



Teaching Notes on how to use Let's Guide Course and Interactive Learning Scenarios in your classroom

## TRAINER'S GUIDE

[www.letsguide.eu](http://www.letsguide.eu)

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**LET'S GUIDE! – Skills for entrepreneurship and internationalization promotion among adult people**  
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## 1. Welcome to Let's Guide!

**Let's Guide** is a European initiative funded under the Erasmus+ Programme, designed for entrepreneurs, especially Starters, to obtain the right basic qualities as an entrepreneur, to be able to innovate and think out of the box.

In times of crisis, the competition between employees within an organization is high to keep their jobs. Unfortunately, often the consequence is that the older employees are the victim of this. Starting as an entrepreneur and not being dependent on it is a possibility. Although in many of the cases the right knowledge to be an entrepreneur is missing. This issue has led to the development of Let's guide. Where through an interactive online simulation, the right skills needed to be able to do business successfully can be learned in the most effective way.

With the guarantee of creating a unique experience in an enterprising environment, let's guide is based on business scenarios (based on real professional entrepreneurs' experiences) which will lead to a successful route to the set goals (highest revenue or highest market share, for example) in a risk-free environment. Through learning by doing in the let's guide environment, entrepreneurs can more quickly establish the connection between the theoretical side and the practical side of doing business. Keeping this in mind, we can offer you an innovative learning tool, the Let's guide, a virtual online Simulation where attendees (potential entrepreneurs, freelancers and unemployed) can follow the process of the 5 important modules that lead their business to success. We hope that let's guide will inspire you and we look forward to your feedback!



**The Let's guide Team**

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## 2. Introduction to the project

The ongoing sovereign debt crisis and the austerity measure taken to tackle it have put massive pressure on the shoulders of the raddled European economies, with unemployment skyrocketing to previously unknown heights reaching an average of 12% in the Euro. The group aged 30-45 (generation X) is facing the main barriers to the increase of employment rates represented. Regarding the EC "the middle-aged workers are the losers of the crisis." They have recently found themselves applying for jobs again. An increasingly ageing population coupled with the financial crisis, has led to more people who are over 30 finding themselves out of work. The challenge is to trigger their situation with innovation and economic competitiveness via entrepreneurship and creativity. To beat high unemployment rates and reduce poverty and social exclusion, there should be an effective training tool that not only teach entrepreneurs the basic skills and competencies, but also strives for innovative and out-of-box thinking. A possibility and the most effective way to make the connection between theory and practice the easiest is by using experiential methods based on Information and Communication Technologies (ICT), like an online virtual tool. Through storytelling training, interactive learning scenarios and training materials, the online virtual tool will provide an improvement to different areas that are necessary for a good entrepreneur.

The **LET'S GUIDE** EU wide partnership project, was designed to identify core and innovative learning methods that best encourage success entrepreneurial activities among low-skilled adult people (potential entrepreneurs, freelancers and unemployed) in the age of 30-45 with a medium or long work experience. This innovative on-line training/practical guide is an "entrepreneur guidance tool" in the form of an "Interactive learning scenario simulation" will help entrepreneurs with improving their skills.

**LET'S GUIDE!** Tool is an interactive motivation environment that enables training providers (organizations, trainers, educators) to inspire their learners to develop their skills, change behaviours and drive innovation. The main objective of this project is to foster entrepreneurial mind-sets skills, to encourage active entrepreneurship among adult people and also strengthen the cooperation between organization with a view to establishing exchanges of practices and motivate them to think creatively "out of the box" in order to enhance self-employability and business creation.

### 3. Purpose and methodology for trainer's guide

This trainer's guide (and all its resources) have been designed to support trainers of potential entrepreneurs, freelancers and unemployed in the age of 30-45 with a medium or long work experience with developing their skills and competences regarding successful entrepreneurship.

This teaching notes will have all teaching notes, resources and guidelines for trainers to instruct about the use of e-learning content as interactive learning scenarios, training modules and storytelling multimedia training content. It contains academic content and practical activities, together with extra content as: technical description of the resources, internationalisation materials and additional external resources.

Moreover, **LET'S GUIDE** resources, including this guide, were also conceived to enable these users to cope in a better way with the future challenges of using virtual experiences and online virtual tools to mentor start-ups entrepreneurs, freelancers and unemployed. This trainer's guide provides thought-provoking and discussion-enriching background information on topics central to **LET'S GUIDE** such as **communication, leadership, creativity and innovativeness, resilience and motivation.**

This trainers guide will facilitate the application of the used methods & to guide trainers during the implementation and application of Let's Guide resources. The teaching notes will facilitate the transfer of knowledge on specific cases as well as it will point out the key learning outcomes of each particular case. It can be used as a training manual for organizing internal training in organizations, association and enterprises for self-study purposes or for material development. One can organize training courses for facilitators based on the information provided in this handbook along with the online virtual **LET'S GUIDE** tool.

## 4. A framework for the training program

The **LET'S GUIDE** training program includes a combination of academic content and practical activities, together with a functional experience that allows its direct use following the learning scenario cases. The combination of studying in practicing is, in the partners' opinion, one of best ways of learning, which is why it is suggested to combine the use of this guide with practical try outs or even its integration with basic training courses.

Although the trainers' guide is available to trainers for the use they consider more relevant, the proposal of partners on how to use it is:

- Read the entire guide before conducting the training.
- Take advantage of all the visual aids suggested by the guide for the training
- Make sure that all ICT resources and stationery/supplies required are available before the beginning of the sessions
- Ensure each participant takes part in group work
- Make sure you spend time in reviewing and feedback during the training program

### 4.1. Let's Guide training program

The **LET'S GUIDE** training program has been developed as an assisting tool to trainers in the development of their training sessions. The production of this program has been developed through a close contact with the scenarios and products created through the partnership, as well as with the teaching notes and visual aids complementary.

## 5. Objectives and competences

The **LET'S GUIDE** training program aims to be a tool to improve the awareness, experience and skills required for entrepreneurship and internationalization training. Through the **LET'S GUIDE** training program, it is expected that users acquire all relevant documentation, resources and guidance to become capable trainers who will later on instruct on the use the learning scenarios.

All training resources included have the main objective to assist trainers in developing their training programs through the use of the project outputs, as method to promote the development of relevant skills for entrepreneurship among their trainees, through the use of online scenarios.

**LET'S GUIDE** intends to separate from the traditional paper-based or online statistic courses, providing an engaging training environment through the use of user friendly scenarios that will allow the users to “learn by doing” by playing through the controlled environment. It is intended by this approach to incentive communication, leadership, creativity and innovation, resilience and motivation. The training content from this program will include modules especially addresses to these competences. This program will constitute an effective and sustainable model that can be disseminated and implemented in the EU countries. More concretely, the objectives and competences of this training program are the following:

### Objectives

On completion of the training program, participants should be able to:

- ❖ Take profit from the resources according to their profile at local level;
- ❖ Use the units for producing their personalised training;
- ❖ Understand the main concepts included in each competence;
- ❖ Appreciate the importance of investing time on learning;
- ❖ Analyse the role of competences in entrepreneurship;
- ❖ Adapt the role of sustainable growth;
- ❖ Understand the importance of interdisciplinary collaboration.

### Competences

On completion of the training program, participants should develop the following competences:

- ❖ Lead and motivate employees;
- ❖ Develop critical thinking;
- ❖ Adopt sequential decision-making;
- ❖ Act responsibly and sustainably;
- ❖ Work in a team;
- ❖ Problem-solving and dealing with blockages;
- ❖ Process orientation;
- ❖ Creative thinking;
- ❖ Use online virtual technology;
- ❖ Adapt to change;
- ❖ Reflect and be self-responsible;
- ❖ Give feedback.

## 5.1. Content outline

The training program will include an introduction on each of the topics explained, as well as relevant information related to each of the competences dealt with along the **LET'S GUIDE** project. More concretely, it will provide an overview on the following topics:

### Module 1: Communication

- I) What is communication?
- II) Communication skills
- III) Styles of communication
- IV) Keys to effective communication
- V) Barriers to effective communication
- VI) Examples of firms with good communication skills

### Module 2: Leadership

- I) What is leadership?
- II) Skills of a good leader

- III) Types of leadership
- IV) Keys for an effective leadership
- V) Benefits of good leadership
- VI) Examples of Leaders

### Module 3: Creativity and Innovativeness

- I) What is creativity?
- II) Characteristics of a creative person
- III) 4 phases of a creative process
- IV) Is it possible to measure creativity?
- V) Creativity and brains
- VI) How can you boost your creativity?
- VII) Creative thinking techniques
- VIII) What to avoid in the creative thinking process?
- IX) What is innovativeness and how is it related to creativity?
- X) Learn from famous creators and innovators

### Module 4: Resilience

- I) What is Resilience?
- II) Defining attributes
- III) Resilience Antecedents
- IV) Resilience Consequences
- V) Assessment Tools
- VI) Resilience at Work
- VII) Build resilience at work
- VIII) The house of resilience (Vanistendael & Lecomte, 2000)
- IX) Constructing resilience (according to American Psychological Association – APA)



## Module 5: Motivation

- I) What is motivation?
- II) Characteristics of Motivation
- III) How to learn self-motivation
- IV) Nine-point self-motivation
- V) Examples of great motivators

### 5.2. Introduction to Methodology

The training program is created with the intention to follow the principles of adult long-life learning and experiential learning. Even though the trainer has the liberty to use these contents as considered better, it is advised by the partnership to use these training program as guide to better understand the work of scenarios. Additionally, there are training resources available for the use of the trainer, in order to help provide a better understanding of the competences explained through the course. All training resources aim to help the user have a clearer understanding of the scenarios and the main project's outputs, as well as to provide a base for real-life success in implementing those competences within an entrepreneurial environment.

Taking this into consideration, the method suggested for each session is expected to have the following stages:

#### Stage 1: INPUT

In the first stage, trainers should introduce the concept and information to present to trainees, in order to ensure they have a clear idea of what is going to be taken into consideration or action.

#### Stage 2: PROCESS

Once the trainer has provided the input from Stage 1, it is time for trainees to participate using that input in activities, as method to show their understanding of their newly gained knowledge.

## Stage 3: OUTPUT

At the final stage, trainees need to prove they have achieved the knowledge by completing the scenarios and assessments included on them. It would be interesting to motivate trainees into participatory training methods, including group work and promoting discussion among team participants.

### 5.3. Qualifications and competences of the trainers

With the aim of ensuring the best possible outcome, it is recommended that a minimum of 2 experienced trainers will be engaged in the training program. Having experience in entrepreneurship and training will be essential when conducting the session.

## 6. Participants. Let's Guide course Target Group

### 6.1. Unemployment and Entrepreneurship situation in Italy, Spain, Poland, Sweden, Slovenia & Greece

In recent years the unemployment levels have risen in most European countries. This situation was caused by ongoing sovereign crisis and the austerity measures taken to tackle it. The negative effects of described changes were visible the most in the Eurozone, where the unemployment levels reached the highest value in history – 12%. The countries above the average like Greece or Spain were said to reach more than 20% unemployment rate (Eurostat). In case of the latter one it was – 20.8%. What can worry even more is that in Spain many people are unemployed for prolonged time period. Between 2005 and 2014, the long-term unemployment rate in Spain increased from 2.2% to 12.9%. This value is now 7.8 percentage point higher than the EU average of 5.1%. During the same period the very-long-term-unemployment rate increased to reach 8.2% in 2014, 5.1 percentage points higher than the EU average. Moreover, in Spain There are close to 10 million low-skilled adults between the ages of 25 and 64 in Spain. Around two-thirds of them will still be in the labour market ten years from now and more than one-third even in twenty years. (OECD, 2015) so the country needs quick solutions for that. Situation in Spain is definitely extreme, but sadly other examined countries suffer from similar conditions and problems. Italy was also very severely hit by the crisis which was one of the reasons why the unemployment rate there is now 11.4%. This country experiences marginalization of women and young people and, especially the ones residing in Southern regions. In Poland, where in the third quarter of 2015 overall unemployment rate was 9.8% there are also many problems which efficiently stop the people from finding jobs. In Slovenia, the unemployment rate is similar and from January 2016 to July 2016 the country even experienced a decrease of around 2 percentage points. Nevertheless, the he comparison of the structure of unemployment this year and last January shows that in one year the most, at 33.1%, increased the share of unemployed persons aged 50 years or more, also the share of long-term unemployed is bigger (50.1%). Finally, in Sweden the level of unemployment was always historically quite low from 1980 until 2016 it averaged 5.90%. As for August 2016 it was set on higher value - 6.6%. Summing up, we can see that all given countries have their own problems concerning the unemployment rate. And even though they are sometimes slightly differed as well as more severe they all want to fight them off.

One of the ways which can help in reducing them is entrepreneurship. Sadly, it is often claimed that this type of work is not supported enough. For example, in Italy it is said that entrepreneurship is diffused with fewer new initiatives due to the lack of a supportive entrepreneurial ecosystem. Lack of entrepreneurial skills is said to be the one of the main barriers to increase the employment in Poland. Entrepreneurship tends to be perceived as prestigious job and a way to gain more independence and earn more money. In Slovenia 53.7% of population perceive it as a good career and in Spain this indicator is 53.94%. Despite these and many other reasons for starting entrepreneurship such as for example the desire for self-realization and feeling of independence, many limitations result in the fact that entrepreneurship is still rarely chose for the career. The research in Poland showed that there is a gap between the willingness to run your own company (40%) and an actual number of people running companies. 49% of Poles surveyed say that they are not well informed about educational possibilities for self-employed. Also 46% of the respondents would not risk starting a company due to lack of economic knowledge. The fear of failure is visible also in other countries – in Sweden it is around 35%, in Italy 49.1%, in Spain 38.03% and in Slovenia 40.1%.

People usually imagine entrepreneurs as people with specific and demanding skills. In all examined countries entrepreneur profiles are quite similar. In Italy emphasis goes on the ability to work independently, self-confidence, impulse to act, raw idea to enterprise, technical and managerial skills as well as functional emphasis. In Spain, it is thought that the successful entrepreneur should possess specific personal characteristics such as: optimism, vision, resilience, risk tolerance and many others. What is more, such person should possess other – interpersonal, practical as well critical and creative thinking skills. Successful entrepreneurs usually possess other outstanding characteristics such as eagerness to perform, self-confidence, keeping emotions in control or ability to accept mistakes and many others.

As we can see, entrepreneurship is generally seen as a demanded specialized job which requires good characteristics etc that might explain why many people think that they are not capable of starting a business – they do not believe that they have the required skills and knowledge to do it. Slovenian researchers also determine similar skills most important to entrepreneurs and highlight for example dedication and determination or creativity and innovation. In Poland it is thought that the entrepreneurship is a mix of talents, skills, energy with creativity, good planning and common sense. In Sweden, it is

said that to be a successful entrepreneur you must have or develop personality traits such as motivation, creativity and persuasiveness, versatility, superb business skills, risk tolerance, drive, vision, flexibility and open-mindedness and decisiveness. Therefore we can see that looking at these traits people might feel not confident to start their own businesses. This fact is reflected in perceived capabilities indicator. In Italy only 31% people believed that they have the required skills and knowledge to start a business. In Spain this indicator reached 48% and in Slovenia 51.5% (6<sup>th</sup> place in Europe).

This corresponds to entrepreneurial adult education, which in all of the listed countries is quite developed, however does not fulfil its role to the full potential. This often includes professional qualifications workshops, second or third level courses, start-up ecosystems, vocational trainings. It can be also said that the courses and institutions providing them come in great diversity. Nevertheless, there is some place for improvement as according to research still relatively small number of people is involved in entrepreneurial adult education and many adults still do not possess certain skills such as for example IT ones. Here, it is worth mentioning that within examined countries, typical entrepreneur is between 30-49 years old and usually between 60 to 70% of them are male.

However, lack of necessary skills is not the only reason why number of entrepreneurs is low. Another one is limited access to opportunities to start a company. Only 27% of Italian see good opportunities to start a firm in the area where they live. In Spain (22.61%) and Slovenia (20.5%) it is even lower. This might be because of the problems with starting a new business. This process usually consists of necessity to pay the required fees as well as fulfil often long and complicated procedures. We see it from the example of Spain. The World Bank ranks this country as 136<sup>th</sup> worldwide for ease of starting a business, with a cost of about €1,000 in public paperwork that takes more than a month to process. Other countries also have their problems. For example, in Poland (85<sup>th</sup> place in the given ranking) costs of start-ups and levels of required capital are quite high. Both Slovenia and Italy also suffer from some problems and the situation seems to be much better in Sweden. It is said that in this country setting up a business is a straightforward process. Procedures are simple and efficient based on a transparent system that seeks to facilitate establishment of new enterprises.

Looking at all of the information gathered we can see that entrepreneurship has its own problems however it is also the area which is well perceived and quickly developing.

## 6.2. Why is it important to teach unemployed adults about entrepreneurship?

It is very important to teach unemployed adults about entrepreneurship, because by doing so, we can reduce their fears and clarify ambiguities connected with this field. As mentioned in the last part, usually less than 50% think that they are capable of setting up the business. This would also help to diminish their fear of failure. Moreover, this could result in people being more familiar with procedures of setting up the firm. In today's world entrepreneurial skills are more and more useful.

Various studies carried out across the EU show that knowledge about entrepreneurship gives the possibility of better functioning on the labour market because it gives the opportunity:

- For starting own businesses, which can start the snowball effect and significantly reduce the unemployment in the area by producing workplaces.

It is also very helpful even if the given individual does not necessarily start a firm:

- The unemployed, by gaining knowledge about entrepreneurship, increase their social competences related to effective communication, self-esteem, building a professional image, strengthen leadership characteristics, resistance to stress. Their creativity and self-motivation skills increase.
- Entrepreneurship skills are transferable and useful in different life areas.
- Such skills can be useful in applying for the job in the future.

Moreover, we should teach unemployed adults about entrepreneurship, because of the EU 2020 Directive which emphasizes the role of lifelong learning and that all EU countries have a duty to support lifelong learning. This is an opportunity to constantly improve qualifications and retraining what is supposed to be a response to changes in the labour market as well as enterprising.



## 7. Let's Guide Multimedia Training Content

### 7.1. What is storytelling?

To tell stories (storytelling) is a pervasive element of human life because our own reality has a discursive structure. In many vocabularies, storytelling is described as the narration of a story, as “the act or process of telling a story” (Oxford Advanced Learner’s Dictionary). In every age and in every place, stories have been told: sagas, mythologies and legends. But storytelling is more than just telling stories, it represents a discipline and a working method: man has a narrative thought and all human history is a story of stories.

Storytelling is then a communication technique which consists in convey messages, information and knowledge to an audience in an entertaining way, in order to attract the attention and to enhance audience’s understanding of the contents conveyed. Storytelling, in fact, is a powerful tool that acts on cognitive and emotional levels. On the emotional plan, stories teach us strategies for life, because they express behaviours, situations and feelings that we can meet in our daily life. We use stories to explain how things are, their causes as well as our actions and aims. Stories are the building blocks of learning, the foundation of memory and knowledge. Storytelling, reflecting our feelings in the characters of the narrated stories, lead us to new knowledge, teaching us to anticipate the possible consequences of our actions, and this happens both for the narrator and for the person who is receiving the narration. The purpose of storytelling can vary on the basis the context in which it is implemented: it can have solidarity, personal, social, commercial or political objectives, as well as training ones. It allows to “animate” a person who tells an audience stories about his experiences, conveying messages in the most emotive and powerful form.

In ancient times storytelling was oral, then it became written: today it is multimedia and cross-media. In the last decade, the development of digital technologies and the Internet has encouraged a radical change in the way of constructing and spreading narrative contents. Individuals have begun to produce narratives and share them on the web (e.g. sharing narrative contents in video format in YouTube). Digital Storytelling is the significant name of this new form of communication and represents a device that combines personal narrative with multimedia tools such as audio, graphical visualizations, videos and web publishing to produce a short biographical movie,

holistically activating all the senses of the human being. The construction and fruition of digital stories, as happens with every narration format, foster effectively involvement and attention, putting complex ideas in a narrative frame, thus helping people to understand and contextualize new "elements of knowledge".

## 7.2. Why it's useful to your classroom?

Storytelling has been used for a long time as a powerful communication tool. Storytelling nowadays is considered not only as useful, but also as an effective approach more and more used in different social, educational and work environments. The Let's Guide project has used storytelling in order to realize a punctual collection of the most significant entrepreneurship histories, that could be of relevance at the different national levels, identifying main strengths to be transferred to new generations of workers. The technique of storytelling, using easy content, facilitate the transfer of knowledge and skills, creating natural connections between people. Its effectiveness and creativity stimulate the innovations among the educational approaches.

The use of storytelling has always been part of didactic techniques, even if sometimes this strategy is implemented in an unconscious way because it is so embedded in our social-communicative schemes that it becomes almost invisible. The most prepared and effective teachers have always been skilful storytellers; students who can tell stories master their learning. The learning process, in fact, consists more in the construction of knowledge than in its passive transmission. When knowledge is only transmitted to learners, they become passive elements of the process. Instead, when learning is contextualised, learners can better accept and digest the knowledge included in the process of teaching. Furthermore storytelling, for its peculiarities of immediacy, simplicity, persuasiveness and entertainment, acts positively on the mechanisms of functioning of memory and on unconscious and conscious learning processes. It speaks to the heart of people and affects the emotional, because it adopts the same language and makes the public sharers process of creating meaning.

Storytelling can therefore be usefully used by trainers in order to transport a complex content more vividly to the audience and to ensure that the learners remember the content as long as possible. It provides real examples that allow audience to identify

with the protagonists or with the contexts in place, and so it makes the transferred content more understandable.

The use of Digital Storytelling allows to record stories, that otherwise would be not repeatable, and to share them with a larger audience at any time at any place.

The Let's Guide partnership has then identified storytelling as one of the best possible tools to gain adequate entrepreneurial skills and competencies, based on successful real-life experiences, inspiring learners to change behaviours and to drive innovation. Entrepreneurship and sense of initiative will have the faces of the names of the protagonists that, successfully made ideas turn into action. Each of the following interviews recognises, on individual bases, life examples and shadow competencies owned by entrepreneurs, assisting learners to perceive reality in a new way.

### 7.3. Let's Guide Entrepreneurial Case Studies

#### 5.3.1. Poland

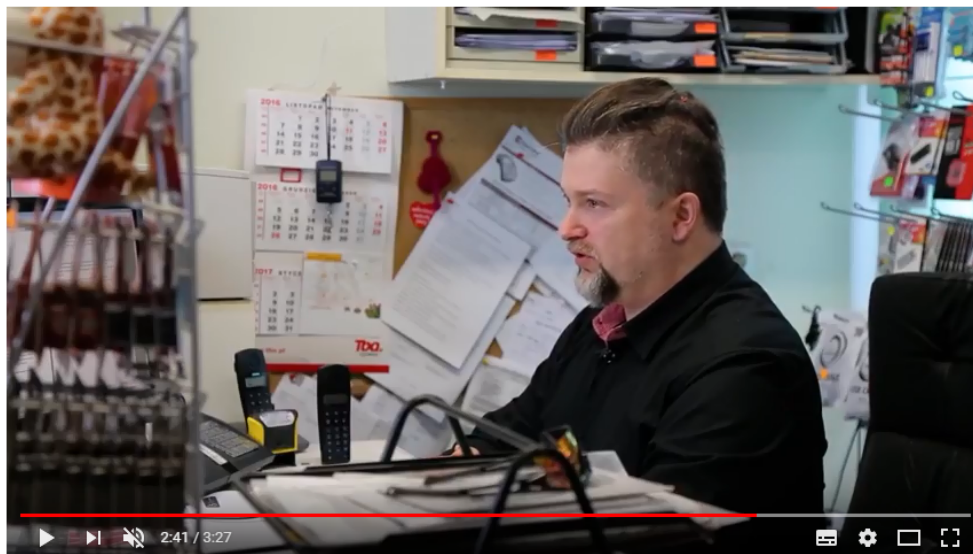
The four Entrepreneurial Case studies presented by the Polish partner, Stowarzyszenie EURO LIDER, are focused on the importance of Communication as key to successful entrepreneurship. You can find them on the Communication section of the Let's Guide Moodle course ([Link](#)) as well as in the Let's Guide YouTube channel ([Link](#)).

