



Erasmus+



NETRISE

Unit 1 Developing Entrepreneurial Skills

Activity Workbook

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Co-funded by the
Erasmus+ Programme
of the European Union





Unit 1

Developing Entrepreneurial

Skills

Activity Workbook

Name _____





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Workshop 1





Developing Entrepreneurial Skills

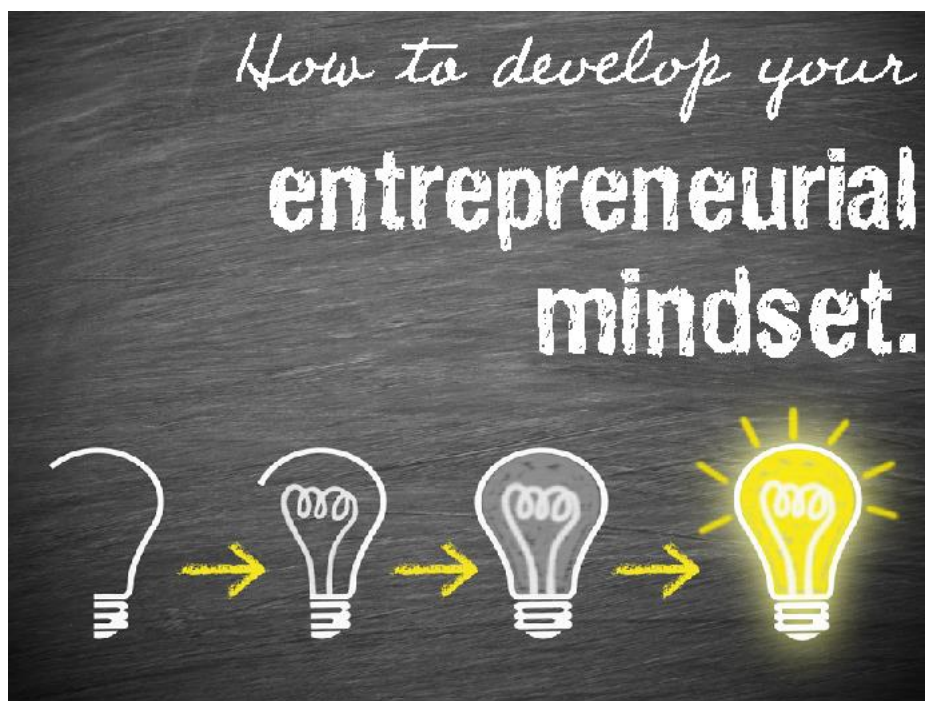
This Unit consists of 12 Workshops and forms part of the Enterprise and Entrepreneurship: Community and Sport Youth Leaders Award at SCQF level 5 (EQF Level 3).

Unit 1 – Developing Entrepreneurial Skills

Unit 2 – Starting a Business

Unit 3 – The Change Challenge

This first Unit is designed to introduce you to the skills and attributes required to be entrepreneurial in your life. Having an entrepreneurial mindset can help you if you are working within an organisation or if you choose to become an entrepreneur. More importantly, however, having an entrepreneurial mindset helps you be successful in all areas of your life. Becoming an entrepreneur and launching a new business can be a daunting step, balancing the risks of starting up and self-employment with the unique rewards that enterprise can bring. Within the course programme you will have the chance to explore entrepreneurship, reflect on your own strengths and develop new skills that you can use to help you cultivate an entrepreneurial mindset.



In this Introductory Unit you will have the opportunity to develop an entrepreneurial mindset by undertaking 12 workshops that are interactive and thought provoking. You will have time to reflect on the areas on your own and within your group. The 12 workshops are:

Workshop 1	Introduction to Unit and Icebreakers
Workshop 2	Mindset of a successful entrepreneur
Workshop 3	Individual Self-Assessment Tasks
Workshop 4	Risks and rewards of becoming an entrepreneur
Workshop 5	Comfort Zones
Workshop 6	Building Self Confidence
Workshop 7	Goal Setting
Workshop 8	Creative Thinking Techniques – Generating Ideas
Workshop 9	Visiting Entrepreneur(s)



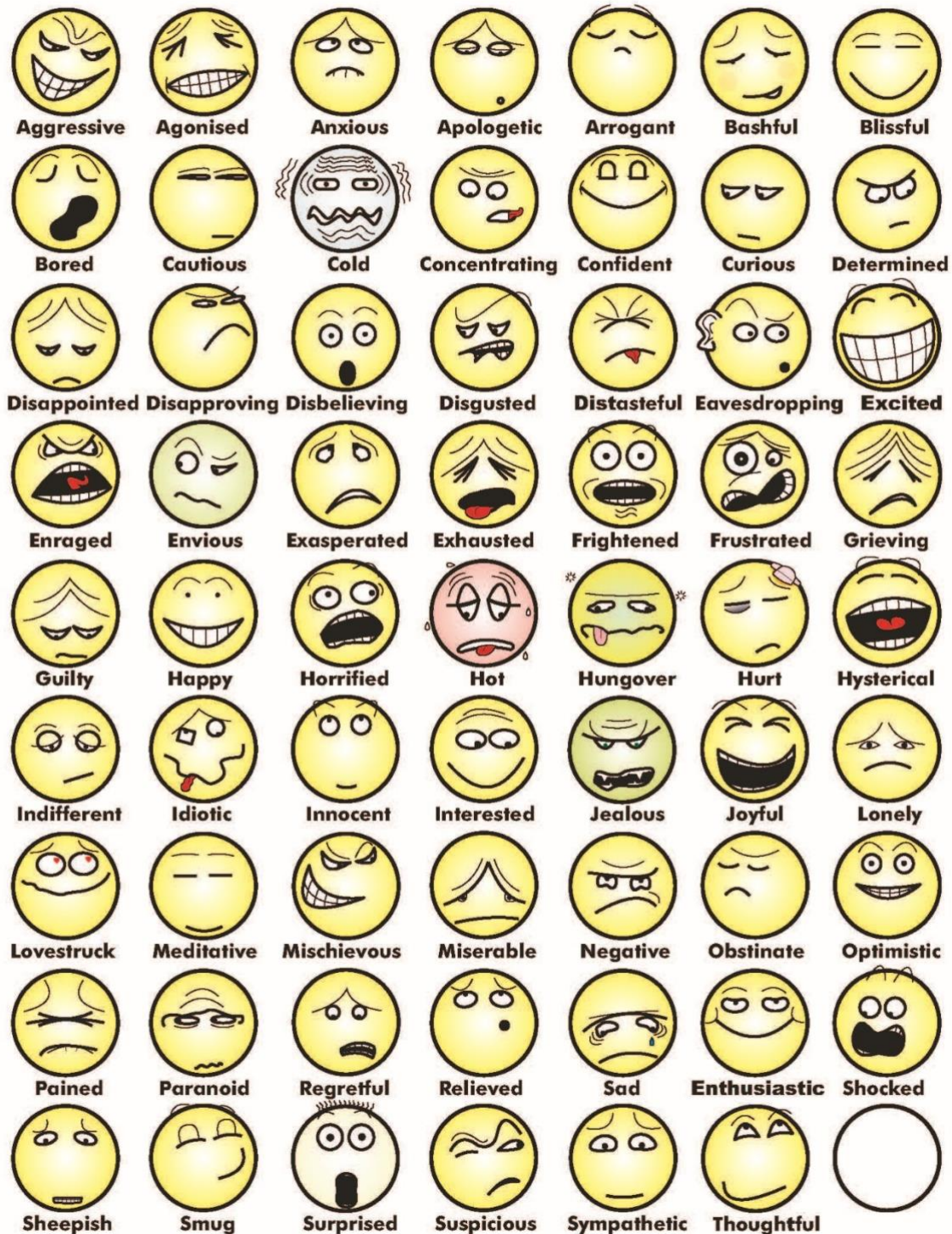
Workshop 10	Role Models
Workshop 11	Research – Getting to Know an Entrepreneur
Workshop 12	Staying on Track

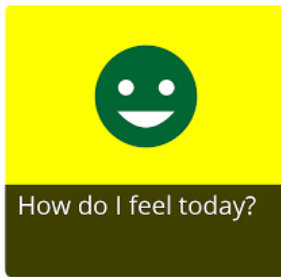




Activity 1

How do you feel today?





Pick three of the descriptions in the previous page that apply to you today and note them below:

- 1 _____
- 2 _____
- 3 _____

What do I hope to achieve from attending these workshops?

- 1 _____
- 2 _____
- 3 _____



GETTING TO KNOW YOU

GETTING TO KNOW ALL ABOUT YOU

Activity 2

Move around the room and find someone who you don't already know. Your task is to ask questions to help you get to know them.



1

What is your name?

2

What do you like to do in your spare time?

3

If you could do anything what would your dream job be?

Your task now is to introduce your partner to the rest of the group.



What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by: Reid Wilson @wayfaringpath © 0 0 0 Icon from: thenounproject.com

Activity 3

Complete the Mindset Quiz on the following page to find out more about **your** Mindset.

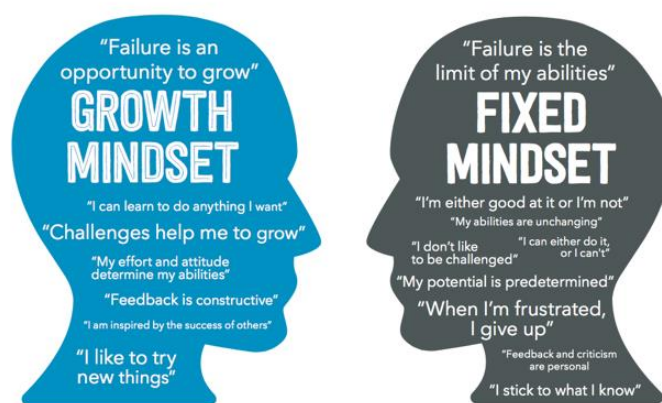




	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your intelligence is something you cannot change very much.				
2. No matter how much intelligence you have you can always change it quite a bit.				
3. You can always substantially change how intelligent you are.				
4. You are a certain kind of person and there is not much that can be done to really change that.				
5. You can always change basic things about the kind of person you are.				
6. Musical skills can be learned by anyone.				
7. Only a few people will be truly good at sports – you have to be “born with it”.				
8. Maths is much easier to learn if you are male or maybe from a culture that values Maths.				
9. The harder you work at something, the better you will be at it.				
10. No matter what kind of person you are you can always change substantially.				
11. Trying new things is stressful for me and I tend to avoid it.				
12. Some people are good and kind, and some are not – it’s not often that people change.				



13. I appreciate it when teachers, family, coaches etc give me feedback about my performance.				
14. I often get angry when I get feedback about my performance.				
15. All human beings without a brain injury or birth defect are capable of the same amount of learning.				
16. You can learn new things, but you can't really change how intelligent you are.				
17. You can do things differently but the important parts of who you are can't really be changed.				
18. Human beings are basically good, but sometimes make terrible decisions.				
19. An important reason why I study is that I like to learn new things.				
20. Truly smart people do not need to try hard.				





Circle the number in the box that matches each answer. Then add up your score.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Ability mindset - fixed	0	1	2	3
2. Ability mindset - growth	3	2	1	0
3. Ability mindset - growth	3	2	1	0
4. Personality/character mindset - fixed	0	1	2	3
5. personality/character mindset - growth	3	2	1	0
6. Ability mindset - growth	3	2	1	0
7. Ability mindset - fixed	0	1	2	3
8. Ability mindset - fixed	0	1	2	3
9. Ability mindset growth	3	2	1	0
10. Personality/character mindset - growth	3	2	1	0
11. Ability mindset - fixed	0	1	2	3
12. Personality/character mindset - fixed	0	1	2	3
13. Ability mindset - growth	3	2	1	0
14. Ability mindset - fixed	0	1	2	3
15. Ability mindset - growth	3	2	1	0
16. Ability mindset - fixed	0	1	2	3
17. Personality character mindset - fixed	0	1	2	3
18. Personality character mindset - growth	3	2	1	0
19. Ability mindset - growth	3	2	1	0
20. Ability mindset - fixed	0	1	2	3
Total				
Grand Total				



Strong Growth Mindset

45 – 60

Growth Mindset with some fixed ideas

34 – 44

Fixed Mindset with some Growth ideas

21 – 33

Strong fixed Mindset

0 – 20

Circle your result above

Are you surprised by the result? YES/NO



WHAT IS A GROWTH MINDSET?

INDIVIDUALS CAN APPROACH THEIR OWN ABILITIES WITH EITHER A FIXED OR GROWTH MINDSET

Fixed mindsets... believe that we're born with a fixed level of natural ability, intelligence or talent. We feel that our talents and abilities determine our level of success in the future. We might think we *'are no good at numbers'*, *'the sporty one'*, *'are naturally great at art'* but *'am rubbish with words'*. We think we should find our talents easy and avoid the setbacks and challenges that the things we're not so good at present us with.

