



# Erasmus+



# NETRISE

## Unit 1 Developing Entrepreneurial Skills

### Facilitators Resource Pack

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# Unit 1

## Developing Entrepreneurial Skills

### Facilitator Resource Pack





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# Workshop 1



## Introduction to Unit and Icebreakers



## Workshop 1 Introduction to Unit and Icebreakers

### Overview

This first workshop aims to give participants an overview of the course content including the rationale for developing entrepreneurial skills. It also gives them the opportunity to get to know each other.

### Resources

Activity Workbooks for each participant  
Your Copy of the Activity Workbook  
Power-point presentation  
Name badges  
Pens  
Flipchart  
**Resource 1**

### Task 1

Before the first workshop familiarise yourself with the course content by reading **Resource 1** and the **Activity Workbook**.

Introduce yourself and welcome participants to the course. Explain that the first workshop is key for them to understand the content of **Unit 1 Developing Entrepreneurial Skills**.

Give out name badges and workbooks, pens etc

Start by using the flipchart to capture some 'House Rules'. I.e. show respect, no phones etc

Introduce the Car Park concept of capturing on the flipchart anything that comes up that you can't answer now so that you can revisit it later.

### Task 2

Introduce the participants to the **Activity Workbook** and explain that it contains fun interactive activities as well as the opportunity to reflect on their feelings and learning.



This is their workbook. Emphasise that no-one will take it back to look at it so they can be relaxed about recording their ideas and thoughts. Ask them to put their name on it as they all look the same and may get mixed up.

### **Task 3**

Start **Workshop 1** Power-point Presentation.

Show **Slide 2** and ask the group if they are familiar with the term "entrepreneurial". Start a group discussion about the meaning and capture some of their ideas on the flipchart.

You may also want to talk about the following paragraphs and how being entrepreneurial can help everyone in all aspects of their lives.

*Entrepreneurship and enterprise are widely thought to be a major driver for economic growth, job creation and wider community development – three things that are essential for nations to flourish.*

*Young people need to be prepared for a world that is changing rapidly. Many of the jobs they will do when they leave school do not yet exist and they will probably have several jobs during their lifetime. They need to have the skills and attitudes to cope with an unpredictable future, to be able to deal with setbacks and disappointments in a positive way, and to continue to learn for the rest of their lives.*

**Highlight that their suggestions are great to help build the confidence of the group. Say that they will be finding out much more about being entrepreneurial throughout the course**

Show **Slide 3** that gives an outline of the overall course. Introduce them to the 3 Units that make up the whole course. Talk about assessment material and how they will be assessed. You may, however, choose to deliver this course without assessments.

Show **Slide 4** that gives information of the 12 workshops they will study as part of the first Unit "**Developing Entrepreneurial Skills**".



Highlight that all these areas will help them to develop key skills. Each workshop can be delivered independently but it is better to cover all of the workshops in each Unit for continuity. It is also advisable for them to go on to study the other two units as well.

#### **Task 4**

Show **Slide 5** - Ask participants to turn to page 6 and complete **Activity 1** in their workbook "How do you Feel Today". Ask them to choose 3 faces relevant to how they feel at this moment.

They can then enter the text on the next page and reflect on what they want to achieve from this course. Ask for a few volunteers to share their answers with the group. This should be a fun exercise so encourage silly answers to help them relax. It may also highlight if any participants are particularly anxious allowing you to re-assure them.

Ask for volunteers to share their choices. Group discussion.

#### **Task 5**

##### **Slide 6**

Explain the importance of getting to know each other and refer the participants to **Activity 2** icebreaker exercise on page 8 of their workbook. Encourage participants to move around and to choose a partner they don't already know if possible. Give time for each member of the group to introduce their partner.

This might be a good time to introduce the concept of **networking**. They are starting the process of building a network by meeting new people.

If appropriate you may also suggest that the participants stay in their new positions or you may want to agree that they move seats at the start of each workshop to help them to get to know as many people as possible.



## Task 6

Show **Slide 7** – Ask the group to look at **Activity 3** on page 9.

Discuss the concept of Fixed and Growth Mindset as set out in their pack.

Has anyone heard of it? Ask for volunteers to feedback and capture the answers on the flipchart.

Using the diagram on page 9 highlight the difference of each and how they will benefit by developing a growth mindset. It is essential for them to be able to see themselves growing in the future in order to reach their full potential.

Explain the quiz starting on page 10 and give time for them to complete it and grade themselves.

**Group discussion** – Ask participants if they are surprised by their results or are they as expected?

Refer participants to the **Fixed/Growth Mindset** handout on page 13 in their pack and highlight they can grow in a variety of areas.

Note:

If there are some participants who have a marked 'fixed mindset' it may be an idea for them to complete the quiz again at the end of the unit. Another copy is in their pack in workshop 12.

## Task 7





Show **Slide 8** and ask them to complete **Activity 4** on page 14. **“How do I feel Now?”**

This will help them to recognise if they feel differently from earlier. Ask for volunteers to feedback.

This should be a fun exercise but also will help you to recognise any participants who may need additional attention to help them gain confidence going forward.

### **Task 8**

Show **Slide 9**. Tell the group they will have the opportunity to reflect on what they have learned after each workshop. Ask them to complete **Activity 5** on page 15. Ask for volunteers to feedback – they should hopefully include some of the points noted below:

- The term Entrepreneurial Mindset
- The 3 Units in the overall course
- The 12 Workshops they will cover – this being the first introductory w/s
- How the Unit fits within the bigger Award
- Assessment
- The learned about others in the group
- Growth/Fixed Mindset
- How they currently see themselves – stress the importance of realising they can grow in all areas of their lives

Highlight that in each workshop there may also be unintended learning from other group members during activities and feedback.

Show **Slide 10**

**Any Questions?** This is a useful time to ask if the participants want to ask any questions about what they have learned to date. Introduce the next workshop they will take part in “Mindset of a Successful Entrepreneur”





## Workshop 2

# Mindset of a Successful Entrepreneur





## Workshop 2 Mindset of a Successful Entrepreneur

### Overview

This workshop helps participants understand the meaning of the term Entrepreneur and gain an insight into the, attributes, skills and behaviours that most successful entrepreneurs demonstrate.

### Resources

Activity Workbook  
Power-point presentation  
Flipchart  
PC or tablet access for participants  
**Resource 2**  
**Resource 6** Horse & Jockey Ex can also be useful to highlight problem solving.

### Task 1

Before the workshop familiarise yourself with the content of **Workshop 2** in the Activity Workbook.

Introduce the participants to the Workshop content and Start the **Workshop 2 Power-point Presentation**. Ask the group what the term entrepreneur means to them and capture their answers on the flipchart.

Good definition to share:

**An entrepreneur is a person who is innovative, who can spot opportunities and who has the determination to take advantage of them.**

Discuss how this definition compares to the responses they gave.

Explain that people can be entrepreneurial in a range of different contexts, for example:

- At school, work or in their community
- Within an organisation (intrapreneurship)
- For a social aim (social enterprise)

**Ask the group to work in pairs and take it in turns to talk with their partner about entrepreneurship. Give them two minutes to prepare their answer.**

**Ask them to discuss the following questions:**



- Do you have any friends or family who are entrepreneurs?
- Are you, or would you like to be, an entrepreneur? Why?
- Do you know of any famous entrepreneurs?

Ask the pairs to share their answers with the rest of the group.

### **Group Discussion**

A useful statement for discussion with the group if appropriate:

Entrepreneurship is essential in society and governments should help individuals to become entrepreneurs.

Why might this be? For economic growth within the country for example, job creation etc

### **Task 2**

Show **Slide 2**

Refer the participants to page 18 in their Activity Workbook and ask them to complete **Activity 1**.

Request volunteers to share their thoughts and capture the responses on a flipchart.

What makes the famous people successful entrepreneurs?

Make reference to small businesses and sole traders etc and how they can be very entrepreneurial.

Group discussion. Prompts – difference between famous entrepreneurs and local business people? Just smaller scale? Do they have similar strengths?

### **Task 3**

Show **Slide 3**

Refer the participants to **Activity 2** on page 19 and working in small groups ask them to think about what makes a person a successful entrepreneur. They can use their knowledge of famous entrepreneurs as well as local people they may know. They can then write down the traits/skills on the drawing. The diagram shows a male and a female image. This may be a good time to emphasise that both genders can be successful entrepreneurs.



Each group should nominate a spokesperson to share their answers with the wider group and capture some of the responses on the flipchart.

#### **Task 4**

Show **Slide 4** and highlight the diagram (there is a copy on page 20 of their workbook). Highlight how enterprising skills are at the heart of their employability capabilities. Go over the 10 attributes of individuals with an enterprising mindset in the workbook and how this type of mindset is most certainly a **GROWTH** mindset. Remind them of the last workshop where they learned about Fixed/Growth Mindset.

Show **Slide 5**

Discuss the importance of having a **CAN DO, WILL DO, BE ALL YOU CAN BE** attitude as highlighted on page 21.

Show **Slide 6**

Discuss the table contents on page 21:

“is”, “does”, “becomes more capable of”

How does it compare to their earlier answers?

Could just be a summary of what they already came up with.

#### **Task 5**

Show **Slide 7**

Refer the group to **Activity 3** on page 22. Ask them to match up the phrases. This may be problematic because of language/culture issues and they may require assistance. It may be better for them to work in groups.

Now ask them to fill in the gaps on the following worksheet.

(Answers to the above can be found at Resource 2 the end of the pack)



When the task has been completed go through the answers with the group and discuss some (as appropriate) for deeper understanding.

### **Task 6**

Show **Slide 8**

Introduce the concept of Intrapreneurship and discuss how it is different from Entrepreneurship. Refer the group to **Activity 4** on page 25. Explain that many organisations encourage an entrepreneurial spirit in the workplace. Creativity is essential to ensure organisations flourish.

Start Group discussion – **How can the workplace be entrepreneurial?**

Write the responses on the flipchart.

Ask the group to work in groups of 4/5 and Imagine they are involved in a community group. Young people in the community say they are bored and have nothing to do after school. Their task is to work in their group to adopt an entrepreneurial approach to solving the problem.

Re-enforce that success criteria:

- Requires drive and determination
- Identifies opportunities and takes advantages of them
- Is innovative

Ask them to try to be as creative as possible to come up with ideas to solve the problem. To make the exercise fun you can tell them they can be as outrageous as they like with their solution.

Ask for each group to nominate a spokesperson to feedback.

### **Task 7**

Show **Slide 9**

Ask if anyone knows about the term 'Social Entrepreneurship'? Capture answers on the flipchart and direct a discussion about what makes an organisation a social enterprise. Ask them to complete **Activity 5** on page 26. They will need to use a computer to complete this task. They can find out about each organisation by using google searches. You may want to add other organisations that you are aware of to make it more relevant to your country/region.



