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PROJECT

FIND YOUR INNER INVENTOR

WORKBOOK





PROJECT DETAILS

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UNIVERSITY OF ICELAND
SCHOOL OF EDUCATION



University
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INTRODUCTION

Introduction

The objective of proposed activities is to increase the interest in entrepreneurship among students of secondary vocational schools and to improve the quality of entrepreneurial education. The project aims to involve into the tuition experienced contract workers who have experience in team management, business and its development, new forms of business, and usage of modern technologies. It contributes to a quality interconnection both students' and teachers' theoretical knowledge with practice and to an enrichment by the element of solving real problems which arise during planning and implementation of business plan.

The objective will be achieved by the implementation of a business subject which will be specialised in teamwork of students under the guidance of experienced mentors. The activity output will be also students and teachers motivated to entrepreneurial practice. The teachers will acquire experience to pass students in the future.

Both the Czech Republic and the European Union are undergoing a number of changes that have, among other things, an impact on the labour market and the demands on both entrepreneurs and employees. Innovation and technological progress means, at the same time, a number of new opportunities and fields of business, however sufficient attention must also be paid to creation the conditions that will allow these new opportunities to be exploited. For this reason, the entrepreneurial education is recently being discussed and has become a priority to promote entrepreneurship and entrepreneurial spirit.

The business sector plays an irreplaceable role in the development of the national economy and in creation of new jobs. The multiple positive impacts of entrepreneurship education on growth and employment were presented by the European Commission in its 2015 Business Education: A Journey to Success mapping the impact of entrepreneurship education both on students and entrepreneurs as well as on the EU economy and its society. Entrepreneurs contribute significantly to the formation of gross domestic product (GDP), to increase in investments and foreign trade support. Their ability to take advantage of new business opportunities also contributes to increase competitiveness of the country. Entrepreneurs create new jobs, which contributes to reduce unemployment. However, just few school graduates decide after their graduation to start their own business. The young generation is reluctant to set up its own business and prefers certainty and stability in employment in the form of an employee's position, which results also from insufficient and inconsistent support for young people's entrepreneurship.

The expected change of proposed project is to introduce an element of entrepreneurial education, both by working on real business plans and by bringing entrepreneurs directly into tuition and within supporting activities also into solving specific sub-projects.

Especially for the topic on entrepreneurship, it is very important the students, teachers and R&D workers to realise in full complexity what activities they carry out in connection with business and also the fact that entrepreneurship is a real alternative to an employment. It is also necessary for entrepreneurs to become aware of the opportunities for business support and the risks associated with business. At the same time, there is a need to develop soft skills neglected in tuition, but for today's business absolutely necessary such as the ability to present themselves, the art of networking and business skills.

Changes generally taking place in the field of entrepreneurship support are identified in these key areas - the development of key entrepreneurial skills of students as well as teachers, cooperation between universities and secondary schools, respectively, their knowledge base in relation to the development of entrepreneurship. A key challenge for universities is to ensure the students acquire also transferable soft skills during their university studies.

In general, the interest in entrepreneurship remains weak and, in principle, it is restricted to those students who are internally motivated to strive for entrepreneurial career. It is also necessary to reflect the demand for development of entrepreneurial skills into the system of teachers training and to support them in positive approach to entrepreneurship, as they are the ones who provide students with important information of this character. According to the surveys, it is necessary to involve companies and experts from practice into the process of education. Enhancement of entrepreneurship education requires extensive training for current academics in the field, or the recruitment of new contract workers.

Project benefits for target groups:

- acquiring practical knowledge from the business environment
- gaining invaluable experience in working on real business plans in a team under the guidance of experienced experts from practice
- possible contribution from the implementation of own business plan: company foundation is an ideal output of the proposed project activities. Even outside the learning subject, the supported target group will receive further support for the development of

prototype and the establishment and development of its own company

- increase in qualification of the teachers participated in the project
- set up networking of universities and secondary schools by implementation of activities in common

Needs of target group:

- a need for motivation and real support for the development of business activities
- a need for self-realization or realization of own idea through the entrepreneurial path