Growth mindsets... believe our level of success is determined by factors such as effort, application and skills development. We feel that our talents, abilities and intelligence can be learned and developed. We might think *'I'm not very good at this... yet'*, *'I need more practice'*, *'I'll have to try harder next time'*. We appreciate the value of success because we've had to work hard to achieve it and use challenges as opportunities to learn.

This Unit will help you further develop a growth mindset to bring you success both in your life and in any potential career.



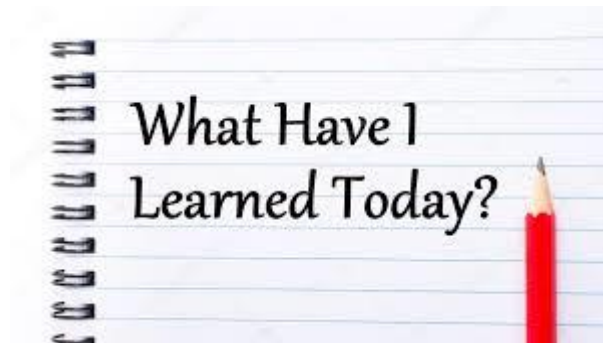
Activity 4

How do you feel now?





Activity 5



Three things I learned today:

1 _____

2 _____

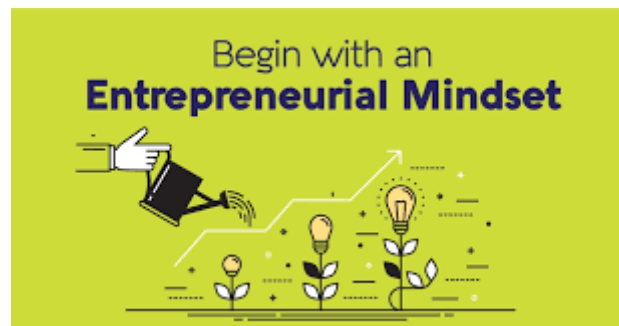
3 _____





Workshop 2

Mindset of a Successful Entrepreneur





Activity 1



Think of some famous entrepreneurs you are familiar with. What do you think makes them successful?



Entrepreneur	What makes them successful?

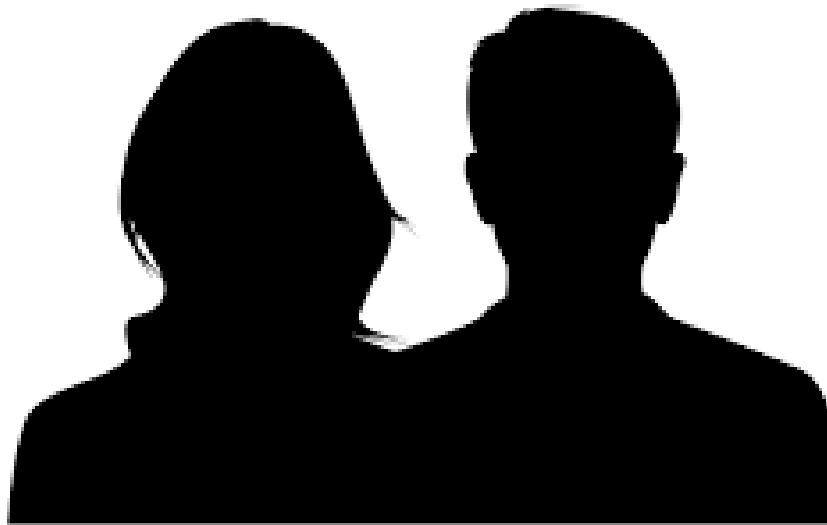
Now think of some local entrepreneurs/business owners you might know. For instance, a personal trainer, a shop owner or a local mobile hairdresser.

Entrepreneur/business owner

Do you think the local people you know have similar strengths to the famous entrepreneurs?



Activity 2



Mindset of an Entrepreneur



Discuss with your group the behaviours you think a successful entrepreneur demonstrates. For example, 'looks for opportunities'. Note them on the diagram above.

What is an enterprising mindset?



Figure 1: Langston, C (2011) Key Enterprise Learning Capacities: An 'Enterprising Mindset' is at the core of developing personal employability and entrepreneurial capacities (Adapted from Gibb, A. (2007), NCGE (2006) and Learning and Teaching Scotland (2009))

Having an enterprising mindset is displaying a way of thinking that sees opportunities rather than barriers, that sees possibilities rather than failure and wants to make a difference rather than sit and complain about problems. It's about having a '**CAN DO**', '**WILL DO**', '**BE ALL YOU CAN BE**' attitude. This mindset can be beneficial in many situations and is not exclusively linked to business start-up and making money. Individuals with this type of mindset can use it for social good and to change negative situations, often benefiting themselves personally as well as those around them.



You will see from the diagram above that having an enterprising mindset is also at the core of helping you to be the best you can be in your future career choices.



Being able to understand your thought process is crucial and the previous workshop helped to identify if you currently have a **Fixed** or **Growth** Mindset. Individuals with an **Enterprising Mindset** most certainly have a **Growth** Mindset.

They:

Are highly motivated	Regularly set goals
Are Creative problem solvers	Spot and seize opportunities
Generate good ideas	Make things happen
Evaluate risks	Take responsibility
Learn from mistakes	Build good relationships

What is an enterprising mindset?

Entrepreneurial Attributes An Entrepreneur "is"	Entrepreneurial behaviours An Entrepreneur "does"	Entrepreneurial Skills An Entrepreneur "becomes more capable of"
Self-confident	Seeks opportunity	Generating new ideas
Ambitious	Takes initiative	Negotiating
Hard-working	Grasps opportunities	Problem solving
Action orientated	Takes calculated risks	Social/interpersonal skills
Strong ego	Networks socially	Knowing when to listen
Autonomous	Problem solves creatively	Persuading others



Committed	Rapid use of judgement	Adding value
Creative	Self-management	Decision making



Activity 3

The following table shows some phrases. Your task is to match each one to its definition.

Phrase	Definition
1. to think outside the box	a. to do something you really want to do, even though it might be dangerous or risky
2. movers and shakers	b. a phrase which means achievement leads to greater achievement
3. to take the plunge	c. to try your best to make something successful
4. to get a break	d. to think creatively in a different way to how most people think
5. to make a go of it	e. an opportunity for a product or service that does not already exist
6. 'nothing ventured, nothing gained'	f. to make a successful start in something
7. to get off the ground	g. to start or establish something, such as a new business
8. a gap in the market	h. people who make changes and have an impact on society
9. 'success breeds success'	i. a phrase which means that you have to take a risk in order to get something good



Now use the phrases you have just learned to fill in the gaps below.

1. Alex is a really creative guy, with very unusual ideas. He certainly _____.
2. Shammi really is _____. He only moved to London a year ago, but he already has 50 clients for his personal trainer business and he has employed 2 people.
3. Sarah had wanted to start a business for years, but she was worried about losing money. She finally decided _____ last month when she opened her own cafe.
4. Aaron has tried so many times to become a singer, but without success. He really needs _____, but the music industry is so competitive.
5. Jessica is really excited about her new online business. I think she's really going _____.
6. It was very risky when Pete launched his new product, however he took a _____ approach and it certainly was worth it in the end.
7. David has been running his business for over a year now, but he is doing really well. Sometimes it can take quite a long time _____.
8. Bagless vacuum cleaners didn't exist before designer James Dyson realised there was _____.
9. After running a successful mail order music business, Richard Branson realised that _____. He went on to open a chain of record stores, later known as *Virgin Megastores* and expanded the *Virgin Records* music label,



amongst many other companies.

Intrapreneurship

Being an entrepreneur is about having the mindset described on previous pages and then being willing to take some element of risk, either with money, time or your reputation in order to develop a big idea, grow a business or start a movement of some kind. It is, however, possible to have an enterprising mindset yet work within an organisation or use it as a volunteer with a charity or community group.

Not everyone with an enterprising mindset wants to, or is able to, do it for themselves as their own boss. Many people may have an enterprising mindset, but not everyone with this mindset will choose to have their own business. **Intrapreneurship is the act of behaving like an entrepreneur while working within an organisation or community group.**



The Difference between Intrapreneurship and Entrepreneurship

The main difference between an Entrepreneur and Intrapreneur is that an Intrapreneur is an employee working within a company or

organisation and an Entrepreneur is independent and works for his/her own business.



Activity 4



Imagine you are involved in a community group. Young people in the community say they are bored and have nothing to do after school. Your task is to work in a group of 4/5 to adopt an entrepreneurial approach to solving the problem. An enterprising solution for this problem will require:

- Drive and determination
- Your group to identify opportunities and take advantage of them
- Your group to be innovative

Note your ideas below.

Identify a spokesperson to feedback the ideas of your group to the others.



Social Entrepreneurship



A social entrepreneur is someone who works in an entrepreneurial manner, but for public or social benefit, rather than to make money. Social entrepreneurs might work in ethical businesses, governmental or

Some examples might be:

- Working as an environmentalist with a wildlife organisation to protect the local environment
- A community owned creche where all the profits go towards maintaining the facility and paying for staff to run it

Activity 5

Have a look at the table below showing some different types of organisations. In your group discuss each organisation and state if you think it is a social enterprise or not. You may need to carry out some research to determine your answers.

Organisation	YES/NO
Gorgie City Farm	
BMW	
Re-cycle mobility Centre CIC	
Facebook	
Street Soccer	
Social Bite	



Activity 6



Do you think only a limited number of lucky people can be entrepreneurial?

Give some reasons for your answer.

Do you recognise any of the skills/attributes/characteristics listed on page 21 in yourself?

List them below

Are there any that you think you can develop? List them below.



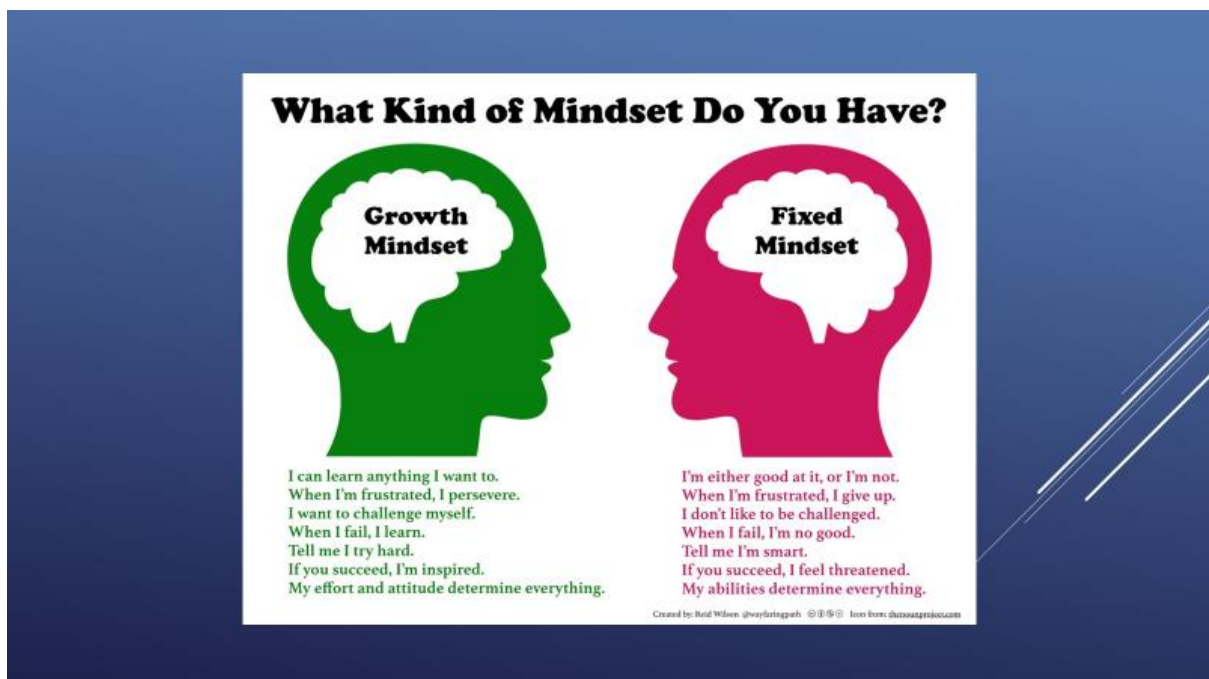
Can you learn to have an enterprising mindset?