This can be a group exercise where they decide if an organisation is in fact a social enterprise.

Ask for volunteers to feedback and discuss the answers. Highlight that not all organisations are set up for just profit – many have a social aim to help individuals and communities.

### **Task 8**

Show **Slide 10**

Refer the group to **Activity 6** on page 27.

This is an important activity to help participants recognise that they have some of the skills, attributes and characteristics required to be entrepreneurial already and they are also able to develop them going forward. Entrepreneurship is not just for a select few. You can refer back to the concept of growth mindset again.

Ask for volunteers to feedback their answers and encourage discussion.

Show **Slide 11** – Go over the text on page 28 and highlight the above i.e. that they can develop their own skills. It is important that they believe this is possible for them.

### **Task 9**

Show **Slide 12** Ask the group to complete **Activity 7** on page 29 – ask for volunteers to note their thoughts.

Ask for volunteers to share the 3 things they have learned today.

Should include:

Summarise what participants have learned today:

- To identify famous entrepreneurs
- To identify local entrepreneurs/business owners
- Characteristics/Mindset of an Entrepreneur
- Definition of an Entrepreneurial Mindset
- The concept of Intrapreneurship





- Entrepreneurial skills can be learned and developed
- They already have some of the characteristics themselves

Show **Slide 13** – Any Questions?

Introduce the group to the next workshop they will cover “Individual Self Assessment”

## Workshop 3

# Individual Self-Assessment Tasks





## Workshop 3 Individual Self-Assessment Tasks

<b>Overview</b>	This workshop aims to give the participant an insight into their own skills and abilities and gives them the opportunity to carry out a variety of self-assessment exercises.
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<b>Resources</b>	Activity Workbook Flipchart Power-point presentation PC or tablet access for participants
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### Task 1

Before the workshop familiarise yourself with the Activity Workbook content.

Introduce the group to the importance of being self-aware. Knowing yourself is key to building confidence. By identifying gaps or weaknesses they can then put positive strategies in place to help them grow/develop. Refer back to the concept of growth mindset.

Show **Slide 2**. Draw their attention to **Workshop 3 – Individual Self-Assessment** on page 31. Go over the introduction on page 32 and ask them to take the challenge on the first page – recording their thoughts in the space provided.

Ask for volunteers to feedback their thoughts and start a **group discussion**.

### Task 2



Show **Slide 3** and explain the concept and usefulness of using the Johari Window.

Cover the four areas i.e. Known Self, Hidden Self, Blind Self and Unknown Self using the text on page 33 as a guide.

The Unknown self is very powerful as it is where all their unleashed potential lies. What talents have they not yet discovered etc?

### Task 3

Show **Slide 4** Ask the participants to complete **Activity 1** The Johari Window on page 34.

Areas for discussion with the group.

- Are you sure about who you are?
- Are you aware how others see you?
- Are there strengths in yourself you might not be aware of?
- Unknown self – good discussion point about untapped talent

Ask for volunteers to feedback what they have captured. You could ask others if they agree.

Allow time for **Group Discussion**.

Ask "Have you ever been given a compliment and you struggle to accept it?"

Why is that? Do others know things about us that we don't see?

Some examples?

As for volunteers to share their experience.

### Task 4

Show **Slide 5** and discuss the difference between **observation and value judgement**. Use the text at the top of page 35 for guidance.



Ask them to complete **Activity 2** where they identify a negative judgement they have made about themselves in the past.

Ask them to think about it as merely an observation and not to judge if it is good or bad. Ask them to just accept it as something that they perhaps want to change going forward.

More helpful not to judge themselves or others.

Remind them about the **growth/fixed mindset**. They can always make improvements.

Go over the text at the bottom of page 35.

## **Task 5**

Show **Slide 6** and ask the group to have a look at **Activity 3** on page 37. Explain that there are a variety of online 'tests' which focus on general personality, or more specifically on testing how enterprising individuals tend to be. Tell them not to worry about these being called tests, they are really just questionnaires or quizzes that take into account their answers and then suggest a picture of their personality and their likes/dislikes or apparent strengths/weaknesses in relation to something at a point in time, Remind them – there are no best or worst answers!

For this activity ask the participants to complete the Enterprise Catalyst quiz by following the link

**Make sure they record the email address and password they use as they may want to revisit the results at a later stage.**

The quiz gives a detailed report for each candidate and they should be encouraged to download the report if possible.

There is a sheet provided for the participants to reflect their results on page 38. Reflection questions:



- What did you feel were your important strengths/areas for development?
- Were you surprised by the findings?
- If so, in what way?

It would be useful to have a general discussion with the group after the activities and ask for volunteers to share their findings and thoughts.

If appropriate you may want to discuss the findings with individuals.

### **Task 6**

Show **Slide 7** and introduce the group to the concept of personal **SWOT Analysis**. Explain this process can be used by individuals, teams or organisations etc and it cover strengths, weaknesses, opportunities and threats. Go over each area in detail using the text on page 39.

Ask them to complete **Activity 4** by performing their own personal SWOT Analysis. The participants should choose one of the scenarios and imagine they want to start a business in that area. Ask them to carry out the SWOT analysis with that in mind.

Explain it is natural in some cultures not to put too much emphasis on strengths as this can be seen as boasting. It is, however, important for them to acknowledge they have many strengths – they do not need to share them with others if they don't want to. Ask for volunteers who are happy to share each area or small examples of their analysis.

When weaknesses are highlighted this is the area where goal setting can be very useful and will be covered in a later workshop.

Ask for volunteers to feedback and stimulate a **group discussion**.

### **Task 7**

Show **Slide 8**

Introduce the concept of **PEST**. Go over each area on page 41 and explain that these are the external factors that impact on a particular



industry. Using the same scenario as they used in **Activity 4** ask them to carry out **Activity 5** capturing their thoughts on each of the 4 areas.

This can also be a group exercise if more appropriate. Candidates can work together looking at the four areas depending on which Scenario they chose in **Activity 4**.

**Group discussion** and invite volunteers to share aspects of their **PEST** analysis.

This will help the participants to think about the importance of carrying out research before they embark on a future business venture. They need to be aware of all the external factors that can determine the success of their chosen area of interest.

## **Task 8**

Show **Slide 9** and discuss Opportunity Analysis.

The SWOT Analysis identified opportunities and their own personal strengths and weaknesses and the PEST Analysis highlighted any external factors to be considered.

Explain the importance of capturing opportunities in an analysis. This is where they can bring areas they have discovered about themselves, their environment and current trends together to decide if an area is worth pursuing.

### **Group Discussion**

Did they change their mind about the Scenario after they had carried out the PEST/Opportunity Analysis?

What surprised them?



## Task 9

Show **Slide 10**

Refer the group to **Activity 6 “What I learned Today”** to help them reflect on the key areas they have learned during this Workshop.

Ask for volunteers to feedback – should cover some aspects of:

- Importance of self-awareness
- Johari Window
- Observation/Value Judgement
- How Enterprising I am
- SWOT Analysis
- PEST Analysis
- Opportunity Analysis



## Workshop 4

# The Risks and Rewards of becoming an Entrepreneur







## Workshop 4 The Risks and Rewards of Becoming an Entrepreneur

<b>Overview</b>	This workshop aims to give the participant an insight into the risks and rewards involved in becoming an Entrepreneur.
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<b>Resources</b>	Activity Workbook Power-point presentation Flipchart
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### Task 1

In advance of the workshop familiarise yourself with the content of the Activity Workbook.

Introduce the group to the concept of “risk” in general and in business. Draw their attention to **Workshop 4 – The Risks and Rewards of becoming an Entrepreneur** on page 45 in their workbook. Ask the group to brainstorm what we mean by “risk” and capture some of their responses on the flipchart. Show **Slide 2** – What is Risk? this clarifies what we mean by risk. Go over the points – they should have identified some of them on the flipchart already.

### Task 2

Show **Slide 3** and ask the group to carry out **Activity 1** in their workbook on page 46 asking them to think of things that could go wrong for an entrepreneur.

Ask for volunteers to share their ideas with the group.

Show **Slide 4** see if they identified them all. Encourage group discussion as there may be more risks identified.

### Task 3

Show **Slide 5** Ask the participants to complete **Activity 2** Why do you think “Start-Ups” are risky?

Ask for volunteers to feedback and capture their suggestions on the flipchart.



Go over the text in the Workbook on page 47.

#### **Task 4**

Show **Slide 6** to remind them of the external influences they explored via PEST Analysis in the previous workshop that can sometimes have an impact on the success or failure of an enterprise.

#### **Task 5**

Show **Slide 7** and ask participants to complete **Activity 3** on page 48. This is a good exercise to show that many successful entrepreneurs failed initially and then went on to do great things.

Group discussion and invite volunteers to share their thoughts.

Discuss how failure can be a good thing. It is really an opportunity for learning. Refer again to growth mindset concept.

#### **Task 6**

Show **Slide 8** ask the group to complete **Activity 4** on page 49 asking them to think about a time when they took a risk.

This activity will show the participants that they take risks about all aspects of their life and they are constantly evaluating situations which usually result in a calculated risk.

Group discussion and invite volunteers to share aspects of their personal risk taking if they are willing to share.

Do they like taking risks? How does it make them feel?

#### Show **Slide 9**

Emphasise the importance of **Calculated Risk**. Go over text with them on page 50.

Enforce the message that having information is key. The more information the Entrepreneur has about themselves, their



product/service, market intelligence and external factors will help them to make a more calculated risk.

### **Task 7**

Show **Slide 10** and ask the group to complete **Activity 5** on page 50 – Until now you have been discussing the Risks involved in business. There are also many rewards and it is important that the group know what they can be. Highlight that they can be financial or non-financial.

Ask for volunteers to feedback their ideas.

#### **Group discussion**

What motivates you?

Are you motivated just by money?

What else motivates you?

Go over the text on page 51 to check that they have covered the areas listed.

### **Task 8**

Show **Slide 11** and ask the group to complete **Activity 6** on page 52.

This is a group activity for groups of 4/5.

Give time for the activity and then a team member from each group should feed back to the wider group.

**Group Discussion** about their choices. Rationale for each?  
Allow for everyone to share their opinion.

### **Task 9**

Show **Slide 12**

Refer the group to **Activity 7** on page 53 "**What I learned Today**" to help them reflect on the key areas they have learned during this Workshop.



Ask for volunteers to feedback – should cover some aspects of:

- The Concept of Risk
- What can go wrong for entrepreneurs
- Financial/Non-Financial Rewards
- Failure is not necessarily a bad thing – it can be a learning point
- How we personally weigh up risk
- Calculated risk

## Workshop 5

### Comfort Zones





## Workshop 5 – Comfort Zones

### Overview

This workshop aims to introduce participants to the concept of comfort zones and how they can hold you back from achieving your goals.

