
DISCOVER AND REVEAL YOUR 21ST CENTURY AND ENTREPRENEURIAL SKILLS!

IO1 Course manual





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CONTEXT

The world around us is continuously changing and this in an always faster manner. Globalisation, digitisation, technology, robotization, aging and hazing, social changes in the direction of working more and longer, growth and shrinking of companies, etc. The world is changing and so does the labour market. Tomorrow we won't need today's competencies anymore.

Today 's jobs will no longer exist in a few years, others will come instead. The work is increasingly flexible and volatile. In such a dynamic labour market, it is important for all involved (both employers, employees and self-employed) to be flexible and broadly employable. Employability is the extent to which a person can perform his/her current job and other positions in a healthy and productive manner.

So, we live in a rapidly changing labour market that needs all possible participants to enter the labour market in order to be able to keep up with the foreseen growth.

On the other hand, prejudices, high expectations and social security systems that are not ready for the 21st century keep too many people excluded from the labour market.

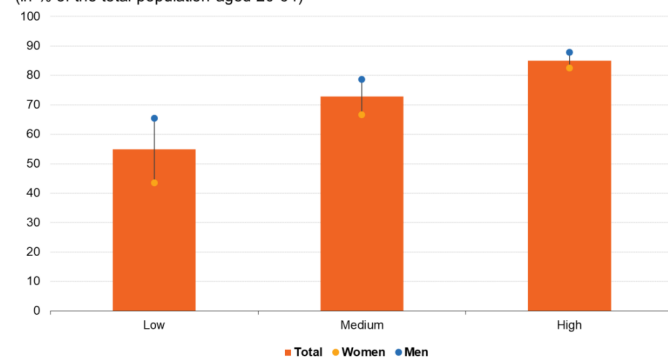
Some European figures to illustrate this:

- Research shows that in 2015, there were 64 million people in the Union, more than a quarter of the population aged 25 to 64, who had only completed initial training with at most a lower secondary education diploma. Although the level of basic skills of these people cannot be measured, the Survey of Adult Skills ('PIAAC') of the Organization for Economic Cooperation and Development (OECD) (OECD Survey on Adult Skills), in which reading and writing skills, mathematical and problem-solving skills have been tested in technology-rich environments, show similar percentages of adults in the 16 to 65 age group in 20 Member States and at the lowest skills level.
- Figures on employment – unemployment
When looking at employment rates, the global Employment rate in EU-27 is 73.1% in the age 20-64 in 2021. When looking at some of the vulnerable groups we see significant lower employment rates.

The tables underneath show the differences between education, gender and participation rate in the EU27 in 2021 and the differences in the unemployment rate for non-EU citizens versus EU-citizens and national-citizens:

Employment rate by educational attainment level and sex, EU, 2021

(in % of the total population aged 20-64)

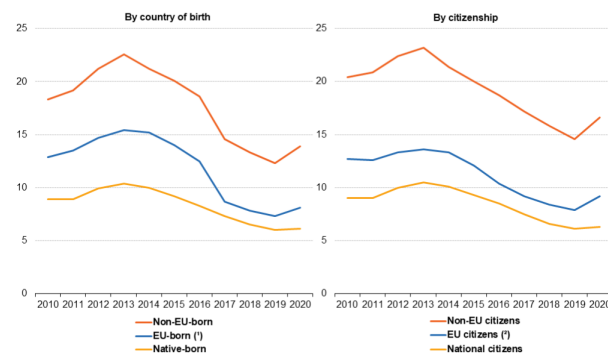


Source: Eurostat (online data code: ifsi_educ_a)

eurostat

Development of unemployment rates for the population aged 20-64 years, EU, 2010-2020

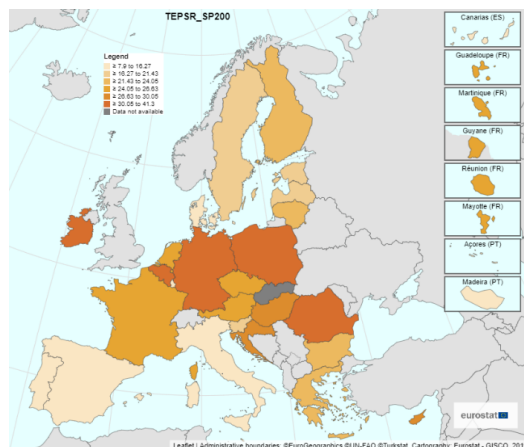
(%)



(*) Other than in the reporting Member State.
(*) Other than national citizens.

Source: Eurostat (online data codes: ifsa_urgacob and ifsa_urgan)

Disability employment gap by level of activity limitation and gender:



PROBLEM ANALYSIS

All-over Europe, countries face the same issues:

- an increasing labour demand,
- a competence gap between demand and available jobseekers
- changing competences needed (21st century skills)
- put more focus on entrepreneurial skills in order to have more people become self-employed or entrepreneur of their own career

AIM OF THE WORKSHOPS

With the courses developed in this manual, we hope to contribute to closing the competence gap a little and our overall goal is to make sure more vulnerable (future) jobseekers become employable in the current AND future labour market.

EUROPEAN/INTERNATIONAL POLICY

The European and international policy makers have put this goal high on their agenda too:

1. The Recommendation for the introduction of further training programs recommends that Member States give low-skilled and / or low-qualified adults access to low-threshold training courses based on three elements:
 - a. assessing skills to map out existing skills and training needs;
 - b. tailor-made mentoring offers to enable them to improve their skills and to fill in gaps;
 - c. to validate and acknowledge acquired skills, knowledge and competences, so that they can gain a qualification or access to work.
2. The European pillar of social rights states a.o. that people have the right to equal opportunities and access to the labour market.
 - a. Education, training and life-long learning
Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successful transitions in the labour market.
 - b. Equal opportunities
Regardless of gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation, everyone has the right to equal treatment and opportunities regarding employment, social protection, education, and access to goods and services available to the public. Equal opportunities of under-represented groups shall be fostered.

c. Active support to employment

Everyone has the right to timely and tailor-made assistance to improve employment or self-employment prospects. This includes the right to receive support for job search, training and re-qualification. Everyone has the right to transfer social protection and training entitlements during professional transitions.

3. The SDG's (sustainable development goals):

One can argue that the main goal of the project will serve several of the SDG's, either directly or indirectly. The most important one is SDG 8: Decent work and economic growth.

WHAT'S IN IT FOR PARTICIPANTS

After job seekers follow the courses,

- they have a good understanding of their key competencies;
- they know what key competencies they need to improve in order to increase their chances to secure a job;
- their learning outcomes (competencies) will be validated through open badges. This strengthens self-confidence because their competences are made visible, it creates efficient learning paths and is recognisable for stakeholders (funders - governments - business partners).

Secondary goal: Raise the amount of people that consider becoming self-employed.

Service providers will:

- be aware of the importance of 21st century competencies and entrepreneurial skills rather than diploma's;
- will know how to discover the competencies of their participants/students;
- will know how and when these competencies can be issued through Open Badges.

WHO CAN BE A PARTICIPANT

Everybody who feels the need to learn more about the competencies tackled in the workshops, that want to learn more on what behaviour you can see when a person owns a certain competency and to what extent it is part of his/her core behaviour.

We focus however on 2 main target groups:

- (Future) jobseekers
- Service providers of the abovementioned

INTRODUCTION

As explained briefly above, the world around us is continuously changing and so does the labour market. Today 's jobs will no longer exist in a few years, others will come instead. The work is increasingly flexible and volatile. In such a dynamic labour market, it is important for all involved (both employers, employees and self-employed) to be flexible and broadly employable.

Therefore, the labour market must focus on inclusion and lifelong learning so that as many people as possible can secure and maintain a job and build a career.

That is why we have to move away from pigeonholing, approaching people as part of a risk or target group. The best way to guarantee inclusion generically is to **use competency management**.

This means that we offer people perspectives based on their acquired competences, based on a positive view of humanity, the belief that everyone is a vessel of unique skills and talents and that differences are enriching. That is also the essence of the 'capabilities' theory of poverty economist and Nobel Prize winner Amartya Sen. There are no prejudices or limitations involved in competency management. It ignores age, gender, origin, colour, .. ; it is only about the 'capabilities', the ability, the talents of people. Competency management builds on what you are or can be good at, where you can make a contribution based on your talents.

In a work environment that is constantly changing as a result of digitization and robotization, employees not only need professional or job-related skills, but they must also **possess the skills that make them agile and resilient**. This concerns in particular entrepreneurial spirit, creative capacity, desire to learn, social and cultural capital, communication skills, but also digital skills. After all, every profession will have a digital component in the future, so that digital will become the new mother tongue. These are called entrepreneurial and 21st century skills and they guarantee that employees can take maximum control of their career and are strong enough to deal with changes and transitions in their work environment.

21ST AND ENTREPRENEURIAL SKILLS

When exploring and doing our desk research, we came across many valuable studies and researches. The recommendations on what these skills are, show a lot of the same outcome and some accent differences.

Also we found out that there is a huge overlap in what is stated to be important in order to be successfully self-employed and what is desired in order to be a successful employee. So we decided to combine them in the workshops. It might be that people start considering becoming self-employed once they have learned more about what skills are important in that context.

These are the skills we withheld after our desk research, knowing that this is a limitative list, and others could have been added.

We clustered the skills in 4 groups. Each of these entail 4 or 5 competencies/ skills.

1. Social skills

- a. **Mobilising others:** Inspire, engage and get others on board. Inspire and enthuse relevant stakeholders. Get the support needed to achieve valuable outcomes.
- b. **Working with others:** Team up, work together, and network.
Solve conflicts and face up to competition positively when necessary.
- c. **Communicate:** Knowledge of effective and appropriate communication patterns and the ability to use and adapt that knowledge in various contexts.
- d. **Social-cultural skills:** ability to use specific information about nation, speech etiquette, knowledge and communication technology in order to achieve mutual understanding with other culture bearers.

2. Power of thinking

- a. **Spotting opportunities:** Use your imagination and abilities to identify opportunities for creating value. Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.
- b. **Creativity:** Develop creative and purposeful ideas. Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.
- c. **Valuing ideas:** Make the most of ideas and opportunities. Judge what value is in social, cultural and economic terms. Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.
- d. **Critical thinking:** intellectually disciplined process of actively and skilfully conceptualising, applying, analysing, synthesising, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- e. **Problem solving:** Identify, prioritise, select alternatives for a solution and implement a solution.

3. Self-regulation

- a. **Ethical and sustainable thinking:** Assess the consequences and impact of ideas, opportunities and actions. Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment.
- b. Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Act responsibly
- c. **Self-awareness and self-efficacy:** Believe in yourself and keep developing. Reflect on your needs, aspirations and wants in the short, medium and long term. Identify and assess your individual and group strengths and weaknesses. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.
- d. **Motivation and perseverance:** Stay focused and don't give up. Be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve your long-term individual or group aims. Be resilient under pressure, adversity, and temporary failure.
- e. **Coping with uncertainty, ambiguity and risk:** Make decisions even when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes.

4. Entrepreneurial skills

- a. **Mobilising resources:** Get and manage the material, non-material and digital resources needed to turn ideas into action. Make the most of limited resources. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences.
- b. **Taking the initiative:** Initiate processes that create value. Take up challenges. Act and work independently to achieve goals, stick to intentions and carry out planned tasks.
- c. **Planning and management:** Prioritise, organise and follow up. Set long-, medium- and short-term goals. Define priorities and action plans. Adapt to unforeseen changes.
- d. **participant focus:** Identify opportunities that benefit the participant, build and deliver solutions that meet the participant's expectations and establish and maintain effective participant relationships.

At this moment, with the Covid-19 crisis not fully left behind us, we are all convinced that digitisation will radically change our work, social life and learning environments and we must see this as a challenge to realise a positive support to an inclusive labour market. To be able to address all these challenges we need to be prepared. Digital literacy will therefore only become more important. With digital literacy we understand:

1. Media wisdom: safe, critical and smart use of media to participate in society.
2. Basic IT skills: understand how technology works and being able to use it.
3. Digital thinking: ability to analyse complex problems, recognise essence, see patterns and find systematic solutions.
4. Information processing: Dealing purposefully and systematically with information (or handling information goal oriented and systematically).

Also from a policy point of view, different actions have been taken and are still developing/ being elaborated in all countries. Think about the European digital skills agenda.

That is why we don't elaborate further on them within this manual, but in each country we will refer to the existing other initiatives for people who have a need to become more digitally skilled.

1.3 OPEN BADGES

As written above it is more and more important that employees not only have professional or job-related skills, but they must also possess the skills that make them agile and resilient. This concerns in particular entrepreneurial spirit, creative capacity, desire to learn, social and cultural capital, communication skills, but also digital skills. And they do not only have to possess these 21st century and entrepreneurial skills, but preferably also must be able to prove these skills.

In this training course participants get the chance to discover their 21st century and entrepreneurial skills and to get recognition and acknowledgement for these skills. We will do this by issuing Open Badges for the gained skills.

“Open Badges are verifiable claims recognising a person's achievements, competencies, talents, affiliations or aspirations” (<https://www.openrecognition.org/resources/>)

Open Badges, developed by Mozilla Foundation, are visual tokens of achievement, affiliation, authorization, or other trust relationship shareable across the web.

Open Badges always follow the same structure. There is always a main competence, with which an Open Badge is connected. The Badge Name shows the specific field in which knowledge has been gained. This goes along with some criteria for awarding the Open Badge to the individuals and maybe some other additional information.



An Open Badge is more than just a virtual sticker. A badge holds digital information about the issuer and the criteria for its delivery. In addition, it can hold evidence supporting the claim. This information makes Open Badges verifiable by others, like future employers in order to identify someone's competences. Digital Open Badges represent a more detailed picture than a CV, or résumé, as they can be presented in ever-changing combinations, creating a constantly evolving picture of a person's lifelong learning. They represent skills, knowledge or achievement one person has gained within the personal and professional life.

Regarding the visualisation and display of Open Badges, an important feature is that the Open Badge holder can store all the acquired competences in one place. Unlike certificates, where you have several documents (high school diploma, course certificates, etc.). Open Badges, since it is a digital tool and system, can store all the evidence of acquired skills and competences in one place. It is easy to store on one hand and easy to compare and show what skills and achievements you have on the other. Additionally, as it is stored online, one can share the information on websites, blogs, social media profiles, online portfolios and CVs, therefore it can directly be shared with the benefit either to connect with potential collaborators, finding a (new) job or simply to make your own skills, achievements and knowledge visible.

Badge Wiki is a great page to explore if you want to know more about Open Badges. You can find different topics like 'What are Badges?' 'Why Badges?' 'Badge research' and 'Badge examples: https://badge.wiki/wiki/Main_Page



Open Badges is based on work by the MacArthur Foundation and Mozilla Foundation. In 2010, the Open Badge movement was started. The software, OpenBadges 2.0 specification, was developed by the IMS global consortium. It is open source and can be used on platforms to issue, earn and manage Open Badges. There are many platforms that use this software.

In this workshop we chose Badgecraft as the platform for the badge collections for the following reasons: Badgecraft has its origins in another Erasmus+ project and has translations in many languages. It has a user-friendly app for badge earners, the Badge Wallet. With this app, earners can upload evidence and keep their badges stored. From here they can display them on social media, send them in a text message or email them. Badgecraft shares the ideals for Open Recognition of Life Long Learning and is not expensive to use.

Before starting working with Open Badges as an organisation, you should create an organisational account on an Open Badges Platform . More information on how to create this account can be found at: <http://sharebadges.eu/364-2/>

Why use Open Badges and how to get participants involved?

In order to explain the participants about Open Badges there are some materials which are helpful: for different languages see: <http://sharebadges.eu/> There is an animation available which explains what Open Badges are and what you can do with it. There is also an infographic to explain the different stakeholders and ways to use Open Badges. You'll find the animation in the toolbox.

You can use the texts and graphics underneath to explain what Open Badges are, what use they have during the workshops and to help participants get started.

Please have a look at this [video](#) in order to discover about Open Badges. In this workshop you'll get the chance to discover your 21st and entrepreneurial skills. For these skills you can earn badges so you'll be able to show others what skills you have. In each workshop we will discuss the different skills that belong to the discussed topic and how we can connect badges to this. At the end you will not only have an idea about your skills but also have badges to prove your skills.

What is an Open Badge?

An Open Badge is a visual, digital and reliable proof of a skill or competence that someone has acquired.

It shows:

- **WHO** issued the badge,
- to **WHOM** and
- **WHAT** someone has done to gain this badge.



Badge name
Badge URL (description)
Badge criteria
Badge image
Issuer
Issue date
Recipient
Tags
Alignment (standards)
Expiration date
Evidence URL



How do I earn Open Badges?

Badges can be earned through an app, the BadgeWallet. As soon as you have put this app on your phone, you can start using it. The organisation where you are learning has prepared badges for you to earn. Each badge consists of tasks, for each task you can write a text or upload a file that must be approved by the organisation. When that is done, you have automatically earned the badge and it will remain in the BadgeWallet. From the BadgeWallet you can share the badges by email, WhatsApp or social media. The organisation can also give you a certificate of one or more badges that you have earned.



Press here to go back

Why earn Open Badges?

You learn everywhere and throughout your life. But not all learning is stated on your diploma. Yet it is often those skills that future employers are waiting for. More and more organisations work with badges and you can earn them as a proof of what you have learned.

Show what you have learned

With the Open Badges you have earned you can supplement your CV or send it digitally to a future employer or school. It shows where and what you have learned. This way you can show that you have a lot to offer.

How do I earn Open Badges?

Badges can be earned through an app, the Badge Wallet. As soon as you have put this app on your phone, you can start using it. The organisation has prepared badges and an instruction on how to earn it, which can be found in the app. Ask the organization where you are learning, which badges are available for you.

Download the Badge Wallet app to start with your badges!



Badge earner
Someone who can earn a badge, Someone who is learning

1 Search for the app on your mobile device
 Go to
 ~ Google Play (Android phone)
 ~ App Store (iPhone)
 Search the app Badge Wallet

2 Register yourself
 Fill your e-mail and name. Choose a way to log in: -
 ~ Facebook
 ~ e-mail
 ~ password

3 In dashboard
 To claim a badge, push in the middle of the screen 'scan code'.

4 In dashboard
 With the camera you can scan the QR code that you got from your organization

5 Receive your badge
 Great, you can start earning badges now! You want to claim another one? ;-)

What should I do?

- Make sure you have a suitable email address, with which you want to apply later;
- Download the BadgeWallet app on your phone and register yourself;
- Scan the QR code of your organisation, so that you can access the badges;
- Start the challenge by clicking on a badge in the 'projects' folder;
- Don't have a working phone? You can also register via www.badgecraft.eu.



This manual is meant to give you, as a trainer, more background information on

- the why of the courses + how it was developed
- the actual content (what) of the courses
- and how they are meant to be taught.

It is imperative that the way the courses are given, will contribute to its goal. The importance of the next section about the principles and expected attitude cannot be stressed enough – they are your common thread as you will see in the way the courses were elaborated.

When it comes to actual tasks, games, icebreakers, there is not just one possible example that will make sure you will achieve the aims /(sub-)goals as stated in this manual. If you are experienced in training and giving group classes, please feel free to use your experience, creativity and ideas in using different games, find your own material, video's . As long as you stay faithful to the goals as we set them, differentiating can be an asset, especially when you give the courses on a regular basis in the future.

So, use the manual for your own benefit - as a guideline, use the information in it while making sure you keep the goals and the desired principles and approach.

After the section about the principles and approach, we have 5 chapters, meaning 1 chapter for each workshop.

They all follow the same logic:

1. First a general introduction to the content of that workshop.
2. A session plan: gives on a one pager all information about the workshop.
3. A lesson plan: this is a roadmap with detailed information and referral to all materials needed, for each part of the session plan.

In the project proposal we promised to make a manual addressed to staff and a manual one can use when working with participants during their quest to find a job. While exploring the content, reading and starting to assemble our workshops, we found out that there would be a huge overlap between both, because the competences are the same and what we want to make them experience is more or less the same. So we decided to only make one manual, and one guiding presentation per workshop, but defined what is necessary for all, and what is only necessary information for staff. In the presentations, the slides that are only intended for employees are set as 'hidden'.

These are the differences:

1. The level of understanding of what is a competence
2. The reflection level on the competences during the workshops.
3. The approach while working with the participants is an extra element we emphasise to staff. Not only for trainers, the attitude during the workshop is important, we expect the same attitude from each staff member towards their participants when talking about and discovering the competences together with them.

LEVEL OF UNDERSTANDING

We want a participant to understand what important competences are in the current labour market context. During the workshops we discuss these and a very basic level of how it is possible to observe (see, hear, feel) in a behaviour. We don't dive very deep into the different levels or growth paths.