The question of whether entrepreneurs are born or whether you learn to be entrepreneurial is frequently debated. Let's consider again some of the skill set we believe entrepreneurs need:

- Creative problem solver
- Determination
- Good negotiator
- Persuasive skills
- Good communicator

Some people seem to naturally have a combination of these skills from an early stage but many of them can be learned through experience and having the determination to improve and become the very best you can be.

Think back to the section in **Workshop 1** regarding **Fixed/Growth Mindset**.

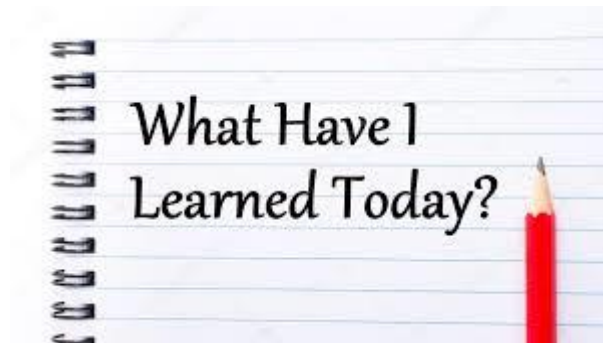




Everyone is able to grow and develop new skills including entrepreneurial skills.



Activity 7



Three things I learned today:



1 _____

2 _____

3 _____





Workshop 3

Individual Self-Assessment Tasks





Self-Awareness



Who Am I?

We usually identify our existence with our position in society, our friends and family. For example: We might say 'I am a community coach, I have three sisters and I live in Scotland/Malta or Spain'.

We rarely take the time to contemplate the real nature of our existence; to ask the question, "Who am I?"

Self-awareness is about learning to better understand why you feel what you feel and why you behave in a particular way. Once you begin to understand this concept you then have the opportunity and freedom to change things about yourself thereby enabling you to create the life that you may want. It's almost impossible to change and become self-accepting if you are unsure who you actually are.

Try this challenge

Think about describing yourself to another person without mentioning anything about the external things that are in your life, your friends, family, studying etc. Concentrate only on yourself, how you feel and behave, perhaps recognising some of your strengths and weaknesses. For example, "I am 16 and I like netball", "I like doing new things", "I am shy in new situations", "I lose my temper easily", "I have a good sense of humour".



Capture your thoughts here:



It's easy to get caught up in irrational thoughts and beliefs and live out internal dramas that can severely affect the way we perceive ourselves and consequently determine our feelings and actions. Relationships are easy until there is emotional turmoil. This is the same whether you are at school, work or in your personal life.

Having a clear understanding of your own thought and behaviour patterns also helps you understand other people. This ability to empathise helps you to build better personal and professional relationships.

The Johari Window

The Johari Window can be looked at from many angles and provides four basic forms of the Self (the Known, Hidden, Blind, and Unknown Self).

The Known Self is what you and others see in you. This is the part that you are able to discuss freely with others. Most of the time you agree with this view you have and others have of you.

The Hidden Self is what you see in yourself, but others don't. In this part you hide things that are very private about yourself. You do not want this information to be disclosed for the reason of protection. It could also be that you may be ashamed of these areas and feel a vulnerability to having your faults and weaknesses exposed. This area equally applies to your good qualities that you don't want to advertise to the world due to modesty.

The Blind Self is what you don't see in yourself, but others see in you. You might see yourself as an open-minded person when, in reality, people around you don't agree. This area also works the other way. You might see yourself as a "dumb" person while others might consider you incredibly bright. Sometimes those around you might not tell you what they see because they fear offending you. It is in this area that people sometimes detect that what you say, and what you do, don't match and sometimes body-language shows this mismatch.

The Unknown Self is the self that you cannot see, others can't see it either. In this category there might be good and bad things that are out of the awareness of others and you. This might refer to untapped potential talents and skills that have yet to be explored by you, your friends, colleagues or managers.

You may find the Johari Window on the next page useful if you want to discover more about who you are. This is just for you to think about. You don't need to share it with the group.



Activity 1

The Johari Window

<p>Known Self</p> <p>Things we know about ourselves and others know about us.</p>	<p>Hidden Self</p> <p>Things we know about ourselves and others do not know.</p>
<p>Blind Self</p> <p>Things others know about us that we do not know.</p>	<p>Unknown Self</p> <p>Things neither we nor others know about us.</p>



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Observation and Value Judgments: Looking at self-awareness and acceptance

Some people say we need judgments to be able to live in this world. "How could I make decisions if I didn't judge? Isn't that how we make decisions?"

A distinction between a value judgment and an observation is as follows:

In an observation we see, hear and feel what is happening around us. We then state what we see. When we're judging something, we go one step further in the process of observation and add in a subjective evaluation. We label the event as either "good", or "bad", "positive" or "negative". It then becomes a value judgment. Placing a value judgement upon the event affects our decision-making process because the event now has a label and may affect how we respond.

Activity 2



Note below a negative judgement you have made about yourself
an example might be "I get embarrassed in social situations"

How does this apply to accepting yourself?

When we judge something about ourselves as negative it becomes almost impossible to accept it and be okay with that part of ourselves.

It is, however, possible to accept this negative aspect of yourself and still know you want to change it and perhaps work towards making improvements. This change in your attitude can mean you are more able



to move forward in a positive manner as you are now aware of how you would like things to be.

- Perhaps you would accept yourself and others more easily
- Perhaps you would notice the less you judge yourself, the less you'll judge others. Perhaps the experience of acceptance could give you a more solid foundation to move forward in your life in a way that is more constructive.
- Think again about how this relates to the **growth** and **fixed** mindsets you explored in the first workshop.

References

The Johari

Window: <http://psychcentral.com/blog/archives/2008/07/08/the-johari-window/>



Activity 3



How Enterprising Am I?

There are a variety of online 'tests' which focus on general personality, or more specifically on testing how enterprising you tend

to be. Don't worry about them being called tests, they are really just questionnaires or quizzes that take into account your answers and then suggest a picture of your personality and your likes/dislikes or apparent strengths/weaknesses in relation to something at a point in time, REMEMBER – there are no best or worst answers!

For this activity, we ask you to complete the questionnaire below and reflect on your results.

<https://www.enterprisecatalyst.co.uk/>

Enter your email address and create a password. Take a note below so that you can go back into your report at any time.

Email: _____

Password: _____

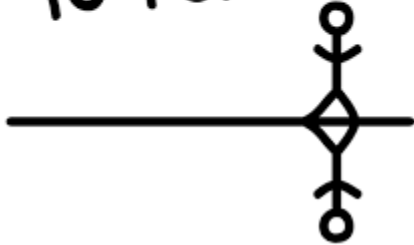
Click on the option "None of the Groups seem to fit me" and follow the instructions to continue with the questionnaire.



You will have the option to retake the questionnaire later to see if your results have changed as a result of taking part in this course.



Take time
to reflect



Now download your report and reflect on your results. There are many areas for you to consider. Hopefully you find the feedback interesting and helpful.

What did you feel were your important strengths/areas for development?

Were you surprised by the findings?

If so, in what way?



You may want to discuss your report with others in your group or with your facilitator.



Personal SWOT Analysis

You are most likely to succeed in life if you use your talents to their fullest extent. Similarly, you'll suffer fewer problems if you know what your weaknesses are, and if you manage those weaknesses so that they don't matter so much.



So how do you go about identifying these strengths and weaknesses, and analysing the opportunities and threats that flow from them? **SWOT Analysis** is a useful technique that helps you to do this.

A personal **SWOT Analysis** can help you uncover opportunities that you would not otherwise have spotted. And by understanding your weaknesses, you can manage and eliminate threats that might otherwise restrict your ability to move forward.

If you reflect on yourself using the SWOT framework you can start to separate yourself from your peers and further develop the specialised talents and abilities thereby achieve your personal goals.

A personal SWOT Analysis asks you to reflect on the following:

Strengths

- What are you good at?
- What do you like to do?
- What is your biggest achievement?

Weaknesses

- What do you think you need to improve on?
- Are there tasks you avoid doing?
- Do you have negative habits?

Opportunities

- Do you have friends, relatives, neighbours who can help you?
- Can you join any local groups or clubs that interest you?
- Can you obtain better qualifications or skills?
- Can you apply for work experience in areas that interest you?

Threats



Is technology a problem for you – do you keep up to date?
Are you aware of career options open to you?



Activity 4

Look at the two scenarios below and choose the one that interests you most. Imagine you are starting a business - using the template below create your own personal SWOT analysis. What are your personal Strengths and Weaknesses and what Opportunities and Threats would be relevant for you?

Scenario 1

Setting up a small business as a personal trainer

Scenario 2

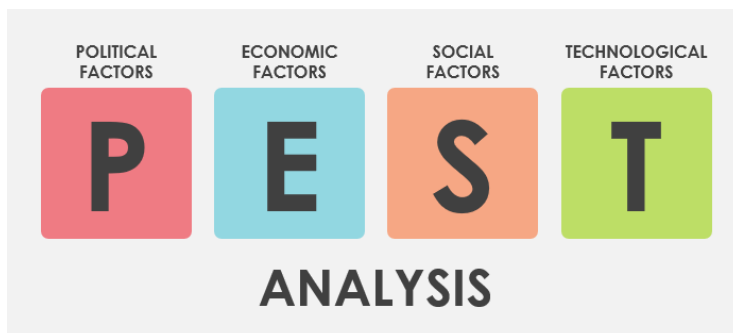
Starting a Dog Walking Business in the local community

Strengths:	Weaknesses:
Opportunities:	Threats:



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Activity 5



Personal PEST Analysis

Personal SWOT Analysis looks at the factors within you – and the ones close to you – that can influence your success. By contrast, **PEST** Analysis digs deeper into the 'Big Picture'

external factors that will either help or hinder your future success. Using it helps you to choose to study or work in areas that are likely to grow in the future.

Using the business example you chose on the previous page now think about the external factors happening in the world that might have an influence on whether that area is a good idea to pursue.



Here you consider the influence that the government in your country and its policies may have on the opportunity you are looking at. Consider these questions:

- What new laws or regulations are likely to affect this?
- Are you aware of any policies or schemes that will boost or support this?
- Will any of these affect your ability to work in this specific area?

Capture your thoughts here:



Next look at the economic factors that may influence the area you chose. Think about the following:

- Would you be able to earn an adequate income in this area?
- Do you think there is a long-term demand for this service?

Capture your thoughts here:



These are the trends that influence how attractive a particular opportunity may or may not be. Things to consider include:

- Will there be enough demand in your community for this service?
- Are there lifestyle trends and changes that will have an impact on the desirability of these careers/industries?

Capture your thoughts here:



Finally, you need to look at the technological factors that may affect your choice. Technology is changing rapidly and you don't want to get left behind because you failed to consider its potential impact. What technological trends affect your choice?

- In what way could technology help you prosper in your choice?
- What technologies are emerging to do this, and how can you get experience of using them?
- How is technology influencing the type of work you are interested in or the way you would complete tasks?

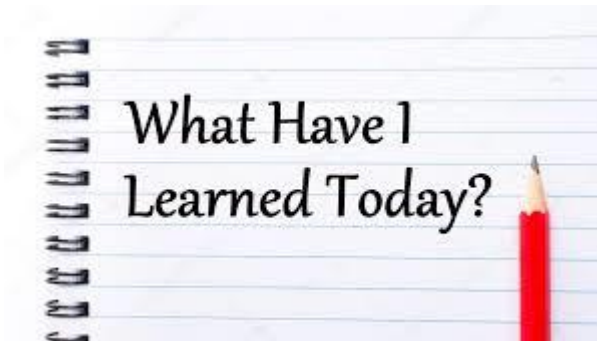
Capture your thoughts here:



Opportunity Analysis

In your **SWOT Analysis** you identified a range of opportunities to help you with your choice. Now that you've completed the **PEST Analysis** you should see be able to see if it is in fact an area worth pursuing.

Activity 6



Three things I learned today:



1 _____

2 _____

3 _____



Workshop 4

Risks and Rewards of becoming an Entrepreneur



Activity 1



Have a think about the kind of things that could go wrong for an Entrepreneur?

Note some of them down here:



Activity 2



It is well documented that **starting up** a business can be risky. Why do you think that is? Think about what you learned by doing the **PEST** Analysis in the last workshop for instance. Note your thoughts below:

Risks and Rewards of Becoming an Entrepreneur

An entrepreneur cannot avoid risk when starting a new business and many new businesses eventually fail. Some things to consider might be:

- What the main risks are in a new business (e.g. unexpected costs, lower than expected sales)
- The **probability** of some risks causing the business to fail
- What would happen if the business fails?

The third part of the assessment above is perhaps the most important. For the small business, often starved of cash, even a relatively small event can prove disastrous. The entrepreneur has to assess the potential impact on the business of a risk, but also assess the **upside** (where things turn out to be better than expected).