### Resources

Activity Workbook  
Power-point presentation  
Flipchart  
Three sheets of coloured card or cones – one red, one green and one blue  
[Resource 4](#)

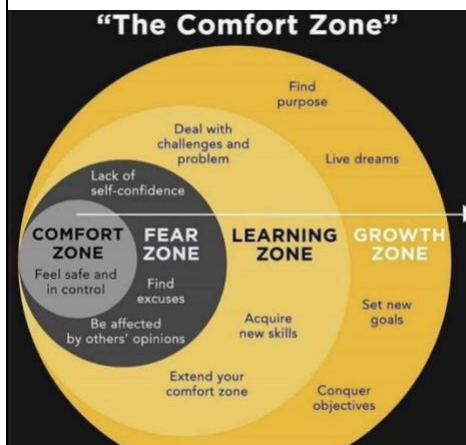
### Task 1

Familiarise yourself with the Activity Workbook and introduce the topic.

Ask the group what they understand the term comfort zone to mean. Write the responses on the flipchart and explain to the group the importance of being able to have the courage to step out of your comfort zone. Comfort zones can be positive and negative.

Show **Slide 2** This slide shows a definition that can help spark a discussion within the group.

### Show Slide 3



Go over the comfort zone diagram and discuss each zone. Use the text on page 56 to help you with this.



## Task 2

### Show Slide 4

Carry out the **Group Activity Challenge**.

Refer to **Resource 4** at the end of the pack. This is a fun activity.

Points to make:

- Different things challenge different people
- People are more confident in some areas than they are in others and therefore are more likely to try new things
- What things did people have in common when they were in each zone? How were they feeling physically/mentally?
- What can help them shift out of their panic/challenge zones?

In order to achieve results, they must be brave and step out of their comfort zone in order to achieve their goals.

## Task 3

Show **Slide 5** – refer participants to **Activity 1** on page 57. When they have completed the task and had time to reflect ask for volunteers to share their answers and encourage group discussion.

### Show Slide 6



Use this slide to prompt discussion...

Emphasis is on making changes that help you grow and in order to do so you need to move out of your comfort zone.



#### **Task 4**

Show **Slide 7** and go over page 58/59 in the workbook referring to when you step out of your comfort zone – what happens? Ask if participants can relate to this. Any examples?

Show **Slide 8** and refer the group to **Activity 2** on page 60.

This asks them to think about a time when they felt out of their comfort zone. Ask for volunteers to feedback and discuss responses.

Show **Slide 9 – Where the magic happens**

Discussion – **what does this mean? Is** you need to be brave to achieve what you want.

#### **Task 5**

Show **Slide 10**

Read over page 61 with them highlighting ways to step out of your comfort zone.

Encourage the participants to do one thing every day that scares them. This gets them used to doing different things in a safe way and will help them to feel confident in their abilities.

Discuss how it is scary at first – acknowledge it is hard, but the benefits will be great. To get different results they must change what they do! This slide is useful to start a group discussion. It is not always obvious to individuals that in order to get different results or progress you must push yourself to do different things daily that become habits and part of your unconscious behaviour.

Show **Slide 11** – Ask the group to complete **Activity 3** on page 62. we perform on auto pilot without thinking. In order to change habits or develop new ones we have to make the effort to first decide what it is we want and the areas where we want to grow by stepping out our



comfort zone and then consciously work at it until they too become automatic for us.

This exercise will help participants identify areas where they feel they could achieve more and encourages them to identify out new goals/habits.

Ask for volunteers to feedback and discuss.

## **Task 6**

Show **Slide 12** Ask the group to complete **Activity 4** on page 64 to reflect on what they have learned. Ask for volunteers to feedback. Should include:

- Comfort zones can hold you back
- The different zones
- How you feel when you are out of your comfort zone
- When they feel out their comfort zone
- Stepping out can open new opportunities
- Areas of their life where they feel they can achieve more
- How you can develop new more positive habits







## Workshop 6

# Building Self Confidence





## Workshop 6 – Building Self Confidence

**Overview** This workshop aims to help participants build their self confidence in order to succeed in all areas of their life.

**Resources**  
Activity Workbook  
Power-point presentation  
Flipchart  
**Resource 9**

### Task 1

Familiarise yourself with the Activity Workbook and introduce the topic.

Refer participants back to the previous Workshop where they learned about comfort zones and link that Workshop to the importance of having self-confidence. The more they leave their comfort zone and try new areas the more their confidence will grow. They will feel more confident in a wider range of activities. This Workshop will give them some good practical ideas to help them feel more confident.

Show **Slide 2**

Definition of Self confidence

- The belief that you can accomplish various tasks even during possible setbacks or in stressful situations

Have a group discussion about the definition. Ask if they agree.

Do they feel confident in their abilities? Some areas more than others?

### Task 2

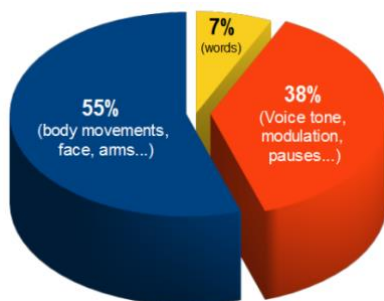
Show **Slide 3** – refer participants to **Activity 1** on page 66. When they have completed the task and had time to reflect ask for volunteers to share their answers and encourage group discussion.



### Task 3

Show **Slide 4** and introduce the concept of body language.  
Have a group discussion  
Do they think it is important?  
Can it affect how they think about themselves or others?

Show **slide 5** – the chart highlights that what we say is only a small part of how we communicate.



This slide shows that only 7% is communicated via words. Ask the group if this surprises them and ask for a few examples of body language that they are aware of.

### Task 4

Show **Slide 6** and ask the group to complete **Activity 2** on page 67.

After completion ask if they found this easy. Did it make them more aware of the way they present themselves to the world and the body language they may use.

Ask for volunteers to feedback the body language they think confident people use.

Discuss the impact body language can make.

Do they think if they are more aware of their body language, they would appear more confident to others?

Would that make them feel more confident?



### Task 5

Show **Slide 7** – Ask the participants to work in groups of 4/5 to complete **Activity 3** on page 68. This is a good activity to help the participants to recognise what is not said with words. Ask for each group to nominate someone to feedback their answers.

Some of the gestures can mean different things – encourage discussion around that so they do not always make assumptions. Different cultures can use different body language for instance. Suggested answers can be found at **Resource 9** at the end of the pack.

### Task 6

Show **Slide 8** and ask the group to look at **Activity 4** on page 69. This is best carried out in a group. Once the group has listed the body language the confident person might be using ask for a volunteer from each group to role play walking into the room demonstrating that body language.

The other groups can then be asked to identify the body language used.

It might also be useful to ask the group for a volunteer to role play how a person lacking confidence might walk into the same event.

Have a group discussion about the impact your body language could have on you and others at the event.

### Task 7

Show **Slide 9** and discuss the concept that confidence is like a muscle. The more you use it the stronger it gets. Ask the group if they can share examples of this being true and capture the answers on the flipchart.



Examples:  
when learning to ride a bike  
baby learning to walk etc

### **Task 8**

Ask the group to look at page 70. Ask if any of the participants are familiar with the term 'positive affirmations'. Ask if they are aware of what it means.

Go over the content of Page 70 giving examples.

Show **Slide 10** and ask the group to make some affirmations for themselves by completing **Activity 5**. Make sure they understand the process of visualisation by going over the text on page 70 with them.

Ask if anyone wants to share their chosen affirmations.

Have a discussion about how powerful it is to say the affirmations and visualise the way they want things to be in order to achieve it. Use text at the end of page 71.

### **Task 9**

Show **Slide 11** and go over page 72/73 highlighting strategies that can be used to help build confidence.

Encourage group discussion.

Discuss some of the strategies you can use to build self-confidence:

- Practice self-acceptance
- Focus on your achievements
- Make personal changes
- Look for positive experiences and people
- Use positive affirmations
- Support networks

Have they tried any of them? Do they work for them?  
Can they give examples?

**Reasons why it is important:**



- You will appear more knowledgeable
- You will feel more powerful
- You will be less anxious/stressed
- More likely to try new things

Are there other strategies they have used that are successful?

Capture answers on the flipchart and discuss.

### **Task 10**

Ask the group to look at page 74 and go over the content about self talk.

Emphasise how powerful their brain is and how it listens to everything they tell it about themselves and then has them act that way.

Ask the group to start to recognise when they are being negative with themselves and ask them to try to change the thought to a more positive one. Remind them of the growth mindset concept that they may not be able to do something **YET**.

### **Task 11**

Show **Slide 12** and ask the group to complete **Activity 6 What have I learned today**

Ask for volunteers to feedback. Answers should include:

- Strategies to help me build confidence
- How to make positive affirmations
- The power of body language and the impact it has
- Visualisation to help build confidence
- Self-Talk
- How powerful the mind is



# Workshop 7

## Goal Setting







## Workshop 7 – Goal Setting

<b>Overview</b>	This workshop aims to introduce participants to the process of setting goals. In order to progress in their career or business venture they need to have the ability to identify and set goals.
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Resources	Activity Workbook Flipchart
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### Task 1

Familiarise yourself with the Activity Workbook and introduce the importance of setting goals.

Show **Slide 2** Refer the participants to page 78 in their Activity Workbook and to get them thinking about the kind of goals they might want to set. Ask them to complete **Activity 1**. This exercise encourages the participants to think creatively about the future they would like to have. Encourage them to use their **imagination** and **visualise** what they would like to be doing in 5 years time.

Who are they? What does their life look like? What are they doing? Where are they? Who is around them? They may prefer to draw a picture of how they want things to be. Allow themselves to imagine a future where failure is impossible and there are no limits.

You can ask for volunteers to share any of their thoughts.

This is a great way to help participants stop and think about the kind of life they really want.

### Task 2

Show **Slide 3** – Introduce the group to the idea that we all move towards what we think about. Use the workbook text on page 79/80 to explain further. Remind them of the previous workshop and then go through the slide to further explain self-talk and how it can be positive and negative. Ask them if they talk to themselves – make this a fun discussion and ask for volunteers about what kind of things they say to themselves.

It is important to emphasise that our thoughts are very powerful.



“You move towards what you think about...”

### Task 3

Show **Slide 4** and ask the participants to carry out **Activity 2** on page 81. Suggest that their self-image, the set of beliefs they have about themselves can control what they do. If they think they are shy for instance they will act shy. In order to help them progress the self-belief needs to be positive. There are a few different areas to cover in this activity and it would be useful to talk them through it before they start.

Some areas are very personal. Ask for volunteers to share any of the areas they are comfortable with.

Group discussion

- Is it easier to identify what we don't like about ourselves?
- How easy did they find flipping the statements to be more positive?
- Were they told from an early age that they were shy? Not very smart? Not good at maths?
- Are there things they have come to believe about themselves that might not be true?