The first entrepreneurial case study portrays the story of Jerzy Przerwa, manager of a firm with 21 years of experience in the field of interior finishing. His story is available at the following link: <https://www.youtube.com/watch?v=60CMaox-YXI&feature=youtu.be>.



Jerzy Przerwa explains that the desire to connect with people and travel the world was the origin of his entrepreneurial initiative. His company now works with many EU and extra EU countries, fulfilling his dreams. This witness portrays how communication is one of the most important business skills, because it allows to improve the quality of services thanks to the sharing of information among employees and employer and to achieve higher level of satisfaction for customers, acquiring a better comprehension of their needs. Therefore, the key message from the Jerzy Przerwa experience is the importance of communication to build effective relationship within the enterprise and between the customers and the company.

The second entrepreneurial case study describes the story of Mariusz Siudem, whose firm, MS-Komputer, has 20 years of experience and is able to provide the most fanciful it assortment from all around the world. His story is available at the following link: <https://youtu.be/OHi8Vurp0Ws>.



The importance of communication emerges from different phases of the Mariusz Siudem's story. First of all, he underlines how communication helped him to become an entrepreneur when he was still an employee, acquiring knowledge and information from his former employers. Then, when he established his firm, communication supported him in creating long-lasting relationships with his first customers. Finally, communication, in his experience, was fundamental in order to build a group of business partners, achieving growth and development for the company. The story of Mariusz Siudem underlines the importance of active listening as part of communication skills.

The story of Agnieszka Krakowiak and of Leszek Cygan is the main topic of the third entrepreneurial case study. They are the entrepreneurs behind the Centre of European Languages Columbus, a language school operating for 12 years, that provides courses of most European languages on different study levels, using modern techniques such as e-learning. Their story is available at the following link: <https://youtu.be/VuEGiz9LKbc> .



The Columbus centre is one of the largest schools in Lublin. Agnieszka Krakowiak and Leszek Cygan identify communication as one of the key elements of success of their firm. At the moment of establishing the company, they elaborated a market entry strategy: they realized that the language schools market was already saturated but that the ability to build relations with customers and to manage internal communication flow could bring added value to the enterprise, being a distinctive quality factor in the market. Their effort in building relationships of trust with teachers, employers and students, based on two –direction communication, resulted in the successful growth of the school.

Finally, the fourth entrepreneurial case study from Poland is about the story of Jolanta Gęborys. Her business proposes best options for clients in the insurance and finance sectors. Her story is available at the following link: <https://youtu.be/8s34X8MpUZQ> .





The entrepreneurial story of Jolanta Geborys started in 1989: she advises people on life insurance, health insurance as well as issues regarding their retirement savings or saving for the future in general. Jolanta Geborys explains that, in her work, communication with people is probably the most important skill because she has to create relationships based on high level of trust and to effectively communicate to her clients the offer that is relevant to their specific situation and needs. Therefore, her advice to new entrepreneurs is to push their communication skills, being open to people and willing to listen and contact customers.

### 5.3.2. Spain

The four Entrepreneurial Case studies presented by the Spanish partner, Instalofi Levante, show how **Leadership** is important in order to be an entrepreneur. You can find them on the Leadership section of the Let's Guide Moodle course ([Link](#)) as well as in the Let's Guide YouTube channel ([Link](#)).

The first entrepreneurial case study portrays the story of Iñaki Espeso, one of the funders of Fundabike, a company mainly devoted to design, manufacture and finally distribute bicycles' optional through Internet. His story is available at the following link: <https://youtu.be/RDSiqgi6ORs> .





Iñaki Espeso, after working for more than ten years in journalism and Public Administration, has established, together with other entrepreneurs, a new start-up working on the production of cases for bikes handlebars. The suggestion of Iñaki Espeso is to create a team of workers composed by people that can add all the needed knowledge and expertise. Then it is up to the entrepreneur to be a good leader, guiding the staff toward the enterprise objectives. This means that entrepreneurs have to be able to decide and plan steps and strategies to be implemented, to take choices, to negotiate with partners and customers and to be proactive and passionate, all elements that belong to leadership skills.

The second entrepreneurial case study describes the story of Abraham Serra, whose firm, Cronochip, works from more than 10 years in the field of timing of races. His story is available at the following link: [https://youtu.be/ BtPvdv8QAQ](https://youtu.be/BtPvdv8QAQ) .



Cronochip is currently one of the most important company developing and selling timing systems for runners and for races' organizers in Spain. Abraham Serra's story is focused on the importance of being able to give practical examples and guidance to employees: an entrepreneur should act as a leader, and so he should know how to do what the team is supposed to do. Furthermore, an entrepreneur should not be a dictator, but a person able to build the necessary conditions for the workers in order to perform their tasks. Further success factors that Abraham Serra highlights are the capacity to listen the needs of the staff and the ability to control own ego and behaviour, in order to create an efficient work environment.

The story of Alberto Domingo is the main topic of the third entrepreneurial case study. He is founder and partner of Aequus Abogados, a company specifically dedicated to juridic assessment. His story is available at the following link:  
<https://youtu.be/v2CdRv3L748>



The story of Alberto Domingo starts from the beginning of his entrepreneurial initiative, when he experienced several difficulties in obtaining all the needed resources without any institutional assistance. He explains that his leadership skills were essential to overcome difficulties: the abilities to plan strategies, to take important choice studying the business environment and to motivate the staff giving example of hard work and sharing with them "illusions" are essential to carry on an entrepreneurial project.

Finally, the fourth entrepreneurial case study from Spain is about the story of Pedro Edgar Betoret Jimenez. He is the manager of a group of companies and describes the

story of one of his business, named Meat Market, which is a Valencian restaurant, specialised in old cow meat. His story is available at the following link: <https://youtu.be/ucsbGist9uU> .



Edgar Betoret is also manager of firms in the fashion sector, in the local and patrimonial sectors, in the environmental field and in the field of distribution of sport equipment. His story is then based on a wide and long entrepreneurial experience. During his witnesses, Edgar Betoret underlines that, in his opinion, the start-up phase of a company is always positive, because is driven by enthusiasm and ideas. Instead, it is much more difficult to keep an efficient leadership in the following phases. A good entrepreneur has to be a good leader. He has to select and hire competent staff, because his task is to develop and keep in mind the overall company strategy, transfer it to the team and permanently monitor its implementation. Furthermore, a successful entrepreneur has to be able to fix limits, both for the staff and for himself/herself, being able to say no to employees' requests or to new activities if necessary. Another important leadership skill that emerges from the story is the ability to be a living example for the team, working more and for more time than any other member of the company.

### 5.3.3. Sweden

The four Entrepreneurial Case studies presented by the Swedish partner, Foxpopuli, give real examples focused on the importance of **Motivation** as key to successful entrepreneurship. You can find them on the Motivation section of the Let's Guide Moodle course ([Link](#)) as well as in the Let's Guide YouTube channel ([Link](#)).

The first entrepreneurial case study portrays the story of Lewis Horne, one of the founders of UNITY, a company mainly devoted to the development of sustainable futuristic electric cars. His story is available at the following link: <https://youtu.be/xfZRapml0GQ>.



After academic studies in business economics and work experiences in the marketing sector, Lewis Horne has created UNITY. The company is very close to the launch in the market of a light electric vehicle for city use with innovative features. The car will be mass manufactured in Sweden and the main distinctive features of the product is its environmental sustainability. Lewis Horne explains how motivation has been key for the establishment of his firm and for the development of the car project: he strongly believes that awareness of being able to make a change and solving problems is a driver of innovation and entrepreneurship. Therefore, the motivation of producing positive impacts on society and environment has supported him in his entrepreneurial path.

The second entrepreneurial case study describes the story of Niklas Anderberg, whose firm, BLACKWING, works from more than 10 years in the field of aircraft design and production. His story is available at the following link: <https://youtu.be/WxMrbi3Yrlg?list=UUfdzZUmpUxOyi2wVe64yvMg>.





Niklas Anderberg shared his experience, from the aeronautical engineering master to research and work activities in aircraft simulation, up to 2002, when he started building his first airplane in a garage. In 2012 he obtained support by investors for his own start-up, producing a 100% carbon-fibber aircraft. The project required from him a lot of energies, as well as private economic contribution, but has finally resulted in an airplane that is faster than the ones of the competitors. Niklas Anderberg story underlines that motivation is essential in order to overcome difficulties and to keep positive attitude even when unforeseen obstacles are met: each entrepreneur should be focused on his “dreams” and be stubbornly devoted to them in order to succeed. The motivation helps to stand low points and to afford problems as empowering challenges. His final tip to new entrepreneurs is to keep in mind motivation as a requirement for the selection of staff, in order to create a positive and efficient environment.

The story of Per Löfberg is the main topic of the third entrepreneurial case study. He is founder of Emerging Cooking solutions, a company specifically dedicated to make pellets out of sustainable forestry waste and to sell stoves that run on pellets instead of charcoal. His story is available at the following link: <https://youtu.be/pMpeAixF6-A?list=UUfdzZUmpUxOyi2wVe64yvMg> .



The professional path of Per Löfberg starts from the acting field. After many years of being actor and having attended a master on the relation among art and business, he has started to think about the possibility of using biomass waste for pellets: this idea is then resulted in his enterprise, that produces completely sustainable pellets. His enterprise brings many benefits for the customers and the society as a whole: its product is efficient, healthier and cheaper than charcoal. In his witness, Per Löfberg points out how is important for entrepreneurs to avoid thinking about negative stereotypes about business like the ones of traditional environmentalists; business can have positive impacts on society and environment and this motivation is essential to achieve great results. Furthermore, in his interview, he suggests want-to-be-entrepreneurs to keep in touch with other entrepreneurs, so as to understand that each firm encounters daily challenges and that this is part of the business.

Finally, the fourth entrepreneurial case study from Sweden is about the story of Serdar Köse. His business, named Greinon, is an innovative company that develops smart city intelligent engineering solutions with the mission to optimize the use of resources and provide environmentally friendly system. His story is available at the following link: <https://youtu.be/rmF4xvWX4K4?list=UUfdzZUmpUxOyi2wVe64yvMg>.





Serdar Köse shared his professional story, from his Master degree in Wireless Communication Engineering from Lund University, through his first work experiences in engineering and system design, up to establishment of the company in 2012 and the role of responsible for the technical development. Now Greinon is an innovative and solid company that develops intelligent engineering solutions with the mission to optimize the use of resources and provide environmentally friendly system. He explained how the awareness of producing benefits for the local and global environment worked as motivation driver for his commitment in the firm.

### 5.3.4. Italy

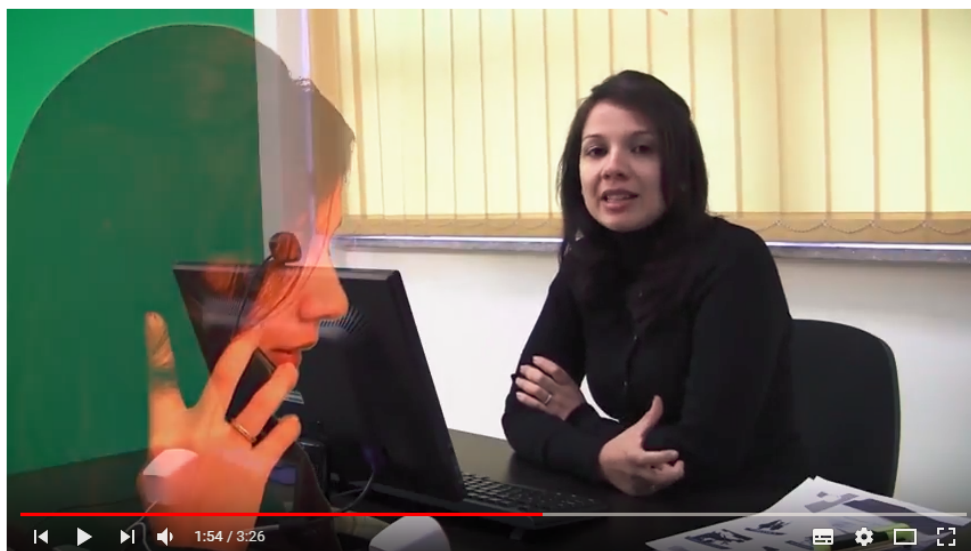
The four Entrepreneurial Case studies presented by the Italian partner, E.RI.FO., have as main common feature the **Resilience** as essential entrepreneurial skill. You can find them on the Resilience section of the Let's Guide Moodle course ([Link](#)) as well as in the Let's Guide YouTube channel ([Link](#)).

The first entrepreneurial case study portrays the story of Lorenzo Mancuso, one of the entrepreneurs of V Consulting, a labour consultancy company that offers professional and expert advice in labour and/or in labour related queries. His story is available at the following link: <https://youtu.be/LkkZCWCmN7c?list=UUfdzZUmpUxOyi2wVe64yvMg> .



Lorenzo Mancuso is 30 years old and started his business after having obtained a master and a license as labour consultant. In his story he explains how his profession is subject to constant upgrades, due to changes in the economic and legal scenario. The need to be up-to-date with law requirements and customers' needs can be afforded only if an entrepreneur is supported by passion, is able to face problems and knows that every problem has a solution. Self-confidence is then identified as a key success factor, part of that resilience skills that are essential to manage an enterprise.

The second entrepreneurial case study describes the story of Rosa Nocito, whose small enterprise, Di Marco, deals with design, creation and trade of furniture and with the wholesale trade of white goods. Her story is available at the following link: <https://youtu.be/dQL8gg99Rm4?list=UUfdzZUmpUxOyi2wVe64yvMg>.

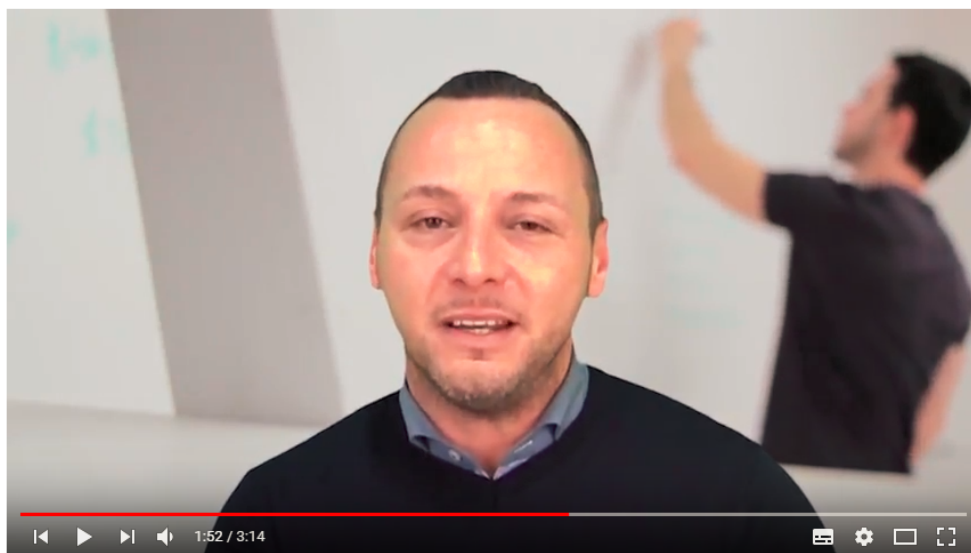


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The enterprise of Rosa Nocito started from a small workshop that has become a real company and has evolved over the years, thanks to the resilience and motivation of its entrepreneurs. This led to innovation, both in terms of new products and of new production systems, achieving a wider customers' network and higher level of clients' satisfaction. The story of Rosa Nocito shows that the enterprise development was linked to the ability to not consider problems as disasters but as a challenge, as an opportunity to grow and improve, facing difficulties in order to overcome them.

The story of Achille Pompili is the main topic of the third entrepreneurial case study. He is founder of rdcom communication, a technological company which deals with instant messaging, both as public utility and for marketing and advertising. His story is available at the following link:

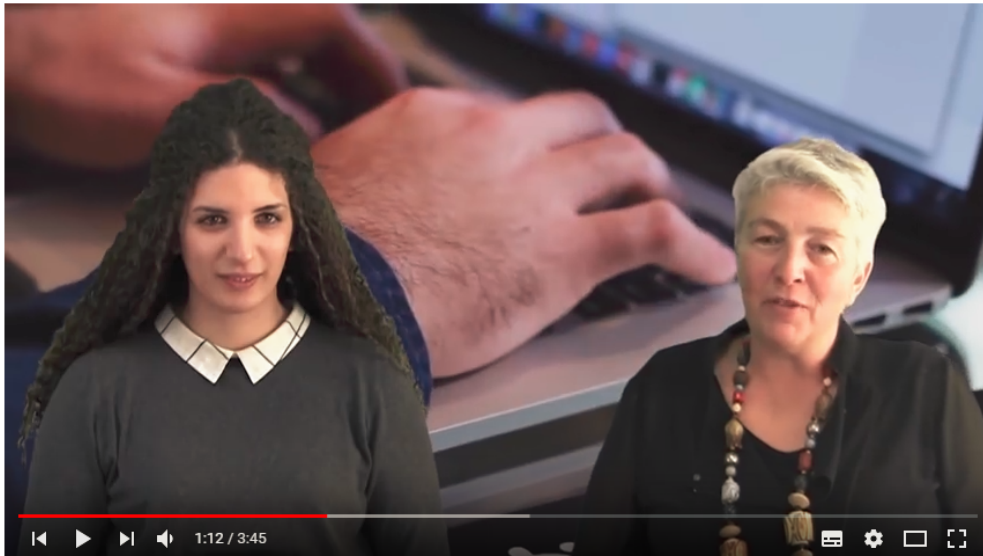
[https://youtu.be/\\_vHSpc1i3IU?list=UUfdzZUmpUxOyi2wVe64yvMg](https://youtu.be/_vHSpc1i3IU?list=UUfdzZUmpUxOyi2wVe64yvMg) .



Achille Pompili recognizes that his entrepreneurial story has been developed following his passions: thanks to his company he had the occasion to face challenging situations every day, to network with people and to work with technology. However Achille Pompili underlines how important is for an entrepreneur to be willing to afford hard work and long working hours. So, following his experience, it is essential to be resilient having a strong discipline in the management of time and tasks, but also having the ability to adapt to the market needs and the situations to be faced day by day.

Finally, the fourth entrepreneurial case study from Italy is about the story of Claudia Spugnini and Serena Arcuri, whose companies, named Coopinpratiche and Studio

Se.Gi, provide assistance with bureaucratic issues and documents to other companies, professionals and citizens. Their story is available at the following link: <https://youtu.be/EW74KuDCaSQ?list=UUfdzZUmpUxOyi2wVe64yvMg>.



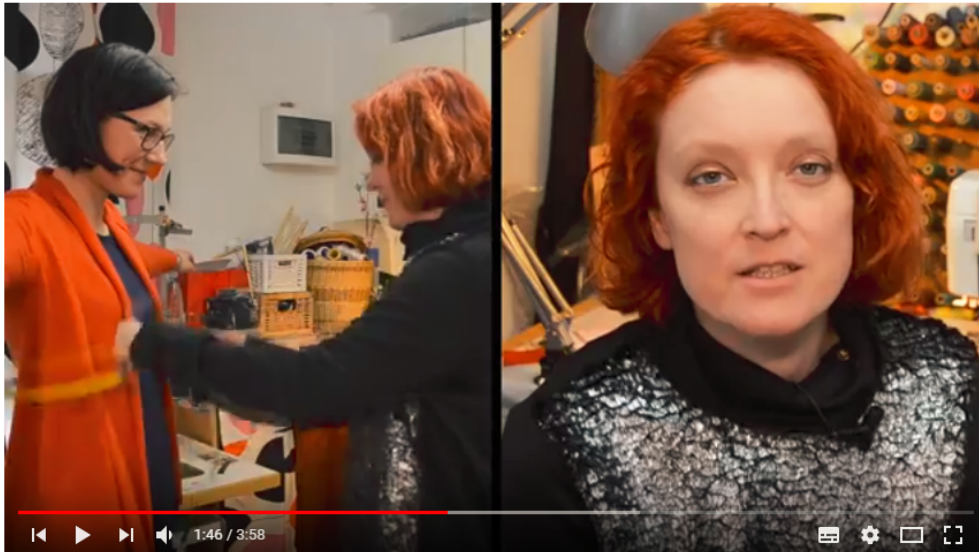
Claudia Spugnini and Serena Arcuri are friends and they shared their stories together in order to represent two generations compared. Both of them didn't acquire a specific professional qualification, because in their work sector fieldwork experience is still considered as the more important. Their witnesses identify some key requirements in order to be successful entrepreneurs: competence in the work field, efforts in order to keep up to date, digital and technological skills, curiosity, precision and rigorous organization of everyday work. Finally, they identify as crucial the courage, because to be entrepreneur can be satisfying both from the economic and personal points of view, but requires **great commitment**. The suggestion is then to start a business activity in a sector that is linked to personal interests, so that curiosity and passion can push daily efforts.

### 5.3.5. Slovenia

The four Entrepreneurial Case studies presented by the Slovenian partner, UNIVERZA V MARIBORU, are focused on the importance of **Creativity & Innovativeness** in order to be successful entrepreneurs. You can find them on the Creativity & Innovativeness section of the Let's Guide Moodle course ([Link](#)) as well as in the Let's Guide YouTube channel ([Link](#)).



The first entrepreneurial case study portrays the story of Mira Strnad, a fashion designer that created her own clothes firm under the name Miricota. Her story is available at the following link: <https://youtu.be/k0m-zggZ6WQ?list=UUfdzZUmpUxOyi2wVe64yvMg> .



Mira Strnad in her story tells how, passing through different artistic disciplines, she finally arrived at clothing design as her own field of expression. Her entrepreneurial initiative allowed her to be creative and free to do whatever she wanted. However, she explains that, before starting a new company, it is essential before to understand which the needs of the market are: the proposed offer should bring something new, provide a service or product that is not still there. So, it is important to be creative in order to have an innovative distinguish factor compared to competitors. However, if the entrepreneur status allows to be more creative, because to be independent ensure freedom, at the same time Mira Strnad highlights that being independent bring troubles as well, because required many responsibilities and to be involved also in tasks that are less appealing but necessary as well.

The second entrepreneurial case study describes the story of Silva Verglez, whose enterprise, Verasio, manages Norma, an organic food store with its own brand. Her story is available at the following link:

<https://youtu.be/eyLXy7UZAP0?list=UUfdzZUmpUxOyi2wVe64yvMg> .



Silva Verglez tells that in her story creativity and resilience were two essential skills in order to become an entrepreneur. She started her experience as entrepreneur more than 30 years ago, but she established Verasio in 2007, pushed by the desire to move into something new and interesting. Creativity is essential because the entrepreneur role requires to perform a very diverse job, especially in small businesses. Entrepreneurs should keep their eyes open, read a lot, go to trade fairs, get to know things, in order to catch some inspirations that can be helpful in developing a distinctive offer. At the same it is fundamental to keep will, a goal-oriented attitude and determination to carry on a successful enterprise.

The story of Milošič Kovačič Tjaša is the main topic of the third entrepreneurial case study. She is founder of Tiko Pro, a consultancy firm that helps numerous companies and organisations from a variety of fields in acquiring non-refundable and refundable funds from EU funds. Her story is available at the following link: <https://youtu.be/vjbNGNUYta4?list=UUfdzZUmpUxOyi2wVe64yvMg> .



