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# Educators Module

SAPE

STRENGTHENING APPRENTICES ON ENTREPRENEURSHIP

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## About The Project

The project titled "Strengthening Apprentices on Entrepreneurship" is an initiative under the Erasmus+ Cooperation Partnerships in Vocational Education and Training. Managed by the Müteşebbis Gelişim Vakfı (MESVAK), the project seeks to infuse entrepreneurial skills into the vocational education and training (VET) sector. The main goal is to cultivate an entrepreneurial mindset among apprentices and equip them with the necessary tools to initiate and manage their own ventures successfully. The initiative also has four partners besides MESVAK; CEFE Macedonia, Võrumaa Arenduskeskus from Estonia, and Ankara Provincial Directorate for National Education from Turkey. This initiative kicked off with a series of preparatory meetings and presentations to ensure all partners fully understood the project objectives and could begin work on a shared foundation. The project activities include the development of educational modules that focus on entrepreneurial skills, the creation and implementation of e-learning modules for flexible learning, and the establishment of an Entrepreneurship Scale for Apprentices, designed to assess the impact of the training provided. A significant aspect of this project is its international collaboration, involving multiple partners from different countries. This network enriches the project by bringing a variety of perspectives and expertise, enhancing the development and delivery of training modules. Each partner contributes different values to the project, from curricular development to e-learning strategies, which collectively contribute to a robust program tailored to foster essential business skills. As the project progresses, various meetings and training sessions have been held in different countries to review progress, share best practices, and refine the modules and training approaches based on feedback and evolving needs. Additionally, the project involves visits to vocational institutions and engagements with educational experts to ensure that the training remains relevant and practical. The primary beneficiaries of this project are apprentices who receive training that not only enhances their vocational skills but also equips them with entrepreneurial knowledge, thus increasing their employability and potential for business success. By integrating entrepreneurship into VET, the project aims to enhance the appeal and efficacy of vocational training and create a more dynamic workforce capable of contributing innovatively to the economy.

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**About EntreComp: the Entrepreneurship Competence Framework**

**What is EntreComp?**

EntreComp is a comprehensive, flexible and multi-purpose reference framework designed to help you understand what is meant by entrepreneurship as a key competence for lifelong learning and to be able to use this in your work. It is intended to support and inspire actions to improve the entrepreneurial capacity of European citizens and organisations, and was launched in 2016 as part of the New Skills Agenda for Europe (EUROPA.EU/!PN98BM). EntreComp creates a shared understanding of the knowledge, skills and attitudes that make up what it means to be entrepreneurial – discovering and acting upon opportunities and ideas, and transforming them into social, cultural, or financial value for others.

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**Program Curiculum - Entrepreneuship Skills for Apprenticies in VET Schools**

| | | 25.09.2023 | 26.09.2023 | 27.09.2023 | 28.09.2023 | 29.09.2023 | 30.09.2023 | 01.10.2023 |
|---|---|---|---|---|---|---|---|---|
| | | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 9:30 - 11:00 | Session 1 | | Oppening and Introduction | Competition and Negotiation | Study Visit | Analysing business tools | Production and Organisation | |
| 11:00 - 11:30 | Break | Arrival of participants | | | | | | |
| 11:30 - 13:00 | Session 2 | | Experiential Learning | Finding and Matching with Business Idea | Study Visit | Analysing business tools | Financial Planning | |
| 13:00 - 14:30 | Lunch | | | | | | | |
| 14:30 - 16:00 | Session 3 | | Entrepreneurial Characteristics | Finding and Matching with Business Idea | Cite Seeing Ankara | Marketing | Documenting the business idea concept | Departures of participants |
| 16:00 - 16:30 | Break | Arrival of participants | | | | | | |
| 16:30 - 18:00 | Session 4 | | Learning Styles and Entrepreneurship | Setting Goals | Cite Seeing Ankara | Marketing | Closing of the training and evaluation | |
| | Leasure Activity | | | | | | | |
| 19:00 - 20:30 | Dinner | | | | | | | |

**Goal:** Apprenticies to become competent entrepreneurs by experiential learning methods and tools

## Specfic Objectives

- Recognize their entrepreneurial capacity and characteristics;
- Establish a network of business contacts and likeminded peers;
- Understand the key structures and principles of entrepreneurial planning and decissioning;
- Understand the basic principles of the market economy functioning;

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- Know how to assess your market share;
- Recognize the impact of the environment on your work and idea;
- Awearness of the strengths and weaknesses of your business idea and competition;
- Calculate the financial investment required;
- Prepare a business concept for their idea;
- Use the idea concept for attract finances or collaborators;

**Target group**

Suitable for young people that understanding basic maths, native language skills, motivated to explore thair entrepreneurial potential.

The program consists of a total of seven modules: Opening Activities and Steering the Group, Exploring Entrepreneurial Characteristics, Finding and Matching Business Idea, Market and Marketing Plan, Production and Organization, Financial Planning, and Business Planning - Reality Check (Optional).

**Module 0: Opening Activities and Steering the Group**

The "*Opening Activities and Steering the Group*" module is divided into 5 topics. This module corresponds to the EntreComp competencies of Self-Awareness and Self-Efficacy, as well as Motivation and Perseverance within the EntreComp Area.

The first topic within this module is "*Introduction of the program and getting to know each other*" The purpose of this topic is for participants to meet, get to know themselves better, and understand what the program is about. The tools and materials that can be used for this topic are provided in the table below.

| **Title of the Method:** | Name Game |
|---|---|
| **Objectives** | "Breaking the ice" among the participants<br>Creating a positive atmosphere<br>Helping memorise names of co-participants through the use of out- standing individual characteristics |
| **Uses:** | Creation of a conducive group atmosphere<br>Warming Up |
| **Target group:** | Literates |
| **Time:** | 1 hour |

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| **Requirements:** | (1) All facilitators<br>(2) ZOPP cards<br>(3) Marker pens<br>(4) Pieces of masking tape according to the number of participants<br>(5) Token awards |
| | |
| **Setting:** | Room large enough so that the participants can move around freely. Participants organised in a circle. |
| **Steps:** | (1) Instruct the participants to write their respective nickname in large letters vertically on the ZOPP card (see illustration, below); these letters are horizontally completed with positive adjectives or characteristics which each participant attributes to oneself.<br>Example:<br>**M - erry**<br>**A - ctive**<br>**R - ich**<br>**K - ind**<br>(2) Fix these name tags on the shirt with a masking tape.<br>(3) While the participants are busy either writing their names or fixing their name tags, brief one of the participants to count the number of his handshakes; the 18th encounter will be announced openly and aloud to all later on. The lucky participant is given a token award (sweets or the like!).<br>(4) Tell the participants to move around freely and shake hands with as many co-participants as possible, introduce themselves and to memorise the other's names and positive adjectives chosen.<br>(5) Give that person performing the 18th handshake with the participant briefed the token award prepared by the facilitator.<br>(6) Then, organise the participants in a circle. The lead facilitator starts introducing himself to the group by selecting one of the adjectives mentioned on his name tag which he thinks best describes his personality (e.g., "Wild Willy"). Then, pass over to the participant on your right who will have to repeat your adjective first, |

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| | then your nickname before he does the same exercise with his own adjective and nickname. The next participant to the right again has to repeat adjectives and names of both predecessors before he adds his own. Thus, the queue of adjectives and names to be repeated is getting longer and longer until the tenth participant in the circle is reached.<br>(7) From the eleventh participant onward, only the ten preceding names plus adjectives are mentioned, i.e., there are never more than ten names to be memorised and cited. |
| **Typical situations and problems:** | Some participants have difficulties in memorising the names; they always have to step in front of their co-participants (circle formation!) to read the names written on the name tags.<br>If reading out the adjectives and names takes too long, the whole exercise may become boring. |
| **Hints:** | Before the memorising exercise in the circle starts, do remember the tenth participant on your right side in order to remind him of dropping your own name now while citing the names of the first ten participants in the circle.<br>Eliminate the eventuality of boredom by funny remarks and comments on the participants' memorising capacity or the adjectives chosen by some participants.<br>Turn your own name tag around so that the letters are no longer visible in order to "force" the participants to really memorise the names instead of reading them out aloud; others will follow your example.<br>It is desirable to have either a tea or a lunch break after this exercise so that the participants can start to communicate freely to each other after this short introduction. |
| **Variations:** | (1) All name tags are collected and put on one pile in the middle of the circle with the script facing downward after one round of memorising the names has been played. The cards are shuffled by the facilitator before he invites all participants to collect one card randomly and submit it to the owner.<br>(2) Participants are asked to write naughty and even negative adjectives on their name tags. This happens even sometimes when the original version is played! It is ok as long as it is a means to memorise individual participants which does not result in a certain stigma.<br>(3) Form two circles of equal number of participants with each group led by a facilitator. Have each group do the |

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| | exercise. After this exercise, ask the participants to count 1-2. All the "1s" stay, and the "2s" go to the other circle. There is, therefore, an intermingling of participants. This is good for a big group. |
| **Processing:** | (1) What do you think how many of the participants you can already memorise? Mention the names of some participants one by one and ask them to raise their hands if they can identify him!<br>(2) How do you feel now? Are some still afraid about what is going to happen with them during this training (smile!)?<br>(3) Did you expect that this kind of games will be played? What do you think why this exercise has been done? How did you react to this situation being a newcomer with other many newcomers?<br>(4) Lead over to the next session by mentioning that it will deal with the rules and regulations during training (only in case you are of the opinion that the introduction has been sufficient to give them a safer feeling!; if not, conduct one of the optional games here!). |

| **Title of the Method** | Partner Introduction |
|---|---|
| **Objectives** | Accumulating more information about the co-participants and to open up oneself to others<br>Enabling participants to communicate with each other |
| **Uses:** | Unfreezing<br>Communicative atmosphere |
| **Target group:** | All |
| **Time:** | 1 hour |
| **Requirements:** | None |
| | |
| **Setting:** | Participants are randomly organised in pairs. |

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| **Steps:** | (1) Ask participants to stand in pairs and in 2-5 minutes, introduce themselves to each other.<br>(2) Give the rules: The pairs - still together - stand in a circle. A of each pair introduces B, and B introduces A to the whole group recalling as much as possible what he has been told during the pair wise introduction. Turn by turn all pairs introduce themselves to the class. |
| **Typical situations and problems:** | None |

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| **Title of the Method** | Say "Hello" |
| **Objectives** | Reinforcing contacts among participants<br>Establishing warm relationship<br>Questioning and interpreting forms of greeting others |
| **Uses:** | OPEN module (may also be played during COMPET module) - see Variations<br>Personal relations |
| **Target group:** | All |
| **Time:** | 10 minutes |
| **Requirements:** | (1) Lead facilitator<br>(2) 1 co-facilitator<br>(3) Personal name tags (ZOPP cards) for the participants |
| | |
| **Setting:** | Chairs for all participants and facilitators arranged in a circle. |
| **Steps:** | (1) Demonstrate with the co-facilitator the first round of saying "Hello", i.e., either shaking hands or greeting each other without any body contact. Both forms are accompanied by usual phrases such as "How are you?", "How do you do?", etc.<br>(2) Instruct all participants to follow the given example making sure that everybody has greeted any other co-participant eventually memorising their names. |

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| | (3) Introduce the second round with your co-facilitator of saying "Hello" consisting of a warm welcome usually performed among friends who have not seen each other for a long time such as embracing, squeezing or kissing the cheeks.<br>This action is accompanied by "sweet words" expressing the enthusiasm and delight to see each other.<br>(4) Let participants perform the action making sure again that every co-participant is welcomed this way.<br>(5) Tell them that the last round of saying "hello" is performed solely with the eyes. Demonstrate with the co-facilitator in absolute silence and without touching each other how partners can meet in a friendly manner just by looking friendly into one's eyes. Emphasise that no hectic movements should be undertaken and that everybody remains on one's seat during this round.<br>(6) Let the participants perform the activity, making sure again that every co-participant is greeted in the prescribed manner. |
| **Typical situations and problems:** | Third round cannot be played in absolute silence after a preceding wild round. |

The second topic within this module is "*Rules of work*". The purpose of this topic is to understand how to use colorful papers, how to use training aids and materials, and set some ground rules for the program to achieve the goals. The tools and materials that can be used for this topic are provided in the table below.

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| **Title:** | Learning Contract |
| **Objectives** | Firming up facilitators' and participants' commitment by a quasi-formal contract<br>Leading the participants to realise the seriousness of the training<br>Providing means of verification to the participants as far as the facilitators' performance and their commitments are concerned (and vice versa!)<br>Providing an opportunity for the facilitators to refer to these commitments as a reminder in case something goes wrong |
| **Uses:** | Identification, formalisation and visualisation of commitments<br>Creation of an atmosphere conducive to concentrated work |

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| **Target group:** | Literates |
| **Time:** | 30 minutes |
| **Requirements:** | (1) Lead facilitator<br>(2) 1 co-facilitator collecting the ZOPP cards filled out by the participants<br>(3) Rectangular ZOPP cards of two colours<br>(4) 2 soft boards<br>(5) 1 marker pen to each participant<br>(6) 2 - 3 sheets of craft paper<br>(7) Pins<br>(8) Glue |
| | |
| **Setting:** | Participants seated in U-shaped formation. |
| **Steps:** | (1) Introduce the Learning Contract session by referring to some of the results from the Levelling of Expectations. These expectations can only be met if certain commitments are given regarding, among others, work style, punctuality, etc. On the other hand, the facilitators' performance is also crucial to attain an outstanding result of the training program.<br>It seems best to deal with these necessary commitments openly. For this, participants as well as facilitators are requested to write their personal commitments on ZOPP cards of two colours (i.e., blue for participants and white for facilitators). The ZOPP cards are distributed in sufficient number.<br>(2) Give the participants about five minutes for reflection. During this time all facilitators write their commitments on ZOPP cards and paste them on the craft paper. Afterwards the ZOPP cards of the participants are collected by one co-facilitator, while the lead facilitator starts grouping them in clusters (fixed with pins first), such as:<br>Personal Commitment: learn as much as possible, work at home, attend 100%, take notes regularly, come up with a viable project in the end, etc.;<br>Formalities: punctuality, attentiveness, etc.; |

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| | Social Involvement: learn from others, obey group's rules and regulations, etc.;<br><br>Others or NEC <Nowhere Else Classifiable>: individual commitments which cannot be classified under the other headings.<br><br>(3) Read each card aloud starting with the facilitators' commitments. The same is done with the participants' cards. In case of unclear or vague expressions, the concerned authors of those ZOPP cards are asked for clarification. Thus, the numerous ZOPP cards altogether form a certain group commitment. The participants are asked if they agree on all the cards, even on those which they have not written themselves. In case of deviating opinions/views of some participants, a general discussion is opened about the card in question to come to an agreement.<br><br>(4) Glue the cards are glued on craft paper. These will remain posted on the training room walls until the end of the training. This is the Learning Contract between participants and facilitators, so to say their internal law which may be consulted by everybody - be it participant or facilitator - in case of infringements from either side. |
| **Typical situations and problems:** | Despite the given example of a facilitator, some participants may still be rather shy to express their commitments in writing. |
| **Hints:** | Place no limit to the number of ZOPP cards a participant can submit.<br><br>Encourage the participants to react to the commitments given by the facilitators for clarification.<br><br>The posting of the collected cards in the first round of discussion is done with pins so that the cards can be removed and rearranged. After the overall agreement of all participants, the cards are finally glued on craft paper.<br><br>The importance of the Learning Contract should be clearly indicated, especially in view of its arbitrative function in case of deviating behaviour.<br><br>If a total agreement of all participants on certain individual commitments cannot be reached after some time, summarise the majority position of the group and try to include the issues of the minority group as well in order to find a new text for that particular card. It is absolutely necessary that the feelings of all are reflected in the Learning Contract. |

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| | In this session note whether participants are using ZOPP cards correctly. Repeat - if necessary - the rules of how to use them! |
| **Variations:** | (1) The participants are organised in teams of five members each to discuss their personal commitments and to come up with joint proposals written on ZOPP cards. There will be altogether less cards which are ultimately easier to manage for the facilitators. The discussion of all participants would be already pre-structured. It should, however, be pointed out that individual commitments which were not backed by the teams during internal discussions can be made public by the respective individuals. It may happen that other participants of different teams agree on them so that they can be included into the contract. Variation 2 may be applied in this case, too.<br>(2) The contents of the cards are typed and copied so that everybody gets one copy. The original is signed by all participants (and facilitators) and pasted inside the training room at a prominent place.<br>(3) Variation for illiterates: Introduction to the exercise as explained above. Write their commitments in the same manner on ZOPP cards; the meaning is read out to all participants. Then they are asked to articulate their opinions while you note down their comments. Each card is read out loud so that the content can be comprehended not only by the respective authors but by all participants. Variation 1 may be applied, too. Gluing of cards on craft paper may be adopted in addition. |
| **Processing:** | (1) Stress that this contract is the basis for the collaboration in the next weeks as Partners-in-Learning. Elicit the advantages the participants can imagine by adopting this system!<br>(2) Any disadvantages feared? |

The third topic within this module is "*Leveling expectations and fears*". The purpose of this topic is to have an overview of everyone's expectations from the program, and what may be afraid of them not to achieve their goals through this program. The tools and materials that can be used for this topic are provided in the table below.

