

TEACHERS GUIDEBOOK

FOR
YOUNG
WOMEN
ENTREPRENEURS



youngfemale
entrepreneur
program

 Erasmus+

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The material is open and available through the project's website (<https://female-business.eu>)

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ABOUT THE HANDBOOKS & TOOLKITS



YOUNG FEMALE ENTREPRENEUR

is an innovative and tailored program with the aim to nurture, empower and inspire young women to build their own futures through self-employment, education or training, strengthening skills connected to entrepreneurial mind-set and wider soft skills and a specific program to create social enterprises.



THE GUIDEBOOK CONTAINS OF FOLLOWING ELEMENTS:

1. Guidebook for Instructors, which is this document

Here you will be able to find all the methodology behind the YFEP program and how to apply it in class.

It also contains a list of workshops be performed by single participants or by participants in groups during workshops or other class activities.

2. Guidebook Phase 1, Phase 2, Phase 3 and Phase 4

Is a collection of reading materials to be used by the women female entrepreneurs directly and is divided in 4 phases which are the main phases that they will go through in starting up their enterprises.

At the end of the reading materials there is a list of videos and resource list for further reading.

There is also a self-assessment section where entrepreneurs can check their level of knowledge from each phase.

3. Presentation slides to be used for Phase 1, Phase 2, Phase 3 and Phase 4

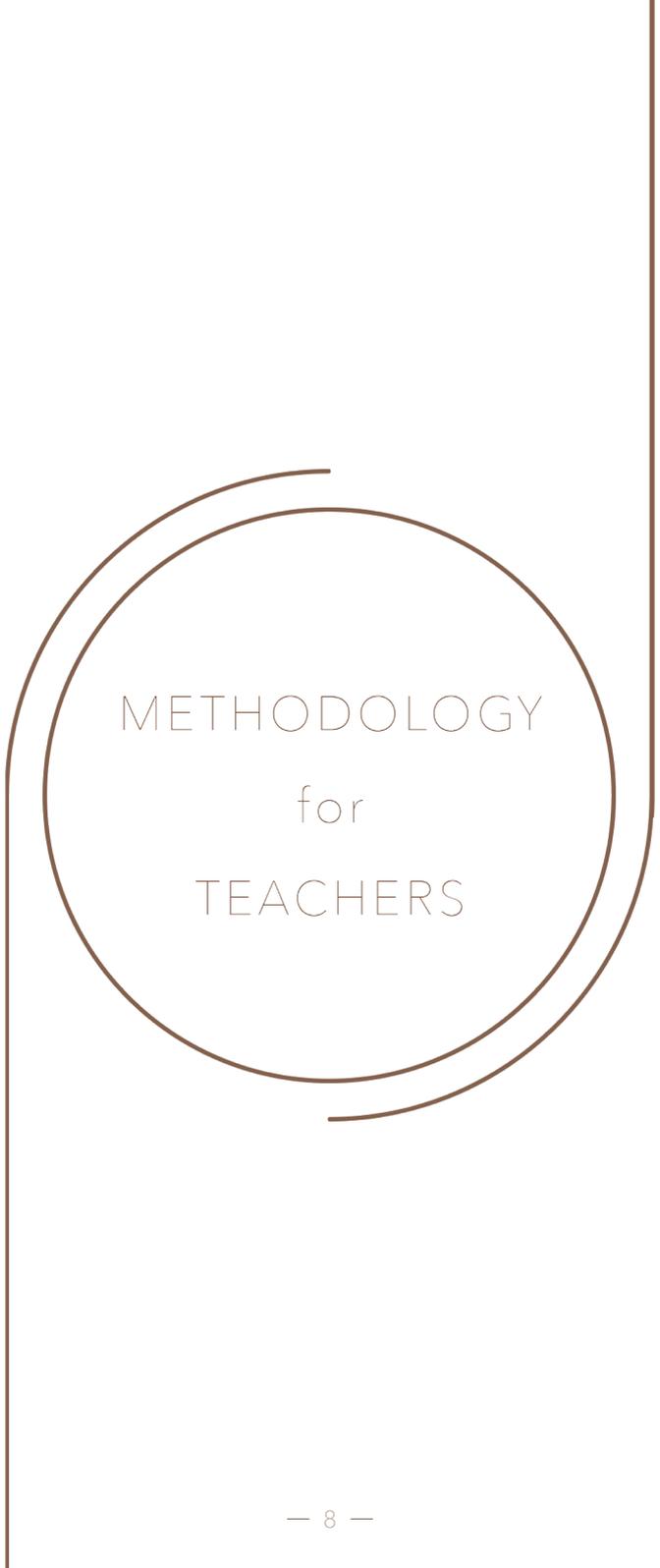
Every reading material topic is accompanied by a set of presentation slides in ppt that can be used wither in class by the instructors or can be read Directly by the young women entrepreneurs

4. LICET Business Checklist developed by Aregai

Finally, the program offers the LICET checklist to be used by the young women entrepreneurs directly in order to evaluate their process to make sure thier work is aiming at offering a feasible and sustainable product or organization

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METHODOLOGY
for
TEACHERS

Introduction

The process suggested by the YFEP program Guidebooks follows 4 Phases:

1. **Shaping a Vision**, young women will have the opportunity through this phase to conceptualise their business idea, to start building their social innovation model, consider issues of environmental sustainability, elaborate on their profile as a game changer leader. They will start building the profile of their ideal customer and develop the value proposition of their product or service.
2. **Initial Assessment**, at this phase young women participants to the program will be supported to assess their own capabilities and work on their personal development path as social entrepreneurs. They will also start building the main operations of their businesses, elaborating on the skills and competences needed to manage main activities of a social enterprises.
3. **Sharing Results for Better Support**. At this phase young women will turn to the external environment to gather the needed resources to build their social enterprises. They will consider issues of types of resources they need and how to mobilise in order to implement their value proposition offering. Participants will be introduced to the notion of collaboration and ways of building networks and entering into alliances.
4. **Planning**. Finally, at the last phase young women will now have the opportunity to put their entire business idea in paper and develop their business plan and business model canvas. This phase would not be completed unless young social entrepreneurs would externalise their business vision by pitching for support to prospective partners and supporters. At this final step young women will be introduced to the skills and competences of story telling and pitching to possible funders and partners.

The Guide is conceived as both a methodological resource, integrating theoretical information and exercises. It concerns the development of soft and hard entrepreneurial skills, and a practical reference providing final youth targets with concrete guidance and orientation in the paramount dimensions, which determine the successful establishment and development of a start-up business (Product/Service, Design, Market Analysis, Marketing, Customer Service, ICT, Human Resources Management, and Legislation).

Young Female Entrepreneur is to be used directly by the target population of young women wanting to start up their own social enterprise or by educators and trainers wishing to apply this process to their students. Resources and methodological approaches are offered for both target audiences and needs.

The guidebook incorporates the work of the EU Entrepreneurship Competence Framework – EntreComp (2016) and the approach of the EU Key Competences for Lifelong Learning (2019).

Action Learning

The learning approach of Young Female Entrepreneur Program is that of Action learning Model. Action learning has been around since the 1940s, is well researched and is now used widely for developing managers, entrepreneurs and similar roles where individual performance is strongly affected by attitudes, confidence, motivation, personal style and values. It has so far tended only to catch on where the national or organisational culture is not strongly authoritarian.

People who are successful as entrepreneurs often have an intolerance for learning through generalisations and theoretical concepts and through methods such as lectures where it is assumed that expert specialist knowledge can be learned and then applied at a completely separate time and in a different context. For complex activities where there are large discretionary elements and few "right" answers, amassing knowledge is not sufficient to produce a good performance. Many entrepreneurial people have a bias towards action and use trial and error as a learning procedure. If they are to make use of expert knowledge, such as about accounting procedures, they want to learn a minimum to be able to ask the right questions, to know whether they are getting good advice from real experts and to be able to apply their learning immediately to a real life issue. The disadvantage of this highly active style is that they can fail to reflect on themselves and the situation around them and so do not learn properly from the experiences they have. As a result of these factors, we are using an approach called "Action Learning".

Action learning is based on a repeating cycle of:

Action	Learner takes real significant action (The project)
Reflection	Being encouraged/ helped to reflect on, for instance, what happened and why? Are there other ways? Why do I do it this way? Are my assumptions valid?
Planning for change	For instance, how can I avoid the pitfalls? Who do I need to involve and how? What new elements should I introduce?

Action Learning is an activity using the experience, support and challenge of others to bring about enhanced levels of learning.

