrepreneurship. It covers a wide range of topics, from idea generation to customer needs, competition, promotion, and resource management.

To support young entrepreneurs in developing their business ideas, the course is structured in a way to provide them with:

- theoretical knowledge,
- real-world examples,
- assignments.

For instance, the "Idea Generation" section of the course guides learners through brainstorming and filtering ideas. It provides practical tips and strategies for generating innovative business ideas and supports learners' understanding of evaluating and refining them.



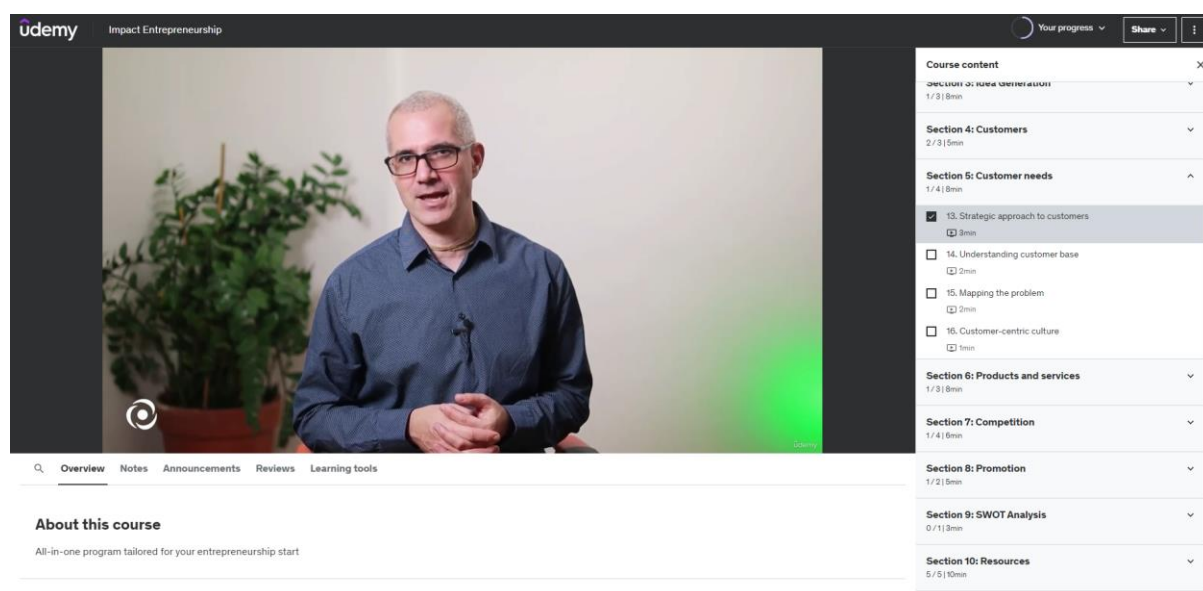


## How Can Young People Use the OC

Young entrepreneurs can use the **OC** as a step-by-step guide to developing their business ideas.

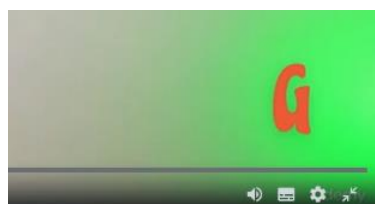
The course is divided into 11 sections, each focusing on a different aspect of impact entrepreneurship idea development. Each section includes lectures and assignments that will support the participants' understanding of the topic and apply their knowledge practically.

For example, the "Customers" section of the course teaches learners about customer segmentation, customer persona, and customer relationships. It supports participants' understanding of their target customers, their needs and preferences, and how to build strong relationships with them.



The **OC** is hosted on Udemy, a popular online learning platform. To access the course, users will need to create a free Udemy account. Once they have an account, they can enroll in the Impact Entrepreneurship Online Course at no cost.

The course is designed to be self-paced, meaning learners can progress through the material at their own speed. It consists of 33 lectures spread across 11 sections, totaling 1 hour and 12 minutes. The course is in video format, so learners will need a device with internet access and video playback capabilities.



We advise participants to go through the **OC** more than once for an increased learning opportunity. We have included a gamification explained in the last episode for this effect.



## The Role of a Youth Worker

In the journey of young entrepreneurs through the Impact Entrepreneurship Online Course, the role of a youth worker is multifaceted and crucial. As facilitators, youth workers guide young entrepreneurs, supporting their development through the course. They also offer additional resources or examples when necessary to enhance understanding.

Beyond facilitation, youth workers take the role of mentors, offering advice, feedback, and encouragement. They draw from their own experiences and insights to support young entrepreneurs in navigating the challenges that come with entrepreneurship and making informed decisions.



In the capacity of a coach, youth workers assist in the development of essential skills, knowledge, and attitudes. They foster critical thinking, creativity, resilience, and a growth mindset in young entrepreneurs. They also serve as connectors, linking young entrepreneurs with other resources, networks, or opportunities that can support their entrepreneurial journey. This could involve introducing them to potential mentors, investors, or industry professionals.

Youth workers also play the role of advocates for young entrepreneurs. They strive to create an environment that supports the learning and growth of young entrepreneurs. This may involve collaborating with schools, community organizations, or local businesses to create opportunities for these young entrepreneurs.

Leveraging the transferability of the **OC**, youth workers can facilitate onsite workshops for young entrepreneurs. These workshops provide additional support for idea development and the use of the Shape it Up tool.

Finally, as evaluators, youth workers assist young entrepreneurs in tracking their progress and evaluating their outcomes. They provide constructive feedback and facilitate a reflective process on the learning and growth of young entrepreneurs.



## Alignment with the Shape it Up Tool

The **OC** is designed to work hand-in-hand with the **Shape it Up** tool. Each section of the OC corresponds to a chapter in the Shape it Up tool, guiding young entrepreneurs through answering the tool's questions. The **OC** provides the theoretical knowledge and practical examples that will help learners fill out the **Shape it Up** tool most effectively.



For instance, the "SWOT Analysis" section of the course aligns with the corresponding chapter in the **Shape it Up** tool. It guides learners through the process of conducting a SWOT analysis, supporting them to understand their business's strengths, weaknesses, opportunities, and threats.



## Transferability of the OC

One of the key features of the **OC** is its transferability. Youth workers can use the course content to facilitate onsite workshops for young entrepreneurs. These workshops can cover the topics discussed in the **OC**, providing additional support for idea development and the use of the Shape it Up tool.

Youth workers can use the **OC** as a framework for their workshops, tailoring the content to suit the needs of their learners. The structure and content make it a versatile tool that can be adapted to various learning environments and contexts.



## Desired End Goal of the OC

The ultimate goal for a young entrepreneur using the Impact Entrepreneurship Online Course is to develop a sustainable, impactful business idea that balances the triple bottom line of economic, environmental, and social impact.

By the end of the OC, the young entrepreneur will be able to:

- **Generate and Refine Business Ideas:** The **OC** begins with idea generation, teaching young entrepreneurs how to brainstorm and refine innovative business ideas based on feasibility and potential impact.
- **Understand Their Customers:** The **OC** emphasizes the importance of understanding the target market. Young entrepreneurs will learn to segment their market, create customer personas, and what is necessary to build strong customer relationships.
- **Identify and Address Customer Needs:** The **OC** supports young entrepreneurs in identifying their customers' needs and designing products or services to meet these needs. They learn to map the problem, develop a customer-centric culture, and scrutinize their product or service.
- **Understand the Competitive Landscape:** The **OC** also supports young entrepreneurs in identifying their competition and understanding their unique selling proposition. They learn to differentiate their business from direct and indirect competitors.
- **Develop a Go-to-Market Strategy:** The **OC** teaches young entrepreneurs what is needed to develop a robust go-to-market strategy, including a promotion mix and a SWOT analysis.
- **Managing Resources:** Finally, the OC covers key areas of resource management, including people, time, physical resources, and money. Young entrepreneurs learn what is necessary to effectively manage these resources to support their ideas come to life.

The goal is not just to create a business idea but to create a sustainable, impactful, and balanced approach to economic, environmental, and social impact. The young entrepreneur will be equipped with the knowledge, skills, attitudes, and tools to make a positive difference in the world through their entrepreneurial endeavors.

# NFE Methodologies

**Youth worker's resources for facilitating workshops for nascent entrepreneurs**



1.  
Entrepreneurial  
Self-Awareness  
Inventory



2.  
Shape it Up Tool



3.  
Impact  
Entrepreneurship  
Online Course



4.  
**Non-Formal  
Education  
Methodology**

## Debriefing

Before we delve into the intricacies of the exercises that form the core of this chapter, it's imperative to pause and reflect on the significance of debriefing in the realm of non-formal education.

Debriefing is not just a mere afterthought or a cursory wrap-up session; it is a crucial component that bridges the gap between experience and understanding, between action and reflection. In non-formal education settings, where the emphasis is on experiential and participatory learning, debriefing becomes the backbone that consolidates learning, fosters critical thinking, and ensures that the lessons are both meaningful and enduring. It is the moment where participants can process, analyze, and internalize their experiences, transforming them into valuable insights.



### The reasons to do a debriefing

As non-formal educators, our final aim is to stimulate and support learning, in this case, very concretely in relation to the development of competencies for the different pre-incubation phases of (social) Impact Entrepreneurship. In our pedagogical approach, we also use different game-based learning exercises, and we apply many gamification techniques in our set-up. It creates a different –and in most cases, more accessible and enjoyable– learning environment. However, one of the possible dangers of this approach is that the shape can take over the content. In other words, the experience itself overtakes the conscious learning dimension.

In our experience (including our personal and professional educational path), the uncertainty and lack of experience in organizing well-thought-through and effective debriefings can lead to the dismissal of this essential part of the learning process. There is a dangerous risk to assume that the learning within the activity is clear enough for everyone and ignore the debriefing.

And secondly, many among us have the tendency to confuse the evaluation of the activity with a debriefing.



## An evaluation, a reflection, or a debriefing?

Find below the different terminology often used in educational contexts. All these concepts are different. Within Impact Entrepreneurship, we define these in the following perspective.

- **Reflection:** is the process in which you review /think about/ look back upon an experience and your part in that in order to learn from that. It is an analysis of our experience and explores how we can make changes based on our mistakes, continue what is successful, and enrich our knowledge, practice, or attitudes. It's a search to understand yourself/others and their behaviors.
- **Evaluation:** the process of making a judgment about an experience or a person/group compared to the previous set of objectives. It is a verification of accomplishment. It's the analysis of the performance with the goal to improve it.
- **Debriefing:** an organized and structured process of group reflection based on different process analyses, including social process analysis and learning outcomes analysis, based on the facts, not only emotions. The above can be done on a more individual level (e.g., one-to-one) or in groups.



## How do you organize a debriefing?

We follow 4 basic stages based on the model by Roger Greenaway, called the **4F model**. For more background reading:

[https://www.academia.edu/27674573/Reviewing\\_by\\_Doing](https://www.academia.edu/27674573/Reviewing_by_Doing)

<b>FEELINGS</b>	Emotional reactions related to the experience or activity.
<b>FACTS</b>	An objective gathering of what has happened.
<b>FINDINGS</b>	The concrete learning and conclusions that you can take away from this activity.
<b>FUTURE</b>	Planning and structuring our learning in order to use this in the future.

**Feelings:** exploring emotions and feelings. We consider this a very important part of the debriefing, as it allows each person to express how the activity or experience has a personal and emotional impact. This phase allows all the players/learners to express their emotions and create a first impression/layer to analyze later during the facts and findings. Giving enough time for this phase gives people the emotional space to differentiate subjective and objective views on the facts.

***Important*** - *Even though you may have implemented a simulation activity (role-play or similar exercise where the participants deal with a fictional scenario), the emotions and feelings are real, and they need to be discussed and respected.*

**Facts:** in this phase, we explore together 'hard facts'. During an activity, many different actions can happen, and this is the moment to clarify this for everyone so the group has a broader view of all the different elements and actions that happened. This is the time when we practice 'objective reporting' without judgmental or opinionated biases. It is exciting to see if we all agree on these facts. We do not explore the 'how' or 'for which reasons'. That's something we keep for the 'Findings'. This, however, is a good moment for 'demystification' of the exercise, e.g., in case there were hidden rules'.

**Findings:** here we start 'investigating' and interpreting the situation. We explore the reasons why some things were said or remained unspoken, the reasons for actions taken or not. The main questions to explore in this phase refer to 'how' and 'for what reasons'. A kind reminder: we advise you to limit direct 'why' questions since they often provoke a defensive response and lead to justifying replies. It's also at this stage that the learning outcomes start to emerge, so the participants become aware of the intentions of the exercise(s)

**Future:** here we look at the future and decide which findings/learnings we want to take along with us and how we will apply them in our future lives.

We consider this a very important phase in the debriefing as it links directly to the original purpose of the activity/experience in the first place. Here, we see the Debriefing closely linked as concrete support towards the other tools of Impact Entrepreneurship (e.g., Shape it up Tool, ESAI, and OC) towards a more successful pre-incubation phase.



Following the previously mentioned '4F model', we suggest the following questions in order. However, every activity and educational exercise in this manual has a tailored debriefing question list included.

### **FEELINGS**

1. How did you feel during the activity?
2. How do you feel after the activity?
3. What do you think about the activity?
4. ...

### **THE ACTIVITY**

1. What happened (in general terms)
2. What did you do?
3. How did you achieve the objective (or not)?
4. ...

### **REMEMBER**

1. What will you remember?
2. What made you remember something?
3. ...

### **RELATION REALITY – ACTIVITY**

1. What was this activity about?
2. Do you find similar situations in real life (your life)?
3. Do these things happen in reality?
4. ...

### **WHAT IF**

1. If ... (give an activity element) was changed?
2. If ... you would play it again?
3. ...

### **WHAT'S NEXT**

1. What would you change in reality?
2. Which concrete activities are you inspired to take now?
3. ...



## A few tips while organizing a debriefing

Remember that the players are sharing personal impressions and experiences. There is no need to all agree on the same.

If something is too heavy or big to handle during the debriefing phase, agree to put it on the agenda for another time.

Silence is not a 'bad' thing, it allows everyone to think and reflect.

Share and agree with the group on how much time the debriefing will last. This promotes patience for some, as 'being more to the point' for others.

Summarize and paraphrase regularly to make sure everyone has understood the same. Use sentences such as 'Is my understanding correct that ...' or 'Can we conclude that ...'.

It's ok to be wrong. Don't hesitate to share with the group if you believe you made a mistake. It contributes to transparency and an open atmosphere of sharing.

Ensure that everyone can see and hear everyone (e.g., a circle setting). This contributes to the participation of each one.

# Exercises

Foundation exercises	42
1. The Impact Entrepreneur Within	42
2. Garage sale	45
3. Training need: YES or NO	50
4. Practical Competence	52
Idea Generation exercises	57
1. Double the value	57
2. A Simple Complexity	63
3. Idea or Opportunity	67
4. True or false	70
5. The Innovation Sprint	73
6. Shape Shifter Transformology/FABject	78
Customers exercises	81
1. In the other shoes	81
2. Defining the Ideal Customer	84
3. Connect with others	88
Defining Problem/Need exercises	93
1. Root Cause Analysis	93
2. Market and Niche Fair	96
3. Engaging Problem-Solvers: Think, Create, Collaborate	99
Product/Service exercises	102
1. The Fridgy Cat	102
2. Survive & Thrive: The Triple Bottom Line Challenge	105
3. The Paper Airplane Factory	112
4. The Marshmallow Challenge	115
5. Product Insight Carousel	119
Competition exercise	122
The Market Match	122
Promotion exercise	126
Marketing Mix Match-Up	126
SWOT exercise	130
SWOT Squad	130
Resources exercise	134
The Impact Stock Market	134
Additional exercise	161
Chat with a Dream Chaser	161

## Foundation exercises

### 1. The Impact Entrepreneur Within

<b>Subtitle</b>	Evaluating Key Entrepreneurial Traits
<b>Duration</b>	90 minutes
<b>Group size</b>	5 – 20 participants
<b>Complexity level</b>	Medium
<b>Overview</b>	In this exercise, participants will engage in a group discussion about the traits they believe are most crucial to successful entrepreneurship. Instead of a self-assessment, the exercise focuses on critical thinking and debate, stimulating participants to make decisions based on reasoning and logic.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To identify and understand the key traits of successful entrepreneurs</li> <li>• To critically assess and prioritize these traits</li> <li>• To collaborate and engage in group discussions</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Pre-printed list of entrepreneurial traits</li> <li>• Sticky notes and pens</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Begin by introducing the concept of entrepreneurial traits and discussing their importance.</li> <li>2. Divide participants into groups of 4</li> <li>3. Distribute the pre-printed trait lists.</li> <li>4. Ask participants to individually choose the top three traits they believe are the most important for successful entrepreneurs.</li> <li>5. Then, ask them to define the top three traits in the group</li> <li>6. Have groups present their chosen traits to others.</li> <li>7. Write the top three traits for each group on the flip chart during presentations.</li> <li>8. Once all traits are presented, encourage participants to debate their choices to reach a consensus about the top three entrepreneurial traits.</li> </ol>
<b>Debriefing</b>	<p>Guide participants in reflecting on the exercise. Discuss the decision-making process, the challenges of choosing only three traits, and the reasons behind their final choices.</p> <ol style="list-style-type: none"> <li>1. How did you decide on your top three entrepreneurial traits?</li> </ol>

	<ol style="list-style-type: none"> <li>2. Did you find it difficult to select only three traits? If yes, for which reasons? If not, how come?</li> <li>3. Were there any traits you initially undervalued but began to see as more important during the group discussion?</li> <li>4. Was reaching a consensus on the top three traits challenging? Explain.</li> <li>5. Did the group discussion change your perspective about any of the traits?</li> <li>6. What are the main reasons you think the traits chosen by the group are essential for entrepreneurship?</li> <li>7. How might these traits manifest in the real world of entrepreneurship?</li> <li>8. How might an entrepreneur compensate for a lack of one of these key traits?</li> <li>9. What steps could an aspiring entrepreneur take to develop these traits?</li> <li>10. How can these traits make a difference in the success of an entrepreneurial venture?</li> <li>11. What actions can you take after this exercise to enhance your understanding of these traits or develop them further?</li> </ol>
<b>Possible adaptations</b>	For virtual adaptation, utilize online tools such as Padlet or Google Jamboard for ranking and group discussion.
<b>Tips for facilitator</b>	Ensure an open and respectful environment that promotes healthy debates. Encourage participants to back up their choices with reasoned arguments. Share that entrepreneurship requires a set of varied competencies to bring an idea to life.
<b>Suggestions for follow-up</b>	Organize a session where participants share stories of successful entrepreneurs they admire, relating their success to the top three chosen traits.
<b>Ideas for action</b>	Participants can research and learn more about successful entrepreneurs who embody the top three traits. This can be done through reading biographies, interviews, or case studies and can facilitate a deeper understanding of these traits in action.

**List of entrepreneurial traits:**

1. Creativity
2. Resilience
3. Passion
4. Versatility
5. Risk-taking
6. Decision-making
7. Self-confidence
8. Perseverance
9. Adaptability
10. Independence
11. Innovativeness
12. Vision
13. Persistence
14. Initiative
15. Leadership
16. Motivation
17. Strategic thinking
18. Communication skills
19. Emotional intelligence
20. Problem-solving skills

## 2. Garage sale

<b>Subtitle/subject</b>	The separation and integration
<b>Duration</b>	40 - 80 minutes (depending on the group size)
<b>Group size</b>	From 2 people to any size group
<b>Complexity level</b>	Easy
<b>Overview</b>	Two groups are given objects with defined values for trading. The task is to trade the items between them in the context of a "garage sale" where the trading is negotiable. The task involves hidden assignments that provoke different trading behaviors on which the group will reflect later.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Explore the role of ethics and values in business</li> <li>• Experience the effects of exclusive profit-driven decisions</li> <li>• Explore the difference between the separatist view and the integration view</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• predefined items for trading, e.g., smartphone, guitar, bike... (in form of toys, models, or printed photos of items)</li> <li>• Papers, scissors, pens</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Divide the participants into two groups and tell them to define a name for their group.</li> <li>2. Explain to them that they will participate in the trade, and their task is to trade as many items as they can during the trade.</li> <li>3. Give each group a set of items (same number of items to each group)</li> <li>4. Each item has a defined value and a background story of the item that makes it more dynamic while trading.</li> <li>5. Each group chooses one representative to trade for the whole group.</li> <li>6. Give both groups 5 minutes to decide on their trade strategies.</li> <li>7. Announce that the trading begins and that the group that gathers items with higher cumulative value is the winner (the trading time is 5 minutes).</li> <li>8. Observe the groups and emphasize the importance of trading their items and not sticking with the ones they have.</li> <li>9. After the trading time is over, stop the trade and check the results. Announce the trade winner and give each group a new set of items.</li> <li>10. Announce the second trade and repeat steps 2-5.</li> </ol>

	<ol style="list-style-type: none"> <li>11. This time, during step 5, go to one of the groups and tell them <b>secretly</b> that they have a secret assignment. One item in the opposing group (define which one) is worth 100X the initial value, but no one from that group knows about that, and it's a <b>secret</b> (e.g., it can be an old painting that is discovered to be from Picasso). <b>Tell the group their hidden task is to acquire this item no matter the cost</b>, and they have to trade more of their own items for this one, understanding that if they are able to get it, they will be the winners.</li> <li>12. Announce that the second trade begins and that the group that has items with higher cumulative value is the winner in trading (the time for trading is 5 minutes).</li> <li>13. Observe the groups and emphasize the importance of trading their items and not sticking with the ones they have. Pay close attention to items that groups exchanged during trading, as it will be important for the debriefing phase.</li> <li>14. After the trading time is over, stop the trade and check the results. Reveal the real value of the hidden item and announce the winners.</li> </ol>
<b>Debriefing</b>	<p>The following questions can be asked in the suggested order.</p> <ol style="list-style-type: none"> <li>1. How did you feel about the first trade?</li> <li>2. How easy or difficult did you perceive this challenge?</li> <li>3. What factors influenced your decisions in trading?</li> <li>4. What feelings were provoked after the results of the second trade were announced?</li> <li>5. How did your personal values influence your decision-making in the game?</li> <li>6. Did you find it challenging to reconcile your personal values with the requirements of the sales profession?</li> <li>7. How does this exercise relate to ethics in business?</li> <li>8. What can individuals and organizations do to promote ethical practices in sales?</li> </ol> <p><b>OPTIONAL: Hidden part 2</b> - Now announce that one item that the group, which didn't have a hidden task, acquired from the opposite group was worth 1000X the initial value and that, actually, they are the winners of the trade.</p> <ol style="list-style-type: none"> <li>9. Do you feel that winning/losing is important in trading?</li> <li>10. What should a "win" look like in trade?</li> <li>11. What is the impact of the unethical transaction?</li> <li>12. What aspects do you take out of this activity for yourself?</li> </ol>
<b>Possible adaptations</b>	<p>The number of trades is not limited, and more than two trades can be facilitated, providing that a new set of items is distributed in each trade.</p>










	<p>Groups can choose more than one representative in the trade, or the entire group can participate. This can lead to more open discussions and more “chaotic” circumstances. It can add pressure on the groups during the trade and open up new topics in debriefing, such as taking a lead role, communication, collaboration, etc.</p>
<b>Tips for facilitator</b>	<ul style="list-style-type: none"> <li>• During the step of defining the values of items, the facilitator must be precise enough to define the individual item values slightly differently, but cumulatively, the value of items is the same in each group. This will create a sense of equality and contribute to the competing part of the exercise. It's a good idea to have the values prepared.</li> <li>• Don't share too much information, just the main ones for them to be clear on how to trade.</li> <li>• When giving a hidden assignment to one of the groups, do it discreetly so that the other group doesn't realize it. You can have the hidden task explained on a piece of paper and hand it out to the group.</li> </ul>
<b>Suggestions for follow-up</b>	<p>This exercise is built to showcase the Separation fallacy, and it's good to research the topic beforehand to understand what it is and how this integrates into business transactions and values of impact entrepreneurship (sustainable development).</p> <p>The <b>separation fallacy</b> in business refers to the belief that one's personal values and ethics can be separated from one's professional conduct and decision-making. This fallacy is based on the assumption that a person can leave their personal values and beliefs at home when they go to work and that their personal beliefs should not influence their professional behavior.</p> <p>However, this belief is problematic because one's values and ethics play a significant role in shaping one's decision-making and behavior, especially when there is an ethical dilemma or a conflict between personal values and professional obligations.</p> <p>In conclusion, the separation fallacy in business can lead to ethical conflicts and poor decision-making, and it's essential for individuals to consider aligning their personal values with their professional responsibilities and strive to maintain integrity and ethical standards in their work.</p> <ol style="list-style-type: none"> <li>1. <a href="https://uncg.edu/business-ethics/separation-and-integration/">Separation and Integration   Business Ethics (uncg.edu)</a></li> <li>2. <a href="https://mitsloan.mit.edu/ideas-made-to-matter/the-false-choice-between-business-and-ethics/">The False Choice Between Business and Ethics (mit.edu)</a></li> </ol>
<b>Ideas for action</b>	<p>Look again at the trading situation you were faced with. How would you trade now? What would change and why? How does this experience influence your thinking about your future business?</p>