So, a calculated risk can be defined as follows:

"A risk that has been given thoughtful consideration and for which the potential costs and potential benefits have been weighted and considered"

Entrepreneurs take calculated risks every day, since they take decisions every day. Each time they take a decision they are weighing up the significance of the options and (often intuitively) working out whether to go ahead.

Some ways to reduce risk for an entrepreneur

- Carry out extensive research in the area of similar businesses
- Plan ahead for growth of potential growth of your business
- Regularly review budgets
- Limit the amount of money you borrow and debts



Activity 3



Failure: A disaster or a learning curve?

Many people who are now successful have failed in the past.



Famous Failures



Match the famous failures to the famous people below

This person was dropped from the high school basketball team	Walt Disney
This person's first two car manufacturing businesses failed	Marilyn Monroe
This artistic person was fired by the editor of a newspaper because he had 'no good ideas'	Michael Jordan
This person tested over 5000 light bulbs before he got it right	Henry Ford
This person's music teacher once told him that as a composer, he was hopeless	JK Rowling
This beauty was dropped by 20 th Century Fox because they thought she was unattractive	Thomas Edison
This person's wizard of a book was turned down by twelve publishing houses	Beethoven

One thing that surprised me

Two things I can learn from this task

Activity 4



Think about a time in your life when you had to evaluate a situation in terms of risk. This could be at school, work or in your personal life.

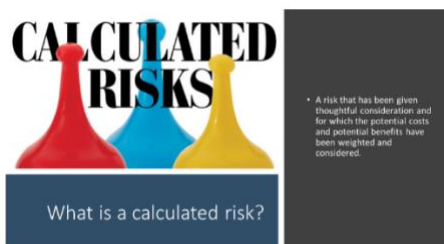
e.g. "Joining a new club/society" or "
"Buying a new mobile phone"

Briefly describe the situation below

Why was this risky?

What was the potential reward that the risk worth taking?

How did you feel when taking the risk?



Hopefully this activity helped you to understand that we assess the risk of most situations we deal with naturally. We tend to weigh up the pros and cons in all aspects of our life.

However, in a business setting it is crucial that we do and that is called a **calculated risk**. A calculated risk has been given thoughtful consideration and for which the potential costs and potential benefits have been weighted and considered.



Rewards from Enterprise

What about the rewards that can be gained from setting up a business? We looked earlier at the motivations for setting up a business. Not all the rewards are money orientated.

The Rewards achieved from setting up a business are many and can include Financial and Non-Financial Rewards.

Activity 5



Take some time to think about the possible rewards to be gained from setting up your own business.

When you are ready note your thoughts below.

Financial Rewards	Non-Financial Rewards



Financial Rewards can include:

- Cash Profits
- Dividends – being able to take cash out of the business
- Capital Growth – an increase in the value of the business



Non-Financial Rewards can include:

- Making a difference in some way
- A sense of satisfaction
- Building something
- Being in control (your own boss)
- Employing more people



- Getting an industry award or good publicity
- Getting great feedback from customers



These are the kind of **non-financial rewards** that can really motivate an entrepreneur as much as financial gains.

Activity 6



Reducing the Risk – Opening a Restaurant

Working in teams of 4/5 imagine you are about to open a restaurant in a new sports complex.

Here are your tasks:



1) Discuss in your group how the following investments will reduce your risk of failure in your enterprising activity. Give clear examples why.

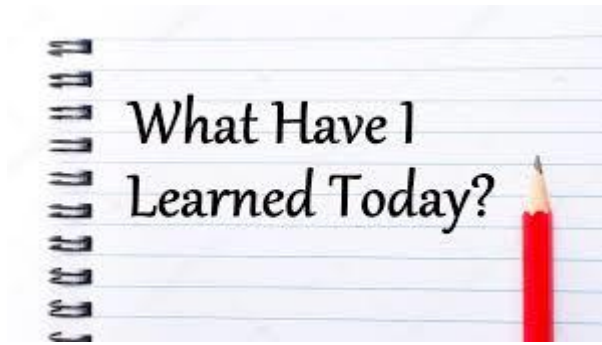
A Market Research Study	Kitchen refit
A good location	Redecoration of dining room
A slick shop front	Lots of staff
A top chef	Live music
Radio Advertising	A publicity event
Good Fresh Ingredients	Discount Vouchers

2) Which of the five investments above do you feel will maximise your profit in your restaurant venture? Give reasons for the answers you give.

Investment	Reasons
1	
2	
3	
4	
5	

Now nominate a team member to feedback to the group.

Activity 7



Three things I learned today:

1 _____

2 _____

3 _____





Workshop 5

Comfort Zones





Comfort Zones

Getting out of your comfort zone is essential for you to grow and realise your full potential.

"The greatest danger for most of us is not that our aim is too high and we miss it, but that it is we aim too low and we reach it" (Michaelangelo)

What Is the Comfort Zone?

A comfort zone is defined as "a situation where one feels safe or at ease".

However being in a comfort zone can sometimes stop you from having a **growth** or an **enterprising** mindset.

If you are stuck in a comfort zone you will demonstrate the following:

- Being predictable and not improving
- Settling and having low achievable targets
- Being afraid to try new things
- Always working/socialising with the same crowd



If you seek to move out of your comfort zone, in whatever context, your life can start to change in ways you could never have imagined.

This diagram shows the different stages when you move out of your comfort zone that help you to reach the most productive area – your **Growth Zone**.



Activity 1



When do I feel most comfortable?

- 1.
- 2.
- 3.
- 4.

Can you think of a situation where you have remained in your comfort zone?

What do you think kept you in your comfort zone?



What would have been the benefit if you had stepped out of your comfort zone?

When you move out your comfort zone the following may happen:

1. You will be scared



Leaving your comfort zone isn't easy. In fact, it can be downright terrifying at times, and that's okay. It's perfectly normal to feel a little trepidation when you're embarking on a journey that forces you to try new things.

2. You might fail

Stepping out of your comfort zone means you're moving into uncharted territory. You're trying things that you've never tried before.

3. You will learn

Failure can be a good teacher. When you fail small, and fail often, you rapidly increase the rate at which you learn new insights and skills. And that new knowledge, if applied correctly, will eventually lead to your success. You become resilient and not afraid to keep going.



4. You will see yourself in a different way



Once you move out of your comfort zone, you immediately prove to yourself that you're capable of achieving more than you thought was possible. And that will change the way you see yourself.

5. Your peers will see you in a different way

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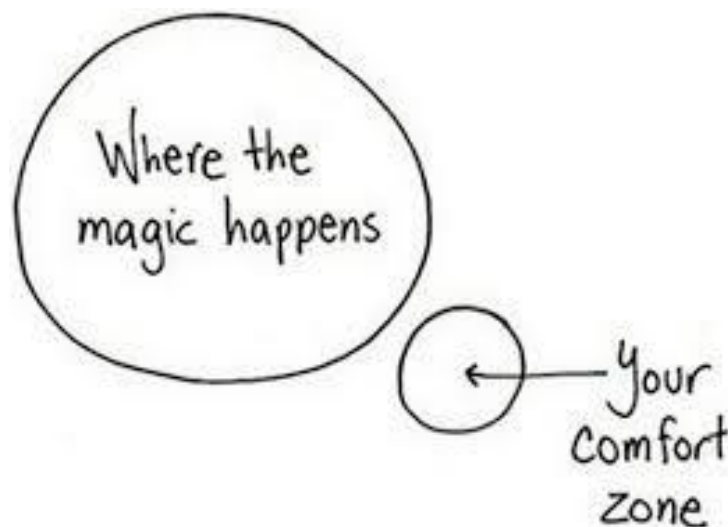
Whether we want to admit or not, people judge other people. And right now, people view you in a certain way, and they have a certain idea of what you're capable of. That's because they've become accustomed to seeing you operate in your comfort zone.

6. Your comfort zone will expand

The good thing about the comfort zone is that it's flexible. With each action you take outside of your comfort zone it expands. And once you master that new skill or action, it eventually becomes part of your comfort zone and you perform at that level automatically.

7. You will achieve more than before

Your increased concentration and focus will help you develop new skills. Those new skills will change the way you see yourself, encouraging you to step even further out of your comfort zone.





Activity 2



Think of a time when you felt out of your comfort zone – what were you doing?

How did you feel physically/mentally or emotionally?

In small groups discuss what might help you to move out of your comfort zone?



How to step out your comfort zone

Sometimes what keeps us from getting what we want in life is our reluctance to change our routines and habits. We want to minimise the stress and risk that breaking the routine may cause.

Here are 6 ways to help you step out of your comfort zone:

- 1. Face a fear that you have**
- 2. Do one thing that scares you every day**
- 3. Make a bold move towards setting a goal**
- 4. Change your mindset – positive self-talk**
- 5. Practice believing in yourself**
- 6. Try something new**



Activity 3

It is said that we make conscious choices only 5% of the time – the other 95% represents just doing things from habit.

Give some examples below of things we do unconsciously:

- Breathing
- Getting up
-
-
-
-

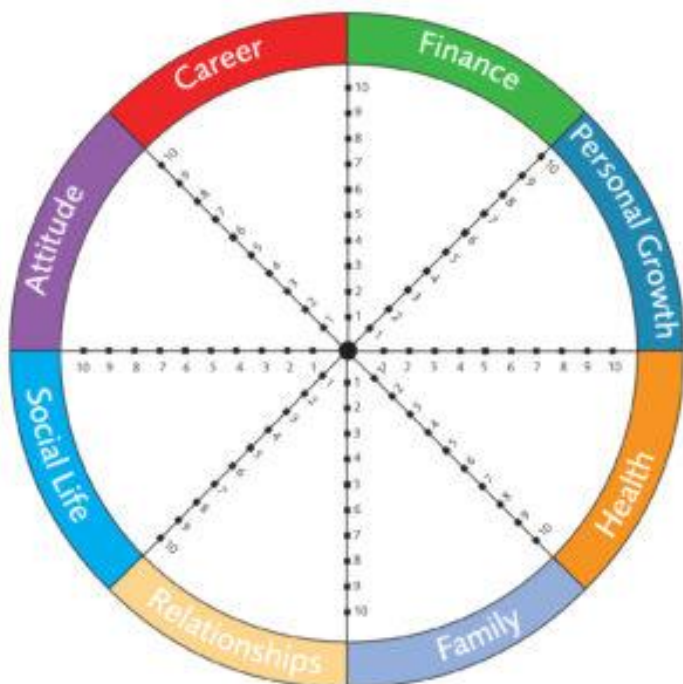
Often our biggest challenge is to put in place new positive habits that will help us achieve.

Think about the last workshop when you learned about setting goals. Using these techniques choose some new positive habits that you would like to work on. Some examples might be:

- Doing more physical exercise
- Trying something new you have been putting off
- Making more time to spend with friends



- Further study/training



A good technique to try is using the **Wheel of Life**

Use the wheel to grade how content you are in each of the areas – give yourself a mark out of ten for each. This exercise will help you to identify areas where you may have become stuck in your comfort zone. You may find you are happy to try new things in some areas of your life, making you satisfied, but not others.

Note the areas below where you feel you would benefit from stepping out of your comfort zone.

Think about ways you could grow in each of these areas and set a new positive habit for each.

My new positive habits

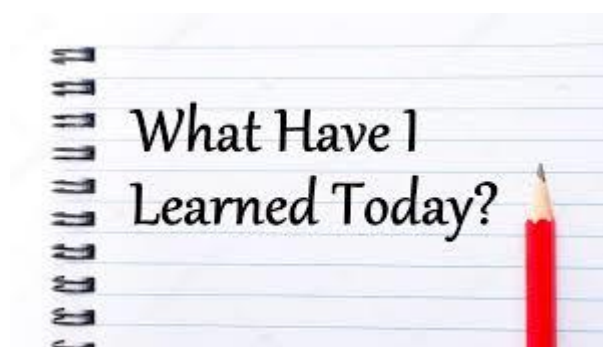


Why do you want to develop these habits?

What time will you give to this?

What are the first steps I need to take?

Activity 4





Three things I learned today:

1 _____

2 _____

3 _____



Workshop 6

Building Self Confidence





Activity 1



Think of a time when you felt at your most confident.

What were you doing?

Why do you think you felt so confident at that time?

How did it make you feel?

How would others know you were feeling confident?