### Task 4

Show **Slide 5** and the Alice in Wonderland Quote. Emphasise the importance of thinking about the life you really want. When that is clear you can then think of how you can get there. Many people don't really know what they want so they tend to just float along aimlessly and sometimes let others take control of their lives.

Once you know where you want to go you can start setting small goals in order to get you there.

Introduce the group to the concept of setting goals to help you move forward in all areas of your life.



### Task 5

Show **Slide 6** and ask the participants to complete **Activity 3** on page 84. We constantly tend to forget two things – things that worked for us in the past and we stopped doing them and things that were successfully completed, but where we can make further progress. So, here we offer a chance for them to reflect on past experiences.  
**Success breeds success.**

Ask for volunteers to share where they have made progress in the past and ask if they were able to make any further progress. It is important for them to recognise that they have achieved things in the past and that is to be celebrated.

If they are not sure how they can make further progress ask for suggestions from other participants.

### Task 6

Show **Slide 7** Steps for goal setting? and elaborate on the bullet points using the Activity workbook page 85/86.

Make sure they know the importance of making their goals **SMART** in order to achieve the best results.

**Group discussion** about the steps discussed and the overall importance of setting goals.  
Any examples from them to share with the group?

### Task 7

Show **Slide 8** and ask the group to think about 3 areas where they would like to make progress.

Refer them to **Activity 4** in their workbook page 87. Now ask them to complete the worksheet on the following page to set a goal for each area. Go over the worksheet to check for understanding before they



start. It might be helpful if they choose a goal in different areas of their life i.e. work, family, fitness etc. After they complete the task ask for volunteers to share goals they have set and the actions they will need to take to achieve them.

Can other participants help them with suggestions?

### **Task 8**

Show **Slide 9** Ask the group to complete **Activity 5** on page 89 to help them reflect on what they learned about the subject of goal setting.

Ask for volunteers to share their thoughts:

Should include:

- Importance of goal setting
- Identifying the kind of future they want
- You move towards what you think about
- Self-talk
- What they like/dislike about themselves
- Their past achievements
- Steps for goal setting
- SMART targets
- How to set goals





# Workshop 8

## Creative Thinking Techniques - Generating Ideas





## Workshop 8 Creative Thinking Techniques – Generating Ideas

### Overview

This workshop aims to introduce participants to the process of creative thinking and generating ideas to help them be innovative in their approach to solving problems. Being solution focussed and creative will help them be more effective in all areas of their lives. They will have the opportunity to explore several tools that can help them generate ideas.

### Resources

Activity Workbook  
Flipchart paper  
Post it notes  
Small prize for winning team in Activity 2  
**Resource 5** 9 Dot exercise may be useful  
**Resource 8** has additional creating brainstorming exercises you may wish to use.

### Task 1

Before the workshop familiarise yourself with the content of the Activity Workbook. Explain that creativity isn't just about new ideas. It is about being able to adapt to new circumstances, navigate uncertainty and find solutions if they arise.

Remind them about the uncertain, fast changing world we live in and how important it is to be able to generate ideas.

### Task 2

Show **Slide 2** - Refer the participants to **Activity 1** in page 92 in their workbook and ask them to reflect when they have had to generate ideas in the past. This could be at home, school, college or work. They are asked to identify any tools they have used to help them.

Highlight that we are constantly generating ideas throughout life and the more creative we can be the more opportunities we can unlock for ourselves or any ventures we have.



Ask for volunteers to share their thoughts with the group. Encourage group discussion about generating ideas.

### **Task 3**

#### **Show Slide 3**

Introduce the idea of tools to help them be more creative. Go over page 93 and discuss some of the tools highlighted in the table. Many are used by organisations and entrepreneurs to generate innovation.

Ask if anyone is aware of tools that are used. Encourage a Group discussion.

#### **Activity 2**

This is a group task on page 94 and they should work in groups of 4/5 and discuss the process of mind mapping.

Some suggestions:

How useful would it be?

How practical would it be?

What circumstances would it be good for?

Their task is to work within their group to solve the problem on page 95 by using the mind mapping technique. A member of the team should feedback their solution by presenting the mind map to the rest of the group.

Give each group the opportunity to present their solutions back to the others. Encourage questioning and then ask each group to vote for the best mind map. You may want to award a small prize to the winning team.





#### **Task 4**

Show **Slide 4** and introduce the group to **Activity 3** - Group Activity on page 96.

In the same group as before they are asked to discuss the method of brain writing. The group then use this technique to generate ideas to solve the problem on page 97.

Their task is to generate innovative ideas on how to solve the issue facing cyclists in the dark. Encourage the group to be as creative as they like in their ideas – this is a great chance to help them be creative and think outside the box. This should be a fun exercise and there are no wrong answers!

Give each group the opportunity to present their solutions back to the others. Encourage questioning and each group should vote for the best presentation. You may want to award a small prize to the winning team.

Encourage a group discussion about how effective each of the techniques were. Which one did they prefer?

What did they like about that technique ?

Would they use this is in the future?

#### **Task 5**

Show **Slide 5** and ask the group to complete **Activity 4** on page 98 to help them reflect on what they have learned in this Workshop. Ask for volunteers – should include:

- Knowledge of tools you can use to generate ideas
- The importance of creativity
- Being solution focussed



- Working in a team
- Making decisions
- Presenting ideas to others



## Workshop 9

# Visiting Entrepreneur(s)





<b>Workshop 9 Visiting Entrepreneur(s)</b>	
<b>Overview</b>	This workshop aims to give the participant the opportunity to meet an entrepreneur in person and hear about their personal journey. Having role models is very important to motivate participants and inspire them to be entrepreneurial
<b>Resources</b>	Activity Workbook Flipchart Power-point presentation A visiting Entrepreneur <b>Resource 3 – Visiting Entrepreneur Prompt Sheet</b>
<b>Task 1</b>	
<p><b>Pre visit</b> Before the visit choose a relevant Entrepreneur and give them as much information as possible about the group and share the <b>Resource 3 Entrepreneur Prompt Sheet</b> with them to ensure they cover all the relevant areas to inspire participants.</p> <p>Draw the group’s attention to <b>Workshop 9 – Visiting Entrepreneur</b> in their workbook in page 99.</p> <p>Introduce the group to the concept of role models by using the text on page 100. It is widely recognised that role models can play an important part in shaping young peoples’ awareness of experiences and opportunities outside their normal frame of reference. This will motivate and inspire them.</p> <p>Show <b>Slide 2 Group Discussion</b></p> <p>Who has been a role model to you in the past? What about them has inspired you? Do you think you might be a role model to others? Who could you be a role model to? – in what ways do you inspire them?</p> <p>Spend some time before the visit with the participants and go over the <b>Prompts/Questions for Participants</b> sheet in their Activity Workbook page 101/102 with them. This will help them ask relevant questions that the guest may not cover. They may also come up with their own</p>	



before or during the presentation. There is space in their workbook to add their own thoughts.

## Task 2

Show **Slide 3**

### **Introducing Our Visiting Entrepreneur.**

This is where you will add the name of the visiting Entrepreneur(s) you have selected and some information about him/her. Introduce the Entrepreneur to the class and give them adequate time to cover all the areas you have suggested in your Entrepreneur Prompt Sheet on page 101.

Show **Slide 4**

Questions for the Visitor. Encourage the participants to question the Visitor using the **Participant Question Prompt Sheet** in their Activity Workbook. They may also want to ask questions about areas the Entrepreneur covered.

Thank the visitor for their time.

## Task 3

When the visitor has left show **Slide 5**. Encourage a group discussion about the visit. Use the **Participant Question prompt sheet** in the Activity Workbook on page 101 for ideas to discuss.

- What was the most interesting part of the presentation?
- Did any of the areas surprise them?
- What were they?
- What skills and attributes did the Entrepreneur demonstrate?

Participants should be encouraged to volunteer their thoughts from the notes they took during the presentation.



#### **Task 4**

Show **Slide 5** and refer participants to **Activity 1** on page 103 in their workbook to encourage them to reflect on their learning from the visit.

This should cover

- Who have been their role models in the past?
- Have they had the opportunity to be a role model or might they be in the future?
- An insight into all aspects of the life of an entrepreneur
- Other aspects revealed by speaker during the presentation.
- I am able to listen and ask pertinent questions
- I can discuss my ideas with other participants



## Workshop 10

# ROLE MODELS





## Workshop 10 Role Models

### Overview

This workshop aims to build on the previous Workshop where the participants met with an entrepreneur. They will now have the opportunity to watch some videos where young people talk about their experiences of starting up a business.

### Resources

Activity Workbook  
Power-point presentation  
Flipchart  
Wifi Access to show video clips  
[Resource 10 Magnus Houston Video Worksheet Answers](#)  
[Resource 11 Steve Jobs Video Worksheet Answers](#)

### Task 1

Before the workshop familiarise yourself with the Workshop Activity pack, watch the videos and read the case studies.

Show **Slide 2**. Explain to the group you have some videos of young people who will hopefully inspire them. The first one is of Magnus Houston.

**Play the video.** Refer the participants to Workshop 10 on page 105 in their pack and highlight there is a case study which summarises the video.

**Slides 3-5** have videos of other young people from Scotland talking about their experiences. (Please note that these videos are suitable to be shown to young people regardless of the country where they are).

Pages 107-109 have the Scottish case studies in text form

**Slides 6-7** introduce young entrepreneurs from Malta and there are case studies in the Workbook on pages 110-113.

All of these case studies are relevant and young people may benefit from any of them regardless of their nationality.

Choose the most appropriate ones for your group depending on the amount of time you have. Pay attention to making sure you have a gender balance in the videos you choose to show.





## Task 2

Ask the group to work in groups and look at the case studies outlined in pages 107-113. Choose the ones that are most relevant to them. Some are set in the UK and some are from Malta.

Have a **group discussion** about the case studies.

Can they imagine themselves being like these young entrepreneurs?

Can they recognise the skills and attributes we discussed earlier in the Unit?

## Task 3

Show **Slide 8** and refer the participants to **Activity 1** in page 114 in their workbook if you have used the Magnus video. This exercise is designed to consolidate what they have learned from the first video of Magnus and to help them think about their own situation. You might want to play the video showing Magnus again to remind the participants of the content.

See **Resource 10** for the answers

Show **Slide 9** and play the Steve Jobs Video from Stanford University. Chris Borg identified Steve Jobs as a role model who inspired him. Ask all participants to look at **Activity 2** on page 117 in their workbook.

The worksheet will help participants to reflect on the three stories he told.

See **Resource 11** for the answers

It would be useful to have a **group discussion** about all of the case studies and what they have learned from hearing about the journeys of the young people.



#### **Task 4**

Show **Slide 10** and refer participants to **Activity 3** on page 120 in their workbook to encourage them to reflect on their learning from the role models.