- It works best where:
 - Those involved have substantial experience that can be used for the benefit of others
 - The actions have a degree of riskiness or stretch, usually because the learner is deeply committed to success, but are achievable
 - Participants come from different backgrounds so that they can bring in the widest variety of perspective and understanding
 - The timing fits with the learner's real-life ability to give the project full attention
 - The learner is sufficiently open-minded and robust to be willing to take on the need to change their own behaviour

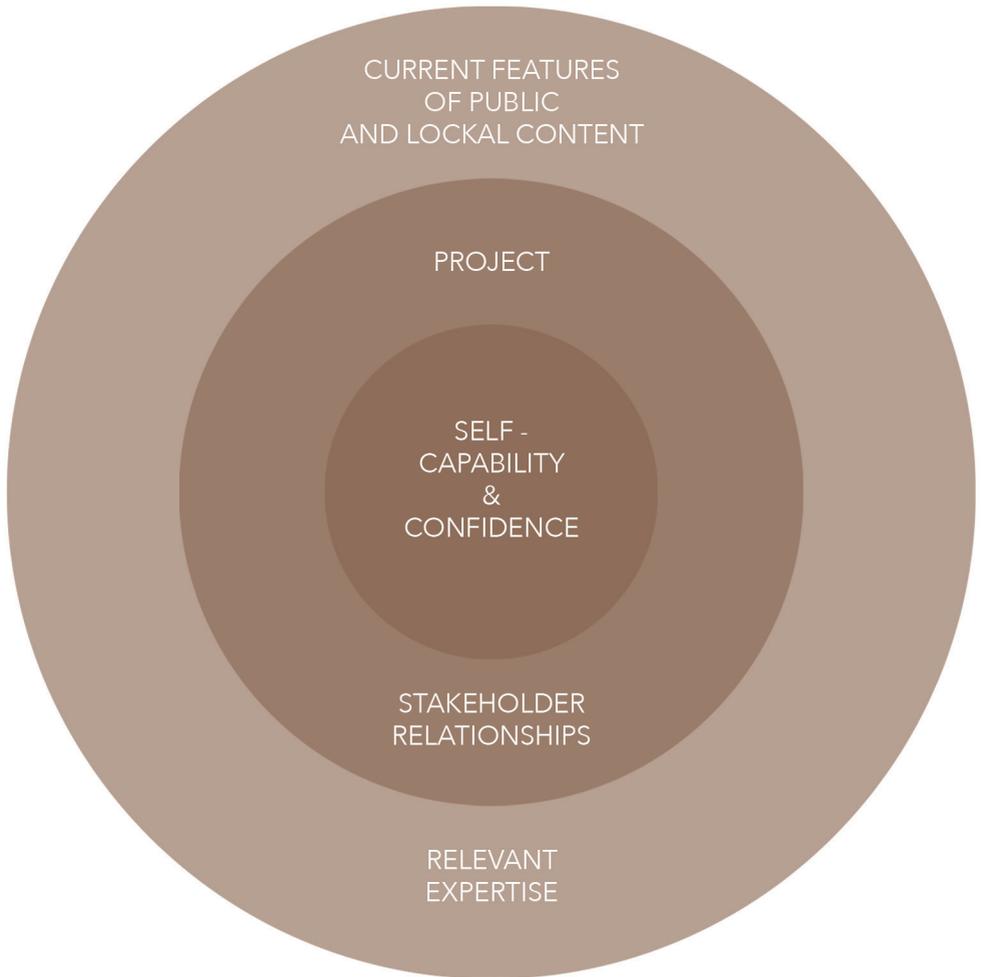
Action Learning does not under-rate the value of knowledge, such as how to produce a cash flow projection, but recognises that such specific knowledge is best gained when it is immediately necessary for the main task (i.e. just-in-time) and wherever possible, from a source of real expertise, such as in this case, an accountant working with them on the real task.

Action learning is based on a repeating cycle of:

- Action When the learner takes actions on their real projects
- Reflection When the learner is encouraged to reflect on several issues concerning the phases of the development of their business idea by being introduced to new knowledge, tools and concepts
- Planning for change When the learner introduces new elements in their project and implements what they have learnt through mobilising resources, developing their canvases, pitching their business plans and forming partnerships and networks

Overall Framework

The various elements of YFEP training program have been designed and adapted in a way to accommodate for the importance of reflection that is needed in action learning approaches. As well as the importance of relationship building, mentoring, peer to peer support and targeted knowledge.



By the end of the program, we expect young women participants to have developed their understanding, capability and confidence in all of the following areas:

TARGET GROUP

Young women aged between 18 and 30 years old (especially but not exclusive to weak households, early school leavers, early motherhood, migrant/immigrant background) facing social and economic exclusion (not in education/employment for a long time- at least 6 months- as well as from poor households and/or disadvantaged urban/rural areas).

Participants will display a motivation towards self-employment (entrepreneurship) as a means to integrate fully in society, coupled by a need/intention of acquiring the instruments to put concretely their nascent entrepreneurial ideas into execution. Participants will have to be established in partners' regions/provinces to enable the local phase of Piloting.

In order to better define our learning objectives we need to describe specific features of our target group. These will help us structure and develop our learning objectives in a way that is compatible and creates real value for our population of participants. These are the following:

Cognitive Features

Young Women entrepreneurs cognitive characteristics are the following:

Though they have knowledge of life processes at the same time they have minimum knowledge of how to start-up a business and how to manage it.

They also lack skills of how to integrate sustainability and social change in their processes.

They usually lack business and accounting skills.

They have been selected based on wanting to start-up their own business or gain business skills.

They are doers and entrepreneurs, so they mostly learn through action learning techniques.

They are interested in issues about sustainable and ethical entrepreneurship.

They are interested in acquiring the necessary knowledge and skills in e-learning platforms.

Psychosocial Features

In this section we include socio-economic characteristics as well as beliefs and the way of thinking. Young Women entrepreneurs have the following characteristics:

They are part of the entrepreneurial and maybe creative economy, so they are people with sensitivities and empathy levels, they are also highly creative and open to learning new things.

They are mostly inclined towards non-formal forms of education.

They are mostly working from home or from locations that they may co-share with others.

They have different cultural backgrounds, since they come from different parts of the European continent.

They have different views about e-learning and technology in general.

Demographic Features

We are referring to a target group that is spread around various EU member states and who can also be originally from other places than the place where they now live and work.

In terms of ethnicity, they are located in the European region.

Their language background is different, that is why the program is offered in different languages.



PURPOSE OF THE PROGRAM

The INNOVATIVE AND TAILORED SOLUTIONS aiming at nurturing, empowering and inspiring young women to build their own futures through self-employment, education or training, strengthening skills connected to entrepreneurial mind-set and wider soft skills and a specific program to create social enterprises.

Entrepreneurial capabilities grow and expand when individuals have the opportunity to demonstrate them expand. For this reason, YFEP project will offer endorsements and mentoring support delivered by local companies, business and other female entrepreneurs. Such affirmation gives the person the fortitude to step outside a comfort zone and experiment with unfamiliar behaviours and new ways of exercising their skills and abilities.

Young women participating in the personal development process will receive specific and tailored support by different mentors that will coach them and guide them in their choices, ensuring also continued external support by the most appropriate local agents (such as training providers, social services, potential employers, investors, sponsors...), and their families above all the others. This will ensure sustainability in the proposed action and longer impact and benefit for the whole community.

1 SHAPING A VISION

Participants will learn how to prepare and organize their business idea. They will learn how to prepare and formalise a BUSINESS VISION, considering sustainable requirements in relation to the specificity of their business idea. This activity can be performed individually or by participants in groups.

- A. Social innovation models, spot opportunities, create vision, incorporate ethical and sustainability elements
- B. Business model canvas (for impact), start drafting your canvas Customer profile, who is my customer, what is my offering
- C. Learning skills and Impact on Trainees
- D. Self-assessment on learning skills

2 INITIAL ASSESSMENT

Personal Development and Organisational Analysis

How to analyse personal needs (to support further training and personal development) and internal resources, establish priorities and establish SMART OBJECTIVES for improvement. This part is realized through a series of sessions online, with the class, and with the mentors that let them analyse the different departments in a business (Administration, Finance, Marketing and Advertising, Production, Sales, HR management, Networking...) to let them study and review the company bit by bit, while learning how to run it better. In this phase, the participant should have 2 or 3 mentors according to their greatest weak spots as per their initial personal needs' analysis.

- A. Self-awareness and self-efficacy, Motivation, Entrepreneurship skills and attitudes, female entrepreneurship and gender, failure, weaknesses and fear. Self-assessment tests on personality. Pairing with a mentor for a personal development
- B. How to manage a business, strategic skills needed: financial, accounting, marketing, HRM, Sales n CRM. Pairing with a mentor that is an expert in the sector and business area that is needed
- C. Learning Skills and Impact on Trainees
- D. Self-assessment on learning skills



PHASE
OF THE PROPOSAL
OF THE TOOL

3 SHARING

Results for Better Support - Mobilising Resources and Networking

In this section, they learn how to perform a value chain analysis, clients and suppliers, and they review their network to make sure they have the support they need (new mentors should be added in this phase - see MENTOR tips). Young participants decide what to do to in practical terms only after presenting their idea to the group and assess the results with them and their mentors. They learn online how to perform a participated evaluation session to involve staff proactively (team building, collaborative techniques...) using sustainability and participated practices.

- A. What are the resources I Need; do I have them? how to mobilise resources. How to mobilise others. Collaborative leadership, co-creation. Value chains with suppliers
- B. Building networks and collaborations. Co-founders and partnerships. Create trust and manage conflict. Update Mentors
- C. Learning skills and impact on trainees
- D. Self-assessment on learning skills

4 PLANNING

Project Plan & Pitching

After reviewing the information gathered, participants formalize and finish writing their individual/ group business plan. The online contents will guide them in implement, monitor and evaluate the progress of the implementation of their business idea, and their mentors will coach then all steps of the way.