A teacher, job coach or other staff within service providers that support people into getting or maintaining a job not only has to know what the important competences are, they also have to understand the growth path in a defined competence, from very basic to expert. We don't necessarily have a lot of time to go through all the described levels, but make sure they understand that there are levels and we link to the available information, either in a separate document with only the description or to this manual.

REFLECTION

The workshops are built in a manner that there is a lot of room for self-reflection and learning by doing. Participants will also be more attentive for observing behaviour by the way we built the workshops, this both explicitly and implicitly. By reflecting more on what one did, one can start to make changes to the behaviour (when needed) and understand that one already can be good at some competences one didn't realise beforehand.

When targeting staff, we not only ask to reflect on their own behaviour in the professional context and how they can use the competences we discuss to support their participants, but we add 2 extra reflective questions:

1. How could you – as a job coach/teacher – utilise these skills (always use a concrete competence) to support your participant?
2. How can you see that the discussed competences are present in your participants through behaviour they've observed during the past week(s). It is important that a job coach/teacher understands that these can be small things: - a participant shows initiative when making a new appointment, he/she is organised enough to be at the school on time every evening to pick up the kids,...

APPROACH

During the workshops for employees, we go deeper into the attitude that we also explain to trainers for the workshops. Everything in the next chapter/block immediately below (1.6) therefore also counts when working with participants on an individual basis.

During the workshop 'introduction to the entr21 skills', some of this part is mentioned explicitly, but we assume that the employees have already acquired this information/knowledge elsewhere. In the workshop it is touched upon rather as a reminder. A training strength-oriented working with a growth mindset attitude is self-contained and can already include several days. To make it possible to choose to have at least some extra training materials on it, we provided some slides extra, but one needs more time than half a day during the introduction if you want to be able to really dive into it with your staff/colleagues.

1.6 PRINCIPLES AND EXPECTED ATTITUDE FOR GIVING THE TRAINING/ WORKSHOPS

Before diving into depth with the content of the workshops, we also provide a framework for action, a way in which the workshops should be given. In each workshop unexpected situations will arise, questions can be asked that you did not foresee or that have not yet been described. By starting from the given framework, each teacher not only receives content, but also a compass about how this best happens. We assume that the goal we want to achieve through the workshops will best be achieved if we use the following principles, values, mindset and approach.

Participant at the centre

An important starting point is that the participant knows himself best and can therefore determine the direction and interpretation of his life and know what to do, think and not do. In the workshop, this certainly also translates into the choice that one can make after the baseline (see below) for which additional workshops one may or may not still choose.

Zero exclusion

As a principle, all people are welcome to the workshops. We do talk to people in advance and if a group session is not a good learning moment for the person, then we can decide otherwise for that person. It depends on the needs and desires of the person in front of you, it is not based on pre-set objective criteria (like e.g. age, sex, diploma,...)

Nothing about us without us

We talk with participants not about them. They will always be involved in next steps and they make the decisions. If for some reason, a decision has to be made by the trainer, the person will always be informed about the reason for it.

The badgecraft platform (cf. infra – the platform we use to issue competence badges) is also built this way.

Place then train:

A person can preferably train the skills in a workplace setting. During the workshops, there is not the time to exercise the competencies, but once a person knows what behaviour it asks, they can start working on them both in the private context and in a work setting.

VALUES

Why do we work value based? Values are benchmarks. Values help define the way you work. Values are no goals. Goals can be achieved, values cannot. You can compare values with an ethical/moral compass. Values indicate why and how you do things. Values make it much easier to make decisions and choices.

By prominently highlighting a few values, we indicate how we wish the workshops to be given. In this way we can ensure that no matter who gives the workshop, it has a large common denominator thanks to the way in which it is given. After all, a value can be translated into behaviour, in a way in which the process is guided during the workshop. Not only the content is important, but just as valuable (mind the word 😊) is the form of how this is done.

The values below are closely related to the principles we briefly mentioned above. It is important that all participants know that we start from these values:

1. Informed choice

This means a person is given options to choose from, knowing the details, benefits, risks and expected outcome of each. We make sure that each participant understands these options and opportunities fully and that they can choose consistently within their preferences and with an understanding of the consequences of their choices.

Throughout the workshop this will mostly manifest itself when we make participants consider the consequences of having or not having/developing a certain competency. The participants mainly learn what the effect of having a certain competency or displaying certain behaviour will have on the chances for a job that they aspire.

2. Confidentiality

Confidentiality refers to the obligation of an individual to safeguard entrusted information.

During the workshops this means that we ask all participants to state that all information shared during the course will be kept there and will not be used in any way at a later point.

MINDSET

The course implicitly encourages/ tries to enable the growth mindset of people, as first stated by Carol Dweck. Here you find a summary of her work, more can be found in her books, and on the Internet.

The great thing about Dweck's mindset theory is that it has a simple and understandable premise: the world can be divided into people who are open to learning and people who are not open to it, and that this characteristic influences everything. According to her, this characteristic really determines everything: from worldview to interpersonal relationships. Carol Dweck then explains why it is not just our skills and talents that drive success, but whether we approach our goals with a fixed or a growth mindset.

According to the agile mindset idea, where we always take openness, transparency and learning opportunities as starting points. Focused on changing attitudes and behaviour, Dweck provides insight into the question: is everyone capable of that?

It is about a personal belief in 'disposition'. You always view your learning opportunities from a personal mindset.

We use many beautiful and different words for this, such as competence, aptitude, abilities, ability, talent, skills, abilities, possibilities, etc. Often all these words are summarised in the word: intelligence. But if we try to summarise all these words and ask you the following question: **Is intelligence innate or not?**

Fixed mindset vs growth mindset: different statements associated with Fixed and Growth mindset

Fixed Mindset	Growth mindset
Those who consider their personality or intelligence to be unwavering have a fixed mindset. They believe that neither personality nor intelligence is subject to change and feel the need to constantly prove themselves in all situations.	A personality or traits can improve or change you over time. The future offers opportunities for growth, even in challenging times. A development-oriented way of thinking
Characteristic statements fixed mindset	Characteristic statements growth mindset
A personality is a given.	Intelligence can be trained.
Intelligence is a permanent trait.	Brain is a growth organ.
You get it with your birth, it is a given.	You can always learn and develop.
Obstacles can take others, not me	Barriers are challenges to develop.
Success falls into your lap.	Success is learning and persevering, even in the face of setbacks.
The 'beliefs' are aimed at judgments.	The 'beliefs' are aimed at change.
'I can't do this'	'I can't do it YET'.

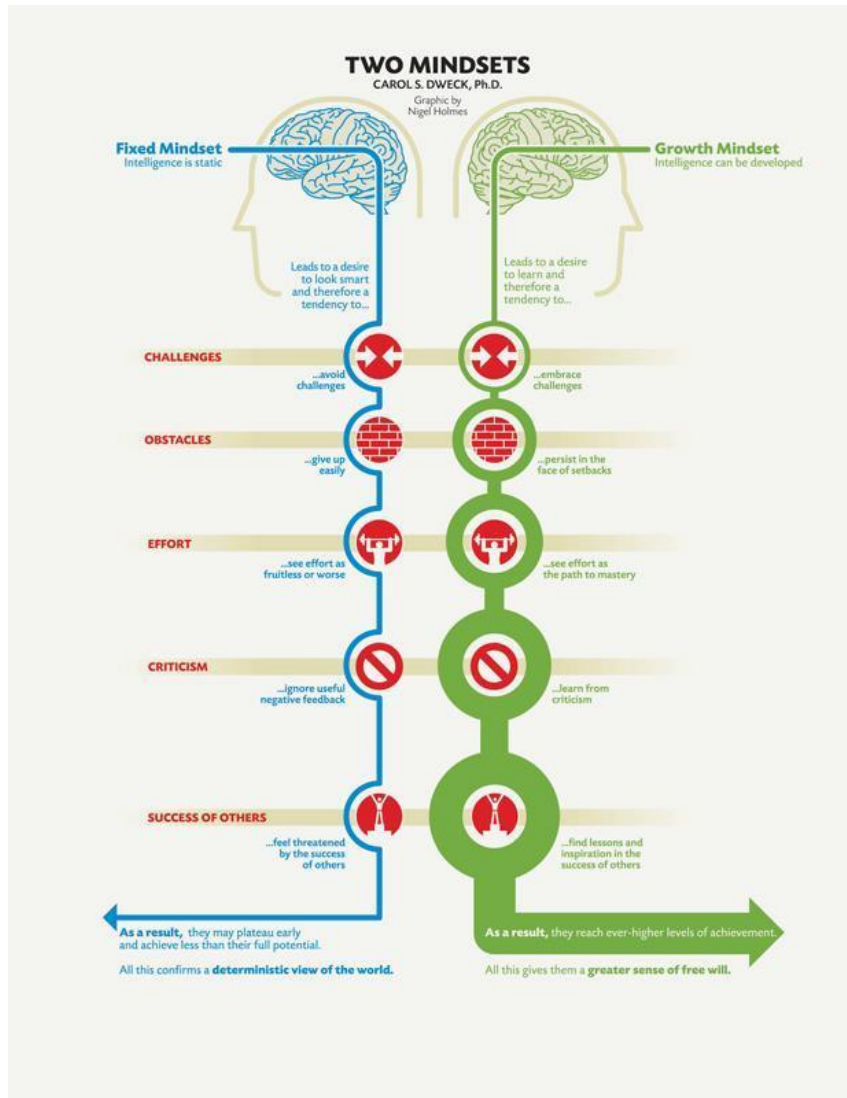


Figure 1 shows the 2 different mindsets.

Now, of course, these are two extremes. Most people have both mindsets (mixed form), and one of them is dominant.

Now imagine that you believe that all of your qualities are a fixed fact, a fixed mindset. Then, according to Dweck, this creates an urge to constantly prove yourself. Actually, that makes perfect sense, because if you believe that you have a certain amount of intelligence, a certain personality or a fixed moral compass, you have no option but to prove that you have enough of it anywhere: in relationships, your study, work environment, career, sports and games, etc. The commonality is that people always look for confirmation of their own character, personality or intelligence. Every situation always follows a set pattern: Will I be accepted or rejected, Will I succeed or fail? Do they see me as smart or stupid? Will I soon feel like a winner or a loser?

Don't think that you can't reach the absolute top with a fixed mindset, history proves the opposite. However, leaders with a fixed mindset are often less pleasant personalities, which means that they also regularly conquer a place in history.

There are also enough managers with a fixed mindset, just like there are more than enough employees with this mindset. According to Dweck, a fixed mindset normally always negatively affects all aspects of your life.

The step to a growth mindset can be made as soon as you realise that you can change things. By making room for change, a growth mindset comes back into the picture since the argument is that everyone is able to work on a growth mindset!

After all, this **growth mindset is based on the belief that you can change basic qualities through your own efforts**. It takes a belief that anyone can change and grow through application and experience. Regardless of your initial talents and aptitudes, interests, character or 'temperament'.

According to Dweck, this realisation is extremely important because it opens the way to actually being able to change what you strive for and what you see as success. You do this by changing the definition, meaning and impact of failure. With this you immediately change the deepest meaning of effort. If you follow this mindset, the space to develop and improve through learning will automatically arise.

Dweck argues that the fixed mindset can change, but that this can only come about if one learns that this mindset must be adjusted in order to move forward. A helping hand from one's parents, friends, teacher or coach is an important starting point for development. The rest is then done by the person itself, since a growth mindset is established and this stimulates further development.

According to her, it is likely that individuals with a growth mindset will continue to work hard despite setbacks, and their own view of intelligence can be additionally influenced by environmental support.

How can you support participants through the course?

Above all, praise the work ethic, not the intelligence or talent. The process is many times more important than the result. What is the stake? How much effort did it take? Which strategies have been used? What was their perseverance? How was the challenge approached, what focus was there? and last but not least: What is the improvement? This process creates a growth mindset!

APPROACH

Within the workshops we work with a **strength-oriented approach**.

This way of working is based on principles, values and mindset as described above and is based on a number of focus elements:

- the desired situation (instead of the problem);
- on successes already achieved (and not on mistakes and failures);
- on competences and possibilities (instead of weaknesses and limitations);
- on successes (and not on analyses of the problem);
- on step by step (and not on the big jump).



Often people are strongly focused on problems and defects. They think that by knowing a lot about the problem, the defect, the cause and the culprit, the solution comes into view. The idea is that a solution will never arise without a thorough analysis.

Within the strength-oriented approach we do not dive into the problems but into the successes. We examine what helps and has already helped to move forward. We work success-oriented and look for causes of success.

Strength-oriented working is a powerful, positive method to bring about changes in people, teams and organisations. It is a proven method that works!

Assumptions

1. Do more of what works well or better.

Believe it or not, simply do more of what works and find that focus unleashes creativity to work on improvement.

2. No problem arises twenty-four hours a day.

So we look for the exceptions: when does the problem occur less or not at all? And what do we do differently in those situations?

3. People are competent.

People appear to have resources and qualities to solve their problems. Look in your past how you handled problems before. Or just look at how you stay upright in very difficult situations

4. Focus on the future.

Continuing to talk about what went wrong in the past is hoping for a better past. It is better to focus on the future: suppose you no longer have this problem, what else is there?

5. Step-by-step.

Small steps start a positive movement, towards the solution.

It's about what happens between people and less about what you have and who or what you are. Strength-oriented working therefore focuses on behaviour.

The conversational attitude of the strength-oriented trainer is characterised by cooperative exploration. This means that the supervisor is looking together with the other person. The rationale is that no one knows better. A strength-oriented trainer certainly does not have the last word about what people need to improve in their lives. A strength-oriented worker listens attentively, summarises regularly, and directs the conversation with strength-oriented questions. He broadens the perspective and exposes options and possibilities. He also gives advice and tips if necessary, but also immediately abandons them if it turns out that they do not fall on fertile ground. Advice is presented, not imposed.



Another important aspect of attitude is giving compliments and appreciation. The strength-oriented trainer tries to empathise with the other person's situation without prejudice, is genuinely curious and clearly expresses his understanding. Compliments give strength and recognition. A well-placed and heartfelt compliment gives us confirmation of effective and strong behaviour. We can give compliments directly by expressing sincere positive appreciation: 'Wow, great that you did that!' Another, perhaps more effective way is to give an indirect compliment by asking the other person to compliment themselves: 'How did you handle that?'

Roughly speaking, strength-oriented working can be divided into six steps

1. Connecting
2. Selecting the change wish
3. Visualising the change wish
4. Naming Positive Exceptions
5. Step forward
6. Monitor progress

Within our Entr21 workshops, the strength-oriented method can be recognised by the attitude and approach of the trainers as well as in the structure of the workshops. There will always be room for icebreakers and strengthening group dynamics at the start of the workshop. The expectations of the participants are questioned and participants are given the opportunity to reflect on their own strengths and needs. It is clearly formulated what the workshop will be about and on the basis of experiential exercises, participants are encouraged to reflect on qualities, talents, competencies and situations in which they could use these in the past (and also in the future). Workshops are rounded off with an individual action point that they can put to work. A moment of individual and group evaluation is universal for every workshop and recognizable for the participants. Progress is visualised in this way, perpetuated by a system of Open badges to convert this progress

2. INTRODUCTION TO THE ENTR21 SKILLS

2.1 INTRODUCTION TO ENTREPRENEURIAL AND 21ST CENTURY SKILLS

Every profession has skills needed and you can divide them between technical skills needed for a specific job, and more horizontal skills, also called key competencies or 21st and entrepreneurial skills. These are skills one needs in any profession, even though the way they are shown will be different depending on the job.

We distinguished 4 large blocks of Entr21 skills that are considered important in every work situation. The way in which this translates can of course differ and can be defined per profession (group), but in general the skills can be divided into the 4 groups below. Detailed information about the skills can be found under each respective block. You don't have to go into this in great detail in this introduction. The objective now is that the participants get a clear picture of what we mean by it in the context of the workshops. This should help them to make clear choices for the next step in his/her exploration of the skills.

For colleagues, other staff members it is interesting to get a more detailed picture of the different levels of proficiency and the progression model. For them it is worth showing this or referring to it to have a look at later on.

2.1.1 SOCIAL SKILLS

WORKING WITH OTHERS

Inspire, engage and get others on board

- Work together and cooperate with others to develop ideas and turn them into action
- Network
- Solve conflicts and face up to competition positively when necessary

Thread	Level 1	Level 2	Level 3	Level 4
Listen actively	I can show empathy towards others.	I can discuss the benefits of listening to other people's ideas for achieving my (or my team's) goals.	I can listen to other people's ideas for creating value without showing prejudice.	I can listen to my end users.
Team up	I am open to working alone as well as with others, playing different roles and taking some responsibility.	I am willing to change my way of working in a group.	I can work with a range of individuals and teams.	I share the ownership of value-creating activities with the members of my team.
Work together	I am open to involving others in my value-creating activities.	I can contribute to simple value-creating activities.	I can contribute to group decision-making constructively.	I can create a team of people who can work together in a value-creating activity.

Expand your network	I can explain the meaning and forms of association, co-operation and peer-to-peer support (for example, family and other communities).	I am open to establishing new contacts and cooperation with others (individuals and groups).	I can use the relationships I have to get the support I need to turn ideas into action, including emotional support.	I can establish new relationships to get the support I need to turn ideas into action, including emotional support (for example, joining a mentor network).
Reflect	I can find examples of great failures that have created value.	I can provide examples of temporary failures that have led to valuable achievements.	I can reflect on failures (mine and other people's), identify their causes and learn from them.	I can judge if and how I have achieved my goals, so that I can evaluate my performance and learn from it.
Learn to learn	I can provide examples that show that my abilities and competence have increased with experience.	I can anticipate that my abilities and competence will grow with experience, through both successes and failures.	I can reflect on the relevance of my learning pathways for my future opportunities and choices.	I am always looking for opportunities to improve my strengths and reduce or compensate for my weaknesses.

Inspire, engage and get others on board.

- Inspire and enthuse relevant stakeholders
- Get the support needed to achieve valuable outcomes
- Demonstrate effective communication, persuasion, negotiation and leadership

Thread	Level 1	Level 2	Level 3	Level 4
Persuade		I can persuade others by providing a number of arguments.	I can persuade others by providing evidence for my arguments.	I can persuade others by appealing to their emotions
Communicate effectively.	I can communicate my ideas clearly to others.	I can communicate my team's ideas to others persuasively by using different methods (for example posters, videos, role-play).	I can communicate imaginative design solutions.	I can communicate the value of my (or my team's) idea to stakeholders from different backgrounds effectively.
Use media effectively	I can provide examples of inspiring communication campaigns.	I can discuss how different media can be used to reach audiences in different ways.	I can use various methods, including social media, to communicate value-creating ideas effectively.	I can use the media appropriately, showing that I am aware of my audience and purpose.
Take responsibility	I can carry out the tasks I am given responsi- bly.	I am comfortable in taking responsibility in shared activities.	I can take individual and group respon- sibility to carry out simple tasks in value- creating activities.	I can take individual and group respon- sibility in value-creating activities.

COMMUNICATE

Knowledge of effective and appropriate communication patterns and the ability to use and adapt that knowledge in various contexts.

In order to develop communication competence, you must become a more mindful communicator and a higher self-monitor.

Thread	Level 1	Level 2	Level 3	Level 4
Active listening	I can show empathy towards others.	I can discuss the benefits of listening to other people's ideas for achieving my (or my team's) goals.	I can listen to other people's ideas for creating value without showing prejudice.	I can listen to other people's ideas for creating value without showing prejudice.
Practise empathy		Understand that person's perceptions and the conclusions that person draws about his or her life experiences	Being able to understand the other person's position	I understand people's emotions and select an appropriate response.
Nonverbal cues	I understand the importance of nonverbal communication.	I am aware of my nonverbal communication	I can pay attention to someone's non-verbal cues.	In communication I can notice, understand the possible meanings of someone's nonverbal cues. I pay attention to my one nonverbal cues.
Responsiveness	I am aware of the importance responding on calls, email, and requests.		I can plan the timeline of my responses.	I respond on request within the deadline, if possible as soon as possible.

SOCIAL CULTURAL SKILLS

- The ability to use specific information about nation,
- speech etiquette knowledge and
- communication technology in order to achieve mutual understanding with other culture bearers.

Thread (identify the theme running through out each row of the table.)	Level 1	Level 2	Level 3	Level 4
Active Listening	I can show empathy towards others.	I can discuss the benefits of listening to other people's ideas for achieving my (or my team's) goals.	I can listen to other people's ideas for creating value without showing prejudice.	I can listen to other people's ideas for creating value without showing prejudice.
Demonstrating Empathy		Understand that person's perceptions and the conclusions that person draws about his or her life experiences	Being able to understand the other person's position	Building relationships with an individual or particular cultural group
Effective Engagement	I can focus on cultural practices traditions and belief.		Focus on the behaviours and the situation, not the person	Mutually beneficial and a reciprocal learning experience in which we learn from one another

2.1.2 POWER OF THINKING

SPOTTING OPPORTUNITIES

Use your imagination and abilities to identify opportunities for creating value.

- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape.
- Identify needs and challenges that need to be met.
- Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.

Thread	Level 1	Level 2	Level 3	Level 4
Identify, create and seize opportunities	I can find opportunities to help others.	I can recognise opportunities to create value in my community and surroundings.	I can explain what makes an opportunity to create value.	I can proactively look for opportunities to create value, including out of necessity.
Focus on challenges	I can find different examples of challenges that need solutions.	I can recognise challenges in my community and surroundings that I can contribute to solving.	I can identify opportunities to solve problems in alternative ways.	I can redefine the description of a challenge, so that alternative opportunities address it may become apparent.

Uncover needs	I can find examples of groups who have benefited from a solution to a given problem.	I can identify needs in my community and surroundings that have not been met.	I can explain that different groups may have different needs.	I can establish which user group, and which needs, I want to tackle through creating value.
Analyse the context	I can tell the difference between different areas where value can be created (for example, at home, in the community, in the environment, or in the economy or society).	I can recognise the different roles the public, private and third sectors play in my region or country.	I can tell the difference between contexts for creating value (for example, communities and informal networks, existing organisations, the market).	I can identify my personal, social and professional opportunities for creating value, both in existing organisations or by setting up new ventures.

CREATIVITY

Develop creative and purposeful ideas.

- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges.
- Explore and experiment with innovative approaches
- Combine knowledge and resources to achieve valuable effects

Thread	Level 1	Level 2	Level 3	Level 4
Be curious and open	I can show that I am curious about new things.	I can explore new ways to make use of existing resources.	I can experiment with my skills and competences in situations that are new to me.	I can actively search for new solutions that meet my needs.

Develop ideas	I can develop ideas that solve problems that are relevant to me and my surroundings.	Alone and as part of a team, I can develop ideas that create value for others.	I can experiment with different techniques to generate alternative solutions to problems, using available resources in an effective way.	I can test the value of my solutions with end users.
Define problems	I can approach open-ended problems (problems that can have many solutions) with curiosity.	I can explore open-ended problems in many ways so as to generate multiple solutions.	I can take part in group dynamics aimed at defining open-ended problems.	I can reshape open-ended problems to fit my skills.
Design value	I can assemble objects that create value for me and others.	I can improve existing products, services and processes so that they better meet my needs or those of my peers and the community.	I can identify the basic functions that a prototype should have to illustrate the value of my idea.	I can assemble, test and progressively refine prototypes that simulate the value I want to create.
Be innovative	I can find examples of innovative products, services and solutions.	I can describe how some innovations have transformed society.	I can tell the difference between types of innovations (for example, process versus product innovation and social innovation, incremental versus disruptive innovation).	I can judge if an idea, product or process is innovative or just new to me.

VALUING IDEAS

Make the most of ideas and opportunities.

- Judge what value is in social, cultural and economic terms.
- Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it.

Thread	Level 1	Level 2	Level 3	Level 4
Recognise the value of ideas	I can find examples of ideas that have value for myself and others.	I can show how different groups, such as firms and institutions, create value in my community and surroundings.	I can tell the difference between social, cultural and economic value.	I can decide which type of value I want to act on and then choose the most appropriate pathway to do so.
Share and protect ideas	I can clarify that other people's ideas can be used and acted on, while respecting their rights.	I can explain that ideas can be shared and circulated for the benefit of every- one or can be protected by certain rights, for example, copy- rights or patents.	I can tell the difference between types of licences that can be used to share ideas and protect rights.	I can choose the most appropriate licence for the purpose of sharing and protecting the value created by my ideas.

CRITICAL THINKING

- Intellectually disciplined process of actively and skilfully conceptualising, applying, analysing, synthesising.
- Evaluating information gathered from or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

Thread	Level 1	Level 2	Level 3	Level 4
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Analyses		I can approach problems in a consistent and systematic way.		I can define which facts, data or information about a problem are important, interpret new information and make rational decisions based on sound analysis.
Observation	I can pay closer attention to my surroundings.		I can Determine the importance and relevance of arguments and ideas.	I can define/ predict when a problem may occur before it happens based on experiences.
Interference	Understand the links between ideas	Recognise, build and appraise arguments	Identify inconsistencies and errors in reasoning.	

PROBLEM SOLVING

- Identify, prioritise, select alternatives for a solution and implement a solution.
- Manage and run a successful organisation, be a reliable leader.
- Find a suitable solution to the given issues, which can be accomplished by following the basic problem-solving process.

Thread	Level 1	Level 2	Level 3	Level 4
Define the problem	I can define the cause of the problem and differentiate fact from opinion.	I can find some data to avoid trying to solve the problem without it.	I can state the problem specifically; I can consult each faction involved for seeking relevant information.	I can identify what standard or expectation is violated, and determine in which process the problem lies. I can easily find a cause

				and effect relationship for the given problem.
Generate alternative solutions	I can seek alternatives that may solve the problem.	I can postpone evaluating alternatives initially and specify short- and long-term alternatives.	I can include all involved individuals in the generating of alternatives and brainstorm on others' ideas (e.g. develop a road map for investigating alternatives).	I can thoroughly specify and justify alternatives consistent with organisational goals.
Evaluate and select an alternative	I can evaluate all alternatives without bias.	I can evaluate both proven and possible outcomes and alternatives relative to a target standard. What's more - a particular alternative will solve the problem without causing other unanticipated problems.	I shall/ can involve some individuals in accepting the alternative - they will give arguments and counterarguments. I can evaluate alternatives relative to established goals	I can state the selected alternative explicitly. I am aware that implementation of the chosen alternative is realistic. I can easily justify that the alternative fits within the organisational constraints.
Implement and follow up on the solution	I can prepare/ draft a plan and implement a pilot test of the chosen alternative.	I can establish ongoing measures and monitoring activities. I can "sell" the solution, or facilitate the implementation with the help of others.	I can minimise resistance to subsequent changes through the involvement of others in the implementation process. I can outline all feedback channels to continuously monitor and test actual events against expectations. I can gather feedback from all	I can evaluate long-term results based on the well-thought and analysed final solution. I can be flexible enough to update the solution to respond to future, unanticipated changes.

			affected parties and seek acceptance or consensus.	
Assess the solution's effectiveness	I can superficially assess if the chosen and implemented solution was effective enough.	I can create a survey questionnaire and communicate with others to receive feedback regarding the effectiveness of the solution implemented.	I can analyse all data and surveys/ participant feedback to draw conclusions on the effectiveness of the solution implemented.	Thanks to the feedback received I can easily and rapidly recognize whether the issue has been resolved or whether all individuals have to change their response to the problem mid-stream. All teams can be flexible enough to swiftly adapt the solution to the unexpected changes.

2.1.3 SELF-REGULATION

ETHICAL AND SUSTAINABLE THINKING

Assess the consequences and impact of ideas, opportunities and actions.

- Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment.
- Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Act responsibly.

Thread	Level 1	Level 2	Level 3	Level 4
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Behave ethically	I can recognise behaviours that show integrity, honesty, responsibility, courage and commitment.	I can describe in my own words the importance of integrity and ethical values.	I can apply ethical thinking to consumption and production processes.	I am driven by honesty and integrity when making decisions.
Think sustainably	I can list examples of environmentally friendly behaviour that benefits a community.	I can recognise examples of environmentally friendly behaviour by companies that create value for society as a whole.	I can identify practices that are not sustainable and their implications for the environment.	I can produce a clear problem statement when faced with practices that are not sustainable.
Assess impact	I can find and list examples of changes caused by human action in social, cultural, environmental or economic contexts.	I can tell the difference between the impact of a value-creating activity on the target community and the broader impact on society.	I can identify the impact that taking up opportunities will have on me and my team, on the target group and on the surrounding community.	I can identify stakeholders who are affected by the change brought about by my (or my team's) value-creating activity, including stakeholders who cannot speak up (for example, future generations, climate or nature).
Be accountable				I can tell the difference between accounting for use of resources and accounting for the impact of my

			value- creating activity on stakeholders and the environment.
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SELF-AWARENESS AND SELF-EFFICACY

Believe in yourself and keep developing.

- Reflect on your needs, aspirations and wants in the short, medium and long term Identify and assess your individual and group strengths and weaknesses. Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.

Thread	Level 1	Level 2	Level 3	Level 4
Follow your aspirations	I can identify my needs, wants, interests and goals.	I can describe my needs, wants, interests and goals.	I can commit to fulfilling my needs, wants, interests and goals.	I can reflect on my individual and group needs, wants, interests and aspirations in relation to opportunities and future prospects.
Identify your strengths and weaknesses	I can identify things	I am good at things and there are things I am not good at.	I can judge my strengths and weaknesses and those of others in relation to opportunities for creating value.	I am driven by the desire to use my strengths and abilities to make the most of opportunities to create value.
Believe in your ability	I believe in my ability to do what I am asked successfully.	I believe in my ability to achieve what I intend to.	I can judge the control I have over my achievements (compared with any control from outside influences).	I believe I can influence people and situations for the better

Shape your future	I can list different types of jobs and their key functions.	I can describe which qualities and abilities are needed for different jobs, and which of these qualities and abilities I have.	I can describe my skills and competences relating to career options, including self-employment.	I can use my skills and competences to change my career path, as a result of new opportunities or from necessity.
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MOTIVATION AND PERSEVERANCE

Stay focused and don't give up

- Be determined to turn ideas into action and satisfy your need to achieve.
- Be prepared to be patient and keep trying to achieve your long-term individual or group aims.
- Be resilient under pressure, adversity, and temporary failure.

Thread	Level 1	Level 2	Level 3	Level 4
Stay driven	I am driven by the possibility to do or contribute to something that is good for me or for others.	I am motivated by the idea of creating value for myself and others.	I can anticipate the feeling of achieving my goals and this motivates me.	I can regulate my own behaviour to stay driven and achieve the benefits of turning ideas into action.
Be determined	I see tasks as challenges to do my best.	I am motivated by challenges.	I can set challenges to motivate myself.	I am willing to put effort in and use resources to overcome challenges and achieve my (or my team's) goals.



Focus on what keeps you motivated		I can recognise different ways of motivating myself and others to create value.	I can reflect on the social incentives associated with having a sense of initiative and creating value for myself and others.	I can tell the difference between personal and external factors that motivate me or others when creating value.
Be resilient	I show passion and willingness to achieve my goals.	I am determined and persevere when trying to achieve my (or my team's) goals.	I can overcome simple adverse circumstances.	I can judge when it is not worth continuing with an idea.
Don't give up	I do not give up and I can keep going even when facing difficulties.	I am not afraid of working hard to achieve my goals.	I can delay achieving my goals in order to gain greater value, thanks to prolonged effort.	I can maintain effort and interest, despite setbacks.

COPING WITH UNCERTAINTY, AMBIGUITY AND RISK

Make decisions dealing with uncertainty, ambiguity and risk.

- Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes.
- Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing.

- Handle fast- moving situations promptly and flexibly.

Thread	Level 1	Level 2	Level 3	Level 4
Manage risk			I can critically evaluate the risks associated with an idea that creates value, taking into account a variety of factors.	I can critically evaluate the risks related to the formal set- up of a value-creating venture in the area in which I work.
Accept diversity (people's differences)	I can show respect for others, their background and situations.	I am open to the worth that others can bring to value- creating activities.	I can combine different contributions to create value.	I can value diversity as a possible source of ideas and opportunities.
Develop emotional intelligence	I can show empathy towards others.	I can recognise the role of my emotions, attitudes and behaviours in shaping others people's attitudes and behaviours and vice versa.	I can express my (or my team's) value-creating ideas assertively.	I can face and solve conflicts.

2.1.4 ENTREPRENEURIAL SKILLS

MOBILISING RESOURCES

Get and manage the resources you need;

- Get and manage the material, non-material and digital resources needed to turn ideas into action.
- Make the most of limited resources.
- Get and manage the competences needed at any stage, including technical, legal, tax and digital competences (for example through suitable partnerships, networking, outsourcing and crowd- sourcing).

Thread	Level 1	Level 2	Level 3	Level 4
Manage resources (material and non-material).	I recognise that resources are not unlimited.	I can appreciate the importance of sharing resources with others.	I can experiment with different combinations of resources to turn my ideas into action.	I can get and manage the necessary resources to turn my idea into action.
Use resources responsibly	I value my possessions and use them responsibly.	I can describe how resources last longer through reuse, repair and recycling.	I can discuss the principles of circular economy and resource efficiency.	I use re- sources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process, public spaces).
Make the most of your time	I can recognise different uses for my time (for example, studying, playing, resting).	I value my time as a scarce resource.	I can discuss the need for investing time in different value-creating activities.	I can use my time effectively to achieve my goals.

Get support	I can look for help when I am having difficulty achieving what I have decided to do.	I can identify sources of help for my value-creating activity (for example, teachers, peers, mentors).	I can describe the concepts of division of labour and job specialisation.	I can find and list public and private services to support my value-creating activity (for example, incubator, social enterprise advisors, start-up angels, chamber of commerce).
Understand economic and financial concepts	I can recall basic terminology and symbols related to money.	I can explain simple economic concepts (for example, supply and demand, market price, trade).	I can use the concept of opportunity costs and comparative advantage to explain why exchanges happen between individuals, regions and nations.	I can read income statements and balance sheets.

TAKING THE INITIATIVE

Go for it.

- Initiate processes that create value. Take up challenges.
- Act and work independently to achieve goals, stick to intentions and carry out planned tasks

Thread	Level 1	Level 2	Level 3	Level 4
Work independently.	I show some independence in carrying out tasks I am given.	I can work independently in simple value-creating activities.	I can initiate simple value-creating activities.	I am driven by the possibility of being able to initiate value-creating activities independently.

Take action.	I can have a go at solving problems that affect my surroundings.	I show initiative in dealing with problems that affect my community.	I actively face challenges, solve problems and seize opportunities to create value.	
Define goals.	I can clarify what my goals are in a simple value-creating activity.	I can identify alternative goals to create value in a simple context.	I can describe my goals for the future in line with my strengths, ambitions, interests and achievements.	I can set short-term goals that I can act on.

PLANNING AND MANAGEMENT

Prioritise, organise and follow up.

- Set long-, medium- and short-term goals.
- Define priorities and action plans. Adapt to unforeseen changes.

Thread	Level 1	Level 2	Level 3	Level 4
Plan and organise	I can carry out a simple plan for value-creating activities.	I can deal with a range of simple tasks at the same time without feeling uncomfortable.	I can create an action plan which identifies the necessary steps to achieve my goals.	I can allow for the possibility of changes to my plans.
Develop sustainable business plans			I can develop a business model for my idea.	I can define the key elements that make up the business model necessary to deliver the value I have identified.

Define priorities	I can recall the order of steps that was needed in a simple value-creating activity I took part in.	I can identify the basic steps that are needed in a value-creating activity.	I can prioritise the basic steps in a value- creating activity.	I can set my own priorities and act on them.
Monitor your progress	I can recognise how much progress I have made on a task.	I can monitor whether a task is going to be planned.	I can identify different types of data that are necessary for monitoring the progress of a simple value-creating activity.	I can set basic milestones and observation indicators to monitor the progress of my value- creating activity.
Be flexible and adapt to changes	I am open to changes.	I can confront and deal with changes in a constructive way.	I can change my plans based on the needs of my team.	I can adapt my plans to achieve my goals in light of changes that are outside my control.
Cope with uncertainty and ambiguity	I am not afraid of making mistakes while trying new things.	I explore my own ways to achieve things.	I can discuss the role that information plays in reducing uncertainty, ambiguity and risk.	I can actively look for, compare and contrast different sources of information that help me reduce ambiguity, uncertainty, and risks in making decisions.
Calculate risk	I can identify examples of risks in my surroundings.	I can describe risks related to a simple value- creating activity in which I take part.	I can tell the difference between acceptable and unacceptable risks.	I can weigh up the risks and benefits of self- employment with alternative career options, and make choices that reflects my preferences.

PARTICIPANT FOCUS

Thread	Level 1	Level 2	Level 3	Level 4
Define different participant groups.	I can find examples of participant groups	I can define few different potential participant groups	I know some potential participant groups and how to get contact with them.	I know which participants and how I will contact.

2.2 SESSION PLAN

Course Title	EntR21 session: Baseline participants	Session duration	appr. 3,5 h
Learners profile: (future) Jobseekers: participants/ students – all with extra support needs towards the labour market who want to discover what their key skills/competencies are. - Staff from employment support and vocational training services.			
Session Aim (s): - Raising awareness on the importance of the 21st century and entrepreneurial skills: 4 blocks of linked skills - Social skills (working with others, mobilising others, communication, social cultural skills) . - Self-regulation (ethical and sustainable thinking, self-awareness and self-efficacy, motivation and perseverance, coping with uncertainty, ambiguity and risk). - Power of thinking) (spotting opportunities, creativity, valuing ideas, critical thinking, problem solving). - Entrepreneurial skills (mobilising resources, mobilising others, taking initiative, planning and management, participant focus) .			

- Expanding the knowledge and know how on how the existing competencies contribute to (secure) a job.
- Learners profile 1: mapping their own skills: first insight in what they are good at, and what are the learning points.
- Learners profile 2: mapping their own skills but also these from participants.

**Learning Outcomes
(By the end of the
session learners will):**

- Have a personal next step based on the gained knowledge and know-how regarding the EntR21 skills
 - o Decision on what workshops/skills one wants to elaborate
- Receive an open badge for attendance

Content:

1. INTRODUCTION :Opener/icebreaker – participants get to know each other
2. COMMON THREAD: secret mentor
5. INTRODUCTION TO AND EXPLANATION OF the ENTR-21 skills and the importance of Entr21 skills

Why needed? What do they bring?

For each of the skill groups we explain what they mean, how you can see/recognise it in someone's behaviour. Behaviour is what you change, learn. Also the different levels of the skills.

Also explain the importance of digital literacy even though these are not part of these workshops. This is because of the fact that there are other partners that offer courses not only to recognise, but even more importantly train these skills.

If you feel you need some extra training/support for this, you can turn to ...*(each country can add the regional/national information that applies for them here)*.

6. WHAT'S IN IT FOR ME/ experience skills through videos and/or role play

Ask for expectations and check at the end if they are met.

By short videos we show what the consequences of behaviour can be and explain what competences link to the videos.

Another option is to do a role play: 2 participants get a role/scenario. One has a secret mission (being an impatient participant, aggressive passenger on the train,...) 2 almost the same scenarios but with a different input. Participants can see how this impacts the other person, evaluation and outcome of a situation.

The goal is to learn how to observe and to give feedback.

7. WHAT'S IN IT FOR ME: OPEN BADGES

Introduction to what open badges are and what they can add to a person's external profile. Make and/or open the app (badge wallet) together with the participants

6. SELF REFLECTION AND FEEDBACK

- a. both in group and individually
- b. peer support
- c. secret mentor
- d. coach/ trainer feedback

7. NEXT STEP(S)

What will be the next step for me in order to get a good insight in my competencies.

Which workshops can contribute to this goal.

This decision/ plan will be made based on the input gathered during the feedback round and their experiences during the whole baseline workshop.

8. APPROACHING'S ATTITUDE (THIS PART IS ONLY FOR STAFF

This part is only for staff and is a short recapitulation of the growth mindset and strength oriented working. Depending on how familiar an organisation already is with the topic, one could choose to take more time to elaborate on this methodologies. The elements of it are described in more detail in this manual.

9. CLOSING REMARKS

Resources:

Learning Outcomes
assessment:

The process of growth of each participant during the course is more important than the result itself. There is not just 1 way of assessing, it depends on the methods and techniques/ games used by the trainer during the course. See further for more details.