Should cover:

- Motivation to start a business
- Who can help – different organisations?
- How they stay focussed
- How they measure success
- What they found difficult – how they overcame it
- Stories from Steve Jobs
- Ideas for starting a business





## Workshop 11 – Research – Getting to Know an Entrepreneur

### Overview

This workshop aims to help the participants develop research and interviewing skills while learning about a local entrepreneur in their community. This task will help them realise that there are enterprising people all around us.

### Resources

Activity Workbook  
Power-point presentation  
PC or tablet

### Task 1

Familiarise yourself with the Activity Workbook and the task the participants will be asked to do.  
Show **Slide 2** and explain to the group that this task will help them develop key skills in the area of **research, interviewing and networking**. These skills are very important when starting a business. Understanding the 'life-world' of an enterprising person/entrepreneur will help them appreciate the realities of the enterprising process and the skills and characteristics needed to succeed.

### Task 2

Refer participants to **Activity 1** on page 122 in their workbook. You should then give them time to think about who they might approach for help. It might be useful for a class discussion to allow for questions. If possible, give the participants access to a computer/tablet to help them find out any relevant information they will need. Give them a deadline i.e. 1/2 weeks when they need to have the task completed. Make up a timetable for the next Workshop when all the participants will be expected to deliver a short presentation of their findings to the group. Tell them they may wish to use power-point to get the information across if this facility is available.

**Care should be taken to choose an appropriate Entrepreneur. Be mindful of safeguarding issues to ensure that young people are not placed in a vulnerable position. If the young person is under the age of 18 they should not be encouraged to interview anyone on their own. They should be accompanied by a responsible adult.**



### **Task 3**

When the research has been completed and the participants have their reports arrange for each to do a short presentation to the group. Show **Slide 3** and introduce each participant in turn to invite them to share their findings. This will be valuable experience for them to present in front of their peers and they will gain knowledge and insight from each other. Allow for questions after each presentation. This can be done informally if it is more appropriate. Ie all sitting round a table and not a formal presentation.

### **Task 4**

Show **Slide 4** Encourage more questions/discussion when all the presentations have been delivered. Emphasise the fact that they have successfully carried out tasks that will help them in future ventures.

### **Task 5**

Show **Slide 5** and refer participants to **Activity 2** in their workbook in page 124 to encourage them to reflect on their learning from the process of interviewing the entrepreneur and presenting their findings to the group.

Should include some of the following:

- How to research a topic
- How to interview someone and ask questions
- How to write a short report
- How to present findings to the group
- How to ask relevant questions to gain knowledge and understanding
- More insight into the world of an entrepreneur





## Workshop 12

### Staying on Track





## Workshop 12 – Staying on Track

**Overview** This final workshop aims to help participants recap on their learning from previous workshops within Unit 1 and to introduce them to the next Unit - **Unit 2 – Starting a Business**.

**Resources** Activity Workbook  
Flipchart  
Power-point presentation  
**Resource 12 – Evaluation Form**  
**Resource 7 – The 'F' Card Exercise**  
  
Sheet of blank paper for each participant

### Task 1

Familiarise yourself with the Activity workbook to increase your knowledge of the subject area.

Show **Slide 2** Let's recap and tell the group they have covered a lot of ground during all the workshops and they should be proud of their achievements during the Unit.

Show **Slide 3** that shows all the previous workshops to remind them of what they have done already.

Show **Slide 4** Ask the group to complete **Activity 1** on page 127 "**How do I feel today**" now that they have finished the course. Ask for volunteers to share their thoughts – make it fun!  
How has this changed from when they started the course?

Do they feel more confident?

### Task 2

Show **Slide 5** – refer participants to **Activity 2**. This activity on page 128 contains a checklist where participants can confirm they have covered each area. There is also room for them to capture areas where they are not satisfied and once they have completed the task ask the group to share any areas they have identified. Go back over the material if appropriate.





Ask for any volunteers who would like to discuss anything further.

Are there any questions about what they have learned throughout the Unit?

### **Task 3**

Show **Slide 6** As the group to complete **Activity 3** on page 131.

Ask for volunteers. Group discussion about what they liked best? What changes they will make. Was there anything missing they would like to have covered?

Capture this information on the flipchart and feed it back to the course developers to ensure improvements in the future.

### **Task 4**

Show **Slide 7** and refer the group to **Activity 4** on page 132.  
Distribute **Resource 12** the Evaluation form at the end of your pack.

Emphasise this will be used to improve delivery going forward and is anonymous so they should be honest.

**Make sure you gather in all evaluation forms.**

### **Task 5**

Show **Slide 8** and refer participants to **Activity 5** on page 133 in their workbook. If they would like to retake the Fixed/Growth Mindset Quiz they completed earlier in the Unit to see how far they have travelled, and if time allows, there is a blank form here for them to use.

Distance travelled is a powerful way to show individuals how far they have come and how they have developed during the course.

If an individual's result in the The Fixed/Growth mindset quiz showed them to have a fixed mindset it would be interesting for them to see if their views have changed.



**Activity 6** on page 137 encourages participants to also redo the **Enterprise Catalyst quiz** and check if their report has a different outcome.

It may be useful for them to discuss any changes they notice with the group or have the opportunity to discuss the changes individually with yourself.

### Task 6

Show **Slide 9** Where do we go from here? Explain that this is just the start. They have learned about many areas regarding entrepreneurship and they can progress on to further study now they have the building blocks in place. It is important to celebrate their success so far.

This is where you can discuss the assessment process if the participants are being presented for the Unit 1 Award "Developing Entrepreneurial Skills".

### Task 7

Show **Slide 10**. This slide shows **Unit 2 – Starting a Business** and explain that this is a natural progression from the previous unit. This next Unit will give them practical help and support in setting up their own business. Details are in their workbook at page 139. Allow time for them to ask questions.

### Task 8

Show **Slide 11 - Activity 7** Familiarise yourself with **Resource 7** The 'F' Card Exercise.

Follow the instructions in the resource.

#### Learning Points

It is easy for our brains to get conditioned to overlook the small things.

**What is so routine for you that you are overlooking it?**

This is a very powerful exercise to finish on – What opportunities are they missing? What business ideas are they missing?

### Task 9

Show **Slide 12** a positive way to finish – You Can Do It



Wish the group success in the future and emphasise you look forward to helping them continue their journey with **Unit 2 – Starting a Business**.

## Additional Resources

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<b>Resource 4</b> – Comfort Zone Group Exercise .....	68
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**Resource 11-** Steve Jobs Video Worksheet ..... 87

**Resource 12 –** Evaluation Form ..... 91

## **Resource 1**

### **Background Reading**

It is increasingly recognised that formalised and embedded entrepreneurship and enterprise expertise within a school/community environment are essential prerequisites and potential drivers of economic growth, job creation and social development. Young people need to be prepared for a world that is changing rapidly. Many of the jobs young people aspire to when they leave school do not yet exist and individuals will probably have several different types of career during their lifetime. The skills, flexibility and attitude to cope with an unpredictable future are increasingly required to build resilience and to deal with setbacks and disappointments in a positive way. This is further underlined by the need to continually learn and re adapt to the changing working environment and pace of technological change.

This **Facilitator Pack**, along with the **Activity Workbook** will build your capacity by equipping you with the understanding, skills and access to the required information, knowledge and resources that enables you to confidently deliver the Unit – **Developing Entrepreneurial Skills**.

The Unit is designed to introduce the young people to the skills and attributes required if they are to be entrepreneurial in their life. Having an entrepreneurial mindset can help them to be successful in all aspects of their 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 it can bring. Within the course programme they will have the chance to explore entrepreneurship, reflect on their own strengths and develop new skills they can use to help them cultivate an entrepreneurial mindset.



## Resource 2



### SUGGESTED ANSWERS

#### Activity 3 – Phrases

1.

1. d
2. h
3. a
4. f
5. c
6. i
7. g
8. e
9. b

2.

1. Alex is a really creative guy, with very unusual ideas. He certainly thinks outside

the box.

2. Shammi and Dev really are movers and shakers. They only moved to London a year ago, but they've already opened 49 clothes stores and given jobs to many local residents.

3. Sarah had wanted to start a business for years, but she was worried about losing money. She finally decided to take the plunge last month when she her own restaurant. plunge opened

4. Aaron has tried so many times to become a singer, but without success. He really needs to get a break



, but the  
music  
industry  
is so  
competiti  
ve.



5. Jessica is really excited about her new online business. I think she's really going to make a go of it .
  
6. It was very risky when Pete launched his new product, however he took a **'nothing ventured, nothing gained'** 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 **to get off the ground**
  
8. Bagless vacuum cleaners didn't exist before designer James Dyson realised there was a niche in the market .
  
9. After running a successful mail order music business, Richard Branson realised that **'success breeds success'** . 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.



## Resource 3

### Entrepreneur Prompt Sheet

Thank you for agreeing to come along to meet the group in order to inspire them with your entrepreneurial journey to date.

In order to get the best out of the session it would be helpful if you could include the following in your talk:

- How did your background, family, study or job lead you to set up a business?
- Why you set up the business? What gave you the idea?
- How hard was it in the beginning?
- Who helped you?
- What motivates you?
- How did you finance the business?
- What stage is the business at now?
- Has it grown or is growth planned?
- Who else is involved now?
- What are the next steps for them?
- Where would they like to see the business in 5 years?

These are only prompts, please add any other information that you think would inspire and motivate the group.





## Resource 4



# Challenge - Comfort Zone

## Tutor Notes

<p><b>Purpose:</b></p>	<ul style="list-style-type: none"> <li>For participants to experience what it feels like to be in comfort, challenge and panic zone.</li> </ul>
<p><b>Resources:</b></p>	<div data-bbox="386 594 803 787" data-label="Image"> </div> <p>Panic, Challenge and Comfort Zone posters – using flip chart paper create 3 posters</p> <p>Challenge – green = good for learning (green for go) Panic – red – warning /danger</p> <p>Blue – comfortable relaxed</p> <p>PowerPoint Slides</p>
<p><b>Time:</b></p>	<p>25 minutes</p>
<p><b>What to do:</b></p> <p>There are three posters – Comfort, Challenge and Panic. Put the posters up on the wall.</p> <ol style="list-style-type: none"> <li>2. Read out a series of statements and ask everyone to stand next to the poster that applies to them.</li> </ol> <p>Example statements: (you don't need to use them all )</p> <ul style="list-style-type: none"> <li>There's a spider in the room</li> <li>In five minutes time I'd like you to do a presentation on a given subject in front of the group</li> <li>You're stuck in a lift</li> <li>We are all going sky diving</li> <li>There's a snake in the room</li> <li>You have to sing a song in front of the group</li> </ul>	



2. After each statement, ask people why they stood next to that poster – particularly those in the challenge and panic zones. What is it about the statement that means they are challenged or panicked?
  3. A couple of times during the exercise, when people have just arrived in their zones, ask them to 'freeze'.
  4. Get them to think about their own body language and that of those around them. Do the people in each zone have anything in common?
5. Tutor summarises the session and learning outcomes.