- a need for knowledge of modern business practice, technologies,
- teamwork and team creation (able to find own strengths and find an effective place in team, the art of collaboration and task delegation, the art of establishment of an efficient team ...)
- Another important need for both student and teacher is contact with practice. Only in this way it is possible to effectively create important context gained by the theoretical study. Students will be able to understand what they have learned and teachers will gain much more applicable and useful competences to transfer acquired experience to other students more efficiently within the tuition





1. MOTIVATION AND ENTREPRENEURSHIP

The Objective of module “Motivation and Entrepreneurial Spirit” is:

- to explain the model of entrepreneurial learning
- to relate your personal experience to the framework of entrepreneurial learning.
- to characterize the relationship between motivation and own performance.

You will be able to:

- Identify and assess your own values, goals and motivation.
- Assess harmony between personal goals and ideas.
- Develop your own entrepreneurial potential.

The goal of this is to develop your entrepreneurial spirit. It deals with how people learn to work in an entrepreneurial way, and how they become entrepreneurs, why they choose certain opportunities, and what relation is between learning and the choice of opportunities. It focuses, particularly, on the important concept of entrepreneurial learning and its key elements. It includes exercises to help you learn your entrepreneurial learning and identify areas which you need to develop and improve. It includes your reflection, evaluation of your values, goals, motivation, self-confidence and abilities.

Model of entrepreneurial learning (Rae, 2007)

The entrepreneurial learning model includes three core areas:

- Personal and social development: the decision to become an entrepreneur
- Contextual learning: how people learn to explore and take advantage of opportunities
- Negotiated entrepreneurial spirit: how entrepreneurs interact with other people

1. Personal and Social Development: Become an Entrepreneur

Creating an entrepreneurial identity or a decision to become an entrepreneur is a result of personal and social development, including:

- Narrative Design of Identity: Our changing story about who we are
- Identity as a practice - how we take our identity
- The role of the family - how our family affects us
- The tension between present and future identity - how our dissatisfaction is able to lead us to start a business

Recognizing opportunities arising from contextual learning

Recognition and negotiation towards opportunities is the result of contextual learning which includes:

- Learning through career experience
- Recognizing opportunities and innovation by engagement into different activities
- Practical Theories of Entrepreneurial Action - Find out what works for you.

Negotiated entrepreneurial spirit

Establishment and running own business is the result of negotiated entrepreneurial spirit that includes:

- Involvement of other people into the project implementation
- Creating structures in common and sharing of meaning and values
- Involvement of stakeholders' networks
- Gradual change and shift of roles

The goal of the entrepreneurial learning model is to stimulate deeper understanding and reflection of your path of entrepreneurial learning. It is not just a questionnaire on whether you are an entrepreneur. The following sections will explain each folder and a set of questions to the sub-areas. The goal is to help you reflect your entrepreneurial development, whether individually or in small groups. Take a look at each of these three themes and a set of sub-areas. Each subtopic may not relate to your person. Some may be conditioned by work experience in a company. Focus on those that concern you. You may study some of them later as you fulfil the tasks of this support. Make notes and return to the points.

Personal and social development

Personal and social development is the process of shaping our entrepreneurial identity expressed in a narrative concept or a life story. We all tell stories to explain our curriculum vitae. The development and story of individuals as they progressively move through their life experiences is influenced by early and family experiences, education, careers, and social relationships. Forming an entrepreneurial identity means becoming and acting as an entrepreneurial individual.

Through personal and social development, people develop their identity that expresses the meaning who they are, their own and future aspirations.

The questions in each of the four subtopics will help you reflect your personal and social development:

Narrative creation of identity

- How would you tell your life story? Think about your past, present, and expected future.
- What would you emphasize (what is your role in the story)? Think about examples when you have acted entrepreneurially, trying to take advantage of opportunities, and experimenting with new opportunities.
- How would you like to change your identity further?

The role of the family

- What is your role in the family? What does your family expect from you?
- Have your family's business experience affect your aspirations?
- How do your family expectations affect your life, career, and business aspirations?
- How do you feel about these expectations?
- How would you like to change your family's expectations about your person?
- What consequences could your decision to start own business have on your relationships and family?