Time	duration	Activity's goal	Tutor's Activity	Learner's Activity	Resources	Learning Outcomes
9:00-9:15	15'	1a. Ice breaking activity	Explain what the game is about and observe how the participants play it.	Participate in the activity	Choose between: Toilet paper Skills in common World's worst	Foster good atmosphere Creativeness, story teller, openness, spontaneous speakers vs the more shy persons (you might need to address them directly during the course to make sure that there is heard too)
9:15-9:30	15'	1b. Presentation of the session + course of the day	Briefly explain what will be the session's content	Listen and present their expectations	Session presentation PPT See lesson plan	Session timeline
9:30-10:00	30'	2.(Common thread) introduction of the secret mentor concept what brings you here?	Ask for expectations of each participant	Write their name Observe		Participants will learn how to observe (the process rather than the content) and give feedback
10:00-10:20	20'	3 What's in it for me: introduction to entr21 and Self-reflection (part 1)	Tells them what the cards are and asks them to pick as many cards as desired Supports in the choosing process	Choose up to 3 cards (see lesson plan)	Competence cards	Reflect on what competences they already own + why they are important to them
10:20-10:50	30'	4 Introduction to and explanation of the	Explains what will happen	Listen	Presentation with information	

importance of Entr21 skills						
10:50-11:05	15'	BREAK				
11:05-11:50	45'	5. What's in it for me? (part 2)	Shows video's or let them play a role play	Look and observe reflect	Video's + questions for guidance Or: Role play description	Reflect on what competences are important to them
11:50-12:05	15'	6. Introduction to Open badges	Explains what an open badge is and why it can contribute to getting a job Show video,	Listen Ask questions if desired	Video that explains open badges Presentation with information	Participants will have a good understanding of the added value of open badges when applying for a job
12:05-12:25	20'	7. Next step	Builds further on the self-reflection Explains what we expect from the participant	Reflect Give and receive feedback		Each participant defines concrete steps to take within a given timeline. Most likely it involves what course to take next.
12:25-12:55	30'	8. Attitude	Gives a short tutorial on growth mindset and strength oriented working	Only for learner's profile 2	presentation	Recapitulation of these concepts and applying it within the contexts of exploring, discovering competences.
12:55-13:00	5'	9. Closing remarks				

2.3 LESSON PLAN

2.3.1 ICE BREAKING ACTIVITY

2.3.1.1 AIMS/OBJECTIVES

- Foster a good atmosphere.
- Create a safe environment for all participants so they can open up regarding the related topics of the course.
- Make sure all participants are involved: spontaneous speakers vs the more shy persons. You might need to address them directly during the course to make sure that they are heard too.
- Open their mindsets for creativeness, story telling.

2.3.1.2.FACILITY/ TOOLS/ MATERIALS

- Venue/ room that is large enough to move around in, use different parts of the room, possibly provide 2 rooms if they are smaller.
- Flip chart/ whiteboard.
- Post-its.
- Depending on the game chosen. For the game 'toilet paper' a roll of toilet paper must be provided. For the game 'skills in common' a small amount of data can serve as a price.

2.3.1.3.CONTENT

TOILET PAPER

Pass a roll of toilet paper around and tell each participant to take as much as they would like.

Then, after the roll was passed on to all participants reveal that for each piece of toilet paper they must say a fact about themselves! Some participants have



taken a huge amount, which will make them pity themselves but on the other hand create some laughter and lightness in the group.

Divide participants in small groups of 2-3 so they can share in a more private environment.

Then each participant has to tell the whole group one fact about the person on their right.

The goal is to get to know each other better, remember the names and some interesting facts about each other.

Skills in Common

Divide the participants into small groups (3-4) and tell them to find one skill they all have in common.

The group that finds the common skill first, gets a reward – chocolate or coffee machine tokens or similar.

World's Worst

This game is good if you want to laugh.

Pick 4 different professions and write each one on a separate flip chart paper. Invite each participant to choose one profession and think of something that would be said by the world's worst person in that profession. Each participant is invited to write that statement onto the paper of that particular profession.

For example, the world's worst dentist might say, "Please, take a bag of candy from the toy chest as you leave."

2.3.1B. PRESENTATION OF THE SESSION + COURSE OF THE DAY

See presentation to be found in the toolbox

- Criteria to address the group
- Time table
- Expectations of the group

2.3.2. INTRODUCTION OF THE SECRET MENTOR CONCEPT

2.3.2.1. AIMS/OBJECTIVES

- The activity fosters boosting self-esteem and self-confidence of all participants
- Encourage peer support



- Foster a positive atmosphere
- Allow mistakes
- Encourage positive critical remarks
- Create an open learning environment
- Activate the activity of observing others
- Learning from fellow participants

2.3.2.2. FACILITY/ TOOLS/ MATERIALS

- Envelopes (or just let people fold their paper twice so no-one can read the name anymore).
- Papers to write the names of all the participants (1 paper per participant, this has to be put in an envelope for each)

2.3.2.3. DURATION AND TIME FRAME

The activity is carried out throughout the course. In the introduction part, participants get instructions and materials, in the final part, they guess/ find out about their mentor. If a group stays together during several courses, you can also choose to wait with the feedback until the last course. People will have a better understanding of the person they were observing since they spent more time together and got to see and experience more.

2.3.2.4. CONTENT

First:

- Every participant takes 1 envelope with the name of a group member (as a trainer one could use one of the free available 'secret santa' apps to make it easy).
- They are not allowed to share the chosen name (as the name of the activity indicates, the participants are obliged to keep the selected name secret).



- All participants hang/ attach the envelopes in the designated area (eg. to the wall) and write their own names on them. They can also decorate their envelopes.
- Mentors become observers.

Assignment:

- **Observe the behaviour** of the chosen person who automatically becomes your mentee.
- At the end of this workshop you will **give feedback** about these observations you made.
Look at the behaviour: *what did you appreciate and how did you notice it*. For instance: I really appreciate that you are a good listener, you let other participants always make their point before saying what you think/feel. I like it that you took the lead. You could lighten up the atmosphere by telling a joke or funny story...
- We should try to "drag up" mainly positive things and highlight them on some small notes confidentially placed in the envelope, e.g.
 - o Your today's speech was marvellous!
 - o You are a perfectly organised person!
- Why do we do this: through our observations we can not only praise someone's behaviours, attitudes, competences or skills, but also attract our mentee's attention to what should be improved or changed in terms of their competences or approaches.

At the end of the course, the group members try to guess who was their mentor.

2.3.3. WHAT'S IN IT FOR ME: INTRODUCTION TO ENTR21 AND SELF-REFLECTION

2.3.3.1. AIMS/OBJECTIVES

- Helps participants to reflect on what is important for them
- Helps participants to reflect on their own competencies (broader than the entr21 competences) and behaviour.
- They are directed in a positive future oriented way of thinking: they have to tell what they are good at already or what they desire to gain and why.

2.3.3.2. FACILITY/ TOOLS/MATERIALS

- Competence cards. These are reusable.

- These cards need to be put in a good visible manner on tables, or hanging at the wall.

2.3.3.3. DURATION AND TIME FRAME

The activity lasts appr. 20 minutes.

- 5' for all participants to look at the cards while walking around the table(s) or looking at the wall.
- 15' so 2' for each participant to explain why that person finds these skills important and what he/she has done to achieve them or how he/she wants to improve them?

2.3.3.4. CONTENT

- Let all participants walk around the room and look at the cards available.
- Also put down an empty card. If someone thinks about something that is very important for them but he can't find it on the cards, then he can write it down for himself.
- If someone doesn't understand what a certain card means, explain it by giving an example in a concrete situation.
- Every participant chooses at least 2 or 3 cards that are important for him.
- When all cards are chosen, let participants sit in pairs and explain to each other what the cards in his/her hands mean to him/her and if these are skills he owns or wants to achieve.
- Plenary round with following questions:
 - o How did you like doing this? (this appears to be hard even for staff sometimes).
Extra level for staff only: You can then ask them extra – how they think this is for their participants.
 - o What was nice to discuss?
 - o Applicability:
 - For Jobseekers: how can you use the skills you already have in finding a job.
 - For staff: how can you use these skills to support your participants?

2.3.4 INTRODUCTION TO AND EXPLANATION OF THE IMPORTANCE OF ENTR21 SKILLS

2.3.4.1. INTRODUCTION

For more information on what you can tell, [see underneath this link](#) – also available in the presentation with extra notes.

OVERALL FOCUS IN THIS MODULE

In this workshop we will address the need for entrepreneurial skills in this era.

Why are entrepreneurial and 21st century skills important? How do they help in securing and maintaining a job?

It is mainly intended to stimulate/ motivate, but not to go into much depth with the competences and the associated behaviour.

Also explain the importance of digital literacy even though these are not part of these workshops. This is because of the fact that there are other partners that offer courses not only to recognise, but even more importantly train these skills. If you feel you need some extra training/support for this, you can turn to ...(each country has to add the regional/national information that applies for them here).

2.3.5. WHAT'S IN IT FOR ME: EXPERIENCING SKILLS + EXPLANATION OF THE ENTR21 IN THE WORKSHOPS

2.3.5.1. AIMS/OBJECTIVES

- Participants get to say what their expectations are.
- Participants experience how important skills are throughout all activities, whether it is in daily life or at work.
- Participants can observe behaviour and start to link that to skills.

2.3.5.2. FACILITY/TOOLS/MATERIALS

- Big paper to write
- Online connection for video sharing

- Links to videos (these are provided inside the presentation, you can of course use others later on if you want)
 - o Toy Story: <https://youtu.be/gT1LnQXxRSg> - let them identify some competences from 'power of thinking'
 - o Cinderella: <https://youtu.be/BxANT4izShI> - let them identify some competences from 'entrepreneurial skills'
- Screen / wall
- Cards with roles for role play

2.3.5.3. DURATION AND TIME FRAME

The activity lasts appr. 45 minutes.

2.3.5.4. CONTENT

EXPECTATIONS

- Ask for expectations
- Write down (this helps for the check later on in the workshop) key words
- Observe

VIDEO

- Explain to participants what is going to happen: they are going to look at a couple short videos and you ask them to observe what happens;
- After each video, let people time reflect in group, so they get used to describing observations. Even though it is not as secret mentor, this gives a safe first experience. All participants learn how to express themselves.
- It is important that the trainer has an active role in summarising what he/she hears, and this in a strength oriented manner, so that even if the feedback at first wasn't formulated that way, all participants hear implicitly how it can be formulated in a positive, growth oriented way. This way, you don't really correct the person, but gently give the options how it can be formulated too.
- We've added 1 short video for each of the other clusters. They are now all from Disney movies. This is because they are known to many people, are easy accessible and yet tend to have this extra layer. You can of course always decide to use other short videos where the behaviour of a cluster is recognisable.

2 participants get a role/scenario. One has a secret mission (being an impatient participant, aggressive passenger on the train,...) 2 almost the same scenarios but with a different input. Participants can see how this impacts the other person and evolution and outcome of a situation.

The goal is not that those who play learn (even though they will through the process), but that the other participants learn to observe and how to give feedback regarding the observations.

- Give a card with instructions to 2 players in a role play.
- The instructions are different – but the situation itself is the same – so they play the same setting twice, with different characters.
- Ask them to play that person on the instruction cards.
- Ask the other participants to observe the behaviour of both during the play.
- Once ready: ask the participants to tell what they noticed; The role players are playing a role, so it does not really reflect on them as a person and the observers learn how to express themselves in an understandable, good way.
- Ask the players how it felt to play the role both times. This also gives a first insight into how different approaches affect us.
- Support the participants by giving your own observations too: talk about behaviour and the response to certain behaviour in the other person.

2.3.6. WHAT'S IN IT FOR ME: INTRODUCTION TO OPEN BADGES

2.3.6.1. AIMS/OBJECTIVES

- Participants understand what an open badge is and how they can use it.
- Participants learn about the badge wallet, get the opportunity to download the app and get support if needed.

2.3.6.2. FACILITY/ TOOLS/MATERIALS

- Video explaining what an open badge is.
- Presentation with step by step explanation for the use of the app and badgecraft website. Also show how they can use it in their own language.

2.3.6.3. DURATION AND TIME FRAME



The activity lasts appr. 15 minutes.

2.3.7.4. CONTENT

See supra (information)

<http://sharebadges.eu/364-2/>

2.3.7. NEXT STEP(S)

2.3.7.1. AIMS/OBJECTIVES

- Participants are invited to reflect on what they are already good at and what their next step should be.
- Define what they will do next, (maybe which workshop to follow next) (ACTION LEVEL) and by when.
- Then they get feedback from their secret mentor.
- The trainer supervises and can also give feedback – think about the ‘yet’ word if there are development opportunities.

2.3.7.2. FACILITY/ TOOLS/ MATERIALS

- Use the post-its with the expectations from the beginning, we can use either an online whiteboard.

2.3.7.3. DURATION AND TIME FRAME

The activity lasts appr. 20 minutes.

2.3.7.4. CONTENT

- The trainer explains to the participants what we want them to do now.
You’ve now learned a little about the entr21 skills and why they are important in the current labour market.

2.3.8 STAFFS' ATTITUDE

2.3.8.1. AIMS/OBJECTIVES

- Participants get a short tutorial on the growth mindset and strength oriented learning.
- Participants can briefly discuss how this can be applied/used in the context of observing behaviour and linking behaviour to skills.

2.3.8.2. FACILITY/ TOOLS/ MATERIALS

- Powerpoint presentation

2.3.8.3. DURATION AND TIME FRAME

The activity lasts appr. 30-45 minutes if it really is a recap. For staff that are not so familiar with this, we would suggest an extra workshop/training only focussed on this content.

2.3.8.4. CONTENT

[See supra](#)

2.3.9 CLOSING REMARKS



3. SOCIAL SKILLS

3.1. INTRODUCTION TO [SOCIAL SKILLS]

Social skills are the soft skills developed through interaction with others in every area of our life – in school, in our family, with our friends, by doing our hobbies, in our workplace etc. We use them to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.

Social skills are essential for workplace success. Also called “interpersonal skills,” social skills are what we all use to interact and communicate with other people. These skills include both verbal skills (the way you speak to other people) and nonverbal skills (your body language, gestures, and eye contact). For example - If you work on a team, you need to be able to get along with others. If you work with participants, you must listen attentively to their questions and concerns. If you are a manager, you will be called upon to motivate employees (Alison Doyle, 2021).

Social skills consist of many skills that are correlated and often cannot be isolated in their development.

Sources:

Doyle, Alison. Top Social Skills for Workplace Success (June, 2021). [Top 5 Social Skills for Workplace Success \(thebalancecareers.com\)](https://thebalancecareers.com/top-5-social-skills-for-workplace-success/)

3.1.1 WORKING WITH OTHERS

Team up, work together, and network.

- Work together and cooperate with others to develop ideas and turn them into action.
- Network.
- Solve conflicts and face up to competition positively when necessary.

3.1.2 MOBILISING OTHERS

- Inspire, enthuse and get others on board.
- Inspire and enthuse relevant stakeholders.
- Get the support needed to achieve valuable outcomes.
- Demonstrate effective communication, persuasion, negotiation and leadership.

Mobilising others is an important skill especially for leaders and people in charge of different projects.

3.1.3 COMMUNICATE

- Ability to be more effective in social relationships.
- Understanding the importance of seeking clarifications to improve one's understanding of the subject, the importance of framing and asking the right questions to gain the necessary information.
- Greater ability for active listening.
- Greater ability for effective communication.
- Ability to undertake self-reflection and group reflection in the process of acquiring knowledge and skills.
- Greater ability to recognize others how good they are in communication.

3.1.4 SOCIAL CULTURAL SKILLS

- To raise awareness of visible and non-visible components of culture.
- To be aware of stereotypes, prejudices and attitudes.
- To be able to be effective in intercultural communication.

Depending on nationality, ethnicity, religion and other factors, the attitudes, viewpoints and customs of people will differ. Being aware of this is crucial to help you accept, respect and embrace these differences.

Sources:

<https://www.nationalskillsnetwork.in/>

https://entrecompeurope.eu/wp-content/uploads/2020/12/EntreComp_A_Practical_Guide_EN.pdf

3.2 SESSION PLAN – SOCIAL SKILLS

Course Title [TITLE]			
Session number	Session title	Session duration:	Learners profile:
[Session 1]	Social skills	3,5h	1.(future) jobseekers: participants/ students – all with extra support needs towards the labour market who want to discover what their key skills/competencies are. 2.Staff from employment support and vocational training services
Session Aim (s):		• Raising awareness on the importance of social skills • Expanding knowledge and knowhow on the existing competencies contribute to (secure) a job. • Learners profile 1: mapping their own skills: first insight in what they are good at, and what are the learning points • Learners profile 2: mapping their own skills but also these from participants	
Learning Outcomes (By the end of the session learners will):		• Participants are more aware of importance of social skills • Have a personal action plan (or next steps) to improve his/her skills based on the gained knowledge and know-how regarding the social skills • Have an Open Badge of social skills	
Content:		• Introduction to social skills • Explanations, what it means, the different of levels of the skill, how you recognize it in someone's behaviour • Refresh their 'why' for this course session refer to their expectations • Assignments and tasks in group People work in groups and individually. The trainers observe how things are going, based on checklists/observation tools to map out behaviour for later feedback.	

- Feedback round
 - both in group and individually
 - peer support
 - coach/ trainer feedback
- Action plan or Next steps

Resources:

Guidelines for evaluation (self-evaluation, group evaluation)
 Guidelines for workshops
 Questionnaires
[Lahti Academy of Liberal and Fine Arts - Motivation and Perseverance \(google.com\)](#)
[\(31\) Don't Put People in Boxes - YouTube](#)
[\(31\) The Power of Positive Words - YouTube](#)

Learning Outcomes assessment:

- Open Badge of Social skills
- Information from individual or group feedback

Time	Activity's goal	Tutor's Activity	Learner's Activity	Resources	Learning Outcomes
09:15	Presentation of the session	Explain the session	Listen and present their expectations	Session presentation PPT	Session timeline
09:30	Ice breaking activity	Explain the activity and cheer participants	Be part of it	Body part game	Foster good atmosphere

9:45	Brief introduction	Guided dialogue, make sure that the main points are spoken	Listen, sharing and explaining your own thoughts (what this means to me). In a group, sharing thoughts on social skills.	Presentation/video of social skills	Knowing why it's important to know your own social skills
10:15	Recognition of social skills	Give task for recognition of social skills	Perform given tasks	Guidelines for: "Apple" game; "Tomato" game a drawing task observing body language values at work exercise/ checklist	Recognizing social skills
11:45	Individual and group feedback round	Organising individual and group feedback discussions	Participate discussions	Guidelines for evaluation (self-evaluation, group evaluation)	Recognizing social skills
12:00-13:00	Planning Next steps: Become aware of how to improve or clarify own social skills	group / individual discussions about action plan to improve person's own social skills Assess the consequences and impact of ideas, opportunities and actions. Believe in yourself and keep developing.	Participate in group dialogue sessions or individual discussions.	Questions for group and for individuals SMART method Vision Board (the basis for open badge)	Awareness of the possibilities to improve social skills Next steps to improve a person's own social skills.

Stay focused and don't give up.

Make decisions dealing with uncertainty, ambiguity and risk.

00:00

Open Badge

Common thread:

Assess the consequences and impact of ideas, opportunities and actions.

Believe in yourself and keep developing.

Stay focused and don't give up.

Make decisions dealing with uncertainty, ambiguity and risk.



3.3 LESSON PLAN

Training title:

Session/Day: *Session 1/Day 1*

Lesson number: *1*

Skills covered:

- *Communication*
- *Working with others*
- *Mobilising others*
- *Social cultural skills*

Lesson title: *[title]*

Introduction to the skills in the module

- *Definition and description of the different skills that we will address in the module:*
 - Social skills: the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.

Communication

Knowledge of effective and appropriate communication patterns.

To use and adapt knowledge of effective communication in various contexts.

Be a mindful communicator and self-monitored.

Relating with people and being able to work in large groups.

Working with others

Work together and cooperate with others to develop ideas and turn them into action.

Use networking.

Solve conflicts and face up to competition positively when necessary.



Mobilising others

- Inspire and enthuse relevant stakeholders.
- Get the support needed to achieve valuable outcomes.
- Demonstrate effective communication, persuasion, negotiation and leadership.

Social cultural skills

- Understand and engage with other cultures.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

Aims/Objectives

- Awareness of the importance of social skills
- Knowledge and know-how on the existing competencies contribute to a better position on the job market.
- Mapping their own social skills, insight in what they are good at, and what the learning points are.