- A. Write up and analysis. Business plan and Business model canvas finalisation. Environmental analysis, competences list, marketing and sales plan, financial and economic projections. Evaluation with LICET technique from Aregai
- B. Presentation skills, pitching skills to investors or prospective partners. Storytelling
- C. Learning Skills and Impact on trainees
- D. Self-assessment on learning skills

PATTERN OF ATTENDANCE/ ENGAGEMENT

Participants need to attend workshops and e-mentoring sessions. They can attend their e-courses on their own timing and space but they need to make sure that they collaborate and engage in the forums to deliver the tasks of the modules which are all important for the advancement of their own live projects. Participants attend mentoring sessions and group projects in blocks. Workshops are spread out over a period long enough to make enough real progress with the project and to be able to judge whether is going to work or not. The duration is 5 to 6 months. The blocks of online or offline attendance need to be long enough to generate a degree of intensity and mental challenge, to provide opportunities for participants to interact with the rest of the cohort, but short enough to give clear messages for them to take away and apply in their projects. The intervals allow for the participants to make real progress with their project but not so long that the students lose the thread of what they are learning. The programme requires a total of about 85 hours including e-courses, workshops, mentoring sessions, group projects, handbooks and forums.

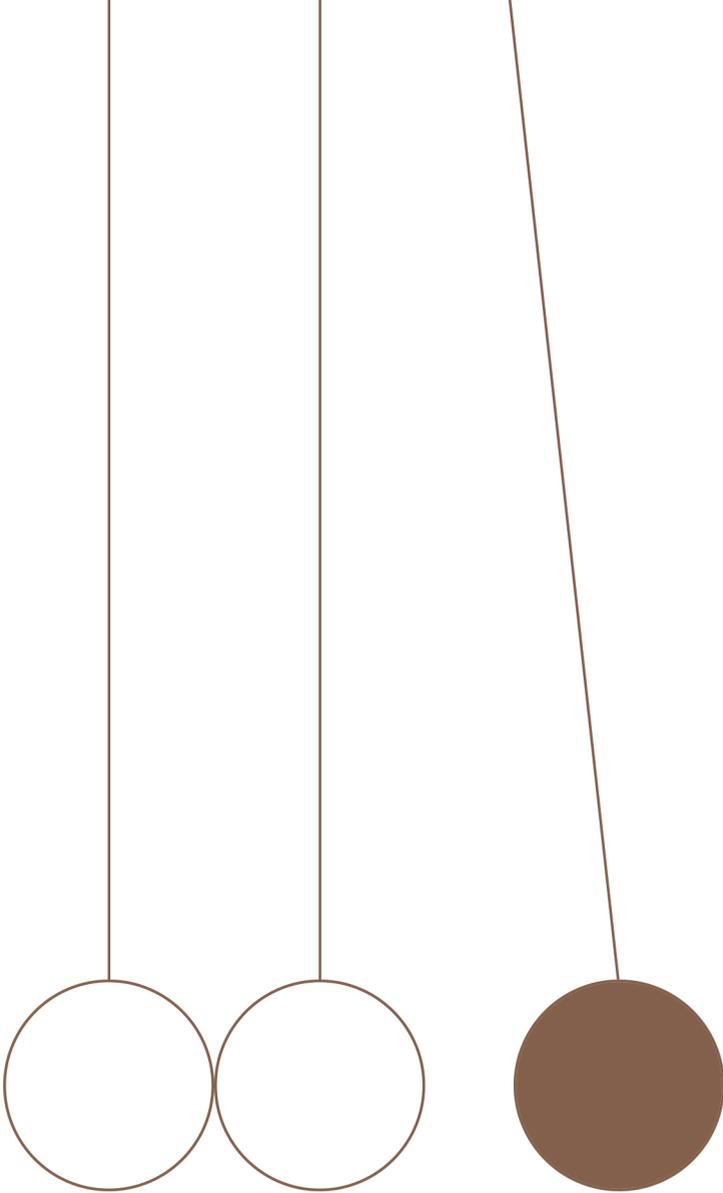
Using participant resources

Participants have been made aware that they have been recruited and selected because of their capability to start up a social and sustainable Young Women enterprise. They have activities but will not be spoon-fed with information, as it is their responsibility to identify the source, assimilate information, reflect on it, and use it. They have a responsibility not only for their own learning but also for the learning and development of others. There is a need to form a psychological contract between the trainers and them. As entrepreneurship has a strong attitudinal aspect and one cannot be trained on implementing business processes through books and information but rather through action and doing. So training in YFEP is mostly delivered through the methods of the programme and the way participants are encouraged to interact and engage with each other rather than tacit knowledge and the content of the courses. From the beginning of the programme we have designed activities that reinforce the assumption that they will not be spoon-fed with information. From the workshop that takes place, the group mentoring session, the classroom lectures and e-modules the activities that they will be engaged will clarify what they are trying to gain from the programme and what experience and knowledge they can contribute for the learning of other participants. They also need to understand that they have a responsibility not only for their own learning but also for the learning and development of others. So early on the activities will clarify what resources are available within the group.

Expected Impact

Expected impact consists in a fast increase in the number of users, thereby spilling-over in higher rates of business creation by young disadvantaged female as well as in an enhanced development of existing businesses. Like:

- improved capacity for shared decision making, effective communication and ability to engage in open dialogue, increased understanding for other's point of view and interests
- increased ability to express and codify personal and professional vision and to express clearly needs and (self and organizational) goals
- increased resilience, flexibility, adaptability, risk taking, decision making, digital skills among other soft/social/transversal skills as by-product of the personal and professional development process
- learning how to defining and honouring clear boundaries between family and business, life balance and personal wellness as by-product of personal growth development and support group experience
- improved employability and socio-educational and personal development
- fostered entrepreneurial mind-set, critical thinking and creativity



SKILLS & COMPETENCES

Is an entrepreneur born or made? Can one be taught how to be a successful entrepreneur? We believe that these skills can be taught so that one can increase their prospects of reaching success in their business endeavors. Success nowadays has changed; it is not the mere quest for status and money. It is one's desire to give back to society; to live and work under one's own rules. To make a difference, to create something that matters, that addresses the pressing issues that societies around the globe face today. We tried to identify what are these skills that Young Women entrepreneurs possess and help thrive for both themselves and the global community delivering value to people, planet and profits, what is known as the 'triple bottom line'. The program integrates the knowledge on Young Women entrepreneurs and professionals in Europe, what matters to them, what entrepreneurial skills they need to achieve mastery, the challenges they are facing and what their preferred methods for acquiring knowledge are. We measured their level of knowledge of these skills and their capacity to learn more. YFEP training approach has been defined in such a way that the participants by the end of the learning process will have acquired those key competences that are needed in the Young Women Entrepreneurship industry where they operate, in a way that is extremely appealing and interesting for them.

It is important to note that skills are not enough and that personality traits and qualities of the individual profile of the entrepreneurs and their staff plays an essential role, as “personality traits seem to have a significant impact on networking ability. These include a commitment to perceive and value the whole person, showing interest, empathy and attention” (Gilchrist, 2004:5).

There are certain traits and attributes that are common among the ethical social Young Women entrepreneurs that reach co-creation and success. They are innovative, cooperators, risk-takers, rule breakers. They are known as ‘social agents of change’ or ‘worlds change agents’. They are driven by values; to make a difference is their primary objective. Their learning capabilities are to start a renewal, to embed a renewal, to break the frame. They have a high team orientation, they are empathetic and altruistic. The two more important dimensions in personality traits that show any correlation with social and sustainable ventures are the levels of empathy and emotional intelligence of the entrepreneurs.

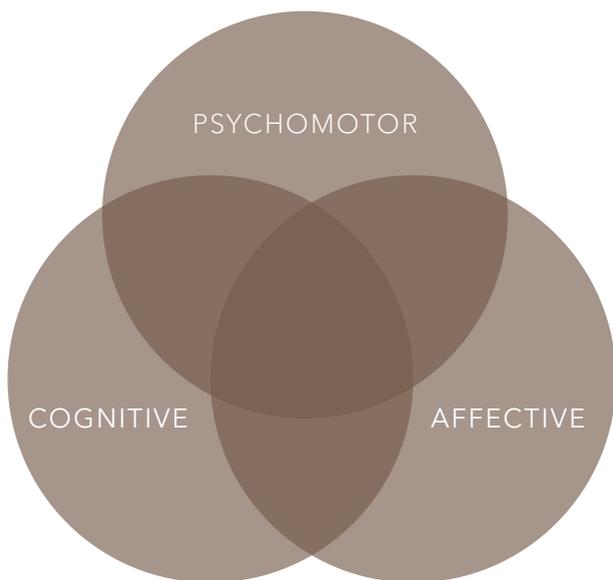
Another group of skills that are paramount to succeed in today’s world, especially in the digital age include the ability of questioning, challenging, dreaming, imagining, experimenting, learning, problem solving and critical thinking. These we call the 21st century skills.