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| **Title of the Method** | Build A Heart |

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| **Objectives** | Familiarising participants with each other<br>Spelling out one's expectations regarding the CEFE training and to reflect on them in view of the co-participants' expectations<br>Leading participants to realise the importance of levelling the individual expectations while being together in a large group |
| **Uses:** | Ice breaker<br>Individual exchange of expectations<br>Opening day |
| **Target group:** | All |
| **Time:** | 45 minutes |
| **Requirements:** | (1) Lead facilitator<br>(2) 1 co-facilitator<br>(3) 6 pieces of cardboard (same colour) in a heart shape, then cut into 4 pieces each (24 participants)<br>(4) Scissors for preparatory phase<br>(5) Glue (6 tubes/sticks)<br>(6) Pen/pencil for each participant<br>(7) 6 pieces of craft paper or flip charts |
| | |
| **Setting:** | Room large enough for participants to move around freely. |
| **Steps:** | (1) Shuffle and place the 24 pieces of the six hearts on the floor.<br>(2) Tell each participant to get a piece of paper from the five broken hearts and write his own name on the respective piece.<br>(3) Instruct the participants to find the corresponding partners with whom they could put the pieces together into a full heart model and to give a name to the formed heart. All four members of one group should agree on that name!<br>(4) Glue the full heart on craft paper or on a flip chart. |

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| | (5) Let the members of the six groups exchange ideas on their individual expectations regarding the CEFE training program. |
| **Typical situations and problems:** | Don't cut the cardboard hearts in an identical way!<br>During the heart piece finding period, some confusion may occur.<br>Pieces of hearts which do not belong to the same heart are put together. With the names of the participants on the pieces of hearts, the full hearts can easily be disconnected and the search for the partners may continue. |

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| **Title of the Method** | Leveling Expectations |
| **Objectives** | Expressing one's expectations regarding the CEFE training<br>Getting the expectations in written form in order to compare them with the expectations met (or not met) at the end of the training<br>Levelling the expectations of all participants by giving feedback in how far they may be achieved or not<br>Practising the use of ZOPP cards |
| **Uses:** | Orientation of the participants<br>Group feeling (same expectations)<br>Opening day |
| **Target group:** | Literates |
| **Time:** | 1.5 hours |
| **Requirements:** | (1) All facilitators<br>(2) Approximately 100 rectangular ZOPP cards of one colour<br>(3) Prepared oval ZOPP cards of a colour different from the rectangular ones with clustering headings mentioned under Step 3<br>(4) 2 soft boards covered with sheets of craft paper<br>(5) Pins<br>(6) Glue |
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| **Setting:** | Participants sitting in a semicircle with five rectangular ZOPP cards each. |
| **Steps:** | (1) Ask participants to write down their expectations regarding the CEFE training on ZOPP cards.<br>(2) Explain the use of the ZOPP cards, i.e.:<br>- **write horizontally in big letters;**<br>- **only one idea per card (otherwise take a second one!);**<br>- **be specific;**<br>- **write clearly with your marker pen;**<br>- **maximum three lines per card;**<br>- **avoid unclear expressions resulting in problems of comprehension;**<br>- **don't write your name.**<br>Have a few ZOPP cards prepared to reinforce the rules given above.<br>(3) During 15 minutes, let the participants write their expectations on ZOPP cards while two facilitators collect the cards from time to time and hand them over to the lead facilitator who, with the help of a co-facilitator, clusters them on the soft board around subject areas like entrepreneurial competencies, business ideas/opportunities, business skills, external assistance (banks, marketing & management, GTZ, others, etc.).<br>(4) After 15 minutes (or more if needed!), discuss card by card proceeding from one subject area to the next. Eventually ask the concerned authors if expressions are unclear, doubtful or obviously needing clarification.<br>(5) After all ZOPP cards have been read out and agreed upon, deal with each cluster and explain in how far the authors of the respective cards may get their expectations fulfilled during the CEFE training program, i.e., fully, partially, doubtful, or not at all.<br>(6) Finally, glue the ZOPP cards on craft paper. They are kept visible in the classroom at a prominent place until the end of the training. |
| **Typical situations and problems:** | As it is the participants' first encounter with the ZOPP card system, the majority may not correctly master its proper use (vague expressions, small script, more than one idea per card, etc.); especially, the vague expressions will create problems regarding proper clustering. |

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| | Participants create an undesired bustle by bringing their filled in ZOPP cards to the facilitator in front of the class.<br><br>Some participants did not expect such a question and feel helpless in the beginning; some may feel too shy to mention "private" expectations. |

The fourth topic within this module is "*Making learning contract*". The purpose of this topic is sort of signing a document that will give them an attitude and sense of responsibility towards the program.

The fifth topic within this module is "*Introduction to the methodology of work*". The purpose of this topic is for participants to understand what is experiential learning methodology and are encouraged to be active in the experiences and to get conclusions from different methods presented.

**Module 1: Exploring Entrepreneurial Characteristics**

The "*Exploring Entrepreneurial Characteristics*" module is divided into 4 topics. This module corresponds to the EntreComp competencies of Taking the Initiative, Planning and Management, Coping with Ambiguity, Uncertainty and Risk, Working with Others, Learning Through Experience within the EntreComp Area.

The first topic within this module is "*PECs*". The purpose of this topic is to get aware of 10 personal entrepreneurial characteristics, experience them through play, and be able to self reflect which pecs they possess and which not.

The second topic within this module is "*Risk management and responsibility acceptance*". The purpose of this topic is to understand that taking risks and decisions is a natural everyday activity for an entrepreneur. understand the calculated risks and are able to make strategies for low, medium and high risks decisions. The tools and materials that can be used for PECs and Risk Management and Responsibility Acceptance topics are provided in the table below.

| | |
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| **Title** | Dart Experience |
| **Time** | 3 hours |
| **Preparation of rooms** | |

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| | – Dart board is hung on the wall at shoulder height (or any suitable surface). It can also be laid on the floor to avoid damages and to make it more difficult for those who know dart game.<br>– 8 m of masking tape to indicate the multipliers. These multipliers vary from 1 (pretty close to the dart board, about 1,5 m) to 64 ((at the end of the tape, about 8 m). Note that the distance between the multiplier cards, which are fixed with the masking tape, increases gradually, i.e. between multiplier 1 and 2 it may be about ½ m, then between 2 and 4 about ¾ m and so on.<br>Participants stand in groups of five members, each, in a semicircle facing the dartboard. |
| **Requirements** | |
| **Trainers/assistants** | One lead trainer and 1-2 co-trainers |
| **Didactic aids to prepare** | – Dart Board Score Chart<br>– Companies' Scoring Chart<br><br>These can be found in the materials section of this manual |
| **Materials for the trainers (during the exercise)** | – Coins (small change)<br>– Money box for every company to put in its investment<br>– 1 dartboard (preferably fixed on a wooden base or laid on the floor)<br>– 3 light, very simple darts<br>– 3 heavy, semi professional darts (new technology)<br>– Masking tape<br>– Metaplan cards<br>– Soft boards and flip charts<br>– Large sheets of paper (to be fixed on the soft boards)<br>– Marker pens<br><br>The chart explaining the different sections of the Dart board should have the scores indicated on them to reduce the number of charts to be drawn and increase the understanding of scoring. |
| **Materials for the participants (during the exercise)** | – Real money (Participants must bring their own money; it must not be provided by the trainer! The value depends on the financial situation of the participants. As a rule: average income for about 1 to 2 hours per company and round)<br>– Paper<br>– Pens, pencil<br>– Metaplan cards |

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| | – 1 marker pen per group<br>– 1 small box to keep the collected money<br>Participants should be informed a day earlier to come along with real money, as it involves payment for registration and trials.<br><br>Registration should be 1 – 2 hours average income per company and round.<br>Trial throw (set of three darts) is about ½ of this value. |

**Exercise Steps**

| **Step** | **Time** | **Most Important Contents** | **Hints** |
|---|---|---|---|
| **Preparing the room** | | – Dart board is hung on the wall at shoulder height or laid on the floor<br>– Preparing of the multipliers with masking tape and meta plan cards. | Preparing the distances:<br>Put the multiplier cards on the floor and fix them with the masking tape. The participants later on will chose their position and throw from these cards.<br>The trainer must do this well before the class commences |
| **Grouping** | 5’ | Forming of groups through energiser. You need at least 3 groups. Number of group members should not exceed 6. | Allow for sufficient time for group formation.<br>The trainer should use any of the group formation energisers |
| **Introduction of the exercise** | 5’ | The purpose and general rules of the exercise are explained, i.e.:<br>● The groups are to enter and compete in the dart market.<br>● The groups prove their skills in successfully throwing the darts onto the dart board.<br>● The participants have to invest to enter the | Emphasise that the exercise is not only fun but also a good opportunity to learn important lessons that can make the participants become better entrepreneurs.<br>Take enough time for explaining.<br>Explain the meaning and role of the ‘silent partners’. |

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| | | market. Therefore, a specified entrance fee has to be paid by all groups for registration.<br>● Only three members per group are allowed to play per round.<br>● A prize will be awarded to the best company. | Allow for enough time for the groups to determine the active distance and their throwing distances.<br>Avoid too many rules.<br>Since participants use own money, and can win or lose, the prize is not decisive. |
| **Explaining the rule 1st round** | 15’ | ● The participants can see the light darts and are allowed to touch them before round 1 starts.<br>● With the help of the Dart Board Score Chart the lead trainer explains how the scoring will be done.<br>● The trainer shows the masking tape with the multipliers and explains the multipliers’ function.<br>● The lead trainer explains that the group scoring highest during the respective round will win the amount paid by all groups. | At this stage only touching is allowed.<br>Take time to explain thoroughly to satisfy the participants.<br>Make sure each participant understands particularly the Multiplier and the Score Areas within the dart board. |
| **Preparation of groups for action** | 10’ | ● Each group selects three members to play in round 1.<br>● Each group also chooses the distance (multiplier) from which every active member will throw the darts. There will be three shots per active group member and in round 1 all three of a company | Remind the active group members that their individual results will count for the whole group.<br>Carefully observe the discussions in the companies. Do they consider: risk (as a matter of distance), competitors (as a matter of pressure), skills (as a |

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| | | will throw from the same multiplier.<br>• The names of the players and the throwing distances are written on metaplan cards by the companies and collected by a co-trainer.<br>• The lead trainer allows individual trial shots against a moderate payment of a specified training fee for sets of three shots. | matter of competence or need for training)…<br>Take notes of your observations (on a metaplan card). Use them later on in processing. |
| **Action 1st round** | 20' | Companies act for the first round, one after another.<br>The trainer announces the score of each shot and transfers the results for each individual to the Companies Scoring Chart | The trainer should check that the participants do not step over the distance mark (multiplier card) on the masking tape.<br>The result of each shot should be announced properly and loudly. Cheering from the group members is appreciated.<br>A co-trainer closely controls the handling of the darts and watches safety matters. |
| **Publishing of results 1st round** | 5' | Announcement of the overall results of round 1.<br>Giving the award (i.e. money collected as entrance and trial shot fees) to the winning group. | |
| **Explanation of rules 2nd round** | 5' | The trainer explains the new rules for round 2, that is: each group with negative score (below zero) has to pay a penalty that equals to | |

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| | | the entrance fee. The penalty paid is added to the winning companies' prize. | |
| **Preparation of groups 2nd round** | 10' | The lead trainer allows individual trial shots against payment as before. The companies submit the paper with names and distances of the active members. | This time, active members can chose individual distances (multipliers). Remember: in the 1st round members of one company had to agree on one position and throw from the same.<br>Carefully observe, if the groups use own results and performance of competitors for their new strategy in the discussion. Or do they only play around? Do they discuss new rules as options for their business? |
| **Action 2nd round** | 10' | The companies act for the second round, one after another.<br>The trainer announces the score of each shot and transfers the results of each player to the Companies' Scoring Chart. | The trainer should check that the participants do not step over the distance mark on the masking tape.<br>The result of each shot should be announced properly and loudly.<br>A co-trainer closely controls the handling of the darts and watches safety matters. |
| **Publishing of results 2nd round** | 5' | Announcement of the overall results of round 2.<br>Giving the award (i.e. money collected as entrance fee and penalty) to the winning group. | |

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| **Explanation of rules 3rd round** | | The trainer explains the new rules for round 3 as follows:<br>● Double entrance fees.<br>● Use of heavy darts as an option to be chosen by companies. A fee of ¼ of the entrance fee is charged for that.<br>● Individual trial shots against payment are allowed as before.<br>● Retention of the penalty rule.<br>● Companies may declare bankruptcy against payment of an equivalent of ¼ of the entrance fee (to avoid further losses). | |
| **Publishing results of 3rd round** | 25’ | ● Announcement of the scores of each shot.<br>● Co-trainer transferring the results to the scoring table<br>● Announcement of the result of the 3rd round and the overall results.<br>● Award of the money collected as entrance fees and penalty to the winning group. | |
| **Processing** | 30’ | Key questions concerning the groups' strategies under changing conditions:<br>● How did your company decide about name, active and silent members as well as the distances to be taken | Reinforce the need for calculated risk-taking attitude of successful entrepreneurs based on the individual and corporate skills of the company and its members. This reinforcement has to centre around the fact that - like in this |

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| **Generalising** | 30’ | | (individual decisions or group consensus)?<br>● How did you reconcile minimising risk and maximising opportunity?<br>● Why did you decide like you did on the distances (basis for decision)?<br>● How did the penalty affect your strategy?<br>● Ask all groups for interpretation if changes of active members and distances during the various rounds took place. Refer to the Scoring Sheet! Why?<br>● Why did the losing companies not meet their goals?<br>● Ask the respective groups for clarification if anything unusual happened (bankruptcy, quarrelling, payment of penalty, ...).<br>● Why did some groups or individual members not use the training opportunity (trial shots)?<br>● Why did they not use training to test the heavier darts and to learn how to use them?<br>● Which entrepreneurial qualities did you experience? Write on metaplan cards! Discuss individual | exercise - people will invest their own money into their business and may be in danger of losing it, if they are too confident and not taking feedback as learning experience to calculate their risk.<br><br>Get from the participants that calculated risk lies somewhere in the middle, i.e.: If you chose distance 1 or 2, you are not ambitious enough. You will probably not survive competition. You show an attitude that is rather typical for people who apply for public service. If you chose 32 or 64 you are a gambler. This attitude has **nothing** to do with entrepreneurship.<br>Check if the results and new rules were taken to adjust strategies. Refer to examples from the result chart: a participant who failed to hit the board increased distance in next round – why? / A participant who hit in the centre, did not increase distance – why? / An unsuccessful participant was not replaced – why?<br>Check if the value of training is appreciated by the group. Check if a group who used trial shots performed better (especially when getting the new technology). |