Target group/ number of participants in the group

long-term unemployment adults or NEET
6-12 persons

Criteria

- *group dynamic*
- *everybody needs to feel safe and dares to speak out*
- *ideally equal numbers (for exercises with 2)*

Type of lesson

group and individual
criteria:
variety because of cross learning

Duration and time frame	<i>Approximate time to go through the lesson is 3-4 hours</i> <i>criteria:</i> <i>- get/ keep people active/ engaged</i> <i>- give time to reflect in between/ process the learnings</i> <i>- for the participants: at least 2 meetings for each module: a group session/ one individual meeting with the feedback from the trainer and the individual action plan.</i>
Facility/ Equipment	• <i>one bigger room for the whole group</i> • <i>ICT equipment</i> • <i>Flip charts</i>
Tools/ Materials	• <i>Guidelines for exercises</i> • <i>Questionnaires</i> • <i>Papers and colour markers</i> • <i>Apples/ tomatoes (different shapes and shades)</i> • <i>Guidelines for evaluation (self-evaluation, group evaluation)</i>
Content	<i>1. Opener</i> <i>Presentation of the session: Explain what is going to happen during this session, what kind of participation would be ideal, create a safe environment/ ask what participants need to feel safe and comfortable. Make sure you connect with the group</i> <i>Start Body part game for icebreaker. Instruction and material:</i> <i>This activity is a simple way to gain insight into your participants' mind-sets. Each participant gets a sheet of paper with instructions and male/ female silhouettes.</i> <i>They are given the instruction to imagine that this is their body.</i> <i>On the silhouette, they write:</i> <i>- CHEST: 3 values that you find most important</i>

- EARS: 3 sounds that you remember most from your past
- EYES: 3 images that are most vivid in your mind when you close your eyes
- MOUTH: 3 tastes that represent 3 special moments in your life
- HEART: 3 people that you love most
- STOMACH: 3 of your strongest fears
- HANDS: 3 things you did in your life that you are most proud of
- FEET: 3 places you walked around

This exercise helps start discussion about how people are different; participants speak about their answers and compare it with others: discussion about different past experiences, values, goals in life and expectations for the future.

Then discussion leads to the topic of social skills: skills of people are different and some skills are especially useful in certain situations – participants are asked to figure out a few examples of why it is important to master certain skills to function better in different situations.

2. Brief introduction

- *Show Presentation/ video of social skills to give examples what social skills are*
- *Guided dialogue, make sure that the main points are spoken (to refresh their own why for this group)*
- *Refer to their expectations at the end of the baseline workshop*

Exercises:

- *“Apple” game and /or “Tomato” game*
- *A drawing task*
- *Observing body language*
- *“Values at work” exercise/ checklist*

(according to the guidelines)

3. Individual and group feedback round

- *Self-evaluation round*
- *Group-evaluation round*

- *Trainer gives some feedback*

4. *Planning Next steps*

Questions for group and for individuals

- *Use of SMART method to create goal: each person creates his/her own goal to improve his/her social skills*
- *Vision Board: each person creates his/her Vision board (poster with images that represents their goal) (the basis for open badge)*

Evaluate together: what is the level now and what can be the steps to take to reach the goal (how you know when you are there).

5. *Open Badge*

Summary

During this session the learner should have learned:

- *why skills are important to get / keep a job*
- *how he/ she can improve his/ her social skills*

Evaluation

Feedback round

both in group and individually

peer support

secret mentor

coach/ trainer feedback

Next steps

Action plan – Vision Board

Handouts / References

Extra resources (optional):

[\(31\) Types of Non Verbal Communication | Psych Nerd - YouTube](#)

[\(31\) Trening komunikacije in javnega nastopanja s Sašo Einsiedler - primer posnetka - YouTube](#)



[\(31\) Nonverbal Communication - YouTube](#)

[\(31\) The Big Bang Theory Active Listening - english sub - YouTube](#)

Badges

Short information about related badges

3.3 LESSON PLAN

3.3.1. ICE BREAKING ACTIVITY

BODY PART GAME

3.3.1.1. AIMS/OBJECTIVES

- Foster a good atmosphere.
- To get insight into your participants mind-sets.
- To start a discussion about how people are different.

3.3.1.2 FACILITY/TOOLS/MATERIALS

A sheet of paper with instructions and male/female silhouettes.

3.3.1.3. DURATION AND TIME FRAME

15 minutes

3.3.1.4 CONTENT

Tutor's activity:

- *They are given the instruction to imagine that this is their body*

How do you play the game?

On the silhouette, they write:

- CHEST: 3 values that you find most important
- EARS: 3 sounds that you remember most from your past
- EYES: 3 images that are most vivid in your mind when you close your eyes
- MOUTH: 3 tastes that represent 3 special moments in your life
- HEART: 3 people that you love most
- STOMACH: 3 of your strongest fears
- HANDS: 3 things you did in your life that you are most proud of
- FEET: 3 places you walked around

This exercise helps start discussion about how people are different; participants speak about their answers and compare it with others: discussion about different past experiences, values, goals in life and expectations for the future.

Then discussion leads to the topic of social skills: skills of people are different and some skills are especially useful in certain situations – participants are asked to figure out a few examples of why it is important to master certain skills to function better in different situations.

3.3.2 PRESENTATION OF THE SESSION + COURSE OF THE DAY + HOW TO USE THE ACTION PLAN

3.3.2.1 AIMS/OBJECTIVES

We facilitate the thinking process and refer back to the baseline and any previous workshops.

3.3.2.2 FACILITY/TOOLS/MATERIALS

Powerpoint

Presentation of the session: *Explain what is going to happen during this session, what kind of participation would be ideal, create a safe environment/ ask what participants need to feel safe and comfortable. Make sure you connect with the group.*

3.3.2.3 DURATION AND TIME FRAME

15 min

3.3.2.4 CONTENT

- We facilitate the thinking process and refer back to the baseline and any previous workshops.
- Let them write it down. (the trainer writes it down for each participant) - This will be used later on

Questions to discuss with the participants in the group:

- What's your reason to join this workshop?
- What's in it for me?
 - What are your expectations?
 - How can we make this workshop useful for you?
 - How will you use in the future, what you learn in the workshop(s)

3.3.3 RECOGNITION OF SOCIAL SKILLS

3.3.3.1. Exercise 1: APPLE GAME

AIMS/OBJECTIVES

Tested and used competences in this exercise:

To enhance social skills development by illustrating how our words effect people:

- COMMUNICATION
- WORKING WITH OTHER
- SOCIAL CULTURAL SKILLS

FACILITY/TOOLS/MATERIALS

- 2 apples
- Tool to cut apples

DURATION AND TIME FRAME

15 min

CONTENT

Method:

Mentor gives to learners next instructions:

Step 1:

Take one apple; say something mean to it (for example, "I hate you." "I don't want to be around you."), and drop it to the floor.

The next person in line picks up the apple, is mean to it, and drops it. This continues around the table a couple times, as everyone takes turns being mean to it and dropping it. Cut that apple in half and lay it in the centre of the table, allowing it to brown.

Step 2:

Take the other apple and, as each participant takes a turn holding the apple, have everyone else in the group take turns complimenting or affirming the person holding the apple.

Continue until everybody else has complimented everyone in the group.

DISCUSSION with the use of pass the ball evaluation activity.

Lead the participants in a discussion of how being complimented feels. Were compliments easy to receive? Why or why not? Was it easier to be mean or to give compliments? Why?

Ask if anyone wants the brown, battered apple on the table. Of course, no one does. Discuss how many people feel like that apple—all bruised and battered because they have heard mean things all their lives. They feel like no one cares about them and no one wants to be their friend. Explain that our words can make people feel like that apple.

Source:

<https://extension.psu.edu/more-diversity-activities-for-youth-and-adults>

AIMS/OBJECTIVES

3.3.3.2. Exercise 2: TOMATO GAME

Tested and used competences in this exercise:

- *COMMUNICATION*
- *WORKING WITH OTHER*
- *SOCIAL CULTURAL SKILLS*

To enhance social skills development by illustrating how our words effect people.

FACILITY/TOOLS/MATERIALS

- *Tomatoes (one for each participant)*

DURATION AND TIME FRAME

10 min

CONTENT

Method:

Mentor gives each learner a tomato.

Mentor tells learners to describe their own tomato - visible characteristics. Then asks a question: Does this tomato seem tasty? Sweet, bitter?

Each learner describes its own tomato. Mentor puts down all the characteristics on a board or on a poster. Participants (guided by mentor) find examples of stereotypes in the recorded descriptions of tomatoes. (e.g. The tomato is red – it must be sweet - it must have been growing somewhere in the sun.)

Discussion about stereotypes with the whole group, with mentor. (e.g. how appearance influences our judgement and the activation of certain (harmful) stereotypes.)

3.3.3.3. Exercise 3: DRAWING TASK

AIMS/OBJECTIVES

Competences, tested and used in this exercise:

- COMMUNICATION
- WORKING WITH OTHERS
- SOCIAL CULTURAL SKILLS
- MOBILISING OTHERS

Recognition of the importance of active listening, non-verbal communication and asking right questions.

FACILITY/TOOLS/MATERIALS

Sheet of paper (blank)

Sheet of paper (with drawings)

Sources for drawings:

[A Texting Communications Exercise | User Generated Education \(wordpress.com\)](#)

[\[Hallyupedia\] Squid Game \(오징어게임 or 오징어놀이\) \(k-odyssey.com\)](#)

DURATION AND TIME FRAME

20 min

CONTENT

Method:

Mentor divides the teams into groups of two; gives a sheet of paper containing a simple drawing (mix of various shapes) to one member of each pair. Give a blank paper and a pencil to the person without a sheet.

In groups of two, they sit back to back. Person with a blank sheet must ask questions to the person with the sheet and draw what they believe they are hearing, based on the answers from their partner.

Tell the pair to compare the sheets to see how accurately the drawing has been replicated.

The pair compare the sheets.

Conversation about this game and the obstacles with listening and drawing with the *Pass the ball* evaluation activity.

3.3.3.4. Exercise 4: OBSERVING BODY LANGUAGE

Provides an opportunity for learners to pay active attention to the body language of people they see, and to speculate on what people may be trying to communicate in non-verbal ways, either consciously or unconsciously.

AIMS/OBJECTIVES

Competences, tested and used in this exercise:

COMMUNICATION

WORKING WITH OTHERS

SOCIAL CULTURAL SKILLS

MOBILISING OTHERS

Selected video

Questionnaire

DURATION AND TIME FRAME

30 min

CONTENT

Method:

1. Preselect a video showing some element of interaction or communication between people in another country or culture of interest. Three or four minutes of material are usually sufficient. Documentaries or news reports are often useful in this respect.
2. Give a copy of the 'Observing Body Language' handout to the learner and explain that the objective of the activity is to develop and practise observation skills.
3. Provide some basic background information about the context in which the video is set: describe who the participants are and what situation they are in.
4. Ask the learners to complete the handout as they watch the video. They may need to see the clip twice

DISCUSSION: Learners will have their own ideas about what the non-verbal behaviours they observe signify, and these can form the basis of a useful and productive discussion. It is also useful to ask the learners to speculate on how their own body language is similar (or dissimilar) to that of the individuals they observe

Ask the group to work together or in smaller groups to create a definition of “good communication”. They should think about what good communication looks like - how to be a good communicator and a good listener.

Source: [2 Intercultural Training Exercise Pack.pdf \(ambitia.eu\), page 34.](#)

3.3.3.5. EXERCISE 5: VALUES AT WORK EXERCISE

Recognizing and overcoming cross-cultural misunderstandings. To enable learners to practise using this technique to deal with real-life cross-cultural misunderstandings.

AIMS/OBJECTIVES

Competences, tested and used in this exercise:

- COMMUNICATION
- WORKING WITH OTHER
- SOCIAL CULTURAL SKILLS
- MOBILISING OTHERS

FACILITY/TOOLS/MATERIALS

Questionnaire

DURATION AND TIME FRAME

20 min

CONTENT

Method:

Background rationale ([2 Intercultural Training Exercise Pack.pdf \(ambitia.eu\), page 8.](#))

Cultural conflicts and misunderstandings can arise when individuals with opposing values come into contact. The Values at Work checklist introduces an extensive range of dimensions along which work-related values vary, and explores the contrasting values that reside at each pole of each dimension.

This activity invites learners to reflect on some of their own cultural values, and asks them to explore the potential impact of cultural differences as they work in a new country or culture.

1. Give a copy of the Values at Work checklist to the learner.
2. Allow a few minutes for the learner to complete the handout.
3. The learner will have probably identified important cultural differences between his or her own approach and that of another culture or country of interest.

Discuss some of the following questions with the learner:

- How might these differences become apparent in the working environment?
- How might people from a different country or culture perceive your approach at work?
- What challenges do these differences present?
- In what ways might you adapt your behaviour to manage and overcome these cultural differences?

VALUES AT WORK CHECKLIST:

SOURCE: [2 Intercultural Training Exercise Pack.pdf \(ambitia.eu\), page 9-11.](#)

3.3.4. FEEDBACK ROUND AND OPEN BADGES

3.3.4.1. AIMS/OBJECTIVES

Evaluation of session

Planning next steps

3.3.4.2. FACILITY/TOOLS/MATERIALS

- Blank papers (different sizes)
- Pictures from different sources
- Pencils of different colours, colour markers
- Scissors

3.3.4.3. DURATION AND TIME FRAME

60 minutes

DEVELOPING SMART GOAL(S)

Each participant decides a goal for itself.

After that, a group chooses one common long- term goal for the whole group. The group divides the long-term common goal to the few short-term goals - steps in ACTION PLAN, needed for achievement of one long-term common goal.

S	SPECIFIC SIMPLE	WHAT EXACTLY DO YOU WANT TO ACCOMPLISH? IS IT THE GOAL DESIGNED CLEAR AND SIMPLE? WHO NEEDS TO BE INCLUDED FOR REALISATION?
M	MEASURABLE	CRITERIAS – HOW CAN I MEASURE PROGRESS AND KNOW IF YOU HAVE ACHIEVE THE GOAL?
A	ACHIEVABLE, ATTAINABLE	CAN YOU REALISTICALLY ACCOMPLISH THIS GOAL WITHIN A CERTAIN TIMELINE?
R	RELEVANT; REALISTIC	IS THIS GOAL WITHIN REACH? IT IS ALIGNED WIT OVERALL OBJECTIVES?
T	TIME-BOUND	WHAT IS THE DEADLINE? IS IT REALISTIC?

Additional information about SMART goals: [SMART Goals - Time Management Training From MindTools.com](https://www.mindtools.com/pages/newbystr/smartgoals.htm)

Creating a VISION BOARD

Each PARTICIPANT makes a VISION BOARD (with a collection of images and quotes) for a short-term goal. All vision boards together become motivators (one common vision board) for the achievement of one long-term goal.

MENTOR can look for different vision boards on the Internet, but it is not recommended to give participants too clear directions about designing Vision boards. Creating each of them their own will motivate them to actually follow through and start dreaming up more goals.

It should include anything that inspires you. This can consist of many things such as pictures, favourite quotes, memories/memorabilia, postcards or cards, and more. I love looking at Pinterest for inspiration on vision board ideas and vision board examples

3.3.5. NEXT STEPS

3.3.5.1. AIMS/OBJECTIVE

Use of SMART goals method: each person *creates his/her own goal to improve his/her social skills*

Use of Vision Board: each person creates his/her Vision board (poster with images that represents their goal) and learns about its benefits

Group evaluation: sharing thoughts about the different uses of these methods in real life.

4. POWER OF THINKING

4.1. INTRODUCTION TO [POWER OF THINKING]

Competences are a compilation of knowledge, skills and attitudes, abilities, and personality, psycho-social or cognitive predispositions. The properly shaped vocational competences let employees reach occupational goals and objectives on a desirable level.

Analytical thinking and innovativeness, comprehensive problem-solving or critical thinking represent those competences that are most frequently emphasised by employers. These competences are also recognised as the Skills of Future (the study carried out by Personnel Service). Being successful in the labour market is inseparably connected with constant development of new skills.

Having analysed the sources and our own research, we have noticed that the 21st competences include:

1. Spotting opportunities
2. Problem solving
3. Creativity
4. Valuing ideas
5. Critical thinking

4.1.1 SPOTTING OPPORTUNITIES

Spotting opportunities means the ability to identify, assess and act based on the opportunity.

This is a special feature useful in the environment of entrepreneurs. This competence relates to a wide variety of skills and behaviours. An entrepreneur should always be very attentive. They should learn to spot problems as a certain way of inventing some solutions or alternatives. Most opportunities are hidden under the mask of problems.

Entrepreneur:

- Identifies problems in society.
- Is active, observes their local environment.
- Uses social media – any groups related to their interests.
- Carries out animated discussion on ongoing/ current problems with their friends.
- Seeks a market niche for their own idea.

We can mention 5 sources of opportunities:

1. Problems.
2. Changes to regulations or trends.
3. Inventions – new products and services.
4. Competition – the main factors include price, location, quality, reputation, reliability, etc.
5. Technological advancement – new technology is just a starting point to introduce it into the market.

In the articles we can find some descriptions concerning the next three stages of spotting opportunities:

- 1 step – Searching and recognizing an opportunity
- 2 step– Analysis of the given/ recognized opportunity
- 3 step– Making use of the opportunity

Searching and recognizing an opportunity

This is a basic skill of every entrepreneur. It does not lie in opting for a random idea and implementing it. It means focus on searching for “a market niche”, which can be respectively filled through any innovative solution.

In order to achieve this, there is a strong need to communicate with the environment. A very crucial thing is to talk to local companies, schools or family members about their values, interests or problems as it may facilitate spotting the needs. Seeking one’s own strengths, spotting societal problems and tackling them from different angles, improving the already implemented solutions and analysing various market trends, each entrepreneur may get closer to their objective, that is “a market niche”.

„A market niche is an opportunity to make and sell something that is not yet available”. (Marketbusinessnews.com, 2020)

Analysis of the given/ recognized opportunity

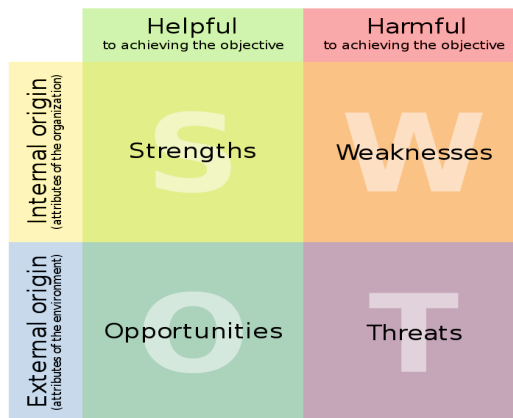
During this stage an entrepreneur should focus on the feasibility study of their own idea.

Some helpful questions include: Is this a good idea? Is there sufficient demand for this service or product in the vicinity? Who can help me? What is my motivation?

SWOT analysis is a very useful tool in such situations. It is one of the most popular methods of strategic analysis of enterprise. It allows to juxtapose positive and negative factors in the internal and external environment of the organisation. The following words make up the SWOT acronym:

- Strengths,
- Weaknesses,
- Opportunities,
- Threats.

SWOT ANALYSIS



On the top horizontal line, we place the internal factors, and on the bottom line, the external factors. In the vertical line on the left, we insert the positive aspects (strengths and opportunities), and on the right, the negative aspects (weaknesses and threats).

Source: Wikipedia

Making use of the opportunity

It lies in getting engaged in the given concept/ idea in order to suitably implement it. If the previous two steps were performed with reasonable diligence, this stage will be implemented on solid foundations and with much more confidence while taking an action. In order to make use of the opportunity, you have to act.

Resources:

- <https://entrecompcertificate.eu/wp-content/uploads/2021/03/Spotting-Opportunities.pdf>
- <https://www.entrepreneurshipinbox.com/12388/how-to-find-the-gap-in-an-established-market/>
- https://mfiles.pl/pl/index.php/Analiza_SWOT
- <https://learnonthego.eu/elearning/mod/page/view.php?id=164>
- <http://ecosystemapp.net/wp-content/uploads/2017/08/1-Spotting-opportunities.pdf>

4.1.2 CREATIVITY

“Everyone wants to be creative.

Everyone should want to be creative. Creativity makes our life more pleasant, interesting and full of achievements.” *Edward deBono*

The first definition of creativity we can find in Wikipedia is as follows:

„Creativity (comes from the Latin word „creatus” which means “creative”) is a process that entails the creation of new ideas, concepts or new associations or connections with the already existing ideas or concepts. Creative thinking leads to original and suitable solutions.”

This is a very general statement which entails lots of questions. Intuitively we can understand this notion, but it is still a complex process. Therefore, it is very difficult to unequivocally define creativity.

K.J. Szmidt defines creativity as „human ability to frequently generate new and valuable things, ideas or methods.” Value is understood as something more precious than other works in terms of aesthetics, practicality or scientifically.

“Creativity is determined by the six correlated resources such as: intellectual abilities, knowledge, thinking styles, personality, motivation and environment.”
R.J. Sternberg, The Nature of Creativity

Guilford (1978) distinguished two types of creative thinking. Convergent thinking leads to one solution (e.g. mathematical task). Divergent thinking is like a traditional brainstorming session, based on open tasks, where you come up with as many possible solutions as your imagination will allow.

Divergent thinking indicators of creative potential comprise:

- Fluency – the ability to develop large numbers of ideas within a short time period (a number of solutions/ ideas constitutes an indicator),
- Flexibility – the ability to produce ideas in numerous categories; the opposite of rigid thinking,
- Originality – the ability to produce unusual or unique ideas.

There are different methods that can be used in creative thinking. Graham Wallas, a social psychologist, pointed out the four consecutive stages of creative thinking, which are repetitive regardless of the method chosen.