**Explore through discussion:**

Behaviours associated with each

zone. How they personally respond?

What helps them to shift out of their comfort/panic zone?

**Points to make:**

- Different things challenge different people.
- What things did people have in common when they were in each zone?

This is a fun exercise but are your comfort zones holding you back from trying new things?

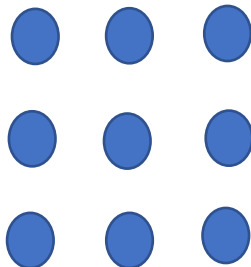


## Resource 5

### The nine-dot problem to help you “Think outside the box”

Below are nine dots arranged in a set of three rows. Your challenge is to draw four straight lines which go through the middle of all the dots without taking the pencil off the paper. If you were using a pencil, you must start from any position and draw the lines one after the other without taking your pencil off the page. Each line starts where the last line finishes.

Try this now - Place your pencil somewhere, draw four straight lines without taking your pencil off the page. Each line must start where the last line finished.



---

### The nine-dot problem to help you “Think outside the box”





Think back to how you were solving the puzzle. Did you solve it by trial and error, or did you think through a strategy? Spend 30 seconds thinking about how you solved it and what changes in your thoughts you needed must get you there.

**"Knowledge is created by the learner, not given by the teacher."** If you are trying to learn something, then you will need to think about it. We are not trying to teach you anything you do not already know, you are merely using us to remind you of things you want to remember.

The beauty of this nine-dot puzzle is that you literally must **"think out of the box"** to solve the puzzle. Your pencil or mouse must go outside the box of the dots to be able to solve it.

The most frequent difficulty people have with this puzzle is that they try to draw all the lines within the dots and they do not initially want to draw lines outside it because:

1. There is nothing outside the set of dots to associate to. There are no dots to join a line to outside the puzzle, so they assume a boundary exists.
2. It is assumed that doing this is outside the scope of the problem, even though the problem definition does not say you are not allowed to.
3. You are so close to doing it that you keep trying the same way but harder.

## Learning Points

### Look beyond the current definition of the problem.

- Ask questions to find out what is allowed and what is not.
- Are there any real rules to the problem anyway? (especially valid in human related problems - there are only perceptions, not physical rules)
- Look for other definitions of problems.
- Do not accept other people's definitions of problems. They may be either wrong or biased.
- If a problem definition is wrong, no number of solutions will solve the real problem.

### Investigate the boundaries

- What are the boundaries which the solution must fit into?
- Are the boundaries your own perceptions or reality?
- What are the possibilities if you push the boundaries?
- What are the benefits of small boundary changes?

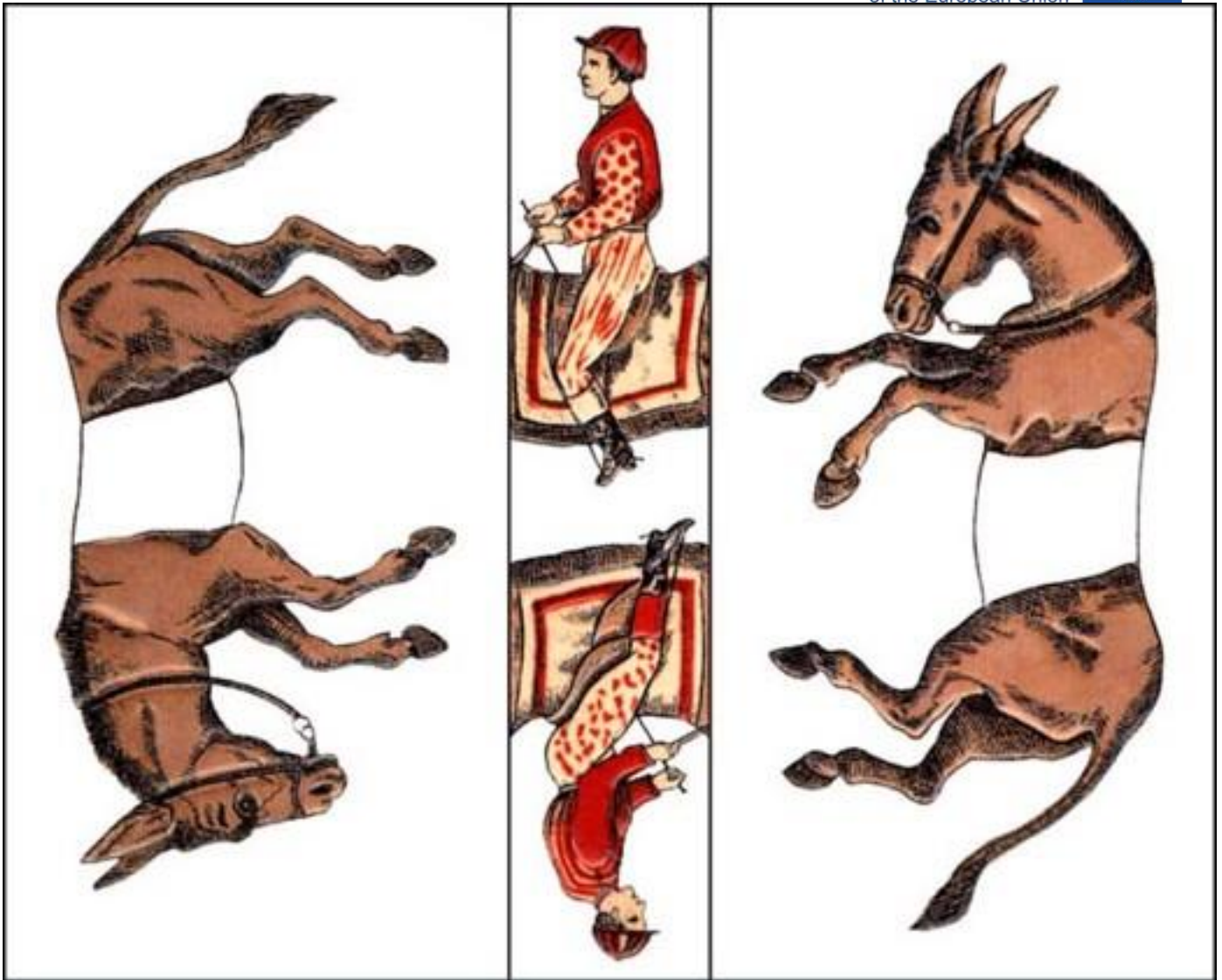


## Hard work is not the solution

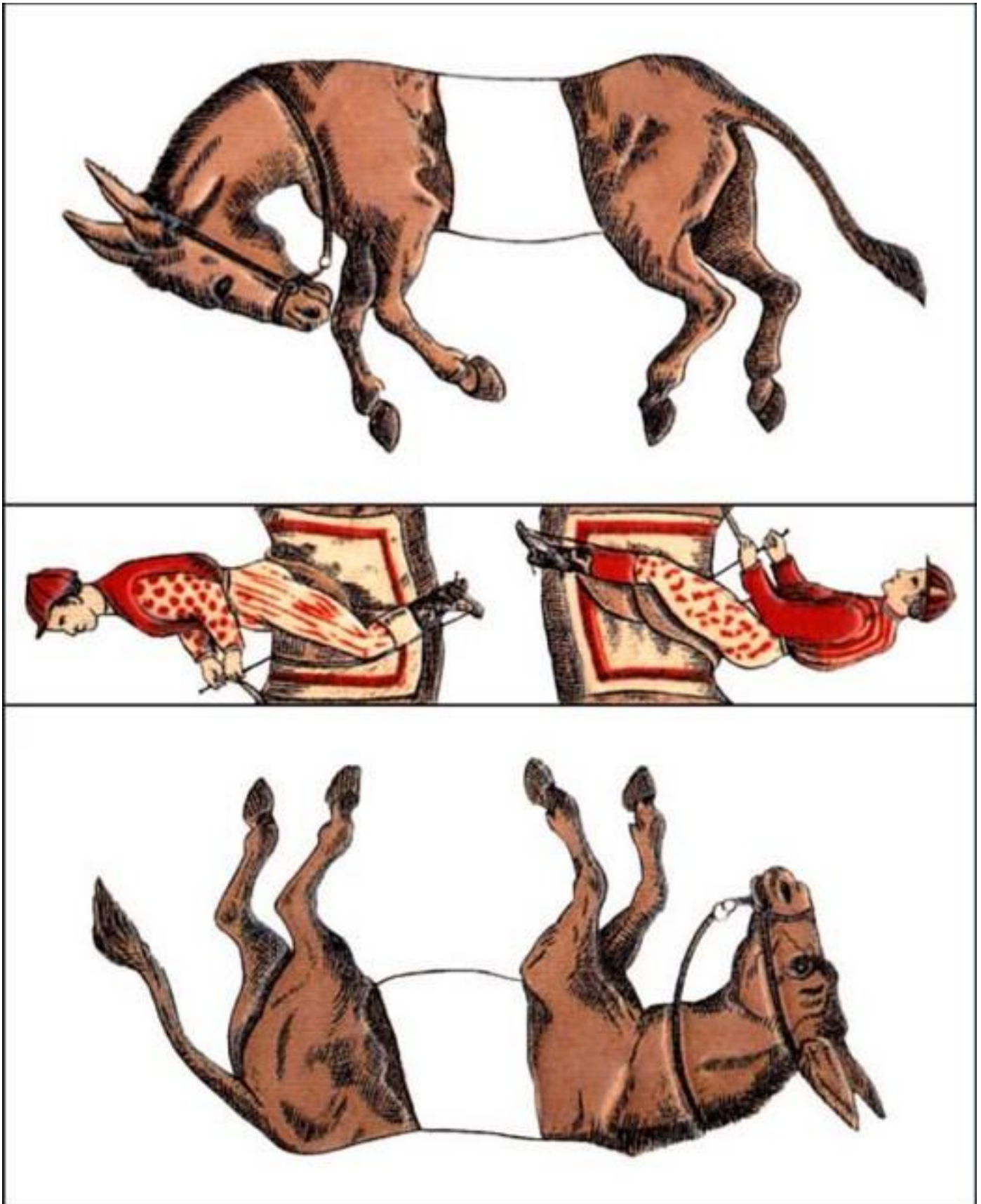
- Repeating the same wrong process again and again with more vigour does not work.
- You can be very close to a solution while not getting any closer to it.
- Thought is the solution, physical hard work will not work.