Identity as a practice

- What are you good at, what do you enjoy?
- How can you apply your abilities and skills the best?
- How do you find situations, opportunities, and people to apply your abilities the best?

The tension between existing and future identity

- What would you like to achieve in your life, work and study?
- Does your current work or education offer you an opportunity to achieve these goals?
- What could encourage you to change your current role? Would you start your own business?
- Do you have any "future" reality which you would like to create?
- Do you believe you could really create it? What is needed for it?

2. Contextual learning

Learning through immersion into community and industry

- What are your most beneficial skills, what is your main expertise? In what situations can you apply it?

- What tacit abilities and skills did you develop?
- Which social networks are you a member of? What are your contacts within these networks?
- How can you use these contacts at the beginnings of social business?

Recognizing opportunities and innovation through participation

- What needs and problems do you see in your everyday life?
- Which of them could create opportunities?
- How could your experience and contacts help you create opportunities?
- How could you combine existing knowledge, technology and ideas to create new opportunities and innovations?

Practical theories of entrepreneurial behaviour

- What did you do to develop new ideas and to implement them?
- What are your "practical theories" and how can you apply them to social business?

3. Negotiated entrepreneurial spirit

Involvement of others into the project implementation

- How effectively do you work with others during negotiation of common goals and fulfilling them?
- Are you aware of your strengths in the team?
- Can you recognize the abilities of others?
- Do you trust the people you work with? And do they trust you?

Creation structures in common and sharing of meaning and values

- How do you share values and ways of working?
- How do you stimulate and maintain the fun and enthusiasm during the work on a project?
- How can you effectively manage conflicts?

Engagement of stakeholders' network

- What is your most important contact for the project implementation?
- How can you involve clients into the functioning of social enterprise?
- Are there any gaps in relationships with key stakeholders?

Gradual change and rotation of roles

- Are you willing to agree with a role change during social business?
- How can you involve new people into teams or business?
- What would you do with the people involved into business at its beginning and with the business growth recognized to be incapable for the further participation in it?

Performance and motivation

Entrepreneurs need reasonable challenges. They are constantly looking for opportunities, setting tasks and goals that are achievable and sufficiently ambitious. The results and solutions are important for them. They have a strongly developed sense of their actions importance. They always keep in mind their vision. They need to know where they are heading. At the same time, they require sufficient independence and autonomy that are necessary for them to fulfil their personal vision.

All this requires high performance and appropriate motivation. Have a think about the time when you felt having the appropriate performance.

What factors do affect the performance? Have a think about the time when you felt losing motivation.

Why, in your opinion, did you stop trying? Compare these two sets of factors. What is a difference in them and what is the same?

Achievement of maximum personal performance is not given by the talent or certain features. Performance is able to be developed. We are able to achieve our goals if we believe in them. The starting point for increasing our performance and our own motivation to achieve higher goals is our imagination. Our lives are determined not only by our environment and physical constraints, but also by our own imagination. The goals which we are able to achieve comes from that what we believe in we are able to achieve. The highest limitations

are those that we lay on ourselves. If we think we're not good enough at something, and then we actually do this activity wrong, we are living in so called self-fulfilling prophecy.

To prove it, we have to believe. Believe that we are really good at something. If we believe, our chance for success will greatly increase.

If we want to increase our own performance, we need to use our own imagination to set our own goals. Many of us are too bound up with the traditional way of thinking and the inability to see behind a conventional state of affairs. Therefore, it is important to "dream" about what we want to achieve in the life.

We should be able to imagine how it will look like as we reach our goals. The idea does not dispose us of the duties and work we must accomplish, but will lead us to the desired goal. This idea should be able to provoke at any time. We have to fulfil several principles our ideas to work:

- to be positive - focus on success, not failures,
- to present goals as they have already been achieved - not as something we will manage to achieve in the future,
- to be part of our ideas,
- to use the first person (I), not the third person (he, she),
- to be proud of what we have achieved.
- Although the definition of goals is important and show us the direction, we do not live in the future. Our actions take place in the present. Even if we make a mistake, it is important to act. Errors are no a reason to worry. We should learn from them, then move on and keep in mind the success we want to achieve.