The story of Tiko Pro starts from the initiative of Milošič Kovačič Tjaša together with Kristina Kočet. Both of them had an academic background in business study, whose value is underlined by Milošič Kovačič Tjaša, but at the same time she considers much more rewarding the learning that she acquired during her professional path. The importance of lifelong learning for entrepreneurs is at the centre of her story. Other key success factors identified are the selection of qualified and willing human resources and communication skills in client relations. Finally, she underlines that creative thinking is essential because only innovation can lead to a successful future: change is inevitable, and the entrepreneur must have the ability to understand, accept and learn from change.

Finally, the last entrepreneurial case study from Slovenia is about the story of Jure Verhovnik, whose organization, named Tovarna podjetmov, is the Incubator Venture Factory of the Maribor University, managing programs to promote entrepreneurship and





offering consultancy to (potential) entrepreneurs and start-ups. His story is available at the following link: <https://youtu.be/3xAtXCR-rO8?list=UUfdzZUmpUxOyi2wVe64yvMg> .

Jure Verhovnik took his first steps in the path of entrepreneurship in 2002, when he started the build Incubator Venture Factory as a start-up company. On the basis of his experience as start-upper and counsellor for new entrepreneurs he has identified several personal characteristics that are necessary to start a new company: it is fundamental to be open to different ideas and consider different approaches, as well as be willing to listen and be able to give solid advices. Start-up, for Jure Verhovnik, it's a way of life, requires a 360° engagement but is supported by the awareness that having your own business allows to develop what you care about.

## 8. Let's Guide Interactive Learning Scenarios

LET'S GUIDE! Tool is an interactive motivation environment that enables training providers (organizations, trainers, educators) to inspire their learners to develop their skills, change behaviours and drive innovation. The main objective of this project is to foster entrepreneurial mind-sets skills, to encourage active entrepreneurship among adult people and also strengthen the cooperation between organization with a view to establishing exchanges of practices and motivate them to think creatively "out of the box" in order to enhance self-employability and business creation.

Moreover, Let's Guide resources, including this guide, were also conceived to enable these users to cope in a better way with the future challenges of using virtual experiences and online virtual tools to mentor start-ups entrepreneurs, freelancers and unemployed.

The methodology and philosophy of Interactive Learning Scenarios Simulations, the identified real-life stories in the form of videos, called Interactive Learning Scenarios are served by the Smart Learning Environment of Let's Guide. Based on the project methodology, the videos are driven by questions designed with a view to identify Key Competences (including shadow competencies) and enable the identification of main strengths to be transferred to the new generation of entrepreneurs. These identified items, together with the educational resources to support guided the design of the interactive learning scenarios through a process of instructional design and storyboarding.

The scenarios are based on five different topics and in a particular order, namely: communication; leadership; creativity & innovativeness; resilience and motivation. The reason for this order is because it has a logical structure for potential entrepreneurs as they first of all need to be able to communicate and show leadership in order to convey their creativity or out-of-the-box way of thinking and maintain resilience by keeping themselves motivated.

We will now explain the learning objectives and outputs of each of the five topics.

## 8.1. Objectives and Outputs per Scenario

### COMMUNICATION



#### 1. KEY SKILL ONE: ACTIVE LISTENING

##### **Learning objectives:**

- Better understanding of interlocutor's intentions.
- Helps in problem-solving
- Enhances good atmosphere in the team.

##### **Outputs:**

- Non-selective processing of information
- Paying attention to non-verbal signs.
- Asking clarifying questions.
- Mindfully paying attention to the complete message being sent

#### 2. KEY SKILL TWO: COMMUNICATION

##### **Learning objectives:**

- Possibility of improvement in the future.
- Individuals will have a feeling that their work is important
- Gives possibility of action correction

##### **Outputs:**

- Organization of feedback sessions

- Division of tasks into sections.
- Appointment of work assessors
- Assignment and settlement of tasks.

### 3. KEY SKILL THREE: CLARITY & CONCESSION

#### **Learning objectives:**

- Minimalization of conflicts and misunderstandings.
- Clear distinction of prescribed roles.
- Facilitates good information flow.

#### **Outputs:**

- Refraining from using slang and jargon
- Usage of interactive presentations and points
- Passing only the most important information
- Making sure that everybody properly understood statement.

### 4. KEY SKILL FOUR: CLARITY & CONCESSION:

#### **Learning objectives:**

- Helps in introduction of changes.
- Inclusion of all members of the team.
- Emergence of new ideas

#### **Outputs:**

- Not judging too quickly.
- Not being prejudiced.
- Testing various options
- Paying equal attention to everybody

## LEADERSHIP



## 1. KEY SKILL ONE: DELEGATION

### Learning objectives:

- This skill shows the leader's acknowledgement as to not being the best in everything.
- It shows the confidence of the leader by the employees
- Ability to concede part of the work to others

### Outputs:

- Analysing tasks required to carry out a project.
- Designating the resources required to carry out the function.
- Identifying the right person for a job.
- Give feedback on the performance once it has been finished.

## 2. KEY SKILL TWO: CONFIDENCE

### Learning objectives:

- A trusted team will perform better in difficult situations.
- It allows the leader to perform better without worrying about the work of the employees
- Employees will be willing to take more risks and accept more difficult tasks

### Outputs:

- Giving managers more autonomy.
- Communicating regularly with staff about changes.
- Allowing certain freedom of choice when performing a task.

- Asking for opinion on different issues.

### 3. KEY SKILL THREE: INSPIRATION

#### **Learning objectives:**

- Serving as role model for employees.
- Making people want to give more in their tasks.
- In darker moments, serving as example.

#### **Outputs:**

- Acting following the mission and values of the organization.
- Transparency when performing actions.
- Showing mistakes and triumphs performed to let other people learn from them.
- Performing as best as possible.

### 4. KEY SKILL FOUR: COMMITMENT

#### **Learning objectives:**

- Fulfilling the tasks and not leaving things half-done.
- Sticking with the team.
- Feeling part of the company and acting in consequence.

#### **Outputs:**

- Working as hard as possible
- Not passing things to other people just because the leader does not want to do them.
- Facilitating the work of the team.
- Following the company's vision and values.



## CREATIVITY & INNOVATIVENESS



### 1. KEY SKILL ONE: DIVERGENT THINKING

#### **Learning objectives:**

- Used to generate creative ideas by exploring many possible solutions.
- It works best for open-ended problems.
- Generates unexpected connections.

#### **Outputs:**

- Setting aside time for thinking
- Using various creative thinking techniques, such as brainstorming
- Being spontaneous and free-flowing
- Exploring many possible solutions in a short amount of time and making unexpected connections.

### 2. KEY SKILL TWO: OPENMINDEDNESS

#### **Learning objectives:**

- It is receptiveness to new ideas.
- Allows you to consider or accept different and unconventional ideas, arguments.
- Helps to create a relaxed working environment.

#### **Outputs:**

- Asking questions

- Listening to what other people have to say
- Staying curious about the world around you
- Staying free from prejudice and bias

### 3. KEY SKILL THREE: TEAMWORK

#### **Learning objectives:**

- Teamwork means working collaboratively with a group of people in order to achieve a goal.
- It improves effectiveness and flexibility – ability to respond to changes.
- Creates synergy - sum is greater than the parts.

#### **Outputs:**

- Understanding the goals - agreement on the mission and its purpose among the team members.
- Open, honest and respectful communication; providing constructive feedback, despite any personal conflict between individuals
- Cooperating, using individual skills. 4- All members take part in decision making.

## RESILIANCE



### 1. KEY SKILL ONE: SELF-EFFICACY

#### **Learning objectives:**

- The ability to achieve a goal or overcome an event
- The ability to use personal resources

- The awareness of personal value

**Outputs:**

- Social support in development.
- Stimulating family environment.
- Positive feedback in personal experiences.
- Awareness of emotional and physiological states

## 2. KEY SKILL TWO: STRESS MANAGEMENT

**Learning objectives:**

- Social adaptation
- Problem Solving
- Decision Making

**Outputs:**

- Better Time Management.
- Be more assertive. Don't take a backseat in your own life.
- Be willing to compromise
- Express feelings instead of bottling them up

## 3. KEY SKILL THREE: DETERMINATION

**Learning objectives:**

- Energy, direction, persistence and equifinality
- Aspects of activation and intention
- Independence

**Outputs:**

- Motivation to change.
- Have personal goals and specific needs.

- being aware of all the possible consequences that the action would determine
- Environmental Opportunities

## MOTIVATION



### 1. KEY SKILL ONE: PERSONAL DRIVE

#### Learning objectives:

- Generally, the more people achieve, the more self- confident they become. As self-confidence rises so does the ability to achieve more
- Conversely, when people fail to achieve and meet their goals, self-esteem and confidence can suffer, affecting their motivation to achieve more.

#### Outputs:

- Take some time to clearly define your goals and sub-goals, the more detail about what your goals are and how you intend to achieve them the better.
- You need to be able to see how you are progressing to reaching your goals. What metrics can you use to measure your progress?
- The larger the goal the more impossible it may seem but if you split it down into simple sub-goals then you will find each step is more attainable
- If you can set and stick to realistic deadlines then you'll avoid too much distraction or procrastination and keep yourself motivated.

### 2. KEY SKILL TWO: COMMITMENT

#### Learning objectives:

- A motivated person is to achieve personal or organisational goals

- Your goals need to motivate you and excite you
- There is a strong correlation between self-motivation, personal goals and achievement.

**Outputs:**

- Make each goal specific, so you know exactly what it is
- Make each goal measurable so you know how you are progressing
- Don't set impossible goals, make sure each goal and sub-goal is attainable.
- Ensure your sub-goals are relevant to your life goals.

### 3. KEY SKILL THREE: INITIATIVE

**Learning objectives:**

- Being able to persuade others to invest time and money in new and potentially risky initiatives.
- To understand how change can be positively designed and ultimately constructed within an organisation.

**Outputs:**

- Accepting responsibilities and being able to delegate to others
- Regularly expressing appreciation of others for what they have done or are doing
- Showing and Listening to the views of others and responding appropriately
- Being open in expressing wishes, thoughts and feelings and encouraging others to do likewise.

### 4. KEY SKILL FOUR: OPTIMISM

**Learning objectives:**

- The ability to keep going and pursue goals in the face of setbacks
- Don't be afraid, have self- esteem
- Feeling part of the company and acting in consequence

**Outputs:**

- Gain Control of Yourself
- Don't Be A Complainer: Everyone has problems, so why should yours be greater than others?
- Learn to Relax: Allow time for yourself each day.
- Boost Your Own Morale: Allow yourself a treat from time to time

## 8.2. The purpose and methodology of training-based scenarios

Automation is threatening to replace human jobs – the ones that we have today. We have no other choice but to upgrade ourselves with skills that will make us more competitive and relevant in the future workforce. Two of what would be the most sought-after skills are critical thinking and problem-solving.

With this in mind, how do we foster and develop these competencies in today's workplace? We, of course, start with training our learners using a methodology that is known to develop both. The answer? Scenario-based learning, or SBL, is an approach that develops both critical thinking and problem-solving.

As early as now, it's a good idea to start prepping our workforce to compete in the inevitable, automated future. And one of the best ways to ensure our learners' preparedness is adopting an SBL approach to our current training courses.

### What is Scenario-Based Learning (SBL)?

SBL is a learning principle that puts more emphasis on context rather content. It posits that competencies are best realized when learning takes place in the context in which it will be applied. Simply put, it means that people learn best when they apply a skill in scenarios that require it – hence the namesake.

SBL employs active learning approaches to simulate real-life situations.

To reiterate an aforementioned point, these interactive scenarios are used to solicit responses from our learners. These solutions then allow our learners to demonstrate their problem-solving and critical thinking skills.

### When is Scenario-Based Learning Applicable?

There are numerous applications for SBL. However, it is most effective when used with cases based on actual, rather than hypothetical, scenarios. These learning experiences



become more valuable for our learners as they not only get to experience the situation first-hand but are actually required to solve them and develop the needed skills in the process.

Training scenarios that require handling complex situations are the best instances for employing scenario-based learning. It's due to the fact that these scenarios are usually non-linear in nature and the parameters often change depending on our learners' responses.

From the learners' choices, more complex situations that require critical thinking and problem-solving skills to resolve would arise. In these occasions, we can also use scenario-based learning to gauge our learners' skills. These evaluations can either be in the form of formative or summative assessments.

## 9. Let's Guide Online Training Materials

The Let's Guide Online Training Materials are formed by 5 modules aimed at exploring some of the most common and fundamental skills for entrepreneurship and business management. In the following points, it will be possible to take a deeper look at each of the skills explored through the materials.

### 9.1. Module 1: Communication

#### 9.1.1. Introduction and description of the module

**Communication** is a process by which information is exchanged between individuals. It happens every day, and is done through a common system of symbols, signs, or behaviour. It consists of both speaking and listening. It is important in the sector of entrepreneurship knowledge ensuring positive interpersonal relations and work effectiveness. It also minimizes understatements or quarrels in working environment. This module provides information on different topics connected with communication such as various styles of it or barriers and keys to it. It also consists of case studies and real-life examples showing how good communication helps in entrepreneurship.

**More specifically, in this module the users will:**

- Learn definition and etymology of term communication.
- Understand how good communication is positive for the company.
- Familiarize themselves with different styles of communication that can be used across a company and understand the fact that all of them have to be adapted to specific situations and joined together in order to obtain the best results.
- Gain information about the communication skills.
- Look at case studies from companies and understand how acting in a certain leadership way can be positive for a specific organisation
- Learn about keys to effective communication.
- Understand what the barriers to successful communication are, and how can we minimize them.
- Test their knowledge on the topic using diverse exercises
- Familiarize themselves with real life case studies from various entrepreneurs.

### 9.1.2. Academic content of the module

#### 1) What is communication?

The term “**communication**” comes from Latin word **communicare** meaning to share, divide out or literally “to make common”. Communication can be defined as a process by which information is exchanged between individuals. It is done through a common system of symbols, signs, or behaviour.

Good communication is essential in all areas of life including work and business as it helps to preserve good atmosphere in an organization, as well as accomplish its objectives and make sure employees are effective.

When we hear the term communication we usually think that it contains of only what we say. However, in what way we say it seems to be even more important. For the long time it was believed that content of our speech (vocal) contributes only to 7% of what we communicate, whereas how we say it and what is our body language contribute to respectively 38% and 55% of it. This idea was developed by American psychologist Albert Mehrabian. His words were misused and overused after that. However, it was revealed that this data is true only for communiques where we talk about our emotions. In other cases, it is practically impossible to estimate correct proportions.

It is important to note, that good communication consists of not only speaking, but also listening. When communicating, we have to make sure, all people are given equal access to voice, can express their feelings freely and will be heard and understood.

Communication differs depending on the fact with whom do we communicate. However, both internal (co-workers, bosses, employees) and external (business partners, clients) communications have to be on high level, in order for the entrepreneurship to prosper well.

Usually, the person with good communication skills is the one that wants to make sure that there are no understatements or quarrels present in the organization clarifying everything on time. If in the firm there is

a good communication present, it will benefit from development of new ideas, quicker problem solving as well as more efficient workers. Thanks to communication people can develop themselves, learn new skills and exchange views on important topics.

Communication skills are helpful to all entrepreneurs who meet with other people, but essentially to the ones who are responsible for contact with clients or management of other workers.

More information:

<https://www.psychologytoday.com/blog/beyond-words/201109/is-nonverbal-communication-numbers-game>

<http://smallbusiness.chron.com/importance-good-communication-business-1403.html>

## Assessment

1. Choose the correct answer that describes what is meant by good communication.

- a. Expressing your feelings
- b. Both speaking and listening**
- c. Only speaking
- d. Being in contact

## II) Communication skills

After we have defined the term communication and stated why is it that important in the field of entrepreneurship, now we may take a closer look at more specific skills that can be helpful in providing good communication.

When it comes to skills connected with interpersonal contact some people have natural predispositions and inclinations to use them in everyday situations even unconsciously. However, there is no need to worry as each communication skill can be trained and developed easily, usually by implementing only minor changes in our usual, everyday behaviour.

## Communication skills

- Active listening - As already stated earlier communication is not only expressing yourself, but also listening to the others. Active listening is mindfully paying attention to the complete message being sent
- Clarity and concision - Saying what you want in a clear, concise way, making sure you have passed on the most important information.

- Ability to ask questions - When communicating, it is important to make sure that you are understood properly, and you understand the others. To check it you can ask various questions. This way you can avoid miscommunication
- Engagement - It involves paying attention to behaviour and words of your interlocutor. Being passionate and communication process with others will result in others feeling better and trusting you more
- Empathy - Empathy is the ability to understand and share the feelings of another. As communication is always interpersonal it is vital to try to see the situation from other point of view and respect it.
- Feedback - It is the information received after specific action. When giving a feedback make sure you concentrate also on positive sides. When obtaining it, listen carefully, ask clarifying question if needed and try to implement it later
- Friendliness - Being seen as a friendly person can significantly raise the quality of communication you have with other people, as they will trust you more as well as feel relaxed and in better mood
- Open-mindedness - Instead of only getting your message across and forcing your ideas try to enter a dialogue with an open-mind. Remember that the objective of communication is often exchanging ideas or creating solutions to problems.

More information:

<https://www.thebalancecareers.com/communication-skills-list-2063779>

<https://www.skillsyouneed.com/ips/communication-skills.html>

<https://www.youtube.com/watch?v=Al3L6cnCmMU>

## Assessment

2. Match each concept next to the correct sentence.
1. Empathy 2. Clarity and concision 3. Feedback 4. Active listening
- A. Expressing yourself in a clear, concise and straight-forward way - **2**  
B. Information received after the specific action - **3**  
C. Mindfully paying attention to the complete message being sent - **4**  
D. The ability to understand and share the feelings of another. - **1**

## III) Styles of communication

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There are various styles of communication which all implement skills described earlier, however each of them concentrates on slightly different values. There are different classifications and names of specific styles, but generally we can distinguish between 4 of them:

- **friendly**
- **creative**
- **results-driven**
- **analytical**

It is very important to note that none of them is better or worse than other. On the right hand, there is an analysis of styles of communication in the form of video.

## **Styles of communication**

### **- Friendly style**

This style puts pressure on feelings and staying in contact with people. The friendly style wants to ensure that there is a minimum of stress and conflict in the team. In this style team-building and spirit of cooperation are well developed.

### **- Creative style**

This style is usually found in merchandising or marketing departments. It concentrates on the flow of ideas, implementation of procedures and action plans. People who use it are often enthusiastic, clearly expressing their ideas. Brainstorm is often a good example of technique used in this communication style.

### **- Analytical style**

This style is based on careful and thoughtful analysis used in order to produce precise results. Solid policies and strictly defined procedures, as well as clearly clarified methods are used in this style of communication. Many people who prefer this style are found in accounting or finance department. This style can bring order and precision to your communication and eliminate chaos.

### **- Results-driven style**

It may seem that this style is contradictory to the friendly one. In results-driven style all efforts are focused on producing a profit and completing tasks that lead to this goal.



Communication is often clear and quick. This style can be seen as the one not thinking about people and lacking positive feelings, so it is good not to overuse it or mix with other styles listed earlier.

More information

<https://www.forbes.com/sites/markmurphy/2015/08/06/which-of-these-4-communication-styles-are-you/>

<https://www.mindtools.com/CommSkill/FirstImpressions.htm>

### Assessment

3. It is impossible to state which of the presented communication styles is the best and it is always good to join them and try to adapt to given situation.

- ☐ True
- ☐ False

### IV) Keys to effective communication

After looking at what communication really is as well as what styles of it can we observe and what skills are needed in this area we may now move to the keys to effective communication.

Following ideas will be definitely helpful in everyday contacts and implementing one or all of the listed points can greatly improve level of your communication.

#### - First impression

The first key to effective communication is the first impression. Our outfit and the way we behave can greatly influence the way we are perceived by other people. That is why, the first impression is very crucial. It is vital that we are always presenting ourselves in a positive way, with confidence and specific behaviour. Nonverbal signs such as a relaxed, open stance as well as eye contact can result in others feeling better in your companion encouraging them to speak and listen to you.

- **Suit your communication to the person you are in contact with**

We have to remember that people we communicate with differ between themselves. We may contact our clients, bosses or co-workers. Furthermore, meetings could be more or less formal. It is important to treat your interlocutor with individuality and change your style or way you are presenting yourself according to the situation.

- **Picking the Right Medium**

Nowadays, we can choose from many possible ways of contact.

We can use e-mails, text messages, letters, social media, phone calls or personal meetings. It is crucial to choose proper form of communication to use and adapt ourselves to various situations. For example, in case of serious conversations it is better to do them in person. However, if some people are busy or far away you can try to reach them by e-mails or videoconference. It is usually appropriate to communicate with people you do not know well via more official channels, however after the time you can switch to less formal ones.

More information:

<https://davidcummings.org/2013/01/28/choose-the-right-medium-for-the-communication/>

## **Assessment**

4. The way you communicate should always be the same, no matter the person you are contacting with.

☐ True

☐ **False**

## V) Barriers to effective communication

In the last section we took a look at what should be done in order to make sure that effective communication takes place. Now, it is the time to see what, on the other hand, should be avoided. There are several factors that can harm the effectiveness of communication usually called barriers.

They can be divided into some groups, for example language, psychological or attitudinal. In order to achieve a good level of communication, we have to be aware of them and avoid them.

### **Barriers to effective communication**

#### **- Language barriers**

Language barriers occur when two sides of communication do not understand each other to a satisfactory level. This can happen for example if one side uses complicated vocabulary, lots of abbreviations or professional jargon. People who are not familiar with that can be confused or even irritated.

The problem might be even bigger if the language in which interlocutors communicate is the one in which one or both sides do not feel confident.

That is why, when communicating we must always make sure that everything is clear and precise as well as refrain from using jargon, regionalisms or slang.

#### **- Psychological barriers**

We have to remember, that all people are unique and each person is different. There are some of us for whom communication may be not that easy, for example naturally shy individuals or introverts. What is more, we are easily affected by emotions we feel at the moment of communication. This includes anger, sadness or stress. We need to be aware of these specific barriers and try to reduce or eliminate them completely. One possible way of doing so is to make sure that during communication all people taking part in it are in optimal conditions and try to think rationally.

#### **- Attitudinal barriers**

As it was already mentioned earlier, positive attitude can result in significantly improved communication level. Analogically, negative one can result in occurrence of so called attitudinal barriers. Those may include personal conflicts, lack of motivation, resistance to change or poor management. That is why, it is crucial to show positive attitude, as people you interact with can change their attitude towards you or the given topic even unconsciously.

**More information:**

<https://www.skillsyouneed.com/ips/barriers-communication.html>

<https://www.youtube.com/watch?v=slq1nAhZuqE&t=0s>

**Assessment**

5. Match each barrier to effective communication next to specific examples of them.

1. Language
2. Psychological
3. Attitudinal

A. Strong emotions, individual characteristics - **2**

B. Lack of motivation, resistance to change - **3**

C. Usage of professional jargon, slang or foreign language - **1**

#### VI) Examples of firms with good communication skills

In recent times more and more firms who fight with problems like bigger competition or fast uncontrollable growth, look at various possible ways they can maximize their profits, accomplish their objectives and generally be successful. One of the ways they are working on it is by making sure both external and internal levels of communication are good. Companies which are known for supporting communication are **Google, Motorola and Siemens**.

**Google**

This company is well-known for good atmosphere in it and joining work and relax together. For example, it has implemented ideas such as:

- Google Cafés - Those are places designed to encourage interactions between employees within and across teams. This helps in starting the conversations and team-building.