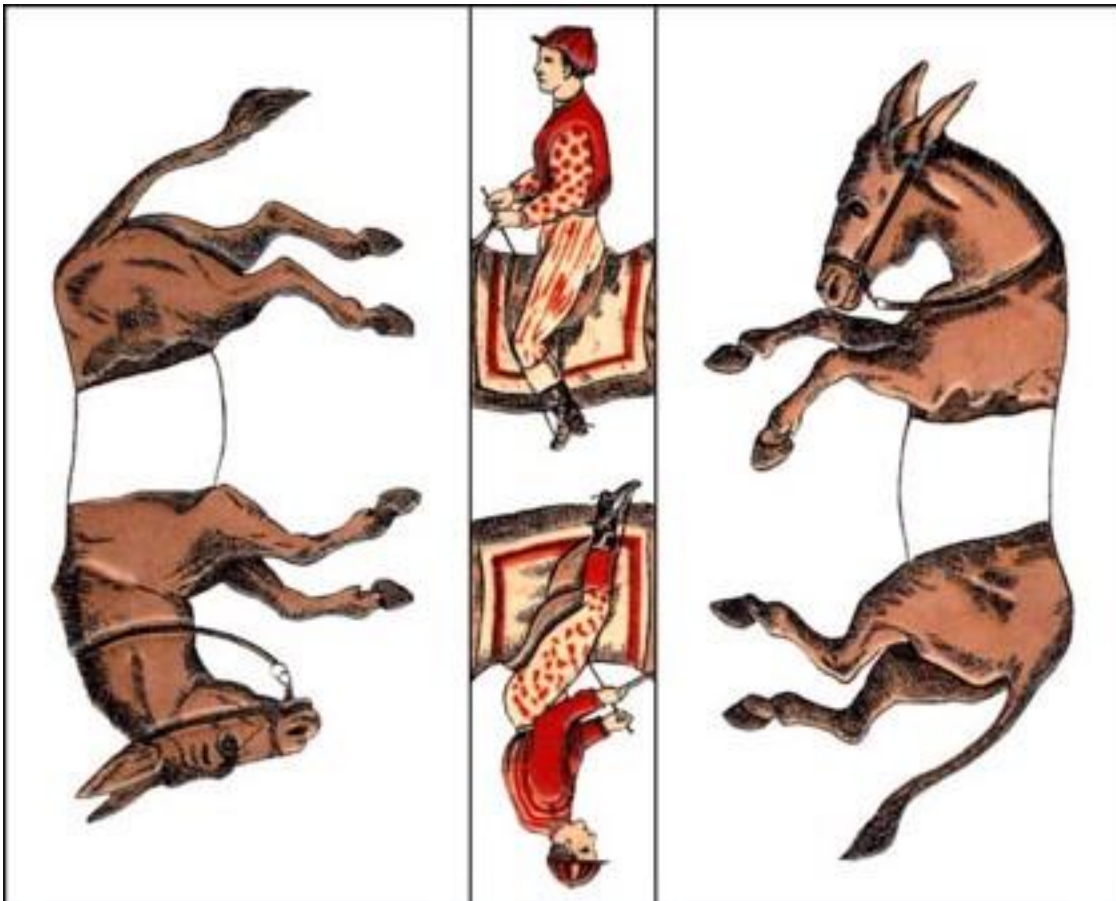
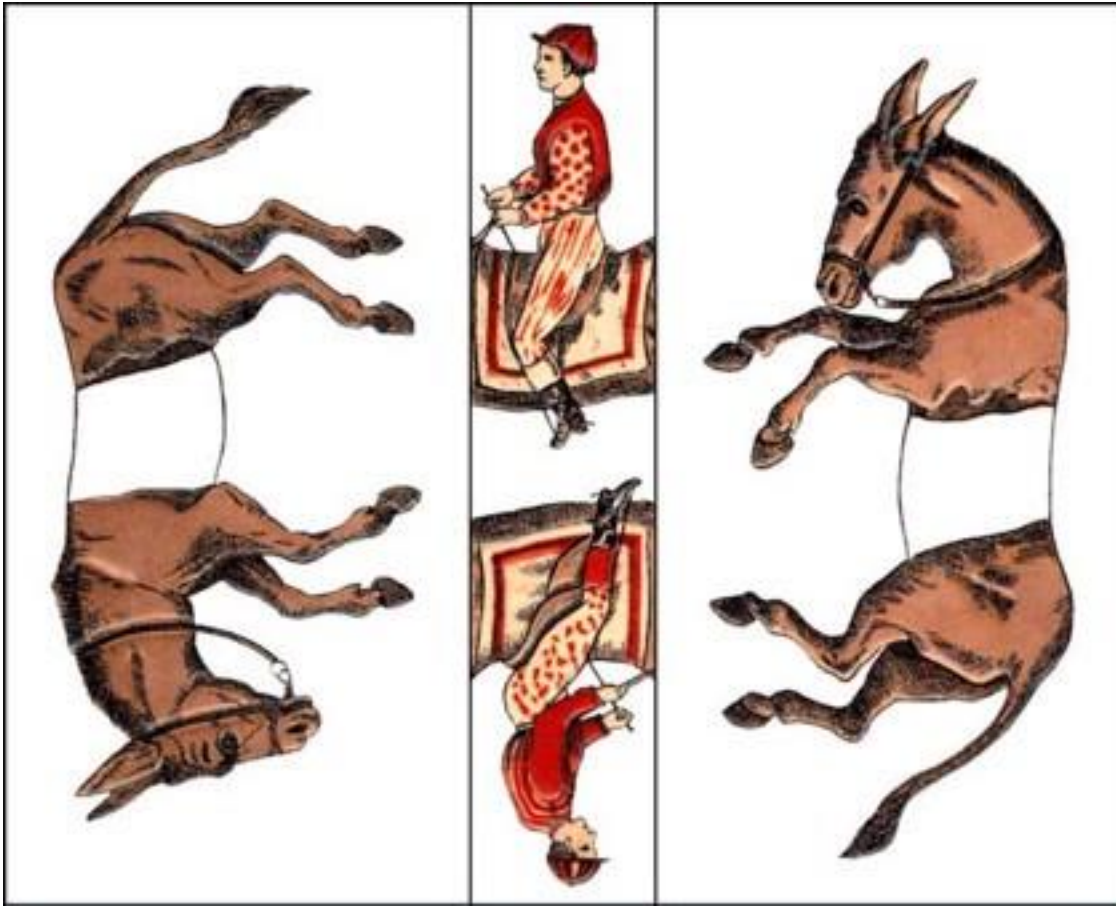
## Resource 6

Cut the drawing along the black lines. The challenge is to re-arrange the three pieces so that each rider is saddled on their own horse. You cannot fold the pieces. The horses cannot overlap each other.





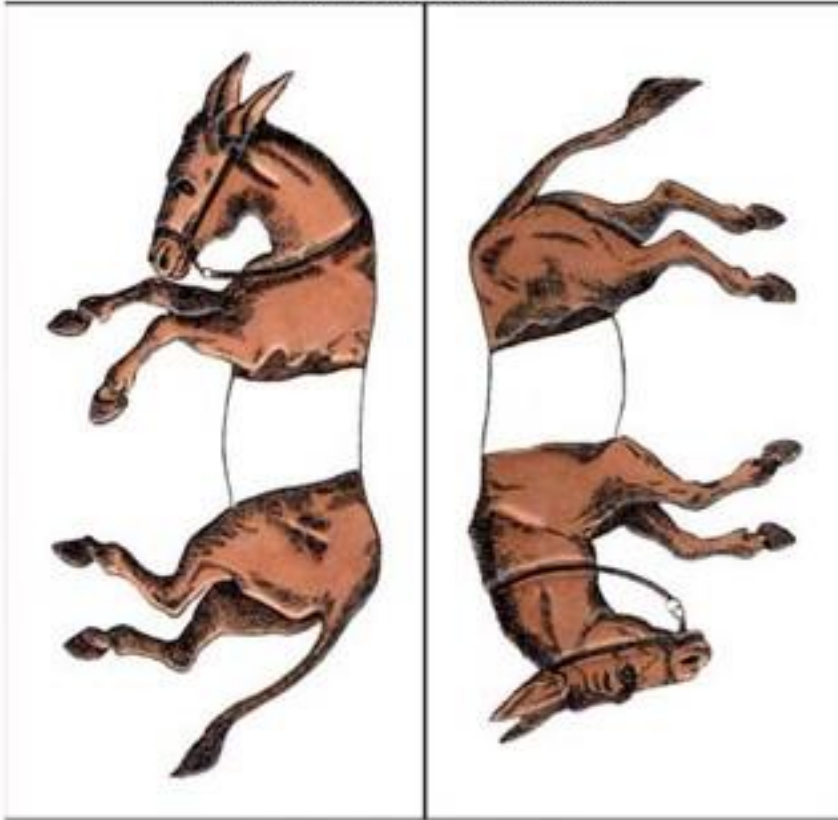




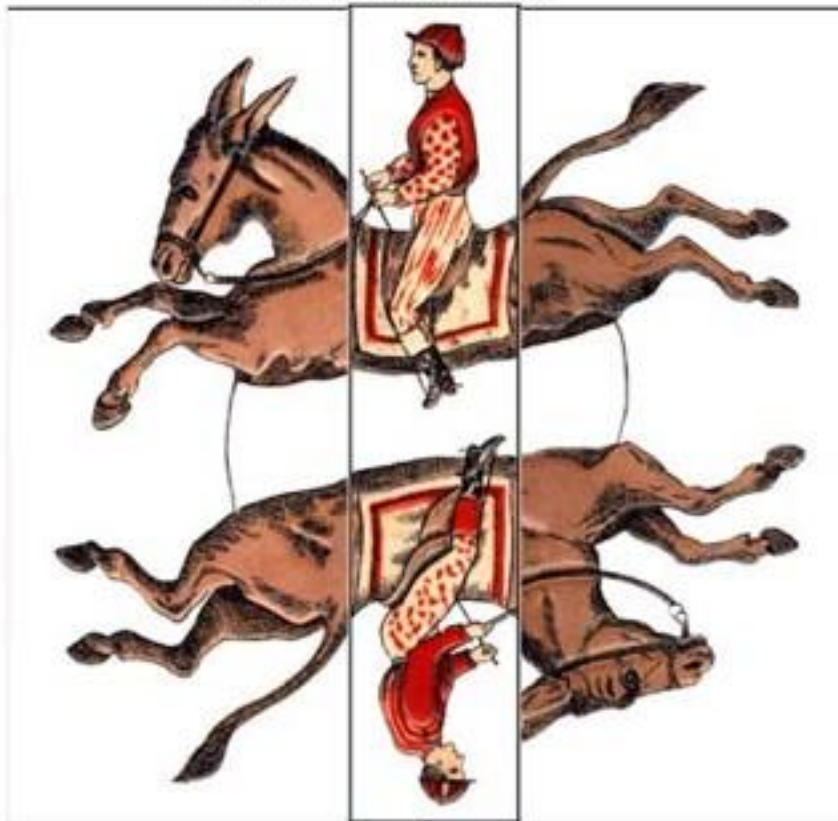


## Solution

First, lay the mule pieces back-to-back...