1. Preparation – this is all about gathering information and defining a problem that is to be solved.
2. Incubation – at this stage, you take a step back from the problem and allow your mind to wander to let it contemplate and work the problem through. You nurture the unconscious thought process, for example, by staying open to the ideas that come to you while you do a completely different thing (e.g. wash the dishes).
3. Illumination– this stage essentially describes the classic “eureka!” or “aha” moment of insight.
4. Verification/ implementation – lies in verifying the extent to which a given solution is useful. It means the thought-out evaluation of the idea and verification of its reasonability and compliance with the criteria of the problem. (source: Wikipedia)

Can creativity be trained?

Yes!

The study carried out by George Land reveals that humans are creative by nature, but when we grow up we limit this quality in ourselves. Creativity is a skill which can be developed and a process we can control and manage.

Creativity training aims to consciously practise this ability thanks to the properly selected exercises/ tasks. We can perform them individually or in group in order to work upon solving various cognitive and practical issues.

We can develop our creativity through experimenting, studying, questioning any assumptions, mobilising our imagination and processing information suitably.

The research carried out by Clayton M. Christensen and other fellow researchers proved some behaviours which foster the development of creativity.

1. **Association:** seeking connections/ links between doubts, problems or ideas, also from non-related fields.
2. **Questions/ enquiries:** asking questions widens a perspective.
3. **Observation:** analysis of competitors, suppliers or customers' behaviours to identify/ recognise new ways of task completion.
4. **Networking:** meeting people with different ideas and perspectives.
5. **Experimenting:** interactive experiences, non-trivial solutions.

Resources:

- <https://pl.wikipedia.org/wiki/Kreatywno%C5%9B%C4%87>
- <https://www.creativityatwork.com/what-is-creativity/#what-is-creativity-some-definitions>
- <https://artincontext.org/what-is-creativity/>
- Trening kreatywności Szmidt
- Umysł kreatywny Edward de Bono

4.1.3 VALUING IDEAS

The labour market is very competitive. The most essential thing nowadays is the ability to introduce innovative solutions which are inseparably connected with business.

The process of estimating the value of a given idea should begin with generating an appropriate number of solutions as a response to the problem we are dealing with. In order to improve this ability it seems necessary to develop creative thinking skills (*See: Chapter 4.1.2. Creativity*).

“Brainstorming” is a group problem-solving method. Several people of different professions, abilities, or gender participate in the meeting. The group generates ideas through refining and valuing them until they select the best solution.

Valuing an idea means finding a social and cultural value of a given idea and its positive impact on people's functioning, wellbeing or their lives.

It is also important to wonder how profitable a given concept is. If the solution has an economic value, it will generate a long-term profit. It is worth paying attention to the context of the target group or the given situation - what is valuable to some people may have little or no value to others.

Questions that will help you estimate the value of the project:

- Is a given solution useful/needed?
- What are the strengths of this solution?
- What are the weaknesses of this solution?
- Do I find this project valuable?

One should keep coming up with ideas. Innovative, creative and valuable solutions are not the domain of big companies only. The companies, in fact, have more resources, but each enterprise can implement innovative and valuable tools. It is essential they should share their ideas and develop them together.

How can we quickly assess the value of our idea?

The power and value of ideas lies in the ability to grasp, develop and put them into practice.

1. We evaluate the originality of the idea.
2. We estimate how much time we devoted to the idea – it means the time spent on gaining the experience and knowledge that made the idea possible. Most concepts take years to come to life due to a number of variables.
3. We wonder if the idea is useful/helpful. If your idea helps you (not burdening others), it can be considered valuable.
4. We test the idea in the real world. Only when we actually try out an idea, can we see its true value.

The process of developing a complete solution requires the integration of multiple skill sets. In each group mixed learning styles, personalities and group dynamics can be beneficial. Everyone can have a sense of contribution to the development of quality solutions. The process gives employees a sense of autonomy and responsibility for ideas and achievements.

Resources:

- <https://apiumhub.com/tech-blog-barcelona/value-of-ideas/>
- <https://creativesomething.net/post/46247464455/how-to-evaluate-the-value-of-a-creative-idea>
- <https://www.scotthyoung.com/blog/2006/11/27/in-search-of-valuable-ideas/>
- <https://innovationmanagement.se/2015/12/03/the-true-value-of-your-ideas/>
- <https://entrecompcertificate.eu/wp-content/uploads/2021/03/Valuing-Ideas.pdf>

4.1.4 CRITICAL THINKING

The words “critical”, “critique” and “criticism” derive from the Greek term “kritikos”, which means the ability to judge, discern differences and make decisions.

“Critical thinking is a type of realistic thinking, which is directed towards a specific goal that is evaluation. (...) The aim of critical thinking is to evaluate reliably and realistically the relevant aspects of a person's intellectual activity” (“Psychologia poznawcza” by Prof. Edward Nęcka).

Critical thinking as a competence represents a tangible value. It is a trait that is highly desirable by potential employers, as it ensures better performance of tasks. Employers are looking for job candidates who can logically assess a situation and propose the best solution. Another aspect relates to the reality around us that is an overabundance of information (infodemic) – often not accurate, contradictory and typical “fake news”.

Critical thinking entails the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue; assumptions; concepts; empirical grounding; reasoning leading to conclusions; implications and consequences; objections from alternative viewpoints; and frame of reference. In addition, it also requires the ability to identify problems and find practical ways to solve them, as well as to gather and organise needed information.

The traits of a person with critical thinking skills:

- “Raises vital questions and problems, formulating them clearly and precisely;
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively; comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications and practical consequences;
- Effectively communicates with others in figuring out solutions to complex problems.”

Based on the publication The Miniature Guide to Critical Thinking Concepts and Tools, Foundation for Critical Thinking Press, 2008, by Richard Paul and Linda Elder.

Development of critical thinking skills requires practice, time and patience. Below we present seven steps that facilitate this process.

Critical thinking — seven steps (source: <https://interviewme.pl/blog/myslenie-krytyczne>)

1. Define a problem or question. Be as precise as possible: the narrower the issue, the easier it is to find a solution or answer.
2. Gather data, opinions and arguments. Try to find several sources, which view the problem from a different perspective and compare the different points of view.
3. Analyse and evaluate the data. Are your sources reliable? Are their conclusions confirmed by data or are they just sort of judgement? Is the hypothesis supported by sufficient amount of information or data?
4. Verify the objectivity. Are you sure that your sources are unbiased? Are you sure that you were not driven by certain assumptions or personal preferences while choosing sources?
5. Estimate the significance of the data. Which piece of information is most important? Is the sample size of the research large enough? Do all opinions and arguments that you have collected really address the problem that you want to solve?
6. Make a decision / draw conclusions. Consider what different conclusions you can draw and which (if any) of them are sufficiently supported by the facts. Identify strengths and weaknesses of all possible options.
7. Present or communicate the results. Once you have reached a conclusion, present it to the stakeholders.

An essential element of critical thinking is foresight. The decision-making process will be more effective and lead us to success if we can reach a preliminary conclusion, then pause and consider the impact on people and activities around us.

Resources:

- <https://www.skillsyouneed.com/learn/critical-thinking.html>
- <https://web.swps.pl/strefa-psyche/blog/relacje/18957-myslenie-krytyczne-jak-sie-go-nauczyc-i-wlasciwie-po-co>
- <http://www.criticalthinking.pl/czym-jest-krytyczne-myslenie/>
- <https://interviewme.pl/blog/myslenie-krytyczne>
- <https://www.thoughtco.com/critical-thinking-definition-with-examples-2063745>

4.1.5 PROBLEM SOLVING

Problem solving is the act of defining a problem, determining the cause of the problem, identifying, prioritising, and selecting alternatives for a solution, removing obstacles to reach the goal and implementing a solution. Obstacles are not easy to remove when there are no necessary resources or knowledge required to achieve the goal. There are many problem-solving techniques and methods that we use in everyday life and in many fields of study.

Problem-solving strategies are the steps that can be followed in order to find the obstacles preventing us from achieving our goal.

In a work environment problem solving often focuses on improving the condition of the workplace/ company or improving satisfaction of the given company's customer.

Problem-solving skills can positively influence, i.a.:

- Performance improvement
- Improvement of customers' satisfaction
- Provision of activities tailored to the target group
- Failure avoidance
- Effectiveness of corrective actions
- Compliance with standards
- Communication between all stakeholders
- Etc.

It is possible to adopt a specific scheme that can lead us to effective problem solving.

I can see a problem	• Problems affect me personally – my task is to solve them • I cannot delegate responsibility for solving problems to others • Solving problems is an opportunity for improvement
I want to understand the problem and its root causes	• I observe the problem on the spot and analyse it on the basis of facts • I describe the problem in a way that can be understood by all stakeholders • I understand the problem and how it occurs by exploring relevant cause and effect relationships
The problems I solve do not recur	• I develop a sustainable solution by eliminating the real root cause • I provide evidence of the problem-solving effect and I understand its implications • I transfer improvements to other products/processes/departments and implement them in compliance with standards

Table source: <https://sigmavalue.blog/problem-solving/>

It is good to remember that problem solving is not a separate process. It combines various aspects, involving multiple skills and areas of activity. An employee who is able to solve problems presents the employer a variety of other, closely related competences, such as:

- Critical thinking
- Creativity
- Curiosity
- Seeking information
- Teamwork
- Emotional intelligence
- Risk management
- Tolerance for ambiguity
- Knowledge of problem-solving tools

It is worth raising creative problem solving. These are more advanced techniques in terms of cognitive demands. They are related to “solving open-ended (divergent) problems, which are intended to produce ideas that are, in some respect, new, original and useful to the individual or group handling the problem.” (Szmidt)

An important authority in this regard is Edward de Bono. He is the originator of the concept of lateral thinking (i.e. parallel / lateral thinking). The essence here is to look at the situation from a different angle, see opportunities, and reformulate the problem. Here we can apply De Bono’s 6 thinking hats technique. “Putting on” a particular hat is equivalent to taking a different perspective.

- A white one – focus on facts and figures.
- A red one – focus on emotions.
- A green one – seeking creative solutions.
- A black one – focus on dangers and problems.
- A yellow one – focus on opportunities and benefits.
- A blue one – the role of the impartial moderator.

Lateral thinking is the opposite of vertical (i.e. inward) thinking. It is about looking for solutions that are quick, logical and compatible with your patterns.

Another type of creative problem solving is the **6-3-5 (Brainwriting)** method. It involves finding solutions by writing them down. Its author is Bernd Rorbach. The number 6-3-5 is not a coincidence here – it takes into account the number of individual factors. The 6-3-5 Brainwriting ideation technique helps a team come up with a large number of ideas in a short timeframe by drawing inspiration from previously mentioned ones. The technique considers a team of 6 people writing 3 ideas in 5 minutes each round, resulting in 108 ideas after 6 rounds or 30 minutes.

Another problem solving methodology which stimulates thought processes is called synectics. It lies in seeking connections between seemingly non-related elements in order to create new, previously unconsidered solutions. This method can be used in group discussion.

The SCAMPER method also ignites creativity during brainstorming meetings. The name SCAMPER is an acronym for seven key words: (S) substitute, (C) combine, (A) adapt, (M) modify, (P) put to another use, (E) eliminate and (R) reverse. These keywords represent the necessary questions addressed during the creative thinking meeting. The SCAMPER technique aims to provide seven different thinking approaches in order to find innovative ideas and solutions.

Resources:

- <https://sigmavalue.blog/problem-solving/>
- https://en.wikipedia.org/wiki/Problem_solving
- http://www.ptzp.org.pl/files/konferencje/kzz/artyk_pdf_2012/p005.pdf
- <https://www.lynskysolutions.pl/baza-wiedzy/metody-kreatywnego-rozwiazywania-problemow/>
- <https://effectgroup.pl/5-sposobow-na-kreatywne-myslenie-i-rozwiazywanie-problemow/>
- <https://www.designorate.com/a-guide-to-the-scamper-technique-for-creative-thinking>

4.2 SESSION PLAN – POWER OF THINKING

Course Title			
Session number	Session title	Session duration:	Learners profile:
Session 1	Power of thinking	180 min + time for breaks <i>Flexible, depends on how many tasks are given, and depending on the needs of the participant</i>	1. (future) jobseekers: participants/ students – all with extra support needs towards the labour market who want to discover what their key skills/competencies are. 2. Staff from employment support and vocational training services
Session Aim (s):		- Understanding what spotting opportunities and solving problems creatively mean - Developing competencies in the area of spotting opportunities and creative problem solving by learning specific techniques to strengthen these competences	
Learning Outcomes (By the end of the session learners will):		- awareness on the importance of power of thinking skills: - Spotting opportunities - Problem solving - Creativity - Valuing ideas - Critical thinking - knowledge and know how on how the existing competencies contribute to secure a job - insight in what they are good at, and what are the learning points - Learners profile 1: mapping their own power of thinking skills: first insight in what they are good at, and what are the learning points - Learners profile 2: mapping their own skills but also these from participants	

- *Greater ability to generate solutions to a problem.*
- *Ability to spot possible errors and malfunctions in relation to the problem.*
- *Ability to see the opportunities by reversing the problem.*
- *Ability to make attempts to construct, modify, improve products, methods of action.*
- *Ability to undertake self-reflection and group reflection on the process of acquiring knowledge and skills.*

Content:

The session plan is about developing the ability of power of thinking.

-

Resources:

K.J.Szmidt “Trening kreatywności. Podręcznik dla pedagogów, psychologów i trenerów grupowych”

<https://litemind.com/scamper/>

<https://www.youtube.com/watch?v=G8w0rJhztJ4&t=1s>

Learning Outcomes assessment:

- Self-reflection and group reflection on the process of acquiring knowledge and skills.
- Sheets for assessing your knowledge and skills.
- The result of the assessment can be an open badge.
- The process of growth of each participant during the course is more important than the result itself.
- There is not just 1 way of assessing, it depends on the methods and techniques/ games used by the trainer during the course.
- See further for more details.



Time	Activity's goal	Tutor's Activity	Learner's Activity	Resources	Learning Outcomes
10 min	Ice breaking activity - Team Puzzle	Explain the activity and cheer participants	Be part of it	Puzzles for each group	Foster good atmosphere
10 min	Short presentation of the session	Explain the session	Listen and present their expectations	Session presentation PPT	Session timeline
20 min	Creative warming up	Presentation of exercises: • "What if?" • "What is not needed?" • "Twelve names" Creates a team atmosphere and builds rapport. He finishes the exercise and sums up - collects feedback.	Participants take part in the form of brainstorming and generating new ideas in turn.	List of questions.	Stimulating creativity: fluency, flexibility and originality of thinking
30 min	Inverting - How to Improve a Product or Service	In the group the trainer presents the problem that needs to be solved. However, it is reformulated to refer to the deterioration of the situation: "what can I do to make it worse ...?" He finishes the exercise and sums up - collects feedback.	Participants take part in the form of brainstorming, generating new ideas.	List of sample problems to be solved	Seeing possible errors and malfunctions in relation to the problem. Seeing opportunities by reversing the problem.

		Clarification of the competences that are used to solve the task: creativity, critical thinking			
40 min	SCAMPER	It presents the assumptions of the SCAMPER technique. Passes the sheets to be filled Selects a problem to solve. He finishes the exercise and sums up - collects feedback. Clarification of the competences that are used to solve the task: spotting opportunities, problem solving	Participants complete the worksheet as instructed by the trainer.	List of sample problems to be solved https://litemind.com/scamper/ https://www.youtube.com/watch?v=G8w0rJhztJ4&t=1s	Attempting to construct, modify and improve products, methods of operation.
20 min	Stains	Presents an exercise. He finishes the exercise and sums up - collects feedback.	Participants take part in the form of brainstorming, generating new ideas in turn. Participants can prepare more than one picture.	Paints, inks, sheets of paper	Developing transformative thinking/creativity.
30 min	6-3-5	Presents the assumptions of the exercise. Conducts exercise - controls time. He finishes the exercise and sums up - collects feedback.	The participants do the exercise according to the trainer's instructions - they fill in the sheets. They summarise the effects of work. They draw conclusions.	Worksheets with a problem to be solved	Ability to generate creative ideas and assess their value.

Clarification of the competences that are used to solve the task: critical thinking, valuing ideas					
20 min	Evaluation & Personal Action Plan	Conducts the evaluation process. Prepares evaluation sheets for participants. Collects feedback.	Participants summarise what they have learned - fill in an observation sheet and then share their comments. They write down the memorised concepts, techniques for achieving change and solving problems. They share their insights.	Sheets for assessing your knowledge and skills.	Self-reflection and group reflection on the process of acquiring knowledge and skills.

4.3 LESSON PLAN

Training title:

Session/Day:

Session “Power of thinking” /Day 1

Lesson number:

1

Skills covered:

- *Spotting opportunities*
- *Problem solving*
- *Creativity*
- *Valuing ideas*
- *Critical thinking*



Lesson title: *Power of Thinking*

Introduction to the skills in the module	Information from handbook
Aims/Objectives	<i>The lesson plan is adapted to the session plan called "Power of Thinking".</i> Through simple exercises in the groups or individually, the participants try to • Increase their awareness on the importance of power of thinking skills: - o Spotting opportunities - o Problem solving - o Creativity - o Valuing ideas - o Critical thinking • Increase knowledge and know how on how the existing competencies contribute to secure a job • map their own power of thinking skills • insight into what they are good at, and what are the learning points
Target group/ number of participants in the group	Adults - (future) Jobseekers: participants/ students – all with extra support needs towards the labour market that don't know what their key skills/competencies are. 6-12 persons
Type of lesson	group / individual* * It is possible to do some exercises individually
Duration and time frame	180 mins Remember that you can extend the duration of the exercises if the group needs it Don't forget to add breaks.
Facility/ Equipment	• Laptop • PPT presentation • Internet access, • Projector

	• Screen • Flipchart • Markers • <i>Sticky notes</i>
Tools/ Materials	• Presentation PPT 'Power of thinking' • List of sample problems to be solved • Handouts
Content	<i>Do not forget about fixed lesson elements like: introduction to the lesson, ice breaker, explanation of tasks, warm up/energizer, evaluation methods, etc.</i> 1. Ice breaking activity - Team Puzzle (10 mins) • The game encourages teamwork. • The group is split into several teams. Everyone gets a puzzle – Handout 1. They should have the same degree of difficulty and number of pieces). We set the time for the group to arrange the puzzle. The goal is to complete the puzzle as quickly as possible. • The groups don't know that some pieces in the puzzles are swapped between groups. They need to convince their opponents to pass on the missing pieces to them (e.g. by offering barter, joining or changing teams, donating their precious minutes, etc.). 2. Short presentation of the session (10 mins) • Present the topic of the meeting - familiarise them with what awaits them; discuss the most important steps; prepare participants for action. • You can use the prepared ppt presentation. 3. Creative warming up (20 mins) Tip: If you want to exercise with digital tools - you can use Padlet or Jamboard • Presentation of exercises: - o "What if?" The idea of the exercise is to find the consequences of a given situation. Participants answer. We encourage them to avoid routine and obvious responses. We are looking for creative answers.

Sample problems:

- **There is no gravity on Earth.**
- **Cats communicate with a human voice.**
- **People's clothes are only white.**
- **People can travel through time.**

o **"What is not needed?"**

We ask participants simple questions encouraging creative answers:

- What doesn't need to be said?
- What is not to be wasted?
- What does not need to be touched?
- What does not need to be counted?

o **"Twelve names"**

- You open a car repair shop. Come up with 12 names.
- You open a beauty salon. Come up with 12 names.
- You open the gas heating service. Come up with 12 names. etc.

4. Inverting - How to Improve a Product or Service (30 mins)

Tip: If you want to exercise with digital tools - you can [use Padlet](#) or Jamboard.

- The aim of the exercise is to generate ideas leading to the improvement of products and services. In the exercise, in a perverse way, instead of asking what to improve, we answer the question: what to do to make it worse ...?
 - The goal of the participants is to generate ideas randomly. As a goal, we set ourselves the opposite of the desired situation. Generating "reverse" solutions allows you to focus on possible difficulties. This opens the way of thinking to look for improvements, to cope with difficulties through mitigation, corrective actions.
-

- This results in a greater chance of achieving the desired goal and a reduced possibility of undesirable circumstances occurring.
- We can ask the question "How to worsen customer satisfaction?"
- Summary - clarification of the competences that are used to solve the task: creativity, critical thinking.