## Items for trade

Group 1	Group 2
 <p>This guitar once belonged to the second cousin of Jimmy Hendrix, who could only play "Twinkle Twinkle Little Star."</p> <p>120 €</p>	 <p>This bike was the backup for Lance Armstrong's country ride when he was in Bosnia on vacation.</p> <p>85 €</p>
 <p>These shoes were worn by Usain Bolt's uncle, who was only fast when chasing the ice cream truck.</p> <p>75 €</p>	 <p>This iPhone was once dropped by Steve Jobs' niece at a family BBQ and still works!</p> <p>100 €</p>
 <p>Novak Djokovic's neighbor's friend once considered using this racket for a game of badminton.</p> <p>45 €</p>	 <p>Napoleon's lesser-known brother used a vase just like this one to store his collection of mismatched socks.</p> <p>25 €</p>
 <p>J.K. Rowling's postman's daughter swears she read these exact copies before they were cool.</p> <p>60 €</p>	 <p>Mozart's distant relative used this to play his favorite track, "18th Century Lo-Fi Beats."</p> <p>90 €</p>

## Items for trade

Group 1	Group 2
 <p>Tony Hawk's barber's son did a half ollie on this board... once.</p> <p>70 €</p>	 <p>Bill Gates' gardener's sister wrote her first email on this laptop, asking for gardening tips.</p> <p>155 €</p>
 <p>Marilyn Monroe's yoga instructor's niece carried a purse like this to her pilates class.</p> <p>95 €</p>	 <p>Queen Elizabeth's third cousin twice removed spilled tea on her dress and used this machine to clean it up.</p> <p>90 €</p>
 <p>Picasso's pet parrot's favorite piece, mainly because it looked like birdseed.</p> <p>105 €</p>	 <p>Neil Armstrong's younger brother's best friend was the yo-yo champion of his street with this very toy.</p> <p>15 €</p>
 <p>Steven Spielberg's dog walker's cousin took a blurry photo of a UFO with this camera.</p> <p>30 €</p>	 <p>Cinderella's stepsister's friend once left these at a party, but no prince came looking.</p> <p>40 €</p>

### 3. Training need: YES or NO

<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>To explore the relevance of additional training to support the development of the pre-incubation phase.</li> <li>To support identifying training needs.</li> </ul>
<b>Duration</b>	20 minutes
<b>Group Size</b>	between 4 and 25 players
<b>Complexity level</b>	Easy
<b>Overview</b>	This is a quick exercise based upon statements where the players choose if they agree or not with this statement. A short discussion follows, and a conclusion-oriented debriefing.
<b>Materials</b>	<ul style="list-style-type: none"> <li>Hand a paper on 2 opposite sides of the room. 1 paper, 'I agree' and the other, 'I disagree.'</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>Tell the group that you will read in a loud voice and slowly 1 statement. After reading this, everyone has a short time to think about the statement and to decide if they agree or disagree. When you count to 3, everyone moves to the side of the room with the corresponding 'agree' or 'disagree' paper.</li> <li>Invite different persons to explain their choice. Give space for an exchange of opinions if the group is divided over both sides.</li> <li>Invite people to change sides if they change their opinion.</li> <li>After a short discussion and exchange of opinions, ask everyone to sit down (eventually in a circle) and start a short conclusion-oriented debriefing.</li> </ol> <p>Examples of statements:</p> <ul style="list-style-type: none"> <li><b><i>The best learning is through 'try &amp; error'.</i></b> (this statement refers to identifying possible training needed in different areas)</li> <li><b><i>The quality of your product is defined by the qualifications of the people who surround you.</i></b> (this statement refers to the advantage of complementary competencies and qualifications in your team)</li> <li><b><i>Previous work experience is counterproductive when thinking innovative.</i></b> (links to creativity and thinking out of the box)</li> <li><b><i>You know you're a good entrepreneur when it feels right to you.</i></b> (links to needed competencies and to the ESAI)</li> </ul>

<b>Debriefing</b>	<p>We suggest the following 3 questions:</p> <ol style="list-style-type: none"> <li>1. How was this short activity for you?</li> <li>2. Which conclusions can we make together?</li> <li>3. What do we do with this conclusion?</li> </ol> <p>If you have more time available, the following questions are relevant.</p> <ol style="list-style-type: none"> <li>1. How easy or difficult was it for you to make up your opinion for the statement?</li> <li>2. Did anyone change opinions during the discussion? What were the reasons?</li> <li>3. Was there something that surprised you?</li> <li>4. What will you remember from this activity?</li> </ol>
<b>Possible adaptations &amp; variations</b>	<p>In this exercise, you will find several statements as examples to use. Feel free to use one each time, or a sequence of them if you have the time available and the group is motivated to continue.</p> <p>Besides the both corners (agree and disagree), it is interesting to add other corners as well. E.g. "I don't care", "I'm not interested", "I don't know", "I don't understand".</p> <p>In case you have more time available, you can have different ways to organize the sharing of opinions after each one has chosen a side.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Have each group prepare a speech and have a spokesperson.</li> <li>• Place 2 chairs in the middle of the room. The ones sitting there can discuss together. When someone taps their shoulder, they leave the chair and the one who tapped takes places and continues the discussion.</li> </ul>
<b>Tips for facilitator</b>	<p>It is beneficial to have the statement also visible, so everyone can also read the statement after listening to it. Alternatively, you can also project the statement in big enough letters on a screen.</p> <p>Remind everyone that it is good if they change their opinion based upon the discussion and change sides.</p> <p>The example statements are meant to generate discussions and to be ambiguous. Some statements might have reactions as "Well ... it depends ...sometimes yes and sometimes no". This is good. It not only means that the statement will generate discussions but also shows that the participants are able to have different opinions according to particular situations.</p> <p>Prepare yourself concerning the statement.</p>

## 4. Practical Competence

<b>About</b>	<p>Practical competence refers to the ability to apply creativity, knowledge, skills, and abilities to solve problems in a practical, real-world setting.</p> <p>Practical creative problem solving involves using creative thinking to find effective solutions to problems in a real-world setting.</p>
<b>Duration</b>	30-60 min depending on the group size.
<b>Group size</b>	Groups of 5-6 members or one group of up to 20 participants.
<b>Complexity level</b>	Easy to medium
<b>Overview</b>	Participants will solve 4 practical problems individually and later discuss the solutions and the process within a group.
<b>Learning objectives</b>	To get insight about personal potential for practical problem solving based on finding creative solutions. To compare your own creative solutions with other group members and to practice creative problem solving.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Four (4) short stories describing problems that need creative solutions.</li> <li>• Paper and pen to record the selected solutions</li> </ul>
<b>Step by step instructions</b>	<p>Individual level</p> <ol style="list-style-type: none"> <li>1. Every participant reads the short stories and without consultation with others write the solutions for all four problems on a provided piece of paper. The facilitator ensures silence for this phase of work after initial instructions.</li> <li>2. The instructions: "You will read 4 stories with problems that need to be solved. Write down your solutions and work individually in complete silence. You have 10 minutes to complete the task. After you have finished, turn your paper with text facing down."</li> <li>3. Collect the papers and calculate the frequencies for effective and efficient solutions for each problem.</li> </ol> <p>Group level</p> <ol style="list-style-type: none"> <li>4. After the individual phase form groups of 5-6 participants. Instruct them to select the best joint solution to all 4 problems.</li> <li>5. Discuss the quality of solutions within the group.</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>1. How did you feel about this activity?</li> <li>2. How did you organize yourself, or your team? Was there anything that surprised you?</li> </ol>



	<ol style="list-style-type: none"> <li>3. Explain the solutions provided with this exercise to the participants.</li> <li>4. Are those solutions provided the best possible?</li> <li>5. Show frequencies of effective and efficient results for all participants in the table for all 4 problems.</li> <li>6. Comment on the range of results from the table. Ask participants with extreme results if they are willing to comment on the process that led to their results.</li> <li>7. What is a practical <b>creative solution</b> vs. <b>intellectual creative solution</b>? Are they of equal importance in entrepreneurship and idea production? See the following text.</li> </ol>
<b>Possible adaptations</b>	If short of time or there are too many participants, you can complete only the individual level of the exercise with debriefing.
<b>Tips for facilitator</b>	<p>If time permits, after a solution from a participant ask others "Do you agree with his solution or can you provide a more effective and efficient solution?"</p> <p>The main difference between <b>intellectual creativity</b> and <b>practical creativity</b> is that intellectual creativity is focused on generating new ideas and insights through abstract thinking, while practical creativity is focused on finding practical solutions to real-world problems. The solution based on practical creativity is effective and efficient while the solution based on intellectual creativity requires more time, energy, money, complexity..., and might not be feasible for the situation. In business practical solutions are preferred unless intellectual solutions add value to business in the long run.</p> <p>Example: <b>The postman problem</b></p> <ul style="list-style-type: none"> <li>• <b>Practical Creativity</b> (The postman walked around the perimeter of the fence and the dog followed him winding itself round the tree and thus reducing the reach).</li> <li>• <b>Intellectual Creativity</b> (Postman can use medieval armor to protect himself and deliver the letter but this requires more time, money, energy, and complexity...).</li> </ul>
<b>Suggestions for follow up</b>	Suggest training in creative practical solutions or intellectual creative solutions.
<b>Ideas for action</b>	<p>There are several ways you can develop your <b>practical creativity</b>. Here are a few suggestions:</p> <ol style="list-style-type: none"> <li>1. <b>Gain hands-on experience:</b> The best way to develop practical creativity is through hands-on experience. Look for opportunities to apply your creative thinking and problem-solving skills in a real-world setting, such as through internships, volunteering, or working on projects.</li> </ol>

1. **Practice:** Like any skill, practical creativity can be improved through practice. Set aside time to practice and hone your creative thinking and problem-solving skills.
2. **Seek feedback:** Feedback from others can support you to identify areas where you need to improve and develop your practical creativity. Seek feedback from mentors, colleagues, or others who have experience in your field.
3. **Learn from others:** Observe and learn from others who have strong practical creativity. Study their techniques and approaches and try to apply what you learn to your own work.
4. **Take courses or training:** There are many courses and training programs available that support you to develop your practical creativity. Look for programs that offer hands-on learning opportunities and avoid general courses.

There are several ways you can **develop your intellectual creativity**. Here are a few suggestions:

1. **Engage in intellectual activities:** Engage in activities that challenge your intellect and stimulate your thinking, such as reading, writing, solving puzzles, or playing strategy games.
2. **Learn new things:** Learning new things can stimulate your intellectual creativity. Take courses or read books on subjects that interest you or try learning a new skill or hobby.
3. **Practice creative thinking exercises:** There are many exercises and techniques that can support you to improve your creative thinking skills, such as brainstorming, mind mapping, and lateral thinking.
4. **Surround yourself with creativity:** Surrounding yourself with people who are creative and innovative can inspire you to think more creatively. You can also expose yourself to new experiences, art, and ideas to stimulate your creativity.
5. **Keep an open mind:** Creativity often involves looking at things in a new way. Keep an open mind and be willing to consider new perspectives and ideas.



**Handout for the exercise**

Name \_\_\_\_\_

Date \_\_\_\_\_

**1. Local Tennis Club**

The tennis club had a problem with shampoo bottles and towels disappearing from their bathrooms. How would you solve the problem without checking the members' bags and causing any inconvenience?

---

---

---

**2. Jump**

A man was sitting at a table by the open window, drinking coffee and enjoying the view outside. Suddenly, on impulse, he jumped out of the 20-story building. Miraculously, he landed safely and uninjured, without anything to cushion his fall. How did he do it?

---

---

---

**3. Statue**

An important, flat-based statue had to be carefully handled and placed onto a flat pedestal in the park. The heavy marble structure was strapped with ropes and lowered by a crane onto the pedestal. The problem was how to remove the ropes from the base after the statue had been correctly placed on the pedestal. How would you go about doing it?

---

---

---

**4. Postman**

A postman had to deliver mail to a bungalow, which was guarded by a ferocious dog. The only way he could do it was by walking along a path from the gate to the front door of the house. The dog was tied to a tree with a chain long enough for him to reach anyone walking past. A chain fence surrounded the house. How could the postman safely walk past the dog to deliver the mail?

---

---

---

**Possible answers:**

1. For shampoo bottles the solution will include removing the caps. A person who puts the uncapped shampoos in their bags will end up with a mess. In the case of the towels some clubs overcame the problem by printing "Stolen from tennis club XY".
2. The man jumped out of the window on the ground floor of the 20 floors building.
3. Use ice blocks on the pedestal. The rope will cut into the ice, and it will be removed easily. As the ice melts the statue will gently come into place on the pedestal.
4. The postman walked around the perimeter of the fence and the dog followed him, winding itself round the tree and thus reducing the reach. Consequently, the postmen could walk safely past the dog and deliver the mail.

## Idea Generation exercises

### 1. Double the value

<b>Subtitle/subject</b>	Value understanding and value profile
<b>Duration</b>	2 hours (depending on the number of subgroups)
<b>Group Size</b>	Any (from individual to subgroups of 4 or 5 people)
<b>Complexity level</b>	Medium
<b>Overview</b>	<p>In small groups, the participants are challenged by a quiz concerning the core values of known institutions and companies. In a second part, the groups are invited to create their own value profile. This can be done on the personal level, or closely connected to the entrepreneurial ideas described in the 'Shape it up' tool.</p> <p>A (re)discovery of what values are, what they stand for and how they can be translated in our entrepreneurial practice. Both parts have a debriefing part included.</p>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• To (re)define which value profile represents oneself, and how this is coherent with the pre-incubation entrepreneurial ideas.</li> <li>• To promote entrepreneurial ideas which are in line with personal values.</li> <li>• To explore more consciously what values mean, in theory and in practice.</li> <li>• To stimulate curiosity towards value statements of known institutions and organizations.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• paper and pen for each subgroup</li> <li>• a printout of the value list for each person/subgroup</li> <li>• <i>Optional: a scoreboard to keep track of the different team points</i></li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. The below is described for groups. However, when working '1 to 1', with small adaptations the below is valid as well.</li> <li>2. Ask the group to divide themselves randomly in smaller groups of 4 to 5 persons. Have them sitting closely together, the teams divided over the room.</li> <li>3. Tell that you will have a small and quick 'value-quiz'. For this, each group first chooses their team name, and a slogan which includes the word 'value'.</li> <li>4. Have a swift presentation of each team name and slogan, to boost the dynamic for the activity.</li> <li>5. Explain to the group that each team starts with 50 points. There will be 6 rounds of multiple-choice questions. Each round the teams can decide how much of their points they</li> </ol>

	<p>are willing to gamble on the correctness of their answer. If the answer was correct, they have doubled those points, contrary, those points are lost. A minimum bet is 10 points. Each team keeps track of their own points.</p> <ol style="list-style-type: none"> <li>6. Explain to the groups that the quiz deals with 'core-values' of different institutions and organizations. They will hear a list of core values, and will have to decide which one does <b>NOT</b> belong in that list. If needed, explain the concept of a 'core value' (in short = the fundamental beliefs and principles which serve as a guide).</li> <li>7. Start the quiz. Give limited time for the teams to decide the answer and amount of points to gamble (e.g. max. 5 minutes, unless all the teams have already taken decisions). Before giving the correct answer, invite the groups to comment on their choice. After each round, ask the different teams to state their current amount of points, to keep the dynamics.</li> <li>8. At the end of the 6th round, there is no need to ask for the groups scores. Invite the participants to sit together in a circle and start the debriefing. If someone asks to share the points, simply ask: "How important is knowing the points for everyone?". A great introduction in the debriefing part 1.</li> <li>9. After 'debriefing part 1', give to each person an overview of the printed handout 'collection of values'. Ask each one to decide on a maximum of 5 core values. Give the time needed.</li> <li>10. When everyone has finished, tell them to get into pairs and explain to each other their chosen 'value profile'. When enough time is dedicated to this, ask each pair to join another pair and each one shares now in groups of 4 people.</li> <li>11. Once enough time is given to the last part, ask all to sit in a circle and start the 'debriefing part 2'</li> </ol>
<b>Debriefing</b>	<p>We suggest the following order of questions, to lead to personal learning of each involved participant.</p> <p>Debriefing part 1</p> <ol style="list-style-type: none"> <li>1. If you have to summarize this short quiz activity in 1 word, which one would this be?</li> <li>2. Who wishes to explain more the word chosen?</li> <li>3. What was this quiz really about? Winning points?</li> <li>4. How did you feel about the gambling element in the activity?</li> <li>5. What were surprising thoughts you might have had?</li> <li>6. What did you know beforehand about core-value profiles? How aware are you of them?</li> <li>7. How visible are such core-value profiles in your reality?</li> <li>8. Are such core-value profiles important? Do they matter?</li> <li>9. What do you think about the coherence of 'values on paper' and 'values in action'?</li> </ol>

	<p>Debriefing part 2</p> <ol style="list-style-type: none"> <li>1. How did you feel about this 2nd part of the activity?</li> <li>2. What was rather easy, and rather hard to manage?</li> <li>3. Which were the hardest values to agree upon?</li> <li>4. Are the chosen values easy to 'operationalize'? Can you give some examples?</li> <li>5. If any, how important would such a value-profile be for you, as an individual, small group or bigger organization?</li> <li>6. How do these values relate to your ideas defined in the tool 'Shape it up'?</li> <li>7. What do you take out of this activity for yourself?</li> </ol>
<b>Possible adaptations</b>	<p>If this activity takes too much time according to the time available, split the activity into 2 distinct activities.</p> <p>Feel free to include variations during the quiz rounds. E.g. a joker (triple the points), a call to a friend.</p>
<b>Tips for facilitator</b>	<ul style="list-style-type: none"> <li>• Be aware that a 'value profile' is not a static given. Values do change over time, according to happenings, new priorities and more. The given examples of value profiles are valid at the moment of the creation of this GLC.</li> <li>• The fact that a certain value does not belong to the stated core values, does not imply it does not matter for this organization.</li> <li>• In case a group ends up with less than 10 points during the quiz and is therefore unable to continue playing. Stop the activity and ask 'What can be done so everyone continues playing?'. It is ok if other teams donate/borrow/etc points, it becomes then also part of the debriefing process. Alternatively, a group with less than 10 points stops being a team in the quiz and the other teams include the players of that team in theirs.</li> <li>• Once the objective is not to have a 'winner', the different teams can easily keep track of their own points. At the end, it is not the result which matters, but the process and the following debriefing.</li> <li>• Ask participants NOT to use online media during the quiz. It's about the perception of the value profiles, more than it is about being correct.</li> </ul>
<b>Suggestions for follow-up</b>	<ul style="list-style-type: none"> <li>• Besides core values, there is also a category of values that are considered 'sacred values'. These are values that are unbendable and non-negotiable. These values are individual and normally do not change over time unless very strong, impactful happenings. e.g., The Right to live. Explore with the group if anyone can identify such a sacred value for themselves.</li> </ul>

	<ul style="list-style-type: none"><li>• Ask the participant(s) to review their initial ideas they have generated, and to verify if they are in line with the value profile defined.</li></ul>
<b>Ideas for action</b>	<ul style="list-style-type: none"><li>• Make a list of successful companies, organizations and institutions, and research if they actually have a stated value-set.</li><li>• Question people around you if they care for the values behind a service or product they acquire.</li></ul>

Different value profiles which can be used, see below a few examples.

<b>Institution</b>	<b>Which one does not fit in the stated core values?</b>	<b>Correct answer</b>	<b>Full list of core values</b>
<b><i>European Union (1)</i></b>	A. Democracy B. Rule of Law C. Inclusion D. Human Rights	C	<ul style="list-style-type: none"> <li>• Human dignity</li> <li>• Freedom</li> <li>• Democracy</li> <li>• Equality</li> <li>• Rule of Law</li> <li>• Human Rights</li> </ul>
<b><i>Council of Europe (2)</i></b>	A. Human Rights B. Democracy C. Equity D. Rule of Law	C	<ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Democracy</li> <li>• Rule of Law</li> </ul>
<b><i>Coca Cola United (3)</i></b>	A. Innovation B. Excellence C. Integrity D. Respect	A	<ul style="list-style-type: none"> <li>• Quality</li> <li>• Excellence</li> <li>• Integrity</li> <li>• Respect</li> </ul>
<b><i>UEFA (4)</i></b>	A. Trust B. Competitiveness C. Prosperity D. Fair Play	D	<ul style="list-style-type: none"> <li>• Football</li> <li>• Trust</li> <li>• Competitiveness</li> <li>• Prosperity</li> </ul>
<b><i>United Nations (5)</i></b>	A. Peace B. Integrity C. Professionalism D. Respect for Diversity	A	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Professionalism</li> <li>• Respect for Diversity</li> </ul>
<b><i>Microsoft (6)</i></b>	A. Respect B. Integrity C. Sustainability D. Accountability	C	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Integrity</li> <li>• Accountability</li> </ul>

Sources from August 2023. Meanwhile, core values might have changed.

- (1) [https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values\\_en](https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en)
- (2) <https://www.coe.int/en/web/about-us/values>
- (3) <https://cocacolaunited.com/core-values/>
- (4) <https://www.uefa.com/insideuefa/football-development/innovation-hub/mission>
- (5) <https://hr.un.org/poll/what-are-core-values-united-nations>
- (6) <https://www.microsoft.com/en-us/about/corporate-values>

**Handout 'Collection of values'**

Achievement	Commitment	Fairness	Inclusion	Partnership
Active	Community	Faith	Influence	Passion
Meaningful Work	Critical thinking	Fame	Service	Patience
Aesthetics	Competency	Family	Innovation	Peace
Accountability	Competition	Freedom	Integrity	Persevere
Appreciation	Compromise	Friendships	Joy	Pleasure
Assertiveness	Contribution	Fun	Justice	Reliability
Authenticity	Cooperation	Generosity	Kindness	Popularity
Authority	Courage	Goodness	Knowledge	Recognition
Autonomy	Creativity	Gratitude	Leadership	Regardless
Awareness	Adventure	Individualism	Learning	Religion
Balance	Curiosity	Growth	Love	Reputation
Beauty	Determination	Happiness	Loyalty	Resilience
Belonging	Dignity	Health	Meaning	Respect
Boldness	Efficiency	Honesty	Compassion	Respecting rules
Care	Empathy	Humility	Money	Responsibility
Challenge	Empowerment	Humor	Openness	Safety
Citizenship	Equality	Identity	Optimism	Security
Collaboration	Equity	Improve	Participation	Self-control
Self esteem	Spirituality	Sustainability	Wealth	Trustworthiness
Self-care	Stability	Tolerance	Wisdom	Vulnerability
Self-Respect	Status	Transparency	Success	Solidarity
Inner Harmony	...	...	...	...