Individual task

Watch out the video of Dan Pinko's performance which explains why traditional motivation tools are not as effective as we think. The video is provided with Czech subtitles. You can find the record at: http://www.ted.com/talks/lang/eng/dan_pink_on_motivation.html

OTHER SOURCES

KIRBY, D. *Entrepreneurship. Berkshire* : McGraw-Hill Education, 2003. ISBN 0077098587

RAE, D. *Entrepreneurship: From Opportunity to Action. Hampshire*: Palgrave Macmillan, 2007. ISBN: 978-1403941756.



2. IDEAS AND OPPORTUNITIES

In the module “Ideas and Opportunities”, you will learn:

- The core and importance of business opportunities
- How to evaluate opportunities
- What risks of opportunities are there?
- The link between creativity, entrepreneurial spirit and its development

You will be able to:

- Use methods and techniques appropriate for the development of opportunity
- Develop your skills, entrepreneurial spirit and creativity

Business Opportunities

The purpose of this chapter is to explore the concept of business opportunity and its importance in the decision making process of entrepreneur.

Definition

1. A desirable future state of affairs that is different from the current state and there is a belief that its achievement is possible. People have a different perception. A certain state of affairs is an opportunity for someone and an obstacle for the others. The result of perception depends on the environment, access to resources and the right timing.
2. Time, critical moment or states of affairs favourably incline towards a goal or purpose, chance, advantage or benefit of particular place or position. In free business environment opportunities are born from changing circumstances (conditions), chaos, confusion, contradictions, deceleration or acceleration, knowledge or information gaps and a number of other types of irregularities in industry and market.

Difference between ideas and opportunities

If the idea is not an opportunity, then what is the opportunity?

The opportunity has the value to become:

- Attractive
- Long-lasting
- Current

It is embedded in a product or service that adds value or benefits to its buyer or user.

Task: What is the difference between idea, opportunity and challenge?

Chaos as a business challenge

The development of management thinking and negotiation in the second half of the 1980s brought a reassessment of entrepreneurial importance for constantly increasing dynamics of substantial market environment of companies.

Examples of changes

Sources of changes/ chaos/ market disproportion	Opportunities creation
Regular changes	Mobile nets, airlines, insurance, telecommunication, medicine, financial and bank services
Current management/ investors lose their interest and motivation	New capital infrastructure, new free capital, new team, new strategy
Business management	New vision and company strategy, organisation thinking
Market oriented on customers' needs/ignoring of customers' need	New and small customers are not preferable
Change of price chain and distributive channel	Internet sales, consumer credit, changes in service offer

(Timmons, J.A., 2001: *New Venture Creation. Entrepreneurship for the 21. Century*)

Opportunities Sources

Opportunities are generated self-made only in exceptional situations. Generally, they need to be actively created. A skilled entrepreneur is able to see an opportunity where others do not see it.

Understanding and Identifying of Opportunity

It is important for entrepreneur to know where to look for opportunity sources and what factor creates an opportunity because the current dynamics of the business environment forces entrepreneurs to come up with new ideas and approaches.

Opportunity Sources

To understand the business as a service for other people

Sources Discover:

- Looking for things and services which people need and require

- Looking for a harmony between what I am able to offer and what the others

Development of Creativity and Imagination

Creativity/Inventiveness

One of the most important roles in learning of business opportunities is creative thinking. Creativity is one of the attributes with which people are born. This thinking culminates naturally in the period of adolescence. One of the reasons is that personal life is influenced by formal education; they are forced to think logically, rationally. Social pressure forces us to suppress creative thinking.

Creative thinking can be practiced and improved. Everyone is able to master creative thinking and learn how to apply it in business.

Sources of New Ideas

Customers

An entrepreneur looks for ideas among customers - she/he listens to their wishes, ideas, and desires. Formally - survey, questionnaire, or informal monitoring.

Other companies

An entrepreneur contemplates and evaluates products and services offered by other companies. Based on this information, she/he improves or creates own products and services.