Body Language

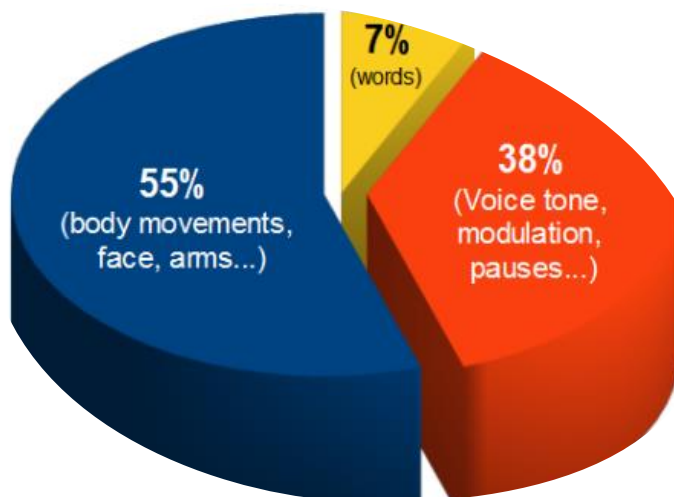
Human beings send more messages through body language such as gestures, facial expressions, and posture etc than through what we say.

Activity 2

In your group discuss the other ways we send messages to others.

Note some of them here:

The chart below indicates that only 7% of the messages we send to others are through the words we use.



It is very important that you are aware of the messages you are sending to others via non-verbal communication.



Activity 3



Think about the actions below and discuss with your group what messages you think they are sending.

Shrugging your shoulders	Leaning forward when sitting opposite someone
Sighing when talking to someone	Glaring at someone
Talking with a shaky or trembling voice	Talking with your arms folded
Slumping in a chair	Looking away when someone is talking to you
Looking with eyes down when someone is talking to you	Arms and hands open when talking to someone
Looking with tight lips and narrowed eyes	Looking with a big smile
Sitting with arms and legs crossed	Nodding when listening to someone
Talking with a loud assertive voice	Lowering your head when listening or talking
Shaking your head when listening to someone	Fiddling with objects while talking
Leaning back on your chair with hands on your head	Pacing up and down while talking
Listening or talking with clenched fists	Talking gently and softly
Avoiding eye contact with someone	Staring with wide eyes at someone



Activity 4

You are at an event and you meet someone you haven't met before. You see them walking into the room and to you they appear to be very confident. List below some of the body language they might be using that makes you believe they are very self-confident.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____





Positive Affirmations



Programming your subconscious by repeating positive statements with focus, intention and belief is a technique called positive affirmations. This worksheet will walk you through the process of creating your own positive affirmations.

When you are building your self-confidence, it is a very powerful tool to use. It helps you to train your brain to focus on positive outcomes and stops negativity creeping into your self-talk.

Here are some examples:

- "The only limitations I have are those I put on myself"
- "Mistakes are necessary for me to get better. I look at them as opportunities to learn and improve".
- "I recognise my success today, no matter how great or how small"
- "I have enough talent (or intelligence). Working hard to get better is what is important to me improving".
- "I have a unique contribution to make to my team/class and I work hard to develop it"
- "I believe in myself and my ideas and I speak up"
- "I am smart, and I have confidence in my own abilities"
- "I know I can accomplish anything I set my mind to"
- "I forgive myself for not being perfect because I know I am human"
- "I make the best of every situation"
- "I look for humour and fun in as many situations as possible"

You can start the process of setting affirmations by using some of the ones suggested above or you might want to think of your own.

A good way to start is to think of a problem that you have and flip the negative statement in to a positive one.

For example change:

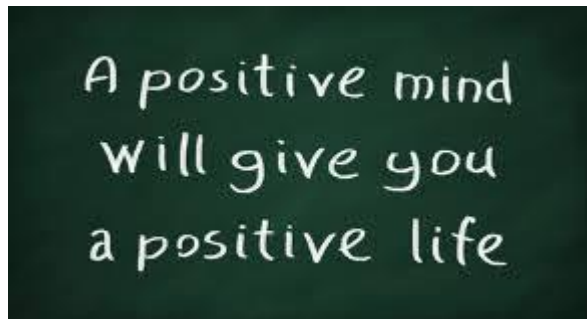
"I hate the thought of making a fool of myself so I don't usually give my opinion"

To



“I believe in myself and my ideas and I speak up”

Activity 5



Now try making 3 affirmations of your own.

1 _____

2 _____

3 _____

Making it work for you:



Now that you have your list of affirmations repeat them out loud to yourself several times each day. When you say them, focus on the meanings and visualise your life as though your affirmations have already become a reality.

Every time you repeat the affirmation your brain thinks it has already happened and accepts that statement as fact over time. This is particularly useful when setting goals – you will learn more about goal setting in the next workshop.



You will be surprised at the results!

Building Self-Confidence

If you want to develop a **growth/enterprising** mindset then self-confidence is crucial. Being self-confident will improve your chances of success and raise your self-esteem leading to a more positive future.



What is Self-Confidence?

Confidence is having a sense of assurance. So, if you trust your own abilities or actions you are self-confident. Another way to describe self-confidence is the belief that you can accomplish various tasks even during possible setbacks or in stressful situations.

Why Self-Confidence is important to Success

Believing you can do something, no matter the circumstances, increases your abilities to accomplish certain tasks. It can even increase your performance, positively leading you to greater success.

A few reasons why self-confidence is important:

- You will appear more knowledgeable
- You will feel more powerful
- You will become less stressed
- Less fear of failing



What strategies can I use to improve my self-confidence?

- Practicing self-acceptance
- Focus on your achievements
- Making personal changes
- Seeking out positive experiences and people
- Positive affirmations
- Rewards and support

Give yourself rewards as you practice building your self-esteem. It doesn't really matter what the reward is as long as it is something you value. It may be a night out, a bar of chocolate, or watching your favourite TV programme.

If you can, tell a good friend or family member what you are doing. Their encouragement and feedback on the changes you are making could be invaluable support.

The importance of positive support networks

Having a positive support network is a great way to improve your self-confidence. Hearing you are worthy from people who care about you has a very positive impact. Friends and family are usually positive and keen to give you praise. It is best to avoid negative people if you can. They will always try to look for problems and try to talk you out of trying new things. Surrounding yourself with positive people is key to success.



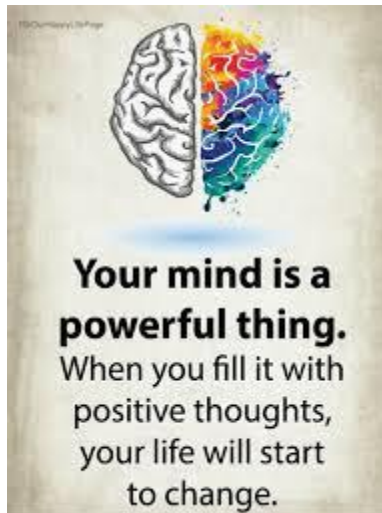
Identify and change negative thoughts

Negative thoughts often lead to an unsuccessful life and low self-confidence as you are constantly worried and only thinking of what can go wrong. Negative thoughts are toxic and decrease your ability to perform well. These thoughts can even make you avoid positive situations all together.

By learning how to identify and change negative thoughts you will stay healthy and increase your self-confidence.

Our self-talk often manipulates past negative experiences, making us feel guilty, responsible and helpless. It can convince us that these past experiences will be only be repeated with absolutely no concrete evidence to back this up.

The impact this self-talk has can really hold you back. It can stop you from going for what we really want in life and, if that's not enough, makes us feel unfulfilled and miserable in the process.



Try to notice when you are being negative and try to flip your thoughts:

Change:

“I’m useless – I’m always making mistakes”

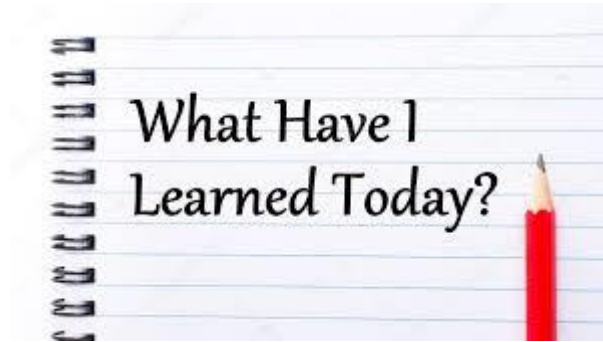
To

“I’m proud of what I’ve achieved and I keep trying until I succeed”

Your mind believes what you tell it – so make sure you are feeding it positive thoughts in order to build your self-confidence.



Activity 6



Three things I learned today:

1 _____

2 _____

3 _____





Workshop 7

Goal Setting





Activity 1



In the space below write down a description of yourself 5 years from now. Who are you? What does your life look like? What are you doing? Where are you? Who is around you? You may prefer to draw a picture of how you want things to be.

Allow yourself to imagine a future where failure is impossible and there are no limits.



You move towards what you think about...

There is a saying "You move towards what you think about". You may have noticed that if you are feeling a little despondent about something it can really influence the way you think and it can get in the way of you doing what you need to do to change the situation. The more you think about a negative situation you are effectively creating it again and again in your head and it can stop you from finding a solution.

Your mind is a very powerful tool and the unconscious mind does exactly what you tell it to do. If you repeatedly put instructions into your mind that are limiting, then this can become self-fulfilling. If you change the instructions to your brain to be more positive, then your thinking patterns will become more constructive. Your mind doesn't discriminate. It acts precisely on the instructions it receives.



What you believe about yourself is extremely powerful. Challenging the negative thoughts that get in your way is a useful, energising practice. You really do move towards what you think about, so it is important to think very positively about your future possibilities.



Self-Talk

In the last workshop we discussed how your inner voice can surface from time to time, reminding you that you're not good enough or how things won't work out. It can make you feel as though the future is all doom and gloom, making you want to dodge any attempt at risk-taking in your life or career. For example, or "I'm not good enough to be team captain" or "I've never been any good at Maths".



Our self-talk often manipulates past negative experiences, making us feel guilty, responsible and helpless. It can convince us that these past experiences will be repeated with absolutely no concrete evidence to back this up. The impact this self-talk has can really hold you back. It can stop

you from going for what you really want in life and, if that's not enough, makes us feel unfulfilled and miserable in the process.

The good news is, it really is possible to banish negative self-talk and replace it with a positive voice. We just have to accept that all actions start with a thought - just think what these actions could be if the thoughts we had were encouraging, forward-thinking and inspiring!





Activity 2



Your self-image, the set of beliefs you have about yourself can control what you do.

Reflective Questions

How do I see myself?

As a friend?

In my family?

At School or Work?



What are the 3 qualities I like most about myself?



1
2
3



What are the 3
things I like least
about myself?

1
2
3

Did you find it easier to come up with things you like least about yourself?

YES/NO

Our **self-talk** is constantly giving us messages. Sometimes they are helpful and other times they hold us back.

Write down on the next page how you feel when messages are negative as well as how you feel when they are positive. The first



one has been completed for you as an example. Add some more of your own and add how each makes you feel.

HOW I SEE IT

Situation	Negative self-talk	Positive self-talk
Example: Speaking to someone new	I'm dull they won't want to talk to me.	I'm interesting. Maybe I'll make a new friend.
Feelings	I'll make a mistake	Excited
1 Going to an interview		
Feelings		
2 Giving a presentation		
Feelings		
3		
Feelings		
4		
Feelings		
5		
Feelings		

In the next week, list the times that you give yourself an opinion of yourself that reinforces your self-image, both positive and negative.



Setting Goals



Setting Goals is by far one of the most important things anyone can do to help them succeed. Why is Goal Setting so important? In life you are either part of somebody else's plan or you are part of your own plan. People who don't set goals, tend to "go with the wind", and believe that life

happens *to* them, or that whatever they have or don't have is due to a matter of "luck".

Activity 3



Many people tend to forget past successes. It is important to acknowledge past achievements. Using the table below list 3 of your achievements that you are proud of. Then think of further progress you can make in each area.

Achievements	Why was it significant?	Further progress I could make



It's amazing what you have achieved already!



Taking the following steps will help you to successfully achieve goals that you set.

- 1. Belief.** The first step to goal setting is to have absolute belief and faith in the process.
- 2. Visualise** what you want. Think of what you deeply desire in your life or where you want to be a year from now.
- 3. Get it down!** Writing down your goals is key to success. Failure to write down your goals often means you will forget them.



4. Plan of action. Being really clear about what you want and staying focused gives you the power of clarity to write down a list of action steps.

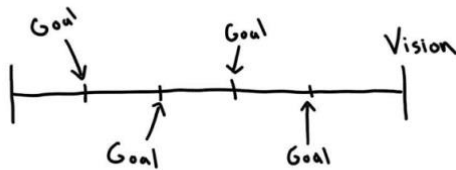
5. Link your Strategy to your Action Plan

6. Accountability. To push through when things get tough, you have to hold yourself accountable. Telling your friends and family about your goals may give you the

accountability your need.



7. Review. Make it part of your day to review your goals and take action. This keeps your goals alive and top of mind.



8. Smaller steps. You might find it useful to break down a large goal into smaller stages.

Make sure your goals/targets are SMART.