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| | | cards and ask the other participants to comment on it.<br>• Which business lessons did you learn from this exercise?<br>• Lead over to the strategies applied by the different companies. Show their respective performance with the help of the Scoring Chart.<br>• Inquire from them how they changed (or not) their strategy.<br>• Ask them to classify these strategies according to the three main ones previously mentioned during the training.<br>• Which company decided to use an adapting strategy, i.e., through practice, method of throwing, changing distance, or the usual case to adapt to the new situation (rules) with the same personnel or same darts?<br>• Which company tried to change the situation, e.g. by influencing the trainers to introduce other rules or not to introduce those rules played during the game because it feared losses? Who tried to influence members of others companies (disturbance during | Use this example for discussion.<br>Check if and hwy new technology was used or not.<br>Explain that a strategy is only appropriate if its own qualities and environment are considered adequately. The goals of all companies were the same in this exercise, namely to make money! It is difficult to favour only one strategy at any time. A good entrepreneur always tries to figure out the strengths and potential outcome of several strategies before he/she decides to go for one. |

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| | | their shots, "psychological war")? Which company gave a personal loan to another company (which was short of cash)?<br>• Which strategy was the most effective? Do not only look at the results and the money gained! Poor (throwing) qualities of one company may have barred its way to win the money. | Note: the graph should not be pre-drawn but developed with the participants.<br><br>Make a little drama:<br>(a) You start throwing from 2 and hit well<br>(b) You increase distance (risk) to 16. Ouch, that was too much. You fail.<br>(c) You get announce to have 3 trial shots and use them from 8. You make it well and<br>(d) You throw from 8. |
| | | • What are typical behaviours in your village/town/region? Do entrepreneurs rather gamble or are they very cautious? Give examples.<br>• Let us think about a hair dresser shop (chose examples which are relevant for the group). What would be too cautious, what too risky in your village/town? | Explain that exactly that has to happen in a company:<br>a) start with low risk<br>b) increase and go beyond<br>c) see failure as an investment into learning<br>d) adapt your distance<br>e) slowly increase, as you get more and more secure |
| | | • Let us think about a carpenter who wants to buy a new high technology bandsaw which would require all his savings. When would such a decision be gambling? When would it be calculated risk?<br>• A simple risk analysis graph should | If one company desisted in round 3 and declared bankruptcy: discuss if that was lack of persistence or a wise decision. Relate discussion to the results. If the company was really uncompetitive, it was wise. And explain that it is very hard to give up a business. |

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| | | be used for pictorial generalization. | |

The third topic within this module is "*Communication, negotiation and competition*". The purpose of this topic is to practice the negotiation and success process individually and in the teams. make difference in their behavior and how they react to personal success or team success. The tools and materials that can be used for this topic are provided in the table below.

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| **Title** | To Be Or Not To Be |
| **EXPECTED LEARNING OBJECTIVES** | At the end of the exercise, participants will have learnt to:<br>● Analyse and develop individual problem solving behaviour<br>● Understand failures in spontaneous decisions<br>● Appreciate planning<br>● Compare individual and group strategies<br><br>Know the elements and process of productive problem solution |
| **Time** | 1 hour 20 minutes |
| **Preparation of rooms** | – U-shaped arrangement<br>– softboards and/or flipchart |
| **Requirements** | |
| **Trainers/assistants** | 1 trainer, 1-2 assistants |
| **Didactic aids to prepare** | – instruction chart (annex 1)<br>– a sign for the table with ”Mother Nature” written on it<br>– *optional: a second sign with ”Father Nature” written on it*<br>– chart: problem solving cycle (annex 2), also to be distributed as hand-out |
| **Materials for the trainers (during the exercise)** | – sweets of 3 different colours easy to be distinguished (for a group of 24 persons, you need 16 sweets of colour a, 16 sweets of colour b, and 16 sweets of colour c) (if sweets are not available you can use other items of different colours like plastic straws or paper, metaplan cards etc)<br>– 1 lollipop per participant plus some additional lollipops and sweets lying down on a table with the ”Market Mother Nature” chart fixed in front (if lollipops are not available you can replace them by little symbols made from paper, like a star) |

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| **Materials for the participants (during the exercise)** | 2 sweets of one single colour for each participant (sweets of 3 different colours are distributed among the participants) | | |
| **Important conditions of the room** | None | | |
| **Step** | **Time** | **Most important contents** | **HINTS** |
| **Preparation, Explication of rules, Instructions** | 10' | Explication of the task, rules and conditions for survival (symbolised by obtaining a lollipop)<br><br>*Brief for the Observer*<br>The trainer should brief the observers that they should watch carefully during the planning and execution of tasks. The observers should take note of the manner in which groups make their plans, develop their strategies and also division of labour during the action phase. | • Announce that time for execution will be only 4 minutes.<br>• Be careful to shorten time if too many participants seem to survive.<br>• Maximum number of survivors should not exceed 2/3 of all participants. If it gets close to this, close the market (no exchange of sweets or lollipops any longer)<br>• Do not overemphasize on the extra sweet that is to be given with a lolly pop (should be mentioned during the reading of rules only but not by the Mother Market)<br>• The trainer may also choose to select one or two participants as observers. These observers should make their contributions during processing of what |

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| | | | they observed during the exercise. |
| **First round** | 5' | Distribute the sweets as follows: every participant gets 2 sweets of one single colour. 1/3 of the group receives sweets of colour a, 1/3 of colour b, and 1/3 of colour c | Participants may see what the neighbours get, but make sure that they don't start exchanging the sweets before you give the start signal (note if some people do and use it in processing: start action immediately, not even waiting to understand the rules of the market)<br>Pay attention with the 'mother of nature': each participant has to bring 3 sweets of different colours. He/she then gets back 1 lollipop plus one sweet of a colour that the participant has to define. They try to make sort of self-service, by simply putting the sweets and taking lollipop and 1 sweet. Mother nature shall never admit such behaviour. On the contrary, mother nature can act slowly, even if the participants get nervous. |
| **First round short processing** | 10' | • How many people survived?<br>• What was the strategy for surviving<br>• If given a chance to do a second round, what will you do differently? | Trainers should note down the reason for survival on a flip chart<br>Points that will come up are: negotiation with other, trust, giving or getting credit (of one sweet), fraud, theft, helplessness, inefficiency of market (where they can exchange sweets against lollipops), uncertainty about market exchange rules |

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| **Second round** | 20' | Trainer forms 2 groups stating that now the groups will compete and the first group with all members having one lollipop in their hands will win. Allow a maximum of 10 minutes for planning<br><br>Distribute resources like in round 1 | Ensure that all sweets and lollipops from first round are collected prior to second round<br>Participants usually immediately start action. Make sure that they all show their two sweets of one colour before you give the start signal.<br>The winning group is the one in which each member gets a lolly pop. But the members have to hold and show their lollipop. It will not be accepted that a group leader has all the group members' lollipops in his hand. |
| **Processing** | 20-40' | – Which group survived?<br>● How did you interpret the task?<br>● On what basis did you develop your strategy?<br>● What were the reasons for success?<br>● What made the losing group loose?<br>● Was there a difference between individual and group work?<br>● Explain reasons?<br>● Did you really develop a plan?<br>● Did all members understand and follow the plan?<br>● Did you have specialised tasks (members who exchange, coordinate, monitor)? | Refer to reasons for survival noted from first round processing<br><br>Discuss the importance of developing efficient strategies<br>Observe well the behaviour of participants during planning and action. Some are passive, some turn into leadership…<br>Most groups commit the following mistakes:<br>● they don't develop a strategy (but during processing they say they did – observe well)<br>● they don't look for the competitor or don't include their potential behaviour into their own plan<br>● they don't look for additional |

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| | | ● Did you spend efforts on knowing what the other group plans to do?<br>● During planning, did you only go into the mathematics (technicalities) of the exchange or did some participants also develop exchange strategies?<br>As a group, What would you have done differently in a third round? | information (e.g. they could ask mother nature for discounts or whether exchange of a larger number of sweets is admitted)<br>● they don't assign specific tasks<br>● they don't monitor during action<br>● they all focus on the mathematics of exchange; no different planning tasks are assigned (2 for mathematics, 2 for negotiations with market, 2 for observing competitor, 2 for defining exchange tactics etc) |
| **Generalising** | | What does an entrepreneur need to resolve problems without wasting time and resources?<br><br>Which type of organisation starts problem solving by allocating resources (Government) ?<br><br>Use the problem solving cycle to discuss a real business problem (the problem should be suggested by the participants) | Try to extract from the participants the elements of the problem solving cycle<br><br>Try to refer to the actual exercise when going through the steps of the cycle. Give examples from your observation (in the first round, where did you start?? With action!! No analysis of the problem, no setting of objectives etc. Ask if this is a typical behaviour and what an entrepreneur could gain from a little planning effort. |

The fourth topic within this module is "*Description of the entrepreneur*". The purpose of this topic is that participants are able to discover their pecs through previous exercises and are instructed how to describe their entrepreneur profile in the business idea concept. The tools and materials that can be used for this topic are provided in the table below.

**II. Data about the entrepreneur**

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|---|
| Name and Surname |
| Address |
| Phone and email |

2.1 Mark your **level of formal education**:

| | |
|---|---|
| 1. Unfinished primary school | 5. Unfinished bachelor |
| 2. Primary | 6. Bachelor |
| 3. Incomplete secondary school | 7. Higher (Master degree, Doctorate) |
| 4. Secondary | |

**2.2 Non formal education experience** - (List your finished training / courses / seminars? Which certificates do you possess related or relevant to your idea?)

**2.3 Work experience**
Length of overall work experience (how many months / years):

***2.4 Work experience relevant to the business idea*** *(What do you have as a work experience that can guarantee that you will lead the business? how long and where did you acquire it?)*

***2.5 Describe your entrepreneurial characteristics*** *(What kind of skills, attitudes and knowledge do you have for business success?)*

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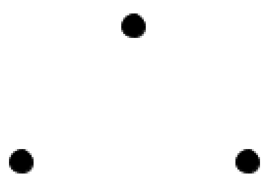
**Module 2: Finding and Matching Business Idea**

The "*Finding and Matching Business Idea*" module is divided into 7 topics. Each topic in this module corresponds to different EntreComp competencies within the EntreComp Area. Therefore, EntreComp competencies are specified in the descriptions of the topics.

The first topic within this module is "*Rules of brainstorming*". The purpose of this topic is that participants are able to boost their creativity process before tasks that require generation of ideas for maybe solutions of problems, situations, new features, strategies etc... They understand that the creativity process lies beneath few ground rules. This topic corresponds to the EntreComp competencies of Creativity and Spotting Opportunity within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

| **Title of the Method** | Three Dots |
|---|---|
| **Uses:** | Stimulating the participants for creative thinking<br>Introduction to Braintease |
| **Target group:** | All |
| **Time:** | 5 minutes |
| **Requirements:** | (1) Lead trainer<br>(2) White board<br>(3) Marker pen |
| **Setting:** | Participants seated in U-shaped formation. |
| **Steps:** | (1) Draw three dots on the white board with the following shape:<br><br>(2) Ask the participants: |

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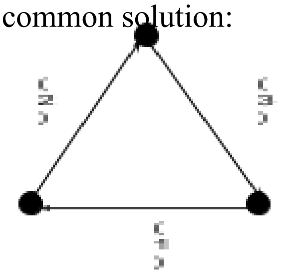
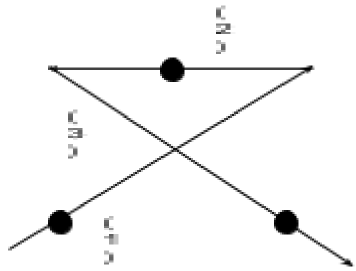
| | **"Connect all dots with three straight lines without lifting your pen."**<br><br>Solution:<br><br>One common solution:<br> |
| **Typical situations and problems:** | None |
| **Hints:** | Some participants will easily believe and come up with the obvious solution. Others will resist to do what is so obvious. They **lack simplicity or the courage to recognize something simple as creative or innovative**.<br><br>There are, moreover, **other** possible solutions. The "Three Dots" exercise tries to condition the participants in order to "do wrong" in the following exercise (Nine Dots) where the clue lies in leaving the boundaries created by the order of the dots.<br><br><br><br>Even if the most simple solution has been found, ask for more approaches to solve it. Sometimes participants come up with ideas where the imaginative boundary is already left, like: |

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| **Variations:** | None |
| **Processing:** | (1) Why was it so easy to solve this problem?<br>(2) Why was it so difficult to recognize and publish a simple solution<br>(3) Was it a problem at all?<br>(4) What could be a major obstacle to creativity for adults (to make tings unnecessarily complicated)<br>(5) Lead over to the following exercise "Nine Dots"! |

| **Title of the Method** | **Nine Dots** |
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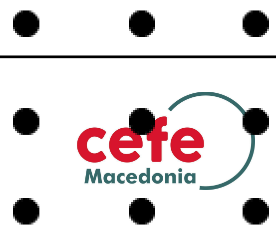
| **Uses:** | Making the participants go beyond their self-imposed boundaries of imagination<br>Inducing creative thinking<br>Seeing the need for imagination in business<br>First real brainteaser of this module<br>Demonstration brainteaser performed in a group session |
| **Target group:** | All |
| **Time:** | 10 minutes |
| **Requirements:** | (1) Lead trainer<br>(2) White board<br>(3) Marker pen<br>(4) Paper and pen/pencil for the participants |
| **Setting:** | Participants seated in U-shaped formation. |
| **Steps:** | (1) Pose the following problem to the participants:<br>**"Connect all nine dots with four straight lines without lifting your pencil/pen off the paper or retracing a line, as this counts as two lines."**<br>(2) Draw the dots as shown below: |



| | |
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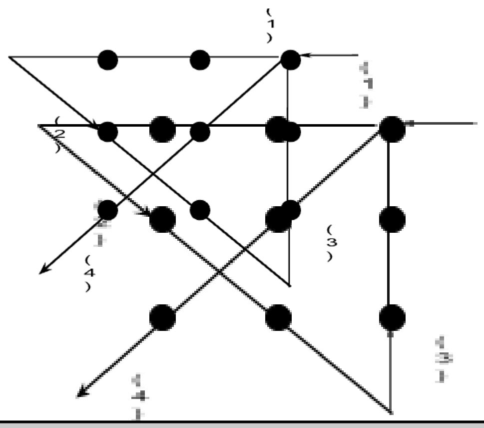
| | Solution :  |
| **Typical situations and problems:** | Some participants may know the problem already and are tempted to reveal the answer to others. |
| **Hints:** | People are used to move only within their own limitations; they are preconditioned and take the dots as given parameters of the exercise. This is also a consequence of the Three Dots exercise which preceded this one. (See Processing!)<br><br>If there are participants who know the answer, ask them to remain silent.<br><br>Those who have elaborated an answer are asked to come to the white board and demonstrate their solution to the others.<br><br>In case the participants are not able to approach the solution within a certain lapse of time (approximately five minutes), a hint may be given to the extent that they should not confine themselves to the area within the dots, rather they should try to break away from this parameter/boundary. |
| **Variations:** | None |
| **Processing:** | (1) Why were you not able to solve the problem within a certain time? |

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| | (2) Ask that participant who found the solution how he managed to get the final clue (Elicit that an action or a word from a co-participant might have brought the clue!).<br><br>(3) The learning experience here is that there are many more ways to solving a given problem provided one does not stick to self-imposed mental boundaries, and one tries to stretch one's mind beyond the previous habits of thinking.<br><br>(4) Point out that the preceding braintease might have conditioned some participants to think within the boundary marked by the dots. And that is actually what we should get rid off while finding unusual, uncommon and creative solutions to daily problems. Remark that these brainteasing exercises stand for those daily problems which could be overcome with some creativity and imagination. Ask the participants to let their thinking go "crazy" and "wild" during the forthcoming exercises. |
| | After this part, ask the participants:<br><br>□ connect the nine dots with only 3 streight lines without lifting the pen from the paper<br><br>□ connect the nine dots with only 1 streight lines without lifting the pen from the paper<br><br>Elaborate the evolutionary steps which the participants experience in increasing the challenge of the task and getting more familiar with creativity. |