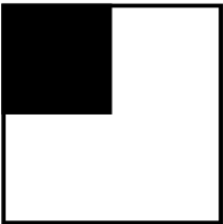
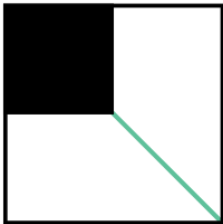
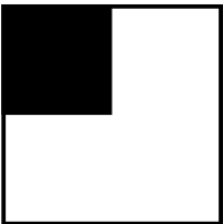
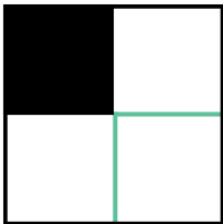
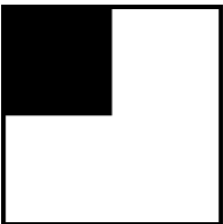

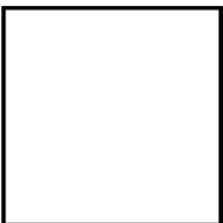
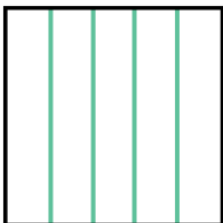
## 2. A Simple Complexity

<b>Subtitle/subject</b>	Thinking inside the box
<b>Duration</b>	20 to 30 minutes (depending on the time taken for the debriefing of the activity)
<b>Group size</b>	From 1 person to any size of group
<b>Complexity level</b>	Medium
<b>Overview</b>	Each person in the group is challenged to divide a shown square into a certain number of parts, equal in size and shape. The task is done individually and the results are verified by the facilitator. The activity consists of 4 different levels, and a debriefing.
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Explore complexity versus simplicity of a task given.</li> <li>• Experience linking apparently non-combinable concepts into a logic frame.</li> <li>• Supporting idea generation processes by taking a distance.</li> <li>• Support creative thinking within predefined limits.</li> <li>• Experience possible blocking processes in simple tasks.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Paper and pen for each person</li> <li>• Flipchart and marker (unless replaced by projected images)</li> </ul>
<b>Step by step instructions</b>	<ol style="list-style-type: none"> <li>1. Tell the group that you have a challenge for them, consisting of 4 different levels.</li> <li>2. Explain that this is an individual task. They are not allowed to look at the results of their colleagues (that would take the fun away for themselves) and that each one should hide their results.</li> <li>3. Start challenge level 1: show square one and ask each person to draw that shape on their paper. The size does not matter, so it can be drawn small: "draw a square on your paper, and black out <math>\frac{1}{4}</math> of the square, as in the image shown here".</li> <li>4. The mission: "Divide the remaining part of the square in 2 parts, equal in SIZE and SHAPE. Once you believe you did well, raise your hand and I'll pass by to confirm".</li> <li>5. Walk around the room to check the different answers. If the result is correct, confirm the success ("Wow, very good! Impressive!", etc) and ask those that found the solution to hide their answer from the others. Once most participants solved it (level 1 is quite straightforward), show the solution.</li> <li>6. Tell the group that it's now time for level 2. Repeat the above instructions, but this time the remaining part of the square needs to be divided in 3 parts (equal in shape and size!)</li> </ol>

	<ol style="list-style-type: none"> <li>7. Walk around the room to confirm the results (if correct). Also this level is straight forward. Praise the positive results. Once most participants have reached the correct answer, show the solution.</li> <li>8. Time for level 3. Ask the group to draw again a square, and again this time to black out <math>\frac{1}{4}</math>. This time, the remaining part of the square needs to be divided into 4 parts. Emphasize that these 4 parts need to be equal in SIZE and SHAPE.</li> <li>9. Walk around the room to confirm the results. At this level, you will encounter many attempts, some of them even outside of the square. Repeat the task clearly and inform the group that you will show the result after at least <math>\frac{1}{4}</math> of the group has found the right solution.</li> <li>10. After a few minutes, announce that you can give a "clue" to the solution. Tell the group: "If minimum 4 people wish so - by raising their hand - I will give a clue. Be aware that if I give a clue on this level, there will be no clue on the next level".</li> <li>11. In case a clue is given, write or tell the word: "TETRIS". If needed, explain that Tetris is the name of a classic video game which is based on squared shaped forms matching with each other.</li> <li>12. After checking the solutions found and showing the result of level 3, announce the start of level 4. Tell the group: "This time, draw again a square, BUT we don't black out <math>\frac{1}{4}</math>. Divide the remaining square this time in 5 parts, equal in SHAPE and SIZE."</li> <li>13. Few participants might find the solution rather quick, yet with a certain disbelief that this is the right solution. Ask them to remain silent so the rest can concentrate. After 2 minutes, tell the group it's time to show the result.</li> <li>14. Once all have seen the final solution, initiate the debriefing.</li> </ol>
<b>Debriefing</b>	<p>Following questions can be asked, in the suggested order.</p> <ol style="list-style-type: none"> <li>1. How did you feel about this activity? At the start and now?</li> <li>2. How easy or difficult did you perceive this challenge?</li> <li>3. Which level was for you the hardest, or which one seemed the hardest?</li> <li>4. How would you explain the difficulty of level 4, knowing that a child could/would do this in an instant?</li> <li>5. For those who solved level 4 rather fast: How sure were you that this was the right solution? Was there anything that made you doubt?</li> <li>6. Were there any surprising moments during the activity? Which ones?</li> <li>7. According to you, what was the objective of this activity?</li> <li>8. Can you think of situations in real life where a similar approach could be useful?</li> <li>9. How does this exercise relate to the generation of ideas?</li> <li>10. What aspects do you take out of this activity for yourself?</li> </ol>

<b>Possible adaptations</b>	This exercise can also be done in small teams, instead of on individual level, thus promoting interpersonal support and a mutual peer boost in the “trial & error” attempts.
<b>Tips for facilitator</b>	<ul style="list-style-type: none"> <li>• Level 3 is for most participants the hardest level, which takes most time. To add to the suspense (and joy of this 3rd level), you might consider playing some background music at a soft level (e.g. soundtrack of Mission Impossible).</li> <li>• Some participants will “give up” after a few attempts during the 3rd level. Re-assure them that this is ok, yet warmly invite them to try a bit more.</li> <li>• Participants assume that each next level implies more difficulties in reaching a successful result. Don’t confirm this, but neither the opposite.</li> </ul>
<b>Suggestions for follow up</b>	This exercise is built upon the illusion that each next level automatically implies a more complex solution. It turns simplicity into complexity. Taking a distance from a task, seemingly complex, can reveal the simplicity of the solution. Invite participants to think about a bunch of ‘simple’ (entrepreneurial) ideas they find exciting. Invite them to share with the group, if they feel comfortable, and invite the rest of the group to brainstorm together upon different suitable solutions. Eventually, this can also be done in smaller peer groups.
<b>Ideas for action</b>	Look again at the different ideas you came up with. Which one can actually be achieved much easier? Maybe that’s an interesting starting point to measure your ideas on their effectiveness and efficiency?

Solution of the exercise

Level	Show at start	Show after
Level 1		
Level 2		
Level 3		
Level 4		

### 3. Idea or Opportunity

<b>Subtitle</b>	Differentiating between business ideas and business opportunities
<b>Duration</b>	90 minutes
<b>Group size</b>	Any size, divided into teams of 3-5 participants
<b>Complexity level</b>	Medium
<b>Overview</b>	This exercise supports participants distinguishing Through interactive activities and discussion, participants will understand the difference business ideas and business opportunities. and practice identifying both in various scenarios.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the difference between business ideas and business opportunities</li> <li>• To practice identifying business ideas and opportunities in given scenarios</li> <li>• To foster critical thinking and evaluation skills</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Sticky notes (e.g. Post-It notes)</li> <li>• Markers</li> <li>• Printed handouts: Scenario cards</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Begin by explaining the difference between a business idea and a business opportunity. (see more info in section 'Tips for facilitators')</li> <li>2. Divide participants into small groups of 3 to 5 people.</li> <li>3. Give each group a set of scenario cards (each card should describe a situation with a potential business idea, but some are actually business opportunities). Have these cards printed and cut out previously: see handouts below.</li> <li>4. Ask each group to discuss and decide whether each scenario is a business idea or a business opportunity and the reasons behind their conclusion. They write their answers and reasons on the back of each card.</li> <li>5. Once all groups have completed their discussion and decision-making, they present a few of their scenario cards to the larger group, explaining why they classified it as an idea or an opportunity.</li> <li>6. Facilitate a group discussion to consolidate learning and clarify any confusion.</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>1. How did you feel about this activity?</li> <li>2. Were there any scenarios that your group found challenging to classify? What were the reasons?</li> <li>3. How did your group decide whether a scenario was a business idea or an opportunity?</li> </ol>

	<ol style="list-style-type: none"> <li>What criteria did you use to evaluate the scenarios?</li> <li>How does understanding the difference between a business idea and an opportunity could support an entrepreneurial journey?</li> </ol>
<b>Possible adaptations</b>	Use breakout rooms for group discussions and digital tools like Google Docs or Miro for sharing and presenting scenarios in virtual settings.
<b>Tips for facilitator</b>	<p>Encourage participants to consider different factors when evaluating the scenarios, such as market demand, competition, and feasibility. Facilitate discussions to help participants understand the difference between ideas and opportunities.</p> <p>The distinction between a <b>business idea</b> and a <b>business opportunity</b> is largely about validation. A business idea is simply an idea for a potential business without considering factors such as market demand, competition, or feasibility. On the other hand, a business opportunity is a validated business idea with a good chance of success due to factors like clear market demand, minimal competition, or unique advantage.</p>
<b>Suggestions for follow up</b>	Participants can apply the knowledge learned in the exercise to their own entrepreneurial journey. They can evaluate their business ideas to determine if they are actually opportunities and plan the next steps accordingly.
<b>Ideas for action</b>	Participants can research a specific market or industry to identify potential business opportunities. They can then develop a business plan or a pitch for their identified opportunity.

### Business Idea Scenarios:

- Julia loves baking and often receives compliments about her delicious cupcakes. She dreams of opening a social enterprise bakery that provides employment opportunities for disadvantaged people in her community.
- Carlos, an IT professional passionate about fitness and mental health, thinks about creating an app that offers personalized workout plans along with mindfulness practices to promote holistic well-being, specifically targeting high-stress professionals.
- Michelle is a fashion enthusiast who has designed a new type of environmentally-friendly rain boot made from recycled materials. She thinks it could be a hit product contributing to waste reduction.
- John, an environmental engineer, wants to create a new type of solar panel using revolutionary technology. He dreams about making clean energy accessible and affordable for low-income communities.
- Tanvi, a software engineer, is passionate about equal access to education. Her plan is to create a platform that connects retired teachers with students in remote areas for virtual tutoring sessions.

6. Manuel has been volunteering at a local food bank and sees how much food goes to waste in his city. He is eager to create an app that connects restaurants and supermarkets with food banks to manage surplus food.
7. Linda, a psychologist, notices young adults' rising stress and anxiety levels. She envisions creating an affordable mental health hotline offering immediate counseling and guidance.
8. Ali, an architect, has a concept for an eco-friendly, cost-efficient modular housing system that could provide affordable housing solutions in areas with housing shortages.

### **Business Opportunity Scenarios:**

1. Sarah noticed that her city, a popular tourist destination, has very few high-quality, budget-friendly accommodation options. She sees a building that can be turned into a social enterprise hostel, offering vocational training opportunities to the homeless population while providing a unique stay experience for travelers.
2. David believes that a meal delivery service, which sources ingredients from local, small-scale organic farmers, will not only support sustainable agriculture, and healthier eating but will also cater to the needs of busy office workers in the corporate district who lack the time to cook.
3. Emma lives in a city with many dog owners but few green spaces for dogs. Seeing a clear need, she wants to create an eco-friendly dog park with various facilities for both dogs and their owners, partially funded by a minimal entry fee and also offering educational programs about environmental stewardship.
4. Max identifies a gap in his local market for organic, locally sourced fruit and vegetable delivery. Seeing the rising trend of conscious eating and supporting local farmers, he intends to start a service that provides consumers with healthier food options, supports local agriculture, and reduces carbon footprint.
5. Anna and Robert live in a city where cycling is popular, but theft is a big problem. They plan to use their facilities to create secure, accessible, and affordable bike storage solutions, promoting safer and more sustainable urban transport.
6. Raj notices that many small farmers in his region struggle with accessing modern farming technologies. He plans to start a rental service for farming equipment, increasing productivity and income for these farmers.
7. Isabelle, a nurse, observes a lack of elder care services in her community. She is eager to develop a social enterprise offering home-based care services for the elderly, and also providing jobs for unemployed healthcare workers.
8. Leonardo and Rico, living in an area with abundant sunshine but frequent power cuts, join their forces in setting up a solar panel installation company. It would create jobs and help households save on energy bills and contribute to climate change mitigation.

## 4. True or false

<b>Subtitle/subject</b>	What's your opinion?
<b>Duration</b>	1h30
<b>Group size</b>	Between 4 to 24 people
<b>Complexity level</b>	Medium
<b>Overview</b>	In several smaller groups, young people are confronted with different entrepreneurial statements. Through analyzing each statement and gathering concrete facts, they build together arguments in favor and against. Final conclusions are presented to each other and feedback from other subgroups deepens the exercise. A debriefing at the end completes the exercise.
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Practice the distinction between subjective and objective facts and reasoning.</li> <li>• Experience a process of Critical Thinking based upon feedback and comments of peers.</li> <li>• To practice critical thinking in relation to own pre-incubation entrepreneurial ideas.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Paper and pen for each person</li> <li>• A same or similar distinguished object (or colored card) for each subgroup. This object symbolizes the 'subjectivity token' (see below)</li> <li>• Have the 10 statements printed on a paper for each subgroup, or alternatively, project them on a screen for everyone.</li> </ul>
<b>Step by step instructions</b>	<ol style="list-style-type: none"> <li>1. Tell the group that you have prepared several entrepreneurial statements for them (see the list of statements below). But before engaging, ask them to form freely chosen groups, 4 to 6 persons each. Limit to maximum 4 groups in total: group 1, 2, 3 and 4.</li> <li>2. Show the list of 10 statements. Tell participants that each group can choose 1 statement to give to another group.</li> <li>3. Inform all groups that they will have to prepare a speech in relation with the statement that they receive, based on their position towards the subject.</li> <li>4. Ask group 1 which statement they choose for group 2, group 2 for group 3, group 3 for group 4 and group 4 for group 1. If the same statement is chosen more than once, that is ok. It shows the triggering effect of that statement in the overall group and can be retaken in the debriefing (see further below).</li> <li>5. Tell the groups that they have 10 minutes to decide if they rather agree or disagree with the received statement. Ask them to list both the pro and contra arguments.</li> </ol>



	<ol style="list-style-type: none"> <li>6. After 10 minutes, stop the previous process. Ask each group shortly how they are doing so far, before explaining the next step.</li> <li>7. Tell the groups they have 5 minutes to mark on their list what are objective or subjective arguments. If needed, clarify both words with an example (e.g. a subjective argument could be based upon a personal preference or feeling, and an objective argument is based upon clear facts and research results).</li> <li>8. Inform the groups that they have 10 minutes to produce a 2-minute speech, which explains their opinion about the statement. This speech should be based upon their listed objective arguments. Ask them to assign a spokesperson.</li> <li>9. Before listening to the different speeches, give each group a 'subjectivity token'. Tell the groups they can raise this token in the air, when they believe an argument was rather subjective, instead of objective. If during a speech these tokens were used, then allow time after that particular speech to explore the reasons for that.</li> <li>10. Listen to the different speeches.</li> <li>11. When this is finished, initiate the debriefing.</li> </ol>
<b>Debriefing</b>	<p>Following questions can be asked, in the suggested order.</p> <ol style="list-style-type: none"> <li>1. How did you feel about this activity? At the start and now?</li> <li>2. How easy or difficult did you perceive this activity? Which were the most difficult parts? For what reasons?</li> <li>3. How did your group decide the statement to 'give' to the other group? What were the main reasons?</li> <li>4. In case the same statement was chosen by more than 1 group: what would be the reasons for that?</li> <li>5. How easy or difficult do you find the separation between objective and subjective reasoning?</li> <li>6. What are your thoughts on 'manipulation of facts'?</li> <li>7. According to you, what was the objective of this activity?</li> <li>8. Can you think of examples in daily life, where we are confronted with similar situations?</li> <li>9. What aspects do you take out of this activity for yourself?</li> </ol>
<b>Possible adaptations</b>	<p>Many adaptations can be made to this activity. Time, rules, group sizes and more can easily be changed, which results in different dynamics. Feel free to adjust this activity towards a tailored format according to your identified needs and available resources.</p> <p>In case you wish to reduce the time: give the same statement to the different groups. After the first speech, the other groups can then simply add, comment, react and complete.</p>
<b>Tips for facilitator</b>	<p>A great challenge for your role as facilitator during this activity will be to remain unbiased yourself in what concerns the statements. Avoid choosing sides (pro or contra). It is more important to focus on the process of analysis and reasoning the participants experience, rather than being 'right or wrong' in the arguments and conclusion.</p>

	<p>To increase the clarity of the exercise, have the instructions and the order of the different steps visibly written on a flipchart.</p> <p>To support the feedback after the different speeches, ask each group to write keywords (of each argument) on a paper, visible for all.</p>
<b>Suggestions for follow up</b>	<p>Compile the main findings and arguments of the different groups. Look again at the different first ideas in your 'Shape it up' tool. Define which arguments are very relevant for your initial ideas.</p>

### The list of possible statements:

1. The 'need' for a product or service is easily created.
2. Winners never quit and quitters never win.
3. The best way to predict the future is to create it.
4. It's always easier to ruin a brand, than to build one.
5. It's great to celebrate success, but better to learn from failure.
6. Better do small things in a great way, than great things.
7. Success is not what you have, but who you are.
8. To succeed without risk, is to triumph without glory.
9. The more unhappy customers you have, the more you learn.
10. Success and happiness always go together.

## 5. The Innovation Sprint

<b>Subtitle</b>	A Mini-Ideation for Idea Generation
<b>Duration</b>	4 – 6 hours (can be adapted for a shorter duration)
<b>Group size</b>	Any size, divided into teams of 3–5 participants
<b>Complexity level</b>	Advanced
<b>Overview</b>	This mini-ideation-style exercise (an event in which a large number of people meet to engage in collaborative idea generation) provides participants with a fast-paced, collaborative experience that fosters creativity and rapid idea generation. It challenges participants to identify a problem, brainstorm solutions, develop a simple prototype, and pitch their ideas – all within the timeframe of the exercise.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To stimulate creativity and rapid idea generation</li> <li>• To foster teamwork and collaboration</li> <li>• To practice problem-solving under time constraints</li> <li>• To develop pitching skills</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart and markers</li> <li>• Sticky notes and pens</li> <li>• Various prototyping materials (paper, cardboard, glue, scissors, etc.)</li> <li>• Timer or stopwatch</li> <li>• Computer with internet access for research (optional)</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Divide participants into small teams and introduce the concept and rules of the focused mini-ideation. See further a description of the rules.</li> <li>2. Provide all teams with the different problem statements they need to solve.</li> <li>3. Teams first brainstorm various solutions to the problem, using principles of divergent thinking (see further in text).</li> <li>4. Teams then select one of their solutions to focus on, considering factors like feasibility, impact, and innovation.</li> <li>5. Once a solution is chosen, teams should develop a simple prototype or a plan to illustrate their idea.</li> <li>6. Additionally, teams prepare a 5-minute pitch for their solution, focusing on the provided problem, their unique solution, and its potential impact.</li> <li>7. After the ideation period, teams will present their prototypes and pitches to the group.</li> <li>8. The group and the facilitator can provide feedback and discuss each solution's feasibility, innovation, and impact.</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>1. How do you feel about this activity? What were the most exciting and the most 'boring' moments for you?</li> <li>2. How did you approach the problem?</li> <li>3. How did your team decide on one solution to focus on?</li> </ol>

	<ol style="list-style-type: none"> <li>4. What was it like working under time pressure?</li> <li>5. How did your initial ideas evolve throughout the mini-ideation?</li> <li>6. What challenges did you face, and how did you overcome them?</li> <li>7. How did your team work together during this process?</li> <li>8. How did you feel about the feedback you received?</li> <li>9. What do you take out of this activity for yourself?</li> </ol>
<b>Possible adaptations</b>	For a virtual ideation, use online collaboration tools such as Google Docs, Miro, or Trello for brainstorming and planning and video conferencing software for presentations. The exercise can also be spread over a few days for more in-depth development.
<b>Tips for facilitator</b>	<p>Ensure time checks to keep teams on track. Foster an atmosphere of creativity, collaboration, and open feedback. Facilitators can assign a mentor for each team to support the team's process.</p> <p>The primary goal of this exercise is not to create a perfect solution but to learn, grow, and practice critical skills such as creativity, collaboration, problem-solving, and communication.</p>
<b>Suggestions for follow up</b>	Participants can refine their solutions based on the feedback and research their problem and solution more. They could also develop a business model or take steps to actually implement their solution. All of this can be done through the Impact Entrepreneurship program. ( <a href="http://www.oazaacademy.com">www.oazaacademy.com</a> )

### Different problems statement examples:

1. Design a solution to reduce single-use plastic waste in your city.
2. Develop an innovative way to improve remote learning experiences for primary school children.
3. Find a solution to improve mental health support for university students.
4. Design an affordable and sustainable transportation solution for a rural community.
5. Propose a solution to reduce food waste at the consumer level.
6. Develop a strategy to improve digital literacy among the elderly population.
7. Design a system to facilitate local tourism without harming the environment.
8. Propose a solution to support small businesses in your community during economic downturns.
9. Find a way to increase the accessibility and affordability of healthy food in urban areas.
10. Design a solution to improve water usage efficiency in agriculture.

Note: *You can add problem statements that are more relevant to your audience. Remember that the problem statement should be broad enough to allow for various innovative solutions but also be clear and specific enough to give a defined direction.*

### Focused Mini-Ideation Concept and Rules:

#### Concept:

The Focused Mini-Ideation is an intensive, time-constrained brainstorming and problem-solving activity where participants collaborate to develop innovative solutions for a pre-defined problem. The purpose of this exercise is to encourage creativity, rapid idea development, and teamwork. Participants brainstorm solutions, create a basic prototype or plan to illustrate their idea, and then pitch their solution to the whole group.

#### Rules:

- Team Formation: small teams of 3-5 members each.
- Problem Statement: All teams will be given the same problem statement. This is a significant issue or challenge for which they need to develop an innovative solution.
- Time Limit: The ideation is time-bound. All brainstorming, planning, prototyping, and pitch preparation must be completed within the allocated time (e.g., 6-8 hours, though this can be adapted to suit the needs of your group).
- Idea Generation: Teams must brainstorm various solutions to the problem. They should aim for a broad range of ideas in this initial brainstorming phase, using principles of divergent thinking (*see in the next section*).
- Solution Selection: Each team selects one solution to develop further from their range of ideas. The selection should consider factors such as feasibility, potential impact, and the level of innovation.
- Prototype Creation: Once a solution is chosen, teams create a simple prototype or a detailed plan to illustrate their idea. This can be a physical model, a digital prototype, a storyboard, a detailed diagram, or anything else that effectively communicates the idea.
- Pitch Preparation: Teams prepare a 5-minute pitch for their solution. The pitch of the problem describes the chosen solution and highlights its potential impact.
- Presentations: At the end of the ideation period, each team presents their prototype and pitch to the group. This is not a competitive exercise - the aim is to share ideas, give and receive feedback, and learn from the process.
- Respect and Collaboration: All participants should respect each other's ideas and contributions and work collaboratively throughout the exercise. Constructive criticism is encouraged during the feedback session. Please pay attention that all feedback is given in a respectful and supportive manner.
- Innovation and Creativity: This exercise encourages bold thinking and creative problem-solving. Don't be afraid to think outside the box and propose innovative solutions. The more novel and imaginative the solution, the better!

## Principles of divergent thinking

Divergent thinking is a process of generating multiple creative ideas by exploring many possible solutions. The principles of divergent thinking, as suggested by one of the search results, are:

- **Defer judgment:** This means withholding criticism or evaluation of ideas during the brainstorming or idea generation phase. This allows for a free flow of ideas without the fear of rejection or ridicule.
- **Go for quantity:** The more ideas generated, the better. This increases the chances of finding innovative and effective solutions.
- **Make connections:** This involves linking seemingly unrelated concepts or ideas to come up with novel solutions.
- **Seek novelty:** Encouraging the generation of unique, out-of-the-box ideas that differ from conventional solutions.

These principles aim to foster an environment where creativity thrives, and individuals feel encouraged to think outside the box.

## Additional info on the exercise:

During the exercise, each team will get a different problem statement, and one may think that it could be a better option if all teams get the same problem statement. Both approaches have pros and cons, and the best choice depends on the exercise's specific goals and the group's characteristics.

### 1. Same Problem Statement for All Teams

Pros	Cons
<ul style="list-style-type: none"><li>• <b>Comparability:</b> With the same problem statement, comparing solutions and seeing different approaches to the same challenge is more effortless.</li><li>• <b>Competition:</b> A shared problem can foster a healthy competitive spirit, motivating teams to develop the best or most innovative solution.</li><li>• <b>Easier facilitation:</b> When all teams work on the same issue, guiding the exercise and providing relevant insights or resources is easier.</li></ul>	<ul style="list-style-type: none"><li>• <b>Limited diversity of ideas:</b> The same problem might lead to similar solutions or approaches, reducing the diversity of outcomes.</li><li>• <b>Less customization:</b> Some may feel less engaged or invested if the problem isn't equally relevant or interesting to all participants.</li></ul>

## 2. Different Problem Statements for Each Team

Pros	Cons
<ul style="list-style-type: none"><li>• Diversity of ideas: With different problems, you'll have a wider range of ideas, solutions, and approaches. This can make the final presentations more interesting and educational.</li><li>• Customization: Different problems allow you to tailor the exercise to each team's specific interests, experiences, or goals.</li></ul>	<ul style="list-style-type: none"><li>• Harder to compare: Different problems mean different contexts, making it harder to compare the quality or creativity of solutions.</li><li>• More complex facilitation: With different problems, the facilitator needs a broader understanding and may need to provide more individualized guidance.</li></ul>

In general, if the exercise is mainly about creativity, problem-solving, and the innovation process, using the same problem can work well. If the exercise is more about applying domain-specific knowledge or exploring a range of issues, different problems could be a better choice.