The outcomes that are targeted through co-creation for social and sustainable Young Women entrepreneurs are called transformational outcomes. These include: to make a difference to improve the world, job creator to create two new jobs for every one job position, to create environmental impact, to create social impact, to cooperate (to help others follow a dream), to foster the local community and economic system, to create economic performance benefits and finally learning objectives.

LEARNING OBJECTIVES

The acquisition of key competences fits in with the principles of equality and access for all. The YFEP framework also applies in particular to disadvantaged groups whose educational potential requires support. Examples of such groups include youth unemployed, people with low basic skills, early school leavers, the long-term unemployed, people with disabilities, migrants, young women mothers, etc.

As in every educational programme, the results should be quantifiable in a way that we can measure if the desired learning objectives have been achieved or not so that the needed improvement actions can be undertaken. The most widely used and appropriate method for evaluating and measuring the outcomes of our programme is through the design of specific learning objectives, which are located in three basic domains. Those three domains are: the cognitive, the affective and the psychomotor domains. Below are described the goals that the participants must achieve in those domains by the end of the training approach.





Learning objectives aimed at the Cognitive domain for Young Women entrepreneurs

In this section the learning objectives should be described in terms of mental skills (Knowledge). The participants of the programme will acquire skills on the fields described on the next pages:



PHASE

SHAPING A VISION

- Increase understanding on designing the social innovation component of a venture
- Broaden understanding of social entrepreneurship and leadership roles
- Understand the elements of collaborative transformational leadership and how to be of service to the wider community.
- Increase understanding of what is sustainability and learn processes to apply it in venture activities
- Increase knowledge on volunteer management
- Understanding on managing advocacy for change
- Strengthen transformational and empathetic engagement skills.
- Understanding of supply chain management and production model design for impact
- Apply co-creation processes and collaboration in entrepreneurial activities
- Address environmental issues in venture activities
- Address social issues of workers' rights in the entire supply chain
- Understand how to address local community issues through a theory of change
- Address UN SDGs in business model creation
- Understand how to support communities through local economic growth, job creation and minimizing the negative environmental impact
- Understand the provision of employment to vulnerable groups in supply chains and business activities
- Learn tools to formulate a socially innovative business model
- Increase understanding of the entrepreneur role as a collaborative leader
- Increase understanding of social entrepreneurship models and types



INITIAL ASSESSMENT

Personal Development and Organisational Analysis

- Set a vision for the entrepreneur
- Be able to establish priorities analyze resources, perform GAP and SWOT analysis
- Complete their own personal development plan
- Understand the Entrepreneurial sector and the range of business types within
- Understand the functions and departments of a business
- Understand the Purpose, Impact, Drive and Motivation required to be an entrepreneur
- Identify the traits of entrepreneurs
- Understand their own aptitudes as entrepreneurs

PHASE 3

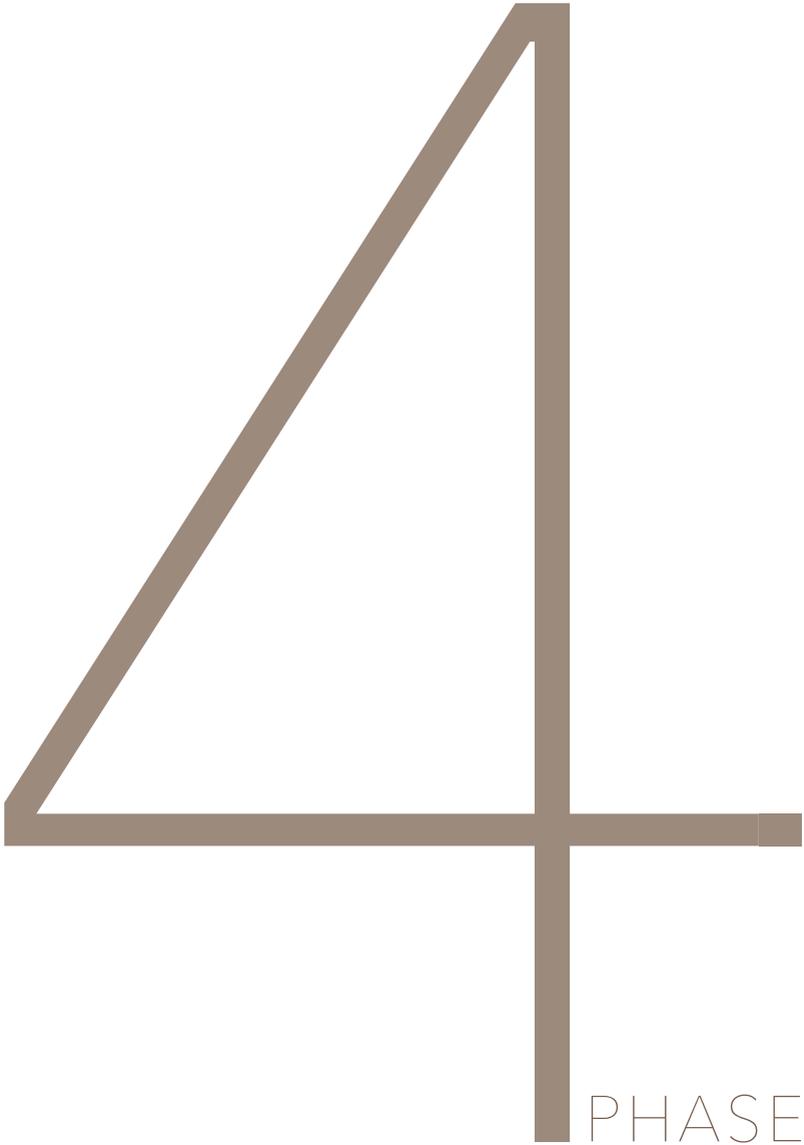
SHARING

Results for Better Support - Mobilising Resources and Networking

- Competences & Skills:
- Self-assessment
 - Reflection
 - Working in Groups
 - Necessary resources for a business
 - What is a partner
 - The VMOSA strategic planning
 - S.M.A.R.T., Building a successful and cohesive network
 - Key business partnerships
 - Create trust among the people

Impact on participants:

- On completion of this Topic learners will be able to:
- Set a vision for their future business
 - Be aware of the necessary work behind a successful business
 - Learn how to use a strategic planning tool while building their network
 - Understand the criteria of a good partnership
 - Build an extended and trustworthy partnership



PLANNING

Project Plan & Pitching

- Competences:
- Learning through experience
 - Working with others
 - Coping with uncertainty, ambiguity, and risk
 - Self-awareness and self-efficacy, Spotting opportunities, Creativity
 - Vision, Valuing Ideas
 - Financial and economic literacy
 - Mobilizing others
 - Planning and management

- Skills:
- Making a Business Model Canvas
 - Making a business plan
 - Connecting parts of a business model in a story
 - Preparing a pitch deck
 - Pitching

- Impact on participants:
- Improved capacity for shared decision making
 - Effective communication and ability to engage in open dialogue
 - Increased understanding for other's point of view and interests
 - Increased ability to express and codify personal and professional vision and to express clearly needs and (self and organizational) goals
 - Increased resilience, flexibility, adaptability, risk-taking, decision making, digital skills among other soft/social/transversal skills as a by-product of the personal and professional development process
 - Improved employability and socio-educational and personal development
 - Fostered entrepreneurial mindset, critical thinking, and creativity

Learning objectives aimed at the Affective domain for Young Women entrepreneurs

In this segment the learning goals should be described in relation to feelings or emotional areas (Attitude). More specifically the participants by the end of the training process will be able to increase and strengthen their abilities with reference to:

1. Co-creation and Collaboration

Increase their abilities and inclination towards co-creation and collaboration on all levels of their entrepreneurial activities

2. Eco-friendly

Change their attitude towards a more environmentally sustainable stance in the way they produce, purchase, use, and sell materials in order to minimize negative environmental impact

3. Ethical Labour

Change their attitude and feelings to ensure fair working conditions and pay for all actors involved in the production and sales process

4. Local Economic Growth and Job Creation

Change their stance towards supporting their communities through local economic growth, job creation and minimizing the negative environmental impact

5. Social Inclusion and Work Integration of Vulnerable Groups

Change their stance towards accounting for providing work and access to vulnerable groups in their supply chains and activities

- Questioning
- Challenging
- Dreaming
- Imagining
- Experimenting
- Learning
- Problem Solving
- Critical Thinking
- Develop a more positive attitude towards ICT
- Be more confident about their ICT skills and knowledge
- Work within teams and exchange opinions with fellow trainees and trainers/mentors; with conventional ways and with the help of ICT tools (e.g. online chat)
- Share their opinion with others and express themselves
- Develop a sense of entrepreneurship and innovation
- Discover new ways to absorb information and ways to learn in general

Learning objectives aimed at the psychomotor domain for Young Women entrepreneurs

Lastly, in this segment the learning objectives have to be described in terms of manual or physical skills (Skills). By the end of this learning approach the participants will have acquired skills related to:

- How to Write a business plan
- How to pitch
- How to prepare a pitching deck
- How to identify resources, funders, sponsors and investors
- How to fund raise
- Integrate vulnerable groups into working
- How to commingle with all stakeholders
- How to attract customers and partners
- How to build networks and alliances
- How to engage with deprived groups and with partners
- How to develop relational embeddedness in collaborative organisations
- How to create collaborative enterprises
- How to co-create
- How to create positive impact for the society and the environment
- How to socially innovate
- Personal social media and personal computer usage skills
- Basic skills on how to use online interactive tools
- Overcome obstacles
- Resolve product questions
- Get prepared for problems
- Evaluate the results



Evaluation of The Methodology Approach

The methodological approach for the development of YFEP training program activities will be evaluated at the end of the project implementation in order to assess its efficiency. The evaluation should be based on a series of indicators defined in order to assess the training programme and the overall project implementation in terms of outputs, results and impacts achieved, at the level of each of the groups targeted directly or indirectly by the project: trainees, trainers, Institution / organization, local community, National - EU level.