The second topic within this module is "*Generation of business ideas*". The purpose of this topic is that participants are aware that every business idea starts from the NEEDS of some client. They practice the brainstorming and creativity process in order to draft many business ideas. This topic corresponds to the EntreComp competencies of Creativity, Valuing Ideas and Spotting Opportunity within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

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| **Title** | Round Robin |

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| **Expected Learning Objectives** | For participants to:<br>✔ Generate as many ideas as possible for a given subject<br>✔ Lean the Brainstorming tool<br>✔ Learn the brainstorming rules<br>✔ Experience in practice that everyone has much more ideas and creativity potential than imagined<br>✔ Get amazed by the power of creative thinking and fascinated by the beauty of ideas that only emerge after a while<br>✔ See and understand the difference between simple superficial ideas that all people have and those that are unique<br>✔ Reconsider their own business idea and eventually generate and chose a better, more unique one |
| **Time** | 60 mins – 1:15 hours |
| Preparation of rooms | participants standing in a circle |
| Trainers/assistants | 1 facilitator + 1 assistant (for writing the ideas on the flip charts – later on replaced by participants who leave the circle) |
| Didactic aids to prepare | |
| Materials for the trainers (during the exercise) | pictures that may visualize a target group (if you want to refer the brainstorm to such a target group) |
| Materials for the participants (during the exercise) | one symbol that participants can throw around |
| Important conditions of the room | none |

**Exercise Steps**

| **Step** | **Time** | **Most important contents** | **HINTS** |
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| **Preparation, Explication of rules, Instructions** | 10' | Explanation of the rules and regulations:<br>● Products related to the training hall should be mentioned | Trainers should encourage a trial run |

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| | | (production or service)<br>● No brand names<br>● Throw the soft ball to someone else sitting in the circle<br>● The receiver of the ball should mention one product (service) within 5 seconds<br>● If he (she) fails, a yellow card will be submitted]<br>● If someone fails again, he (she) is out (red card)<br>● Ask participants to suggest how many ideas they think can be generated in the room within the 45 minutes. Ensure to publish at least 3 responses to refer to in processing. | |
| **Action** | 30' | Generation of project ideas with the given topic | Participants who are 'out' shall write additional ten ideas each. Then they could assist the people who take note of the ideas from the circle. Ensure that all participants who are out of the exercise but are not writing do not constitute a distraction to the continuation of the round robin activity.<br>Attention: ensure that really all ideas are noted. If needed, control the speed of the symbol passing from one to another. Make sure that ideas are spoken out loud and clearly. Ideas should be written with numbering to make |

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| | | | counting easier at the end. The participants inside the circle may even number the ideas serially. |
| **Publishing** | 5’ | What do you think? How many ideas we generated?<br>Crowning of the winner<br>How do you feel after this exercise? Why? | Prepare a prize for the ‘king/queen of creativity’ |
| **Processing** | 15’ | • Which project ideas might raise your interest?<br>• Did you, quite in the beginning, experience the feeling that your brain was empty, but then, suddenly, a new door opened and you got much more ideas – even better ones? What are your conclusions from that? | |
| **Second round (this is an option; only do that if you have time and see the need for reinforcing)** | | Divide the class into minimum of 5 groups<br>Each group is given a photograph. They comprise, a baby, a young man, an old man, a lady and a woman<br>Each group  is to generate products and/or services that can be provided for the chosen photograph | |
| **Second round Processing** | | Publish all group Ideas on each photograph<br>• How do you feel after this exercise?<br>• What do you think is the difference between 1st and 2nd round?<br>• Have we exhausted all possible products | Additional products & services should be included to the existing list |

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| | | and services for each photo? | |
| **Generalising** | 15’ | • What do you think about this number of ideas?<br>• Compare the total number of ideas generated with the number of ideas originally mentioned by the participants.<br>• What do you think the pictures represent in reality?<br>• In which situations do you think brainstorming exercises can be appropriately applied by entrepreneurs?<br>• Do you see very common and rather untypical ideas? Give examples.<br>• When did the untypical ideas emerge?<br>• Which advantages do such unique or strange ideas have in business life?<br>• Please tell us about your idea and how this could become more innovative now.<br>• How could you apply brainstorm at home? | Each photo represents a target market.<br>Brainstorm can be used in all private and business situations (e.g.: where should I buy my raw material? how could I get credit?)<br>The untypical ideas only emerge after some time and effort spent. They offer better market chances with less competition. They may attract new customers.<br>Brainstorm at home: do it alone but apply the rules. If possible invite 1 or 2 friends to assist you. Never are afraid of strange ideas; selection comes later. |

The third topic within this module is "*Selection and analyzing of business ideas*". The purpose of this topic is that participants are aware that there exist personal and market factors that determine the selection of some business idea. Most important is to experience this process and understand that one idea must or should be matched with the personality and characteristics of the entrepreneur who will do it. This topic corresponds to the EntreComp competencies of Creativity, Valuing and Analyzing Ideas, Spotting Opportunities, Ethical and

Sustainable Thinking within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

| | |
|---|---|
| **Title** | Micro Macro Screening |
| **Basic objectives to be achieved by participants** | The participants<br>?1 select between one and three project ideas which seem feasible and profitable from their individual point of view while applying the suggested micro screening parameters<br>?2 apply their knowledge of various environmental factors in accordance to their project ideas |
| **Additional objectives of a higher level depending on the situation and the current conditions of the target group** | The participants<br>?1 are able to apply this tool helpful in screening ideas which might also be applied for product development and other purposes |
| **Uses** | Screening of project ideas<br>Product development (applying only the tool while using different parameters) |
| **Time** | 3 hours |
| **Preparation of rooms** | − at the beginning: participants organise their seats in four groups while maintaining the overall U-shape<br>− at the end: all seats in straight U-shape formation for the individual presentations<br>?1 four metaplan boards are available |
| **Requirements** | |
| **Trainers/assistants** | 1 trainer, 1 assistant |
| **Didactic aids to prepare** | − four ”micro screening” tables on kraft paper (see Annex 1) |
| **− Materials for the trainers (during the exercise)** | − ”definitions of the parameters applied” (Annex 2) for the preparation<br>?1 ”other suggested parameters for micro screening” (Annex 3) if additional parameters are required |

| | | |
|---|---|---|
| **Materials for the participants (during the exercise)** | − ”micro screening” table (for individual exercising) as shown in Annex 1 copied on a4-size paper for every participant | |
| − **Important conditions of the room** | − none | |
| **Step** | **Time** | **Most important contents** |
| **Introduction** | 15’ | Explanation of different parameters and scoring system |
| **Group exercise** | 45’<br>1 | Scoring of an identified group project according to the different parameters |
| **Presentation 1** | 60’<br>1 | • Presentation of the group works’ results<br>• Critiquing and discussion of the presentations |
| • **Individual work** | 30’ | Individual application of the micro screening table |
| **Voluntary individual presentations** | 25’ | Presentation of some individual ”micro screening” results |
| **Processing** | 05’ | Wrap-up of task accomplished and outlook on following step |

The fourth topic within this module is "*Goal settings*". The purpose of this topic is that after selection of possible business ideas, participants are learning how to use SMART goals to determine the direction in which they want to develop the idea furthermore. They learn how to set SMART goals for their business or personal life. This topic corresponds to the EntreComp competencies of Valuing Ideas, Creativity, Vision within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

| | |
|---|---|
| **Title** | Mini Goal Exercise |
| **Expected Learning Objectives** | At the end of the exercise, participants<br>✔ Identify the basic elements to define goals<br>✔ Experience the difficulties in setting and achieving goals; |

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| | ✔ Become aware of the necessity to operate with goals of different time frame<br>✔ Assess the need to identify external obstacles to one's goals and find ways to surmount them |
| **Time** | 1 hour |
| **Preparation of rooms** | – U-shape arrangement |
| **Requirements** | |
| **Trainers/assistants** | 1 lead trainer<br>1 co-trainer (helpful but not a must) |
| **Didactic aids to prepare** | – chart with the instructions of the Mini Goal Setting Exercise |
| **Materials for the trainers (during the exercise)** | – 2 soft boards<br>– marker pens<br>– metaplan cards<br>– pins<br>– flip chart |
| **Materials for the participants (during the exercise)** | per each participant:<br>– 2 metaplan cards and 1 marker pen<br>– handout "Goal Setting (SMART)"<br>– handout "Goal Setting Exercise" |
| **Important conditions of the room** | – enough space to allow individual work during action |

| **Step** | **Time** | **Most important contents** | **Hints** |
|---|---|---|---|
| **Preparation, Explicatio** | 10' | Participants say what they consider is a "goal" | - in the room<br>- to be written or drawn on a metaplan card |

| | | | |
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| **n of rules, Instructions** | | and discuss how it can be defined.<br><br>Give the task to the participants: "you have 5 min. time to plan and decide upon an individual objective that you can achieve within this room within 3 minutes"; explain the rules<br><br>Divide participants into two groups<br><br>Provide each group with different colour metaplan cards (each)<br><br>Participants are given 5 min. to define their personal goal<br><br>Pair participants from each group (i.e. each participant of group A will observe one of group B and vice versa: Peter (group A) observes Jack (group B) and vice versa during action. | - within three minutes<br><br>Carefully observe their attitude in planning.<br><br>- some set the goal within 1 minute and then do nothing, not using the time given for the task<br><br>- some really look around and plan<br><br>You need these observations for later processing |
| **Action** | 15' | Ask the participants to fix their objectives on the pinboard: group A left side, group B right side<br><br>**optional:** ask them to read the objectives and briefly discuss<br><br>Give only 2 minutes (despite previously announced 3 minutes) | Do not yet go into the SMART discussion<br><br>Trainers should observe<br>● if they really use the time<br>● if they stick to the rules<br>● if there is a conflict of objectives<br>● if external factors impede someone |

| | | | |
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| | | for members of one group to implement their individual objectives under observation of the other group (each person must be monitored by his/her partner in the other group)<br><br>Now reverse the order and let the other group have 2 minutes to implement their objectives | from achieving his goals (trainer should actually try to impede one or two participants from achieving their goals by taking away a resource which they would need for example) |
| **Publishing** | 5' | The trainer can publish in one of the following two ways:<br><br>a) Ask the control partner whether the partner was able to achieve the goal set and do this for every participant. Here the participants tell the whole class whether or not their control was able to achieve the stated goal.<br><br>b) Alternatively, after the action, there can be an exchange of cards for the control to mark whether a goal was achieved or not then the trainer can publish all cards on the board which have been either ticked or crossed.<br><br>• Ask how they feel? | Alternative A is stronger. But participants may dislike to lose their face. |

| | | | |
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| **Processing** | 30’ | • Find out and discuss, which goal was liked most.<br>• Why do you think, this objective has gained most points?<br>• Who has achieved his goal (note on the metaplan cards?<br>• Was it easy to plan (take the observed examples)?<br>• Was it easy to implement and achieve (take the observed examples)?<br>• Why did you achieve your goal? why not?<br>• Why did you choose this objective?<br>• What are general factors that may influence your accomplishment (planning, preparation, resources, external factors, conflicts)<br>• Pick goals (from the softboard) that are not SMART and lead participants to develop the 5 aspects of a SMART goal<br>• Take two or three not SMART examples and let the participants turn them into a really SMART one | Trainer should acknowledge the objective that was liked most:<br>Ask participants to make two points on one or two of the cards but not on their own (participants stand up and do that)<br>Some people may know SMART and say that the “a” means “achievable”. Then ask the participants: what do you prefer? And state that realistic and achievable are almost the same, whereas an objective that is not ambitious is lazy, lousy and not entrepreneurial.<br>If people complain that only 2 minutes were given for implementing instead of 3 minutes promised, ask them why (answer: in real life you always have less time than you think in the beginning) |
| **Generalising** | 15’ | • Discuss the different types of objectives: I want | |

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| | | to do, to have, to become<br>● Ask them to state goals in their business life. Discuss if the examples are SMART. If not (so much) as k them to turn them into SMART goals.<br>● Discuss the importance of this for business people.<br>● The classification: career, family, hobbies, social, religion… and the danger of conflict of interests<br>● Participants could be asked to write out medium to long-term<br>objectives (1year, 5years and 10 years)<br>Ask the participants to come up with a goal that is SMART preferably a business goal for their real life endeavours. | You can give an example for a business goal as well: 'I want to earn more money'. Why would that not change anything? Because it does not lead you to suitable action. So what would be better? 'Increase my profit in next year'. Why is it still weak?? Continuing like that you will guide them to come up with something like: 'I want to increase my profit by 200 XX per month by reducing raw material costs by getting better suppliers within the next 2 months'. |

The fifth topic within this module is "*Business tools (BT) - environment of entrepreneur*". The purpose of this topic is that participants get awareness that not only personal factors are influencing the success of the business, but also experiencing how the external factors of close environment, middle and global level are influencing a single entrepreneur, and how everything is interconnecting. They also realized that entrepreneurs must be well informed and not to be ignorant of the world and what is happening around him/her. This topic corresponds to the EntreComp competencies of Motivation and Perseverance, Mobilising Resources, Self Awareness and Self Efficacy within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

Co-funded by the European Union

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|---|---|
| **Title** | Tower Building Exercise |
| **EXPECTED LEARNING OBJECTIVES** | For participants to get awareness of:<br>✔ Ability to deal with uncertainty and unpredicted external effects<br>✔ Importance of being conservative in setting business objectives, especially for start-ups<br>✔ Necessity to include sufficient reserve of time, capacity and resources (also money) into business plans<br>✔ Positive and negative influence of relatives and friends on the business<br>✔ Readiness to deal with people trying to benefit from enterprise assets before the business is consolidated and can afford it |
| **Trainers/assistants** | 1 trainer and 1 assistant (to brief the role players). Briefing can also be done in a break before, if an assistant trainer is not available. |
| **Time** | – 1.5 – 2 hours |
| **Didactic aids to prepare** | – metaplan cards or chart with instructions (annex 4)<br>– chart with table of results (annex 5) |
| **Materials for the participants (during the exercise)** | – 25 to 30 small and regular matchboxes<br>– 1 or 2 pieces of dark cloth to blindfold the player(s)<br>– marker pens and sheets of blank paper<br>– copies of briefing notes containing suggestions on role performances |
| **Important conditions of the room** | – 1 table and 1 chair in the centre of the training room or in front of the plenary for the Entrepreneur |

| **Step** | **Time** | **Most important contents** | **HINTS** |
|---|---|---|---|
| **Preparation, Explication of rules, Instructions** | 10' | Selection of 1 participant who will act as entrepreneur<br>Explanation of Entrepreneurs' Role<br>Selection of 3 -4 volunteer Actors within the group.<br>These selected actors to be briefed on their roles | Prior to the actual exercise, prepare as annex instructions for the entrepreneurs and volunteers<br>Actors should be Banker, Wife/Relative, Chief of Community/Friend and government inspector. It is essential to have the right participants |

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| | | (this should be done outside the training room)<br>Each block represents GHc10 (therefore entrepreneur needs GHc 120 = 12 blocks as capital)<br>The trainers can do a mini role-play showing how the entrepreneur raised the funds initially and also show this on the rules chart in the diagram attached in this section. The actual characters can be used so that the entrepreneur is seen to be collecting money from them and this makes the whole exercise lively. | playing these roles. The trainer can select and brief them before the exercise starts.<br>Avoid selected actors coming from outside the room. They should be sitting within the overall group inside the room and then stand up and play their role in front of the plenary and very close to the entrepreneur.<br>Take care: actors never can touch the tower or the blocks unless the entrepreneur gives it to them. |
| **First round** | 20' | Entrepreneur firstly makes a pure estimate and says a target (Round 1 target).<br>The entrepreneur then goes ahead to build the tower as best he/she can<br>The entrepreneur establishes his/her goal (Round 2 target)<br>Write down targets and verify results | Ensure goal is announced and published<br>Publish amount of matchboxes built in the results chart<br>Don't tell the entrepreneur that he/she will be blindfolded later on! |
| **Second Round** | 15' | He/she gets blind folded and his/her useful hand is tied at the back | Give the entrepreneur about 3 minutes working alone and in calmly. Then the first actor comes. One |