## 6. Shape Shifter Transformology/FABject

<b>Subtitle/subject</b>	The Journey to Miraculous Wonders
<b>Duration</b>	30 -120 min depending on the group size.
<b>Group size</b>	Pairs or groups of any size
<b>Complexity level</b>	Easy to Medium
<b>Overview<sup>1</sup></b>	On their own, participants can draw any object they want. Working in pairs, participants need to connect two objects and come up with something new: an infusion, combination, transformation, hybrid, or a non-existing object. Presenting and sharing ideas is the highlight of this activity so why not give it a try?
<b>Learning objectives</b>	Divergent thinking Shape Shifter Transformology exercise is a great way to test the imagination and see the end of the Journey. Coming up with unseen miracles and new concepts or FABject, exercise connects creativity and imagination.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Plain papers and pens (for each participant)</li> <li>• Posters – for pairs of participants (Optional – design thinking version: All items that come from nature and/or environment)</li> <li>• Sticky notes</li> </ul>
<b>Step by step instructions</b>	<p>Individual level</p> <ol style="list-style-type: none"> <li>1. Each participant should imagine an object in his mind and draw it on paper.</li> <li>2. Pair up participants with random selection.</li> </ol> <p>Pair level</p> <ol style="list-style-type: none"> <li>3. Working in groups – pairs, participants will share the objects they come up with.</li> <li>4. In the Ideation phase participants should explore and discuss what could be the FABject that comes out of combining the two objects.</li> <li>5. Each pair will imagine the item – FABject and describe it in as much detail as possible. Then give the name to your FABject. Answer to the following questions: <ul style="list-style-type: none"> <li>• what is your FABject used for?</li> <li>• what material is it made of?</li> <li>• what structure is it?</li> <li>• what problem should resolve the particular FABject?</li> <li>• who are the customers that will need FABject?</li> <li>• Will you produce that FABject? How?</li> </ul> </li> </ol>



	<ol style="list-style-type: none"> <li>Pairs will draw a picture of it on a poster. And in a free manner put all around answers.</li> </ol> <p>Group level</p> <ol style="list-style-type: none"> <li>When the time is over, each group should present their FABject, show the drawing of it and discuss it.</li> <li>The posters will be all around the place so the other participants will post with sticky notes some new and fresh ideas about the FABjects.</li> <li>Start the debriefing of the activity.</li> </ol>
<b>Debriefing</b>	<p>Ask the group to sit in a circle, so everyone can see and hear each other. Use the following questions as guidelines to run the debriefing of the activity.</p> <ol style="list-style-type: none"> <li>How did you feel about this activity? Was there anything that surprised you?</li> <li>How easy or difficult was it to come up with FABject?</li> <li>What is the most creative FABject?</li> <li>What is the most useful FABject?</li> <li>How might this exercise be connected/important for entrepreneurship?</li> <li>Could your FABject be used in an entrepreneurial endeavor? Explain.</li> <li>What will you take out of this activity for yourself?</li> </ol>
<b>Possible adaptations</b>	<p>The posters can be replaced with design thinking FABjects. It requires more time and construction materials but can also be more fun!</p>
<b>Tips for facilitator</b>	<p>The groups can be of various sizes, ranging from pairs to five or six participants. They can transform two or three individual objects of their choice.</p> <p>At the end, the facilitator(s) explains the relationship of concepts such as divergent thinking, idea production, invention, startups, and entrepreneurial success.</p>
<b>Suggestions for follow up</b>	<p>This exercise highlights the benefit of creative constraints and prepare participants for further, more complex ideation requiring tasks connected with their entrepreneurial ideas.</p> <p>Shape Shifter Transformology or FABject exercise seem like a fun and silly exercise, however, it encourages our minds to make connections and work hard while coming up with new ideas. It can be a joyful exercise to train our creativity and create an impact on the way we think.</p>
<b>Ideas for action</b>	<p>Create a little survey or questionnaire for participants to appreciate the value of FABjects in the categories like the most creative, the most useful, ready for production, the most likely to succeed, the most entrepreneurial, the most impossible... etc.</p>

[1] Design thinking is a non-linear, iterative process that teams use to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test. It involves five steps including empathizing with the user, defining the problem, ideating potential solutions, prototyping and testing those solutions to refine them. It is most useful to tackle problems that are ill-defined or unknown<sup>1</sup>. Design thinking is an innovative problem-solving process rooted in a set of skills<sup>2</sup>. The approach has been around for decades but it only started gaining traction outside of the design community after the 2008 Harvard Business Review article titled “Design Thinking” by Tim Brown, CEO and president of design company IDEO<sup>2</sup>. Design thinking has gained popularity in recent years and is now used across industries as a way to create innovative, user-centered solutions. This approach can be used for a wide variety of problems, from designing products or services to solving complex societal issues.

In essence, “design thinking is a methodology that we use to solve complex problems, and it’s a way of using systemic reasoning and intuition to explore ideal future states” <sup>3</sup>. In our exercises, the design thinking approach refers to prototyping or creating the beauty of structure.

Source:

- What is Design Thinking? | Interaction Design Foundation (IxDF). <https://www.interaction-design.org/literature/topics/design-thinking>
- Design thinking, explained | MIT Sloan. <https://mitsloan.mit.edu/ideas-made-to-matter/design-thinking-explained>
- What is design thinking? | McKinsey. <https://www.mckinsey.com/featured-insights/mckinsey-explainers/what-is-design-thinking>
- What Is Design Thinking & Why Is It Important? | HBS Online. <https://online.hbs.edu/blog/post/what-is-design-thinking>
- Why Design Thinking Works by Jeanne Liedtka | HBR Online. <https://hbr.org/2018/09/why-design-thinking-works>

## Customers exercises

### 1. In the other shoes

<b>Subtitle/subject</b>	Explore different persona
<b>Duration</b>	30-40 min
<b>Group size</b>	Between 5 and 15 persons
<b>Complexity level</b>	Medium to advanced
<b>Overview</b>	Participants receive a description of a different persona, without knowing the description. Everybody walks around and interact with others by giving clues about what the other persona might like. At the end, everyone tries to guess which persona they were.
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Exploring different characteristics of different persona.</li> <li>• Imagining what are the needs and desires of other people/persona.</li> <li>• Support understanding the importance of analyzing the interests, needs and desires of your entrepreneurial target group.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Adhesive tape</li> <li>• Printed or written papers (see handout)</li> <li>• Write on an A3 (or whiteboard) the 3 possible clues: a desire, a need, an interest. This makes the possibilities visible for the players.</li> </ul>
<b>Step by step instructions</b>	<ol style="list-style-type: none"> <li>1. Tell the group that you will tape the short description of a persona on their shirt (eventually on their back). They cannot know what is their persona.</li> <li>2. Tell all participants that they will walk around for about 10 minutes and have to discover who they are by gathering clues from other participants.</li> <li>3. There are 3 types of clues: a desire, a need or an interest.</li> <li>4. When a participant meets another participant, they play together 'scissor-paper-stone'. The one who wins the little fast game, can ask the other player to tell a desire, a need or an interest. Then both players walk again around to meet other players.</li> <li>5. Important: when giving clues to other players, don't mention the 'persona', that would take away the purpose of the exercise.</li> </ol> <p>Examples of possible clues for the persona 'an adolescent'</p> <ul style="list-style-type: none"> <li>- <i>a desire: to be treated as a 'full person'</i></li> <li>- <i>a need: freedom</i></li> <li>- <i>an interest: trying out new things</i></li> </ul>

	<ol style="list-style-type: none"> <li>After 10 minutes, ask everyone to sit in a circle. Ask each player in turn of who they believe their persona is.</li> <li>Start the debriefing of the activity.</li> </ol>
<b>Debriefing</b>	<p>Ask the group to sit in a circle, so everyone can see and hear each other. Use the following questions as guidelines to run the debriefing of the activity.</p> <ol style="list-style-type: none"> <li>How did you feel about this activity? Was there anything that surprised you?</li> <li>How easy or difficult was it to give clues to other players?</li> <li>Do you believe the clues were useful for you to imagine which persona you had?</li> <li>Are there 'clues' which could be valid for all the different persona?</li> <li>Are there very specific clues that only suit a very limited number of persona? Give examples.</li> <li>Do you believe that some of the clues are rather stereotypes and/or prejudices? Which one(s)?</li> <li>What are reasons that exploring the needs, dreams and desires of different personas could be important for entrepreneurship?</li> <li>What do you take out of this activity for yourself?</li> </ol>
<b>Possible adaptations</b>	<ul style="list-style-type: none"> <li>The little game 'scissors-stone-paper' can be left out in this exercise, and replaced with small papers for each player. (e.g. 3 times 4 papers stating 'a need', 'a desire' and 'an interest') which the players can give randomly to other players. Or simply a combination of the both approaches.</li> <li>Instead of using the different personas to discover, you can turn the exercise 'around' and use needs/desires/interests which need to be discovered, and then the clues given are possible personas.</li> <li>Instead of interest/desire/need, other dimensions can be used e.g. fear, a dream etc.</li> </ul>
<b>Tips for facilitator</b>	<p>It is useful to have some persona descriptions as a back-up in case a player guesses very fast who they are. Simply give a new persona and the player can enter again 'the game'.</p> <p>If necessary and beneficial, the facilitator can become part of the "game" and act as a participant.</p> <p>Scissors-paper-stone: players stand in front of each other with one hand on their back. After a common counting to 3, the both players show their hand to each other in the shape of a scissor (the 'V' sign with 2 fingers), a stone (a fist) or paper (open hand). The scissors wins from the paper, the paper from the stone, the stone from the scissor. In case both players have the same, they play again.</p>

	In case players receive the same clue/answer during the discovery part, tell them they can ask a second question.
<b>Suggestions for follow up</b>	Check your list of entrepreneurial ideas (Shape it up tool) and use the list of persona to check who would and could be interested in each of your ideas.
<b>Ideas for action</b>	Create a little survey or questionnaire and ask different persona their opinion on your ideas.

### List of personas

A child	An adolescent
An elder woman	A homeless person
A farmer	A police officer
An educator	A university student
A single mother	A teacher
An adult	An unemployed
A foreigner	A volunteer
An artist	A festival lover
A truck driver	An engineer
A vegetarian	A vegan
An art lover	A book lover
A board gamer	An online gamer

## 2. Defining the Ideal Customer

<b>Subtitle</b>	Understanding and Identifying Your Target Audience
<b>Duration</b>	2 hours
<b>Group size</b>	Any size, divided into teams of 3-5 participants
<b>Complexity level</b>	Medium
<b>Overview</b>	In this exercise, participants will work on understanding and defining their ideal customers. Using a problem statement and a proposed solution, they will profile potential customers and learn how to target their marketing and sales efforts more effectively.
<b>Objectives</b>	<ul style="list-style-type: none"><li>• To understand the importance of identifying a target customer group</li><li>• To learn how to define and profile an ideal customer based on a specific problem and solution</li><li>• To practice crafting a customer persona for more effective targeting</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Large sheets of paper</li><li>• Markers</li><li>• Customer Persona template (Shape it Up tool)</li></ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"><li>1. Begin by discussing the importance of identifying a target customer group. Explain how understanding customers' needs, behaviors, and challenges can support businesses to better address those needs with their products or services.</li><li>2. Provide a brief introduction on how to create a customer persona (check the facilitator tips section for more resources). Customer persona should include demographic information (e.g., age, gender, location), psychographic information (e.g., interests, attitudes, behaviors), and any other relevant details (e.g., preferred shopping channels, pain points).</li><li>3. Divide participants into small groups and provide each with a problem statement and a proposed solution.</li><li>4. Ask each group to identify who they believe would be their ideal customers based on the problem and solution provided. Encourage them to think about why these customers would be interested in their solution and what specific needs or challenges it would address.</li><li>5. Each group should use this information to create a detailed customer persona. They can use the template provided or create their own format. The customer persona template is outlined in the Shape it Up tool.</li></ol>

	<ol style="list-style-type: none"> <li>Once all groups have completed their personas, ask them to present their personas to the larger group, explaining their thought process and reasoning.</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>How do you feel about this exercise?</li> <li>What was the most exciting? What was the easiest, and what was the hardest part?</li> <li>Did you find any part of the persona development process challenging? What are the reasons for that?</li> <li>What are the benefits or downsides of doing this activity in the smaller groups?</li> <li>What aspects of your customer persona do you think are most important for your proposed solution?</li> <li>How can understanding your ideal customer influence product development, marketing, and sales strategies?</li> </ol>
<b>Possible adaptations</b>	For virtual settings, use breakout rooms for group discussions and digital whiteboards for persona creation.
<b>Tips for facilitator</b>	<p>Encourage participants to be as specific as possible when creating their personas. Remind them that it's okay to make assumptions at this stage, as these can be validated or adjusted later on based on customer feedback or additional market research.</p> <p><i>The customer persona template is outlined in the Shape it Up tool.</i></p> <p>Few links that briefly explain what is customer persona and how to define it:</p> <ul style="list-style-type: none"> <li><a href="#">Customer Persona - Bill Aulet</a></li> <li><a href="#">Buyer Persona Template: Target Your Ideal Customer!</a></li> <li><a href="#">How To Create a Buyer Persona</a></li> </ul>
<b>Suggestions for follow up</b>	Participants can use their customer personas to develop a basic marketing plan or sales pitch for their proposed solution. They could also research more about their target market or conduct surveys/interviews to validate their personas.
<b>Ideas for action</b>	Participants can apply this exercise to their own business idea or opportunity. They can identify and profile their ideal customers and use this information to guide their business planning and strategy development.

### Problem statements for the exercise

	<b>Problem statement</b>	<b>Solution</b>
1	The increasing aging population in the urban area of Oslo faces loneliness and lack of companionship, which negatively impacts their mental health.	An online platform that connects the elderly with volunteers for regular interaction, companionship, and support, thereby enhancing their mental well-being.

	<b>Problem statement</b>	<b>Solution</b>
2	The city of Athens suffers from a high rate of unemployment among young adults due to a lack of skill-based training and opportunities.	A social enterprise that provides vocational training in various high-demand fields (like IT, healthcare, renewable energy) to young adults and supports them in finding employment or starting their own businesses.

	<b>Problem statement</b>	<b>Solution</b>
3	The town of Skopje is plagued by a waste management crisis, with an abundance of non-recycled plastic waste littering the streets and polluting the environment.	A recycling venture that empowers local communities to collect and recycle plastic waste turning it into valuable products (e.g., furniture, building materials), thereby creating jobs and reducing environmental pollution.

	<b>Problem statement</b>	<b>Solution</b>
4	The rural region of Serbia has limited access to clean and affordable energy, causing numerous issues such as insufficient lighting, limited access to information technology, and increased use of harmful fossil fuels.	A social business that installs solar microgrids in these areas, providing reliable, renewable, and affordable energy. This business could also provide training to local residents to manage and maintain these microgrids, creating local employment and fostering energy independence.

	<b>Problem statement</b>	<b>Solution</b>
5	Many low-income families in the Botoșani region of Romania struggle to afford fresh, healthy food, contributing to high rates of obesity and other health issues.	A mobile farmer's market that sources produce from local organic farms and sells it at affordable prices in neighborhoods with limited access to fresh food. This enterprise could also host cooking and nutrition workshops, fostering healthier eating habits in the community.



	<b>Problem statement</b>	<b>Solution</b>
6	The prevalence of processed and fast foods in Brussels and heart disease among its inhabitants.	A social enterprise restaurant offering delicious, affordable, nutritious meals sourced from local organic farms. The enterprise could also provide nutrition education and cooking classes to promote healthy eating habits.

	<b>Problem statement</b>	<b>Solution</b>
7	In remote areas of Sicily, students have limited access to quality education due to a lack of resources and teachers.	An online learning platform that connects experienced educators with students in these areas, providing a broad range of courses and virtual tutoring. The platform could also provide skills training in subjects like coding, digital marketing, and data analysis.

	<b>Problem statement</b>	<b>Solution</b>
8	In the city of Lisbon, the elderly and disabled population faces difficulties in carrying out daily tasks due to a lack of supportive services.	A service-based social enterprise that provides assisted-living services like grocery shopping, housekeeping, and transportation for the elderly and disabled. This enterprise could also provide employment opportunities for caregivers in the area.

	<b>Problem statement</b>	<b>Solution</b>
9	Split is a popular tourist destination, but the influx of tourists is leading to environmental degradation and loss of cultural authenticity.	An eco-friendly boutique hotel that promotes sustainable tourism practices, such as waste management, energy conservation, and responsible sourcing. The hotel could also showcase local culture and crafts, supporting local artisans and providing tourists with authentic experiences.

	<b>Problem statement</b>	<b>Solution</b>
10	The car industry in Budapest is dominated by petrol and diesel vehicles, contributing significantly to air pollution and climate change.	A social enterprise that promotes electric vehicles (EVs) by setting up EV charging stations throughout the city and offering affordable EV rentals. The enterprise could also run awareness campaigns about the environmental benefits of switching to EVs.

### 3. Connect with others

<b>Subtitle/subject</b>	Similarities or differences
<b>Duration</b>	15 minutes (longer, if more attention is given to the debriefing)
<b>Group size</b>	Min. 10, no maximum
<b>Complexity level</b>	Easy
<b>Overview</b>	Each player receives a little paper with an image. The group is asked to form smaller groups, using their 'little papers' to do this. Confusion settles when the players try to decipher a possible code between the images. When the groups are formed, a short debriefing points out similarities and differences, the assumptions of rules and the possible inclusion/exclusion based upon external characteristics.
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• To explore how we focus easier on differences than on similarities, and linking this to how we perceive and define personas' for our entrepreneurial idea.</li> <li>• To experience how we assume and create rules which are not part of the mission, and eventually complicate the task.</li> <li>• To explore the defining of persona from different angles.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Print the attached handout. If the group is bigger than the number of images, print more times. Or create yourself new images.</li> <li>• 1 scissor to cut out the little papers.</li> </ul>
<b>Step by step instructions</b>	<ol style="list-style-type: none"> <li>1. At the start of the activity, have all the little papers cut out and ready. It is good to have a few extra papers, just in case.</li> <li>2. Tell the participants that you need them to split into different groups for the next activity (e.g. when 30 participants, ask them to form 6 groups of 5 people).</li> <li>3. Inform them that, in order to facilitate this process, you will give each of them a small 'secret' paper.</li> <li>4. Give a paper to each participant, in a secretive manner. They are only allowed to look at their own paper.</li> <li>5. Once each person has got a little paper, tell the group that, on your sign, they can approach others and show now also their paper to them in order to form the needed number of groups.</li> <li>6. Tell the whole group that they have 1 minute to form the needed number of smaller groups.</li> </ol>

	<ol style="list-style-type: none"> <li>7. Walk around the room and keep saying the same sentences: "Use your paper to form the groups"; "Let's go, it's a simple task."</li> <li>8. As soon as you notice that a smaller group has been formed, ask them to sit together on the side, while the rest continues.</li> <li>9. Once all participants have managed to form the needed number of groups, make a round of the groups with the question: "What was the criteria that brought you together?"</li> <li>10. Start the debriefing.</li> </ol>
<b>Debriefing</b>	<p>Keep the smaller groups (sitting) together where they are and take a central position in the room so all participants can see and hear you well. Ask the questions below (some or all, depending on the feedback and answers given):</p> <ol style="list-style-type: none"> <li>1. How do you feel about this activity?</li> <li>2. What do you think about the activity?</li> <li>3. How did you organize yourselves in order to create these groups? Was there a particular strategy?</li> <li>4. Was it easy or was it rather difficult?</li> <li>5. Which side of the paper did you use? And what if... you would have used the other side of the paper (the white side)?</li> <li>6. What was the hidden objective of this activity, according to you?</li> <li>7. How do we look now upon this exercise?</li> <li>8. What if we would do this exercise again, do you believe the result would be different? Would you have a different strategy?</li> <li>9. What could be possible links and similarities between this exercise and reality?</li> <li>10. If we relate this experience to the defined 'personas' in our pre-incubation ideas, which links can you make?</li> <li>11. What do you take out of this exercise for you?</li> </ol>
<b>Possible adaptations</b>	<p>If you have used this exercise already once with the same group, you can redo this activity at a later time by using a regular set of 52 playcards. Simply run the exercise in the very same way, and debrief with the group, while reminding them of the first time you have played the exercise 'The Little Papers'.</p> <p>Using regular and well known playcards distracts the participants, and creates a repetitive effect of assumptions and actions. It creates great opportunities to explore together how repetitive (or not) we all are in our thinking and acting.</p>

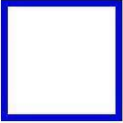


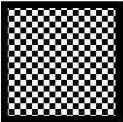


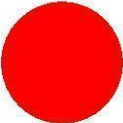




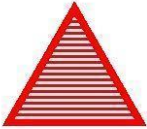

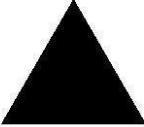
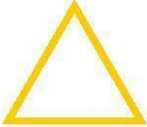

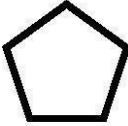



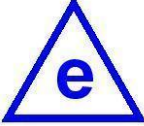
**Tips for  
facilitator**

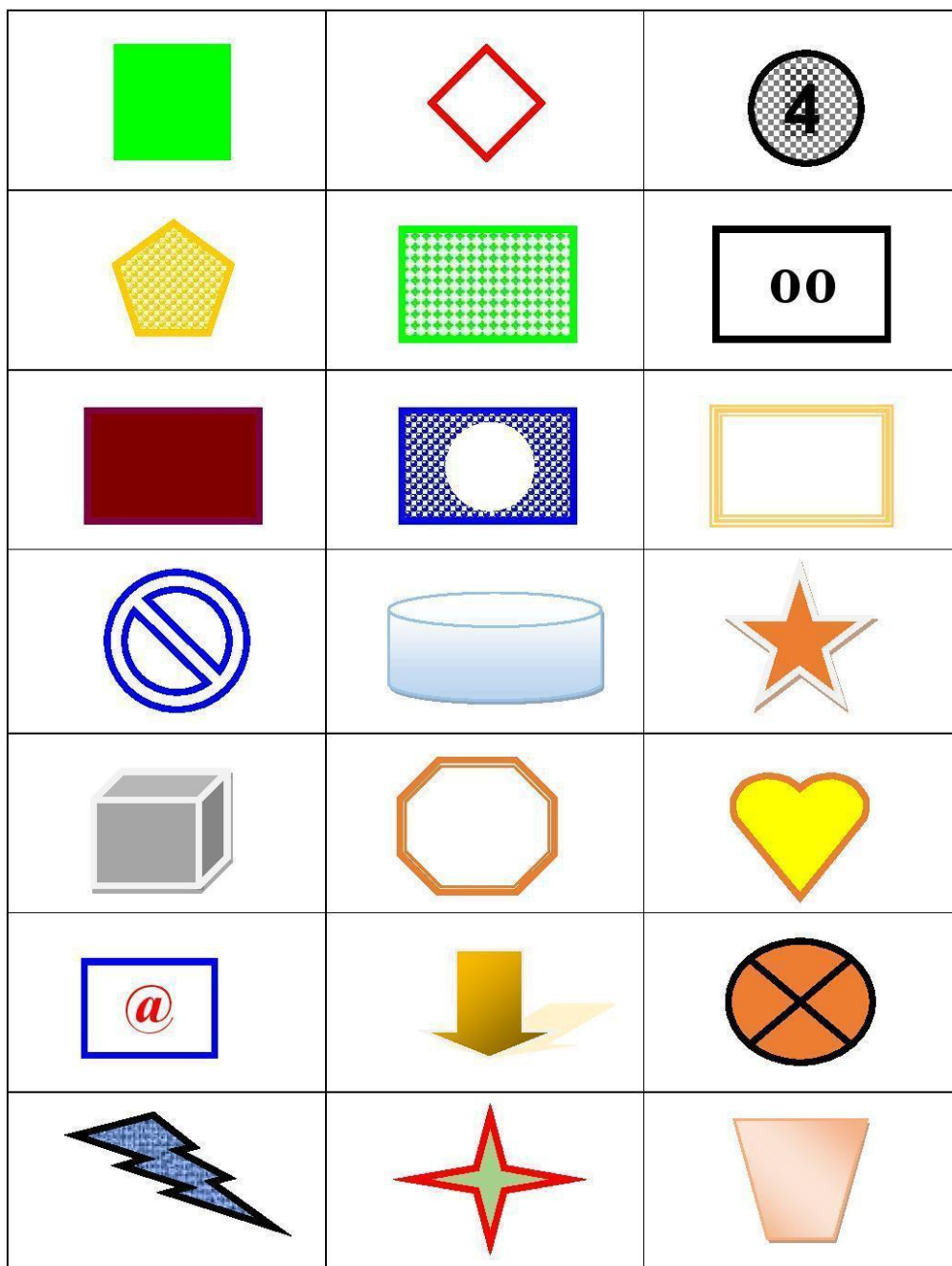
- This small exercise is meant as an introduction towards other exercises which focus on the creation of persona.
- Even though this exercise can stand on itself, it is interesting to use the formed groups for another exercise. Therefore, decide beforehand how many groups (with how many members) you ask them to form.
- If someone asks you 'how to use the paper', you simply reply each time the same: "use your paper to form the groups". Participants assume they have to use the symbol on one of the sides of the paper in order to find similarities, even though the mission itself never mentions that. The fact you have a little paper is in itself enough to form a group with other people who have... also a little paper.
- Even though you told the group they have 1 minute to form the different groups, they will take more time. Pretend you are a bit confused and you can say things as: "Hmm, this is supposed to be easy", "Come on folks, use your paper, it is meant to facilitate this process", "It should be done already".
- In case of big groups, some little papers can be repeated, as long as they are not repeated using the same number as the groups are supposed to have members. That could then lead to groups being formed with the exact same image.