Evidence from research suggests that online tools are not so successful and people do not participate on social media sources, they follow them but they do not interact or actively engage through them: "We have a Facebook page and a Twitter site. Although we have plenty of members/followers, they don't really tend to be used. People seem to like to read what has been written, but are less keen to contribute, so they don't really work that well" Social Enterprise Network Representative (Cabinet Office, 2011, p.42)

We need to make sure whether online tools and online platforms were useful and whether participants did actually engage and which should be the changes implemented to improve both the meeting of the learning objectives and also the experience of the YFEP training programme for participants.

The proposed Indicators are the following:

Indicators concerning Trainees

- Self-development skills
- Advancement in their live projects
- Levels of co-creation and collaboration
- Levels of increase in sustainability impact of their projects
- Levels of increase of social inclusion of their projects
- Developing the use of ICT
- Development of YFEP competences
- Increased motivation
- Increased self-confidence
- The extent to which they are involved in self-analysis

Indicators concerning Staff

(tutors/mentors/facilitators, the management of the organization, the persons responsible for quality control)

- Self-development skills
- Professional quality
- Development of management skills
- Co-creation among staff
- Development of ICT use
- Teaching skills development
- Increased motivation
- The degree of satisfaction of the beneficiaries (trainees, students, staff)

Indicators concerning Institution/ organization

Quality-generating management

Improvement of cooperation among the employees of the institution

The number of beneficiaries

The results obtained in the internal and external evaluations

The strategy developed

The dissemination of project results

Indicators concerning the Local Community

Providing training for other beneficiaries

Support and expertise of individuals and institutions in ensuring quality improvement

Cooperation with other institutions / organizations in training adults at the local level and / or regional level

The visibility of the institution and training program created in the community

The number of visits at the project site (e-quality)

Indicators concerning National – EU level

Young Female entrepreneurship training courses

Develop learning partnerships between entrepreneurship training centres and youth



Self-Assessment

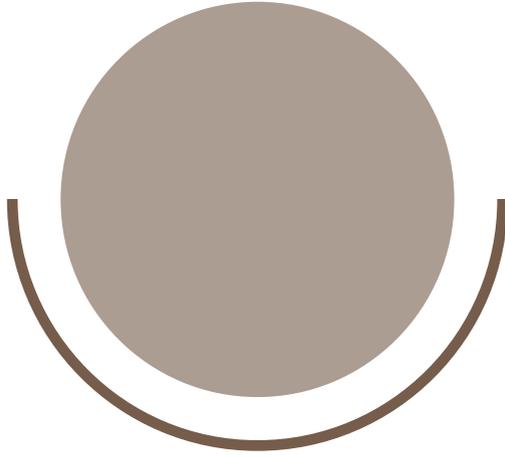
Advantages:

It allows to demonstrate their accomplishments

It helps managers stay informed about their employees' strengths and achievements

It motivates to take ownership of their strengths and weaknesses

It helps to quantify the value an employee offers



What to include

Here are six things you can keep in mind:

1. Be specific and Include facts and figures

Keeping a journal of your accomplishments and work results throughout the year can pay off when it comes time to write your self-assessment. Ensure that you can quickly draw on specific examples of what you accomplished and how you brought value to the organization.

2. Set aside plenty of time

Make sure you have sufficient time to review their work and gather all the necessary data and examples. In most cases more than a few days are needed to track down information and reflect on their various strengths and weaknesses.

3. Review the job description

If you aren't sure what to evaluate, the job description is a good place to start. This will help you identify which duties you have excelled in, required skills you have enhanced and job functions you could do better.

4. Make connections to organizational goals

It's crucial they demonstrate how your efforts and achievements contributed towards company objectives. This is especially important for team members who want to make a case for a promotion or salary increase.

5. Define the next steps

While much of a self-performance review focuses on looking backward and reflecting on top achievements, this is also a great opportunity to set goals and intentions for the future. You should finish the evaluation by sharing how you will apply your strengths to improve outcomes while also identifying how you will improve upon weaknesses through skill-building, education and adopting better habits.

6. Rationalize results

If you're talking about a success that you had, explain how you achieved it. Write down who else contributed, how responsibilities were divided, or what extra steps you took to ensure success. If you took a special initiative to ensure the success of a project, this is a good place to document that.

<https://www.indeed.com/hire/c/info/self-evaluation-examples-and-tips>

The following questions are intended to check the learning outcomes and impact of the Guided Book and toolkit for young women entrepreneurs. Each section has a set of questions to help you understand what you have learnt during the program and ensure that learning objectives have been met. If you feel that you don't know the answer to a question then you can refer back to the toolkit at the corresponding sections to find the answers.

Self assessment form example

Employee Self-Assessment Form	
Section 1: Staff Member Information	
Staff Member Name: _____	ID: _____
Supervisor Name: _____	
Performance Year: _____	Date completed: _____
Section 2: Self-Assessment	
Please attach additional sheets if necessary when answering the following questions:	
1. What were your major achievements in the past year?	
2. Who are your primary customers and how well have you served them this past year?	
3. What are the areas of your performance (behaviors and results) on which you could improve? Please describe.	
4. Are there additional skills or knowledge that would help you more effectively perform your present job or enhance your skill opportunities? If yes, please list.	
5. What goals (specific measurable results) do you expect to accomplish during the next year?	
List the subjects you would like to discuss during your annual performance evaluation meeting:	
1.	
2.	
3.	
Section 3: Signatures	
We have discussed the Staff Member's Self Assessment	
Staff Member: _____	Date: _____
Supervisor: _____	Date: _____

Source: <https://www.sampleforms.com/sample-self-assessment-forms.html>



Workshop Material for PHASE 1-4

Here you will find the workshop material and exercises to be used in class or to be offered directly to young women participants to use on their own.

Instructions for Trainees Women

Young Women trainees can be offered the Guidebooks of each of the 4 phases and use them by themselves as they contain a step-by-step approach in starting up their business. Young Women can read the educational material and then perform the self-assess exercises and workshops by themselves. In the end of each Phase there are self-assessment questions which trainees can use to see them to check the level of knowledge they have gained. A useful evaluation tool containing business questions, the 'LICET Business Checklist' is also provided through the program for young women to use on their own and assess their business progress. with presentation material that trainees can read and get a more compact information on all the topics that are being addressed at the Guidebook.

Workshops

Phase 1

SHAPING A VISION

WORKSHOP Create your Social Innovation Model

Workshop title	Create Your Social innovation Model
Workshop number	1
Aim of the activities	To create your value proposition and theory of change
What teachers need to know to deliver the workshop	- Social innovation approach
Specific skills connected to the workshop	- Social innovation processes - New product development
Competences to be developed by learners	How to create a product/service that meets the needs of the beneficiaries How to create a value proposition and a theory of change to address the issues faced by your beneficiaries through your service/product offering
Activities to be performed in group ACTIVITY 1	<p>A. In two sentences or less define your value proposition. What is your “something”?</p> <ul style="list-style-type: none"> - What is THE PROBLEM you want to resolve? - What is the size of the problem? (add stats) - Who are the BENEFICIARIES you want to support? - What is the IMPACT that you want to create? - What is the CHANGE you want to bring in their lives or in the problem identified? (How is this transformational or Systemic?) - What is the innovation of your idea?

ACTIVITY 2

Solve... what exactly?

Now go to Image A and fill in the spaces provided by considering the following questions

- B.** With a problem-solution mind-set
What are the key characteristics of your product or service? How does your value proposition link the product or service you are providing with a need or customer problem?
- C.** The key characteristics describe your Minimum Viable Product (MVP), and must provide a solution to a customer need or problem. What do you need for your MVP? Make a "shopping list".
- D.** Test your assumptions. Is the value you are delivering unique? What are your competitors up to? Are your customers willing to pay for the value you deliver?

ACTIVITY 3

Now go to Image B and fill in the spaces provided having in mind your ideal customer/ beneficiary

- E.** Create a beneficiary profile.
Think about your social venture as being comprised by two, intersecting cycles. One makes money and the other creates impact. Following the same underlying logic, think about:

Who is my beneficiary?

This question is targeted at understanding the social challenge you are trying to solve by focusing on social and sustainable practices.