- Employees contact - This involves weekly all-hands meetings where all employees can ask various questions directly to company's top leaders. There is also possible to send e-mail to everybody in the firm no matter this person's position.

Some interesting information:

<https://www.youtube.com/watch?v=NekjrB5uNa8>

<https://www.entrepreneur.com/article/249174>

## **Motorola**

As a company with departments located all over the world Motorola concentrates on good communication and uses modern ways of contact:

- Videoconferences - Company organises regular videoconferences using e.g. Skype. During them questions are more than welcome, and everything is recorded so workers can return to its content later.
- Days away - This is an idea of meetings of people from various departments and firm branches outside of the work which enhances team-building and communication between different firm parts.
- Newsletter - Every week the newsletter is released informing about various things going on in the company.

## **Siemens**

This company is known as the one which is concentrated on good communication.

It achieves it thanks to:

- Video & Blogging - Videos and blogging are used in Siemens to deliver corporate messages to employees and clients. This way company makes sure that everything is passed in a clear and concise way.
- Online communication - Thanks to online communication team intranet has become the most popular channel inside the company. Mails, social media and online surveys are also well developed

<https://simply-communicate.com/effective-internal-communications-siemens/>

## Assessment

6. Match each firm with the correct strategy they use.

1. Siemens
2. Motorola
3. Google

A – Video & Blogging - 1

B – Employees contact - 3

C – Days away - 2

### 9.1.3. Tips for the trainer

The user should be firstly introduced to the main concepts of specific issue which is later illustrated with specific examples and real-life case studies, so this person can understand this concept better. After that user's knowledge is checked using questions which ask about worth remembering, most important things from each section. Additionally, during the training, the trainer should constantly make sure that he is being understood correctly as well as facilitate discussion also by using extra content materials – videos, articles.

## 9.2. Module 2: Leadership

### 9.2.1. Introduction and description of the module

Module 2 is related to leadership, a skill which is usually spoken about but not really considered for proper study. Before jumping into any content or explanations, the best introduction probably is to clearly state what leadership is.

A leader is a person able to select, train and influence a group of people (followers) that already own a series of abilities and focus those abilities to the organization's objectives. Good leaders can make people under their wings be willing to work and spend their energy in order to accomplish the organization's objectives.

With that information in our heads, it becomes easier to understand the module 2 content, which is devoted to leadership; one of the most important skills required for an entrepreneur who is on charge of a team.



Although leadership is the typical competence which is usually on everybody's mouth, when it comes to actually think about what it means many people go blank. Considering its importance not only at a professional level but also personally, it is essential to understand what it truly means and how it can be practiced and learnt.

Leadership is an essential skill for entrepreneurship due to its tight relevance with many features, including initiative or teamworking. One of the main traits that distinguish an entrepreneur from a regular businessman is how entrepreneurs usually have people hired for their project. However, this responsibility comes with the need to be able to lead those people and ensure there is a proper working environment that promotes the best outcome possible for the organisation. In order to perform such an activity, it is essential to have the ability to properly lead them. However, many times entrepreneurs do not give enough importance to this skill, focusing more on other parts of the business and, although they are important as well, they eat up all the time making the entrepreneur forget about leadership. And finally, many ideas fail because the leader is not able to properly guide the team.

Through module 2, the learner will be able to see the real meaning of leadership; which are the skills that set a good leader apart from the rest; how there are many types of leadership and not one size fits it all; and finally, the learner will study real-life cases of exemplary leaders who use different styles of leadership in their organisation.

### 9.2.2. Academic content from the module

The academic content included in the slides of the second module is divided in four main areas.

#### 1) What is leadership?

A leader is a person able to select, train and influence a group of people (followers) that already own a series of abilities and focus those abilities to the organization's objectives.

**Good leaders can make people under their wings be willing to work and spend their energy in order to accomplish the organization's objectives.**

A leader obtains this connection with the followers because he usually **has a clear vision of the future that is similar to the one of the followers' values**, making it possible for them to understand and interpret the future into present-time action steps.



Not all bosses are good leaders, and not good leaders are going to be your direct bosses. Sometimes, employees may consider as leader someone that is not their direct responsible person.

A good leader enables his employees to **pursue innovation** and work by themselves and **to learn by their own**, trusting them with concrete assignments. But at the same time, it is a **pillar to rely on** when the employee needs help or advice. He becomes a source of feedback that allows the employees to grow and increase their efficacy in relation to the company's value but also their inner self.

Also, a good leader allows employees to be willing to take more calculated risks, which in many cases can facilitate reaching the organization's objectives by going through ways that in other cases they would not be willing to use.

Another important point in the definition of a good leader is that he is going to **look for the greater good for everyone in the organization** starting by his followers/employees, instead of only looking for his own, personal wellbeing.

The leader will try to **add a positive outcome in any interaction**, not only as part of professional development but also personal, emotional or physical. And by doing so, he is going to achieve a similar outcome in his own personal growth.

## Assessment

1. Choose the correct answer that explains a good leader:

- A person that does all the work instead of putting everything in the hand of his workers
- Every boss in an organization
- **A person that transmits the organization's values to the workers and the willingness to work**
- A person with great abilities to work alone

## II) Skills of a good leader

Now we have a better perspective of what leadership is. However, there are many types of leaders, and not all of them can add a positive outcome to their followers or employees. How can we know if a leader is a good one, capable of adding value to his team?

There **are different skills** that any good leader has or can develop in order to become as good as he can. In the following sections we will see some of the most important ones:

Being honest	Good communication	Delegate	Confidence
Inspire	Positive attitude	Approach	Commitment

### ❖ Being Honest

It is the most important feature of a leader. If your team believes in your words, they will follow you and join the cause.

### ❖ Good Communication

Being able to properly explain your team what you expect from them is the key to ensure you always work towards the same goal.

### ❖ Delegate

Learning that you are not the best at everything or able to do everything at once and trusting other people to do different parts of the job, differentiates a bad leader from a good one.

### ❖ Confidence

Even if things are not going well, a team who feels supported and trusted by their leader is always going to work better and raise the bars.

### ❖ Inspire

This may be the greatest difference between a boss and a leader; a leader inspires people around him to give more and increase their efforts.

### ❖ Positive Attitude

Having a positive attitude towards anything that may happen is an easy way to maintain your team motivated.

### ❖ Approach

Keep in mind that not all people are equal, and you cannot treat everyone the same. If you can see what each person needs from you, they will give you the best of themselves.

### ❖ Commitment

The greater motivation of an employee is seeing his leader deeply committed to the cause; lead by the example!

## **Assessment**

2. Match each concept to the correct sentence.

1. Communicate 2. Delegate 3. Inspire 4. Approach

A: Being able to lead people to give the best to the organization - 3

B: Knowing how to correctly explain your team what you expect from them - 1

C: having clear diversity and treat individually each person - 4

D: letting other people take charge of the parts that they do better than yourself - 2

### III) Types of leadership

Just like not everyone is the same, each person is going to need a different type of leader in order to give the most to the company. For this reason, there are different types of leadership that can be found.

The most common types of leadership are: **autocratic, transactional, laissez-faire, participative and transformational.**

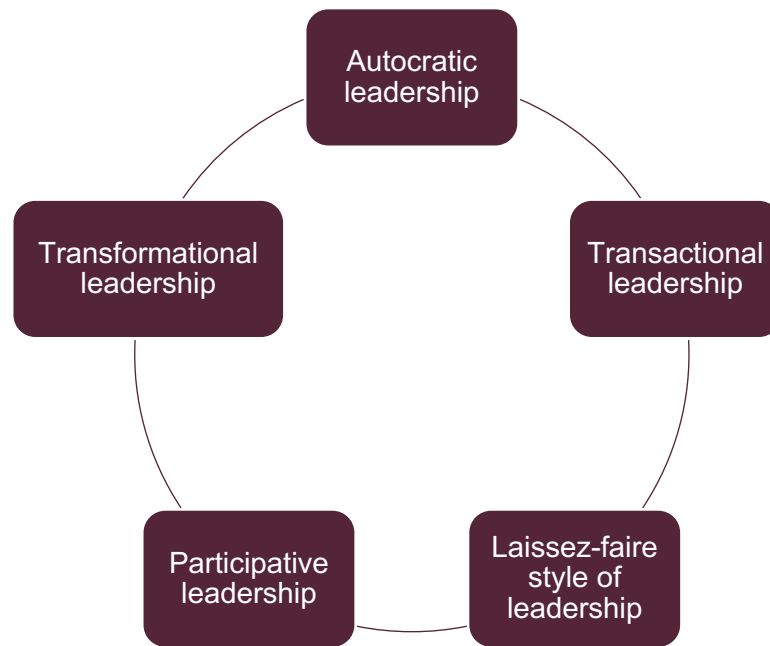
The first one is called **Autocratic Leadership**, in which the manager has as much power and decision-making as he can. Employees do not have a word on the actions done by the company. This style is highly criticized, and it is proven to cause higher absenteeism and a lack of trust.

**Transactional leadership** consists on providing a series of tasks to the employees and rewarding or punishing them depending on the outcomes produced. Goals are predetermined together, and employees agree to follow the directions of the leader.

The **Laissez-faire style of leadership** gives employees as much freedom as possible; they become the ones in charge of deciding what to do, set the objectives and distribute the work. Even if it can be a very good idea with high-skilled, independent workers, others may feel vulnerable and miss a strong leader at front.

**Participative Leadership** is considered as one of the most effective styles and consists on having the leader be part of the group, encouraging the rest to participate even if they have the final say. This helps to motivate them and increase their willingness to innovate.

**Transformational leadership** requires a high interaction between employees and their leaders; they focus on the biggest part of the goal leaving the smaller tasks to the rest of the team. This type of leadership offers a high visibility of the activities that the employees do in order to increase motivation in the team.



### Assessment

3. The democratic style of leadership has as main feature that the leader assigns a task for each person and keeps the one that is more difficult or important.

☐ True

☐ False

### IV) Keys for an effective leadership

We have seen so far, the concept of leadership, the key points to develop in order to be considered a good leader and the different types of leadership you can come across in your life.

However, there are some points that you are going to need to have clear when leading a team. The following key points can be the basis when you are working at the head of a team.

### Step into your employee's shoes

An essential job for every leader is to ensure that they are making the road for their team easier in every step, without losing their status as boss. A good leader shows constant



confidence and is available for their team at each step, in a way that makes his employees not even consider the possibility of not finding him.

### **Project confidence and presence**

The reality is that when thinking of a leader, people look for someone with presence, a person that projects confidence and encourage people to take decisions or assume calculated risks because they have trust in the person who is going to be supporting them.

In order to ensure that your time feels that way around you, you have to believe in the idea and have confidence and trust on them first.

### **Be well educated on the topics to discuss.**

One of the things that are going to discredit you more as a leader is to not be well informed of the topics to be discussed with your team. Even if there are other people with greater knowledge in a concrete topic inside the team, the leader is still going to be the person that everybody is going to ask for directions; for this reason, it is necessary to have clear the concepts to be discussed.

### **Assessment**

4. The role of a leader is to ensure that the road of his team is as easy as possible:

☐ True

☐ False

### V) Benefits of good leadership

Up to now, we have established a clear idea of the definition of leadership, the most common skills and types, how to be effective... however, there is one question that might appear in our head: why is it actually necessary to go through all this process? Do we really need to be good leaders to obtain benefits?

It is possible to find through history many examples of companies with “bad” leaders that succeeded; but yet, good leadership has proven to increase even more those benefits:

### Increase productivity

- A good leader increases productivity thanks to the emotional intelligence they usually have, which allows them to understand their employees and learn how to behave with them

### Employee's retainment

- Helping new leaders become good leaders will allow a proper succession of the company and it also offers possibilities of career's development to employee, which also increases retention.

### Promote future leaders

- The highest amount of voluntary lefts in jobs come from disagreements with bosses. By having a good leadership you become able to retain talent in your company.

### Employee engagement

- A good leader is also characterised for the feedback he gives to his employees; and this feature increases motivation and effectiveness in their employees as they see their work valued.

### Effective style

- A good leader is not always going to be the same in every company. Knowing which type of leadership style your team members are going to best respond to is another sign of good leadership.

### Decision making

- Good leaders are better at decision-making, because they usually have a better perspective due to their intellectual and emotional knowledge, allowing them to make informed business decisions.

## Assessment

5. Choose the answer that does **not** explain the benefits of a good leader:

- a. Giving constant feedback to their employees
- b. Knowing how to pass all the work to employees and not retain any responsibility
- c. Encouraging retainment and motivation of employees
- d. Increase productivity of the Company**

## VI) Examples of Leaders

After forming a general vision of the concept of leadership, it is time to finish by looking at some examples of leaders that made a difference in the business world.

In the following screens you will be able to learn more about people that made a difference due to their leadership skills:



### Jeff Bezos

**Jeff Bezos** outstands as one of the most important leaders of our time. His leading style has two key points:

The customer comes first: Bezos' main focus is on customer's satisfaction; his main obsession is to deliver a perfect service, which is why Amazon is always working to improve the loading rate

Have high expectations for your employees: Bezos always expects from his employees the most they can give; this has created a highly efficient working machine or workers who continuously look to improve

## Howard Schultz

**Howard Schultz's** main idea related to leadership has to do with employees:

Feedback: One of the main points in Schultz's leadership scheme is the constant search of feedback from employees

Empowerment of employees: Employees receive autonomy in their working decision making, and they have the possibility to work flexible hours

## Indra Nooyi

**Indra Nooyi** has several impressive features regarding leadership:

Communication: She believes communication to be essential; there is no point in being innovative if you cannot clearly communicate that innovation

Relationship with employees: Indra is deeply committed to their employees, ensuring to keep a relationship as regular and direct as possible

## Assessment

6. Match each concept next to the correct sentence.

1. Jeff Bezos 2. Howard Schultz 3. Indra Nooyi

A: keeping a constant, regular relationship with the employees - **3**

B: Deliver a perfect service - **1**

C: provide autonomy to their employees - **2**

### 9.2.3. Tips for the trainer

When training leadership, bear in mind that the most important point that all participants should learn from this module is that leadership is nothing without trust: self-trust, trust towards the rest of the team and overall, being trustworthy to your team.

Based on this, make sure to stress the importance of understanding the points included inside leadership; share stories of great leaders so that students can relate with real-life events and they can see how the theory is put into practice. Make activities in which they are the ones who have to find real-life examples, not only of CEOs or managers but also in their daily routine.

## 9.3. Module 3: Creativity & Innovativeness

### 9.3.1. Introduction and description of the module

In this module, the students will learn about two concepts - creativity and innovativeness.

Creativity and innovativeness are often mixed up because they are so intertwined. While creativity means generating new and applicable ideas, innovativeness is the usage of such novelties and ideas.

The only thing that counts in business are results. Everyone wants to reach his or her objectives fast and in the most cost-effective way possible. Naturally, this is of easier said than done, as textbook solutions are few and far between in the real world, meaning that one always needs to be on the lookout for new and original solutions to new and emerging problems.

Creativity and innovation are important in all phases and segments of a company's life: when there is a need to come up with an idea for a new product or solution, when you need to overcome various obstacles along your way, when considering strategies to reach your target group, when you have to offer something new to your clients, when there is a need to solve new, unusual problems etc.

In this module, the students will learn basics about creativity and innovativeness, they will get to know typical characteristics of a creative and innovative person and will be able to understand phases of the creative thinking and innovative processes. They will also learn about the origins of creativity in the brain and get to know different techniques

for enhancing one's creativity. The module ends with three famous innovators, whose creativity and innovativeness have changed the world.

### 9.3.2. Academic content from the module

#### I) What is creativity?

Creativity is a dynamic conscious and subconscious mental process that results in **generating new and applicable ideas**.

There are many other definitions of creativity, all of which posit that creativity contains two key attributes: **originality** and **effectiveness**.

Creative products are always **original** (unique, unusual) – if not, they are not creative. However, originality alone is not enough – creative products also have to be **effective** (fitting, useful).

Original things that are not effective, are not creative; they are merely original. Similarly, effective things that solve problems or are useful but are not original are not creative.

People often think that creativity is a characteristic reserved for artists and geniuses, however, this is not true. Creativity is a personal characteristic inherent to every person. This means that we can all be creative – some just struggle more with creativity than others. Many of us do not see our own creativity because we overlook the ways we display our imagination in everyday life. For example, a leader is showing her/his creativity by solving a dispute between two of her/his subordinates in a new, unique way.

More information:

- Here you can find a few less scientific definitions of creativity:  
(<https://www.copyblogger.com/define-creativity/>)
- An article about “everyday” creativity:  
<https://www.psychologytoday.com/articles/200911/everyday-creativity>

### Assessment

1. Answer whether the following questions are true or false:

- Key elements of creativity are originality and effectiveness. *TRUE*.
- Creativity is a characteristic reserved for artists and geniuses. *FALSE*.



## II) Characteristics of a creative person

Creative people do not passively wait for new knowledge to come to them. Instead they ask questions and investigate.

Important personality traits creative people possess include open-mindedness, taking risk in decision-making, independence, enjoyment of hard work, and stubbornness.

Another key attribute of creative people is divergent thinking. While convergent thinking involves aiming for a single, correct solution to a problem, divergent thinking involves creative generation of multiple answers to a set problem.

Creative people are able to free themselves from conventional thought patterns and follow new paths to unusual or distinctly associated answers. They are not satisfied with one solution but try to find as many as possible.

One of the factors that influences creativity is experience. Its relationship can be described by an upside-down U curve. With limited experience, creativity is usually weak. It peaks at an intermediate experience level and decreases again with much experience.

Because too much specialized knowledge can stand in the way of creative thinking, many companies often search for new, less experienced staff who are able to bring a new perspective to finding solutions.

## III) 4 phases of a creative process

1. Preparation: The individual focuses his/her mind on the problem and explores the problem's dimensions. This phase is often difficult and time-consuming.
2. Incubation: The problem is internalized into the unconscious mind and nothing appears to be happening externally.
3. Illumination: The creative idea bursts forth from its preconscious processing into conscious awareness.
4. Implementation / Verification: The idea is consciously verified, elaborated, and then applied.

More information:

- An article about creative personality:  
<https://www.psychologytoday.com/articles/199607/the-creative-personality>
- An article about divergent thinking:  
<https://www.youtube.com/watch?v=iDEiBTSAZM>
- An article about the 4 stages of a creative process:  
<http://www.psychologydiscussion.net/mind/creative-thinking-4-stages-of-creativity-thinking/610>

## Assessment

2. Which personality characteristic is not typical for creative people?

- a. Divergent thinking
- b. **Conformism**
- c. Independence
- d. Open-mindedness

3. The relationship between creativity and experience can be described with a U-curve. What does that mean?

- a. Creativity peaks at a limited experience level.
- b. **Creativity peaks at an intermediate experience level.**
- c. Creativity increases with much experience.
- d. **Creativity decreases with much experience.**

4. Choose the correct order of the 4 phases of the creative process:

- a. Preparation → Incubation → Implementation / Verification → Illumination
- b. Incubation → Illumination → Preparation → Implementation / Verification
- c. Illumination → Preparation → Incubation → Implementation / Verification
- d. Preparation → Incubation → Illumination → Implementation / Verification

5. Creative people are usually not satisfied with one solution but try to find as many as possible.

☐ **True**

☐ **False**

#### IV) Is it possible to measure creativity?

Creativity or divergent thinking can be measured using various tests.

Some of the most widely used tests are the **Torrance Tests of Creative Thinking**. The tests were developed by psychologist E. Paul Torrance, who began his research of creativity in order to improve American education.

Torrance Tests of Creative Thinking invite examinees to draw and give a title to their drawings (pictures) or to write questions, reasons, consequences and different uses for objects (words). They are (usually) used to measure the following mental characteristics:

1. Fluency: total number of interpretable, meaningful, and relevant ideas generated in response to the stimulus.
2. Flexibility: number of different categories of relevant responses.
3. Elaboration: amount of detail in the responses.
4. Originality: statistical rarity of the responses.

More information:

- An article about measuring creativity: <https://hbr.org/2013/03/measuring-creativity-we-have-t>
- An article about Torrance Test of Creative Thinking: [https://en.wikipedia.org/wiki/Torrance\\_Tests\\_of\\_Creative\\_Thinking](https://en.wikipedia.org/wiki/Torrance_Tests_of_Creative_Thinking)

#### V) Creativity and brains

The **creative process** requires the interaction of plenty of cognitive processes and emotions. Depending on what you are creating and what stage of the creative process you are in, **different brain areas are recruited** to help solve the task. These brain areas work together as a team.

There are two crucial brain networks to creativity:

1. **Attentional (Executive) Control Network** – gives one the ability to concentrate and to control one's attention ("*looking out*")
2. **Default Mode Network** – is most active when we are at rest, daydreaming, imagining ... ("*looking in*")

In most people, these two networks are antagonistic to one another: the more you are focused “out”, the less you are paying attention “in”.

However, in people who are more creative, both these networks can be active at the same time. These people are always aware of their inner stream of consciousness and are simultaneously able to focus on the outside world. Scientists also found out that when a person is in the flow state, his/her “inner critique”, which is coming from the attentional control network, is silenced.

More information:

- Two videos about creativity and brains:  
<https://www.youtube.com/watch?v=zpWLZntADdI>  
<https://www.youtube.com/watch?v=Iz8HPAcTaHI>

## Assessment

6. Which part of the brains is indispensable to the creative process?

- a) Left hemisphere
- b) Right hemisphere
- c) Many different areas of the brains, both from the left and right hemisphere**

VI) How can you boost your creativity?

Anyone can improve his/her creativity. He/she can call it up from within through encouragement and training.

Some steps are very simple, like reminding ourselves to stay curious about the world around us and taking work lightly and with humour.

More information:

- A list of many different suggestions on how to improve one's creativity:  
<https://piktochart.com/blog/51-creativity-hacks/>

VII) Creative thinking techniques

1. Brainstorming: Take note of every idea that comes up. Don't neglect anything, no matter how far-fetched it may seem. Generate as many ideas as possible. This technique is especially useful as a group technique.
2. Random input: Pick a random word, picture, song etc. and try to tie your content to it in the most imaginative way possible.

3. Reversal: First, ask the opposite of the question at hand. Second, take the results and reverse them, so that they suit the original question at hand. For example, you are trying to figure out how to increase attendance at your events. In order to apply the reversal thinking technique, you would ask, "How would I reduce attendance at my events?".
4. Challenge assumptions: First, choose an essential term from your problem that will build the basis for the following thinking process. In the next step, collect assumptions referring to this term. Each of these assumptions shall then be challenged, for example by asking "What if ... was not true?".)

#### VIII) What to avoid in the creative thinking process?

There are also some things you should **try to avoid in the creative process**: pessimism, criticism, avoiding risks because of fear of rejection, belief that you cannot be creative, stress, lack of trust among people you work with, stigmatizing mistakes ... Instead of that, **try to be open-minded, curious, and positive**. Day dream, change your routines, dare to ask questions and allow your imagination and intuition to come forth.

More information:

- A video about the science of improving your brain's creativity:  
<https://www.youtube.com/watch?v=y44GBM99JOA>

#### Assessment

7. Brainstorming is a creative thinking technique where you take note of only those ideas that seem realistic and probable. *The correct answer FALSE.*

☐ True

☐ False

8. Match each concept to the correct sentence:

1. Brainstorming 2. Reversal 3. Random input

- Pick a picture and tie your content to it in the most imaginative way possible - **3**

- Ask the opposite of the question at hand. - **2**

- Take note of every idea that comes up. - **1**

IX) What is innovativeness and how is it related to creativity?

Creativity and innovativeness are concepts that are often mixed up because they are so intertwined. While creativity means generating new and applicable ideas, **innovativeness is the usage of such novelties and ideas.**

In other words, innovativeness is operative or practical expression of creativity.