Distribution channels

All distribution channel from producer to customer are able to come up with an interesting idea - they have good market knowledge, they are constantly receiving market information, so they can still come up with new recommendations to improve existing products and services or even new ones.

Research and Development

A department of research and development in the company is the biggest source of new ideas.

Government

The entrepreneur responds to changes in legislation, new government regulations.

Special Methods - creative problem solving

There are a number of special methods to solve problems. In this chapter, we will present some of them.

Brainstorming

It is the most well-known and used method for creative problem solution and ideas generation. It starts with presentation of problem. After this presentation, a team of 6 up to 12 people is chosen to represent the widest range of knowledge. None of the participants should be a recognized expert in the relevant issue. All the ideas that are spoken are recorded, regardless their often illogical content. The mutual criticism and participant evaluation are unacceptable during the session.

Reversed brainstorming

It differs from the brainstorming just in allowance of criticism. In practice, this method is based on looking for drawbacks through the question: How many ways are there to failure? Using it, you are able to identify all the deficiencies of the idea and then discuss the methods for their remediation.

Synetics

It is a creative process that forces individuals to solve problems through four analogous mechanisms - personal, direct, symbolic, and fantasy. The group operates in two phases. In the first phase, participants will learn about the problem from a well-known perspective. In the second phase, they attempt to transform the known to unknown and find a new, novel solution.

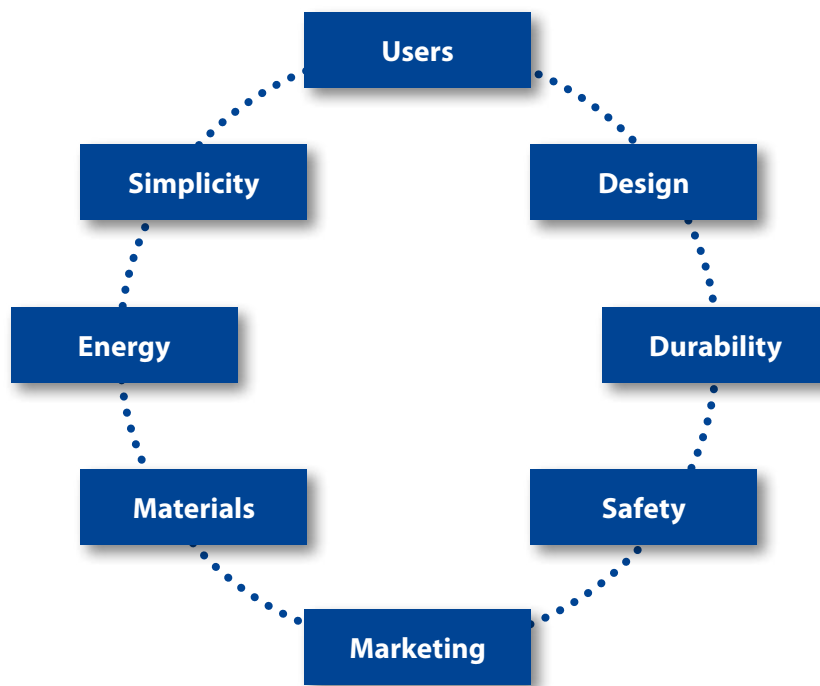
Gordon's method

Group members do not know exact nature of problem in advance - it is especially important for group members in finding solutions not to be burdened with already formulated stereotypes and ideas.

Free association

It is a simple and effective method. This method contributes to the development of completely new insights into the problem. Firstly, a word or sentence related to the problem is written and then there are added new ones. Each new word has the task to evoke something new in the ongoing thought process, which creates a chain of thoughts that show an idea about a new product.

Activity: Production circle



Users: A group of people who will use your idea. What are people, where and how they live, and why would they want to use your idea?

Simplicity: How to ensure easy control or use of products? How to ensure pleasure and pleasure in using the product for its users?

Energy: How much energy does your idea consume and where does it come from?

Materials: What different materials will you use? They are available? Can they be replaced?

Marketing: How To Increase Your Chance Of Good Merchandise? How to promote your product?

Safety: How to make sure the product is safe and safe for everyone?