ACTIVITY 3

What is my value proposition?

To engage a beneficiary you must also provide value to them even if they may not be paying directly for the product or service you are providing. IF it does not meet a need or solve a problem, chances are it will not be used and therefore fail to create impact.

ACTIVITY 4

Now go to Image C and answer the space provided by considering the following questions

How am I delivering value to the beneficiary?

What activities do I engage in, that make impact possible? What resources do I require to create impact. How can I grow my impact?

By taking a similar approach you can ensure that the impact you intend to create actually matches the beneficiary needs and thus "are not feeding an overweight child". To then summarize your impact model you can use the theory of change.

F. Define a problem statement according to the needs of your beneficiary. Be specific and support your problem statement with statistics and facts.

G. Fill out the theory of change. Pay particular attention to aligning your activities with the needs of your beneficiaries.

H. Evaluate your theory of change. How can best link your social mission to your key activities, customer needs, and what are the implications for your costs and pricing.

I. Try to find opportunities for alignment. Can you use your social mission to address a less price-sensitive customer segment? Can your social mission help you reduce costs? Can your social mission benefit your brand?

Image A

Solve ... what exactly?

Define the problem.
Why is it a problem?
What are the underlying causes?

How could changes in the underlying causes affect the problem?
Think case by case.

Select your focal point.
Define your mission.

Image B

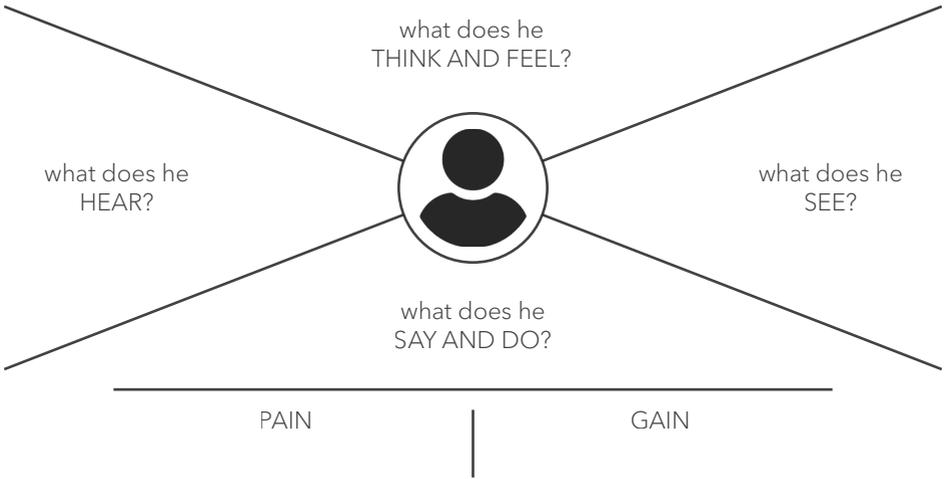
B	Name Age Location Education Occupation	Back Story
Motivations (What concerns do they have? Why do they need your product or service?)	Frustrations (What frustrations do they have? With similar solutions and your offering? What is making them reluctant?)	
The ideal experience and product or service	Quote Sum up their experience with your product or service (positive or negative)	

Image C

		The Social Mission of your Venture
The PROBLEM you are trying to solve		The IMPACT of your activities
Your proposed SOLUTION		The ACTIVITIES you perform
The underlying assumptions		

WORKSHOP Social Innovation Empathy Map

Workshop title	Empathy Map
Workshop number	2
Aim of the activities	To analyse your customer profile
What teachers need to know to deliver the workshop	- Marketing and Consumer Behaviour
Specific skills connected to the workshop	- Understanding consumer behaviour - Product Development processes
Competences to be developed by learners	Increase understanding of your ideal customer needs Improve product portfolio and value proposition
Activities to be performed in group	Download the Empathy Map below
ACTIVITY 1	
ACTIVITY 2	Based upon the Personas you identified in the Exercise of SubUnit1, fill in the empathy map for your product or service. Do this for each of the Personas or customer profiles you have identified
ACTIVITY 3	Once you have done this, think about your circular product or service and how you can improve it to make it fit even better the specific needs and demands from your potential customers (or Personas).



WORKSHOP Collaborative Leadership

Workshop title	Collaborative Leadership
Workshop number	3
Aim of the activities	How to identify partners and share your story
What teachers need to know to deliver the workshop	<ul style="list-style-type: none"> - Co-founding - Collabroation
Specific skills connected to the workshop	<ul style="list-style-type: none"> - Collaboration - Pitching - Contracting
Competences to be developed by learners	<p>How to engage parnters and collabroaters</p> <p>How to inspire others</p> <p>How to collaborate</p> <p>How to share your story</p>
Activities to be performed in group	<p>Task 1.</p> <p>Take a piece of paper, draw a vertical line and create two lists. On the right column make a list of all your strengths, skills and competences that you bring to your venture. On the left column right your weaknesses and fears.</p> <p>Now make a list of all the skills and types of behaviour that you would need your ideal partner/s to possess.</p>
ACTIVITY 1	
ACTIVITY 2	<p>Task 2.</p> <p>“You are pitching your idea around, discussing it with friends and they suggest the ideal person for you. You have no money to recruit them. Now you need to meet with them and persuade them to join you as co-founders and share all risks with”.</p>

ACTIVITY 2

Write down a scenario for this encounter.

How do you envisage yourself as a leader?

What is the profile that you should present to this “ideal partner” to persuade them to join you in your risky but highly impactful journey?

What are the skills that you possess and the skills that you are missing?

What are the elements of your personality that you should downplay and what are the ones that you should invest on exhibiting?

ACTIVITY 3

Task 3.

“You are developing a new oriental textile print. You understand that for it to feel and look genuine you need to co-create it with a Syrian refugee designer and textile producer. There is a refugee camp in your country. You manage to book an appointment with the Camp Manager and he is introducing you to a Syrian refugee who can act as an ambassador for you to find for you the designer that you are looking for. You are meeting with them to persuade them to join you in your venture without recruiting them”.

Write down a scenario for this encounter.

Imagine how the aforementioned scenario changes.

What are the elements of your personality that will help you persuade the Syrian refugee ambassador and later on the Syrian refugee designers to join your venture?

ACTIVITY 4

Task4

Now go back to the lists you created in the beginning of the exercise and adapt accordingly your list of strengths and weaknesses and also your list of skills and traits that your ideal partner/s need to possess.

WORKSHOP Transformational Engagement Workshop

Workshop title	Transformational Engagement Workshop
Workshop number	4
Aim of the activities	To help connect your venture creation with your true reality
What teachers need to know to deliver the workshop	- Project Planning
Specific skills connected to the workshop	- Project Planning - Ecosystem Mapping
Competences to be developed by learners	How to manage consituents How to create from youu true inner self How to connect with your emotions and creativity
Activities to be performed in group ACTIVITY 1	Task1. Draw a Table with four columns. On the first column (No1): <ul style="list-style-type: none"> - make a list of your goals for the next 6 months; - write also the biggest issues and challenges that your venture is facing now - leave a space of three lines between each goal On the next column (No2): to the right next to each goal/issue/challenge write at least three alternative actions that you could adopt to meet or resolve this issue

Activities to be performed in group

ACTIVITY 1

On the next column to the right (No3):

next to each course of action write the names of organisations or people that could help you implement these actions (these could be companies that are key players and have experience in doing these actions, it could be people you know who you feel that could be good in doing this, it could be members of your beneficiaries group-which is highly advised! To include them from startup-, it could be professionals, big corporations, startupper, artists, non-profits, public officials, anyone really you know or have heard of)

On the last left column (No4):

write next to each organisation or person your feelings about them and about working with them.

Do you trust them?

Do you share the same values?

What is the feeling you will have if you would work with them and you would meet the goal you have set?

ACTIVITY 2

Task 2.

Take a coloured pen or use the text highlight colour in word and mark with red the 4 goals or issues that are top priority; this could be based on the importance of the issues in column No1 or it could be based on your feelings and emotions from the left column No4. It's up to you how you want to define your priorities.

Now mark with orange the 4 issues that are second level priority and go on changing the colour you use.

Reflect on the feelings and emotions that are associated with each group of goals if achieved.

ACTIVITY 3

Task 3.

This step is really up to you if you want to do it. It has helped me a lot in my business and personal planning.

Work with Column No 4.

See which feeling are similar and put them in broader categories of feelings. Such categories could be labelled: safety, fun, creativity, love, fear, roots, freedom, harmony, happiness, anger, distrust. The labels will emerge from your own words used in column No4.

Now create a graph, a drawing with these groups of feelings and in each position where you place your category of feelings write the goals/issues/challenges that were associated with these feelings and the names of organisations and people.

Now reflect on your graph, it may give you valuable information on which are your priorities and on what you really want to achieve, with whom and with which order - I have hanged this on my desk and keep going back every 6 months to see how I'm doing with my life journey.