**Suggestions  
for follow up**

Have the different groups think about how, in reality, we rather focus on differences instead of similarities (e.g. when it comes to different cultures, immigrants, and more). Challenge the group to define the most common characteristics which are shared by the biggest number of possible different persona profiles.

Handout



## Defining Problem/Need exercises

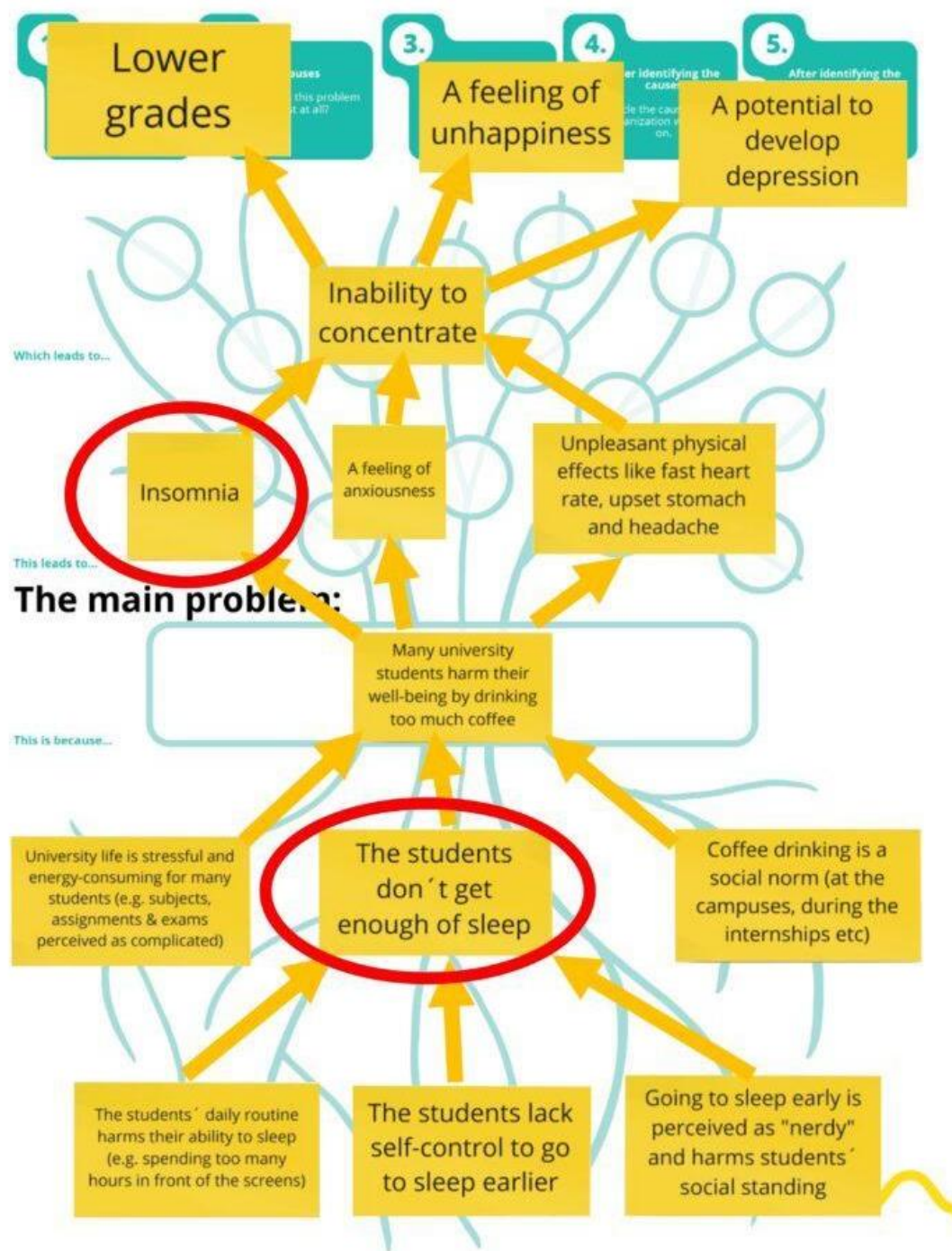
### 1. Root Cause Analysis

<b>Subtitle</b>	Understanding a Problem through the Problem Tree Model
<b>Duration</b>	2-3 hours
<b>Group size</b>	Any size, divided into teams of 3-5 participants
<b>Complexity level</b>	Medium
<b>Overview</b>	This exercise supports participants in understanding a complex problem in depth by breaking it down into smaller, more manageable parts and linking the causes and effects. It is a collaborative activity that encourages critical thinking and systems thinking.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the causes and effects of a complex problem</li> <li>• To develop a systematic approach to problem-solving</li> <li>• To enhance critical and analytical thinking skills</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Large sheets of paper or flipchart</li> <li>• Sticky notes in two different colors (e.g. Post It notes)</li> <li>• Markers</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Introduce the concept of the problem tree analysis: using the image of an entire tree to explore causes and possible solutions.</li> <li>2. Divide participants into small teams.</li> <li>3. Each team identifies a problem they want to explore (this could be related to their project, business idea, or a societal issue), and they name their team associated with the problem (e.g., Dirty Water Purifiers)</li> <li>4. On a large sheet of paper, have teams write down the identified problem in the middle. This becomes the trunk of the tree.</li> <li>5. Using one color of sticky notes, teams should brainstorm and write down the causes of the problem. These notes become the roots of the tree. Encourage teams to ask 'why?' multiple times to find the root causes.</li> <li>6. Next, using a different color of sticky notes, teams identify the effects or consequences of the problem. These notes become the branches of the tree.</li> <li>7. Teams then organize the causes and effects in a logical way around the central problem, creating a visual tree diagram.</li> </ol>
	<ol style="list-style-type: none"> <li>8. Teams discuss and analyze their problem tree to understand the relationships between the different elements.</li> </ol>

	9. Once complete, each team presents its problem tree to the whole group, explaining its thought process and findings.
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>1. How do you feel about the overall exercise? Were you familiar with this approach?</li> <li>2. What was it like breaking down a complex problem into smaller parts?</li> <li>3. How did you feel when identifying the root causes and effects of your problem?</li> <li>4. Did the problem tree help you gain a new perspective or insight on the problem?</li> <li>5. How does understanding the causes and effects help in addressing the problem?</li> <li>6. How can this problem tree guide you in developing solutions or strategies?</li> </ol>
<b>Possible adaptations</b>	For larger groups, consider using online collaboration tools, like Miro, for creating digital problem trees. For more complex problems, the exercise can be spread over multiple sessions, allowing deeper research and analysis.
<b>Tips for facilitator</b>	<p>Encourage participants to dig deep to find the root causes and think broadly about the effects. Facilitate discussions that support participants make connections between the different elements.</p> <p>If possible, assign mentors for each team to support the process.</p>
<b>Suggestions for follow up</b>	<p>Teams can use their problem tree as a starting point for solution brainstorming. They could develop a corresponding solution tree, where they map out potential solutions to each root cause.</p> <p>The results of the process can be combined with the results of the other exercises on the topics of Customers and Product/Service and can be used to develop a Value Proposition Canvas - <a href="#">Strategyzer's Value Proposition Canvas Explained - YouTube</a>.</p>
<b>Ideas for action</b>	Teams can pick one root cause from their problem tree and brainstorm a potential solution. They can then develop a plan to test or implement this solution, turning their insights into action.



## Example of Problem tree



Source: <https://storiesforimpact.com/toolbox/problem-tree/>

## 2. Market and Niche Fair

<b>Subtitle</b>	Role-playing as Entrepreneurs and Customers in Different Markets and Niches
<b>Duration</b>	2-3 hours
<b>Group size</b>	10 or more, divided into groups of 2-4 participants
<b>Complexity level</b>	Medium
<b>Overview</b>	This exercise simulates a market fair, where each group represents a startup serving a specific market and a niche within that market. The other participants, role-playing as potential customers from different markets and niches, visit each startup's "booth", allowing the startups to practice pitching their ideas and receiving direct feedback.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the unique demands and characteristics of various markets and niche markets.</li> <li>• Develop skills in pitching business ideas to specific markets and niches.</li> <li>• Learn to adapt business ideas based on customer feedback and needs.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Tables or spaces to serve as "booths"</li> <li>• Flipchart paper or whiteboards</li> <li>• Markers</li> <li>• Notepads for feedback</li> <li>• Optional: props for setting up the booths</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Begin by splitting the whole group into entrepreneurs and customers.</li> <li>2. Participants from the entrepreneur's group divide into small startups of 2-4 people (depending on the size of the group). Each startup will represent a different business idea that serves a specific market and a niche within that market.</li> <li>3. Assign each startup a different market (e.g., food industry, healthcare, technology) and a niche within that market (e.g., vegan food, eldercare, language learning apps for professionals).</li> <li>4. Give each startup time to brainstorm and develop a brief business concept tailored to their assigned market and niche.</li> <li>5. During the brainstorming time, assign roles to the customer group participants. They will act as potential customers from different markets and niches.</li> <li>6. Provide them with brief descriptions of the profiles they should embody. For instance, if a group is pitching a vegan</li> </ol>

	<p>food product, some customers might role-play as vegan consumers, others as health-conscious but non-vegan consumers, etc.</p> <ol style="list-style-type: none"> <li>Allocate a space in the room for each startup to set up a "booth". The booth serves as their company's stand at a market fair, where they will be pitching their business idea.</li> <li>Each startup should prepare a short pitch for their business idea, specifically tailoring their message to the needs and characteristics of their assigned market and niche. They should consider their unique value proposition, their problem, and why their solution is optimal for their market and niche.</li> <li>Once the booths are set up, and the pitches are prepared, the "customers" should visit each booth in turns or groups as applicable.</li> <li>At each booth, the startup will present its pitch and answer any questions that the customers may have.</li> <li>Encourage the customers to ask questions, provide feedback, and express their needs or concerns as consumers in the assigned market and niche.</li> <li>After all booths have been visited, the customers write down their feedback on the products and pitches. This could include their overall impression, whether they felt the product met their needs, and any suggestions for improvement. Meanwhile, the 'entrepreneur teams' have time to clean up their booth and to reflect together how their pitch might have changed over time with the different customers visiting them.</li> <li>Bring all participants together for a debriefing session after the role-play activity. The customers share their feedback, and the groups reflect on what they've learned about their assigned market and niche. Facilitate a group discussion about the experiences, feedback, and lessons learned from the exercise.</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>If you would describe this activity in one word, which word would that be?</li> <li>How did pitching your business idea to your specific market and niche feel?</li> <li>What did you learn from the feedback and questions of the customers?</li> <li>How could you adapt your business idea based on the experience and feedback?</li> <li>How did this role-play situation compare to real-life situations you've experienced or could anticipate in your entrepreneurial journey?</li> <li>Were there any surprising insights about your market and niche that came up during the exercise?</li> <li>How will the feedback from this exercise influence your future interactions with potential customers or investors in your market and niche?</li> </ol>

	<p>8. What strategies did you find most effective in communicating your business idea to your market and niche?</p> <p>9. How did this exercise help you understand the unique needs and preferences of your chosen market and niche?</p>
<b>Possible adaptations</b>	Use breakout rooms for the booths and rotate participants between rooms for a virtual setting.
<b>Tips for facilitator</b>	<p>The idea of the exercise is to create variety. For this, it is best if the setup can facilitate more startups targeting different niches of various markets and customers representing different target groups, some that are aligned and some not aligned with the niches/markets.</p> <p>Encourage participants, especially customers, to really get into their roles, reflecting the needs, preferences, and behaviors of their assigned market and niche.</p>
<b>Suggestions for follow up</b>	Have participants refine their business ideas based on the feedback and insights gained from the exercise.
<b>Ideas for action</b>	Participants can use this experience to develop a more comprehensive business plan, conduct further market research, or even test their idea in the real world.

### Sample Business Concepts for Different Niches:

1. Eco-Friendly Meal Kits: A subscription service delivering weekly meal kits with locally-sourced, organic ingredients and eco-friendly packaging. Niche: environmentally-conscious consumers who enjoy cooking.
2. Tech-Free Children's Toys: A company creating handcrafted educational toys made from natural materials, promoting screen-free playtime. Niche: Parents who value traditional play and are concerned about excessive screen time.
3. Personalized Eldercare Services: A business providing personalized care services for seniors, like home-based medical care, meal delivery, and companionship. Niche: Families seeking high-quality, compassionate care for elderly loved ones.
4. Vegan Outdoor Gear: A company producing outdoor gear and clothing using only vegan, cruelty-free materials. Niche: Vegan or environmentally-conscious outdoor enthusiasts.
5. Language Learning App for Medical Professionals: An app providing specialized language courses for medical professionals, focusing on medical terminology in different languages. Niche: Healthcare providers needing to communicate with diverse patient populations.

### 3. Engaging Problem-Solvers: Think, Create, Collaborate

<b>Subtitle/subject</b>	Encouraging Participants to Think Critically, Get Creative, and Collaborate to Add Value to their business idea.
<b>Duration</b>	120 minutes
<b>Group size</b>	Up to 15 participants split into 3 groups of 5 participants
<b>Complexity level</b>	Medium
<b>Overview</b>	By engaging in this problem-solving scenario exercise, participants will not only practice their critical thinking and creativity but also develop teamwork and communication skills that are vital for adding value and addressing challenges in professional entrepreneurial settings.
<b>Learning objectives</b>	To engage participants in a problem-solving exercise that requires critical thinking, creativity, and collaboration.
<b>Materials</b>	Materials Needed: Whiteboard, flip chart, or large paper sheets, markers, and sticky notes.
<b>Step by step instructions</b>	<ol style="list-style-type: none"> <li>1. Introduce the problem-solving scenario to the participants. Choose a fictional but relatable problem that aligns with the participants' interests or the overall theme of the event/workshop (see handouts for examples)</li> <li>2. Clearly state the problem and its context. Provide enough background information to ensure everyone understands the situation. Write the problem statement on a whiteboard, flip chart, or large paper sheet where everyone can see it.</li> <li>3. Divide participants into small groups (3-5 members per group). Each group should receive sticky notes and markers. Give the groups a set time (e.g., 15-20 minutes) to brainstorm possible solutions to the problem. Encourage them to think creatively and consider various perspectives.</li> <li>4. After the brainstorming session, have each group present their solutions to the whole group. Each group can use the whiteboard or flipchart to explain their ideas.</li> <li>5. After each presentation, facilitate a discussion to evaluate and analyze the proposed solutions. Encourage other participants to ask questions, provide feedback, and build upon the presented ideas.</li> <li>6. Summarize the key points and ideas generated during the presentations and discussions. Highlight common themes or innovative approaches.</li> <li>7. As a group, identify the most promising elements from different solutions and collaborate to create a</li> </ol>

	<p>comprehensive solution that addresses the problem effectively.</p> <ol style="list-style-type: none"> <li>8. Have the entire group present the collaborative solution, discussing how it combines the best aspects of various ideas to provide a well-rounded approach to the problem.</li> <li>9. Facilitate a discussion about the problem-solving process. Ask participants to reflect on the challenges they faced, how they collaborated, and the key takeaways from the exercise.</li> </ol>
<b>Debriefing</b>	<p>Summarize the main insights and problem-solving techniques used during the exercise. Emphasize the importance of open-mindedness, teamwork, and creativity in tackling real-world challenges.</p> <p>Ask participants:</p> <ol style="list-style-type: none"> <li>1. How they feel, what they think and what they are ready to do about their collaborative solution.</li> <li>2. Are they being proud of their collaborative solution?</li> <li>3. Is the collaborative solution better than individual ones?</li> <li>4. Would they like to implement collaborative solutions provided they have time, money, and other resources?</li> </ol>
<b>Tips for facilitator</b>	<p>As facilitator, take the needed time to prepare yourself very well. Choose or create a problem-solving scenario you feel comfortable with. It is beneficial to do the exercise yourself beforehand as additional preparation.</p> <p>Tips for Facilitating the Exercise:</p> <ul style="list-style-type: none"> <li>• Choose a problem that aligns with the participants' interests and knowledge level.</li> <li>• Keep the exercise time-bound to ensure participants stay focused and engaged.</li> <li>• Encourage an inclusive and non-judgmental atmosphere where all ideas are respected.</li> <li>• Emphasize the value of collaboration and learning from each other's perspectives.</li> </ul> <p>Highlight problem-solving techniques, such as brainstorming, collaboration, and critical thinking, during the debriefing session.</p>
<b>Ideas for action</b>	<p>From virtual to real. Define together with the group a challenge or problem they face in the organization or community. Repeat the above process.</p>



**Fictional scenario examples:****1. Business Challenge - Sustainable Manufacturing:**

Background: A leading manufacturing company, "EcoMakers Inc.", has been under scrutiny for its high carbon footprint. With increasing global emphasis on sustainability, the company risks losing its market share to more eco-friendly competitors.

Problem Statement: How can EcoMakers Inc. innovate its manufacturing processes to significantly reduce its carbon footprint while maintaining production efficiency and product quality?

Considerations:

- Exploring renewable energy sources for operations.
- Evaluating the entire supply chain for eco-friendly alternatives.
- Potential partnerships with environmental organizations for sustainable initiatives.

**2. Community Issue - Urban Transportation Revamp:**

Background: The city of "Metroville" has seen a rapid increase in its population over the past decade. The existing public transportation system is outdated, leading to daily traffic congestions and increased pollution.

Problem Statement: What strategies can be implemented to modernize Metroville's public transportation system, ensuring it's efficient, eco-friendly, and caters to the growing population's needs?

Considerations:

- Introduction of electric buses or trams.
- Expansion of metro or subway lines.
- Promotion of carpooling and bike-sharing programs.

**3. Social Dilemma - Bridging the Digital Divide:**

Background: The town of "Connectsville" boasts a thriving economy and modern infrastructure. However, a significant portion of its residents, especially the elderly and low-income families, lack access to digital devices and the internet. This digital divide has led to disparities in access to information, online education, and digital services.

Problem Statement: How can Connectsville ensure that all its residents, regardless of age or economic status, have equal access to digital resources and the skills to use them effectively?

Considerations:

- Initiating community programs to donate and distribute refurbished digital devices.
- Setting up free Wi-Fi zones in public areas like parks, libraries, and community centers.
- Organizing digital literacy workshops tailored for different age groups, especially focusing on the elderly.
- Collaborating with tech companies for sponsorships or partnerships in digital inclusion initiatives.

## Product/Service exercises

### 1. The Fridgy Cat

<b>Subtitle</b>	Finding similarities
<b>Duration</b>	20 to 30 minutes (depending on the time taken for the debriefing of the activity)
<b>Group size</b>	Any size (from individual to subgroups of 4 to 6 people)
<b>Complexity level</b>	Medium
<b>Overview</b>	The group is presented with 2 subjects seemingly completely disconnected to one another. The challenge is to find together a predefined number of similarities between both subjects. The similarities are not invented, but based upon all the possible characteristics of both subjects presented.
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Stimulate creative thinking through exploring different dimensions of the challenge presented.</li> <li>• Support the future generation of innovative and surprising entrepreneurial ideas.</li> <li>• Support exploring similarities between concepts, items and topics, rather than a short focus on the seemingly obvious differences.</li> <li>• Create a supportive environment towards finding alternative solutions to other tasks and challenges.</li> <li>• Raise awareness about multiple connections between seemingly completely different realities.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Paper and pen for each group</li> <li>• An image of a black cat and of a white fridge.</li> </ul>
<b>Step by step instructions</b>	<ol style="list-style-type: none"> <li>1. Have the group split into subgroups of 4 to 6 young people. Give a paper and pen to each group.</li> <li>2. Ask a random person for a number between 35 and 50. Once the answer is given, tell the groups that reaching this number is now the objective of the activity you will explain.</li> <li>3. Show the group an image of a (regular) black cat and an image of a (standard) white fridge.</li> <li>4. Tell the groups they have 10 minutes to find similarities between these objects, with a minimum of the previous number chosen, and write them on the paper provided.</li> <li>5. Give a first example, e.g. "Both have 4 feet", "Both can contain liquids", "Both can come in different shapes and sizes".</li> <li>6. After 10 minutes, ask each group to select their "nicest" 3 to 5 similarities.</li> </ol>



	<ol style="list-style-type: none"> <li>7. Each group shares their selected similarities. Groups transmit the number of similarities found.</li> <li>8. Start the debriefing.</li> </ol>
<b>Debriefing</b>	<p>Following questions can be asked in the suggested order.</p> <ol style="list-style-type: none"> <li>1. How did you feel about this activity? At the start and now?</li> <li>2. Did your group reach the objective?</li> <li>3. How easy or difficult did you perceive this challenge?</li> <li>4. Were there any surprising moments during the activity? Which ones?</li> <li>5. Would you be able to find more similarities? How many more?</li> <li>6. According to you, what was the objective of this activity?</li> <li>7. Which links can you make with generating entrepreneurial ideas?</li> <li>8. What aspects do you take out of this activity for yourself?</li> </ol>
<b>Possible adaptations</b>	<p>This activity can also be done all together in 1 group. It is, however, more challenging to ensure that everyone (and you) can clearly hear all the answers. Some young people get very enthusiastic about the new connections found and might simply and spontaneously express them.</p> <p>Ask each young person to write an object (any object e.g. the sun, a pencil, a bread, a 100 € bill, etc) on a piece of paper. Place all the papers in a box. Have each subgroup randomly take out 2 papers and invite them to find similarities between them.</p> <p>To increase the difficulty level: ask each group to randomly take out 3 papers, instead of 2, and repeat the task.</p> <p>Alternatively, the above can be done using the different generated ideas, and exploring similarities in between them.</p>
<b>Tips for facilitator</b>	<ul style="list-style-type: none"> <li>• Even though the exercise can be done on an individual level, we advise the creation of (sub)groups between 4 to 6 people. Experience showed us that creative thinking and processes are supported and sparked better in small groups.</li> <li>• The first tens of answers are relatively fast and easy connections. The activity becomes more interesting as time passes by. More creative similarities are found and abstract connections increase. Setting the number of similarities higher is not only more challenging, but also results in a bigger amount of creative connections.</li> <li>• This exercise works well with concrete subjects/objects. However, it might be interesting to explore also other possible connections, if relevant for the group of young people and the intended learning objectives. It is exciting to explore smells, weather conditions, feelings and more.</li> </ul>

<b>Suggestions for follow up</b>	Run this exercise by using (more abstract) concepts which are closer to the Idea Generation of young people. Take an element of one of the ideas, and link it to an absolute different element.
<b>Ideas for action</b>	Combine 2 different ideas of the Brainstorm phase and find similarities. These similarities might eventually bring the young person closer to what attracts them within these ideas.