Design: How does a product attract people? How to make it more attractive?

Durability: How to ensure long service life? Also think about energy consumption in production and operation - energy is expensive!



3.

CREATIVITY AND INNOVATION

The module "Creativity and Innovation" aims to:

- Describe a model of a creative problem solution.
- Explain the stages of the creative problem solution.
- Explain Herrmann's model.

You will be able to:

- Identify your own style of creative thinking.
- Develop individual styles of creative thinking.

This module focuses on the creative process. A great attention is paid to so-called Herrmann's model of creativity. You will get acquainted with its individual quadrants and you will have the opportunity to find out which of the quadrants you have the most developed. By analyzing the number of solved problems, it has been found that there are certain algorithms and principles in the process of creative work. Let's concentrate on the starting point of creative working process. It can be divided into several subsequent stages - steps which continuity and existence are not usually realized during the process of problem solving. However, it is desirable to take them into account and use them to manage the work process.

1. Preparation - Selection, collection and analysis of necessary information. It decides about the method of analysis and the methods by which the obtained information will be processed. The degree of synthesis is determined; the characteristics of solved problem and target state of the solution are specified.

2. Maturation - rational work with collected information. The conditions for solution creation are created; the intuition methods and the association of other solutions are used. The themes are analyzed, their realization is simulated under the given conditions and their effectiveness is investigated. It forms the basis of the future form of innovation.

3. Birth (enlightenment) - the researcher reaches a concrete form of invention -she/he is not satisfied with the only solution but is looking for other variants. The researcher develops the invention into a final form to be easily and comprehensively implemented as a successful innovation.

4. Verification - the investigator evaluates the properties, pros and cons of generated variants of inventions, examines their efficiency and effectiveness. The researcher decides for the optimal variant which presents as a result of the work. We consider creative work to be an implementation of results of creative thinking.

Creativity process

The creativity process can be divided into several phases or stages:

1. Preparation

Preparation for creative thinking. The good training is:

- to recognize that education is a never ending process and each situation presents an opportunity to learn something
- to read about the topic
- to create a set of articles on the topic
- to take time to discuss with others, including those who do not know much about the subject
- to devote time to study other countries and cultures, which can contribute to identification global opportunities
- to develop the ability to listen and learn from others.

2. Exploration

It involves the exploration of problem and its components.

3. Transformation

The recognition of similarities and differences in obtained information. It includes convergent and divergent thinking. Convergent thinking is the ability to see similarities and connections. Divergent thinking is the ability to see differences. Ability to transform information can be enhanced by:

- trying to see things as a complex and not to be interested just in a detail
- reorganization of individual elements
- considering different approaches at the same time
- resistance against the first impression

4. Incubation

Sometimes it is necessary to involve the unconscious look for answers. It often requires time which can be supported by the following techniques:

- Do something that does not relate to the problem
- Dream sometimes during the day
- Think about the problem before falling asleep
- Think about the problem in different environments

5. Enlightenment

Maturation of the problem, thinking the problem over and apparently passive waiting for an idea.

6. Verification

It may include experiments, simulations, marketing verification, creation of a pilot program, etc. The aim is to verify the idea able to work, able to be implemented practically and that represents a better solution to a particular problem or opportunity.

7. Implementation

Conversion of the idea into reality

Herrmann's model

Ned Herrmann was a founder, lead person, and general manager of Education Institute. He published his theory of brain quadrants for the first time in 1979. He developed this theory into a creative HBDI (Herrmann Brain Dominance Instrument) technique.

Ned Herrmann divides the brain into four abstract quadrants (Žák, 2004):

Quadrant A

Quadrant A is analytical, quantitative, technical, logical, rational, precise, and critical. Thinking in Quadrant A is logical, built on a perfect collection of all the details. This quadrant collects processes and analyses all available details of the investigated phenomenon. For managers with a dominant A-quadrant, quality and information is the top priority. On the contrary, they do not like unclear instructions, ambiguous assignments, and bad time organization. In the creative solution process, the A-quadrant is dominated by data acquisition, evaluation, and validation phases.