Workshops
Phase 2
INITIAL
ASSESSMENT

Personal Development and Organisational
Analysis

WORKSHOP Personal Needs & Development

Workshop title	Personal Needs and Development
Workshop number	5
Aim of the activities	<ul style="list-style-type: none"> - Set a vision for themselves; - Be able to establish priorities analyze resources, perform GAP and SWOT analysis - Complete their own personal development plan
What teachers need to know to deliver the workshop	<ul style="list-style-type: none"> - Personal Development Plan - SWOT - GAP - S.M.A.R.T. - BHAG - Self-Assesment
Specific skills connected to the workshop	<ul style="list-style-type: none"> - Self-Assessment - Reflection - Working in Groups - SWOT - GAP - S.M.A.R.T. - Establish Priorities
Competences to be developed by learners	Personal Development Plan
Activities to be performed in group ACTIVITY 1	<p>Making future introductions!</p> <p>Draw up a self-portrait as you think your future self will look in 10 years using your non-dominant hand and share it with the class!</p>

ACTIVITY 2	<p>Class Hand-out-Personal Development Plan with notes on how to complete.</p> <ol style="list-style-type: none"> 1. You need to choose your BHAG-Big Hairy Audacious goal 2. Set your objectives 3. Choose the most Important ones 4. Assign them a deadline 5. Choose reward for each objective completed and your BHAG 6. Perform a SWOT (Strengths, Weaknesses, Opportunities, Threads analysis) 7. Monitor by writing down things you must and mustn't do to achieve goal and objectives 8. Choose what skills you have and need 9. Decide the actions you must take 10. Find persons, institutions and tools that can help you and finally 11. Evaluate your progress
ACTIVITY 3	<p>Perform a SWOT analysis on your self!</p> <p>Each student working alone will write up their own personal Swot analysis.</p>
ACTIVITY 4	<p>Hand out of Resource Gap Analysis</p> <p>Class Exercise</p>
Tools and props for activities	<ul style="list-style-type: none"> - Training venue with space for breakout sessions - Materials for icebreaker exercise - Video Projector - Laptop - Pens, colored pencils and note-taking materials - Handouts for Activities

WORKSHOP How to be an Entrepreneur

Workshop title	How to be an Entrepreneur
Workshop number	6
Aim of the activities	<ul style="list-style-type: none"> - Understand the Entrepreneurial sector and the range of business types within - Understand the functions and departments of a business - Understand the Purpose, Impact, Drive and Motivation required to be an entrepreneur - Identify the traits an entrepreneurs - Understand their own aptitudes as entrepreneurs
What teachers need to know to deliver the workshop	<ul style="list-style-type: none"> - Entrepreneurship - Alternative Entrepreneurship - Main Departments of a business
Specific skills connected to the workshop	<ul style="list-style-type: none"> - Self-assessment - Reflection - Working in Groups - Departments of a business - What is an entrepreneur

Competences to be developed by learners	Characteristics and traits to develop as an entrepreneur
Activities to be performed in group	Who said what? Match the words with the pictures
ACTIVITY 1	
ACTIVITY 2	How to be an entrepreneur! Santa or elf? On line quiz
ACTIVITY 3	All work as one Class Exercise
Tools and props for activities	<ul style="list-style-type: none"> - Training venue with space for breakout sessions - Materials for icebreaker exercise - Video Projector - Laptop - Pens, colored pencils and note-taking materials

WORKSHOP How to Manage a Business & Skills Needed

Workshop title	How to manage a business and skills needed
Workshop number	7
Aim of the activities	<ul style="list-style-type: none"> - Understand the broader area of Business management - Understand the General skills area associated with it - Understand the Specific skills area associated with it
What teachers need to know to deliver the workshop	Business Management fundamentals
Specific skills connected to the workshop	<ul style="list-style-type: none"> - General business skills - Soft skills - Specific business skills - Functions of an entrepreneur

Competences to be developed by learners	Skills need to be developed as an entrepreneur
Activities to be performed in group ACTIVITY 1	The 6 hats How they relate to specific skills
Tools and props for activities	<ul style="list-style-type: none"> - Training venue with space for breakout sessions - Materials for exercise 6 coloured hats; - Video Projector - Laptop - Pens, colored pencils and note-taking materials

Workshops
Phase 3
SHARING

Results for Better Support

WORKSHOP Resources

Workshop title	Resources
Workshop number	8
Aim of the activities	<ul style="list-style-type: none"> - Set a vision for their business; - Be able to establish SWOT analysis
What teachers need to know to deliver the workshop	<ul style="list-style-type: none"> - Business Development Plan - SWOT - Ressources Assesment
Specific skills connected to the workshop	<ul style="list-style-type: none"> - Self-assessment - Reflection - Working in Groups - SWOT - Establish Priorities
Competences to be developed by learners	<ul style="list-style-type: none"> - Self-evaluation - SWOT

Activities to be performed in group

ACTIVITY 1

Resources mobilisation simulation

1. Evaluate the need of resource
2. Identify its type
3. Locate the availability
4. Effectively communicate and evaluate the quantity and quality of the required resources
5. Identify the problems that may occur while mobilizing the resources, if needed.
6. Arrange funds for acquisition of resources

ACTIVITY 2

People mobilisation simulation

How to adopt the right actions and comments in a situation x with the employees.

ACTIVITY 3

Perform a SWOT analysis on your future resources business!

Each student working alone will write up their own Swot analysis.

Tools and props for activities

- Training venue with space for breakout sessions
- Video Projector
- Laptop
- Pens, colored pencils and note-taking materials
- Handouts for Activities

WORKSHOP Building a Network

Workshop title	Building a Network
Workshop number	9
Aim of the activities	<ul style="list-style-type: none"> - Set a vision of their network - Be able to establish priorities analyze resources, perform SWOT analysis - Complete their action plan
What teachers need to know to deliver the workshop	<ul style="list-style-type: none"> - V-M-O-S-A process - SWOT
Specific skills connected to the workshop	<ul style="list-style-type: none"> - Self-assessment - Reflection - Working in Groups - SWOT - Establish Priorities
Competences to be developed by learners	<ul style="list-style-type: none"> - V-M-O-S-A process
Activities to be performed in group	Making future introductions!
ACTIVITY 1	Draw up a portrait as you think your future business will look in 10 years and share it with the class.
ACTIVITY 2	<p>First draft of the V-M-O-S-A process</p> <ol style="list-style-type: none"> 1. You have to decide what is the Vision and Mission of your business in general. Knowing that will help you on what is really important for you and your business, giving others a quick view of what you want to accomplish. 2. The next step is to find the Objectives concerning the network you want to build. You have to decide on SMART objectives: <ul style="list-style-type: none"> - Specific <p>How much of what is to be achieved</p>

ACTIVITY 2

- Measurable
Information concerning the objective can be collected, detected, or obtained
- Attainable
It is feasible to be implemented
- Relevant
How these objectives fit in with the organisation’s vision and mission
- Time Bound
When exactly they will be achieved

3. You have to think on the Networking Strategy depending on your objectives and target group, meaning “who do you need to achieve your networking goals”.

4. You have to elaborate your Action plan describes how the strategies will be implemented to accomplish the objectives. Who will do what, when, what obstacles may get in the way and how to overcome them.

5. You also need to ask yourself who can help you by looking around you. Make a list of people you know: from your working environment (current or ex), from your friends, family members or neighbours, customers, clients, suppliers, people from your old abandoned address book and even from your personal social media accounts.

ACTIVITY 3

Perform a SWOT analysis on your network!
Each student working alone will write up their own actual network Swot analysis.

Tools and props for activities

- Training venue with space for breakout sessions
- Video Projector
- Laptop
- Pens, colored pencils and note-taking materials
- Handouts for Activities

Workshops

Phase 4

PLANNING

Project Plan & Pitching

WORKSHOP Business Model Canvas

Workshop title	Business Model Canvas
Workshop number	10
Aim of the activities	<ul style="list-style-type: none"> - Trying out BMC on practice - Challenging personal suppositions about business ideas
What teachers need to know to deliver the workshop	BMC - all parts of 9 grid, how they connect with each other, which questions are relevant for each of the blocks
Specific skills connected to the workshop	<ul style="list-style-type: none"> - Planning - Estimating - Analyzing - Presentation - Story-telling
Competences to be developed by learners	<ul style="list-style-type: none"> - Spotting the opportunity - Creativity - Vision - Valuing ideas; financial and economic literacy; planning and management - Coping with uncertainty, ambiguity and risk
Activities to be performed in group ACTIVITY 1	<p>Filling in Business Model Canvas template</p> <p>Fill in the BMC for your business type. Take about 10 minutes to do that. Don't try to be perfect. Present results in small groups. Ask group members for ideas in the blocks that you're not sure of.</p> <p>Use Cheat sheet for cases, where the group couldn't help you.</p>

ACTIVITY 2

Check-list

Go through the BMC checklist from Strategyzer.

Make the necessary changes in your template.

Discuss with your group members, which of the checklist points are most important for your model.

ACTIVITY 3

Tell a story

Take 5 minutes to make up and write down a story of your business model.

Build it sentence by sentence, connecting each block with each other. Present it in front of the small group. Make necessary corrections and changes after getting feedback.

Present your story in front of the whole group. Get feedback.