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| | | The 3-4 selected characters perform their roles<br><br>Announce and verify results | minute later, next one and so on.<br><br>Ensure characters make no physical contact with Entrepreneur or his table<br><br>The plenary will laugh a lot. Make sure that it does not interfere with the action itself.acter approaches the Entrepreneur at time, then stay on simultaneously. Each character can place their role (e.g. banker) on a piece of A4 paper and place it on their chests. |
| **Processing** | 30' | ● How do you feel? – Entrepreneur<br><br>The discussion should be driven to the analysis of the entrepreneurs' behaviours regarding goal establishment and risk calculation. It is important that the group notices that the differences between behaviour styles related to risk taking (e.g. excessive caution or rejection of risky aspects of the situation) may lead to irrational decisions.<br><br>● What do you feel about the roles you played? - Actors<br>● What do you think about the | In some cases, the entrepreneur simply stops tower construction under the pressure of the external factors (actors). Carefully discuss this.<br><br>Take care that processing never gets personal (e.g. 'you are a lousy entrepreneur'). |

| | | | |
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| | | interference of these external pressures? – Entrepreneur<br>● How did the external influences affect the entrepreneur? – participants<br>● How did he react to it? – participants<br>What would you do differently? – participants | |
| **Generalising** | 15’ | ● Ask the participants to list how an entrepreneur can overcome external factors and challenges<br>Consequently the trainer may ask the following questions to the plenary:<br>● What can be learnt from this exercise?<br>● What can be improved in your entrepreneurial behaviour<br>● In real life, has anyone experienced or know someone who has experienced this?<br>● How should the entrepreneur behave in such a situation and what are his options? | The trainer may choose to divide the class into two groups and deal with the questions in a group work. It can as well be (and mostly is) done in a plenary discussion.<br>Make sure that participants understand: a plan is necessary to get well prepared. But implementation of the plan will suffer from many unforeseen factors. A business person needs reserves and a lot of persistence to survive these challenges.<br>Carefully discuss the special role of the relative: what is the social responsibility of an entrepreneur? Can and should he/she reject claims from desperate |

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| | | • Should the Entrepreneur have a certain degree of independence from these influences? How could this be attained?<br>• What are typical influences in your reality (life, city, business)?<br>• Why does a business plan need reserves?<br>• What is the difference between business plan and reality later on? | friends, relatives, others? |

The sixth topic within this module is "*Business tool SWOT*". The purpose of this topic is that they are ready to classify all external and internal factors and put them in a SWOT tool, to check what is influencing them positively or negatively. They learn how to use the SWOT tool for making their strategies and set goals This topic corresponds to the EntreComp competencies of Spotting Opportunities, Creativity, Valuing Ideas within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

| | |
|---|---|
| **Title** | SWOT Football Exercise |
| **Trainers/assistants** | 1 lead trainer (1 co- trainer) |
| **Time** | 1-1.5 hours |
| **Didactic aids to prepare** | Trophy, SWOT quadrant diagram on flip chart paper |
| **Materials for the participants (during** | – Metaplan cards<br>– Soft board Pins<br>– Marker<br>– Soft board |

| | | | |
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| the exercise) | – Flip chart and flip chart paper<br>– Whistle<br>– Ball<br>– Material to be used as goal posts | | |
| **Important conditions of the room** | – Large space to play football match (open air??)<br>– If space is not available, make the paper airplane alternative | | |
| **Step** | **Time** | **Most important contents** | **HINTS** |
| **Preparation, Explication of rules, Instructions** | 10' | Inform participants that they are going to be playing a football match<br><br>Divide the class into 2 groups | |
| **First round** | 10' | The football match begins | 9 minutes for the first half<br><br>Trainer to monitor health and safety during the game |
| **Second Round** | 10' | The football match begins<br><br>Referee disallows some goals | 9 minutes or less for the 2nd half<br><br>Trainer serves as a partial referee, being dramatic in his style generally more partial to one team. |
| **Publishing** | 5’ | Announce Winner and award trophy | |
| **Processing** | 50' | • How do you feel?<br>• Plenary session: write down why you won (or lost in the case of the losing team members)?<br>• Participants present their cards and put them on the soft board. | Trainer should give 1 card to each participant<br><br>Do not mention strengths or weaknesses. Participants will probably find out |

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| | | • Do you see any pattern with the cards?<br>• What title can we give each grouping?<br>• If yes, can we group those that are similar<br>• What to do if a card could belong to both sides?<br>• In each cluster, do you still see a pattern?<br>• Let us re-arrange the cards on the left and right side<br>• What words can be used to define each quadrant?<br>• Now you just have invented the SWOT analysis. If you | 'negative' versus 'positive' cards as a pattern.<br><br>Trainer takes an empty soft board and puts a vertical line with masking tape, with 'positive' on the left side and 'negative' on the right side. Participants now instruct him, where to put the cards.<br><br>For example 'Referee' could be good or bad. The point is that the statement was not clear enough. 'Biased referee' is clearer and can be put under 'negative'.<br><br>This one aims at 'controllable' and 'uncontrollable' and is more difficult to get from participants. If they don't get it alone, take two suitable cards and ask them again: what is the difference between these two cards?<br><br>Trainer puts a horizontal masking tape in the middle of the soft board and the one metaplan card 'controllable' on the very left in the upper part and another card 'uncontrollable' in the lower part. Then he takes the first card on the left side and asks: controllable or not? |

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| | | would have done this some years ago, you would have become really famous. But tell me: what conclusions can we have in general for the four different areas?<br><br>● If you have done brainstorm with macro/micro-screen before, relate the SWOT to the funnel and show how it helps us to further assess the best business idea | Accordingly he puts the card on left side in the upper or lower part. He continues like this until all cards are in the correct position. Whenever there is a dispute 'controllable yes or no?' the reason will be an unprécise formulation of the statement on the card.<br><br>Participants see that there are 4 quadrants on the soft board: upper left and right, lower left and right. Let participants invent suitable names, if possible as needed for SWOT and put these titles into the quandrants.<br><br>Lead participants to SWOT and explain in detail<br><br>Strength: *enhance*<br>Weakness: *eliminate*<br>Opportunity: *explore*<br>Threat: *avoid*<br>K<br>Take one example from brainstorm and let them quickly and verbally make some SWOT statements. For each statement, ask them also to say into which quadrant it belongs. You can also point at one participant and ask him/her to state a 'weakness' of that project, then the next one a 'strength'. And so |

| | | | |
|---|---|---|---|
| | | | on, until you realize that they got it. |
| **Generalising** | 20' | • What do you do in a situation where your SWOT analysis quadrant is imbalanced?<br>• How can this tool be used in real life business situations?<br>• Which uses of SWOT can you imagine apart from business idea selection?<br>• Who can help to do this review?<br>• What other sources of information can be used in developing SWOT?<br>• What are the limitations of the SWOT? | If heavy towards strengths and threats with almost no weaknesses, it suggests the entrepreneur has not been objective (he fell in love with his idea). If heavy towards weaknesses, the business is not viable. Hence needs review.<br>Any decision, even in private life (give the example of one participant who came back next day after SWOT and said: yesterday night I thought about SWOT and applied it on my husband. If I knew SWOT before I would never have married him.<br>Friends, family, partners<br>Research, market data, sector economy<br>No quantitative results, no scales. |

The seventh topic within this module is "*Description of the business idea*". The purpose of this topic is that participants are able to discover their ideas and what is influencing their ideas through previous exercises and are instructed how to describe that in the business idea concept. This topic corresponds to the EntreComp competencies of Mobilizing Resources within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

## VII. SWOT Analysis of the Business Idea

7.1 Create a SWOT analysis for your business idea

| STRENGTHS | WEAKNESSES |
| --- | --- |
| OPPORTUNITIES | THREATS |

**Module 3: Market and Marketing Plan**

The "*Market and Marketing Plan*" module is divided into 3 topics. Each topic in this module corresponds to different EntreComp competencies within the EntreComp Area. Therefore, EntreComp competencies are specified in the descriptions of the topics.

The first topic within this module is "*Marketing mix and strategy*". The purpose of this topic is that participants understand that there are different aspects in the market, what the market consists of, and be able to make a marketing mix strategy for their own business. This topic corresponds to the EntreComp competencies of Planning and Management within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

| | |
|---|---|
| **Title** | **COCA-COLA MARKET** |
| **Internet Profile** | By simply using five tins of Coca Cola (or a similar product) the exercise simulates the market. In a simply to organize way, participants will have several buying options and nicely experience marketing mix and marketing strategy. Coca-Cola market also emphasizes that cheap prices are not the key to success in marketing. Participants learn to apply marketing alternatives to products and services. Coca Cola Market is an alternative to the much more complicated market room simulation exercise. |
| **EXPECTED LEARNING OBJECTIVES** | At the end of the exercise, participants have learnt:<br>✔ understanding and appreciating that there are different aspects in marketing<br>✔ learning by self-experience that price is not the decisive aspect for successful sales and marketing<br>✔ understanding the simplicity and complexity of marketing mix<br>✔ using marketing mix for their own business |
| **Time** | 1 ½ to 2 hrs |
| **Preparation of room** | Normal training room is enough, if participants can move around in it. |
| **Requirements** | |
| **Trainers /assistants** | 1 trainer, 1 assistant (can be a participant) |
| **Didactic aids to prepare** | ▪ 3 chairs (one marked with a yellow metaplan, one with blue, one with white)<br>▪ masking tape,1 advertisement poster of Coca Cola (borrow it from a shop! You can also enlarge and print the attached pictures in colours but it is not as good as original material)<br>▪ a self made advertisement – not very well done, with statements like “best shop in town”, “come here, other shops are bad”, “my Coca Cola is the only Coke”<br>▪ some napkins, a nice tablet, small papers from metaplan cards (cut as many as you have participants; from 1 metaplan you can cut about 8) |
| **Materials for the** | (1) 5 identical tins of Coca Cola (one of them should be nicely cooled, one should be dirty and dented: do it yourself). You can use alternative products |

| | |
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| **trainers (during the exercise )** | like Fanta or chocolate, provided you get 5 identical products of it and a nice advertisement.<br>(2) Performance chart |
| **Materials for the participants (during the exercise )** | Play money |
| **Important conditions of the room** | − none |
| **1. HINTS AND VARIATIONS** | You can play additional rounds. One would be: combination of product (quality) and price. But don't overdue. Participants are usually tired after 5 rounds. It is better to get the lessons out by a good discussion.<br><br>For the Person could limit the role play by giving following instructions: One seller should be a woman. Try to convince the audience with her charm and beauty. The other seller could promote its product very 'aggressively' (draws attention through loud voice, self-confidence). The third seller is a person with competence but not very showy.<br><br>Take care that you are quick when preparing the room between the rounds. It does not need more than 1 min. Participants don't want to wait outside.<br><br>CEFEpedia also offers the exercise "market room simulation". This is more intensive, very complex to handle, but also more intensive for learning. Use this one (additionally) if you need reinforced training especially with regard to the wide spread illusion of business people that better quality combined with lower price would be a brilliant marketing strategy. In this other exercise, participants play with real own money and experience financially what it means to enter into price competition without adequate marketing. |
| **1. INSTRUC** | **The Coca Cola Market – Role Instruction for Sellers (when doing action for Person)**<br><br>You have volunteered. Thank you very much.<br><br>Your task will be to come into the room, in about 5 minutes, and try to convince all participants to buy a Coca Cola from YOU. You will have exactly 1 minute to do so. You can chose whatever way and arguments you want, BUT |

| | |
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| TIONS AND RESULTS CHARTS | you cannot sell it at a lower price (the price is …………)<br><br>you cannot give free extras (like: buy two get one for free…)<br><br>you cannot cooperate with your competitors<br><br>Concentrate on other arguments always.<br><br>The participants will choose their “shop” after they have seen all three presentations. |

| Step | Time | Most important content | Hints |
|---|---|---|---|
| **Preparation, Explication of rules, instructions** | 5’ | Explication of the task, rules and conditions for the exercise and ask participants to go out of the room and prepare for the SHOPPING ☺<br><br>Give them each a piece of metaplan which presents their decision voucher | Briefing: see instructions below |
| **First Round**<br><br>(PLACE) | 15’ | you put the three chairs into different locations (you can even hide one chair e.g. behind the board); and put one tin (all the same) on each chair:<br><br>Now you call them back into the room and ask them to make a quick decision and put their papers.<br><br>When they are ready, you ask a participant to count the papers and write the results on the prepared flip chart (see annex). *Usually most will have selected the ‘yellow shop’, then white, and only a few blue.* | white: right in the entrance area, easy to find<br><br>yellow: in the centre of the room<br><br>blue: somewhere hidden behind, difficult to access<br><br>You distribute the papers again and send them<br><br>In ALL rounds, take notes of their main statements on a flip chart – examples in this round: easy to find / good place / I have not seen the shop at all… |

| **Step** | **Time** | **Most important content** | **Hints** |
|---|---|---|---|
| | | Publish the result on the chart and start processing:<br><br>Ask "why did you choose your shop?"<br><br>After some contributions, ask "What was the main reason to buy it in a given shop?". They should come up with "location" or "place" and you write it on the flip chart under (Observation) | |
| **Second Round**<br><br>(PRODUCT & Packaging)<br><br>. | 15' | You place all three chairs in the centre of the room (could be like a triangle). Tins are different now (see right column). You call them back. Let them choose and count the papers. *Usually most will have taken blue, then yellow, and only a few white.* Publish the result on the chart and start processing:<br><br>Ask "Why did you choose your shop?"<br><br>Ask "Who has chosen the white shop (dirty tin) why did you do so?"<br><br>Ask others as well<br><br>When it comes to a discussion, make clear<br><br>"What do you actually want to buy here?" "So, what is the difference of the Coca Cola in the tins?" Actually: no difference.<br><br>"But yet most preferred to buy from blue shop and hesitated to buy in the white shop! Why? | white: the dirty, damaged tin<br><br>yellow: a normal tin<br><br>blue: the cold tin, on a nice tablet with some napkins (maybe you have some straws, as well)<br><br>The tins contain the same product! The discussion shall make clear that you buy much more than just only the product itself. You buy "packaging, feeling well…" And this seems to be MORE important than just the product. Make it absolutely clear that the product is not only the product itself. Ask for examples from their life experience (not only on Coca Cola).<br><br>Finally, they should be able to state what the main aspect of buying was – "product" and you write it on the flip chart.<br><br>You distribute the papers again and send them out. |
| **Third Round**<br><br>(PROMOTION) | 20' | You leave all three chairs in the centre of the room (could be like a triangle). All tins are normal now.<br><br>You call them back. Let them chose and count the papers. *Usually most will have taken white, then blue, and only a few* | Then you put: white: with the professional advertisement<br><br>yellow: with the self-made advertisement<br><br>blue: with no advertisement |

| Step | Time | Most important content | Hints |
|---|---|---|---|
| | | *yellow.* Publish the result on the chart and start processing:<br><br>Ask "why did you choose your shop?"<br><br>Ask some participants from specific chairs as well.<br><br>You distribute the papers again and send them out. (=promotion) | When it is clear that the advertisement was the reason for decision, write it on the flip chart and make clear, by discussing:<br><br>With good promotion, you can increase your sales significantly.<br><br>With bad promotion you may even decrease results. |
| **Fourth Round**<br><br>(PRICE) | 20' | Before you start with this round, you ask for three volunteers. Make sure that at least one is a woman. Then you give them the role instruction (annex) and send them out. They will only come back in the last (fifth) round.<br><br>You leave all three chairs in the centre of the room (could be like a triangle). All tins are normal now.<br><br>You call them back. Let them chose and count the papers. *Usually most will have taken yellow, then white, and only a few blue.* Publish the result on the chart and start processing:<br><br>Ask "why did you choose your shop?" as before.<br><br>Ask someone from blue shop "why did you purchase it at a more expensive price?"<br><br>Ask "What was the point here?" and the answer – price – should be clear. Write it on the chart.<br><br>Now start a discussion: "Which strategy would you have chosen as shop owner". If the answer is "yellow" (lower price) ask the others "What do you think about it?" You actually want to get to the following point: may be you can increase | Then you put:<br><br>white: with the normal shop price of the region (prices simply written on a metaplan and put on the chair)<br><br>yellow: with a price 20% below normal shop price<br><br>blue: with a price 20% above normal shop price.<br><br>This round is the most important one in the exercise: Marketing means to sell something and to even increase sales WITH a good profit margin. Simply reducing the sales price is NOT a marketing strategy. It is LAZY marketing.<br><br>After discussion, you distribute the papers again and, this time, you don't send them out. Thus 3 volunteers will be coming one by one. |