... then lay the strip on the middle!





## Learning Points

- Ask questions – what is allowed?
- There is a solution – I’m just not seeing it yet
- Thinking outside the box
- What else am I missing?
- Looking for new opportunities
- Different ways of doing things
- Others may be wrong



### Instructor Notes

**Resources:** The handout cards on the next page can be copied and cut to be used as handouts for each participant. Give them one card each.

**Directions:** Take your time, but only count once. (Give the participants 30 seconds to 1 minute). Ask them to count the number of 'F's in the following sentence.

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC  
STUDY COMBINED WITH THE EXPERIENCE OF YEARS

**Ask for volunteers to say how many Fs they see.**

**Answer:** There are six F's in this sentence. Most people see 3. One theory is because the brain does not process the word OF. The letter F usually makes the "f" sound like in the word "fox." However, in the word "OF" it makes a "v" sound. Another theory is because the brain overlooks small words such as "OF".

**FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC  
STUDY COMBINED WITH THE EXPERIENCE OF YEARS**

### Learning Points

It is easy for our brains to get conditioned to overlook the small things.

**What is so routine for you that you are overlooking it?**

**What opportunities are we missing?**



FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC  
STUDY COMBINED WITH THE EXPERIENCE OF YEARS

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## Resource 8

### Creative Brainstorming



**Duration:** 10 minutes

#### Objectives

To encourage participants to think creatively using an image as the catalyst.

#### Resources Needed

- Flipchart stand and flip chart for each group
- Flipchart marker pen for each group
- Stopwatch for the trainer

#### Instructions

- Split participants into groups of 3
- Explain that this exercise is to help them think creatively.
- Explain that participants will work in groups to brainstorm possible solutions to problems you will set them.
- There are 3 problems in all, and for each one the groups will have a set amount of time.



- Check that everyone is ready to start.

### **Problem 1**

- It is 3 am in the morning, you are the other side of town from where you live, you don't drive, have no money, and the battery has gone on your mobile phone. Spend the next 2 ½ minutes writing down as many ways that you can think of to find shelter until daytime.
- Circle your best solution.

### **Problem 2**

- You are visiting a close friend or relative only to remember that it is their birthday, you haven't bought them anything, not even a card. What do you do? List your ideas taking 2 minutes.
- Circle your best answer

### **Problem 3**

- You have £500 to spend in 1 hour, how are you going to spend it? List your ideas during the next 1 ½ minutes
- Circle your best answer
- Using the 3 best answers that you came up with, construct a humorous sentence.
- Groups to reveal their answers in turn.

### **Discussion Points**

How did you feel about being timed whilst carrying out the brainstorming?

Were you surprised at the number of solutions that you came up with during the exercise?





## Resource 9

### Answers for Body Language Quiz

<p>Shrugging your shoulders</p> <p>"I don't really care", "I can't be bothered"</p>	<p>Leaning forward when sitting opposite someone</p> <p>"I am finding this interesting"</p>
<p>Sighing when talking to someone</p> <p>"I am bored, fed up with this conversation"</p>	<p>Glaring at someone</p> <p>"I am feeling angry with you"</p>
<p>Talking with a shaky or trembling voice</p> <p>"I don't feel confident"</p> <p>"I am feeling anxious"</p>	<p>Talking with your arms folded</p> <p>"I am feeling vulnerable and want to protect myself from you"</p> <p>Or</p> <p>"I am comfortable and just relaxing"</p>
<p>Slumping in a chair</p> <p>"I am tired or bored – can't be bothered"</p>	<p>Looking away when someone is talking to you</p> <p>"I am bored and not really interested in what you are saying"</p>
<p>Looking with eyes down when someone is talking to you</p> <p>"I feel bad and I don't want to engage with you"</p>	<p>Arms and hands open when talking to someone</p> <p>"I am feeling relaxed and happy in your company"</p>
<p>Looking with tight lips and narrowed eyes</p> <p>"I don't trust what you are saying"</p>	<p>Looking with a big smile</p> <p>"I am happy and enjoying being with you"</p>
<p>Sitting with arms and legs crossed</p> <p>"I feel uncomfortable and I feel I want to protect myself"</p>	<p>Nodding when listening to someone</p> <p>"Yes I agree with what you are saying"</p>
<p>Talking with a loud assertive voice</p> <p>"I am confident in what I am saying and I will make sure you hear me"</p>	<p>Lowering your head when listening or talking</p> <p>"I feel despondent and I don't really want to be here"</p>
<p>Shaking your head when listening to someone</p> <p>"I don't agree with what you are saying"</p>	<p>Fiddling with objects while talking</p> <p>"I feel nervous and anxious"</p>



<p>Leaning back on your chair with hands on your head</p> <p>"I feel very confident and I have the upper hand here"</p>	<p>Pacing up and down while talking</p> <p>"I am feeling stressed about this situation"</p>
<p>Listening or talking with clenched fists</p> <p>"I feel very angry and I am trying to control myself"</p>	<p>Talking gently and softly</p> <p>" I feel calm and gentle and want to make you feel comfortable"</p>
<p>Avoiding eye contact with someone</p> <p>"I am shy"</p> <p>"I lack confidence"</p> <p>"I'm not telling the truth"</p>	<p>Staring with wide eyes at someone</p> <p>"I am shocked"</p> <p>"I don't believe it this is unbelievable"</p>



## Resource 10

### Answers to Quiz from Video

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**

<b>Someone who is fun</b>	<b>Someone who has lots of contacts</b>
<b>Someone who is good at sales</b>	<b>Someone who is good with people</b>

## Resources

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

<b>Business Gateway</b>	<b>HISEZ</b>
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<b>The Prince's Trust</b>	<b>HIE</b>
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## Staying Focussed

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

**A**

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

## Measuring Success

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

**A**

<b>His input and effort</b>	<b>His goals and achievements</b>
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## Experience, Skills and Attitudes

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

<b>Experiences</b>	<b>Skills</b>	<b>Attitudes</b>





## Resource 11

### Activity 2



Chris Borg of **Vioside** highlighted in the case study above 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 areas he mentioned.

#### Steve Jobs tells three stories from his life.

FIRST  
STORY

Q1 What is the first story about?

\_\_\_\_\_ **Connecting the Dots**

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

\_\_\_\_\_ **She wanted her child to have parents who graduated**

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

\_\_\_\_\_ **His proposed parents decided that they really wanted a girl. The family who eventually adopted him were approached and asked at very short notice if they wanted him and they said YES of course.**

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

\_\_\_\_\_ **Because the new parents had not graduated from high school. She only relented later when the new parents promised that they would send Steve to College.**

Q5 How long had he been at Reed College before he quit? **6 months but he stayed as a drop in for around another 18 months.**

Q6 Why did he quit?



He wasn't enjoying it and he knew that his adoptive parents were spending all their life savings to send him there and he could not see the point of it all. He decided to quit and trust that it would all be ok.

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

He stopped going to the classes he didn't like and started dropping in on the ones he did enjoy.

Q8 How did he get by?

He slept on the floor of friends' rooms and collected coke bottles for the 5 cent deposits to buy food with and he walked 7 miles one day a week to get a good meal at the Hari Skrishna Temple.

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

10 years later he used it to ensure that all the fonts and typefaces (Serif and Sans Serif etc) were made available to users when he was designing the first Mac Computer. It all came back to him and they designed it all in to the Mac. It was the first computer to use these innovative typefaces. And Windows copied the Mac.

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

You can only connect the dots looking backwards so you have to trust that somehow the dots will connect in your future/ You have to trust in something – your gut, destiny, karma. Believing the dots will connect further down the road will give you the confidence to follow your heart even when it leads you off the well worn path and that will make all the difference

## SECOND STORY

Q1 What is the second story about?

Love and Loss

Q2 When and where did he start Apple?





In his parents garage when he was 20.

Q3 How much was Apple worth 10 years later

2 billion

Q4 How many employees did it have?

Over 4000 employees

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

As Apple grew they hired someone to help them manage the company. As it grew their visions for the future started to diverge and they fell out. Their Board of directors sided with the other man and at 30 he found himself out very publicly.

He was devastated. He felt he had let down future entrepreneurs and that he had dropped the baton when it was passed to him. He tried to apologise.

Q6 What helped him start again?

It dawned on him that he still loved what he did. He's been rejected but he was still in love. So he decided to start over. He as pleased to be a beginner again it freed him to enter one of the most creative periods of his life.

Q7 What was the first computer animated feature film?

Toy Story

Q8 How did he return to Apple?

Apple bought the company he was now with NeXT.

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

You've got to find what you love. Do what you believe is great work. If you haven't found it yet keep looking and don't settle.

## THIRD STORY

Q1 What is the third story about?

Death

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



He heard this quote and it made an impression on him.

If you live each day as if it were your last one day you will certainly be right

So every day he asks himself

“If today were the last day of my life would I want to do what I am about to do today? And whenever the answer has been no for too many days in a row I know I need to change something”

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

Remembering that he will be dead soon

Q4 What type of cancer was he diagnosed with?

Pancreatic

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

3/6 months

Q6 What did the doctors advise him to do?

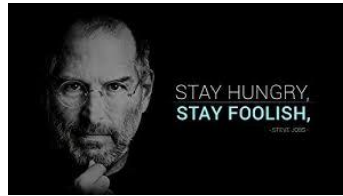
Go home and get his affairs in order.

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

No-one wants to die. Death clears things out for the new. You are the new but someday you will become the old and will gradually be cleared away. Your time is limited so don't waste it living someone else's life. Don't be trapped by dogma which is living with other people's thinking. Don't let other people's opinions drown out your inner voice and most important have the courage to follow your heart and your intuition – they somehow already know what you truly want to become. Everything else is secondary.

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

Phot of an early morning country road. Beneath it were the words:





# Unit 1 Developing Entrepreneurial Skills

## Resource 12

Trainer(s) \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

<b>Instructions:</b> Please tick your level of agreement with the statements listed below	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The objectives of the training were met				
2. The presenters were engaging				
3. The presentation materials were relevant				
4. The Activity Workbook was organised and easy to follow				
5. The trainers were well prepared and able to answer any questions				
6. The course length was appropriate				
7. The pace of the course was appropriate to the content and attendees				



8. The Exercises/Activities were helpful and relevant				
9. The venue was appropriate for the training				

10. What was most useful?

11. What was least useful?

12. What else would you like to see included in this course (if anything)?

13. Would you recommend this course to a friend?      Yes/No      Why?

14. Any other comments?



**THANK YOU FOR COMPLETING THIS EVALUATION FORM. FEEDBACK RECEIVED  
WILL BE USED TO PROVIDE IMPROVEMENTS WHEN THE TRAINING IS  
DELIVERED IN THE FUTURE.**