5. SCAMPER (40 mins)

Tip: If you want to exercise with digital tools - you can use MindMeister

- It is an acronym composed of the first words of the original American method introduced by Osborn.
 - S - Substitute - replace, replace: component parts, material, people.
 - C - Combine - combine with other items or services, integrate.
 - A - Adopt - adapt; change functions, use part of another element.
 - M - Modify - modify: increase or decrease the scale, change shape, modify features, eg colour.
 - P - Put to another use - apply elsewhere.
 - E - Eliminate - eliminate; eliminate element, make it as simple as possible, reduce to basic functions.
 - R - Reverse - reverse, use eg the previous method.
- Trainer presents the assumptions of the SCAMPER technique (optional - Youtube video). Passes the sheets to be filled (Handout 3) and selects a problem to solve. Participants complete the worksheet as instructed by the trainer.
- Summary - clarification of the competences that are used to solve the task: spotting opportunities, problem solving.

6. Stains (20 mins)

Participants make a stain with paint or ink in the centre of a piece of paper. You can fold the piece of paper in half and smudge the stain. Then they are designed to transform the stain into something completely different.

7. 6-3-5 (30 mins)

6 people - 3 ideas - 5 minutes

Participants receive a problem to be solved. Each participant works on a prepared form - Handout 4. The participants enter their 3 ideas for solving the problem on the trainer's password. They have 5 minutes for this. After this time, the

form is handed over to the next person. The new person's task is to add their 3 ideas. Ideas cannot be repeated. However, they can be transformed. The work continues until the cards are returned to the first participant. The next stage is the choice of the best ideas by the participants. Discussion of the criteria that they used to guide decision-making. And then there is a joint assessment of the reality of the ideas. Summary - clarification of the competences that are used to solve the task: critical thinking, valuing ideas.

8. Evaluation & Personal Action Plan (20 mins)

Self-reflection and group reflection on the process of acquiring knowledge and skills.

Summary

During the lesson, the topic of 5 elements of power of thinking is discussed: o Spotting opportunities

- Problem solving
- Creativity
- Valuing ideas
- Critical thinking

Tasks give the participants possibility to:

- o Stimulate creativity: fluency, flexibility and originality of thinking.
- o See possible errors and malfunctions in relation to the problem.
- o See opportunities by reversing the problem.
- o Attempt to construct, modify and improve products, methods of operation.
- o Develop transformative thinking/creativity.
- o Generate creative ideas and assess their value.
- o Self-reflection and group reflection on the process of acquiring knowledge and skills.

Evaluation

- Participants summarise what they have learned - fill in an observation sheet and then share their comments.
- They write down the memorised concepts, techniques for achieving change and solving problems.
- They share their insights - feedback round.

Next Step

Handouts / References

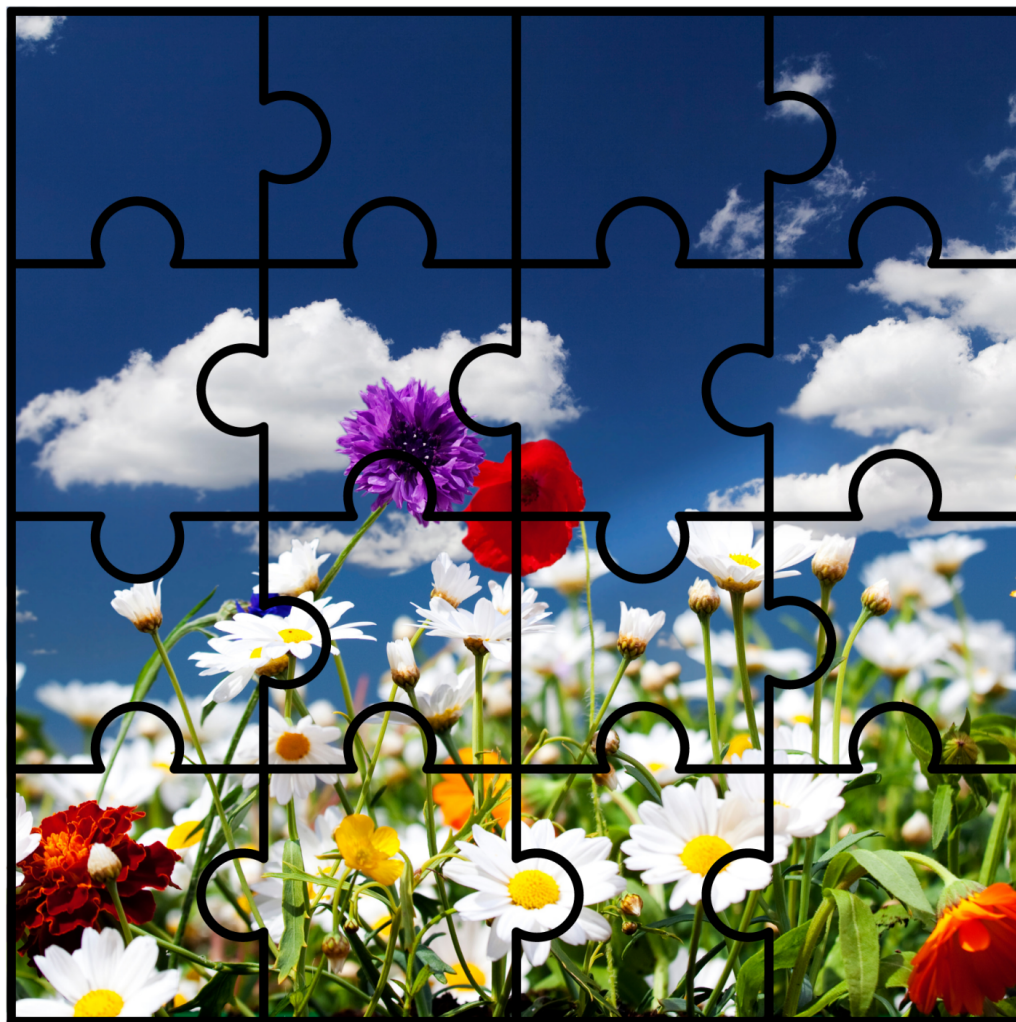
Handouts: 1,2,3,4

References

- https://www.goethe.de/resources/files/pdf172/poradnik_kliknij_sprawdz_zrozum.pdf
- <https://czlowiek.info/wp-content/uploads/My%C5%9Blenie-krytyczne-w-praktyce-5-%C4%87wicze%C5%84-kt%C3%B3re-poprawi%C4%85-jako%C5%9B%C4%87-Twojego-my%C5%9Blenia.pdf>
- <https://kuznialeaderow.pl/krytyczne-myslenie-jest-dla-kazdego-lidera/>
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- <https://litemind.com/scamper/>
- <https://www.youtube.com/watch?v=G8w0rJhztI4&t=1s>
- Five Steps to Valuing Your Ideas by David Wethey
(<https://medium.com/creativeintelligence/five-steps-to-valuing-your-ideas-a89a0214c532>)
- What is the value of ideas? By Jakob Storjohann (<https://apiumhub.com/tech-blogbarcelona/value-of-ideas/>)
- 19 Fresh Ways to Find a Business Idea by Liz Huber
(<https://entrepreneurshandbook.co/19-fresh-ways-to-find-a-business-idead52c115d6419>)
- The True Value of Your Ideas by Evan Shellshear
(<https://innovationmanagement.se/2015/12/03/the-true-value-of-yourideas/#:~:text=A%20good%20idea%20is%20exactly,an%20idea%20to%20value%20ideas.>)
- <https://www.youtube.com/watch?v=0af00UcTO-c> Where good ideas come from | Steven Johnson
- Edward de Bono “Umysł kreatywny. 62ćwiczenia rozwijające intelekt”
- K.J.Szmidt “Trening kreatywności. Podręcznik dla pedagogów, psychologów i trenerów grupowych”

Badges

Short information about related badges









HANDOUT 2 / LIST OF PROBLEMS TO BE SOLVED – EXAMPLES

There is no gravity on Earth.
Cats communicate with a human voice.
People's clothes are only white.
People can travel through time.
There is no music - instruments.
The internet goes down all over the globe.
It (always) rains every weekend.
People don't die.
People are not sleeping - they cannot.
Companies are prohibited from advertising their products.
Eyebrows grow at the same rate as hair.
People always put their minds on their own - no dialogue.
A small village with up to 1,000 inhabitants becomes the capital of the state.
You have to make a car for women only.
Cars can also be driven by children.
There is no remote control for the TV.
Older people want to drive freely.
A new type of fuel is made from grass / water / carrots
Are you opening a toy store next to the market?
An adhesive has been invented that sticks to anything it touches for 3 days. Then it disappears.
People can teleport.
People don't use speech.
The flies are the size of cats.
People can't run.
Dogs can't walk.
People can only build houses on sand.

A cat wagging its tail can create a whirlwind.

Employees are always late for work.

People cannot concentrate in the workplace (large open space)

The team does not know how to integrate with a new employee.

People can't say I'm sorry.

People are not allowed to leave the house for a year.

School buildings cease to exist - you can only study outdoors.

Human tears cause rainfall.

There is a huge open space in the office - it's too loud. How to improve employee concentration

How to develop creative thinking in language lessons in high school?

Create a new product in a company that produces chocolate sweets

HANDOUT 3 / SCAMPER

S – substitute	
C – combine	
A – adapt	
M – modify	
P – put to another use	
E – eliminate	
R – reverse	

HANDOUT 4 / 6 PEOPLE - 3 IDEAS - 5 MINUTES

ISSUE			
	1ST IDEA	2ND IDEA	3RD IDEA
PERSON 1			
PERSON 2			
PERSON 3			
PERSON 4			
PERSON 5			
PERSON 6			

5. SELF-REGULATION

Training title:

Session/Day: *Session 1/Day 1*

Lesson number: *1*

Skills covered:

- *Ethical and sustainable thinking*
- *Self-awareness and self-efficacy*



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- *Motivation and perseverance*
- *Coping with uncertainty, ambiguity and risk*

5.1. INTRODUCTION TO SELF-REGULATION

Self-regulation skills can be defined in slightly different ways. What they have in common is that self-regulation skills mean mental processes that we use to control our functions, states and thinking. Scientists Newman & Newman have stated: “Self-regulation Theories focus on the ways individuals direct the course of their development as they select and pursue goals and modify goal pursuit based on personal and environmental opportunities and constraints.” In this course we concentrate on four skills: Ethical and sustainable thinking, Self awareness and efficacy, Motivation and perseverance and Coping with uncertainty, ambiguity and risk¹

Barbara M.Newman, Philip R.Newman: Theories of Adolescent Development. 2020.

<https://www.sciencedirect.com/science/article/pii/B9780128154502000085>

5.1.1. ETHICAL AND SUSTAINABLE THINKING

Assess the consequences and impact of ideas, opportunities and actions.

- Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment.
- Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen.
- Act responsibly.

To see examples of behaviour and different levels of Ethical and Sustainable Thinking see 2 Baseline 2.1.3. Self-regulation.

¹ Barbara M.Newman , Philip R.Newman: Theories of adolescent development. 2020

5.1.2. SELF AWARENESS AND EFFICACY

Believe in yourself and keep developing.

- Reflect on your needs, aspirations and wants in the short, medium and long term
- Identify and assess your individual and group strengths and weaknesses.
- Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures.

To see examples of behaviour and different levels of Ethical and Sustainable Thinking see 2 Baseline 2.1.3. Self-regulation.

5.1.3. MOTIVATION AND PERSEVERANCE

Stay focused and don't give up.

- Be determined to turn ideas into action and satisfy your need to achieve.
- Be prepared to be patient and keep trying to achieve your long-term individual or group aims.
- Be resilient under pressure, adversity, and temporary failure.

To see examples of behaviour and different levels of Ethical and Sustainable Thinking see 2 Baseline 2.1.3. Self-regulation.

5.1.4 COPING WITH UNCERTAINTY, AMBIGUITY AND RISK

Make decisions dealing with uncertainty, ambiguity and risk.

- Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes.
- Within the value-creating process, include structured ways of testing ideas and proto-types from the early stages, to reduce risks of failing.
- Handle fast- moving situations promptly and flexibly.

To see examples of behaviour and different levels of Ethical and Sustainable Thinking see 2 Baseline 2.1.3. Self-regulation.

5.2. SESSION PLAN – SELF-REGULATION

Course Title

[TITLE]



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Session number	Session title Self-regulation skills	Session duration:	Learners profile:
[Session 1]	Discovering and revealing your self-regulation skills	180'	1.(future) jobseekers: participants/ students – all with extra support needs towards the labour market who want to discover what their key skills/competencies are. 2.Staff from employment support and vocational training services
Session Aim (s):	● Raising awareness on the importance of self-regulation skills ● Expanding knowledge and knowhow on the existing competencies contribute to (secure) a job. ● Mapping their own skills of self-regulation, insight in what they are good at, and what are the learning points		
Learning Outcomes (By the end of the session learners will):	● Participants are more aware of importance of self-regulation skills ● Have a personal Next steps to improve his/her skills based on the gained knowledge and know-how regarding the self-regulation skills ● Have an Open Badge of self-regulation skills ● Learners profile 1: mapping their own skills: first insight in what they are good at, and what are the learning points ● Learners profile 2: mapping their own skills but also these from participants		
Content:	INTRODUCTION TO SELF-REGULATION SKILLS For each of the 4 skills we explain, what they mean, the difference of levels of the skill, how you recognize it in someone's behaviour. REFRESH THEIR 'WHY' FOR THIS COURSE SESSION Refer to their expectations at the end of the baseline workshop ASSIGNMENTS AND TASKS IN GROUP On the basis of games and assignments, people work in groups and individually. The trainers observe how things are going, based on checklists/observation tools to map out behaviour for later feedback FEEDBACK ROUND		

both in group and individually
peer support
secret mentor (optional)
coach/ trainer feedback

NEXT STEPS

Resources:

Guidelines for game “Delivering the dinosaur egg”

Guidelines for evaluation (self-evaluation, group evaluation)

Learning Outcomes assessment:

- Open Badge of Self-regulation
- Information from individual or group feedback

Clock	Time	Activity's goal	Tutor's Activity	Learner's Activity	Resources	Learning Outcomes
9:00	00:15	Ice breaking activity	Explain the activity and cheer participants	Be part of it	Ice breaker “Personality Shapes” and/or “If I were” See lesson plan	Foster good atmosphere
9:15	00:10	Presentation of the session	Explain the session	Listen and present their expectations	Session presentation PPT	Session timeline
9:25	00:20	Brief introduction	Guide dialogue, make sure that the main points are spoken	Listen, clearing each own thoughts (what this means to me). In a group sharing thoughts on self-regulation skills	Presentation/video of self-regulation skills	Knowing why it's important to know your own self-regulation skills
9:45	01:30	Recognition of own self-regulation skills	Guide game “Delivering the dinosaur egg”	Play the game	See lesson plan	Recognizing self-regulation skills



11:15	00:45	Individual and group feedback round Also Secret mentor is possible	Organising individual and group feedback discussions.	Participate discussions	See lesson plan: Guidelines for self- and group evaluation	Recognizing self-regulation skills
11:45	0:30	Planning Next steps: Become aware how to improve or clarify own self-regulation skills	group / individual discussions about action plan to improve person's own self-regulation skills	Participate group dialogue sessions or individual discussions	Questions for group and for individual	Awareness of the possibilities to improve self-regulation skills Next steps to improve person's own self-regulation skills
12:00	00:00	Open Badge				

5.3. LESSON PLAN

5.3.1. ICE BREAKING ACTIVITY

5.3.1.1. AIMS/OBJECTIVE

- Foster a good atmosphere.
- Create a safe environment for all participants so they can open up regarding the related topics of the course.
- Make sure all participants are involved: spontaneous speakers vs the shy persons. You might need to ask them directly during the course to make sure that they are heard too.
- Open their mindsets for creativeness and storytelling.

5.3.1.2. FACILITY/TOOLS/MATERIALS

Taking into account the size of the group you need a room large enough, with tables and seats for each participant.

For Personality Shapes: White board or big paper on a wall, marker pen.



For If I were: piece of paper and pen for each participant.

5.3.1.3. DURATION AND TIME FRAME

10-15 minutes

5.3.1.4. CONTENT

See Toolbox

5.3.2. PRESENTATION OF THE SESSION + COURSE OF THE DAY + HOW TO PLAN NEXT STEPS

5.3.2.1. AIMS/OBJECTIVE

To get a clear view of what is going to happen during the session and discuss participants expectations.

5.3.2.2. FACILITY/TOOLS/MATERIALS

PowerPoint presentation, see Toolbox.

5.3.2.3. DURATION AND TIME FRAME

10 minutes

5.3.2.4. CONTENT

Discuss with the group what they expect from this course.

5.3.3. BRIEF INTRODUCTION + WHY FOR EACH INDIVIDUAL

5.3.3.1. AIMS/OBJECTIVE

To understand what self-regulation skills are and why it's important to know your own self-regulation skills.

5.3.3.2. FACILITY/TOOLS/MATERIALS

PowerPoint presentation, see Toolbox.

5.3.3.3. DURATION AND TIME FRAME

20 minutes

5.3.3.4. CONTENT

Present the skills to the group. Discuss with the group what these skills mean to them. Encourage them to share their thoughts why self-regulation skills are important in working life. You can also use interactive web-tool like Mentimeter's Word Cloud to make answering easy and interesting. For Mentimeter you must sign up in www.mentimeter.com. There you can also find more instructions for using the Mentimeter.

5.3.4. USING SKILLS IN PRACTISE

Start the game "Delivering a dinosaur egg"

5.3.4.1. AIMS/OBJECTIVE

Aim of the game is to discover and reveal self-regulation skills by observing behaviour of participants during a game "Delivering a dinosaur egg". This game is a fun way to organise group work, which all understand not to be too serious, but still they need to cooperate and use their self-regulation skills (as well as social skills).

5.3.4.2. FACILITY/ TOOLS/MATERIALS

Each group needs a room of their own, so they are not able to hear or see what other groups do.

One bigger room is also needed for a whole group.

Materials for assignment: 30 juice straws (15 plastic, 15 paper straws if possible), tape roll and 50 cm paper roll, a piece of paper, boiled egg.

Decide how to divide participants into groups. Ideal would be to have different kind of persons in all groups. Depending on the size of a group there can be different roles: a) actors performing a task and b) observer(s). If someone is an observer, first tell him/her the instructions before meeting the group. If the group is very small, you need to be the observer. Observer(s) must visit every group so they will see clearly enough how different people act in groups.

See Toolbox: Guidelines for game "Delivering a dinosaur egg"

5.3.4.3. DURATION AND TIME FRAME

Before this exercise you have to decide if you want some of the participants to be observers during the game. There should be at least one observer in each group. If there will be observers, tell the instructions before the workshop. You can also be an observer by yourself and/or ask another coach to assist you.

For this part you need 10-15 minutes for telling the assignment and giving instructions for participants, 40 minutes for group work, 5 minutes per each group for presentations and 15-20 minutes for evaluation.

5.3.4.4. CONTENT

Steps to take:

- Divide participants into groups.
- Read the assignment for the group and guide each group to their room.
- When the groups are performing the task, observe (with other observers) how each person is working in a group.
- After finishing the task all groups come back to the big room and they present their output.
- Tell participants instructions for self-evaluation.
- After self-evaluation the observers tell their notes.
- Start group discussion about self-regulation skills, how these skills can be seen and what kind of effect they might have.
- In the end summarise what has been learnt.

Guidelines for assignment

Assignment for your group: delivering the dinosaur egg

Background: we have received a unique invitation to tender for the transport of an extremely valuable egg.

In Mexico, a dinosaur egg that was millions of years old and very rare was discovered during construction. They've never found anything like it before. Our country's Natural History Museum was able to acquire this egg because the government granted funding of an EU Support Fund for the purchase. Mexico wanted a rare egg to end up in our country because we are famous for appreciating natural history, and our country is a very safe environment for such a treasure. There are hardworking, clever and brave people living here. This conclusion was reached by the Mexican Prime Minister because on his last visit our Foreign Minister had been taken (some culturally valuable gifts) to both the President and the Prime Minister of Mexico.

Problem: the egg should be transported safely to our country. The Natural History Museum fears that the egg may be destroyed during the flight. A plane can fall into the sea, but the egg should remain intact. The Museum wants the tendering of egg transport to be targeted at non-governmental organisations / social enterprises / union of supported employment / Educational Centres / The prerequisite for participation in competitive tendering is that we are able to demonstrate the durability of the package throughout the transport.

Function: you must develop a sustainable transport package in your own group

Presentation of the package: you are trying to convince the museum staff that the package is working, it's environmentally friendly and your team is the best possible team to create such solutions. You've got max. five minutes to introduce your package solution. You can use different methods to introduce your package. You can draw, sing, act, talk etc... But please note that you must **convince** the museum representatives. **Why is your packaging better than everyone else's? What are the strengths of your team?** This opportunity is really important to our organisation and we will get a lot of positive publicity and perhaps new orders through it.