In entrepreneurship this means that innovation is every useful novelty (new idea or improvement/upgrade of an old idea), the usefulness of which has been **proven in the market.**

Innovation is a process that usually requires involvement of an **interdisciplinary team** of experts, because phases of the process are often complex and demand diverse knowledge:

- **identification** of goals or problems to be solved;
- **analysis** of the current situation, customers, their needs, challenges, etc.;
- **development and design**;
- **conversion** of ideas into practical innovation products that could be targeted towards identified markets;
- **commercialisation** – taking tested innovations and developing them into full-scale operations.

To sum up, innovators are people who:

- do **not let** themselves be **caught in traditional mind frames**,
- place their ideas in the context of **usefulness/applicability**,
- understand that innovation is something that can be **capitalized on**.

More information:

- An article about the difference between creativity and innovation:  
<http://www.destination-innovation.com/what-is-the-difference-between-creativity-and-innovation/>

- An article about the innovation process: <https://www.uk-cpi.com/news/the-innovation-process/>

## Assessment

9. State whether the following sentences are true or false:

Innovativeness is the process of generating new and applicable ideas. *FALSE*.

Evaluating ideas and solutions is an important part of the innovation process. *TRUE*.

Innovation usually requires involvement of an interdisciplinary team of experts. *TRUE*.

Conversion of ideas into practical innovation products that could target identified markets is one of the key phases of the innovation process. *TRUE*.

### X) Learn from famous creators and innovators

Now that you have gained basic knowledge about creativity and innovativeness, it is time to get inspiration from the best – from innovators who have changed the world:

- Thomas Edison
- Walt Disney
- Albert Einstein

*"I have not failed. I've just found 10,000 ways that won't work."*

**Thomas Alva Edison** began his career as an inventor in Newark, New Jersey, with the automatic repeater and his other improved telegraphic devices, but the invention that first gained him wider notice was the phonograph in 1877.

He also developed many other devices that greatly influenced our lives: e.g. the motion picture camera, and the long-lasting, practical electric light bulb.

*"If you can dream it, you can do it. Always remember that this whole thing was started by a mouse."*

**Walter Elias "Walt" Disney** was a pioneer of the American animation industry. He developed the character Mickey Mouse and expanded that simple idea to the amusement park Disneyland.

Disney still remains the central figure in the history of animation. Through technological innovations and alliances with governments and corporations, he transformed a minor studio in a marginal form of communication into a multinational leisure industry giant.



*"We cannot solve our problems with the same thinking we used when we created them."*

**Albert Einstein** was a theoretical physicist, known for his theory of relativity and the equation  $E = mc^2$ .

In addition to the work he did by himself he also collaborated with other scientists on additional projects including the Bose–Einstein statistics and the Einstein refrigerator.

Throughout his life, Einstein published hundreds of books and articles. His intellectual achievements and originality have made the word "Einstein" synonymous with "genius".

More information:

- Thomas Edison: [https://en.wikipedia.org/wiki/Thomas\\_Edison](https://en.wikipedia.org/wiki/Thomas_Edison)
- Walt Disney: [https://en.wikipedia.org/wiki/Walt\\_Disney](https://en.wikipedia.org/wiki/Walt_Disney)
- Albert Einstein: [https://en.wikipedia.org/wiki/Albert\\_Einstein](https://en.wikipedia.org/wiki/Albert_Einstein)

### Assessment

10. Match each concept to the correct sentence:

1. Albert Einstein 2. Thomas Edison 3. Walt Disney

A. Even a simple idea can be turned into an empire. - **3**

B. Be persistent. - **2**

C. Try to look at your problem from a different perspective. - **1**

### 9.3.3. Tips for the trainer

1. Explain the difference between creativity and innovativeness using examples from real life.
2. Emphasize that every person can be creative – creativity is not a characteristic, reserved for artists and geniuses. Ask each student to share an example of their own creativity.
3. Thoroughly explain main characteristics of a creative person: divergent thinking, thinking out-of-the-box and open-mindedness. Let students share their views on the topic and ask them to find other possible characteristics of a creative person.
4. Explain 4 phases of the creative process with a real-life example from the business world.
5. Watch the video of Scott Barry Kaufman – Creative brain and talk with the students about how creativity is expressed in various segments of life (art, music, science, business ...).

6. Explain different creative thinking techniques. Divide students in groups and encourage them to solve a real-life business problem with the usage of these techniques. Each student should try out at least two of the described creative thinking techniques.
7. Explain why innovativeness usually requires involvement of an interdisciplinary team of experts. Students should think about whose or what kind of expertise they lack in their business idea.

## 9.4. Module 4: Resilience

### 9.4.1. Introduction and description of the module

In this module learners will understand what resilience is, which are the main features that a resilient person has, and which skills are needed in order to be resilient. Furthermore, they will learn ways to build resilience at work.

The term resilience stems from *resilire*, *resilio*, Latin for “bounce” – hence the idea of “bouncing back” (Manyena et al., 2011) and refers to the maintenance of positive adjustment under challenging conditions. As Judith Rodin, former president of Rockefeller Foundation, writes “Building resilience is not a luxury, it’s a 21st century imperative”.

For new and aspiring entrepreneurs, it is essential to develop resilience: the entrepreneurial path is never a straight line and several skills are needed in order to handle the down moments along the way.

Through this module learners will learn what is resilience and its main features, as well as which are essential skills related to resilience for an entrepreneur. Furthermore, the module explains which the antecedents and consequents of resilience are and which tools can be used to assess it. Learners will also deepen their knowledge on strategies to build resilience in their daily and professional life.

### 9.4.2. Academic content from the module

#### 1) What is Resilience?

The etymologic derivation of the word 'resilience' is from the Latin *resiliens*, which means 'to rebound, recoil' and provides the basis for its application to a variety of areas.

Dictionary.com defines resilience as an ability to recover readily from illness, depression, adversity or the like. Merriam-Webster dictionary states resilience is the ability to recover from or adjust easily to misfortune or change.

**More information:** An article about several meanings of the concept of resilience  
<https://www.nat-hazards-earth-syst-sci.net/13/2707/2013/nhess-13-2707-2013.pdf>

While the commonality of all definitions is the ability to recover from an altered state, they offer no explanation of the mechanisms by which resilience occurs. Historically, the concept of resilience has been applied to every level of biology and human activity where mechanisms may vary significantly. Thus, for particular mechanisms of resilience, one must look to a more limited scope of the literature. Resilience is a term that is increasingly used to describe and explain the complexities of individual and group responses to traumatic and challenging situations.

Bonanno (2004) defined resilience as the ability of adults in otherwise normal circumstances, who were exposed to an isolated and potentially highly disruptive event, to maintain relatively stable and healthy levels of psychological and physical functioning and the capacity for generative experiences and positive emotions.

According to Karairmak (2010), "Resilience is a stress-resistant construct in human capacity that is difficult to measure and define. Although there are some measures to quantify resilience in children and adolescents, there are only a few measures intended to assess resilience in adults."

The American Psychological Association (2014) defines resilience as "the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress."

**More information:** An article on the evolving definitions of resilience  
<https://www.tandfonline.com/doi/full/10.3402/ejpt.v5.25338>

While this definition is useful, it does not reflect the complex nature of resilience. Determinants of resilience include a host of biological, psychological, social and cultural factors that interact with one another to determine how one responds to stressful experiences. In defining resilience, it is important to specify whether resilience is being viewed as a trait, a process, or an outcome, and it is often tempting to take a binary approach in considering whether resilience is present or absent. However, in reality, resilience more likely exists on a continuum that may be present to differing degrees across multiple domains of life.

## Assessment

1. Choose the correct answer that explains resilience:

- a. **Process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress**
- b. Coping Strategies and Decision Making
- c. State of mental tension and worry caused by problems
- d. The process of working through details of a problem to reach a solution

## II) Defining attributes

Rebounding: is described as the ability to bounce back after facing a life altering event. These individuals are able to acknowledge the adverse event but grow from it and move toward living a new “normal”.

Determination: firm or fixed intention to achieve a desired end.

Social Support: Having at least one positive relationship with a significant person has been identified as an important existence in resilient outcomes.

Self-efficacy: is attributed with many stages, forms, and levels of resilience. Described as the belief in one's own ability to achieve a goal or overcome an event, it is often the reason ‘why some people snap and others snap back.

Decision Making: The thought process of selecting a logical choice from the available options.

Coping Strategies: Coping Strategy is a behaviour that helps us to function better in a given situation.

**Problem Solving:** The process of working through details of a problem to reach a solution.

**Stress Management:** Ability to face difficult situations by implementing strategies which have been already planned, using the problem solving and decision-making approach.

### **Assessment**

2. Match the statements to the correct sentence:

1. Coping Strategies 2. Decision Making 3. Problem Solving 4. Stress Management

A: Coping Strategy is a behaviour that helps us to function better in a given situation - **1**

B: The thought process of selecting a logical choice from the available options - **2**

C: The process of working through details of a problem to reach a solution - **3**

D: Predetermined strategy for coping with psychological or emotional turmoil - **4**

### III) Resilience Antecedents

Antecedents are criteria that must come before the concept in order for it to occur. Antecedent that was repeatedly found to be a requirement for the development of resilience was the presence of an adverse or traumatic event.

This event could place an individual at risk for compromising their ability to cope and overcome stressors. Individuals might develop protective factors which can decrease both the effects and negative reactions to risk. Once the individual has a realistic understanding of the circumstances, then, this antecedent will help them accept their situation and therefore become resilient. Consequences are the end-points that occur as a result of the antecedents and attributes of resilience. The outcomes of resilience should demonstrate effective coping process and sound mind and body even when faced with adverse situations.

### IV) Resilience Consequences

Consequences are the end-points that occur as a result of the antecedents and attributes of resilience. The outcomes of resilience should demonstrate effective coping process and sound mind and body even when faced with adverse situations.

Resilience has positive effects, recorded by the literature, such as:

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- Social Integration
- Self-control
- Psychological well-being
- Coping strategies

### Assessment

3. Antecedents show up in stressful situations

☐ True

☐ False

### V) Assessment Tools

The Resilience in Midlife Scale (RIM Scale) consists of 25 items, each self-rated on a 5-point scale (0-4), with higher scores reflecting greater resilience. Connor–Davidson Resilience Scale has been used with clinical and non-clinical populations to measure resilience or capacity to change and cope with adversity using a 25-item scale. Brief Resilience Scale is a four-item on a point rating designed to measure coping tendencies and adaptation: personal coping resources, pain coping behaviour, and psychological well-being. Resilience Scale for Adults measures five factors: personal competence, social competence, family coherence, social support and personal structure.

**More information:** An article on the Connor-Davidson Resilience Scale <https://static1.squarespace.com/static/51abe64ee4b0a1344208e98a/t/51d3ce77e4b001d5c13a7e87/1372835447995/CD-RISC+%28Connor+%26+Davidson%2C+2003%29.pdf>

### Assessment

4. Which of the following tests is useful to measure resilience?

- A MMPI (Minnesota Multiphasic Personality Inventory)
- B SCL90 (Symptom Checklist-90)
- C RIM (The Resilience in Midlife Scale)**
- D AAI (Adult Attachment Interview)

## VI) Resilience at Work

Resilience at work is now recognised as a defining characteristic of employees who deal well with the stresses and strains of the modern workplace.

### Resilience at Work: Skills

- Flexibility: the quality of being able to change or be changed easily according to the situation
- Durability: able to resist wear
- Strength: the quality or state of being physically and psychologically strong
- Speed of Recovery
- Buoyancy: optimism

At work, resilient people are better able to deal with the demands placed upon them, especially where those demands might require them to be dealing with constantly changing priorities and a heavy workload.

## VII) Build resilience at work

- Cherish social support and interaction
- Treat problems as a learning process
- Avoid making a drama out of a crisis
- Celebrate your successes
- Develop realistic life goals for guidance and a sense of purpose
- Take positive action
- Nurture a positive view of yourself
- Practice optimism

### Assessment

5. Match the following concepts to the correct statement:

1. Flexibility 2. Strength 3. Buoyancy

A: Optimism - 3

B: Quality of being able to change or be changed easily according to the situation - 1

C: The quality or state of being physically and psychologically strong -2



## VIII) The house of resilience (Vanistendael & Lecomte, 2000)

Stefan Vanistendael and Jacques Lecomte (2000) proposed a practical visual concept which they called **CASITA** to highlight the main elements of resilience. The Spanish term **CASITA** refers to a little house. It is an excellent symbol of family, home, love, warmth, solidarity and safety, all of which are elements that a person needs to resist and overcome hardship.

**More information:** An article on the Casita model [http://www.prendresoin.org/wp-content/uploads/2014/04/Resilience\\_abstract\\_concept.pdf](http://www.prendresoin.org/wp-content/uploads/2014/04/Resilience_abstract_concept.pdf)

## IX) Constructing resilience (according to American Psychological Association – APA)

- Make connections.
- Avoid seeing crises as insurmountable problems.
- Accept that change is a part of living.
- Move toward your goals.
- Take decisive actions.
- Look for opportunities for self-discovery.
- Nurture a positive view of yourself.
- Keep things in perspective.
- Maintain a hopeful outlook.
- Take care of yourself.

**More information:** An article on the road to resilience  
<http://www.apa.org/helpcenter/road-resilience.aspx>

## X) Examples of resilience

Illegitimate child of a single mother who gave him up, he enrolled at Reed College in Portland Oregon in 1972. It was an expensive college, and his parents could hardly afford it. He decided to drop out of college because he did not want to spend all his parents' money on it. He ended up collecting cans in the parks and sleeping in friends' rooms. Instead, he continued to attend by auditing classes although he was not an official student. The main course he paid most attention was a calligraphy course. When

he was 21 he co-founded Apple and he grew it from a garage start up into a billion-dollar public company.

Years later, he lost a battle with the board about the direction of the company. The company stock fell and lost billions of dollars. Steve was fired, and was in 'exile' for 12 years. Banished from his kingdom, unemployed, he tried to prove he was still relevant in the computer world and started a new computer company, NeXT. Again, he failed.

Yet, a series of events occurred which afforded him an opportunity for redemption. Apple began to falter, and they asked him back. And then the magic started. He catapulted Apple from death's door to the most dominant technology company in the world. The hero's journey was complete.

**More information:** The biography of Steve Jobs

<https://www.biography.com/people/steve-jobs-9354805>

## XI) Conclusion

Developing resilience is a personal journey. A combination of factors contributes to resilience. Resilience is not a trait that people either have or do not have. It involves behaviours, thoughts and actions that can be learned and developed in anyone.

Individuals who demonstrate to be resilient when they are faced with traumatic experiences grow up under three different points of view:

- The image of themselves changes
- The nature of the relationships clarifies and becomes enriched
- The scale of priorities changes

Resilience has the objective to never reduce people to their problems, but to declare their potentialities also.

Reivich and Shattè (2003) suggest that resilience does not consist only in confronting with the negative experience that the individual has gone through (**reactive**) but also in focus energies in the improvement of relationships with other people, in looking for new sources of gratification and so on (**proactive**). Being resilient means to persevere also after disappointments and defeats: it means to be able to take a punch and react.

## Assessment

6. Match the items of the two columns in order to form a sentence which suggests how to construct resilience

- |         |                          |
|---------|--------------------------|
| 1. Make | a) Connection            |
| 2. Move | b) Decisive action       |
| 3. Take | c) Things in perspective |
| 4. Keep | d) Toward your goals     |

*Correct answer: 1-a 2-b 3-b 4-c*

### 9.4.3. Tips for the trainer

1. Before engaging with the training as a trainer, you should clarify and assess the resilience skills that you own.
2. If learners make mistakes answering to questions, ask them why they chose a wrong answer and clearly explain the difference with the correct answer.
3. Encourage learners to identify real life situations in which they were resilient and to share them with the class; then learners can identify which resilience attributes were applied in that specific situation.
4. You can propose to learners to keep a resilience diary, where they can note all the daily circumstances in which they applied/ did not applied resilience skills; this exercise will help them to monitor their resilience and to develop it.

## 9.5. Module 5: Motivation

### 9.5.1. Introduction and description of the module

The following module contains information about motivation, and how this soft skill becomes essential for entrepreneurs in their road to success. Through this module, users will be able to see what motivation is, how it can influence the actions of a person and in which ways a person can self-motivate in order to ensure proper work is being carried out.

### 9.5.2. Academic content from the module

#### 1) Definition of motivation

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviours. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge or starting a business.

There is no “one size fits all” theory or strategy that works for everyone who wishes to become an entrepreneur. A motive is an impulse that causes a person to act.

Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behaviour.

Passion is the most important factor to motivation. You cannot be a lifeless soul who doesn't believe in anything and neither wishes to believe. The courage of taking risks usually comes from having faith in something. And faith usually arises when one has passion towards something. Passion is the love for what you do. It's the joy in doing the thing you're doing, the obsession, and the strong feelings you have towards it.

You don't find your passion, you create it.

Self-Reliance is also an important motivational factor. It is one of the key motivational factors that drives most people towards entrepreneurship. So, for some it turns out to be the key reason for starting their own company as it is the sense of freedom, independence, self-reliance that motivates them to entrepreneurship.

Self-reliance is the ability to do things and make decisions by yourself, without needing other people to help you.

Self-reliance is an essential element in our spiritual as well as our temporal well-being.

Feeling of accomplishment is an important motivation where the feeling of pride comes along in making a difference in society and plays a crucial role in establishing a business.

It is again a sense of freedom, independence, self-reliance that motivates them to entrepreneurship, a proud feeling of having done something difficult and worthwhile such as repairing the car by himself gave him a real sense of achievement.

To "feel a sense of accomplishment" means to feel like you've achieved something great.

Personal growth in a real sense is a strong motivational factor, when you run your own business, you really come to know what you are made of. When you start working for yourself, you have nobody to fall back on. You have no option but to work on your own weaknesses in order to make your business grow.

Personal development is also known as self-development. It involves the growth and enhancement of all aspects of the person, the feelings the person has about himself or herself, and their effectiveness in living. It includes the development of positive life skills and the development of a realistic and healthy self-esteem.

Sense of control over things comes across as the profound reason for being an entrepreneur. Most entrepreneurs get fascinated by the sense of immense security that comes with being your own boss.

It is the sense of security and control that helps in driving the entrepreneurial skills of a person. Sense of control is defined as our beliefs about mastery, competence, and self-confidence; that we have the ability to control ourselves, possess will power, and be able to self-set limits.

### **Learn more:**

[https://www.youtube.com/watch?v=fKDIF1baj\\_8](https://www.youtube.com/watch?v=fKDIF1baj_8)

<https://www.youtube.com/watch?v=QygpajJclm4>

<https://www.igi-global.com/chapter/digital-wellness/174047>

## **II) Characteristics of Motivation**

Highly motivated people talk and think in a motivational mode. They live, eat, and breathe their plans or goals. They are individual thinkers who think creatively and never rely on their peer group for support.

They do not let others bring them down or put them in a negative state. They are so focused on their goals or plans that they do not have time for negative talk from others.

There are two types of motivation:

- Intrinsic – Internal motivation
- Extrinsic – External motivation

Intrinsic motivation is more about finding your drive from the inside out, while extrinsic motivation is more about “carrots and sticks” (i.e., rewards and punishments).

Highly motivated people believe in their abilities. They know what they love doing and they do it. They take responsibility for each of their actions and believe they are the only people who can control the outcome of their life.

They control their life by a set of plans or goals, which they follow and review daily. They often adjust their plans or goals to get them to where they are going. Highly motivated people know their strengths and weaknesses. They understand these natural abilities and use them to benefit what they are accomplishing.

When life throws an obstacle at them, they simply find a way around the obstacle and become stronger because of it. They use these obstacles as learning experiences and then begin their task again in a more intelligent way.

Highly motivated people act daily. They work hard to get what they want, even when they do not feel like working. Self-confidence, diligence, and a strong set of goals drive these people.

They break their goals or plans into achievable daily tasks. Their goals are neither too hard nor too easy but written to challenge their daily life. The thrill of successful accomplishment is a natural high to these people. They successfully accomplish their daily tasks. They then crave the feeling of accomplishment and the adrenalin it evokes, like a drug.

Highly motivated people believe that anything anyone else can do, they can do better. They have a high degree of self-confidence and know that they can successfully accomplish anything they put their mind to. The sweet smell of success is evident almost daily in their lives and they will never give it up.

Highly motivated people start with their WHY. WHY do you do what you do? If you climb a mountain simply because it's there, that's probably not enough to keep you going when the going gets tough. If you know WHY you do what you do, and it matters deeply to you, then you will find your strength in any situation.

**Learn more:**

[https://www.youtube.com/watch?v=kyZVWe\\_-Pqk](https://www.youtube.com/watch?v=kyZVWe_-Pqk)

### III) How to learn self-motivation

Self-motivation is extremely important in order to succeed in entrepreneurship and is a constant struggle.

- Pursue your challenges is number one. The concept of flow. Flow is the experience of living totally in the Moment, utterly absorbed in your present activity. Time is passing, but you don't realize it. As leaders, we have to challenge ourselves and our teams constantly to achieve flow, where we can get lost in our work in a positive way. Complacency will ruin motivation and success -- both personally and professionally.
- Search for a meaning is number two and without a meaning there is no point. In previous generations, meaning could come from family, friends, hobbies or other interests. Work was simply a way to provide for yourself and loved ones. "Where I can make an impact" is very important. More than ever, people are thinking about the impact that their efforts have on the world around them. By pursuing work that fulfils your need for meaning, you'll be happier and realize a more consistent motivation.
- Define and re-define your own success is the last one in the struggle to succeed. This is perhaps the most important key to sustaining self-motivation. There are business goals that must be reached, and investors and employees will need them to recognize whether or not performance is where it needs to be. But business goals aren't going to motivate yourself and your team. Spend time reflecting intrinsically -- and do it regularly -- to understand what's important to you and what will make you *feel* most successful. Then set up your systems in a way that helps you pursue those goals. Allow your teams to do the same.

**Learn more:**

<https://www.youtube.com/watch?v=7uDD7xXHyaA>

### IV) Nine-point self-motivation



Often, when entrepreneurs make the bold leap from employee of a corporation to leader of their own business, one of the first challenges they face is no longer having a person or group of people above them to set goals, deadlines and incentives. The responsibility of inspiration becomes a task of self-motivation.

So, how does an entrepreneur maintain focus on the business while also staying motivated to become a better person and business leader? The answer is simple: It requires time, dedication and practice -- just as you would expect from a business.

Learn about nine points of how to motivate yourself.

### **1. Set a personal mission statement.**

Every business has or should have a mission or vision statement, something that describes the organization's broader goals, culture and underlying core values.

### **2. Make a plan.**

Just as in business, a mission statement is useless without a plan to execute on it. You too should develop and write down your personal and professional plan, including short term and long-term goals.

### **3. Start with a routine.**

Getting yourself motivated is about getting started. For this reason, you should start every day with a great morning routine, which will help your mind and body to be alert, focused and prepared to create new habits.

### **4. Set time for yourself.**

Because entrepreneurs can often get completely caught up in their business, it is important to set personal time during the day for yourself.

### **5. Plan ahead and set reminders.**

Even with a plan, it can be difficult to stay in a routine. For this reason, develop a habit of setting reminders throughout the day for the important tasks and daily goals you have set.

### **6. Set rewards.**

We are naturally wired to react to incentives, so be prepared to reward yourself for accomplishing a goal or maintaining a habit.

### **7. Engage friends.**

Sometimes the best motivation comes from peer pressure. Engage your friends and colleagues to help motivate you both toward individual and shared goals.

### **8. Indulge in inspirational activities.**

Sometimes, you just need to look outside your circle for motivation. When this happens, re-match a movie that you found inspiring.

### **9. Stay positive.**

There is no one-size-fits all answer to what makes people happy, with definitions, theories and opinions abound.