By following these steps and practicing your goals each day, you have all the elements you need to succeed and achieve your goals. It isn't always easy to push through. Some days will be easier than others but if you keep focused on your goals you will be amazed at the progress you will make. Remember, almost everything begins as a thought.

Specific	Is the goal clearly written? Is it clear what you are trying to achieve?
Measurable	Does the goal answer the questions of how many, how much and/or how often?
Achievable	Can you get the support needed to achieve the goal by the target date? Do you have the resources needed to achieve the goal? Are the results expected realistic?
Realistic	Does the goal make a difference in your life/future career? Is it going to make an improvement in your personal life?
Timely	Does the goal state a clear and specific completion date





Activity 4

Now that you have had time to get to know yourself better and reflected on where you would like to be in the future think about some ways you can enrich your life.

Use the Sheet on the next page to record your thoughts and set three goals for the future.





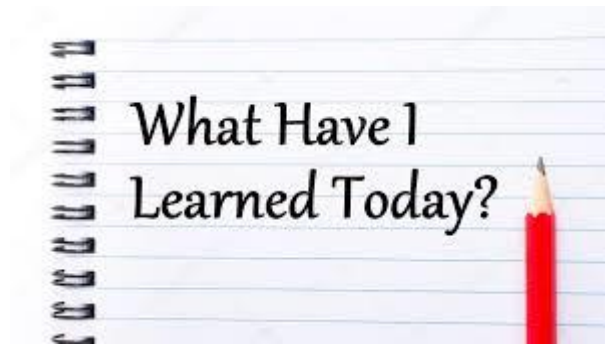
PERSONAL GROWTH & CONTRIBUTION

What are 3 ways you can enrich your life in the next year? Think about skills you want to master, characteristics you want to develop, relationships you want to cultivate or deepen. How can you grow towards the person you've always wanted to be?

GOAL #1	GOAL #2	GOAL #3
Completed by:	Completed by:	Completed by:
Why is this goal important to me?	Why is this goal important to me?	Why is this goal important to me?
What are three action steps I am committed to taking toward achieving this goal?	What are three action steps I am committed to taking toward achieving this goal?	What are three action steps I am committed to taking toward achieving this goal?
1	1	1
2	2	2
3	3	3



Activity 5



Three things I learned today:

1 _____

2 _____

3 _____





Workshop 8

Creative Thinking Techniques Generating Ideas





Activity 1



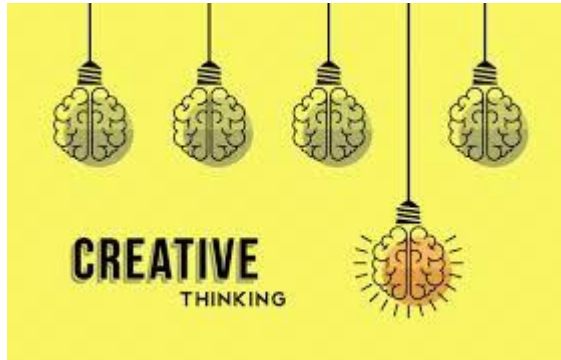
Think about a situation when you had to generate a new idea at home, at school, or work. Note it below.

Some people find it difficult – what about you?

Have you used any tools to help you in the past? Ie mind mapping



Creative Thinking Techniques – Generating Ideas



To generate new ideas, it is important to be able to use your creativity to solve problems and innovate.

Creativity isn't just about new ideas. It is about being able to adapt to new circumstances, navigate uncertainty, and find solutions as problems arise.

All new businesses have to evolve over time as circumstances change. Creativity is the key to producing new ideas and processes. Sometimes entrepreneurs get caught up in the success of their initial idea. They feel it's so amazing that they never have to be creative again. The entrepreneurs who really thrive and succeed are the ones who can use their creativity over and over again.

The very first idea you come up with sometimes evolves into an even better idea. Adapting to circumstances and moving on to the next idea is just part of life and within business.

Sometimes individuals in a team sit and deliberate in a process called brainstorming as a way to produce new ideas.

However, there are many different tools you can use to tackle problems and generate new ideas. Some of them are listed below – are you aware of any of them?

Tick the ones you are already aware of.

Mind-mapping	<input type="checkbox"/>
Forced Connections	<input type="checkbox"/>
Group Sketching	<input type="checkbox"/>
Alter Egos/Heroes	<input type="checkbox"/>
Brain Writing	<input type="checkbox"/>



In the following activity you will get the opportunity to look at two of the methods in more detail and use them with your group to solve different problems.

Activity 2

Working in groups of 4/5 have a look at the technique detailed below. Your group task is then to solve a problem using that technique.

Mind Mapping



Mind mapping is a fairly common term nowadays -- in fact, many types of software provide automated mind-mapping templates so you can better organise your data. It also happens to be a great way to organise your ideas.

To create a mind map for creativity purposes, write down the task or **problem** you're trying to solve at the centre of your idea sheet. Then expand on this problem by surrounding it with terms that better describe what you **need**, for example, setting up a business, some terms to write around this phrase might be "structure," "offices," "customers" and "uniqueness." Once your mind map has this first layer, add a second layer to each of your needs describing how you might be able to **solve** these individual challenges.

Keep adding to your mind map using the steps above until you've sufficiently broken down your problem into manageable parts. It's a fantastic problem-solving technique that fosters creative answers to subjects that might otherwise seem uninspiring.



A problem to solve.....



In your group nominate someone to be the artist. Use a large piece of paper and in the centre write "Setting Up a Dog Walking Business".

STEP 1 Your task is now to develop a mind map, as in the diagram on the last page, showing all the different aspects you would have to consider to get your business up and running. Use colour to make the mind map more meaningful. Make sure that everyone gets the opportunity to contribute their ideas.

STEP 2

Now nominate another member of the group to feedback your ideas to the rest of the group using the mind map.



Activity 3

Working in groups of 4/5 have a look at the technique detailed below. Your group task is then to solve a problem using that technique.

Brain Writing



In this exercise, participants simply write down a few rough ideas for solving a particular problem on a piece of paper. Each piece of paper is then passed on to someone else, who reads it silently and adds their own ideas to the page. This process is repeated until everyone has had a chance to add to each original piece of paper. The notes can then be gathered,

ready for discussion.

The big advantage of brain-writing is that **it makes sure everybody is given the opportunity to have their thoughts and ideas thoroughly considered by the group.**



A problem to solve.....



Over the Autumn and Winter many commuters find themselves commuting in the dark both to and from their school, college or workplace. This raises the question – is there an increased danger of an accident if you ride your bike to and from school, college or your work in the dark?

Many factors increase the danger of riding at night, including:

- Motorists driving under the influence of drugs/alcohol
- A motorist's ability to see what is ahead is limited to the area illuminated by headlights. Visibility is further reduced by the glare from the lights of oncoming vehicles.

The problem occurs both after dark and when the sun is low in the sky as you head home and the roads are at their highest peak of congestion.



Many city roads don't have cycle lanes which add to the risk of an accident when cycling at night.

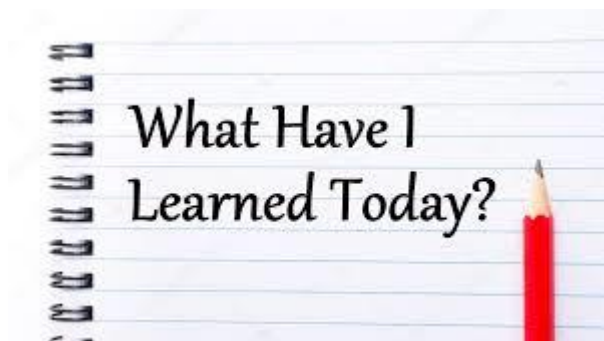
STEP 1: In your team use the **brain writing technique** highlighted on the last page to **brainstorm** solutions to make cycling at night safer, especially in areas where there are no cycle lanes. As well as ideas for new products you could also think about new services, or changes in common practice or rules that could help provide a solution.



STEP 2: Now produce a picture or a brief description from your gathered brain writing and nominate a member of your group to feedback the ideas to the whole group.

Let your creative juices flow!

Activity 4



Three things I learned today:

1 _____

2 _____



3



Workshop 9

Visiting Entrepreneur(s)





Role models inspire

It is widely recognised that role models play an important part in shaping awareness of experiences and opportunities.

Today you will have the opportunity to hear a presentation from a local entrepreneur who will share their journey with you. This will give you more of an idea of what drives them and the risks and rewards to be had from starting your own business as we discussed in previous workshops. There will be time for you to ask questions and on the next page there is a table showing some questions that you might want to ask. You may also have some ideas of your own.





Prompts/Questions

In the table below, please find examples of prompts/questions and areas to consider during/following meeting the Entrepreneur.

Suggested area to explore	Prompts/ Questions
1 Influences	<ul style="list-style-type: none"> • What influence has the entrepreneur's family or background had on their decision to start a business?
2 'Start-up' influences	<ul style="list-style-type: none"> • What inspired the entrepreneur's business idea?
3 Resources	<ul style="list-style-type: none"> • What funding, support, equipment or people did the entrepreneur require to start their business? • How did the entrepreneur find the resources they needed to start their business?
4 Skills, knowledge and experience	<ul style="list-style-type: none"> • What knowledge did the entrepreneur need to start their business? • What skills, qualities or experience did the entrepreneur need to start their business?
5 Networking/Collaboration	<ul style="list-style-type: none"> • Did networking help the entrepreneur to set up their business?
6 Type of enterprise	<ul style="list-style-type: none"> • Is the business run for profit or for a social purpose? • Is the business linked to the entrepreneur's hobby, craft or lifestyle?
7 Ethics and Values	<ul style="list-style-type: none"> • What values does the business demonstrate?
8 Creativity, innovation and problem solving	<ul style="list-style-type: none"> • Was there a gap in the market that the Entrepreneur filled?



	<ul style="list-style-type: none"> • Has the business taken a creative approach to problem solving? If so how?
9 Business management	<ul style="list-style-type: none"> • How does the entrepreneur measure success? • Ask about one reason why the entrepreneur enjoys working for themselves, and one reason why they do not. • What has the entrepreneur found most challenging about running their business?
10 Passion, drive and initiative	<ul style="list-style-type: none"> • How does the entrepreneur remain focussed on their business? • What keeps them driven and excited about their work?

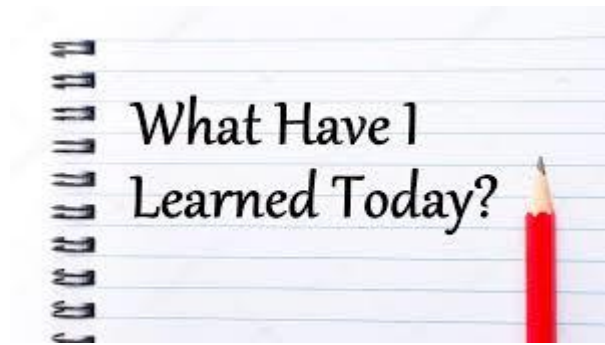


Other areas I might want to ask about:

My notes from the presentation:



Activity 1



Three things I learned today:

1 _____

2 _____

3 _____





Workshop 10

Role Models





Magnus Houston - Coast & Glen



"I realise now that I could have started a business as soon as I left school, but I just never thought that would be achievable."

At the age of twelve Magnus Houston got his first motorbike and it sparked a lifelong love of motorsport. He competed in support races on the World Superbikes Tour and was a professional rider for Suzuki, but when an accident put an end to his motorcycle career

Magnus was unsure about what to do next. After making a full recovery, a friend took him out in a lobster boat and he discovered a love of fishing. It was this passion which he decided to make his full-time occupation.

Magnus was astounded by the quality and taste of the shellfish he caught in the Cromarty Firth in Scotland and was keen to share it with others in the local area. However, he had to drive a round trip of 120 miles to sell his catch to a wholesaler who immediately transported it to Europe. Magnus spent the next two years learning the trade, getting practical experience, researching the industry and establishing contacts with other fishermen, local restaurants and hotels. Magnus was confident that with his knowledge and understanding of the fishing trade he could become a supplier and buyer.

After successfully selling his product to local businesses, his company 'Coast and Glen' was established in November 2011. The demand was so great that Magnus needed to come up with another means of satisfying demand for orders. This led the young entrepreneur to change his business model. Rather than fishing the waters himself, Magnus started buying the local fishermen's fish, selling it locally according to demand and exporting the excess produce to his European customers.

(Courtesy of Create Highland Centre for Enterprise and Innovation)



Amy Mackay - Amy C Mackay Jewellery



AM

"The people who have created a business doing something that they enjoy and love have inspired me to go on and open my own business."