## 2. Survive & Thrive: The Triple Bottom Line Challenge

<b>Subtitle</b>	A Role Play Simulation of Balancing Economic, Social, and Environmental Sustainability
<b>Duration</b>	2,5 hours
<b>Group size</b>	Any size, divided into groups of 4-6
<b>Complexity level</b>	Advanced
<b>Overview</b>	In this role-play exercise, participants are survivors on a deserted island who need to build a community while balancing resources (economic), community welfare (social), and nature (environmental). The aim is to understand the triple bottom line of sustainability in a non-business context, which will then be linked back to entrepreneurial terminology.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the concept of the triple bottom line in impact entrepreneurship</li> <li>• Experience the challenges and decisions involved in maintaining balance in the system</li> <li>• Gain insights into stakeholder perspectives</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Role cards</li> <li>• Scenario cards</li> <li>• Tokens or stickers representing resources, community welfare, and environmental health</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Introduce the simulation (see introduction), and divide the participants into multiple groups of survivors (minimum 4 per group).</li> <li>2. If groups have more than 4 participants, then one role can be shared between participants.</li> <li>3. Assign roles within each group (see roles), giving them role cards with a description of their responsibilities, motivations, and goals.</li> <li>4. Explain the purpose and use of the tokens (see tokens).</li> <li>5. Each group of survivors is given an equal number of yellow, blue, and green tokens (10 of each could be a starting point).</li> <li>6. Explain that their goal is to maintain a balance of these tokens as they navigate the challenges of building a community on the island.</li> <li>7. Over several rounds, present each group with scenario cards (see scenarios) that will affect the balance of their tokens. These scenarios represent events or decisions that impact resources (economic), community welfare (social), and the environment (environmental).</li> </ol>

	<ol style="list-style-type: none"> <li>8. For each scenario, the groups should discuss and make a decision about how to navigate the situation. Depending on their decisions, they may need to give up tokens or maintain the ones they have (more details in the Token section).</li> <li>9. After groups make a decision, they will approach the facilitator and present their decision.</li> <li>10. The facilitator will evaluate their decision.</li> <li>11. As the facilitator, ensure that participants understand the implications of each decision.</li> <li>12. After the presentation and evaluation of the decision, the facilitator decides which and how many tokens are lost/maintained and gives the next scenario to the group to solve.</li> <li>13. Repeat steps 7-11 for each round of scenarios. The number of rounds will depend on the number of scenarios you have prepared and the length of time you have for the simulation.</li> <li>14. Once all the scenarios have been presented and the final decisions have been made, have each group reflect on their final balance of tokens.</li> <li>15. Ask them to share their insights on the challenge of maintaining balance and their strategies for making decisions.</li> <li>16. Discuss the parallels between the simulation and real-world impact entrepreneurship as a group. Facilitate a conversation about the triple bottom line, how it was represented in the simulation, and how it applies to the participants' entrepreneurial contexts.</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>1. How did you feel making the decisions throughout the simulation? What was difficult about trying to balance the different tokens? How did you prioritize?</li> <li>2. How do the challenges in the simulation relate to those faced by impact entrepreneurs in the real world?</li> <li>3. In what ways did you need to manage resources (yellow tokens) in the simulation? How does this reflect economic sustainability in an entrepreneurial context?</li> <li>4. How did the decisions you made impact the social aspect (blue tokens) of the community? What parallels can you draw with how entrepreneurs must consider their impact on stakeholders and society?</li> <li>5. Discuss the environmental decisions made in the simulation (green tokens). How does this relate to the ecological responsibilities of a sustainable entrepreneur?</li> <li>6. Were there any times you had to make trade-offs between economic, social, and environmental sustainability? How did you navigate these decisions, and how would this translate to a real business scenario?</li> <li>7. How does the island metaphor relate to the triple bottom line concept in impact entrepreneurship?</li> </ol>

	8. Based on the experience in the simulation, what strategies could you apply to balance the triple bottom line in a real entrepreneurial endeavor?
<b>Possible adaptations</b>	For smaller groups, combine roles or run the simulation with fewer roles.
<b>Tips for facilitator</b>	<p>The facilitator has a critical role in guiding the simulation and making evaluations of the outcomes based on participants' decisions. For each scenario, the facilitator will evaluate the decision made by the group. This could be as simple as defining a good, average, and poor outcome for each scenario, each with a corresponding impact on the tokens.</p> <p>For example, if a scenario requires the participants to manage a conflict within the group (a social challenge), the facilitator can evaluate the quality of their resolution:</p> <ul style="list-style-type: none"> <li>• if the conflict is resolved effectively and the group is stronger as a result, the participants may keep all of their blue tokens, reflecting a positive social outcome</li> <li>• if the conflict is resolved but with lingering tension, the participants might lose a couple of blue tokens, indicating a mediocre social outcome</li> <li>• if the conflict isn't resolved and results in division within the group, the participants might lose more blue tokens, reflecting a poor social outcome</li> </ul> <p>The facilitator should guide the discussion around the decision, supporting the participant's understanding of the impact of their choices, and decide on the token outcome based on the quality of their decision.</p> <p>For the exercise's purpose, the facilitator should not be liberal with evaluation, creating situations where participants experience successes and failures.</p>
<b>Suggestions for follow up</b>	Participants can reflect on the exercise concerning their entrepreneurial ideas or business practices.
<b>Ideas for action</b>	Encourage participants to explore the triple bottom line in real-world business cases and consider how they can apply the balance they learned from the exercise to these cases.

### Example of exercise introduction

Good day, everyone! I trust we're all ready for an adventure. Excellent! Today we'll be embarking on a journey not quite like any other. We're going to be castaways on a remote island...

Yes, that's right, we are about to become the reluctant stars of our very own reality TV show, 'Survive & Thrive!'... but without the TV part, and no one is getting voted off.

Now, let's set the scene. Imagine the azure blue waters of the Pacific. We were on a chartered flight heading towards a global conference on sustainable entrepreneurship. A thunderstorm hit, lightning crackled, and before you knew it... whoosh! We were spiraling down toward an uncharted tropical island.

The good news? We all survived the crash! The not-so-good news? We've got no Wi-Fi. I repeat, no Wi-Fi!

But don't worry! All is not lost. We've got an island rich with resources and a group of smart, determined survivors—yes, that's all you. Now, we have to build a community that can survive and thrive, balancing the need for economic resources, social harmony, and environmental sustainability.

Now, this island is big enough for all of us to form different groups of survivors. Each group will be working together to overcome challenges and make decisions that will impact the triple bottom line of our new island community.

Our objective? To survive and thrive, balancing the demands of economy, society, and environment as we build our sustainable island civilization.

All right, then, let's get started with 'Survive & Thrive: The Triple Bottom Line Challenge'! And remember, this is not just about survival. It's about creating a community that will make even the most hardened venture capitalists shed a tear of joy!

Good luck, fellow survivors, and may the best group thrive!

### Roles in the simulation:

When assigning roles within groups, encourage participants to embody their roles as much as possible. Describe how their group is the “chosen few” responsible for a larger group of people and their survival on the island.

1. **Leader of the Survivors:** Your role is to make final decisions regarding how the island community evolves. You must consider the advice of all other roles to maintain balance. You want the island community to grow and thrive.
2. **Resource Manager:** Your role is to manage the island's resources effectively. You want to ensure everyone has enough food, water, and materials for shelter. However, you must also ensure the island's resources aren't exhausted.
3. **Community Wellbeing Coordinator:** Your role is to ensure the community is happy, healthy, and harmonious. You want to maintain social order, resolve conflicts, and ensure everyone has equal opportunities.
4. **Nature Guardian:** Your role is to protect the island's environment. You want to minimize the impact of the community on the local flora and fauna and ensure the community respects the environment in their daily activities.

## Scenarios for the simulation:

### Scenario 1 – Economic Challenge – Trading Dilemma

A neighboring group approaches with a proposition: they have excess fish from their successful fishing expedition and are willing to trade it for some of your group's fruit harvest. However, trading away a large portion of your fruits might leave your group with inadequate resources for the upcoming week.

Task: Decide whether to trade or not. Consider the immediate benefits versus potential future risks. Remember, a good economic decision might allow your group to maintain its economic tokens.

### Scenario 2 – Social Challenge – Shelter Dispute

A storm is coming, and the group's shelter is not large enough for everyone. Some group members want to expand the shelter, while others suggest building a second one. The dispute is causing tension within the group.

Task: Have a discussion and come to a consensus on what to do. Your objective is to ensure the safety of the group while maintaining social harmony. Resolving the dispute without alienating group members can prevent losing social tokens.

### Scenario 3 – Environmental Challenge – Sustainable Food Source

The island's fruits are an abundant and easy food source. However, over-reliance on them is exhausting their availability. There is a need to find a more sustainable food source, but this could involve harder work, like fishing or farming.

Task: Your group must decide how to meet its food needs without damaging the island's ecosystem. Consider the environmental impact of your current practices and explore alternatives. If your group can establish a sustainable food source, you can avoid losing environmental tokens.

### Scenario 4 – Combined Challenge – Forest Fire

A lightning strike starts a forest fire. The fire is spreading and threatens to consume the group's camp and a large section of the forest, impacting the group's shelter (economic), causing fear and panic (social), and damaging the environment (environmental).

Task: Develop a plan to protect the group and minimize damage. Consider immediate safety measures, long-term impacts, and the well-being of the group. If you manage the crisis effectively, you can minimize the loss of tokens in all three categories.

### Scenario 5 – Economic and Environmental Challenge – Water Source

The freshwater source, a small stream, is starting to dry. The group can dig a well as an alternate source, but this could disturb the habitat of local fauna.

Task: Decide whether to dig a well or look for other solutions. Weigh up the immediate economic needs of your group against potential environmental impacts. Your group must find a way to secure a water source without causing harm to the environment to avoid losing economic and environmental tokens.

### Scenario 6 - Economic & Social Challenge - Found Treasure

A group member finds an old chest buried in the sand, filled with items that could be utilized for various purposes such as medical equipment, firearms, radio equipment and jewels. However, this sudden find creates a divide in the group, with members wanting to use the resources for different reasons.

Task: Conduct a meeting and democratically decide how to distribute and utilize the found items. Effective resolution of the disagreement might save you from losing social tokens, and smart use of the resources will save you your economic tokens.

### Scenario 7 - Social and Environmental Challenge - Illness Outbreak

An outbreak of illness within the group is traced back to a particular plant that some group members have been eating. The plant is an easy source of nutrition, but clearly, it's not safe. The group must decide what to do with the plant patch.

Task: Discuss and decide whether to remove the plant patch or find a way to warn group members not to eat it. You'll need to balance the immediate health risks (social) against potential impacts on the local ecosystem (environmental). Effective handling of the situation can prevent the loss of social and environmental tokens.




### Scenario 8 - Combined Challenge - Medical Emergency

A group member falls ill due to unknown reasons. Using your medical supplies could consume them (economic), it might cause worry and stress within the group (social), and there might be an environmental factor causing the illness (environmental).

Task: Your group must decide on how to tackle this issue. It might be a good idea to investigate the possible environmental cause. Addressing this issue successfully could prevent token loss in all three categories.



## Tokens

Economic	Social	Environmental
		

The tokens in the simulation are a physical representation of the resources and factors the leader of the survivors must balance. Here's a breakdown of how to use them:

1. **Token Types:** There are three types of tokens, each representing one element of the triple bottom line. Yellow tokens represent resources (economic sustainability), blue tokens represent community welfare (social sustainability), and green tokens represent environmental health (environmental sustainability).
2. **Starting Tokens:** At the start of the simulation, the leader of the survivors is given an equal number of yellow, green, and blue tokens. This number can vary depending on the length of the simulation and the number of scenarios, but a good starting point might be 10 of each.
3. **Token Usage:** Whenever a scenario is presented, the leader's decision may result in losing or maintaining tokens. For instance, if groups manage a task well, they wouldn't lose any tokens (which they might have if the task was handled poorly). Each scenario is addressing one or more resources, and the facilitator decides how much of the resources are lost/maintained based on the presentation of the decision by the group.
4. **Token Flow:** To keep the simulation simple and consistent, the focus is on the distribution and expenditure of the tokens rather than gaining new ones. Therefore, leaders do not receive additional tokens throughout the simulation. The idea is to manage the initial allocation of tokens as scenarios present challenges and opportunities. This represents the concept of finite resources and the need for balance in sustainable business practices.
5. **Balance:** The aim of the group is to try to keep an equal balance of yellow, blue, and green tokens, representing a balance of economic, social, and environmental sustainability. However, some scenarios may make this challenging. This is where the metaphorical learning about the triple bottom line comes in.
6. **Reflection:** After each decision, the group can reflect on how the token balances have changed and what sustainability means.
7. **End of Simulation:** At the end of the simulation, the group can reflect on their final balance of tokens and discuss the implications for the triple bottom line.

### 3. The Paper Airplane Factory

<b>Subtitle/subject</b>	Demonstrating the concept of constantly improving a design and the importance of feedback in creating an MVP (=Minimum Viable Product).
<b>Duration</b>	60 min
<b>Group size</b>	Between 5 and 30 persons
<b>Complexity level</b>	Easy
<b>Overview</b>	Divide participants into small teams of 3 to 5 people and ask each team to design a paper airplane that can fly the furthest. Allow a fixed amount of time for each repetition, and between each round, allow teams to observe the other planes and modify their designs based on what they've learned. Discuss how this process is similar to creating an MVP and iterating based on customer feedback.
<b>Objectives</b>	<p>Primary:</p> <ul style="list-style-type: none"><li>• Understanding the Concept of MVP: Participants should be able to define a Minimum Viable Product (MVP) and explain its importance in the context of entrepreneurship. The MVP for this activity is a paper airplane that can fly.</li><li>• Grasping the Value of Iterative Design: Participants practice the principle of 'repeating and improving' on a product based on testing and feedback. In this case, they will have the opportunity to observe the flight of their own and others' paper airplanes and make adjustments for the second round.</li><li>• Enhancing Creativity and Innovation: Participants exercise their creativity in designing their paper airplanes.</li><li>• Learning from Failure: Participants explore that not every design will work as planned, and that's okay. They practice to view these situations as opportunities for learning and improvement, not as failures.</li></ul> <p>Secondary:</p> <ul style="list-style-type: none"><li>• Appreciating the Role of Market Research: Through observation and discussion with other teams, appreciating the value of market research in product design and development is highlighted. In this exercise: to identify the characteristics of successful paper airplanes and incorporate those insights into their own designs.</li><li>• Building Teamwork and Collaboration Skills: This activity requires teamwork and collaboration. Participants practice their competence to communicate effectively and contribute to a shared goal within a team context.</li></ul>

	<ul style="list-style-type: none"> <li>• Understanding the Realities of Product Launch: a realistic understanding of what it takes to bring a product (in this case, a paper airplane) from idea to launch. This includes design, testing, repetition, and "market" feedback.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Plenty of paper for each team</li> <li>• a timer</li> <li>• a marked "flight area" for testing the airplanes</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Begin by explaining the concept of an MVP and how it is used in entrepreneurship. Explain that the activity will demonstrate this concept in a fun and interactive way.</li> <li>2. Divide the participants into small teams of 3-5 members. Explain that each team represents a "company" that is creating a new type of paper airplane.</li> <li>3. Give each team the task of designing a paper airplane that can fly the furthest. They can sketch their designs on paper before building them.</li> <li>4. Teams build their MVP airplanes and test them in the marked flight area. This phase is timed and should move quickly to simulate the pressure of getting an MVP to market.</li> <li>5. Allow teams to observe the other teams' airplanes and how they perform. Based on what they discover, teams can make improvements to their designs and build their second version.</li> <li>6. Teams test their final products. Measure and record the distance each plane travels. The team whose plane flies the furthest wins.</li> <li>7. Discuss the activity. How did teams decide what features to include in their MVP? How did watching the other teams' planes affect their design decisions? How does this relate to real-world product development?</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>1. Reflect on the Experience: Start by asking each team to share their experience. What strategies did they use in designing their paper airplanes? What worked well, and what challenges did they face?</li> <li>2. Discuss the Concept of MVP: Emphasize the concept of a Minimum Viable Product (MVP). Ask teams how they decided what the MVP of their paper airplane was. What features did they prioritize, and for which reasons? How did they decide what to change in the second trial?</li> <li>3. Relate to Real-World Scenarios: Discuss how the concept of an MVP applies in a real business context. For example, you might talk about famous businesses that started with an MVP and iterated based on customer feedback.</li> <li>4. Discuss the Importance of Feedback and Repeated try-outs (: Ask teams how observing other teams' airplanes and seeing their own airplane perform affected their</li> </ol>

	<p>design decisions. Discuss the importance of getting feedback and making progressive improvements in product development.</p> <ol style="list-style-type: none"> <li>5. Discuss the Role of Failure: Not all paper airplanes performed as expected. How did teams respond when their planes didn't fly well? Discuss the role of failure in innovation and the importance of learning from mistakes.</li> <li>6. Wrap-Up: Conclude the debriefing session by summarizing the key learning points. Encourage participants to apply these lessons in their own entrepreneurial journeys.</li> </ol> <p>Remember, the goal of the debriefing session is not just to reflect on the activity, but also to solidify understanding of the MVP concept and its importance in entrepreneurship. So, encourage open discussion, ask additional questions, and ensure all participants have the opportunity to share their thoughts</p>
<b>Possible adaptations</b>	You can focus on secondary learning objectives and get different outcomes of the activity
<b>Tips for facilitator</b>	<ul style="list-style-type: none"> <li>• Encourage creativity and experimentation among the teams.</li> <li>• Highlight the process of observing, learning, and repetition – key principles in MVP development.</li> <li>• Encourage discussion and sharing of ideas among teams during the debriefing session.</li> <li>• Draw parallels between the activity and real-world scenarios to reinforce understanding of the MVP concept (<i>e.g., how the experience of testing and improving airplane design is applicable to participants' real business idea</i>)</li> <li>• Remember to facilitate an environment that encourages learning from failures. Not all paper planes will fly as expected, and that's part of the process. Discuss how teams can learn from what didn't work to improve their product.</li> </ul>
<b>Suggestions for follow up</b>	Participants can apply this exercise to their own business idea, by identifying the minimum viable product/service they want to develop.

## 4. The Marshmallow Challenge

<b>Subtitle/subject</b>	Building the tallest structure in limited time
<b>Duration</b>	45 min
<b>Group size</b>	Between 9 and 30 persons
<b>Complexity level</b>	Medium
<b>Overview</b>	<p>This is a popular team-building game that can also illustrate the concept of an MVP (=Minimum Viable Product). Teams are given spaghetti sticks, string, tape, and a marshmallow, and the challenge is to build the tallest free-standing structure with the marshmallow on top within 18 minutes. Teams quickly learn that iterative/repetitive testing (an important part of the MVP process) is crucial because structures often fall when the marshmallow is added if they haven't been tested throughout the building process.</p>
<b>Learning objectives</b>	<p>Primary:</p> <ul style="list-style-type: none"> <li>• <b>Understanding the Concept of MVP:</b> By the end of this activity, participants have experienced the concept of a Minimum Viable Product (MVP) and its significance in entrepreneurship. They should be able to relate the lessons from the challenge to the process of developing an MVP in a real-world business context.</li> <li>• <b>Appreciating the Importance of Prototyping and Iteration:</b> Participants practice the importance of early testing and iterative/repetitive design in product development. They experience the risks associated with leaving crucial elements until the end (as represented by placing the marshmallow on top late in the process).</li> <li>• <b>Understanding the Role of Time Pressure:</b> Finally, participants explore the pressures of working within a tight timeframe, just as in real-world entrepreneurship where timelines and speed to market can be critical.</li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>• <b>Developing Teamwork and Collaboration Skills:</b> This challenge requires effective teamwork and collaboration. By the end of the activity, participants practice their ability to work together, communicate effectively, and contribute to a shared goal.</li> <li>• <b>Enhancing Problem-Solving Skills:</b> The activity supports participants to develop their problem-solving skills. They should be able to apply creative thinking to overcome challenges and achieve the task within the given constraints.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Learning from Failure:</b> The Marshmallow Challenge is designed to include a high likelihood of failure. By the end of the activity, participants experience the value of learning from failure and practice to apply this mindset to their own entrepreneurial endeavors/initiatives.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>● measuring tape</li> </ul> <p>Per each team, you will need:</p> <ul style="list-style-type: none"> <li>● 20 sticks of spaghetti</li> <li>● one meter of tape</li> <li>● one meter of string</li> <li>● and one marshmallow</li> </ul>
<b>Step by step instructions</b>	<p>Facilitator Instructions:</p> <ol style="list-style-type: none"> <li>1. Preparation: Before the activity begins, ensure you have all necessary materials. You will need 20 sticks of uncooked spaghetti, one meter of tape, one meter of string, and one marshmallow for each team. Set these materials out on tables in equal amounts for each team. Also, make sure you have a measuring device ready for the end of the challenge.</li> <li>2. Formation of Teams: Divide your participants into teams. Teams of 3-5 people tend to work best. Assign each team to a table with their materials.</li> <li>3. Introduction and Explanation of Challenge: Begin the session by introducing the Marshmallow Challenge. Explain the task: each team must build the tallest free-standing structure using the materials provided, and the marshmallow must be at the top. Clarify what "free-standing" means – the structure cannot be propped up by anything else, such as a piece of furniture or a person. Also, mention the time limit for the challenge (18 minutes). Here, you can also introduce the concept of an MVP and explain that the structure they are building is like the MVP for their "product".</li> <li>4. Clarify Rules and Answer Questions: After explaining the task, give teams a chance to ask questions. Ensure all participants understand the challenge before they start.</li> <li>5. Start the Challenge: Once all rules are clear, start the timer for 18 minutes and announce the beginning of the challenge.</li> <li>6. Measurement: When time is up, measure the height of each structure that stands on its own with the marshmallow on top. The team with the tallest free-standing structure wins.</li> <li>7. Debriefing and Discussion: Discuss the results of the activity. What strategies led to taller structures? What didn't work? How did teams handle the pressure of the</li> </ol>

	<p>time limit? Use this discussion to relate the activity to the concepts of MVP, prototyping, iterative design, and the value of learning from failure in entrepreneurship.</p>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>1. Reflection on the Activity: Start the debrief by asking each team to share their experiences and thoughts. What was their strategy? Did they encounter any unexpected challenges? How did they overcome them?</li> <li>2. Review of the Challenge: Go through each team's structure and discuss why they think it stood or fell. Did teams test the weight of the marshmallow on their structures early, or did they wait until the end? Did this have an impact on the success of their structures? Use this time to draw a connection to the importance of prototyping, iterative development, and early testing in entrepreneurship.</li> <li>3. Understanding the MVP Concept: Draw parallels between the marshmallow challenge and the creation of a Minimum Viable Product (MVP) in a business context. The challenge provides a great way to visually represent the idea of starting with a simple product (the spaghetti structure), testing it (adding the marshmallow), and learning from the results (seeing if the structure stands or falls).</li> <li>4. The Importance of Teamwork and Communication: Ask participants to reflect on the role of teamwork and communication during the challenge. How did they divide the tasks? How well did they communicate their ideas within the team? How did this impact their performance?</li> <li>5. Learning from Failure: Discuss how teams responded when their structures didn't hold. Did they quickly adjust their approach, or did they struggle to find a solution? How does this relate to the entrepreneurial journey where setbacks and pivots are common? Reinforce the concept that failure is a crucial part of the learning process and the development of successful products.</li> <li>6. Time Management and Decision Making: Reflect on the role of time pressure in the challenge. How did the time limit affect their decisions and strategy? How does this relate to the real-world pressures of bringing a product to market?</li> <li>7. Conclusion: Wrap up the session by summarizing the key insights and learnings. Reiterate the importance of these principles in the context of entrepreneurship and encourage participants to apply these learnings in their own entrepreneurial endeavors and initiatives.</li> </ol> <p>Remember, the goal of the debriefing session is to reinforce the learning objectives of the activity. Encourage an open discussion and ask probing questions to ensure participants are engaging with the concepts on a deeper level.</p>

<b>Possible adaptations</b>	You can focus more on secondary learning objectives and do the same activity with different outcomes.
<b>Tips for facilitator</b>	<ul style="list-style-type: none"><li>• During the challenge, your role is to observe and ensure that all teams are following the rules.</li><li>• Encourage collaboration and communication within the teams.</li><li>• Keep an eye on the time. Giving periodic reminders (for example at the 10-minute mark and the 5-minute mark) can create a sense of urgency and keep teams on track.</li><li>• Be ready for lots of laughter and energy in the room. This challenge can be a lot of fun, but it can also be frustrating. Be prepared to provide positive reinforcement and encouragement.</li></ul>