Teaching activities in the A-quadrant

- Searching for data and information; browse the Internet and search in libraries
- Listening to informative lectures; study of technical textbooks
- Analysis and study of problem examples and their solutions
- Realization of scientific research
- Evaluation of ideas based on facts, criteria and logical judgment
- Solving technical and financial case studies
- Knowledge how things work and how much they cost
- Engagement in investment clubs; financial planning

Quadrant B

People with a dominant B-quadrant are great organizers. In all aspects of communication, they required the order and procedure. They approach to the problems very systematically. Quadrant B is used in planning and organizing. Key words are control, planning, and organization. Quadrant B proceeds in a linear way, gradually from one point to another. Strongly developed quadrants are typical for Historians and Politicians.

Learning activities in the B-quadrant

- Thesis writing (very carefully and conscientiously)
- Laboratory work, step by step and record results
- Using the software with the introductory tutorial (asking how "how")
- Organization of a collection
- Preparation of a project and its implementation according to the layout plan
- Application of new skills and abilities by frequent repetition and drilling
- Construction of object according to the detailed instructions
- Preparation of detailed budget and recording of its use
- Establishment of record and archive system and its regular use

Quadrant C

People with developed C-quadrant pay attention to cooperation, relationship to people, affiliation, and empathy. Reality is viewed intuitively by quadrant C, feelings and emotions are important for these people. Danger for quadrant C is a sterile and impersonal environment. People in Quadrant C are very sensitive and empathetic.

Learning activities and discussions in quadrant C

- Listening to others; sharing ideas and group discussions
- Self-motivation by asking "why" and finding personal meaning
- Learning through sensory perception - movement, taste, smell
- Practical learning of using objects and objects
- Keeping records of feelings and spiritual values, not too detailed
- Studying while listening to music
- Creating a rap song as a mnemonic aid and expressing feelings
- Learning with the teachings of others; use of case studies oriented on people
- Playing with kids

Quadrant D

People in quadrant D look at everything from a large perspective, they perceive the problems in their complexity. They are characterized by excellent ability of synthesis. They upgrade old conventional relationships and creatively establish new ones. Concepts such as intuition, integration,

synthesis, holistic approach are important for them. The brakes for the people of quadrant D are old practice, slow pace, conservativeness, caution, and logic.

Teaching activities and discussions in quadrant D

- To attempt to grasp a wider context rather than detail
- To play simulations and asking questions “what if”; brainstorming
- Creation of visual aids; prioritizing images before words
- Solving open problems and finding several solutions
- Experimenting and playing with ideas and possibilities
- Thinking about the future; introducing different solutions
- Synthesis of ideas to find something new
- Examining different ways of doing something (not prescribed), just for a joy
- Making a visualization of problems

Steps of creative problem solution using Herrmann’s model

1. Problem Definition

Looking at the problem from a wider perspective and context, or exploring opportunities and different future-oriented aspects, we use the Explorer’s way of thinking, especially quadrant C and D. In trying to identify the deepest causes of problems, we need to think as a Detective - we are looking

for clues and trails, questions and we mainly use quadrants A and B. The problem definition ends with a summary of knowledge and a positive expression of problem definition based on the analysis of obtained information.

2. Idea Creation

At this stage, a number of creative ideas are generated using imagination and intuition (Artist). Quadrants C and D are applied here.

3. Idea Synthesis

During creative evaluation of idea, we play with the created ideas in order to obtain fewer but more practical, optimized and synthesized solutions, using Technique’s way of thinking and quadrants D and A.

4. Idea Evaluation

At the stage of critical assessment of idea, we must take into account relevant criteria to determine which ideas and solutions are best and could be implemented using Judge’s way of thinking and in particular quadrants A and B.

5. Solution Implementation

The transfer of solution into life requires a new round of creative problem solution with Manufacturer’s way of thinking with emphasis on Quadrant B (Planning) and Quadrant C (Communication). Without this, you are not able to successfully complete the project.

Literature

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4. RESOURCES AND NETWORKING

How to Build a Network

In this module, you'll learn how to build and maintain networking for your business.