Amy Mackay grew up in Muir of Ord and attended Dingwall Academy in Scotland. Though she has always enjoyed making things, it was in Dundee that she discovered a real passion for her craft and graduated with BA (Hons) Jewellery and Metal Design. She went on to become an artist in residence at the

Glasgow School of Art, where she worked alongside some of the country's top jewellery makers, refined her collection and exhibited at some of the UK's most prestigious galleries.

The inspiration for her work primarily comes from the natural environment and the beautiful highland scenery proves invaluable to her. Amy conveys the beauty and intricacy of nature using precious and semi-precious materials such as silver and gold, creating both jewellery and decorative objects.

After a number of years making jewellery pieces and selling them to other galleries, Amy opened her own shop and studio in 2009 - Amy C Mackay Jewellery. Opening a shop had long been a dream of hers and she chose Beauly in Scotland as the ideal location.

(Courtesy of Create Highland Centre for Enterprise and Innovation)



Seb Jones - Speyside Craft Brewery



"The best thing about working for myself is the satisfaction that I get at the end of each day."

Seb Jones has been brewing beer with the help of his Dad since the age of 13. His passion for brewing grew once he started studying chemistry at the University of Aberdeen. Upon graduation in 2010 he secured a position in a laboratory, but quickly realised that both the job and working environment were not right for him.

It was only when he brewed a beer for his Mum's birthday and others told him how good it was that he thought about brewing as a career. This realisation prompted the idea for Speyside Craft Brewery. Seb sought advice and support, as well as funding, from the Youth Business Scotland and Business Gateway and subsequently set up the company in 2012. The new and modern brewery creates beers using the finest ingredients and the same water that produces one of Scotland's best-known whiskies – Speyside single malt.

The product range has grown considerably since the brewery's inception and it is now well distributed throughout pubs, hotels, restaurants and bottle shops both locally and further afield. Seb's ambition is to grow the brand's presence in the UK market before commencing its export journey and working its way east into Asia.

(Courtesy of Create Highland Centre for Enterprise and Innovation)



Katya Camilleri – Kataleya Clothing



“This shop has always been a dream of mine and thanks to my customers they make my dream come true!”



Katya is 24 years old and ever since she was a young girl she loved playing shop with a cash register. Friends of her mother worked in retail and were role models for her. From this she developed her idea into owning her own little retail shop. She nurtured the idea of being her own boss and working for herself.

Her shop “Kataleya” opened 4 years ago after a little village shop in Dingli in Malta was closing down. Her mother found out about the opportunity and told Katya. Katya, a part-time gymnastic coach, jumped at the chance of opening her own little shop and with financial backing from her mother she finally made her dream come true.

The name “Kataleya” is of latin origin and means “Orchid”. Katya promoted her little village shop by opening a Facebook page, posting her own photos taken by herself, at times with models being the clients from the shop. The page is run by Katya who updates it with new stock and new fashions according to the season. Since its beginning Katya is the full-time manager and sales assistant at Kataleya. With the little shop selling retail items such as scarves, women’s clothing, accessories etc as the previous shop had done Katya found herself with the loyal village clientele as well as new ones who viewed her page on Facebook. In time Katya’s income enabled her to pay back her mother’s share in the capital and she is now reaping the profits of her little investment.

Katalenya, like most retail outlets, offers its clientele incentives for shopping locally, like discounted items on each anniversary and on sale days like Black Friday. Katya chooses the stock sold in Katalenya herself



which she buys from overseas introducing new styles and colours for each season.

(Courtesy of Katya Camilleri)

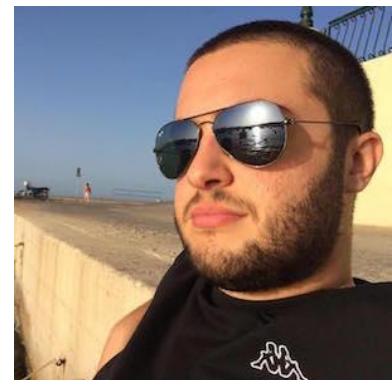
Young Maltese Entrepreneurs



"Vioside is passionate on how an app can be a great tool in everyday life. We focus on the simplicity of an app in order to enhance the lives of individuals!"

Chris Borg - App Developer

Chris had 10 years of experience in software engineering and 5 years of mobile app development. Chris is the nerd when it comes to programming the heart of the apps.



Nicole Borg – Project Manager

Being the expert when it comes to moving app development forward, Nicole is dedicated to the customers, managing projects and guiding the team to get the right things done properly and on time.



Steve Scerri - Graphic & UX Designer

With a passionate focus towards design and 5 years of experience, Steve is the artistic mind behind the look and feel of all the apps developed at **Vioside**.



Vioside is a team of software developers that creatively focuses on the simplicity, design, development & optimisation of Mobile Applications & Websites. Chris 30, Nicole 29 and Steve also 30, met 10 years ago at MCAST where they were in the same class studying Software Development. While working together on their final assignment, developing a website for a client, the idea of continuing on the same line of work together was born.

The trio started off working from Steve's family's garage in Mosta for about 3 years, using the only tools they had and the ones they had learned at school. They advertised their product using their laptops, software and mobile phones.

In the beginning, not wanting to rely on family for financial support for marketing, it was a slow progress and difficult to find clients. The team itself composed of 3 programmers, so their forte was not to find clients! **Vioside** is an agency working on productivity, business, and reference mobile applications for iOS (including iPhone, iPad & iPod Touch) and Android devices, as well as Website Applications that support them (Content Management Systems). The lack of income was at times heart wrenching, but they learned it needs patience and determination to succeed. It was after 3 years that they earned enough money to rent a very small office in B'Kara and now, 10 years after the initial start they have a bigger office with 4 desks and a small meeting room in Mosta.

One of Chris's inspirations was Steve Jobs (CEO of Apple and Pixar Animations who graduated at a mature age)'s own quotations, "**You must first believe in your own dreams.**" Another quote hanging on **Vioside's** meeting room wall reads, "**The only way to do great work is to love what you do.**" A link to Steve Jobs's inspirational graduation speech which encouraged the **Vioside** team is:

<https://www.youtube.com/watch?v=UF8uR6Z6KLc>



The team promoted their agency on Facebook, started building apps and reaching people. App Store at the time was in its early beginnings, and with *Vioside* creating the first app on the island, the agency got a boost of attention it needed. Through word of mouth and recommendation, the Facebook Page and LinkedIn Profile, the public was updated with apps.

To develop mobile applications that strive for high quality and excellence, the team needs to keep a great user experience in mind and make sure that every app is simplified, very well designed and highly responsive; making it feel as physical as possible. For this approach, they strictly develop mobile apps which are native in order to make use of technologies provided by the manufacturer of the operating system itself.

Their dream is to one day launch their own app which is in the pipeline, where they will sell their own product. An app in progress is booking a locker from an app on mobile. They built lockers, created the app, and launched it at Cafe del Mar. Such experiences help them learn from their mistakes and improve on the product, with a second launch at Ghadira Bay. Since the beginning they were aware that a marketing campaign online is very expensive, so they promoted their app by putting signs on the beach and on Facebook. People who were on the beach saw the signs and also saw a promotional video of the product.

Vioside now have their own website and are one of the top mobile app developers in Malta. They work with clients in developing their software as well as with software companies who assign them to work on their app. As a source of information they are members of an online community of software developers from where they get a lot of support, and they update themselves through online courses, fresh concepts and new technology.

Chris, Nicole and Steve are very grateful for the support of their parents who took care of them and fed them for the first 3 years when income was scarce. As their business took off from the small garage space, they believed in their dreams and turned it into what it is today!

(Courtesy of <https://www.Vioside.com/index.php#why>)



Activity 1

This activity will help you reflect more on the first case study you saw about the experience of Magnus Houston. Your facilitator will play the video again and you are tasked with answering the following questions.

Magnus Houston - Coast & Glen



"I realise now that I could have started a business as soon as I left school, but I just never thought that would be achievable."

First £10

Q How did Magnus make his first £10? Please circle one answer.

A Working on the farm

Working in the shop

Motivation

Q What gets Magnus out of bed in the morning? Circle one answer.

A All of the customers he has to contact or



The sense of achievement he gets each day

Teenage Advice

Q What advice would Magnus give to his teenage self? Please circle one answer.

A It is important to be practical or
Everything is possible and achievable

Business contacts

Q Who would Magnus like to have on his business contact list? Please circle three answers.

A

Someone who is fun	Someone who has lots of contacts
Someone who is good at sales	Someone who is good with people

Resources

Q Where did Magnus get help from when setting up his business? Please circle two answers.

Business Gateway	HISEZ
------------------	-------



The Prince's Trust	HIE
---------------------------	------------

Staying Focussed

Q How does Magnus stay focussed on his business? Please circle three answers.

A

Seeing things how they are	Having only a few priorities
Working out the route to his goal	Having a structured schedule
Taking the route step by step	Having time off from work

Measuring Success

Q What is most important to Magnus when defining success? Please circle one answer.

A

His input and effort	His goals and achievements
----------------------	----------------------------

Experience, Skills and Attitudes

Q Suggest the experience, skills and attitudes that Magnus needs to run his business

Experiences	Skills	Attitudes
--------------------	---------------	------------------



--	--	--

Activity 2



Chris Borg of **Vioside** highlighted in their case study that he was inspired by Steve Jobs. Your facilitator will play a clip from the graduation speech he gave at Stanford University in 2005.

This worksheet will help you reflect on some of the stories he told.

Steve Jobs tells three stories from his life.

FIRST
STORY

Q1 What is the first story about?

Q2 Why did his mother decide to put him up for adoption?

Q3 Why wasn't he finally adopted by the lawyer and his wife?

Q4 Why did his mother refuse to sign the adoption papers?

Q5 How long had he been at
Reed College before he quit?

Q6 Why did he drop out?



Q7 What did he do as soon as he
dropped out?

Q8 How did he get by?

Q9 In what way did the Calligraphy class come in useful for him?

Q10 Why is it important to believe that the dots will connect in the future?

**SECOND
STORY**

Q1 What is the second story about?

Q2 When and where did he start Apple?

Q3 How much was Apple worth
10 years later _____

Q4 How many employees did it have? _____

Q5 Why was he fired from Apple? How did he feel? _____

Q6 What helped him start again? _____

Q7 What was the first computer animated feature film? _____



Q8 How did he return to Apple? _____

Q9 According to Steve what is the only way to be truly satisfied?

THIRD
STORY

Q1 What is the third story about?

Q2 What question has he asked himself every morning for the past 33 years?

Q3 What is the most important tool that has helped him make the big choices in life?

Q4 What type of cancer was he diagnosed with? _____

Q5 How long did the doctors say he should expect to live? _____

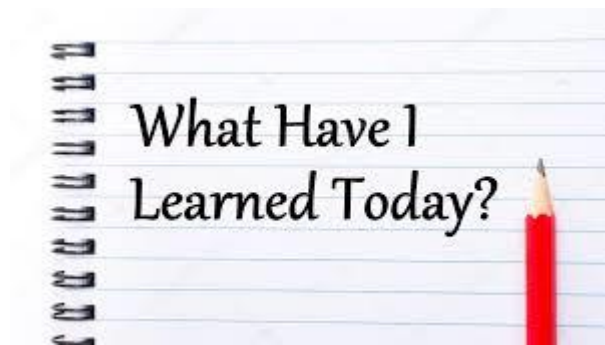
Q6 What did the doctors advise him to do? _____

Q7 Taking in to consideration that our time is limited what does he advise his college audience is the most important thing to do?



Q8 What was the back cover of The Whole Earth Catalogue final issue?

Activity 3



Three things I learned today:

1 _____

2 _____

3 _____





Workshop 11

Research

Getting to Know an Entrepreneur





Activity 1



Briefing Sheet for Research

Understanding the life of an enterprising person/entrepreneur/business owner will help you appreciate the realities of the enterprising process and the skills and characteristics needed to succeed. This task requires you to identify an enterprising person/entrepreneur/business owner you know or admire and to interview them about their 'life-world'. This task will help you to develop very important research skills and by interviewing your chosen entrepreneur you will also develop key skills that will help you in the future.

You are also required to share your findings with your group.