## 5. Product Insight Carousel

<b>Subtitle</b>	Understanding and Defining Product/Service Features, Benefits, Innovation, and Impact
<b>Duration</b>	1.5 - 2 hours
<b>Group size</b>	Minimum 8, maximum 24 participants
<b>Complexity level</b>	Medium
<b>Overview</b>	In this interactive exercise, participants work in teams to define and refine the features, benefits, innovation, and impact of their chosen or assigned product or service. The exercise is conducted in a carousel format, where each team rotates to a different station dedicated to a specific aspect of the product/service.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Gain a deep understanding of their product/service</li> <li>• Develop skills to effectively articulate and communicate the features, benefits, innovation, and impact of their product/service</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Flipchart paper or whiteboards</li> <li>• Markers</li> <li>• Timer</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Begin by splitting your participants into four groups.</li> <li>2. The participants should form teams accordingly if they are already working on a particular product or service. Otherwise, assign each team a hypothetical product or service to work with.</li> <li>3. Identify four areas in the room to act as stations. Each of these stations represents a different aspect of the product or service: (1) Features, (2) Benefits, (3) Innovation, and (4) Impact.</li> <li>4. At each station, provide a flipchart paper, whiteboard, and markers for teams to write their ideas and discussions.</li> <li>5. Assign each team to one of the stations.</li> <li>6. The team will spend 15 minutes discussing and defining that particular aspect of their product/service. For instance, if a team starts at the Features station, they should discuss what features their product/service has, how these features differentiate their product/service from others, and write key points on the flipchart or whiteboard.</li> </ol>
	<ol style="list-style-type: none"> <li>7. Once the 15-minute time limit is reached, signal the teams to rotate to the next station in a predetermined order (clockwise, counterclockwise, etc.).</li> </ol>

	<ol style="list-style-type: none"> <li>8. As the teams move, they should bring their discussions and notes from the previous station along with them.</li> <li>9. At the new station, the team spends another 15 minutes discussing and defining the new aspect of their product/service. This process of rotation and discussion continues until each team has spent 15 minutes at each of the four stations.</li> <li>10. After completing the rotations, give each team about 10 minutes to review all the information and insights they've gathered at each station. They should look for connections, observe how each aspect (features, benefits, innovation, and impact) interrelates and reinforces the others, and gather their thoughts into a cohesive understanding of their product/service.</li> <li>11. Following the reflection period, each team presents their product/service to the rest of the participants. They should discuss each aspect in detail, describing how the features, benefits, innovations, and impact create a comprehensive picture of their product/service.</li> <li>12. Finally, facilitate a group discussion where teams can ask questions about each other's presentations, share insights, and give constructive feedback. This step supports reinforcing the learning objectives and gives teams additional perspectives on their work.</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>1. How did you feel about this exercise?</li> <li>2. What was the most challenging aspect to define for your product/service and why?</li> <li>3. How did this exercise evolve your understanding of your product/service?</li> <li>4. How can you use this deep understanding to communicate more effectively about your product/service to your target audience or investors?</li> <li>5. Were there any new insights or ideas that came up during the exercise?</li> <li>6. How can this exercise support you in positioning your product/service in the market?</li> </ol>
<b>Possible adaptations</b>	Use breakout rooms for the stations and rotate participants between rooms for a virtual setting. Use shared digital whiteboards for note-taking.
<b>Tips for facilitator</b>	Ensure that each group understands the focus of each station and that the rotations happen smoothly.
<b>Suggestions for follow up</b>	Teams can use this exercise as a basis to further refine their product/service design and marketing strategy.
<b>Ideas for action</b>	Use the insights from this exercise to create a robust product/service description or a pitch for potential customers or investors.

**Examples of products or services to work within the exercise**

1. Sustainable Food Delivery Service: An eco-friendly food delivery service that only works with local, organic restaurants and uses electric bikes for deliveries.
2. Water-Saving Irrigation System: An innovative irrigation system for agriculture that uses sensor technology to provide precise water application, minimizing water wastage.
3. Educational Mobile Game: A fun, interactive mobile game for children aged 7-12 that promotes learning in science, technology, engineering, and math (STEM) fields.
4. Recycled Fashion Line: A clothing line that only uses recycled or sustainably sourced materials, promoting environmentally friendly fashion.
5. Virtual Mental Health Platform: A virtual platform that connects certified therapists with individuals seeking mental health support. The platform could have a special focus, like serving remote workers, students, or people from marginalized communities.
6. Eco-Tourism App: An app that provides information about sustainable travel options, eco-friendly accommodations, and activities that promote local culture and minimize environmental impact.
7. Digital Literacy Program for the Elderly: A service dedicated to helping elderly individuals learn essential digital skills, like using the internet, smartphones, and social media platforms.
8. Affordable Solar Energy Solutions: A company that offers cost-effective, easy-to-install solar panels for households in developing regions with limited access to the electricity grid.

## Competition exercise

### The Market Match

<b>Subtitle</b>	Understanding and Navigating Your Competitive Landscape
<b>Duration</b>	2 hours
<b>Group size</b>	Up to 5 groups of 3 to 5 participants
<b>Complexity level</b>	Medium to advanced
<b>Overview</b>	Participants will engage in a 'market simulation' where they will take on roles of various companies in a fictional market. This exercise is designed to support participants' understanding of competition from the inside-out, first by being a competitor themselves and then analyzing their own actions and those of others.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the process of identifying and understanding competition.</li> <li>• Develop strategies to differentiate a product or service from competitors.</li> <li>• Understand the importance of a unique selling proposition.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Business scenario descriptions</li> <li>• Flipchart or whiteboard</li> <li>• Markers</li> <li>• Sticky notes (e.g. Post-its)</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Begin by explaining the concept of competition in the business world, stressing the importance of understanding both direct and indirect competitors (see Facilitator tips).</li> <li>2. Outline the process of the exercise.</li> <li>3. Create up to 5 groups between 3 to 5 people.</li> <li>4. Distribute the hypothetical business descriptions among the groups, ensuring each group receives a different business.</li> <li>5. Allow the groups a few minutes to familiarize themselves with their assigned business.</li> <li>6. Instruct each group to brainstorm and list potential competitors for their business.</li> <li>7. Encourage them to think broadly, including both direct competitors (businesses offering similar products/services) and indirect competitors (businesses that could meet the same customer need with a different product/service).</li> </ol>
	<ol style="list-style-type: none"> <li>8. Ask each group to write one direct and one indirect competitor they know from real life.</li> <li>9. For each competitor, they should answer the following questions on a piece of paper:</li> </ol>

	<ol style="list-style-type: none"> <li>a. What is the competitor's product/service?</li> <li>b. What are their strengths and weaknesses?</li> <li>c. Who is their target market?</li> <li>d. How do they market and sell their product/service?</li> </ol> <ol style="list-style-type: none"> <li>10. On another piece of paper, each group should now write their Unique Selling Proposition (USP) for their hypothetical business - what makes it better or different from the competitors they've identified. (They should focus on features, benefits, target market, and how they meet customer needs.)</li> <li>11. Invite each group to present their business and its competition and others should listen carefully and take notes as they will take the role of the competition for the presenting group.</li> <li>12. The presenting group should explain how they chose the competitors they did and articulate their uniqueness among them (USP).</li> <li>13. Allow for questions and discussion after each presentation, where groups in the audience take the role of the competition and question/challenge the presenting group on different statements they made in presentation.</li> <li>14. Once all groups have presented, facilitate a discussion about the exercise, focusing on the importance of understanding competition and defining a USP in business strategy.</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>1. How did you feel engaging in different tasks during the exercise?</li> <li>2. What did you learn about identifying and understanding competitors?</li> <li>3. How did your perception of competition change as you took on the role of a competitor?</li> <li>4. What challenges did you face while trying to differentiate your product from others?</li> <li>5. How effective was your unique selling proposition? What feedback did you receive?</li> <li>6. How will you apply this understanding of competition in real-world entrepreneurial situations?</li> </ol>
<b>Possible adaptations</b>	Multiple market simulations can be conducted simultaneously for larger groups, or you can introduce more companies in the same market.
<b>Tips for facilitator</b>	<p>Ensure that the hypothetical businesses are well thought out with enough information for participants to engage with the exercise. Also, encourage lively and constructive discussions during the 'market meetup.'</p> <p>More about competition:</p> <ul style="list-style-type: none"> <li>• <a href="#">Competition in Business: Importance and How To Handle It   Indeed.com</a></li> </ul>

<b>Suggestions for follow up</b>	Participants can research a real market of their choice, identify competitors, and analyze their unique selling propositions.
<b>Ideas for action</b>	Participants can apply these learnings to their own business ideas, conducting a thorough competitive analysis and refining their unique selling propositions.

## Hypothetical Business Descriptions

**1. Freshly:** A tech startup specializing in meal delivery services that focuses on providing healthy, fresh, and high-quality meals to busy urban professionals. They stand out because of their commitment to sustainable packaging and locally sourced ingredients. Market situation: The meal delivery market is booming, but so is the competition. 'Freshly' has competitors ranging from other meal delivery companies to grocery delivery services and even traditional restaurants offering delivery. Their direct competitors are other meal delivery companies, while indirect competitors are restaurants and grocery delivery services.

**2. FitGear:** A fitness equipment company that offers a wide range of products, from gym machines to yoga mats. Their distinguishing feature is their commitment to durability and user experience, with extended warranties and responsive customer support. Market situation: FitGear is in the competitive fitness equipment market. They compete directly with other fitness equipment companies. However, they also have indirect competition from gyms (which provide access to such equipment), fitness training apps, and alternative fitness options like yoga studios or dance classes.

**3. ThinkGreen:** An innovative gardening company that offers specially designed indoor plant kits for urban habitants. They provide kits with all the materials and instructions needed to create a small indoor garden. Their commitment to sustainability and creating greener urban spaces sets them apart. Market situation: The indoor gardening space is relatively new but growing fast. ThinkGreen competes directly with other indoor gardening companies but faces indirect competition from outdoor gardening stores, florists, and home decor companies selling artificial plants.

**4. TechEase:** A company offering comprehensive tech support services for individuals and small businesses. What sets them apart is their remote support capabilities and subscription-based pricing model. Market situation: TechEase competes directly with other tech support service providers in the tech support market. Indirect competitors include in-house IT departments, tech training resources, and software companies offering their own support services.

**5. RusticCraft:** An online store specializing in handcrafted wooden furniture. They distinguish themselves by offering custom-made furniture and focusing on quality craftsmanship and sustainable wood sourcing. Market situation: The online furniture market is crowded, with RusticCraft competing directly with other online furniture stores. Their indirect competitors are physical furniture stores, interior decorators, and DIY resources for people to build their own furniture.

**Process of the exercise:**

At the beginning of the exercise, each group receives a description of a hypothetical business. They spend time getting acquainted with their business, its market, and its unique offerings. The room buzzes with conversation as each group delves into their role.

Next, the groups start brainstorming about potential competitors. Some competitors are obvious, while others take some creative thinking to identify. The room gets quiet as each group member focuses on the task, and then animated discussion breaks out as ideas are proposed and discussed. The groups compile lists of direct and indirect competitors, refining and expanding as they go.

As the groups select one direct and one indirect competitor to analyze further, they start looking at these businesses from different angles. They consider the strengths and weaknesses of each competitor, who their customers are, and how they market their product or service. The groups start recognizing patterns, strategies, and areas of potential opportunity for their hypothetical business.

The exercise moves into its final phase, as each group defines the unique selling proposition for their business. Group members contribute their thoughts and ideas, and the proposition begins to take shape. It's a challenge to distill the essence of the business into a clear, compelling statement, but as they work together, they craft something they're proud of.

Finally, each group takes turns presenting their findings to the rest of the participants. As they speak, they convey their findings and their understanding of the market landscape, the challenges, opportunities, and how their hypothetical business fits into the bigger picture. The other groups act as a competition, ask questions, offer comments, and learn not just from their own process but from the insights of their peers.

After the presentations, the facilitator leads a debriefing session, during which everyone shares their feelings, thoughts and experiences from the exercise. It's a chance to reflect on what they've learned, how it applies to real-world business, and how they can apply this knowledge to their own entrepreneurial journey.

## Promotion exercise

### Marketing Mix Match-Up

<b>Subtitle</b>	Interplay between products, channels, and target groups in promotional strategies
<b>Duration</b>	90 minutes
<b>Group size</b>	Any size, divided into groups of 4-6 participants
<b>Complexity level</b>	Medium
<b>Overview</b>	Participants are presented with several different product/service scenarios, a variety of promotional channels, and a range of target groups. They work in teams to match each product/service with an appropriate promotional channel and target group. The goal is to simulate real-world decision-making in marketing and promotion, encouraging participants to think critically about how different factors interact in a successful marketing strategy.
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the relationship between products/services, promotional channels, and target groups.</li> <li>• Learn how to strategize and make decisions about marketing and promotion.</li> <li>• Develop teamwork and collaborative decision-making skills.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Cards with descriptions of products/services, promotional channels, and target groups.</li> </ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"> <li>1. Before the workshop, prepare three sets of cards – Product/Service, Promotional Channel, and Target Group.</li> <li>2. Ensure there are enough cards for all groups.</li> <li>3. Arrange the cards in 3 piles, making sure the piles are shuffled, and the cards are faced down.</li> <li>4. Divide the participants into small teams of 3-5 members. Assign each team a workspace where they will perform the exercise.</li> <li>5. Distribute a random card from each of the three categories to each team. Make sure they understand they should not show their cards to other teams.</li> <li>6. Explain that the concept of the exercise is to create a marketing strategy based on the statements they receive with the cards, connecting the Product/Service they get with the Target Group they get using the Promotional Channel they get.</li> <li>7. Give teams time to discuss and understand the cards they received. They should figure out what their product/service</li> </ol>



	<p>is, who their target group is, and what their promotional channel is.</p> <ol style="list-style-type: none"> <li>The task for the teams is to create a compelling marketing strategy by connecting the information on their three cards. Allow 15 minutes for this part of the exercise.</li> <li>Once the time is up, ask each team to present their marketing strategy to the whole group. The teams should explain their thinking process and why they believe their strategy is effective. After each presentation, allow for a brief feedback session where other teams can share their thoughts and ask questions.</li> <li>Repeat the exercise (steps 6-9) 2-3 times, with teams receiving new cards each time. This will allow them to experience different combinations and challenges.</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>How did you feel during the exercise?</li> <li>What were the various product/service, promotional channels, and target group combinations you formed?</li> <li>Which combinations seemed most effective and why?</li> <li>How did you feel when the combinations were easy/difficult to form?</li> <li>What were your feelings when your promotional strategy was successful/unsuccessful?</li> <li>What have you learned about the relationship between the product/service, its promotion, and the target group?</li> <li>What strategies worked best when trying to match the cards, and for what reasons?</li> <li>How will you apply what you've learned today to your entrepreneurial project?</li> <li>Based on today's exercise, how would you approach your promotional strategies differently in the future?</li> </ol>
<b>Possible adaptations</b>	For a simpler version of the exercise, reduce the number of cards. Introduce additional factors like budget constraints or competitive analysis for a more complex version.
<b>Tips for facilitator</b>	<p>Encourage participants to think broadly and creatively. There may be more than one "correct" match-up, and part of the exercise is to explore different possibilities.</p> <p>The goal is not just to complete the puzzle but to understand the logic behind it. Encourage teams to think critically and challenge assumptions about their marketing strategies.</p>
<b>Suggestions for follow up</b>	Participants can research successful marketing strategies of real-world companies and discuss how these strategies might have been developed.
<b>Ideas for action</b>	Participants can use the insights gained from this exercise to develop a marketing strategy for their own business idea, considering product/service, promotional channels, and target groups.

## Cards Description

Here are examples of various card descriptions that can be printed out for the exercise.

### Product/Service Cards:

1. Solar-Powered Portable Charger: A device that uses solar energy to power up electronic devices on the go.
2. Vegetarian Restaurant: A local diner that serves only vegetarian and vegan dishes.
3. Eco-friendly Packaging: A business providing biodegradable packaging solutions to companies.
4. Online Tutoring Platform: A digital platform that connects tutors with students in various subjects.
5. Mobile Health Clinic: A van equipped with basic medical equipment to provide healthcare services in remote areas.
6. Reusable Water Bottles: High-quality, aesthetically pleasing water bottles made from sustainable materials to encourage reducing plastic waste.
7. Digital Mental Health App: An application offering resources, therapy sessions, and community support for individuals with mental health issues.
8. Organic Cosmetic Line: A range of skincare and beauty products from all-natural, organic ingredients.
9. Bike Sharing Service: A community-based service offering bike rentals for city commuting.
10. Sustainable Fashion Brand: A clothing line that uses ethically-sourced materials and prioritizes fair labor practices.

### Promotional Channels Cards:

1. Social Media Campaign: Utilizing platforms like Facebook, Instagram, Twitter, and LinkedIn for marketing.
2. Email Marketing: Using targeted email newsletters to reach potential customers.
3. SEO & Content Marketing: Improving the website's visibility on search engines through blogs, articles, etc.
4. Community Event: Organizing or participating in local events to promote the product/service.
5. Radio Advertising: Running ad spots on local or national radio stations.
6. Influencer Marketing: Collaborating with social media influencers to promote a product/service.
7. Billboard Advertising: Using large outdoor advertising structures for promotion.
8. Sponsorships: Sponsoring relevant events, teams, or individuals to gain visibility.
9. Podcast Advertising: Buying ad spots or mentions in popular podcasts related to the product/service.
10. Direct Mail: Send promotional materials directly to potential customers' mailboxes.

**Target Groups Cards:**

1. College Students: Individuals aged between 18 and 25 enrolled in a college or university.
2. Young people: Individuals aged between 14 and 20, that hang out in parks and are seemingly disinterested in life and community.
3. Small Business Owners: Individuals who own and manage small to medium businesses.
4. Elderly Population: Individuals aged 65 and above, who have a hard time with finances.
5. Remote Workers: Individuals working primarily from home or outside a traditional office environment.
6. Eco-conscious Consumers: Individuals who make purchasing decisions based on the environmental impact of products/services.
7. Fitness Enthusiasts: People who regularly engage in physical activity and maintain a fit lifestyle.
8. Young Professionals: Individuals in the early years of their career, typically aged 22-35.
9. Parents of Young Children: Individuals who have children aged 0-5 years.
10. Rural Residents: Individuals living in country settings, often far from urban conveniences.

## SWOT exercise

### SWOT Squad

<b>Subtitle</b>	Analyzing Strengths, Weaknesses, Opportunities, and Threats for Your Business Idea
<b>Duration</b>	60-90 minutes
<b>Group size</b>	Any size, divided into groups of 3-5 participants
<b>Complexity level</b>	Medium
<b>Overview</b>	Participants will conduct a SWOT analysis of a given business idea in this exercise. They will work in teams to identify strengths, weaknesses, opportunities, and threats, presenting their findings at the end.
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Understand the importance and application of SWOT analysis in strategic planning.</li><li>• Enhance analytical and critical thinking skills.</li><li>• Learn to identify potential opportunities and threats in the business environment.</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Flipchart paper</li><li>• Markers</li><li>• Sticky Notes (e.g. Post Its)</li><li>• Business idea descriptions</li></ul>
<b>Step-by-step instructions</b>	<ol style="list-style-type: none"><li>1. Divide the participants into small groups. Ideally, these should consist of 3-5 participants each.</li><li>2. Present each group with a pre-prepared description of a hypothetical business idea.</li><li>3. Provide each group with a large sheet of flipchart paper and several markers for noting down their analysis.</li><li>4. Also, hand out plenty of post-it notes to each group which they'll use for brainstorming and structuring their SWOT analysis.</li><li>5. Explain the SWOT analysis and its components. Start by describing the concept of SWOT as a strategic planning tool that helps identify the Strengths, Weaknesses, Opportunities, and Threats related to a business idea or project. Underline that strengths and weaknesses are internal to the business (capabilities, resources, brand reputation, etc.), while opportunities and threats come from the external environment (market trends, competitors, legal issues, etc.). Use real-world examples for each category to ensure understanding.</li></ol>

	<ol style="list-style-type: none"> <li>Instruct the groups to perform a SWOT analysis on their given business idea. Encourage the participants to write each point they brainstorm on a separate sticky note. This will allow them to move around the points later for better organization. Each group should aim to come up with at least three valid points for each component of SWOT.</li> <li>Remind the participants to be as specific as possible and think critically about the business idea.</li> <li>After the groups have completed their SWOT analysis, invite each team to present their findings to the other teams.</li> <li>During the presentation, each group explains their reasoning behind each point they listed under the SWOT components.</li> <li>Encourage other groups to provide feedback and add their insights if they think something significant has been missed.</li> <li>After all groups have presented their analyses, facilitate a discussion about the process and findings.</li> </ol>
<b>Debriefing</b>	<ol style="list-style-type: none"> <li>How did you feel about this exercise overall?</li> <li>What common strengths, weaknesses, opportunities, and threats were identified?</li> <li>How did it feel to analyze a business idea in this way critically?</li> <li>What challenges did you encounter during the analysis?</li> <li>What have you learned from this exercise?</li> <li>How can you apply SWOT analysis in your own entrepreneurial journey?</li> <li>How will you use SWOT analysis when planning your business strategies?</li> </ol>
<b>Possible adaptations</b>	If participants have their own business ideas, they could conduct the SWOT analysis on their ideas instead of hypothetical ones.
<b>Tips for facilitator</b>	Remind participants that in SWOT analysis, strengths and weaknesses are internal factors, i.e., things they can control, while opportunities and threats are external factors, i.e., conditions in the market or environment that they cannot control but can prepare for.
<b>Suggestions for follow up</b>	Encourage participants to conduct a SWOT analysis on a successful company's business strategy as a case study.
<b>Ideas for action</b>	Participants can apply the SWOT analysis tool in their own business planning, using it as a framework for strategic thinking and planning.

### Hypothetical Business Descriptions:

1. **Green Home Solutions:** A small business based in the eco-conscious city of Ljubljana, Slovenia. It offers a line of eco-friendly cleaning products for homes, such as multi-purpose cleaners, dish soaps, laundry detergents, and more. These products are made entirely from plant-based ingredients and are packaged in 100% recycled plastic bottles. Green Home Solutions has seen a surge in demand as more and more households are shifting to eco-friendly products. They're capturing the trend of consumers becoming more conscious about the impact of their purchases on the environment. However, Slovenia has also become a hub for green startups, which means competition is high. The city's new regulations on reducing plastic waste have pushed many companies to innovate in the packaging sector, which has led to an increase in alternative options for consumers. However, the business is new, and brand awareness is still low. Competing against established brands with similar products but more substantial marketing budgets is a significant challenge.
2. **EduTech:** This EdTech startup based in Dublin has developed an innovative AI-powered online learning platform. The platform can analyze a student's learning style, strengths, and weaknesses and create a customized learning path to suit individual needs. It covers subjects from kindergarten to high school. The founders, former teachers who became tech entrepreneurs, bring valuable knowledge and experience. Yet, the platform's smooth operation depends on a high-speed internet connection, which is not universally accessible. Local schools have received additional government funding to invest in digital education, creating a favorable market for EdTech businesses. Although the ongoing pandemic-induced digital learning trend creates substantial market opportunity, the education technology space is crowded, with numerous competitive products vying for market share. The increased competition in this sector, particularly from big tech companies, is a significant challenge for startups like EduTech.
3. **MealBox:** Located in London, MealBox offers a subscription-based meal delivery service targeting busy professionals. Each box includes fresh, locally-sourced ingredients and step-by-step recipes for meals that can be prepared in under 30 minutes. Londoners spend, on average, more on subscription services than any other city in England. However, the city also hosts a vast number of diverse dining options, making it harder for subscription services to stand out. The recent lockdowns have further increased the demand for home-delivered meals, although they have also prompted many restaurants to enter the meal delivery space. The concept caters to the city's fast-paced lifestyle, but the high costs associated with sourcing locally-grown, organic produce have led to higher prices, potentially pushing away price-sensitive customers. The health-conscious trend and increase in home cooking during the pandemic are significant opportunities, but larger, established meal-kit delivery companies pose a serious threat.
4. **Active Age:** Situated in sunny Florida, a state with one of the highest populations of seniors in the U.S., Active Age is a fitness center catering specifically to seniors. It provides a wide range of low-impact workouts, personal training, and physical therapy services. The staff members are experts in geriatric fitness and therapy. However, many seniors are not accustomed to regular workouts, and persuading this target audience about the benefits of exercise can be challenging. Also,

Florida is home to many retirement communities with fitness centers and wellness programs, creating stiff competition for Active Age. The increased focus on health and fitness among the elderly and the state's large senior population provide an opportunity, but regular fitness centers that offer senior-friendly programs could divert potential clients.