Tools and props for activities

- Printouts

1. The business model canvas template by strategyzer (bw).pdf (or "the business model canvas template by Gary fox (color)" if you can print in colour) - at least 1 copy per participant

2. BusinessModelCanvas_CheatSheet_v2 by Youth Entrepreneurs.pdf - 1 per group

3. BMC checklist from Strategyzer - 1 per group

- Set of small sticky notes to stick to the BMC templates - at least 1 set of 50+ sheets per group

- Writing utensils

- Paper sheets for notes

WORKSHOP Business Model Canvas Environmental Analysis

Workshop title	The Business Model Canvas Environmental Analysis
Workshop number	11
Aim of the activities	To learn how to explore external factors influencing the businesses and how to take them into account and change your business model accordingly
What teachers need to know to deliver the workshop	<p>Business Model Canvas how it is formed and how its blocks are connected with each other and</p> <p>Environmental factors</p> <ul style="list-style-type: none"> - Market forces - Industry forces - Key trends - Macro-Economic trends
Specific skills connected to the workshop	<ul style="list-style-type: none"> - Brainstorming - Research - Analysis - Storytelling - Active listening
Competences to be developed by learners	<p>Planning and management:</p> <p>Learning through experience, working with others, coping with uncertainty, ambiguity and risk, financial and economic literacy, ethical and sustainable thinking</p>

Activities to be performed in group	Group chooses the business model of one participant.
ACTIVITY 1	<p>They brainstorm answers to questions in each of the Environmental cards subsequently.</p> <p>(Depending on the number of participants and available time you can divide participants into 4 smaller groups and distribute factors of specific types among them.)</p>
ACTIVITY 2	<p>Connection</p> <p>Work in a group to see connections between each of the factors and the business model.</p>
ACTIVITY 3	<p>Response</p> <p>Discuss, which steps should be taken to adapt to the environment, why they should be taken, how affordable they are, and what can happen if no changes will be made.</p>
Tools and props for activities	<p>Print outs:</p> <p>the-business-model-design-space-card-deck by strategyzer - 1 copy (if you have more then 4 teams working simultaneously - 2 copies)</p>
Sources / bibliography	<p>https://assets.strategyzer.com/assets/resources/the-business-model-design-space-card-deck.pdf</p>

WORKSHOP Pitch It

Workshop title	Pitch It
Workshop number	12
Aim of the activities	Practice ideation, customer focus, persuasive speaking, and pitching. Practice at articulating their business model and the connections between different segments of the business, building confidence in their knowledge and ability to execute their plan
What teachers need to know to deliver the workshop	Business model canvas, information from the printouts from Young Entrepreneurs academy
Specific skills connected to the workshop	<ul style="list-style-type: none"> - Making up a customer story - Persuasive speaking - Presentation - Pitching
Competences to be developed by learners	<ul style="list-style-type: none"> - Learning through experience - Working with others - Coping with uncertainty, ambiguity and risk - Self-awareness and self-efficacy - Spotting opportunities, Creativity
Activities to be performed in group ACTIVITY 1	<p>Beats</p> <p>Activity from Pixar's "The Art of Storytelling" online course</p> <p>Story spine:</p> <ol style="list-style-type: none"> 1. Once upon a time... 2. Every day... 3. Until one day ... 4. Because of that ... 5. Because of that ... 6. Because of that ... 7. Until finally ... 8. And ever since then ...

ACTIVITY 1

The moral of the story is ...

Part A

Beats can show the most important moments in your story. They show WHAT is happening, not HOW. Choose a format (outline form, using index cards, sketchbook, etc.) to identify and describe the beats that are part of the structure in each of your three favorite films/books.

timing: 3-5 minutes

Part B

Play the "Story Spine game" with a group of people. Go around in a circle and improv the development of a story. Start with "once upon a time" and have one person at a time spontaneously fill in the blank for each line.

timing: 3-5 minutes

Part C

Develop a story spine for your own customer story. Work in pairs and share your spine with someone and iterating a few times.

timing: 5 minutes for story-making, 3 minutes for sharing and getting feedback

ACTIVITY 2

Pitch it

Explain to your students that they will have to really think outside the box with this one. Nothing is off-limits here (everything must be legal and school appropriate). Nothing is impossible!

Each student draws a hand of five word pieces. One student selects one customer piece. This role will rotate around the group.

Each player combines two word pieces from their hand to create a product for the customer which was previously drawn.

ACTIVITY 2

Each player pitches his/her product to the customer. The pitch should only last 30 seconds. After each player has made their pitch, the players will pick the best product for that customer.

The word cards played in that round are set aside. Players draw new word cards to bring their hands back up to five.

Play continues following those same steps. You can play as many rounds as you have time for.

After the exercise:

What made you pitch the products you pitched? (Customer focus, persuasive pitch)

Did you change your strategy as the rounds progressed? (Adjusting to the market)

What was the hardest part of this activity? Why?

Who had the most unusual pitch? Who used the typical style of pitch (e.g. late-night TV infomercial)?

Who had the most creative product or service to pitch? Did they also make the most money? Why or why not?

Did you consider the needs of your customer in ideating your product? Were there any obstacles to pitching an idea to meet the needs of your customer?

In what way(s) did the product you pitched improve the life of your customer?

In this activity, you had a limited amount of time to think about your ideas and pitch them. Does this present any challenges to being principled in your pitch? If yes, how important is leading a principled life in one's personal and work life, to creating behaviors that are principled at all times?

timing: 30-45 minutes

ACTIVITY 3

Business Model Canvas PARTNER PITCH

Give each student a BMC Partner Pitch card.

Give students 3-4 minutes to respond to the question or prompt on the card by taking notes or writing their responses on the card.

Pair students with a partner.

Give students 1-2 minutes to pitch or share their responses to the question(s) or prompt.

You may want to give students 1 minute to respond or give feedback to their partner after the partner has spoken.

After the activity or as students leave collect student's cards for review.

A trainer can then review the cards when time allows for feedback.

timing: 5-7 minutes

Repeat as many times as needed.

Tools and props for activities

Outline form, index cards, sketchbook, etc - for "the beats" activity, min. 1 per person

Pdf with words to be printed for "Pitch it" workshop:

<https://yeacademy.org/wp-content/uploads/2018/06/Pitch-It-Words.pdf>

<https://yeacademy.org/wp-content/uploads/2018/06/Pitch-It-Customers.pdf>

Bag or a hat, to shuffle and pick the words.

Pair of scissors.

<https://yeacademy.org/lessons/?topic=entrepreneurial-mindset&lesson=bmc-partner-pitch&resource=2626#>

BMC Partner Pitch cards, one per student (blank paper, scratch paper or index cards can be used to create your own prompts for this activity)

Sources / bibliography

<https://www.khanacademy.org/computing/pixar/storytelling/story-structure/a/activity-1-struct>

https://yeacademy.org/wp-content/uploads/2018/06/Pitch-It_v2.pdf

WORKSHOP Drafting a Pitch Deck

Workshop title	Drafting a Pitch Deck
Workshop number	13
Aim of the activities	To acquire practical experience of making a pitch deck, to make the first draft for the participant's business pitch deck and get it reviewed by the peers
What teachers need to know to deliver the workshop	The aim and structure of pitch deck, where to find good examples, typical mistakes in pitch deck preparation
Specific skills connected to the workshop	<ul style="list-style-type: none"> - Analyzing - Making a presentation
Competences to be developed by learners	<ul style="list-style-type: none"> - Creativity - Vision - Valuing Ideas - Self- awareness and self-efficacy - Financial and economic literacy - Mobilizing others - Planning and management - Coping with uncertainty, ambiguity and risk - Working with others - Learning through experience
Activities to be performed in group ACTIVITY 1	<p>Analyze the pitch deck structure.</p> <p>Check the 10 slides model by Guy Kawasaki.</p> <p>Discuss in groups if your idea would fit into those 10 slides.</p> <p>Do you need more slides to present your idea? Or less?</p> <p>Which information would you add/remove when presenting your business to investors? Why?</p>

ACTIVITY 2	<p>Draft your own pitch deck</p> <p>Use the templates for your draft pitch deck if each member has access to the computer.</p> <p>Otherwise, use paper and drawing utensils to make a basic sketch of each slide, that you want to prepare for potential investors</p>
ACTIVITY 3	<p>Exchange your draft pitch decks among the group members</p> <p>Each student should review the pitch deck drafts as potential investors, who would receive them by email</p> <p>Feedback can be given in a written or oral form</p> <p>Take 5-7 minutes for reviewing and 3-5 for feedback</p>
Additional items that do not fit the other categories	<p>If you have extra time for activity 1, participants can check the following pages for inspiration from real examples of funded pitch decks:</p> <p>https://www.fundedpitchdecks.com</p> <p>https://medium.com/startup-grind/all-the-public-startup-pitch-decks-in-one-place-7d3ddff33bdc</p> <p>If you're running low on time, it's possible to use the template for the draft pitch deck from here:</p> <p>https://www.dropbox.com/s/pxnyscz93dzjbv8/Nextview_startup_pitch_deck_template.pptx?dl=0#</p>
Sources /bibliography	<p>https://nextviewventures.com/blog/free-startup-pitch-decks-template/</p>