#### V) Examples of great motivators

From Bill Gates to Mark Zuckerberg to Elon Musk, today's most renowned business people innovate, inspire and create. However, what makes these individuals so different from the rest of us? What traits do they possess that make them so successful? Find out how they got motivated and how they can motivate you.

Are you able to motivate others? If you are, it's a skill you can highlight when you're connecting with potential employers. Motivational skills are valuable for employees when interfacing with customers, subordinates, upper management, suppliers, donors, team members, funding sources, and bosses.

#### **Steve Jobs, founder of Apple**

Meet Steve Jobs founder of Apple who was a master of dreaming big and he encouraged others to do the same. Sometimes the inspiration came in the form of a question that forced people to re-examine their lives and their businesses.

The story of how Jobs challenged then-Pepsi president John Sculley to do some real soul-searching is now well-known. "Do you want to sell sugar water for the rest of his life or come with me and change the world?" Jobs asked. Sculley once said the question landed "like a punch to the gut."

**Learn more:**

<https://www.youtube.com/watch?v=PA867sz9oE>

**Elon Musk, founder of Tesla**

Elon Musk is a serial entrepreneur who owns a portfolio of businesses, including Tesla cars, SolarCity and SpaceX and now wants to go to Mars. Musk, who's known for his prowess as a business leader as much as he is for his outlandish ideas, his leadership style, his motivation and why he dreams up the companies he does.

"I'm just trying to think about the future," says Musk, "and not be sad. "

Famous for his motivational quotes he once said: "If things are not failing, you are not innovating enough" and he also said: "When I was in college I wanted to do things that change the world...Now I am."

**Mark Zuckerberg, founder of Facebook**

He became motivated by not knowing but believing in his idea. One thing that I always think is really important for entrepreneurs or really anything is this realization that ideas come out fully formed. But the reality is that that's not actually how things work. That's not how anything gets built. And the way things actually work is that you dive in, and you know that you don't know most of the things that you're going to need to know to figure it out.

So, don't buy into this myth that you need to have an idea fully formed before you get started. That is dangerous, and it will stop you from getting started.

**Great Motivational Quotes**

- Start unknown and finish unforgettable
- Make your haters your motivators
- The expert in anything was once a beginner
- You don't have to be great to start but you have to start to be great
- It only takes one person to change your life – YOU
- I have not failed. I've just found 10,000 ways that won't work

- An entrepreneur is someone who jumps off a cliff and builds a plane
- on the way down
- Choose a job that you like, and you will never have to work a day
- in your life
- Logic will get you from A to B. Imagination will take you everywhere

## 10. Practical information about Let's Guide

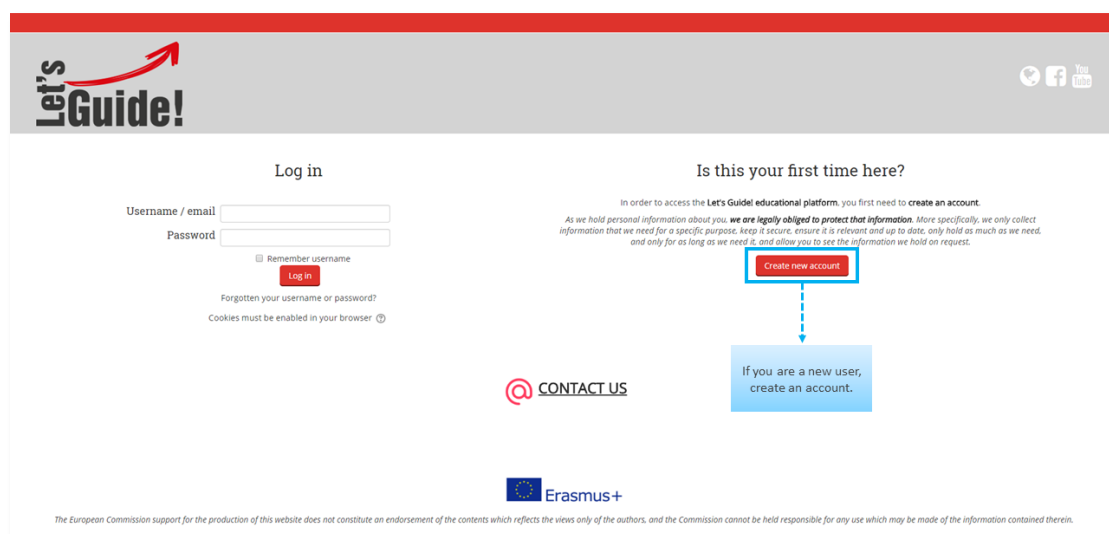
Within the context of the **Let's Guide** project, an innovative e-learning platform has been designed and developed in response to the specific training needs of the target groups. It consists of the **Let's Guide** course, which is available in 7 different languages; English, Spanish, Italian, Slovene, Polish, Swedish, and Greek.

The **Let's Guide** online educational platform aims at providing an engaging learning experience to all users. It will support the training function as a knowledge dissemination tool and motivate users to achieve their goals.

### 10.1. How to access the platform

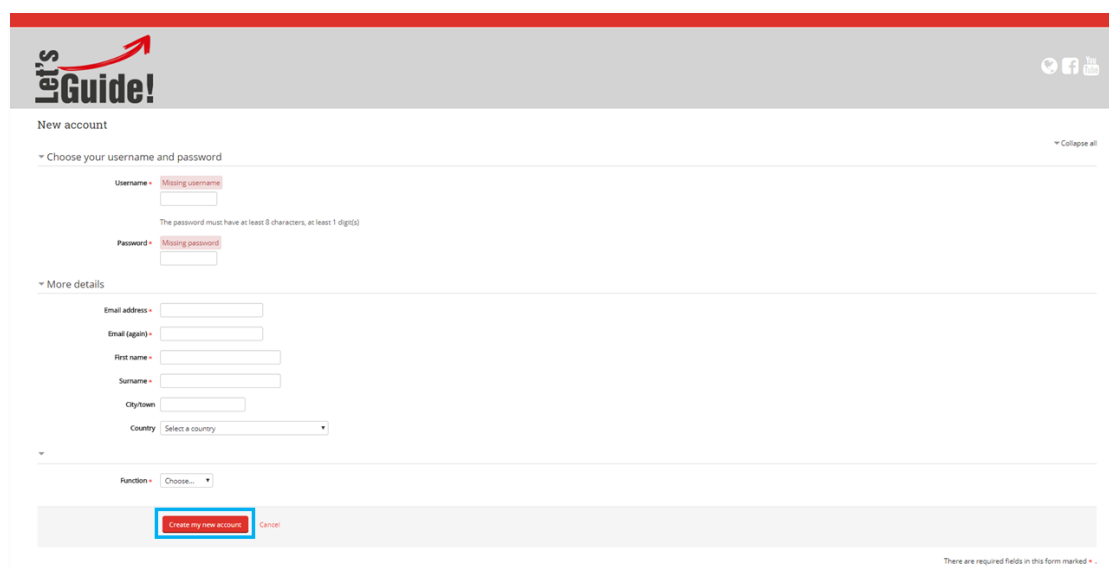
The **Let's Guide** e-learning platform's web address is the following:  
<http://letsguide.erasmusplus.website>.

If you are a new user, click on the corresponding button to create an account.

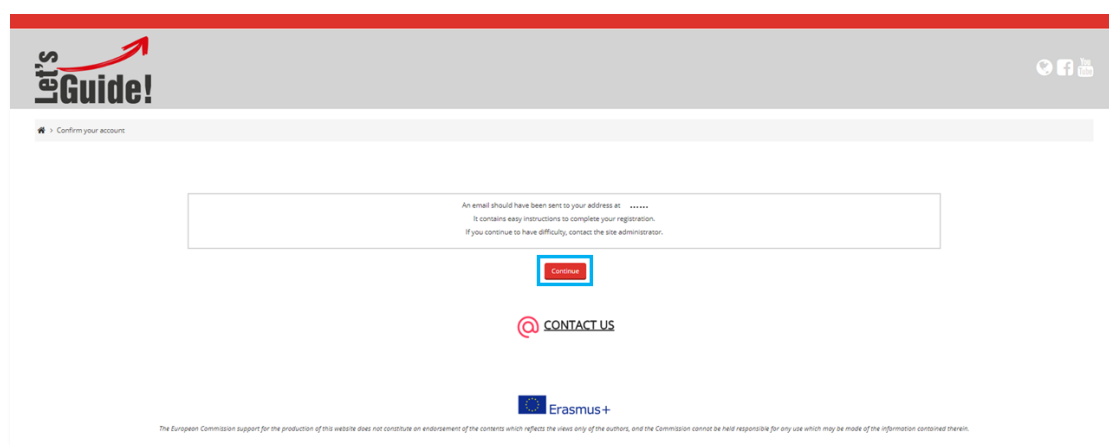


The screenshot shows the Let's Guide website interface. At the top left is the 'Let's Guide!' logo. On the right are social media icons for Facebook, Twitter, and YouTube. The main content area is divided into two sections. The left section, titled 'Log in', contains a 'Username / email' input field, a 'Password' input field, a 'Remember username' checkbox, a 'Log in' button, and links for 'Forgotten your username or password?' and 'Cookies must be enabled in your browser'. The right section, titled 'Is this your first time here?', contains a paragraph of legal notice, a 'Create new account' button (highlighted with a red box), and a blue box stating 'If you are a new user, create an account.' with a downward arrow pointing to it. At the bottom center is a 'CONTACT US' button with an '@' icon. At the bottom left is the Erasmus+ logo. At the bottom right is a small disclaimer: 'The European Commission support for the production of this website does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.'

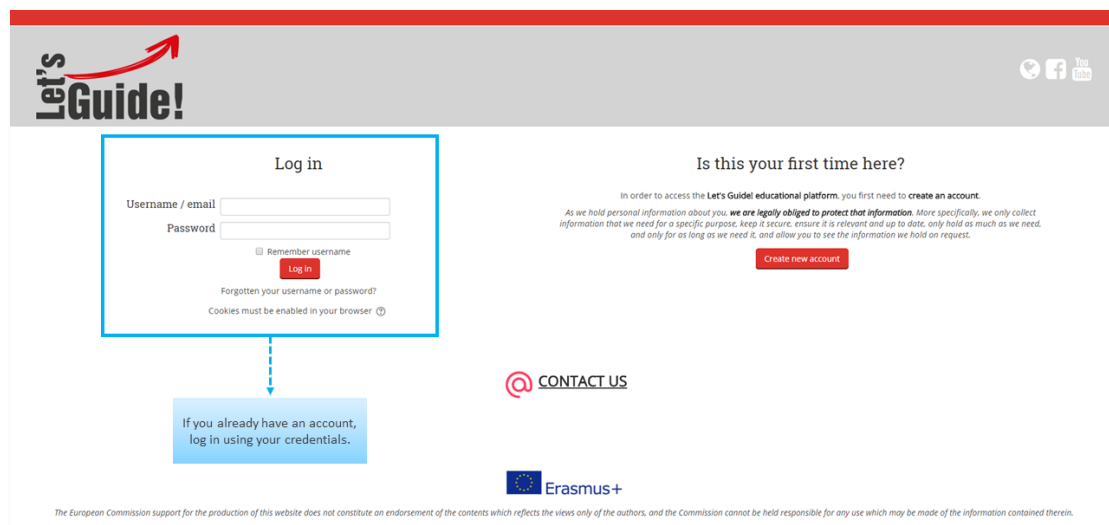
Fill in the registration form with your details and click on the *Create my new account* button.



A confirmation e-mail will be sent to your address. Complete your registration by following the instructions included in the e-mail. Please do not skip this step, because if you do, you will not be able to log into the platform afterwards.

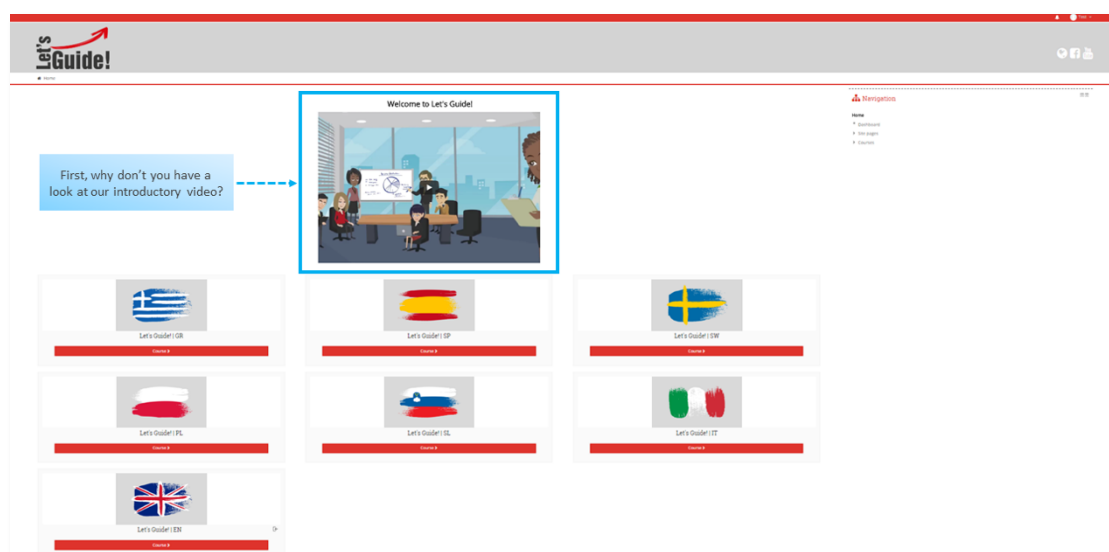


Now that you have an account, you can log in by filling in your username/e-mail and password and click on the *Log in* button.



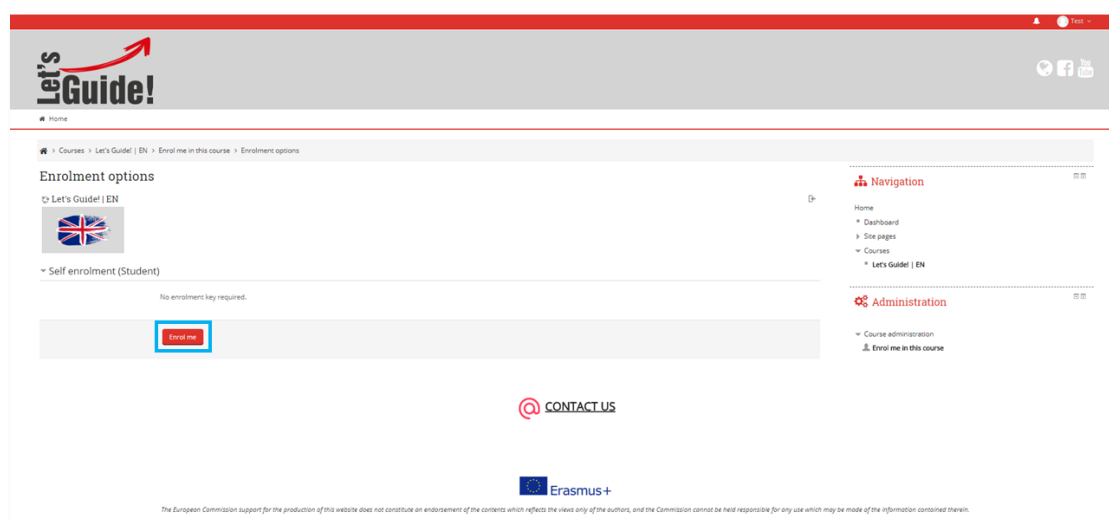
The screenshot shows the Let's Guide! login interface. On the left, there is a 'Log in' section with a blue border. It contains a 'Username / email' field, a 'Password' field, a 'Remember username' checkbox, and a 'Log in' button. Below the password field, there is a link for 'Forgotten your username or password?' and a note 'Cookies must be enabled in your browser'. A blue dashed arrow points from the 'Log in' section to a blue box below it that says 'If you already have an account, log in using your credentials.' To the right of the login section, there is a 'Create new account' button. Below the login section, there is a 'CONTACT US' link and an Erasmus+ logo. At the bottom, there is a disclaimer: 'The European Commission support for the production of this website does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.'

You just entered the main page of the platform. Start by watching the **Let's Guide** introductory video and then, choose the course you would like to enrol to according to the language you use.

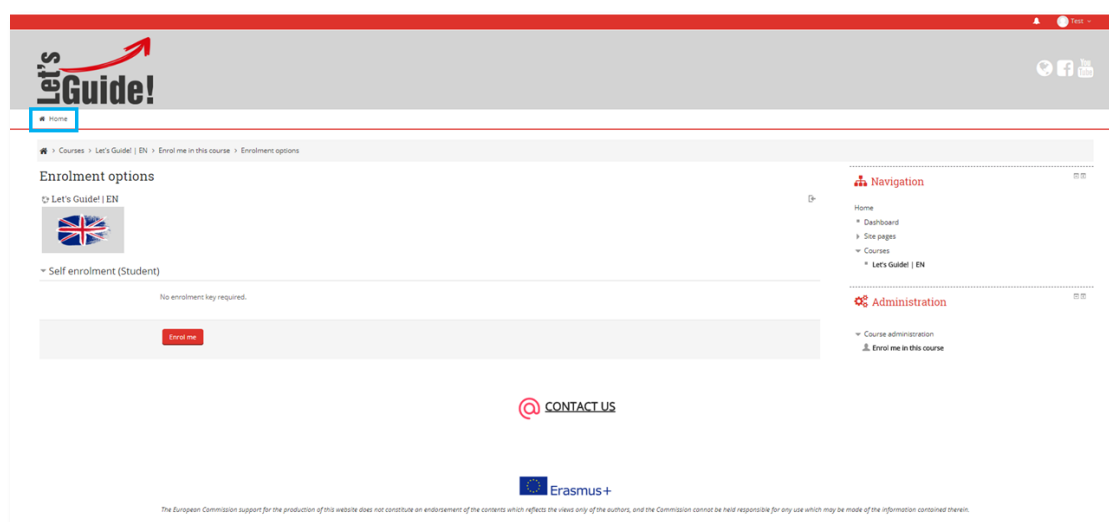




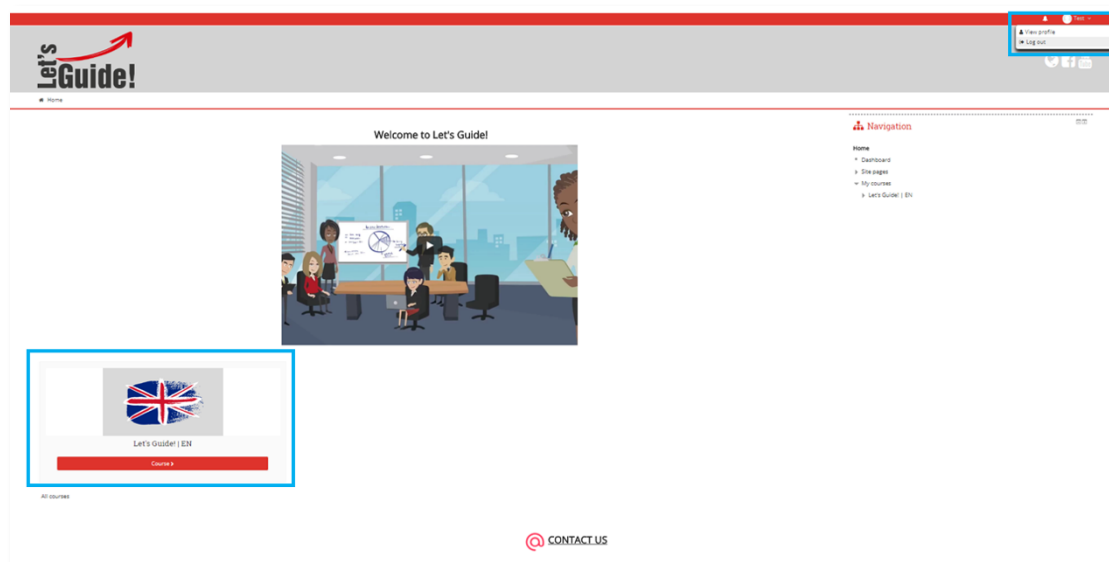
Enrol yourself by clicking on the *Enrol me* button.



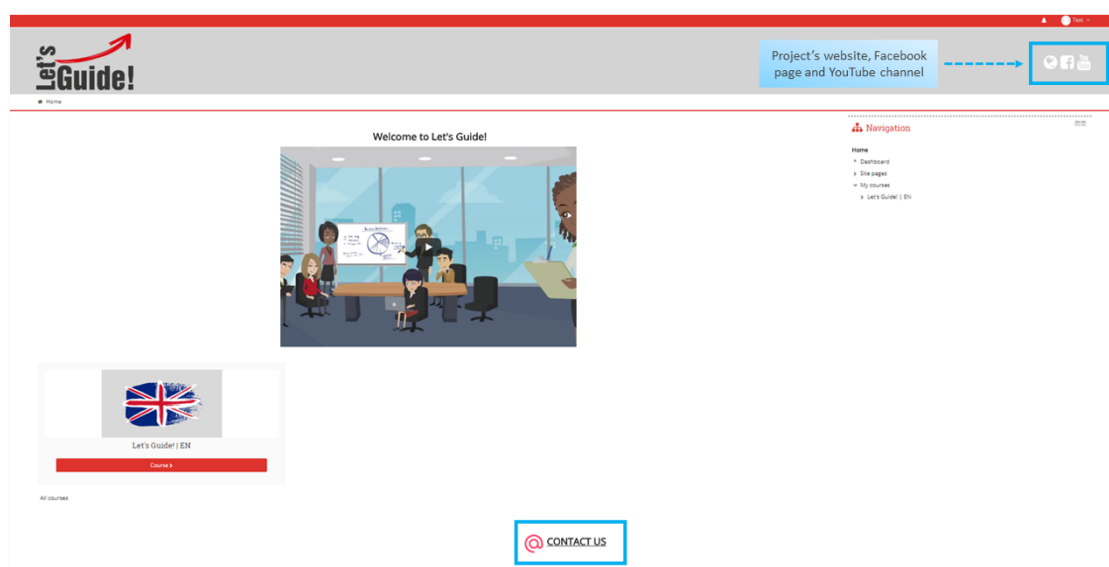
You can return to the main page anytime you want by clicking on the *Home* button or the **Let's Guide** logo.



As you can see, now the main page includes only the course you have been enrolled to for your convenience. If you want to log out from the platform, click on the arrow next to your name and choose the *Log out* option from the dropdown menu.

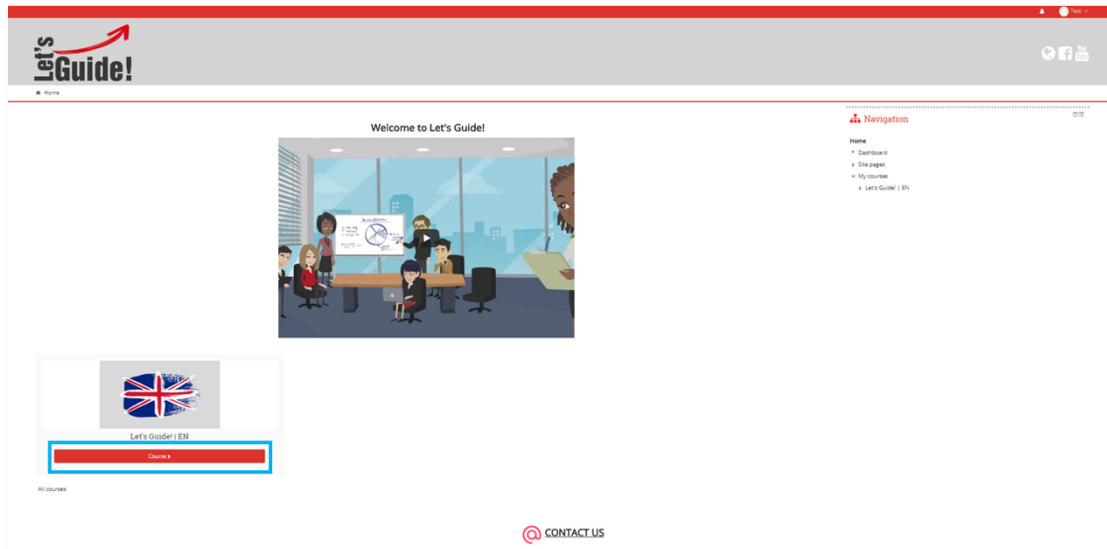


The platform is also linked to the project's website and social media. See the **Let's Guide** team's contact details by clicking on the *CONTACT US* link at the bottom of the page.