5. **EcoRide:** A ridesharing platform based in Berlin offering an eco-friendly commuting solution featuring only electric and hybrid vehicles. The service operates in a city with a growing environmental consciousness and where government policies actively support green initiatives. The city's push towards green transportation options, including incentives for electric vehicles, has created a supportive environment for EcoRide. Still, major rideshare companies like Uber and Bolt also have a strong presence in the city, and their recent commitments to becoming more eco-friendly pose a substantial threat. The charging infrastructure for electric vehicles is still developing, which can cause operational delays, but the trend of electric vehicle usage provides an opportunity for growth, but the threat lies in large, established ridesharing platforms introducing electric vehicle options.
6. **VirtuArt:** An Amsterdam-based online marketplace for digital art. Using blockchain technology, artists can sell their works as digital assets or Non-Fungible Tokens (NFTs). The platform has built a strong network of digital artists and early cryptocurrency adopters. The city has seen a recent boom in the number of digital artists, and Dutch people are known to be early adopters of new technology. However, the digital art market is still nascent, with many traditional art collectors not yet convinced about the value of digital art. Meanwhile, the growing popularity of cryptocurrencies and digital assets offers a significant opportunity, but the regulatory landscape for such assets is still evolving, and changes could impact the business adversely.

## Resources exercise

### The Impact Stock Market

<b>Subtitle</b>	Investing in social profit
<b>Duration</b>	3 hours
<b>Groupsize</b>	With groups between 15 and 60 This activity requires a bigger team, ideally minimum 3 facilitators
<b>Complexity level</b>	Advanced
<b>Overview</b>	The group is divided into several smaller groups which all represent investment teams. They engage in a simulated financial world with possibilities to invest in stocks, risky investments and a casino. With the main topic 'Impact Entrepreneurship', all game elements invite participants to learn and explore more. The activity seemingly promotes a competing atmosphere, yet the debriefing frames this differently at the end of the activity.
<b>objectives</b>	<ul style="list-style-type: none"> <li>• Summarizing learning elements together at a final stage in a learning cycle on Impact entrepreneurship.</li> <li>• To explore and exchange opinions regarding the different dimensions within the topic 'Impact entrepreneurship'.</li> <li>• To support a creative brainstorm in smaller groups concerning the topic and invite to explore more.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Pens and A4 white paper for each team</li> <li>• Sound system</li> <li>• Gambling materials for the 'Casino': 5 dices and 1 set of play cards</li> <li>• Folded A4 papers for the different team names</li> </ul> <p>See handouts</p> <ul style="list-style-type: none"> <li>• Play money: copied 10 times and cut</li> <li>• Different 'stocks' each with a specific predefined topic: 1 copy</li> <li>• Investments, eventually with 1 envelope for each investment: 1 copy</li> <li>• Casino announcements: 1 copy</li> </ul> <p>Additionally, following elements increase the animated dimension:</p> <ul style="list-style-type: none"> <li>• Overall decoration materials</li> <li>• Energetic music</li> </ul>



	<p>Prepare in advance the different tables (not more than 5 participants per table) with white A4 paper and pens, few play money (e.g. 800) and a folded A4 paper as team identification, as well as the 3 different posts described below.</p> <p>When participants enter the room, invite them to sit at one of the tables. Have dynamic background music playing to set an animated atmosphere.</p>
<b>Step by step instructions</b>	<ol style="list-style-type: none"> <li>1. Once all the participants are seated, tell them that you will introduce them to the world of 'money making'. Ask them how much money they have on their table. This is their start capital.</li> <li>2. Before you explain the different possibilities, ask them to come up with a team name and a 'money making slogan'. They write this on the folded A4 paper. After the different teams have chosen their team name and slogan, have a short presentation of the different teams.</li> <li>3. Explain that money can be gained in 3 different ways: by working on stocks, by investing in a 'fast investment' or by gambling in the Casino. Each team remains together and can only do 1 thing at a time.</li> <li>4. Start the activity with only the Stock Market open, and tell the groups that both the Casino and the Fast Investments will open only after 10 minutes have passed.</li> <li>5. Have 'energetic' music playing in the background and keep the activity animated. Announce regularly the time left.</li> <li>6. At the end, the teams announce the final amount they gained.</li> <li>7. Start the debriefing process by having participants sitting in a circle.</li> </ol> <p><b>STOCKS</b></p> <p>At the central post, different stocks are available and all have an initial value (give initial values of 50, 100 and 150). If a team wishes to invest in a stock, they buy the stock and return to their table. Each stock has a topic and the team contributes to the topic with a concrete idea. Once this is done, they go to the 'stock manager' who assesses their idea and can ask for more clarifications. In case this idea is good, the overall value of the stock rises, in case bad idea: decreases, in case of an idea which is not good neither bad: the stock value remains the same. The team can then return to the central post and sell their stock back and receive the new value.</p> <p>The 'stock manager': a team member who questions the different teams' answers on particular stocks and defines the new value of the stock.</p> <p>Different topics for the stocks:</p> <p>See below some examples, can be written by hand on the stock (use an A4 for this, see handout):</p> <ul style="list-style-type: none"> <li>• Give good and creative ideas on how to ... (choose the most relevant ones for your context)</li> </ul>

**FAST INVESTMENTS**

At the central post, the teams can also opt to invest in a 'risky and fast investment'. These investments are basically an open question or a multiple-choice question (create yourself these questions adapted to your target group). There are 2 types of investments, the ones with low risk and the ones with high risk.

Low risk investment: the team randomly grabs an investment (envelope) out of the 'low risk box'. The teams define themselves how much they are willing to invest (see investment handout). If the question inside the envelope is answered well, the team has doubled their investment. If not, the invested money is lost.

High risk investment: the same, but with higher values and 'triple or nothing'.

Both series of investments also have empty investments (the risky dimension) where the money invested is lost.

The teams are allowed to use resources at their own discretion (e.g., internet, calling a friend, etc.).

**CASINO**

At this post, teams can gamble by playing a short game with cards or dice. This 'Casino' aspect creates an entertainment effect, especially because the 'Jackpot' is increasing as the activity goes on and hereby becomes more attractive. All the money played in the Casino is placed in the Jackpot. Have at start already 3000 in the Jackpot.

Card game: place the cards on the table with the back side facing up, tell that ace is the lowest card. Turn the first card; then, the team has to guess if the next card is higher or lower. If they reach the end of the placed series of cards without any mistakes, they have won the game. In case of the same number of card being turned around, replace the card with a new card. (see handouts for the values and variations).

Jackpot: an amount of play money which becomes increasingly interesting. It can be won with a variation of the previous explained card game.

Dice game: the team can throw up to 3 times a set of 5 dice, and is allowed to put dice aside. If the team manages to throw one of the following combinations, they win. A Full house = 3 equal numbers and 2 equal numbers / Poker = 5 equal numbers / Street = 5 consecutive numbers (see handout for values).

<b>Debriefing</b>	<p>In a circle setting, use the suggested following questions:</p> <ol style="list-style-type: none"> <li>1. Emotions: even though this was a simulation, feelings felt were real. Make a round of the group where everyone can express 1 feeling, without explaining the reasons for this feeling at this point, in order to have first a general feeling of the group.</li> <li>2. Give space for people to explain the expressed feelings. Ask questions as: "Were there moments you felt...", "Did some people feel like... at a certain moment? If yes, which were those moments?"</li> <li>3. How important was the money aspect in this exercise?</li> <li>4. What was your strategy to make 'more money'?</li> <li>5. According to you, which were the objectives of this activity?</li> <li>6. Which were the most interesting aspects for you?</li> <li>7. What if we would do this exercise again, do you believe the result would be different?</li> <li>8. Can we link the stocks-investments-casino elements to our educational or youth context?</li> <li>9. What could be other links and similarities between this exercise and reality (also in relation to our attitudes)?</li> <li>10. What do you take out of this exercise for you?</li> </ol> <p>Depending on the time frame, give some time to the different 'teams' to sit together and close their group process, eventually followed by a short plenary moment during which the stock manager(s) give a summary of the most relevant answers given on the different stocks.</p>
<b>Possible adaptations</b>	<p>Choosing carefully the setting to run this activity can be a nice influencing trigger to set the desired atmosphere (e.g. in an underground 'dark' garage creates a different vibe compared to a public park in summertime).</p>
<b>Tips for facilitator</b>	<ul style="list-style-type: none"> <li>• Take the needed time to prepare all the materials and the setting. This greatly contributes to the learning experience of the activity.</li> <li>• This activity requires a bigger team. Minimum 3 team members, ideally more (especially for bigger groups, so there can be multiple 'stock managers').</li> <li>• Make sure that the money aspect is not overtaking the overall idea, it is merely meant as a teaser and gamified element of the exercise. At the end of the exercise, do not announce a winner, once this was never the objective in the first place. Contrary, teams can actually cooperate with each other.</li> <li>• When you have a big team available to run the exercise, divide the stocks over the different stock-managers, so each of them follows a fixed set of stocks. Eventually give the stocks a number which serve to identify which stock manager is responsible for which stocks. Brief the stock</li> </ul>

	<p>manager(s) to raise the value of the stocks at the start with modest amounts (50 to 150 extra), and as the exercise goes along, increase these values.</p> <ul style="list-style-type: none"><li>• Dressing up with the team adds to the dynamic of the activity. This can be done also very 'simple and symbolic', e.g., a white shirt and small black tie or simply a hat.</li></ul>
<b>Ideas for action</b>	Choose with the group 3 concrete suggestions which were given on the stocks and simply... implement them.

## Handouts for the Impact Stock Market

### Prices Casino

Casino activity	What team has to pay	If successful: the gain
The 5-card game	50	100
The 7-card game	100	200
The 9-card game	200	The Jackpot
Dice game	50	Full House = 100 Poker = 150 Street = 200

### Stock market sentences

These sentences are intended to be printed on larger papers (each sentence per paper sizing from A4 / A3) and used to decorate the room for the exercise.

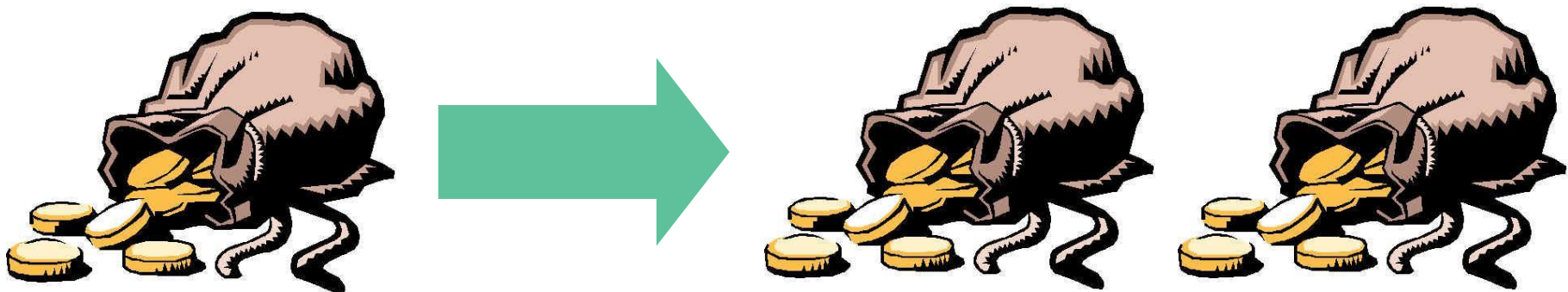
- YOU WANT CASH, COME AND GET US!
- THE COLOUR OF YOUR MONEY, IS THE COLOUR OF MY ROOM
- DIAMONDS ARE THE SUGAR IN MY COFFEE
- MONEY IS AS CAMEMBERT. IT SMELLS TERRIBLE, BUT TASTES GOOD!
- CREDIT IS DEAD. LONG LIVE MONEY
- DOLLAR IS MY GIRLFRIEND, EURO MY LOVER.
- NOTHING SO SEXY AS THE COLOUR OF CASH.
- WHY BE POOR AND SICK IF YOU CAN BE RICH AND HEALTHY.
- MONEY IS AS A PANCAKE, IT HAS TWO WONDERFUL SIDES.
- MONEY IS AS LOVE, YOU CAN NEVER HAVE ENOUGH
- WHY STOP WHEN YOU CAN HAVE MORE, ETHICS ARE FOR FREE.
- A LOT IS GOOD. MORE IS BETTER.
- MONEY IS AS SEX. THE MORE YOU HAVE THE MORE YOU SMILE.
- THERE IS NO BUSINESS LIKE CASH-BUSINESS.
- EURO-DROPS KEEP FALLING ON MY HEAD.
- THE WINNER TAKES IT ALL. YOU WANNA BE ONE?

## Money handout



# RISKY & FAST INVESTMENTS

INVEST BETWEEN **50** AND **200**, SOLVE THE  
ISSUE AND ***“DOUBLE OR NOTHING”*** THE  
MONEY YOU PAID FOR THE INVESTMENT





# RISKY & FAST INVESTMENTS

INVEST BETWEEN **200** AND **600**, SOLVE  
THE ISSUE AND ***“TRIPLE OR NOTHING”***  
THE MONEY YOU PAID FOR THE INVESTMENT





**To which countries belong following flags and which are their capitals:**



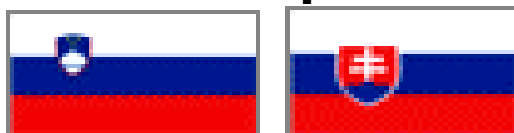
**Who is the youngest participant of our group?**



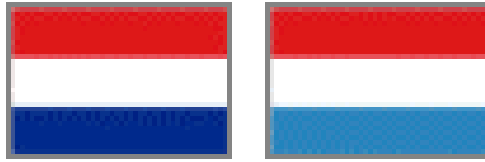
**What does not fit in the next row, and why?**



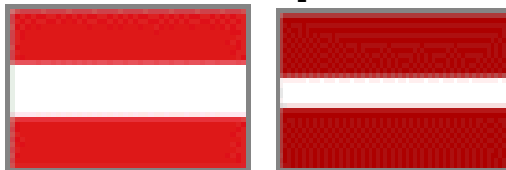
**To which countries belong following flags and which are their capitals:**



**To which countries belong following flags and which are their capitals:**



**To which countries belong following flags and which are their capitals:**



**What is the origin of the name**

**EUROPE ?**



**Why does the flag of the European Union have 12 yellow stars?**

1. Referring to the 12 apostles of Jesus.
2. Based upon the 12 first countries in the EU.
3. Based upon 12 being a symbolic number representing perfection.
4. Based upon the 12 Round table knights of King Arthur.



**What is the name of the actual president of the European Commission?**



**What have all the Euro notes in common on both sides but not the same and what does it mean?**



**What was the first game we played this week?  
Think very carefully...!**



**Make a list of all the actual member-countries of the EU!**



**True or False?**

**Social entrepreneurship is an approach by individuals, groups, start-up companies or entrepreneurs, in which they develop, fund and implement solutions to social, cultural, or environmental issues. This concept may be applied to a wide range of organizations, which vary in size, aims, and beliefs.**



**Give a minimum of 4  
antonyms for the word  
'Entrepreneurship'.**



**Give a minimum of 4  
synonyms for the word  
'Impact'.**



**Four basic segmentations of  
customers are:  
1. Demographic, 2....?**



**What is the difference  
between Business idea and  
opportunity?**



**Impact entrepreneurs focus  
on triple bottom line, what is  
that?**



**Please explain what is the 'window of opportunity' and why it is important.**



**What is USP and why is it important for a company?**



**Describe what does MVP stand for and why do entrepreneurs use it?**



**What are the 4 basic types of resources needed for a business?**



**What is SWAT and why do entrepreneurs use it ?**



**Fast investments are  
dangerous...  
You just lost your  
money...**



**Fast investments are  
dangerous...  
You just lost your  
money...**



**Fast investments are  
risky...  
Easy won, easy gone...**



**Fast investments are  
dangerous...  
You just lost your  
money...**



**AAUWTCH...  
Wrong fast  
investments  
You just lost your  
Money...**





**This was indeed a **bad**  
‘fast investment’  
Better luck next time ☹**



**Fast investments are  
**dangerous...**  
You just lost your  
money...**



**Fast investments are  
**dangerous...**  
You just lost your  
money...**



**Fast investments are  
**dangerous...**  
You just lost your  
money...**



1




**Give a creative but realistic idea how you can INTEGRATE social entrepreneurship in your educational setting.**




2




**Give a creative but realistic idea of how you can PROMOTE social entrepreneurship in your educational setting.**


3

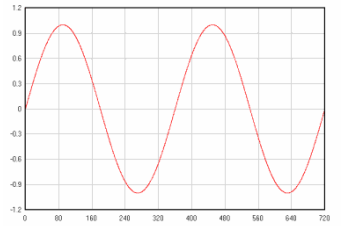
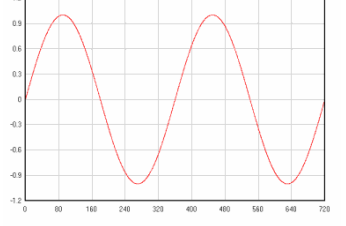
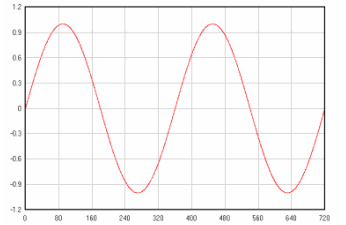
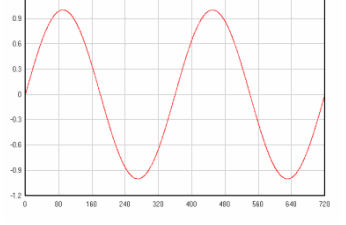



**Give a concrete plan how would you develop your competences to be able to support young entrepreneurs in their preincubation phase**


4




**Give a creative but realistic idea which (social) Entrepreneurial initiative you could start in your organization**

5





6





# CASINO ROYAL

## THE 5 CARD GAME

**PRICE:**

**50**

**WIN:**

**100**

# CASINO ROYAL

## THE 7 CARD GAME

**PRICE:**

**100**

**WIN:**

**200**

# CASINO ROYAL

**THE 9 CARD GAME**

**PRICE:**

**200**

**WIN:**

**THE  
JACKPOT**



# CASINO ROYAL

## THE DICE GAME

**PRICE:**

**50**

**PLAY FOR A COMBINATION. YOU CAN  
THROW 3 TIMES AND SET DICES  
APART.**

**WIN:**

<b>FULL HOUSE:</b>	<b>100</b>
<b>POKER:</b>	<b>150</b>
<b>STREET:</b>	<b>200</b>

# STOCKMARKET

WHY BE POOR AND  
SICK, IF YOU CAN BE  
RICH AND HEALTHY?



## Additional exercise

### Chat with a Dream Chaser

<b>Subtitle/subject</b>	Entrepreneurial Interview
<b>Duration</b>	2-3 hours including interviews (divided in 2 workshops) Take into account the time needed for dislocations.
<b>Group size</b>	Any size
<b>Complexity level</b>	Easy to Medium
<b>Overview</b>	Participants will have the opportunity to interview an experienced entrepreneur and enhance their action plan by incorporating selected insights gained from the interview.
<b>Learning objectives</b>	To provide participants with an opportunity to learn from experienced entrepreneurs through conducting interviews and gaining valuable insights into the entrepreneurial journey.
<b>Materials</b>	Pen, paper, laptop or mobile phone for recording the interview.
<b>Step by step instructions</b>	<ol style="list-style-type: none"> <li>1. Briefly introduce the exercise and its purpose: to learn from successful entrepreneurs and gain inspiration for their own entrepreneurial endeavors.</li> <li>2. Provide participants with guidance on selecting an entrepreneur to interview, or have a pre-selected list of entrepreneurs willing to be interviewed ready. It can be someone you/they know personally, a local business owner, or a successful entrepreneur you/they admire.</li> <li>3. Invite the participants to research their chosen entrepreneur's background, business, and achievements. This preparation will enable them to ask more relevant and insightful questions during the interview.</li> <li>4. Ask participants to create a list of interview questions in advance. Encourage them to focus on topics like the entrepreneur's startup journey, challenges faced, lessons learned, growth strategies, and advice for aspiring entrepreneurs.</li> <li>5. Allow participants time to schedule and conduct the interviews with their chosen entrepreneurs. Interviews can take place in person, over the phone, or via video conferencing, depending on feasibility and availability.</li> </ol> <p>After the interviews, bring the participants together to share their key takeaways and insights in a separate workshop. Each</p>

	<p>participant can briefly discuss what they learned from their interviewee.</p> <ol style="list-style-type: none"> <li>6. Facilitate a group discussion where participants can exchange ideas and discuss common themes or unique experiences shared by the entrepreneurs interviewed.</li> <li>7. Encourage participants to reflect on the lessons learned from the interviews and how they can apply those insights to their own entrepreneurial journey.</li> <li>8. Have participants develop a personal plan of action based on the knowledge gained from the interviews. This plan could include specific steps they will take to move forward with their business ideas or strategies they will implement based on the shared experiences of the entrepreneurs interviewed.</li> </ol>
<b>Additional input</b>	<p>An interview with a successful businessperson can provide valuable insights and lessons about entrepreneurship and startups. Here are some key takeaways you can highlight to participants from such interviews:</p> <ol style="list-style-type: none"> <li>1. Hearing about a businessperson's journey can inspire and motivate aspiring entrepreneurs. Learning about their challenges, failures, and eventual successes can provide valuable lessons and encouragement.</li> <li>2. Interviews often reveal the importance of having a clear vision and a well-defined strategy. Successful entrepreneurs usually have a strong sense of purpose and direction, which guides their decision-making and helps them navigate through obstacles.</li> <li>3. Entrepreneurs often face unexpected challenges and setbacks. Interviews can shed light on how successful business people adapt to change, pivot when necessary, and bounce back from failures. Learning from their resilience can show entrepreneurs how to navigate the volatile startup landscape.</li> <li>4. Interviews with business people often emphasize the importance of understanding customers' needs and delivering value. Entrepreneurs can learn about the significance of market research, customer feedback, and continuous improvement to create products or services that meet customer demands.</li> <li>5. Entrepreneurs can gain insights into the power of networking and building strategic partnerships. Interviews may highlight the value of surrounding oneself with a supportive network, seeking mentorship, and collaborating with like-minded individuals or organizations.</li> <li>6. Successful business people often discuss the importance of financial management. Lessons about budgeting, cash flow management, and seeking funding</li> </ol>

	<p>can provide entrepreneurs with practical tips to ensure the financial stability and growth of their startups.</p> <ol style="list-style-type: none"> <li>Interviews can provide insights into effective leadership strategies and team-building techniques. Entrepreneurs can learn about the importance of hiring talented individuals, empowering and motivating teams, and fostering a positive company culture.</li> <li>Successful entrepreneurs continually seek knowledge and self-improvement. Interviews can uncover their commitment to ongoing learning, whether through reading, attending conferences, or seeking mentorship. Entrepreneurs can adopt a similar mindset to stay ahead in their industry.</li> </ol> <p>Remember, each interview with a businessperson is unique, and the lessons learned may vary. It's essential to actively listen, extract relevant insights, and apply them to your own entrepreneurial journey.</p>
<b>Tips for facilitator</b>	<p>Tips for Facilitating the Entrepreneurial Interview Exercise:</p> <ol style="list-style-type: none"> <li>Encourage participants to approach the interviews with genuine curiosity and an open mind.</li> <li>Remind participants to be respectful of the entrepreneur's time during the interview and to express gratitude afterward.</li> <li>Create a supportive and inclusive environment, allowing participants to share their insights and experiences openly.</li> <li>This exercise provides participants with a valuable opportunity to learn directly from experienced entrepreneurs. Hearing real stories and experiences can inspire and motivate novice entrepreneurs, supporting them to navigate their own entrepreneurial journeys with greater confidence and knowledge.</li> </ol>
<b>Suggestions for follow up</b>	<p>Check with each participant their personal plan of action based on the knowledge gained from the interviews. Ask them about assessment of the implementation probability of their plan. Note that persistence and resilience are key requirements for success.</p>
<b>Ideas for action</b>	<p>Excellent practice is a reversed Imagine exercise where a participant does a creative interview with themselves as a successful entrepreneur, alone or in pairs.</p>