TASK

1. Firstly, find an enterprising person or entrepreneur that you know or admire, preferably from your community or an industry you are interested in.
2. To make contact you may need to ask others to help you, such as friends, family, teachers, work colleagues, your community group, local business groups etc. This is great experience to help you build up a network.
3. The aim of this task is not to explore the business or new project but to try and appreciate (and explain to others) what it feels like to put your ideas into action, say start-up a business or social enterprise, setting up a new community project or developing a project within a bigger organisation.
4. Ideas for questions are listed below but you can change these to suit:

Who is your chosen entrepreneur? (provide a short summary of their story so far)



Why do you consider the person to be an entrepreneur?
What journey did the person take to becoming an entrepreneur?
Did they have to make any personal sacrifices? (Relationships, family...)
Do they seem to have a strong sense of ownership and responsibility?
Did they have any major personal challenges?
Ask them to describe their network and how that helped them?
What type of personal qualities does the entrepreneur appear to have?
What type of skills does your chosen entrepreneur appear to possess?
Overall what seemed to be the most stressful aspects of putting their ideas into action?
Overall what seemed to be the most satisfying aspects of putting their ideas into action?
Did they have any failures? if so how did they respond?
Would they do it all again?
What advice would they give to themselves/others starting this process again?

ACTION

Summarise your findings down to two A4 pages (be careful not to reveal any personal or commercial information which your interviewee wanted to remain confidential). **You will also have to get their permission to share the findings with the group.**

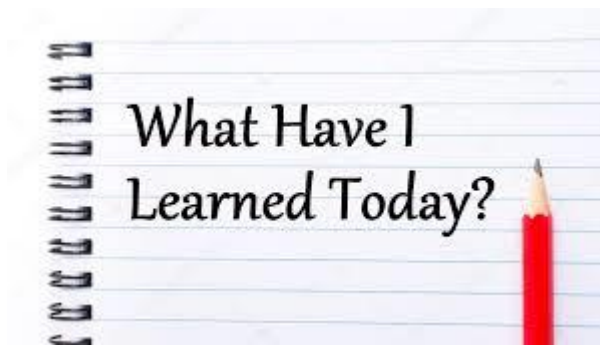
You may prefer to deliver a power point presentation to the group. Discuss this possibility with your facilitator.

PROCESS

- **Research**
- **Contact**
- **Interview**
- **Write Up**
- **Present**
- **Reflect**



Activity 2



Three things I learned today:

1 _____

2 _____

3 _____



Workshop 12

Staying on Track





Staying on Track

The journey so far...



You have now reached the final Workshop of the course. This Workshop will serve to remind you of all the areas you have learned about and you will have the opportunity to revisit any aspects of the course you would like to know more about.

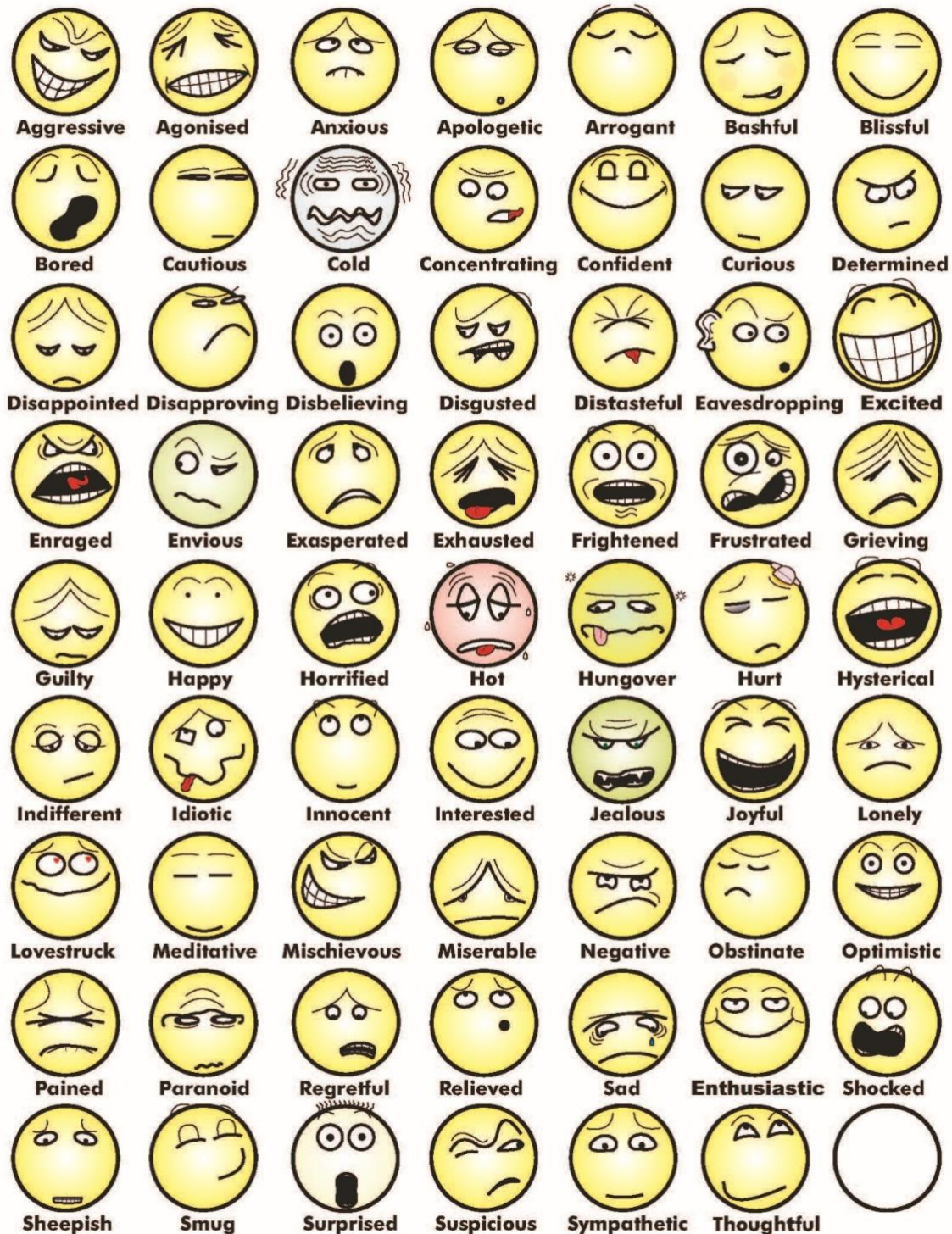
Workshop 1	Introduction to Unit and Icebreakers
Workshop 2	Mindset of a successful entrepreneur
Workshop 3	Individual Self-Assessment Tasks
Workshop 4	Risks and rewards of becoming an entrepreneur
Workshop 5	Comfort Zones
Workshop 6	Building Self Confidence
Workshop 7	Goal Setting
Workshop 8	Creative Thinking Techniques – Generating Ideas
Workshop 9	Visiting Entrepreneur(s)
Workshop 10	Role Models
Workshop 11	Research – Getting to Know an Entrepreneur
Workshop 12	Staying on Track



Activity 1



How do you feel now?





Activity 2



Unit 1 has covered a wide range of topics. It is important to acknowledge all that you have learned so far.

	Topic	Tick
	I am aware of my skills and personal qualities relating to entrepreneurship	
	I know about the skills, attributes and characteristics of a successful entrepreneur	
	I know the difference between a fixed and growth mindset	
	I know about the importance of having an enterprising mindset	
	I know the benefits of intrapreneurship within an organisation	
	I know about Social Entrepreneurship	
	I have used a variety of self-assessment tools to make me more self-aware	
	I am aware of the risks and rewards involved in setting up a business	
	I had the opportunity to meet an entrepreneur in person and hear about their journey	



	<p>I have researched a local entrepreneur</p>	
	<p>I have presented my ideas to the rest of the group</p>	
	<p>I have worked as part of a team</p>	
	<p>I have learned about the journey of several young entrepreneurs</p>	
	<p>I am familiar with, and have used, tools to help generate ideas</p>	
	<p>I have learned about the importance of goal setting and mastered techniques to help me set and reach my own goals.</p>	
	<p>I have learned to use affirmations to help me reach my goals</p>	
	<p>I am aware I will be more successful if I expand my comfort zone and I have techniques to help me</p>	
	<p>I am aware how important it is to ensure my self-talk is positive</p>	
	<p>I have many strategies to help me build self-confidence to help me meet my personal goals</p>	



You have learned many new skills and faced challenges – it is important to celebrate your success to date.

Your facilitator will ask if you have not been able to tick any of the areas above. You will then have the opportunity to revisit that particular subject to ensure you have a good level of understanding. Please use this time to ask questions of your facilitator or start group discussions with your peers.



Areas I would like to explore in more detail:

1	
2	
3	



Activity 3



List below the three areas that you have found most useful in this Unit and why they have been important to you:

1	
2	
3	



--	--

What changes are you likely to make in your life as a result of studying this Unit:

1	
2	
3	

Activity 4



Your facilitator will circulate an Evaluation Form for Unit 1. It is important that you complete this questionnaire in order to give feedback about the content of the course and how useful you found it. Please be very honest with your comments and make suggestions if you have any. Your response is anonymous and will be used to improve the course going forward.



Activity 5

Now you have completed this Unit you may want to revisit the questionnaires you completed previously to see if your skills have developed further. The first area we looked at was Fixed/Growth Mindset.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your intelligence is something you cannot change very much.				
2. No matter how much intelligence you have you can always change it quite a bit.				
3. You can always substantially change how intelligent you are.				
4. You are a certain kind of person and there is not much that can be done to really change that.				
5. You can always change basic things about the kind of person you are.				
6. Musical skills can be learned by anyone.				
7. Only a few people will be truly good at sports – you have to be “born with it”.				
8. Maths is much easier to learn if you are male or maybe from a culture that values Maths.				
9. The harder you work at something, the better you will be at it.				
10. No matter what kind of person you are you can always change substantially.				
11. Trying new things is stressful for me and I tend to avoid it.				



12. Some people are good and kind, and some are not – it's not often that people change.				
13. I appreciate it when teachers, family, coaches etc give me feedback about my performance.				
14. I often get angry when I get feedback about my performance.				
15. All human beings without a brain injury or birth defect are capable of the same amount of learning.				
16. You can learn new things, but you can't really change how intelligent you are.				
17. You can do things differently but the important parts of who you are can't really be changed.				
18. Human beings are basically good, but sometimes make terrible decisions.				
19. An important reason why I study is that I like to learn new things.				
20. Truly smart people do not need to try hard.				





Circle the number in the box that matches each answer. Then add up your score.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Ability mindset - fixed	0	1	2	3
2. Ability mindset - growth	3	2	1	0
3. Ability mindset - growth	3	2	1	0
4. Personality/character mindset - fixed	0	1	2	3
5. personality/character mindset - growth	3	2	1	0
6. Ability mindset - growth	3	2	1	0
7. Ability mindset - fixed	0	1	2	3
8. Ability mindset - fixed	0	1	2	3
9. Ability mindset growth	3	2	1	0
10. Personality/character mindset - growth	3	2	1	0
11. Ability mindset - fixed	0	1	2	3
12. Personality/character mindset - fixed	0	1	2	3
13. Ability mindset - growth	3	2	1	0
14. Ability mindset - fixed	0	1	2	3
15. Ability mindset - growth	3	2	1	0
16. Ability mindset - fixed	0	1	2	3
17. Personality character mindset - fixed	0	1	2	3
18. Personality character mindset - growth	3	2	1	0
19. Ability mindset - growth	3	2	1	0
20. Ability mindset - fixed	0	1	2	3
Total				
Grand Total				



Strong Growth Mindset

45 – 60

Growth Mindset with some fixed ideas

34 – 44

Fixed Mindset with some Growth ideas

21 – 33

Strong fixed Mindset

0 – 20

Circle your result above

Has there been a change in your score?

YES/NO

Are you surprised by your findings? If so in what way?

Discuss your findings with others in your group who have completed the questionnaire for a second time.



Activity 6



How Enterprising Am I?

You will remember you completed this questionnaire to find out how enterprising you are. Log back into the website using the email

address and password you used before. There is an option for you to redo the questionnaire. It will be interesting to see if your results are different.

<https://www.enterprise-catalyst.co.uk/>

When you have finished compare your new report with the initial report. This will highlight the distance you have travelled along your entrepreneurial journey.

Do you notice any significant changes?

YES/NO

What do you notice?

You may find it useful to discuss any changes with your group and/or facilitator.



Having completed **Unit 1** you will now recognise the skills you have and hopefully be keen to find out more. **Unit 2** will help you to identify the next steps you need to take in setting up your own business. There are **12 Workshops** in the Unit as detailed below:



Unit 2 – Starting a Business

Workshop 1	Introduction to Unit and Icebreakers
Workshop 2	Market Analysis
Workshop 3	Developing a Business Plan
Workshop 4	Digital Media for Business
Workshop 5	Research Tasks – Identifying Organisations who can support your ideas
Workshop 6	Branding & Marketing
Workshop 7	Financing a new business
Workshop 8	Types of business
Workshop 9	Networking
Workshop 10	Record Keeping
Workshop 11	Pitching and Presenting Ideas
Workshop 12	Staying on Track