## 10.2. How to use Let's Guide course

In order to enter the course in which you are enrolled, click on the *Course* button.

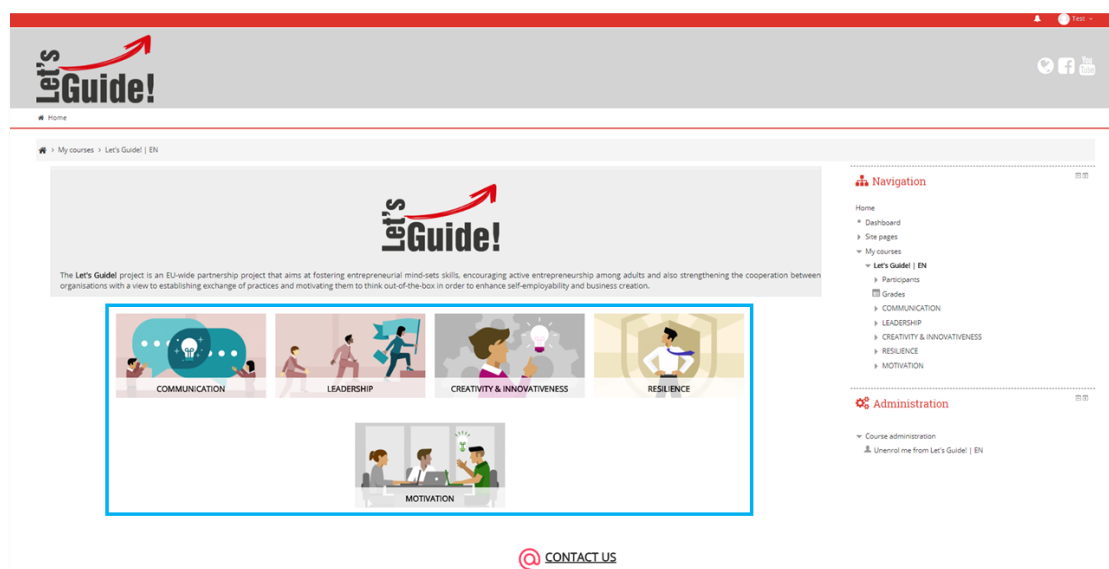


The course consists of five (5) modules:

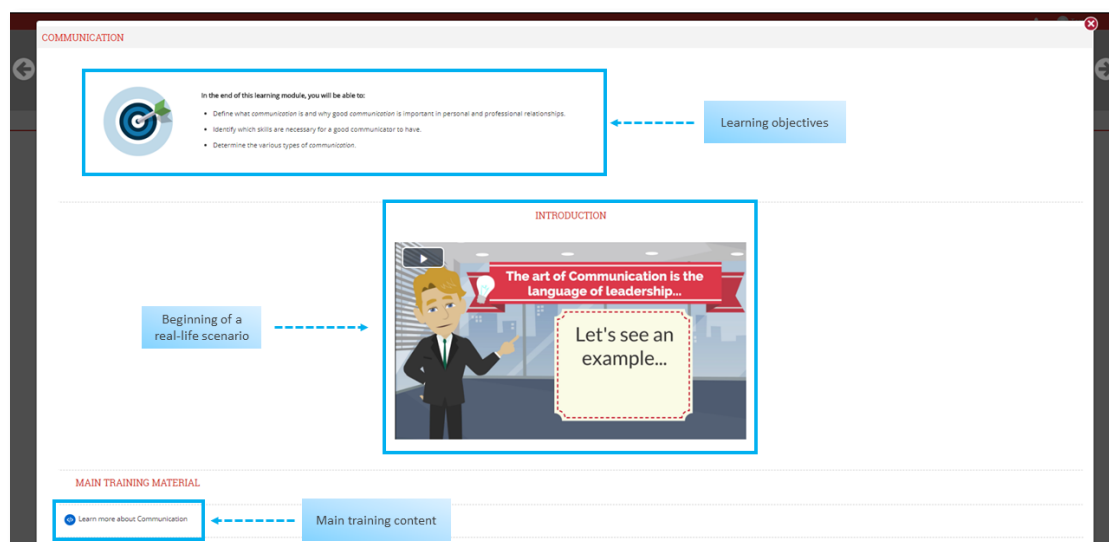
- Communication
- Leadership
- Creativity & Innovativeness
- Resilience
- Motivation

Each module refers to an entrepreneurial skill that it is important for the participants to develop. The learner is not obligated to start from a specific module.

Enter the preferred module by clicking on it.

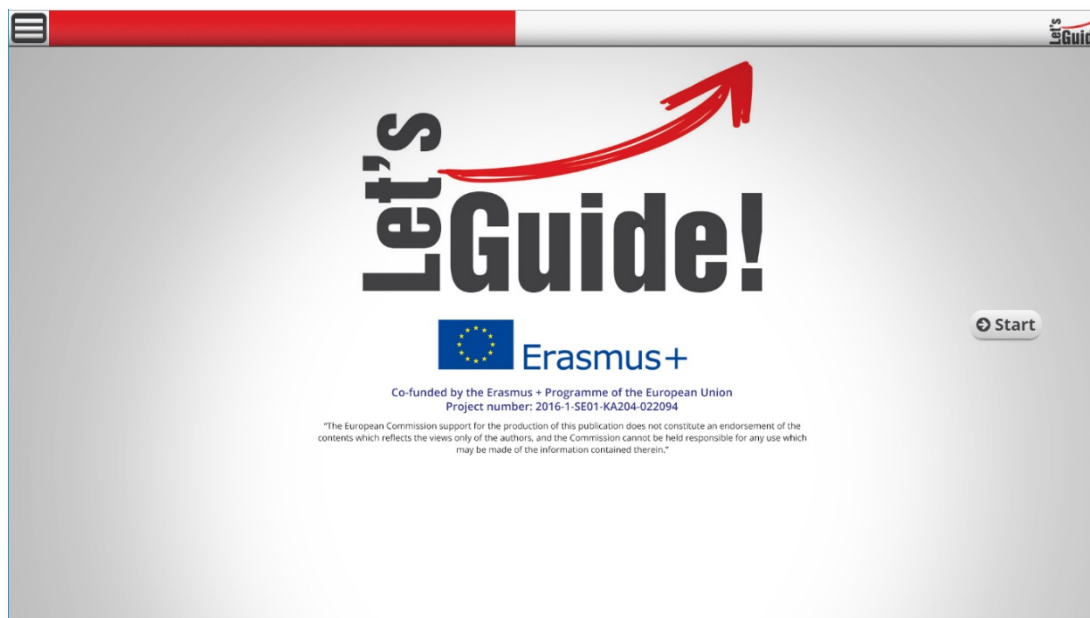


On top, there is a list with the learning objectives of the module. Then, there is an introductory video, which shows the beginning of a story that is based on a real-life scenario. Click on the play button to watch it. The video is followed by the main training material of the module.

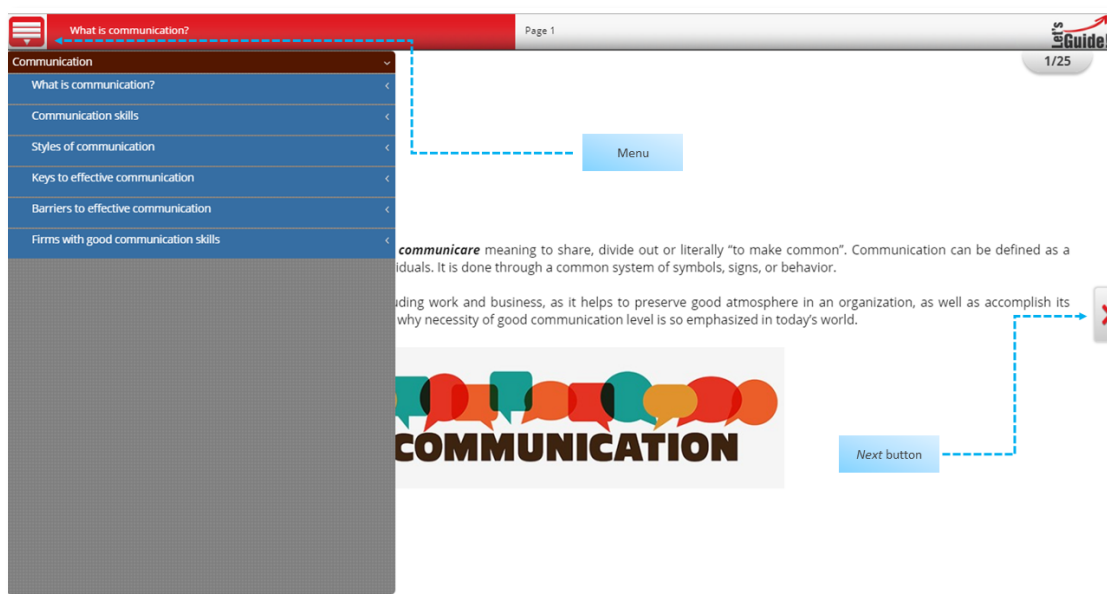


### 10.3. Main Training Material

When you click on the respective link, a pop-up window shows up. Press start to continue.



Navigate within the lesson by using either the *Next/Previous* buttons or the menu.



Some pages include extra content such as links to external resources for further reading. Click on the *i* button to reveal it.

☰

What is communication?

Test your learning

Test Guide5/25

<

Choose the correct answer. Then click **Check** button.

What is meant by **good communication**?

☐ Expressing your feelings

☒ Both speaking and listening

☐ Only speaking

☐ Being in contact

☒ Check

>

☰

Communication skills

Test your learning

9/25

Place each skill next to the correct sentence by first clicking on the skill and then on the corresponding blank. When you finish, click **Check** button.

Empathy

Active listening

A. Expressing yourself in a clear, concise and straight-forward way.

Clarity and concision

B. Information received after the specific action.

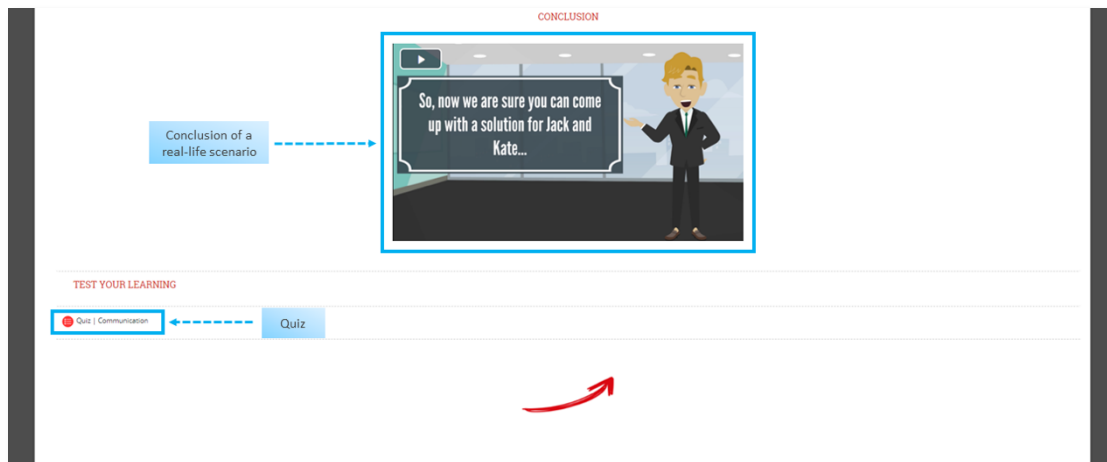
Feedback

C. Mindfully paying attention to the complete message being sent.

D. The ability to understand and share the feelings of another.

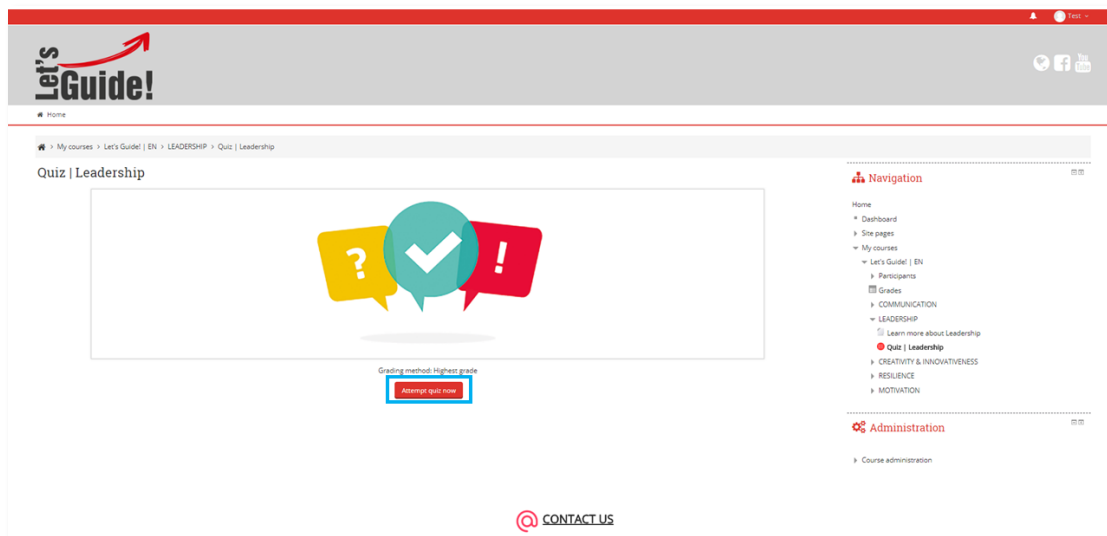
✓ Check

Getting back to the module, there is another video, which concludes the story. The last learning activity is an 8-question quiz.



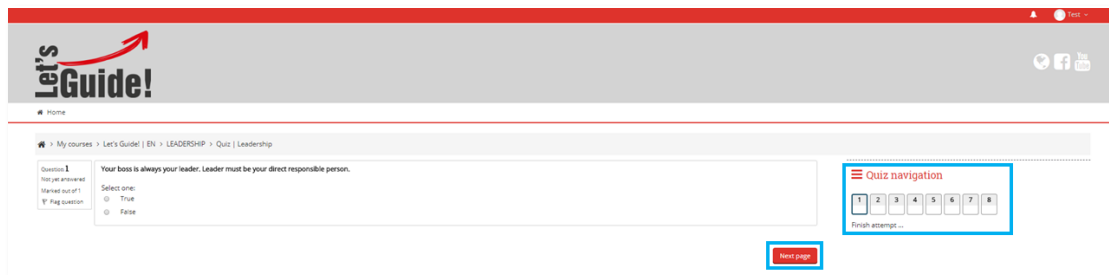
## 10.4. Quiz

Enter the questionnaire by clicking on the *Attempt quiz now* button.

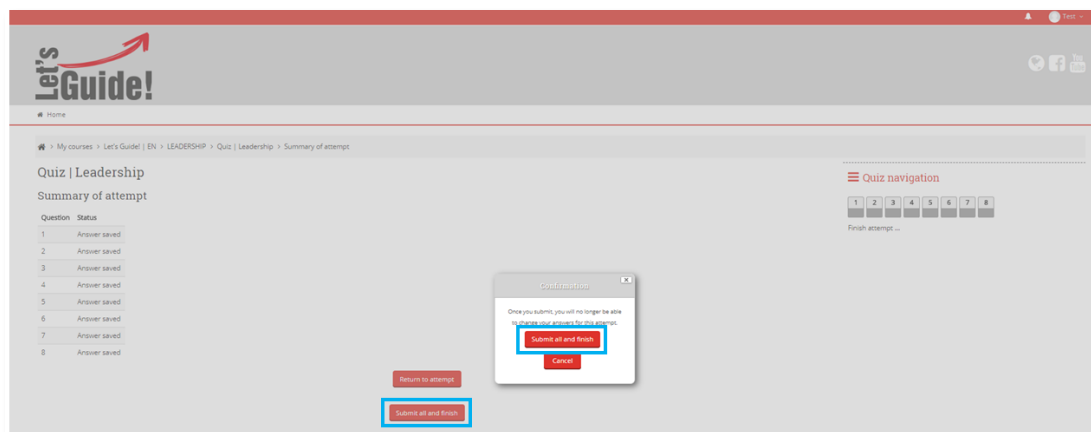


Choose your answer and press the *Next page* button. You can also navigate freely within the questions by using the *Quiz navigation* block.

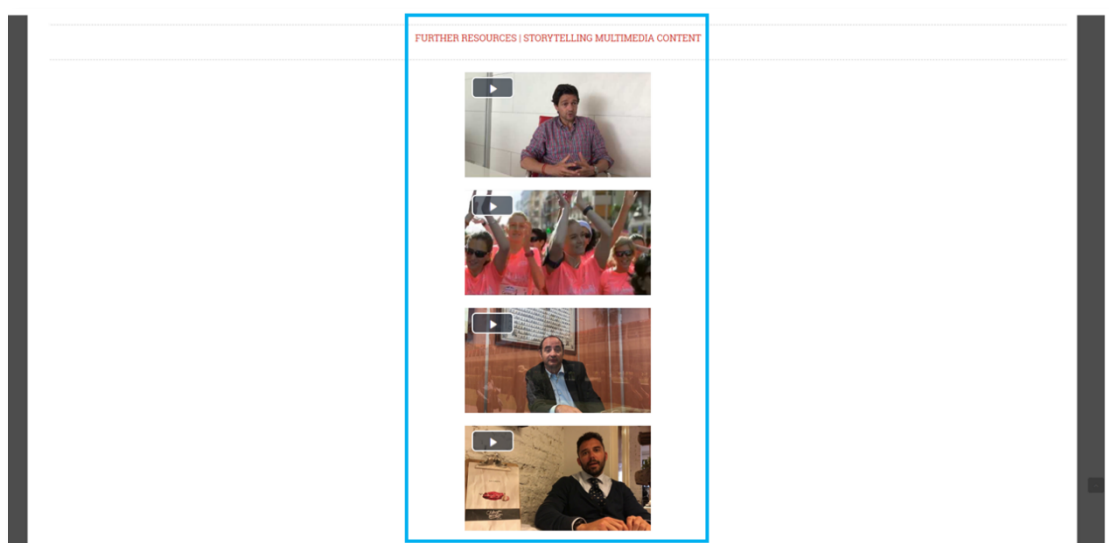




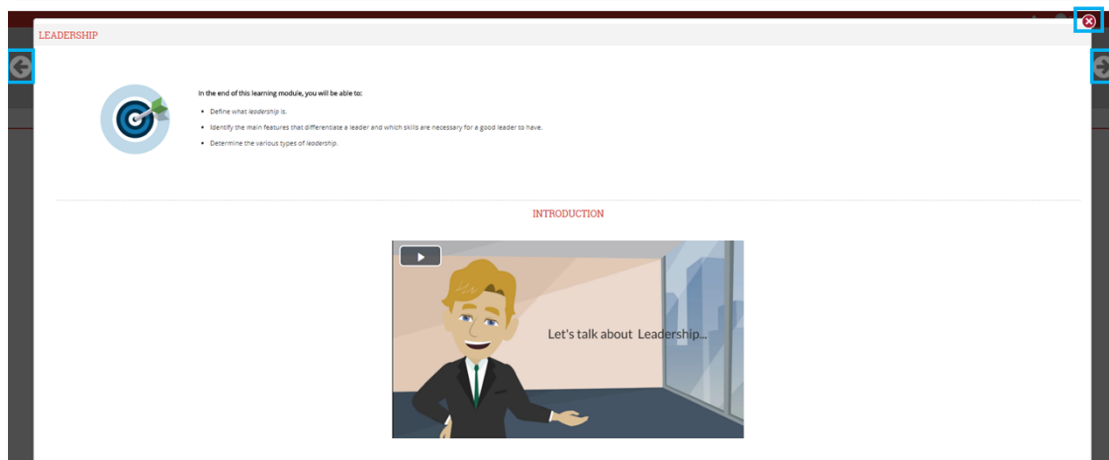
When you finish answering the quiz, press the *Submit all and finish* button in the last page and in the pop-up window as well. Then, you will be able to see a detailed report of your attempt and the grade you achieved. The attempts a user can make are unlimited.



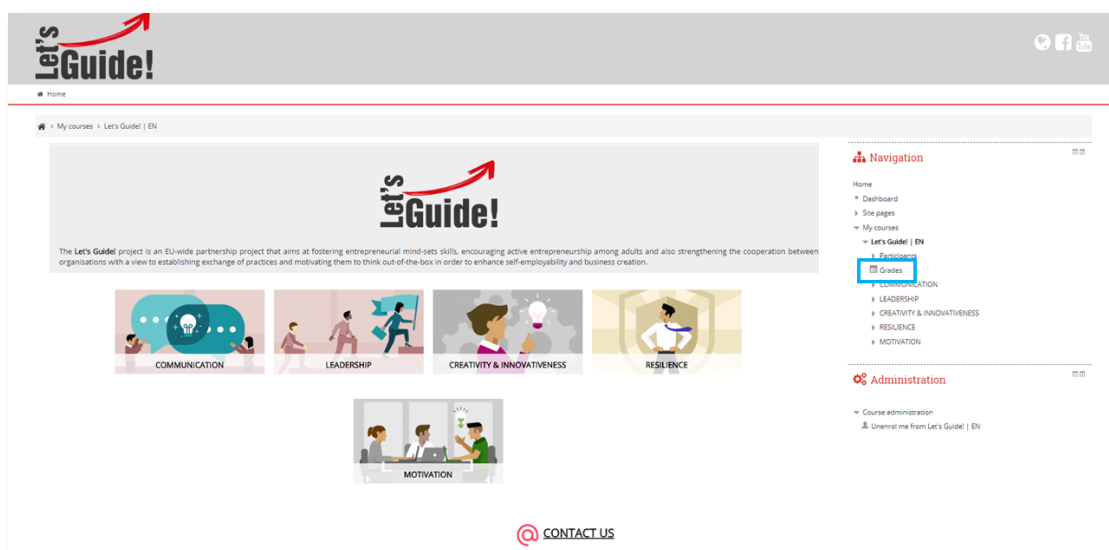
At the end of the module, you can find some videos showing entrepreneurs from all over Europe to talk about their experiences in the field.