| Step | Time | Most important content | Hints |
|---|---|---|---|
| | | the sales volume but do you still make a profit? And who makes more profit? | |
| **Fifth Round**<br><br>(PERSON)<br><br>. | 20' | You give instruction: "You will now see 3 sellers, trying to convince you to buy from their shop. The sequence is blue, white, and yellow. Please, pay attention to their performance and, after all three presentations, choose your favourite shop and put your papers on the chairs accordingly. (The chairs are in front of them. Each chair with one normal tin and the colour labels)<br><br>You call in the first seller. Let him / her present Take care of the time (1 minute, not more).<br><br>Second seller.<br><br>Third seller.<br><br>Let participants now chose and put their papers on the chairs. Let them count the papers. Publish the result on the chart and start processing: Ask "why did you choose your shop?" as before.<br><br>Bring out, how important are "personal behaviour", "communication skills", "sales competence", "good arguments". The last point for the chart, of course, is "person" | Please explain that the participants should not use the sellers' names but by the colour of their shop when giving comments and sharing observations (e.g. "blue did not convince me at all, because he did not have one argument") |
| **Generalising** | 20' | Refer to the chart and ask "What are the main aspects of marketing?"<br><br>"What seems to be most important?" This, in fact is a misguiding question. They should not answer on single P (like e.g. "product") but come to the point: "the right mix of all". And then you have your Marketing Mix. | At the end, summarize things like…<br><br>"Remember second round (product) – would you have bought the dirty tin (show it) for a cheaper price?"<br><br>"Can you imagine, with good promotion, product and person you could increase the price and still sell at lot more?" |

| Step | Time | Most important content | Hints |
|---|---|---|---|
| | | | "What could you do in your reality – give us examples."<br><br>And you now finish by saying: "now please take this lesson home and apply the right mix in your business!" |

**PREPARE TABLE**

| Observation | Round | white | blue | yellow |
|---|---|---|---|---|
| | 1 | | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |

The second topic within this module is "*Marketing research*". The purpose of this topic is that participants are able to discover the potential of their ideas on the market through previous exercises and are instructed how to describe that in the business idea concept. This topic corresponds to the EntreComp competencies of Taking Initiative, Learning Through

Experience within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

| | |
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| **Title** | Guide To Market Research |
| **What is market research** | Knowing what the client wants is the key factor to success in any type of business. Among other things, businesses can collect information so that they can:<br><br>- test new products during their development stages<br>- assess customer needs and reaction to a company's and its competitors' products<br>- learn about and monitor customer satisfaction with products, services etc.<br><br>The best way to find this information is to conduct a market research. Information can be obtained from two sources:<br>**Primary data research** - is concerned with the design and implementation of original research; that is, data collected for the first time for specific analysis directly from the source. The advantage of doing primary research is that you can get information on the specific question or problem you need answered<br><br>**Secondary data research** - somebody else has already collected it, information that already exists, collected in the past for other purposes.<br>- *Internal* sources (within the company).<br>- *External* sources (outside the company). |
| **Why use a market research** | Reasons why market research can be made:<br>● When the costs of making a wrong decision far outweigh the costs of using market research to confirm or dispel managers' beliefs.<br>● Industry or market is highly competitive (whose isn't these days).<br>● Last product or marketing plan failed for some unknown reason.<br>● Need support for a new idea or marketing plan before taking it to top management.<br>● The company is losing long-term customers faster than you are gaining new customers.<br>● Management program has not has not proven successful with your customers.<br>● The company wants to become "customer-focused" but you don't know exactly what your customers really want.<br>● The company is going international and you are responsible for finding out about these new markets. |
| **How to do Market research in a company** | 1. The company starts market research analysis primarily by collecting all the secondary data available. Secondary data is notable for its low cost and higher accessibility. In most cases the company doing research has strict budget limits and time constraints therefore secondary information remains the only alternative. However |

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| | secondary information may not cover all researcher needs: it may be old, incomplete or unreliable. In this case primary data is being collected.<br>2. Primary market research works because by talking to a relatively small number of people (sample), you can find out about a far larger number. If…<br><br>3.<br>● The people who are interviewed (the sample) are a representative subgroup of the total group of interest<br>● And - of course - it only works if the right questions are asked.<br><br>The group might be (for example) housewives, car drivers, the smokers, shoppers, directors...<br><br>*The following text discusses options and provides suggestions on how to d conduct a successful primary market research project.* |
| **Seven steps** | 1. **Define your Purpose -** What you want to research? Why? What do you expect to find from the information you gather?<br>2. **Design the Sample -** Who you will ask? How many people? How will you chose them?<br>3. **Choose a Data Collection Method** – What is your contact method? Your data collection instrument?<br>4. **Collect the Data** – How should you collect data? Common pitfalls?<br>**5. Analyze the Data** – Developing the Right Database; Analysis Tools; Basics of Statistics<br>**6. Write a Research Report** – Making Sense out of the Results; Pricing Strategies; Assigning Tasks & Preparing a Marketing Plan<br>7. **Take Action/ Follow Up on the Research!** – Finding the right “Marketing Mix”; Maintaining Data and Databases; How to Make the Most out of Salesperson Contacts<br><br>1. *Define your Purpose*<br>The first step in any research is deciding what you want to research. The goals of the project determine whom you will research and what you will ask them. If your goals are unclear, the results will probably be unclear. Some typical goals are:<br><br>● The potential market for a new product or service<br>● Ratings of current products or services<br>● Customer/patient satisfaction levels<br>● The effectiveness of new advertising,<br>● The effect of various prices on sales of a product<br>● Consumer acceptance of new products in trial and repeat-purchase levels<br>● The effect of different package designs on sales<br>● Corporate images |

2. *Design the Sample*
Correctly determining the target population is critical. If you do not interview the right kinds of people, you will not successfully meet your goals.

There are two main components in determining whom you will interview.

- The first is deciding what kind of people to interview( the target population is normally the existing or potential customers group-end users or for an industrial market, the company's purchasing staff).

For example, if you are interviewing users of a particular type of product, you probably want to ensure that users of the different current brands are represented in proportions that approximate the current market share.

- The next thing to decide is how many people you need to interview. A small, representative sample will reflect the group from which it is drawn. The larger the sample, the more precisely it reflects the target group. However, the rate of improvement in the precision decreases as your sample size increases. You must make a decision about your sample size based on factors such as: time available, budget and necessary degree of precision.

3. *Chose a Data Collection Method*

   Once you have decided on your sample you must decide on the method of data collection. Each method has advantages and disadvantages.

- Personal Interviews . Personal interviews can take place in the home, at a shopping, on the street.
- Telephone research - very popular interviewing method. This is made possible by nearly universal telephone coverage.
- Mail research – low response rate.
- E-mail interviews, internet interviews…

The choice of research method will depend on several factors. These include:

- <u>Speed</u> E-mail and Web page research are the fastest methods, followed by telephone interviewing. Interviewing by mail is the slowest. Personal interviews can also be fast if not to many respondents are needed.
- <u>Cost</u> Personal interviews are the most expensive followed by telephone and then mail. E-mail and Web page research are the least expensive for large samples.

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| | <ul><li>Sensitive Questions  People are more likely to answer sensitive questions when interviewed directly by a computer.</li></ul>Reliability  Personal interviews can generate  additional information and insights lost on other methods, if the interviewer can get  respondents to “confide” in them.<br><br>4. ***Collect the data***<br><br>***Questionnaire Design***<br>Keep a questionnaire simple. Questions should be ones that respondents will most likely know the answers to and would be willing to provide information on. On the other side, avoid vague, non-useful background , trick and questions outside the expected knowledge and experience base of respondents.<br><br>According to the objectives of the research, every company can adapt these questionnaires to the own needs, and add  or eliminate some specific questions. But anyhow, all questionnaires  should be consist of:<ul><li>Demographic information (age, sex, occupation, home locale, income range, etc.)</li><li>Confirmation that the respondent uses the product or service you're testing</li><li>Which brands are used or purchased</li><li>How often brands are purchased</li><li>Why the respondent likes different brands</li><li>What is disliked about brands</li><li>Importance of different brand images</li><li>Ranking of brands by preference</li><li>Whether price makes a difference to the frequency of purchasing different brands</li><li>Evaluation of different product attributes</li><li>Ranking of product attribute importance for buyers</li><li>Evaluation of brand positioning and advertising</li><li>Purchase intent on a five-point scale (definitely, maybe, indifferent, maybe not, definitely not)</li><li>Brands that would be replaced by the new product prototype</li><li>What can be done to change existing product/service offerings to entice respondent to buy (or buy more)</li></ul> |

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| ***Questionnaire development***<br><br>**Steps in Preparing a Questionnaire** | 1. Review the basic objectives of the study. What are you trying to discover? What actions do you want to take as a result of the survey?<br><br>2. Visualize all of the relevant information items you would like to have. What will the output report look like? What charts and graphs will be prepared? What information do you need to be assured that action is warranted?<br><br>3. Rank order each topic in items 1 and 2 according to the value of the topic. List the most important topics first. Revisit items 1 and 2 again to make sure the objectives, topics and information you need are appropriate. Remember, you can't solve the problem if you ask the wrong questions.<br><br>4. How easy or difficult is it for the respondent to provide information on each topic? If it is difficult, is there another way to obtain the information by asking another question?<br><br>5. Create a sequence for the topics that is unbiased. Make sure that the questions asked first do not bias the results of the next questions. Sometimes providing too much information, or disclosing purpose of the study can create bias.<br><br>6. Determine the type of question that is best suited to answer the question and provide enough robustness to meet analysis requirements. This means do you use open-ended text questions, dichotomous, multiple choice, rank order, scaled, or constant sum (ratio scale) questions.<br><br>7. Write the questions. You may need to write several questions for each topic, selecting the best one.<br><br>8. Sequence the questions so that they are unbiased.<br><br>9. Repeat all of the steps above to find any major holes. Are the questions really answered? Have someone review it for you.<br><br>10. Time the length of the survey. A survey should take less than five minutes. At three to four questions per minute, you are limited to about 15 questions. One open end text question counts for three multiple choice questions.<br><br>11. Pretest the survey to 20 or more people. Obtain their feedback... in detail. What were they unsure about? Did they have questions? Did they have trouble understanding what you wanted? Did they take a point of view not covered in your answers or question? |

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| | 12. Revise your questionnaire and pre-test again or begin data collection. |
| **Writing Great Questions** | Writing great questions is an art that like all arts requires a great amount of work, practice, and help from others. The following discussion is one that identifies some of the common pitfalls in creating a great questionnaire.<br><br>1. **Avoid loaded or leading words or questions**. Slight wording changes can produce great differences in results. Could, Should, Might all sound almost the same, but may produce a 20% difference in agreement to a question (The supreme court could.. should.. might.. have forced the breakup of Microsoft Corporation). Strong words that represent control or action, such as prohibit produces similar results (Do you believe that congress should prohibit insurance companies from raising rates?) Sometimes wording is just biased: You wouldn't want to go to Rudolpho's Restaurant for the company's annual party would you?<br><br>2. **Misplaced questions**. Questions placed out of order or out of context should be avoided. In general, a funnel approach is advised. Broad and general questions at the beginning of the questionnaire as a warm-up. Then more specific questions, followed by more general easy to answer questions like demographics. Remember that questions can give the respondent new knowledge or make him/her remember.<br><br>3. **Mutually non-exclusive response categories**. Multiple choice response categories should be mutually exclusive so that clear choices can be made. Non-exclusive answers frustrate the respondent and make interpretation difficult at best. ("use only **one** X questions" )<br><br>4. **Nonspecific questions**. Do you like orange juice? This is very unclear...do I like what? Taste, texture, nutritional content, Vitamin C, the current price, concentrate, fresh squeezed?, packaging? Be specific in what you want to know about. Do you watch TV regularly? (what is regularly?).<br><br>5. **Confusing or unfamiliar words**. Asking about caloric content, bits, bytes, mbs, and other industry specific jargon and acronyms are confusing. Make sure your audience understands your language level, terminology and above all, what you are asking.<br><br>6. **Non-directed questions give respondents excessive latitude**. What suggestions do you have for improving tomato juice? The question is about taste, but the respondent may offer suggestions about texture, the type of can or bottle, mixing juices, or |

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| | something related to use as a mixer or in recipes. Open questions gives many different answers.<br><br>7. **Forcing answers**. Respondents may not want, or may not be able to provide the information requested. Privacy is an important issue to most people. Questions about income, occupation, finances, family life, personal hygiene and beliefs (personal, political, religious) can be too intrusive and rejected by the respondent.<br><br>8. **Non-exhaustive listings**. Do you have all of the options covered? If you are unsure, conduct a pretest using the "Other (please specify) __________" option. Then revise the question making sure that you cover at least 90% of the respondent answers.<br><br>9. **Unbalanced listings**. Unbalanced scales may be appropriate for some situations and biased in others. When measuring alcohol consumption patterns, One study used a quantity scale that made the heavy drinker appear in the middle of the scale with the polar ends reflecting no consumption and an impossible amount to consume. However, we expect all hospitals to offer good care and may use a scale of excellent, very good, good, fair. We do not expect poor care.<br><br>10. **Double barreled questions**. What is the fastest and most convenient Internet service for you? The fastest is certainly not the most convenient. Two questions should be asked.<br><br>11. **Dichotomous questions**. Make sure answers are independent. For example the question "Do you think juice is healthy or just quench your thirst?" Some believe that yes, they are both.<br><br>12. **Long questions** . Multiple choice questions are the longest and most complex. Free text answers are the shortest and easiest to answer. When you Increase the length of questions and surveys, you decrease the chance of receiving a correct response.<br><br>Questions on future intentions. Yogi Berra once said that making predictions is difficult, especially when they are about the future. Predictions are rarely accurate more than a few weeks or in some case months ahead. |
| **Survey Question and Answer Types** | So if you've decided that you need a better understanding... of the characteristics of your customers , or of some other business-related question. Developing a focused and effective questionnaire will help you to efficiently and accurately pinpoint the "nuggets" of information that will help you make more qualified decisions. |

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| | Developing a questionnaire is as much an art as it is a science. And just as an artist has a variety of different colors to choose from in the palette, you have a variety of different question formats with which to question an accurate picture of your customers, clients and issues that are important to them.<br><br>*The Dichotomous Question*<br>The dichotomous question is generally a "yes/no" question. An example of the dichotomous question is:<br><br>*Have you ever purchased a product or service from our website?*<br><br>o Yes<br>o No<br><br>If you want information only about product users, you may want to ask this type of question to "screen out" those who haven't purchased your products or services. Researchers use "*screening*" questions to make sure that only those people they are interested in participate in the survey.<br><br>You may also want to use yes/no questions to separate people or branch into groups of those who "have purchased" and those who "have not yet purchased" your products or services. Once separated, different questions can be asked of each of these groups.<br><br>You may want to ask the "have purchased" group how satisfied they are with your products and services, and you may want to ask the "have not purchased" group what the primary reasons are for not purchasing. In essence, your questionnaire branches to become two different sets of questions, looking for two different set of information. |
| **The Multiple Choice Questions** | The multiple-choice question consists of three or more exhaustive, mutually exclusive categories. Multiple choice questions can ask for a single or multiple answers. In the following example, we could ask the respondent to select exactly one answer from the 7 possible, exactly 3 of the 7, or as many as 3 of the 7 (1,2,or 3 answers can be selected).<br><br>Example: A multiple-choice question to find out how a person first heard about your website is:<br><br>*How did you first hear about our web site?*<br><br>o Television<br>o Radio<br>o Newspaper<br>o Magazine<br>o Word-of-mouth<br>o Internet |