At the end of the introduction, you're going to do a crash simulation. This is done in such a way that one of the members of the group drops the transport package at an altitude of 2.5 m from height to floor. Museum observers assess the value

- Egg's condition after hitting the ground: points from 0 to 3
- Sustainability and environmental friendly of packaging: points 1–3
- Demonstration points 1-3
- Your team's motivation, ethical behaviour and ability to cope with uncertainty 1-3

There is a room for each group (information of rooms). If you are ready, you can start your work.

After 40 minutes come back here and each group will give their presentation.

Guidelines for Observing

Comments to observers: Observe participants both during construction and during the presentation. The observing begins after the instructions and the material has been shared and ends after the product presentation.

5.3.5. FEEDBACK ROUND AND OPEN BADGES

5.3.5.1. AIMS/OBJECTIVE

After the game is self-evaluation and group evaluation. The aim is to recognize your own self-regulation skills and become aware how to improve your own self-regulation skills.

3.3.5.2. FACILITY/ TOOLS/MATERIALS

Evaluation form for each participant (see Toolbox: Guidelines for self-regulation skills)

Evaluation form for each observer (in the same document)

Secret Mentor (see 2.3.3. Introduction of the secret mentor concept)

3.3.5.3. DURATION AND TIME FRAME

About 45 minutes

3.3.5.4. CONTENT

Give/show participants self-evaluation criteria. Ask participants to do a self-evaluation first. After self-evaluation, ask observers to share their observations with the group. After that you can start a discussion with the group: What kind of surprises came up? How can these skills be seen? What kind of effect might they have? What could we all learn?

5.3.6. NEXT STEPS

5.3.6.1. AIMS/OBJECTIVE

Aim is to encourage participants to plan their next steps to develop their self-regulation skills. One method is to ask participants to write or record a reflection diary for e.g. 4-6 weeks. By paying attention to your own behaviour in situations that require self-regulation skills, you can notice where you work well and where there is still something to learn.

Tell participants that for developing their own self-regulation skills they need to become aware of how they think and behave in everyday life. Ask them if they have experience in reflection as a learning method and share some good examples. One way for reflection is to write or record a reflection diary every evening e.g. during one month. (See questions above) Discuss with the group how a reflection diary should be done so that it would help them develop their self-regulation skills.

5.3.6.2. FACILITY/ TOOLS/MATERIALS

Reflection diary: date/month/year (answer following questions)

In what situations would I have needed self-regulation skills (ethical and sustainable thinking, self-awareness and self-efficacy, motivation and perseverance, coping with ambiguity and risk)?

What happened?

How did I perform? Where/when I succeeded?

If it didn't go so well, what can I learn (how I want to behave in a similar situation next time?)

5.3.6.3. DURATION AND TIME FRAME

About half an hour

6. ENTREPRENEURIAL SKILLS

6.1. INTRODUCTION TO ENTREPRENEURIAL SKILLS

In the context of the EntreComp study,² entrepreneurship is understood as a **transversal key competence** applicable by individuals and groups, including existing organisations, across all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial).

It is defined as follows:

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

This definition focuses on value creation, no matter what type of value or context. It covers value creation in any domain and possible value chain. It refers to value creation in the private, public and third sectors and in any hybrid combination of the three. It thus embraces different types of entrepreneurship, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship. It is domain neutral: one can act upon ideas and opportunities to generate value for others in any domain and possible value chain.

² Entrecomp study: <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

Entrepreneurship as a competence applies to all spheres of life. It enables citizens to nurture their personal development, to actively contribute to social development, to enter the job market as employee or as self-employed, and to start-up or scale-up ventures which may have a cultural, social or commercial motive.

Let's take a look at the different skills associated with entrepreneurial skills.

6.1.1 MOBILISING RESOURCES

Gather and manage the resources you need.

- Get and manage the material, non-material and digital resources needed to turn ideas into action.
- Make the most of limited resources.
- Get and manage the competences needed at any stage, including technical, legal, tax and digital competences.

6.1.2 MOBILISING OTHERS

Inspire, enthuse and get others on board.

- Inspire and enthuse relevant stakeholders.
- Get the support needed to achieve valuable outcomes.
- Demonstrate effective communication, persuasion, negotiation and leadership.

6.1.3 TAKING INITIATIVE

Go for it

- Initiate processes that create value.
- Take up challenges.
- Act and work independently to achieve goals, stick to intentions and carry out planned tasks.

6.1.4 PLANNING AND MANAGEMENT

Prioritise, organise and follow-up

- Set long-, medium-and short-term goals
- Define priorities and Next steps
- Adapt to unforeseen changes

6.1.5 PARTICIPANT FOCUS

Whose problem could you solve? Define who is your potential participant and how can you help them.

Identify opportunities that benefit the participant, build and deliver solutions that meet the participant's expectations and establish and maintain effective participant relationships.

6.2 SESSION PLAN – ENTREPRENEURIAL SKILLS

Course Title		Entrepreneurial skills	
	Session title	Session duration:	Learners profile:
	<i>Entrepreneurial Skills</i>	<i>3.5h</i>	1.(future) jobseekers: participants/ students – all with extra support needs towards the labour market who want to discover what their key skills/competencies are. 2.Staff from employment support and vocational training services
Session Aim (s):	Session Aim (s): → awareness on the importance of the entrepreneurial skills: → mobilising resources → mobilising others → taking initiative → planning and management → participant focus → Expanding knowledge and know how on how the existing competencies contribute to secure a job		

- Learners profile 1: mapping their own skills: first insight in what they are good at, and what are the learning points
- Learners profile 2: mapping their own skills but also these from participants

Learning Outcomes (By the end of the session learners will):

- Have a personal “Next step” based on the gained knowledge and know-how regarding the entrepreneurial skills
- Have an open badge

Content:

INTRODUCTION TO ENTREPRENEURIAL SKILLS

For each of the 5 skills we explain what they mean, the different levels of the skills, how you recognize it in someone’s behaviour .

- Mobilising resources
- Mobilising others
- Taking initiative
- Planning and management
- participant focus

REFRESH THEIR ‘WHY’ FOR THIS COURSE SESSION

refer to their expectations at the end of the (baseline) workshop

ASSIGNMENTS AND TASKS IN GROUP

On the basis of games and assignments, people work in groups or individually. The trainers observe how things are going, based on checklists/observation tools to map out behaviour for later feedback.

FEEDBACK ROUND

Both in group and individually

Evaluation: self-evaluation/peer support/trainers feedback

NEXT STEP
OPEN BADGES

Resources: Entrecomp study: <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>
Lost@sea https://insight.typepad.co.uk/lost_at_sea.pdf

Learning Outcomes assessment: The process of growth of each participant during the course is more important than the result itself. Result of the assessment can be an open badge.
There is not just 1 way of assessing, it depends on the methods and techniques/ games used by the trainer during the course. See further for more details.

Duration	Time	Activity's goal	Tutor's Activity	Learner's Activity	Resources	Learning Outcomes
5'	9:00-9:05	Welcome	Make the participants feel welcome and safe.	Find a place in the room and the group	PPT	
5'	9:05-9:10	Table of content	Tell them what they can expect today	Getting an overview of what the workshop is about	PPT	
10'	9:10-9:20	Reflection and the expectations of the participants	Let them reflect on their learning points (previous workshops/baseline) and think about what they want to learn today.	Be aware of the chance to grow and point out what they want to learn.	PPT	Awareness, engagement, initiative, will to be involved
10'	9:20-9:30	The "why" of the entrepreneurial skills	Give introduction on the skills (based on what the participants already know) + make sure that the main points are spoken	Give their own interpretation of each of the skills	PPT	Start creating awareness and recognisability Each participant is convinced of the added value for this course

20'	9:30-9:50	Ice breaking activity	Explain what the game is about and observe how the participants play it.	Two truths, a fairy tale. This is a very funny and fun get to know game. This can be done in plenary or in pairs. The person whose turn it is (you can do it 1 or more times) will tell 3 things about themselves. One of those things is a lie. The rest can guess which of the three is a fairy tale.	Truth and Fairy tale game	Foster good atmosphere Creativeness, story teller, openness, spontaneous speakers vs the more shy persons (you might need to address them directly during the course to make sure that there is heard too)
80' (incl. Break)	9:50-11:10	Dive into the deep (exercises for the 5 competences)	See lesson plan Give assignments	Participation in the games: Last @ sea challenge or Influencer See lesson plan for detailed info	See lesson plan + PPT	See lesson plan
20'	11:10-11:30	Feedback round	Explain what the feedback method is about and what's the benefit of giving feedback.	<i>3 steps to evaluate: Self-evaluation – peer to peer – getting feedback from the trainer</i>	<i>PPT</i>	<i>Learn how to give feedback. See growth opportunities Hear what 's good (More insight in his behaviour)</i>
30'	11:30-12:00	Next step + open badges: explain and introduce	Explains the participants can go to a next step and how we can use the open badges.	Thinking and planning his next step	PPT	Each participant defines concrete actions /steps to take within a given timeline resources are defined

6.3 LESSON PLAN

6.3.1 WELCOME + TABLE OF CONTENT

6.3.1.1 AIMS/OBJECTIVES

Welcome the participants! Make them feel welcome and safe.

6.3.1.2 FACILITY/TOOLS/MATERIALS

- Room large enough to stand or sit in a circle.
- Feel free to use the PowerPoint presentation “Entrepreneurial Skills” in this workshop. This is a guideline for the whole workshop.

6.3.1.3. DURATION AND TIME FRAME

10 minutes

6.3.1.4 CONTENT

Briefly explain what the session’s content will be about, but always be aware of the needs the group has!

- Entrepreneurial skills: What does that mean?
- What’s in it for me?
- Experience: lost@sea
- Self Reflection and feedback

6.3.2 REFLECTION AND EXPECTATIONS

6.3.2.1 AIMS/OBJECTIVES

Before diving in the games and competencies in depth, we want to hear what the participants expectations are. We want to stimulate reflection on the learning points of the previous workshops and think about what they want to learn today. Awareness, engagement, initiative, will to be involved!

6.3.2.2 FACILITY/TOOLS/MATERIALS

- Room large enough to stand or sit in a circle.
- Feel free to use the PowerPoint presentation “Entrepreneurial Skills” in this workshop. This is a guideline for the whole workshop.

6.3.2.3.DURATION AND TIME FRAME

10 minutes

6.3.2.4 CONTENT

Note for the trainer:

Start this discussion in duo (is more easy for them) or in group. Afterwards we gather all information plenary and put it on the wall so we remind ourselves about the goals/expectations of the group so we can refer to it during the workshop.

Questions to use

- What did you already learn or remember? (think about the last/previous workshop and your open badges)
- What would you like to work on today? (things from the first question)
- What do you hope to learn during this workshop?
- What would be different for you then?

Tip!

The question "what else" makes them think beyond the first obvious answer.

6.3.3 THE “WHY” OF THE ENTREPRENEURIAL SKILLS

6.3.3.1 AIMS/OBJECTIVES

To explain: How does this workshop fit into the other training days? It is important that the participants see how this day fits into the total package. It will increase their engagement.

Aim: Start creating awareness and recognisability. Each participant is convinced of the added value for this course.

6.3.3.2 FACILITY/TOOLS/MATERIALS

- Room large enough to stand or sit in a circle
- Feel free to use the PowerPoint presentation “Entrepreneurial Skills” in this workshop. This is a guideline for the whole workshop.

6.3.3.3. DURATION AND TIME FRAME

10 minutes

6.3.3.4 CONTENT

In the context of the EntreComp study, entrepreneurship is understood as a **transversal key competence** applicable by individuals and groups, including existing organisations, across all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial).

It is defined as follows:

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This definition focuses on value creation, no matter what type of value or context. It covers value creation in any domain and possible value chain. It refers to value creation in the private, public and third sectors and in any hybrid combination of the three. It thus embraces different types of entrepreneurship, including intrapreneurship, social entrepreneurship, green entrepreneurship and digital entrepreneurship. It is domain neutral: one can act upon ideas and opportunities to generate value for others in any domain and possible value chain.

Entrepreneurship as a competence applies to all spheres of life. It enables citizens to nurture their personal development, to actively contribute to social development, to enter the job market as employee or as self-employed, and to start-up or scale-up ventures which may have a cultural, social or commercial motive.

Entrecomp study: <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

How to involve the participants?

Try to start from what the group already knows. For example, on the basis of a brainstorm: which words does the competence evoke? (and so for each competency in the group). Use a flipchart to make a word cloud (focus on their daily activities). If the group is too big, work in pairs/small groups.

Then enter the description that we use as an extra.

Tip:

If you can find a short video or quote about this skill it will be also inspiring to use this here.

Description:

Mobilising resources: Get and manage the material, non-material and digital resources needed to turn ideas into action.

Make the most of limited resources. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences

Taking the initiative: Initiate processes that create value. Take up challenges. Act and work independently to achieve goals, stick to intentions and carry out planned tasks.

Planning and management: Prioritise, organise and follow up. Set long-, medium- and short-term goals. Define priorities and action plans. Adapt to unforeseen changes

Participant focus: Identify opportunities that benefit the participant, build and deliver solutions that meet the participant's expectations and establish and maintain effective participant relationships

6.3.4 ICEBREAKER

6.3.4.1 AIMS/OBJECTIVES

"2 truths, 1 fairy tale" (game in group)

6.3.4.2. AIMS/OBJECTIVES

- Foster good atmosphere
- Creativeness, story teller, openness, spontaneous speakers vs the more shy persons (you might need to address them directly during the course to make sure that there is heard too)
- The goal is not to win – or at least not to lose. There are no winners in this game, only those who take the game seriously. Because fascinating anecdotes and unexpected confessions take the conversation to a whole new level. You can keep score to see who guesses the most truths.

6.3.4.3 FACILITY/TOOLS/MATERIALS

Room large enough to stand or sit in a circle

6.3.4.4 DURATION AND TIME FRAME

20 minutes

6.3.4.5 CONTENT

This is a very funny way to get to know each other in a game. This can be done in plenary or in pairs. The person whose turn it is will tell 3 things about themselves. One of those things is a lie. The rest can guess which of the three is a fairy tale.

Tutor's activity:

Explain what the game is about and observe how the participants play it.

How do you play the game?

Each participant shares **three interesting facts about themselves, two being and the truth and one being a complete lie**. That is the main instruction of the game. The other may then guess: what is the lie?

The truths don't have to be intimate, life-revealing, or shocking things — particular hobbies, interests, or past experiences that make each person unique are good enough. The lie, on the other hand, may be a bit crazy or embarrassing. And it may sound like a plausible truth to make it harder for the other person.

The goal is not to win – or at least not to lose. There are no winners in this game, only those who take the game seriously. Because fascinating anecdotes and unexpected confessions take the conversation to a whole new level. You can keep score to see who guesses the most truths.

Energizer!

This is a very funny way to get to know each other in a game. This can be done in plenary or in pairs. The person whose turn it is will tell 3 things about themselves. One of those things is a lie. The rest can guess which of the three is a fairy tale.

Tip:

Method: are they shy? Practice in pairs and after that in the group.

The other may then guess: what is the lie?

6.3.5 DIVE INTO THE DEEP – LOST @ SEA

6.3.5.1. AIMS/OBJECTIVES

Game to use the entrepreneurial skills

6.3.5.2 FACILITY/TOOLS/MATERIALS

- Room large enough to stand or sit in a circle.
- Feel free to use the PowerPoint presentation “Entrepreneurial Skills” in this workshop. This is a guideline for the whole workshop.
- Story (told by the trainer - PPT).
- A list with the different roles to play in the exercise (the number of roles must be determined by the trainer according to the number of participants - PPT).
- Paper/pen for each participant.

6.3.5.3 DURATION AND TIME FRAME

80 min

6.3.5.4 CONTENT

Method:

Step by step team exercise + individual exercises.

Story (Told by the trainer):

Let the participants close their eyes and immerse themselves in the story you are telling them.

“Lost at Sea You have chartered a yacht with three friends, for the holiday trip of a lifetime across the Atlantic Ocean. Because none of you have any previous sailing experience, you have hired an experienced skipper and two-person crew. Unfortunately in mid Atlantic a fierce fire breaks out in the ships galley and the skipper and crew have been lost whilst trying to fight the blaze. Much of the yacht is destroyed and is slowly sinking. Your location is unclear because vital navigational and radio equipment have been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall. “

Divide them into groups of 5 to 6 participants per group.

Tip:

You can find the explanation at https://insight.typepad.co.uk/lost_at_sea.pdf

Rank!

You and your friends have managed to save 15 items (full version https://insight.typepad.co.uk/lost_at_sea.pdf), undamaged and intact after the fire. In addition, you have salvaged a four man rubber life craft and a box of matches. Your task is to rank the 15 items in terms of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so forth until you have ranked all 15 items.

PART 1:

Determining the roles of the remaining crew

The role of the remaining crew:

Each group divides the tasks. The basis for arriving at this division is their experience and competences that they already possess.

1. Everyone takes their own time to determine which role suits them best.
2. Afterwards, everyone convinces the group members why he/she should be given one or the other task.
3. The group agrees on a division of roles.

Tip:

Encourage the group to use the competencies in the upper right corner (PPT)!

The roles of the remaining crew

Based on the competences each person has:

- *a leader*
- *a technical manager*
- *a cook*
- *a medical assistant*
- *a navigator*
- *a helmsman*

PART 2:

Planning a rescue-plan:

Determine in a step-by-step plan how you will get back on dry land together as a strong team.

How will the team tackle this?

Which steps, who will do what, what do you need?

4 steps:

1. Group conversation.
2. Working out individually what you will do yourself, what your part will be (thinking about your role).
3. Team up, believe in and trust each other. (how?)
4. Present the rescue-plan to the rest of the group in a creative way to convince them.

Make with your team a rescue plan and tell the others!



How will you get back on dry land together as a strong team



Which steps



Who will do what



What do you need?

6.3.6 DIVE INTO THE DEEP INFLUENCER

6.3.6.1. AIMS/OBJECTIVES

Game to use the entrepreneurial skills

6.3.6.2 FACILITY/TOOLS/MATERIALS

- Decide how you want to play the game? (do you want to use laptops, magazines, photo's, scissors... or just paper?)
- Room large enough to stand or sit in a circle.
- Feel free to use the PowerPoint presentation "Entrepreneurial Skills" in this workshop. This is a guideline for the whole workshop.

6.3.6.3 DURATION AND TIME FRAME

70min

6.3.6.4 CONTENT

Through the assignment we can see how creative the participants are in their thinking, how they can enthuse others and generate resources to some extent. If we then continue, you can also reject them for reasons that can enable a growth mindset. Not this time, for this and that reason, but definitely keep going. See how they can deal with that. And vice versa as well.

Question to the group (do a group conversation, let them give examples):

- What is an influencer?
- What should an influencer be able to do?
- There are companies that act as go-between between you and the brand you can support through your posts on social media if you set up a campaign.

Assignment for the participant:

Pretend you want to be a potential influencer.

There are companies that act as go-between between you and the brand you can support through your posts on social media if you set up a campaign. What sort of products would you like to campaign for?

Examples:

- Beauty products (nail, hair, skincare, make-up)
- Sports/fitness
- Big events
- Food – healthy, veggie, vegan, bio,...
- Cars
- Travel
- ...

For example I am an influencer and want to promote makeup in my videos. In the exercise I say why and how I am going to do it so that the make-up company chooses me.

Steps:

- Work with your idea in duo and prepare a pitch (portfolio) for this go-between company:
- Why should they pick you?
- What have they already done? (just pretend, this is not reality).
- How are they going to reach the right people? Who is your target group?
- Make a few photos if necessary, make a portfolio,...
- Make a short but original presentation and convince the jury (the rest of the group) that you will be the best influencer and that they should choose you. Use the competences from this workshop!

Pitch for the company!

Let them make a presentation and let them present this for the others.

Feedback!

Receive feedback from the company on these topics. We always give feedback on what they can do to improve - not YET, to have the growth mindset perspective. (evaluation form)

Tip:

Stimulate them to be creative! Make sure they consciously use the competences from this workshop.

6.3.7 FEEDBACK ROUND AND OPEN BADGES

6.3.7.1 AIMS/OBJECTIVES

Each participant defines concrete actions /steps to take within a given timeline and resources are defined.

Each participant can use open badges.

6.3.7.2 FACILITY/TOOLS/MATERIALS

Room large enough to stand or sit in a circle

App Badgecraft on the mobile phones.

6.3.7.3 DURATION AND TIME FRAME

20 minutes

6.3.7.4 CONTENT

We want to stimulate the participants to reflect, give feedback and receive feedback from peers and trainer.

We always give feedback on the behaviour (please take a look at the material about the mindset of the trainer)!

You can use the evaluation form to give feedback: self-evaluation + peer to peer evaluation: [Evaluation](#) Open badges (please take a look at the information about how to use the open badges)