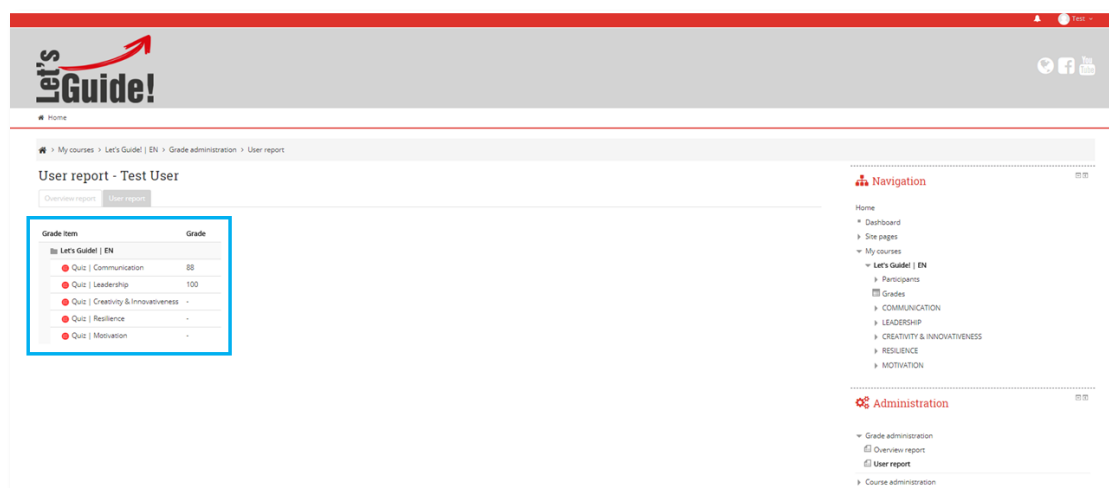


Navigate easily within modules by using the next/previous buttons and close the module by using the X button.



By clicking on the *Grades* link in the Navigation block, the user can see the grades that he/she has received in the quizzes he/she has completed.





## 11. The importance of entrepreneurship

### 11.1. What is entrepreneurship?

From perspective that the search for quality leadership in an on-going process that in in practice since past few centuries we can say that this is one of the factor of evolution of entrepreneurship. Among this factor there are several others that led to increasing the importance of entrepreneurship. The advancement in communication amongst the countries and improvement in transportation influenced on the increased process of trading and then to success in trade. It can be said that merchants and traders were the first entrepreneurs.

Entrepreneurship can be explained as the act of creating a business or businesses while building and scaling it to generate a profit. This is a basic entrepreneurship definition and can be seen as a bit limiting. A simple definition can also be that entrepreneurship is the willingness to start a new business. From that perspective entrepreneurship refers to the concept of developing and managing a business venture in order to gain profit by taking several risks in the corporate world. It has played a vital role in the economic development of the expanding global marketplace.

Definitions are evolving, and the concept can be presented from different perspectives. One of them is also that the more modern entrepreneurship definition is also about transforming the world by solving big problems and with that initiating social change, creating an innovative product or presenting a new life-changing solution. As a result of

it this can even help lower unemployment rates through job creation to help reduce poverty.

## 11.2. Why is it important to know about entrepreneurship?

The activities that presents entrepreneurship and the activities of Entrepreneurs can change the way we live and work. If successful, their revolutions may improve our standard of living. This can lead to creating wealth from their entrepreneurial ventures, they also create jobs and the conditions for a flourishing society. One of many reasons why it is important to know about entrepreneurship is that entrepreneurs create new businesses. New goods and services developed by entrepreneurs can be resulted in new employment. Among other reasons we can say that entrepreneurial ventures generate new wealth. As existing businesses may remain confined to the scope of existing markets and may hit the glass ceiling in terms of income, new and improved offerings, products or technologies from entrepreneurs enable new markets to be developed. Increased employment and higher earnings contribute to better national income in form of higher tax revenue and higher government spending. Entrepreneurs can also break away from tradition and indirectly support freedom by reducing dependence on obsolete systems and technologies This can results in an improved quality of life and even in greater morale and economic freedom. With investing in community projects, they can support community which enables further development beyond their own ventures.

## 11.3. Everyone can be an entrepreneur

Entrepreneurs need a lot of skills which are innovation and ability to be creative to generate new ideas for a business venture. As an entrepreneur, it is very important to have the quality of leadership and a strong sense of unified teamwork to gain maximum benefit. An entrepreneur is commonly seen as an innovator. The two most popular kinds of entrepreneurship are entrepreneurship of start-ups and entrepreneurship of small businesses. Flexibility and diversity are one of the motivators and also needed characteristic of entrepreneurs. Flexibility is one of the things that people often look for in their professional careers and in entrepreneurship, this advantage comes easily. In general, all entrepreneurs enjoy the advantage of coming up with diverse ideas that may also be unique in the global marketplace. Having an opportunity to choose from diverse

range of ideas, according to your entrepreneurial vision, you can gain maximum benefit from the ideas you come up with. Entrepreneurship as a career option enables to have control over the work you do is something that many people long for in their career paths. From that perspective entrepreneurship is a great career option for those willing to make their name in the corporate world.

Successful entrepreneurs should have these characteristics:

- Unbridled passion

When it comes to process of trying to build something, it is very important to put a lot of energy and enthusiasm in it. We could say that entrepreneurs are people on a mission. According to a Gallup poll, only about 13% of employees worldwide describe themselves as 'engaged at work' and for Entrepreneurs we cannot say they are engaged at work, because they are their work. The market doesn't care about anyone's dreams and aspirations, but it is cold and unforgiving. The way of success is to beat the odds by living and breathing your idea. Being passionate about your work also makes perfect business sense and enthusiasm is contagious. It spreads to your co-workers and can make them work harder to enact the company vision.

- Immunity to stress

A lot of stress is connected with being entrepreneur and being able to deal with stress is very important. Expectations of market and of customers can sometimes not be an easy task. So, it is important do consider this and doing be aware of activities that can relieve stress.

- Stubborn persistence

It is not easy to get an overnight success story. Rejection is a way of life for most entrepreneurs and the most successful founders today are those hardly phased by people constantly telling them 'no'. It is important that you do not take rejections personally and learn to love your failures instead. They can be a good way for learning from them.

- Leadership

Most of entrepreneurs are working in teams and so an entrepreneur is only as strong as his team. So, it is very important that entrepreneur is able to cultivate mutual trust and motivate the people you work with. Team disharmony is one of the biggest causes of start-up failure. So, the best way to build quality relationships with your employees is by enforcing and encouraging transparent communication at all times. An entrepreneur also has to be able to 'sell' his company vision to his employees and to his customers, partners, and even prospective investors.

- Cash flow management

For entrepreneurs handling money is just as important as making money, and too many founders seem reluctant to do their math. It is important to know the balance between costs and incomes and to be aware off all unnecessary expenses related to his business. But it is also very important not to become paranoid about your money. Being paranoid is the first step to never having to worry about it again.

- Perpetual adaptability

For entrepreneurs is very important that they are able quickly to adapt to shifts in the market means revisiting the drawing board every now and again, and making significant changes to your design, features or even the entire business model. We can say that if your final product looks almost nothing, like what you initially started with, you are probably doing it right. It is important that as a founder you are not too slow or too hesitant when it comes to adapting to market's demands. Being flexible means accepting that you were plain wrong in the past.

- Endless curiosity

Entrepreneurs should not stop learning because this can be the end of their business. As an entrepreneur, you often need to find a gap in the market first and then get familiar with the market second. In most cases, you only have an idea. Making an idea a reality requires rigorous testing which can follow actual product development. In this, there is a learning process that never stops. There will always be new features and business venues to explore, and new obstacles to overcome. Knowing your industry inside out requires a genuine interest in all you do, and a desire to always be one-step in front of your competition.

Let's Guide Project helps future entrepreneurs to gain support and Information about the entrepreneurship through motivational videos of people that have decided to become entrepreneurs. We suggest that you watch these movies and see for yourself what an entrepreneur needs and how they become successful. Gaining new knowledge and skills on constant basis will allow personal and professional growth. This is an advantage of learning about entrepreneurship.



## 12. Extra for your class: What does it mean to “go international”?

### 12.1. Internationalisation – what is it?

The first question that anyone interested in internationalisation should make is “what is internationalisation exactly”?

We can define internationalisation of a business as the action of commercialising or operating across national boundaries. This means, when an organisation decides to offer its goods or services in a different country from the one they are established on, they are deciding to “internationalise” their business.

Internationalisation is becoming wildly popular all over the world, mainly due to *globalisation*. This term refers to the general integration of economics, business, markets, industries, movement... all over the world. It is a process allowing countries to integrate among them and benefit of what each of them has to offer.

Globalisation has allowed people to benefit from many advantages, such as:

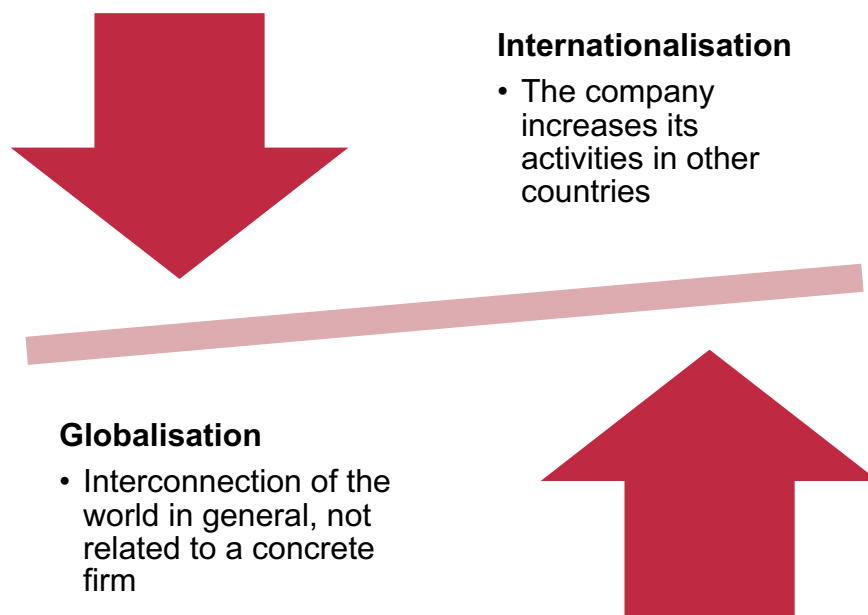
- ❖ An economic integration and interdependency of countries, as well as an international division of labour
- ❖ Increase the differentiation of high-technology and intermediate products
- ❖ Develop the international transport infrastructure
- ❖ A revolution of information and telecommunications
- ❖ Development of transnational businesses

The interdependency between countries that is created due to globalisation, has made it necessary for a greater number of companies to go international. Hence, globalisation is a trigger for internationalisation.

It is very important not to confuse internationalisation and globalisation. In order to make it clearer in your mind: internationalisation is related to a concrete business, and globalisation is a general process.

For example, the fact that Apple (an American company) is selling in Spain is considered an *internationalisation* process. However, the possibility of calling from the USA to Spain when 100 years ago was impossible, is a sign of *globalisation*.

To sum it up:



Now that we have a clear idea regarding the differences between both concepts, we can go one step further and ask ourselves: why would a company decide to internationalise?

The reasons for a company to decide to internationalise its business are usually to either increase its revenues or decrease its costs.

It could be said that this trend began approximately in the XIX century, when developed countries started to profit from the raw materials available in other countries instead of in local companies, because it was cheaper for them. Since that first beginning, internationalisation has increased and developed up to the current situation, where we do not only have this exchange of goods but also companies which outsource their production to other countries looking for cheaper salaries or more specialised workforce, or companies which start selling directly in a country different from their home country because the benefits are going to be higher.

Another interesting point related to internationalisation and globalisation is how a new type of organisation has appeared: born-global companies. These companies are special because they *directly offer their products or services in different countries since the beginning of their existence*. This means, instead of following the traditional road of providing something in their country and with time and success move to other countries,

little by little, they directly work in an international market. A more concrete example is **Groupon**. This company expanded from 1 to 35 countries in 2010, which could be considered almost as a company which is born-global.

## 12.2. “Must do” before starting the process of Internationalisation.

Before starting to internationalise, there are certain questions you need to ask yourself, in order to ensure you are properly prepared to face the challenge.

### Why am I doing it?

When a company is thinking about internationalisation, it is often seen that this sense of opportunity has appeared in the company's horizon because of something; more concretely, we can say that internationalisation can be due to a proactive or reactive approach.

Companies that internationalise due to a reactive approach, usually do it as a reaction to a certain condition or situation, such as competitors internationalising or because they see the opportunity of earning more money right in front of them; this means, the reactive approach is usually not about what best suits the company.

However, companies can also internationalise following a proactive approach; in this case, they actively look to internationalise. Usually, companies following this approach are the ones more invested in finding the best market to enter. In these cases, questions can appear.

## 12.3. Benefits and risks of Internationalisation

### Benefits of internationalisation

#### Access to new markets and consumers:

When a product has been in a market for a long time, as it ceases to be a novelty, consumers stop buying it and look for new attractions. However, when internationalizing this product to another country, it becomes a novelty again and new consumers feel attracted to it. Summing up the home loyal consumers to the new ones, we obtain higher benefits for the company.

Access to cheaper materials, production processes and labour:

In many cases the reason for travelling to another country is not to sell but to produce. Many companies have outsourced their factories to countries such as Bangladesh or Taiwan during the last years because workers are paid lower salaries.

Development of key competences:

Sometimes the outsourcing of production has nothing to do with decreasing costs but to find the most suitable employees. Many tech companies prefer to locate in places such as Silicon Valley or Japan because they know the quality of engineers related to the topic is a lot higher.

Looking for a market with lower (international) competence:

There are obviously some countries with more international markets than others. Sometimes, home companies from those international markets decide to go into another country looking for a market with fewer international competitors and more margin for revenues.

In other cases, we find markets where there are enormous amounts of home companies from the same sector, and they are not running from international competition but from national one.

Finding collaborations and interaction with other companies:

Sometimes companies travel to another country in order to collaborate with a local company in a certain project. The interaction allows both sides to learn and increase their possibilities of earning revenues by providing an improved good or service. These are just some of the general benefits that a company can find from internationalizing; each situation is unique and probably each company will have benefits of its own.

Going international hides many risks that any company should be aware of before taking that decision.

## Risks of internationalisation

Not knowing enough about the market:

It is extremely important to make a thorough research of the market and the consumers before deciding to enter; otherwise, you will probably end failing.

Not considering the amount of financing needed:

If you succeed, you are going to obtain high benefits from the new market; however, you need to bear in mind that these benefits are going to come at the end of the process.

You have to consider the amount of financing needed and not count on profits too soon.

Not considering the possible cost increases:

Going international may mean sometimes increasing costs of production and delivery because of the transnational trips the goods have to make. In some cases, this increase in costs is compensated by a higher increase in revenues, but in other cases, it just takes away all profits.

Political and legal risks:

Not everything has to do with supply in demand in the market. Political and legal forces have a strategic role. Not having an accurate knowledge of the legal requirements of the new market can turn into failure and lawsuits.

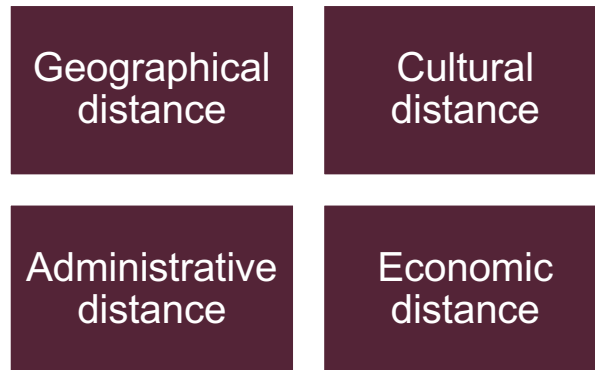
## 12.4. Where should I go international?

Once decided to internationalise (through a reactive or proactive approach), comes the second question; where? A reactive approach may not think as much as a proactive approach about this question, but it is still quite relevant.

The main point to consider when thinking about the best place to internationalise, is to consider the distance between countries. In internationalisation, when we speak about distance we are not just thinking about geography; there are many types of distances that need to be thought about and can be even more important than the number of kilometres between one city and another.

Some of the most important distances are cultural, administrative or economic, for example. Inside of cultural distance we can find differences such as language barriers, religion differences, ways of behaving with other people, opinion of the society towards a concrete type of product... this distance is one of the most important because it directly touches the client, and if the product is not able to match the client's expectations, the company is not going to achieve a revenue. Economic distance is related to the economic differences between countries. If rents are different, possibilities to expend

money are different... consumers are going to have a different opinion of the price of your product. They may even consider it incredibly high while in your home country it was seen as cheap.



For example, if we compare the distance between India and Portugal, we can clearly state there is a geographical distance. But also, culture among both countries is quite different, which could be translated into cultural distance. Additionally, administrative procedures in each country are going to be dealt differently (administrative distance), and the economic situation can be even the opposite from one place to another (economic distance).

In order to decide the final market where you are going to internationalize, it is a good idea to set a list of possible places and establish the pros and cons of each of them, as well as the barriers that would be faced. The list could work like this:

### First

- First, it should be decided which markets are not going to be part of the suitor's list. This would make it easier to get a list of countries to start with.

### Second

- After that, decide on which of the countries from the list already own a market related to the product, consumers theoretically willing to consumer, or more or less competition.

### Third

- With this first list ready, it is time to look at more "complex" factors: the macroeconomic situation of each country will play a relevant role as it can differentiate victory from loss.
- Variables such as political situation, risk of the economy and stability of the currency need to be taken into account when deciding which countries from the list will stay on it.

## 12.5. How to internationalise: methods

Once all the research has been made about the markets where we would like to internationalise our company, it is time to decide the best plan to follow. There are many methods available to internationalise a company and choosing the right one depends on each concrete case.

There are many types of internationalisation modes; in the following lines we will see some of the most common:

### Export mode

This is the most typical method; in it, the product is produced in the local market and then it is sent to the host market. We can find the following subtypes:

1. **Indirect export mode:** the company does not direct the exporting activity, it hires a third party to deal with it. We can find several types of third parties, such as brokers or export agents.

2. **Direct export mode:** the company deals with the exportation and has contact with the foreign client. The company needs to work on understanding better the market, making marketing plans, etc.

### Cooperative mode

In this method, many companies join their forces to internationalise in order to achieve the benefits of economies of scale from a bigger amount of production. This method is not very common because it obliges the participants to negotiate and accept each other's ideas, which is usually not easy.

### Intermediate method

In this case, the main work related to internationalising the products is split between the home company and the host market company. This method usually requires a longer commitment between the two companies as they are both going to collaborate in bringing the product to the new market.

### Licensing and Franchise

These two types of internationalisation are probably the best known and used by big companies. In the case of licensing, the company gives another organisation the possibility to use their brand, product, service... in exchange of a fee. This is usually seen, for example, with Disney or Warner products; companies such as Primark create clothing with their characters by previously paying a license for using them.

Regarding franchise, it consists on a strategic alliance in which the franchisor (owner of the main business) provides the franchisee (person who wants to use it to create the business) with a complete way of doing business. This means, the franchisor provides training on how to work in the sector, how to sell the product or the service, how to manage the store... and also gives branding, concrete products or services, prices... everything. Through this, the franchisee can make sure that the business that will be opened is going to be successful for sure, because it is part of a chain already successful; and the franchisor assures a regular payment from the franchisee. To make it clear, the franchisee is not buying the franchise, but investing in it and using the ideas and opportunities to create a new part of the franchise's network. A very common example are fast-food chains, which many times work in franchises; the person who



owns the concrete restaurant is provided with how everything has to look, so that all the restaurants look the same, but each one is owned and managed by someone different.

## 12.6. Internationalisation and products: should they be adapted?

Another important question that may arise when thinking about internationalisation is related to product adaptation; this means, when you decide to internationalise your product or service, should you keep it exactly the way it is, or should you adapt it to the new market's tastes?

This question is related to the distance between the countries; if the culture, economics, political situation... between both countries is similar (for example, Portugal and Spain), it will probably not be necessary to change the product, or the change will be not as big as if you have to sell something from Russia in China, for example.

When we talk about adaptation, it does not necessarily mean to change the product itself, but maybe things related to package, marketing, colours... white, for example, is a typical wedding colour in Europe, while in India it is the colour of mourn.

When we are thinking on whether we should adapt or not the product, we can find different approaches that can be taken by the company.

### Multidomestic approach

In this approach, it is considered that each market is different, with its own needs and desires, and requires an independent way of doing things. A company following the multidomestic approach will adapt the product/service to each international market they enter.

This is usually done as a differentiation technique, in order to be seen by consumers as more unique and adapted to their needs. However, it carries very high costs coming from that constant adaptation, which lead to higher prices, making it necessary for the product to really stand out and be worth the higher price in order to actually get a benefit from it.

### Transnational approach

This is the opposite approach to the previous one; companies with a transnational approach think of countries as a whole, unique market who requires a single product.

This standardisation of the product allows to decrease costs by benefiting from economies of scale and hence price, although it comes with the risk of not being successful when distance between countries is too high. In certain products, a standardisation is not a good option because the needs and interests of consumers are too different.

### Global approach

It is a very similar option to the transnational approach, with a little difference; there is a complete standardisation of the product but also a little adaptation in order to satisfy the specific needs of the population. For example, McDonalds has a standardised menu that can be found all over the world, but it also includes certain specialties in each country responding to the taste preferences of people.

## 12.7. Going International: Success stories

### Internationalisation of an SME: Tous Case

Tous is a jewellery brand from Spain which started its internationalisation process in 2002. The internationalisation process was part of a decision to increase the company's growth and quit being a purely family-owned company. As opposite to other companies, in Tous the internationalisation process was only carried out when the company was in a positive situation, as they believe internationalisation should never be an answer to a bad company situation.

Tous owners expressed in an event organised by Deloitte that one of their biggest mistakes was to take a change on the biggest markets (USA, Japan and Germany). However, the result was negative, and they suffered an important economic and moral turndown, having to close the USA store.

Anyway, they learnt from their mistakes and became able to figure when to stop an internationalisation process when it is not going well, leaving markets before the situation was way too bad for the company and coming back when they thought they could succeed (for example, they left the USA but now they are working to come back, especially through internet stores; and they have left and come back to the Arab Emirates in several occasions). Also, they have learnt that in their case, the best way to internationalise is by partnering with a local partner. Having a partner who knows the

local market is a huge advantage for them as it gives exclusive information and makes the access to local customers easier. Another interesting point is that they use a different segmentation depending on the market; while in Latin America they are seen as a higher range brand, in Japan the segmentation is quite lower.<sup>1</sup>

For more information regarding Tous as a brand, the website is available under this [link](#).



*Image from [www.tous.com](http://www.tous.com)*

### Internationalisation of a multinational company: McDonald's case

McDonald's is one of the most important fast food chains all over the world. Since its creation in 1940 in the USA, they have reached almost 120 countries with more than 32,000 restaurants.

The reason for their success? The use of franchises. McDonald's was one of the pioneers in the use of this internationalisation technique, beginning the process in 1967 with a store in Canada (due to the closeness of both countries at all levels). This is also related to the firm belief of the chain that it is important to have locals working because it generates a better response of the environment and the clients. Anyway, the company does not only use franchises but also techniques such as partnering with locals or opening their own store.

Another important reason of success was the adaptation of a certain part of the menu to the local taste. More concretely, when they decided to enter the Caribbean and the Netherlands, they realised that maybe clients would not like exactly the same things as in the USA. And from this, although the main menu is standardised in all markets, certain products appeared exclusively for each market.

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<sup>1</sup> Information obtained from EAE Business School, available online at <https://www.eaeprogramas.es/blog/tous-internacionalizacion-adaptada-cada-mercado>

Other interesting points of McDonald's internationalisation are the work on political and cultural sensitivity (for example, respecting how in some countries they do not eat certain types of meat and adapting the content of the menu to reach those preferences); or the price choice (when they enter a new country, they set the price thinking on upper middle class, since they are the ones who will be willing to pay the prices, and after that they focus on lower middle class. The offer of free Wi-Fi is also a good technique as it fits the current digitalisation of the world and takes the company one step closer to the client. Not only that, but it makes it a destination for foreigners when traveling abroad; when you visit a new country and need internet, you know for sure McDonald's will offer Wi-Fi and will have food you already know you like.

For more information about McDonald's, you can visit their website following this [link](#).



*Image from [www.mcdonalds.com](http://www.mcdonalds.com)*

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