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| | o Other: Please Specify _______________<br><br>For this type of question it is very important to consider including an "other" category because there may be other avenues by which the person first heard about your site that you might have overlooked.<br><br>If you rephrase your question to *where have you heard about our web site*, then you may expect mutually answers. |
| **Rank Order Scaling** | Rank order scaling questions allows a certain set of brands or products to be ranked based upon a specific attribute or characteristic. Perhaps we know that Toyota, Honda, Mazda, and Ford are most likely to be purchased. You may request that the options be ranked based upon a particular attribute.<br>Ties may or may not be allowed. If you allow ties, several options will have the same scores.<br><br>Example:<br><br>*Based upon what you have seen, heard, and experienced, please rank the following brands according to their reliability. Place a "1" next to the brand that is most reliable, a "2" next to the brand that is next most reliable, and so on. Remember, no two cars can have the same ranking .*<br><br>__ Honda<br>__ Toyota<br>__ Mazda<br>__ Ford |
| **The Rating Scale** | A rating scale question requires a person to rate a product or brand along a well-defined, evenly spaced continuum. Rating scales are often used to measure the direction and intensity of attitudes. The following is an example of a comparative rating scale question:<br><br>*Which of the following categories best describes your last experience purchasing a product or service on our website? Would you say that your experience was:*<br><br>o Very pleasant<br>o Somewhat pleasant<br>o Neither pleasant nor unpleasant<br>o Somewhat unpleasant<br>o Very unpleasant |

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| **The Semantic Differential Scale** | The semantic differential scale asks a person to rate a product, brand, or company based upon a seven-point rating scale that has two bi-polar adjectives at each end. The following is an example of a semantic differential scale question.<br><br>Example:<br>*Would you say our web site is:*<br><br>o (7) Very Attractive<br>o (6)<br>o (5)<br>o (4)<br>o (3)<br>o (2)<br>o (1) Very Unattractive<br><br>Notice that unlike the rating scale, the semantic differential scale does not have a neutral or middle selection. A person must choose, to a certain extent, one or the other adjective. |
| **The Stapel Scale** | The staple scale asks a person to rate a brand, product, or service according to a certain characteristic on a scale from +5 to -5, indicating how well the characteristic describes the product or service. The following is an example of a staple scale question:<br><br>*When thinking about fresh orange juice, do you believe that the word "healthy" aptly describes or poorly describes the product? On a scale of +5 to -5 with +5 being "very good description of fresh  juice" and -5 being "poor description of fresh juice," how do you rank fresh juice according to the word "healthy"?*<br><br>o (+5) Describes very well<br>o (+4)<br>o (+3)<br>o (+2)<br>o (+1)<br>o *Healthy*<br>o (-1)<br>o (-2)<br>o (-3)<br>o (-4)<br>o (-5) Poorly Describes |

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| ***The Constant Sum Question*** | A constant sum question permits collection of "ratio" data, meaning that the data is able to express the relative value or importance of the options (option A is twice as important as option B).<br><br>Example:<br>The following question asks you to divide 100 points between a set of options to show the value or importance you place on each option. Distribute the 100 points giving the more important reasons a greater number of points. Make sure that your total does equal exactly 100 points.<br><br>*When thinking about the reasons you purchased our Market research software, please rate the following reasons according to their relative importance.*<br><br>Seamless integration with other software ___________<br>User friendliness of software ___________<br>Flexibility in choosing question types ___________<br>Level of pre- and post-purchase service ___________<br>Level of value for the price ___________<br>Convenience of purchase/quick delivery ___________<br>**Total** **100 points**<br><br>This type of question is used when you are relatively sure of the reasons for purchase, or you want input on a limited number of reasons you feel are important. Questions must sum to 100 points and should be checked by the software. |

The third topic within this module is "*Marketing plan*". This topic corresponds to the EntreComp competencies of Mobilising Resources within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

### *III.* MARKETING

***3.1 Describe your Product / Service*** *(Write more details about characteristics and benefits of your product, how it is measured, its prices, how it will be used, its quantity, guarantee of usage, ingredients made of, etc)*

***3.2 Who will be your main buyers?*** *(Individuals, businesses or governments? Give as much explanations and their characteristics as you can)*

***3.3 Who are your main competitors***? List them

***3.4 Compare your product/service with the competitors by quality and price***

***3.5 Where will your business be located?*** (describe the venue and the area)

**3.6 Size of the market** *(estimate how much is being sold from your product / service on the market that you will cover - give information about the total quantity and / or value of sales in the territory where you work / the municipality / the whole country)*

***3.7 How will you promote and interact with customers?***

***3.8 What will be the way of distribution?*** *- Channels of sales for your products*

***3.9 What do you predict as a key factor to your success?***

***3.10 Key risk factor?***

**Module 4: Production and Organization**

The "*Production and Organization*" module is divided into 3 topics. Each topic in this module corresponds to different EntreComp competencies within the EntreComp Area. Therefore, EntreComp competencies are specified in the descriptions of the topics.

The first topic within this module is "*Production process flow*". The purpose of this topic is that participants understand that they need to have efficient organization in order to get high income and decrease costs. Also, they experience the pressure of the market while production operation, calculation of costs. This topic corresponds to the EntreComp competencies of Taking Initiative, Planning and Management, Coping with uncertainty and risk, Working with others, and learning from experience within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

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| **TITLE:** | **Bead or Pearl** |
| **INTERNET PROFILE** | The Bead (Pearl) Exercise is an active one which gets all participants involved in the production of beads (pearl necklaces) which are provided for sale to a buyer based on strict adherence to the specified samples. Participants sign delivery contracts and have a limited amount of time to meet the contract terms. The exercise does not yet touch costs but focuses on personal entrepreneurial competence. Winners are not those with best technical abilities but those applying entrepreneurial behavior. What qualities do business people possess? And why are they much more successful in the second round? |
| **EXPECTED LEARNING OBJECTIVES** | To identify Personal Entrepreneurial Characteristics (The PECs metaplan for the illiterate/semi-literate group is slightly different and can be found in the attached document):<br>✔ Systematic planning<br>✔ Information seeking<br>✔ Risk taking<br>✔ Learning from failures<br>✔ Persistence<br>✔ Opportunity seeking<br>✔ Commitment to work contract |
| **Time** | 2.5 - 3.5 hours |
| **Preparation of rooms** | At the beginning: chairs around the soft board<br>Afterwards: each participant or group look(s) for an individual working space in the room<br>There should not be more than two people in a group |
| **Requirements** | |
| Trainers/assistants | Total: lead trainer plus one or two assistants |

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| Didactic aids to prepare | Instruction chart,<br>Performance chart,<br>Flip chart or metaplan cards with entrepreneurial qualities (qualities of a business person) |
| Materials for the trainers (during the exercise) | (1) Lead trainer: sample necklaces of all three types;<br>(2) Somewhere inside the room or with co-trainer: needles, rulers, better quality thread.<br>(3) Instead of beads you can also use noodles or straws which need to be cut before. |
| Materials for the participants (during the exercise) | Beads of different sizes and colours (quite often, noodles or straws are used)<br>cups/containers,<br>thread,<br>metaplan cards for delivery commitment<br><br>The trainer should ensure that there is adequate provision of materials (e.g. beads of various colours) before the exercise so as to avoid a shortage during the course of the exercise. However, material use in 1st round can be recycled for 2nd round. And a certain shortage of material can be discussed nicely in processing.<br>There is no price payment for the materials. |
| Important conditions of the room | Two soft boards, spacious |

The second topic within this module is "*Quality management and cost management*". The purpose of this topic is that participants are able to make plans of production, set the price, understand how the costs are influencing the prices and are able to go deep in the negotiation process with buyers and suppliers. Also they understand that quality is important to certain segments of clients. This topic corresponds to the EntreComp competencies of Taking Initiative, Planning and Management, Coping with uncertainty and risk, Working with others, and learning from experience within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

| **Title** | **Envelope Exercise** |
|---|---|
| **Expected Learning Objective s** | At the end of this exercise, participants will have gained:<br>✔ Relevant principles and techniques in managing a small manufacturing business;<br>✔ Significant practical experience in organizing production processes;<br>✔ Understanding of costs and profit and loss;<br>✔ Negotiation with suppliers and buyers; |

| **Requirements** | | | |
|---|---|---|---|
| **Time** | 2.5 – 3 hrs | | |
| **Preparation of rooms** | – Training room with space for different producing groups is needed;<br>– At the beginning of the session, all participants are sitting on their chairs in the U-shape format. | | |
| **Requirements** | | | |
| **Trainers/assistants** | – 1 trainer+1 assistant (acting as a store manager and as international buyer, and simultaneously in the role of process observer). | | |
| **Didactic aids to prepare** | – 6 sample envelopes<br>– charts: exercise instructions<br>contract condition, sales prices and result chart | | |
| **Materials for the trainers (during the exercise)** | – ruler gauge or sample envelope to check the delivered production | | |
| **Materials for the participants (during the exercise)** | – 10-15 scissors,10-15 rulers,3 reams of A-4 size paper, masking tape, various long and small metaplan cards,10-15 pencils,10-15 glue sticks<br>– 2 pieces of made-up sample envelopes with a +2 mm tolerance;<br>– flip charts for each of the four groups including reserves; real money<br>– tables (for companies to rent),chairs (for companies to rent)<br>– soft boards ,flip charts, materials store<br>– 1 table and 1 chair for the buyer<br>– photocopies: order form, 2 per group/round<br>delivery contract, 2 per group/round<br>finance form, 2 per group/round | | |
| **Important conditions of the room** | – Has to be spacious enough for the task. | | |
| **Step** | **Time** | **Most important contents** | **Hints** |

| | | | |
|---|---|---|---|
| **Introduction and instructions** | 10‘ | To motivate participants and explain to them the rules for envelope production.<br>A group energiser is a good idea. | To assure competition, form 3 – 5 companies with 4-6 members each. Ask participants to volunteer as entrepreneur. |
| **First round: planning**<br><br>**production**<br><br>**marketing**<br>**calculation** | 15’<br><br>20’<br><br>10’<br>10’ | Participants define their production targets and get prepared for production.<br>Businesses produce envelopes, trying to stick to their production targets.<br>Enterprises pass through quality control and negotiate with buyer. Afterwards they calculate profit/loss. | In preparation, the companies may go for a trial production. This is positive, since it is a necessary basis for setting the targets. Don’t instruct them to do so. They must have the idea. Don’t admit cooperation between enterprises. At the end of preparation take care that all prepared material (cut paper etc.) is taken away. Templates or tools however can remain.<br>Carefully observe different behaviour of the enterprises (information seeking, team work, organization, work spirit, quality control)<br>Take care of time control.<br>One trainer notes down the results while the other is the buyer. |
| **Publishing and processing first round** | 15’ – 45’ | Results are visualised and a short discussion on lessons learnt is held.<br>The group with the highest amount of profit should be recognised and awarded with the ISO certificate of Quality. | Ensure that participants understand the logic of profit and loss calculation. Especially costs of goods sold very often is a problem.<br>If they easily understand it, this part can be |

| | | | |
|---|---|---|---|
| | | The trainer should ask the participants reasons for 'success' and 'failure'.<br><br>Feedback should be gotten from process observers for the first round. | 15min. otherwise it will take much more. |
| **Second round:**<br>**planning**<br><br>**productio n**<br><br>**marketin g**<br>**calculatio n** | 10'<br><br>20'<br><br>10'<br>10' | Businesses develop adapted production and cost strategies based on experience gained in round 1.<br>Businesses produce envelopes within given period of time.<br>Enterprises pass through quality control and negotiate with buyer.<br>Afterwards they calculate profit/loss. | Carefully observe changes (improvements) within the companies but also continuing mistakes or weaknesses. |
| **Processin g and generalisa tion** | 15' | Key questions:<br>✔ Did you reach your production target?<br>✔ If yes, how did the group plan and implement the strategy? If not, what have been the main difficulties?<br>✔ What went as planned and what not? Possible reasons?<br>✔ Which company is the most profitable one?<br>✔ Feedback should be gotten from process observers for the second round.<br><br>✔ How would you spend your profit (revenue?) of the | Criteria for judgement of success:<br>✔ The average highest number of envelopes made per company within the time limit (productivity).<br>✔ How close does the number of envelopes actually made come to the number planned? (Planning accuracy).<br>✔ The use of material and avoidance of losses (efficiency).<br>✔ The relation of produced to rejected envelopes (Quality orientation). |

| | | | |
|---|---|---|---|
| | | last round for a following one if there was to be another chance?<br>✔ If you had to do it all over again, what would you do?<br>✔ How does this exercise relate to other experiences?<br>✔ How can a business lower its risk to make profit?<br>✔ What conclusions do you take for your own business? | |

The third topic within this module is "*Production and organization plan*". The purpose of this topic is that participants are able to discover if their ideas will make profits or success on the market, and also what they need to organize the production process, through previous exercises and are instructed how to describe that in the business idea concept. This topic corresponds to the EntreComp competencies of Financial and Economic Literacy, Mobilising Resources within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

## VI. PLANNED BALANCE FOR SUCCESS (INCOME STATEMENT)

**6.1 Total expenses: Make** *a cost estimation for your business over a year. Please note the total amount of expenses for running your business for one year ________________________________ euros.*

***6.2. Total Sales (for one year)*** *Make a sales estimation over a year. Please note the* ***total amount of revenues*** *in one year: ________________________* ***euros***

***6.3 Planned Gross Income****. Make a calculation of* ***(revenues minus (-) expenses = )***

______________ ___________________ ***euros***

***6.4 Planned Profit / Profitability ratio*** *Make an estimate of profit* ***(Income divide (/) with the total revenues and multiply it (*) by 100 = ???%)***

_________________________ ***and that is_______% of our profitability ratio.***

Table - *6.1* - Annual operating costs for the Business idea

| No. | Expense description | Measure unit | Amount needed | Price | Total in EUR |
|---|---|---|---|---|---|
| I | Fixed Costs | | | | |
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| II | Variable costs | | | | |
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| | Total Expenses (I)Fixed plus (II)Variable Costs (I + II =) | | | | |

**Table 6.2 Annual revenues from the sales of products / services**

| No. | Product description / service description | Single measure | Planed sales | Price | Total annual sales in EUR |
|---|---|---|---|---|---|
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| | Total Revenues (sum all the sales) | | | | |

**IV. PRODUCTION AND ORGANISATION**

| **4.1 Does your business idea require a production process? If so make a short description** |
| --- |
| |

**Module 5: Financial Planning**

The "*Financial Planning*" module is divided into 2 topics. Each topic in this module corresponds to different EntreComp competencies within the EntreComp Area. Therefore, EntreComp competencies are specified in the descriptions of the topics.

The first topic within this module is "*Investments*". The purpose of this topic is that Participants understand and are able to draw the necessary investment for their business ideas. They understand fixed and current assets and what type of items are included. They are aware that investing in the business is not necessarily done with personal budget, but also the investment can come through other sources. This topic corresponds to the EntreComp competencies of Financial and Economic Literacy, Mobilising Resources within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

Co-funded by the European Union

## Table 1. Investment and Financial Plan

| INVESTMENT PLAN (= TOTAL REQUIRED CAPITAL) | | FINANCIAL PLAN | |
|---|---|---|---|
| **1. Fixxed Capital** | | **4. Owners equity** | |
| **1.1 Personal investment in fixed assets** | | 4.1 Owner cash | 40205 |
| | | 4.2 Owners invetment in assets | 20000 |
| | | **Total 4:** | 60205 |
| Van | 20000 | | |
| | | Own funds in % out of the total investment | 80.1 |
| | | **5. Loans** | |
| | .................. | | |
| | .................. | 5.1 Bank loan | |
| | .................. | 5.2 Family loan | |
| | .................. | 5.3 Other | 15000 |
| | .................. | | .................. |
| **Total 1.1:** | 20000 | **Total 5:** | 15000 |
| **1.2 Investment in fixed assets** | | Credit funds in % out of the total investment | 19.9 |
| Land | | | |
| Objects | | | |
| Reconstruction | 1500 | | |
| Equipment + tools | 26700 | | |
| Office equipment | 4125 | | |
| Vehicles | | | |
| Other | | | |
| **Total 1.2:** | 32325 | | |
| **2. Current assets** | | | |
| 2.1 Stock of materials | | | |
| 2.2 Investments in current assets | | | |
| 2.2.1 Materials | 5000 | | |
| 2.2.2. Starting work capital | 10080 | | |
| 2.2.3 Rest current assets | 500 | | |
| **Total 2.2:** | 15580 | | |
| **3. Other pre-operating costs** | | | |
| 3.1 Starting costs | | | |
| 3.2 Rent | 1800 | | |
| 3.3 Other | 500 | | |
| **Total 3:** | 2300 | | |
| **TOTAL INVESTMENT** | 75205 | **TOTAL FINANCING** | 75205 |

The second topic within this module is "*Financial and investment plan*". The purpose of this topic is that participants are able to discover what investment they need to start that business, through previous exercises and are instructed how to describe that in the business idea concept. This topic corresponds to the EntreComp competencies of Financial and Economic Literacy, Mobilising Resources, Self Awareness and Self Efficacy within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

**VI. PLANNED BALANCE FOR SUCCESS (INCOME STATEMENT)**

*__6.1 Total expenses: Make__ a cost estimation for your business over a year. Please note the total amount of expenses for running your business for one year ________________________________ euros.*

*__6.2. Total Sales (for one year)__ Make a sales estimation over a year. Please note the __total amount of revenues__ in one year: ________________________ __euros__*

*__6.3 Planned Gross Income__. Make a calculation of __(revenues minus (-) expenses = )__ ______________ ___________________ __euros__*

*__6.4 Planned Profit / Profitability ratio__ Make an estimate of profit __(Income divide (/) with the total revenues and multiply it (*) by 100 = ???%)__ _________________________ __and that is_______% of our profitability ratio.__*

**Table - 6.1 - Annual operating costs for the Business idea**

| No. | Expense description | Measure unit | Amount needed | Price | Total in EUR |
|---|---|---|---|---|---|
| I | Fixed Costs | | | | |
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| **II** | **Variable costs** | | | | |
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| | **Total Expenses (I)Fixed plus (II)Variable Costs (I + II =)** | | | | |

**Table 6.2 Annual revenues from the sales of products / services**

| **No.** | **Product description / service description** | Single measure | Planed sales | Price | Total annual sales in EUR |
|---|---|---|---|---|---|
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| | **Total Revenues (sum all the sales)** | | | | |

**Module 6: Business Planning - Reality Check (optional)**

The "*Business Planning - Reality Check*" module is divided into 4 topics. Each topic in this module corresponds to different EntreComp competencies within the EntreComp Area. Therefore, EntreComp competencies are specified in the descriptions of the topics.

The first topic within this module is "*Competitors strategies*". The purpose of this topic is that Participants are able to make difficult decisions in changing conditions, experience the effects of cooperation, competition and betrayal, develop competencies for business negotiations and strategizing. This topic corresponds to the EntreComp competencies of Vision, Valuing Ideas, Ethical and Sustainable Thinking within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

| | |
|---|---|
| **Title** | XY exercise |
| **Objectives of learning** | |
| **Basic objectives to be achieved by participants** | The participants<br>– make strategic decisions under changing conditions,<br>– experience the effects of co-operation, competition and betrayal,<br>– dramatise the advantages of competitive and collaborative strategies in inter-group relationships. |
| **Additional objectives of a higher level depending on the situation and the current conditions of the target group** | The participants<br>– improve their strategies of co-operation and competition,<br>– develop competencies for business negotiations. |
| **Uses** | Development of strategies competition Vs co-operation<br>Negotiation<br>Teamwork |
| **Time** | 2 hours |
| **Preparation of rooms** | – The ideal situation would be to have two more adjoining rooms to use with the training hall.<br>– If additional rooms are not available arrange the training hall by having adequate space for three groups not to hear or to disturb each other.<br>– Use metaplan boards to cover each group being seen from the other. |
| **Requirements** | |
| **Trainers/assistants** | 1 lead trainer & 2 co trainers |
| **Didactic aids to prepare** | – Tally chart (annex 2) drawn on kraft paper and put on a metaplan board or a flip chart board |
| **Materials for the trainers** | – Session discussion time schedule (annex 1)<br>– Pay-off schedule I (annex 4) |

| | | |
|---|---|---|
| **(during the exercise)** | – Pay-off schedule II (annex 5)<br>– Pay-off schedule III (annex 6)<br>– Table Clock<br>– Real money, small coins<br>– Flip chart board<br>– Marker pen<br>– Bell or whistle | |
| **Materials for the participants (during the exercise)** | – Handout "X-Y Game score sheet" (annex 3) for each participants<br>– Pencil/pen<br>– Real money, small coins<br>– Ten sheets of plain paper for notes for each of the three groups | |
| **Important conditions of the room** | – Three separated rooms for three groups<br>– If it no other rooms are available, the training room should be spacious enough to organise the three groups without being seen by each other | |
| **Step** | **Time** | **Most important contents** |
| **Grouping forming process** | 10' | Energiser |
| **Introduction** | 10' | Brief introduction of exercise to motivate participants |
| **Explication of rules/instructions** | 20' | Explanation of rules of the exercise |
| **Round 1-3** | 12' | Request the groups to do the exercise<br>Entering the results to the tally chart |
| **Preparation** | 4' | Written messages are being exchanged among groups |
| **Round 4-5** | 8' | Execution of the exercise |
| **Summit meeting** | 7' | Groups representatives meet in a separate place |
| **Group discussion** | 5' | Discussion internally |
| **Preparation** | 7' | Announcement of pay-off schedule II<br>Discussion among the groups |

| | | |
|---|---|---|
| **Round 6-8** | 12' | Request the groups to do the exercise<br>Entering the results to the tally chart |
| **Preparation** | 10' | Announcement of Pay-off Schedule III<br>Discussion among the groups |
| **Round 9-10** | 14' | Request the groups to do the exercise<br>Entering the results to the tally chart<br>Show the Tally chart<br>Let the groups pay-off according to the final results |
| **Processing** | 30' | Competition vs. collaboration<br>Cope with changing situations<br>Decision making process |
| **Generalising** | 15' | Application of the learning on competitive conditions in the real life business competition and collaboration decision makings |

The second topic within this module is "*Corruption and unethical doing business*". The purpose of this topic is that Participants are able to analyze what are the causes and consequences of operating in unethical and corrupt factors on the market, appreciate doing business in a clean and ethical manner, and set standards with whom they can collaborate. This topic corresponds to the EntreComp competencies of Spotting Opportunities, Creativity, Ethical and Sustainable Thinking within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below.

| | |
|---|---|
| **Title** | Pragma Exercise |
| **Objectives of learning** | |
| **Basic objectives to be achieved by participants** | The participants<br>1 analyse the causes and consequences of unethical business practices and corruption.<br>2 appreciate the advantages and benefits of doing business cleanly and honestly. |

| | | |
|---|---|---|
| **Additional objectives of a higher level depending on the situation and the current conditions of the target group** | The participants<br>1 resolve not to engage in questionable business deals when running a business.<br>2 establish ethical principles to evaluate with whom they will and will not do business. | |
| **Uses** | – Organisation and management<br>– Development of ethical business practises<br>– Development of strategies<br>– Statutory obligations compliance | |
| **Time** | 1 hour 45 minutes | |
| **Preparation of rooms** | – tables and chairs for groups of 4 to 5 participants each<br>– tables and chairs for buyer, registrars and suppliers | |
| **– Requirements** | | |
| **Trainers/assistants** | 1 trainer, 1 assistant | |
| **Didactic aids to prepare** | – 1 results flip chart per group (annex 1) | |
| **– Materials for the trainers (during the exercise)** | – paper and pen to take notes of the groups activities and other observations for processing<br>– instructions handout for participants (annex 2)<br>– instructions handout for legal registrar and supplier (annex 3)<br>– instructions handout for illegal registrar (annex 4) and supplier<br>– business registration forms for legal and illegal registrars (annex 5)<br>– an authorised paper boat model for each group | |
| **– Materials for the participants (during the exercise)** | – high quality paper, 25 sheets per group<br>– low quality paper, 25 sheets per group | |
| **– Important conditions of the room** | – the business registration offices should not be positioned next to each other | |
| **Step** | **Time** | **Most important contents** |
| **Introduction** | 2' | Motivate participants. |

| | | |
|---|---|---|
| **Training stage**<br>**1** | 10'<br>1 | Buyer demonstrates how to produce origami boats.<br>1 Group leader trains group members. |
| **Operations stage**<br>**1** | 20'<br>1 | Participants read instruction handout and start business activities.<br>Participants register businesses, purchase raw materials, submit contracts and produce boats. |
| **Selling stage** | 10' | Submit boats to buyer.<br>1 Buyer determines what will be purchased based on registration of business and quality of products.<br>2 Groups complete profit & loss statement. |
| **Processing Generalising**<br>**1** | 20' - 30'<br>1 10' - 20'<br>2 | Highlight reasons for success and failure.<br>Unethical business practises that hinder economic growth. |

The third topic within this module is "*Finish the missing sections on the concept*". This topic corresponds to the EntreComp competencies of Mobilising Resources, Mobilising Others, Self Awareness and Self Efficacy within the EntreComp Area. The tools and materials that can be used for this topic are provided in the table below (Annex 1)

And the last topic of this module is *scale - evaluation*.

Annex 1

# DESCRIPTION OF BUSINESS IDEA

## I. Data about the Business Idea

**1.1 Type of activity** Describe in which field is your business idea (i.e: commerce, *catering, ICT, etc….)*________________________________________________________________

______________________________________________________________________

**1.2 Situation in the sector** (for example: what is the offer, what is the demand, etc. in the activity in which your business idea is, that is what is the situation in your immediate surroundings (settlement, township, city) in which you will need to realise your business idea)

__________________________________________________________________________________

__________________________________________________________________________________

________________________________________________

**1.3 What changes do you expect to happen after investing in your business idea?**

______________________________________________________________________

______________________________________________________________________

**1.4 Description of the Business Idea**

| |
|---|
| *Explain WHAT the business idea is about; -what you will work (produce, sell, dock); -to whom (customer-purchasers);*<br><br><br><br>***WHAT** are your short and long term goals and **HOW** you will achieve them*<br><br><br><br> |

**1.5 How many potential new employees can create your business?**

**II. Data about the entrepreneur**

| | |
|---|---|
| Name and Surname | |
| Address | |
| Phone and email | |

2.1 Mark your **level of formal education**:

| | | | |
|---|---|---|---|
| 1. | Unfinished primary school | 5. | Unfinished bachelor |
| 2. | Primary | 6. | Bachelor |
| 3. | Incomplete secondary school | 7. | Higher (Master degree, Doctorate) |
| 4. | Secondary | | |

| |
|---|
| **2.2 Non formal education experience -** (List your finished training / courses / seminars? Which certificates do you possess related or relevant to your idea?) |

| |
|---|
| **2.3 Work experience**<br>Length of overall work experience (how many months / years): |

| |
|---|
| ***2.4 Work experience relevant to the business idea*** *(What do you have as a work experience that can guarantee that you will lead the business? how long and where did you acquire it?)* |

| |
|---|
| ***2.5 Describe your entrepreneurial characteristics*** *(What kind of skills, attitudes and knowledge do you have for business success?)* |

## *III.* MARKETING

***3.1 Describe your Product / Service*** *(Write more details about characteristics and benefits of your product, how it is measured, its prices, how it will be used, its quantity, guarantee of usage, ingredients made of, etc)*

***3.2 Who will be your main buyers?*** *(Individuals, businesses or governments? Give as much explanations and their characteristics as you can)*

***3.3 Who are your main competitors***? List them

***3.4 Compare your product/service with the competitors by quality and price***

***3.5 Where will your business be located?*** (describe the venue and the area)

| |
|---|
| ***3.6 Size of the market*** *(estimate how much is being sold from your product / service on the market that you will cover - give information about the total quantity and / or value of sales in the territory where you work / the municipality / the whole country)* |

| |
|---|
| ***3.7 How will you promote and interact with customers?*** |
| ***3.8 What will be the way of distribution? -*** *Channels of sales for your products* |

| |
|---|
| ***3.9 What do you predict as a key factor to your success?*** |

| |
|---|
| ***3.10 Key risk factor?*** |

## *IV.* PRODUCTION AND ORGANISATION

| |
|---|
| ***4.1 Does your business idea require a production process? If so make a short description*** |

## *V.* STARTUP INVESTMENT

Table - *5.1* - Investment Plan for the Business idea

| No. | Item description | Quantity | Price | Total in EUR |
|---|---|---|---|---|
| **I** | **Fixed Assets (Long term assets)** | | | |
| 1.1 | Own investment in fixed capital (what you already have and will put in service for the idea?) | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| 1.2 | Investment in fixed assets (what you need to buy for the idea?) | | | |
| | Land | | | |
| | | | | |
| | Buildings | | | |
| | | | | |
| | Reconstruction | | | |
| | Equipment + tools | | | |
| | | | | |
| | Office equipment | | | |
| | | | | |
| | Vehicles | | | |
| | Other | | | |
| | **TOTAL Fixed Assets for starting the business (1.1 + 1.2)** | | | |
| **II** | **Current assets (Short term assets)** | | | |
| 2.1 | Stock of materials | | | |
| | | | | |
| | | | | |
| | | | | |
| 2.2 | Investments in current assets | | | |
| | | | | |
| 2.2.1 | Materials | | | |
| | | | | |
| 2.2.2 | Starting work capital | | | |
| | | | | |
| | | | | |
| 2.2.3 | Other current assets | | | |
| | | | | |
| | **TOTAL Current Assets for starting business (2.1 + 2.2))** | | | |
| | **Total Fixed Capital and Current Assets (Total investment for the business idea) (I +II)** | | | |

***5.1. What assets are needed to start this business?*** *(Form Investment Plan)*

- Fixed Assets ______________________________(in euros)
- Current Assets ______________________________(in euros)

***5.2. Where will you get the necessary funds?*** *(Form Investment Plan)*

***Sources of funds:***

- Personal ______________________ euros
- Other sources _________________________ euros

**5.3 Which other sources do you plan?** (Family, friends, bank, angels, investors???)

## *VI.* PLANNED BALANCE FOR SUCCESS (INCOME STATEMENT)

***6.1 Total expenses: Make*** *a cost estimation for your business over a year. Please note the total amount of expenses for running your business for one year _________________________________ euros.*

*6.2.* ***Total Sales (for one year)*** *Make a sales estimation over a year. Please note the* ***total amount of revenues*** *in one year: _________________________* ***euros***

***6.3 Planned Gross Income****. Make a calculation of* ***(revenues minus (-) expenses = )***
_______________ ____________________ ***euros***

***6.4 Planned Profit / Profitability ratio*** *Make an estimate of profit* ***(Income divide (/) with the total revenues and multiply it (*) by 100 = ???%)***
__________________________ ***and that is_______% of our profitability ratio.***

**Table -** ***6.1*** **- Annual operating costs for the Business idea**

| No. | Expense description | Measure unit | Amount needed | Price | Total in EUR |
|---|---|---|---|---|---|
| I | Fixed Costs | | | | |
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| **II** | **Variable costs** | | | | |
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| | **Total Expenses (I)Fixed plus (II)Variable Costs (I + II =)** | | | | |

**Table 6.2 Annual revenues from the sales of products / services**

| **No.** | **Product description / service description** | Single measure | Planed sales | Price | Total annual sales in EUR |
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| | **Total Revenues (sum all the sales)** | | | | |

## *VII.* SWOT Analysis of the Business Idea

7.1 Create a SWOT analysis for your business idea

| | |
|---|---|
| STRENGTHS | WEAKNESSES |
| OPPORTUNITIES | THREATS |