Social networks and networking have a key role in entrepreneurship (Durda and Krajčik, 2016). Social capital is one of the important factors of innovation, a source of organizational benefits and value creation (Adlešič and Slavec, 2012). Entrepreneurs have certain ideas, knowledge and competences for entrepreneurship, but they also need some other resources, which they themselves do not have, to be able to develop and offer a particular product or service.

Networking is a balancing act between having a lot of contacts and having closer, deeper relationships within that group. It's simply not possible to have 3,000 close relationships. Especially in the beginning phases, it takes time to build trust – after that you don't have to put so much energy in, but it's about how often you are in contact with people.

Tips for useful activities:

Draw your Own Personal Network

This is an activity that could tell each of the students what connection they have to different resources. It could tell them where to find useful information and how they could communicate to get help with their work. It is also possible to build up the missing network on the paper and prepare a realisation of an optimal network.

Draw the Network for the Project You Are Working on

This is an important exercise for all project work. Which resources are needed, what partners and resources do we have in a project, and how could we develop the organization for the project?

Which Are the Three Most Important Companies in Your Local Society?

Do brainstorming with the students to discuss what competence or resources there are in the local community. Make an appointment with the persons or companies, go and make interviews, make photos and videos and make a presentation.

Use the Business Sector as an Important Learning Area

Do a project in which the students analyze and get to know different sides of the local community through networking. After planning a project together with the schools network in the local society, the students should go out and collect information about the community. The main aim for the project could be to understand different roles in the society and get a feeling for the value creation.

Awareness of Resources in our Local Community

This activity tries to give an overview of what natural or manmade resources in the local community exist. Through a registration the aim is to develop understanding of what resources there are, how they are being used, and how they are being exploited.

Get to Know Local Companies

The learners prepare visits to local companies to look for similarities and differences. They should develop understanding for business life and also look for possibilities to cooperate or interact with the companies during projects or other activities later.

The Most Important Company in our Community

Everywhere you will find what we can call "a cornerstone company" that has an important role for the local community. This activity focuses on an important company like a big industry, a farm, a fishing boat. The school arranges an excursion to the company to learn about the history of the firm, the development of the business, the production activities and so on. Photos, videos and interviews through group work are used to prepare a presentation and further work at the school.

(Source: Teach&ESPRIT. Developing Entrepreneurial Spirit in European Teachers' Training for Vocational Education)

Tips for students - networking ice breakers

Networking is an important part of events, and allows participants to meet new potential clients, suppliers or useful contacts for later collaborations. You can try funny ice breaker ideas that are easy, and should loosen everyone up. It's essential to develop relationships with contacts because they can convert into milestones for your business and career development.

With so much time nowadays spent on online interactions, real, face to face human interaction is even more important. Networking can however be a huge cause of large anxiety for many introverted attendees.

Here are some easy ice breaker ideas to boost networking, kick off your event conversations and have some fun with it.

Name Tag Switcheroo

This is always a fun and interesting game that can be played from the outset but be warned you should either keep this for smaller groups or events because too many people can make it difficult! Start by giving the attendees the wrong name tags and task them with finding the person with their name. When they have found the right person they must answer 3 questions to get the name tag back and then this will continue

until everyone has the correct name tag. This not only helps people to approach each other and learn more about other attendees but can also encourage groups of people to start having conversations that they can continue later on.

Avatars and Virtual Networking

Many people find introducing themselves online to be easier than in person. Connecting your participants via social media can help reduce the anxiety of not knowing anyone else at the event. Create a private event group on Facebook or host a Twitter chat to help people to get to know each other.

One Word Icebreaker

This can be adapted to any situation and is a great on topic introduction to any conference. In small groups of up to five people ask everyone to think for a minute of one word

that describes X (insert any topic). This will give a great variety of responses and insights which sparks spontaneous conversations as they question each other and discuss the meanings behind the chosen words. A few volunteers can then be asked to share with the wider group. The small groups can then delve deeper into follow up questions.

Quick Fire Questions

This is a fun and easy game that costs nothing. Tell your attendees to find a partner and give them 60 seconds each to fire off quick questions to the other person (you could display them on your plasma screens or on the home screen of your event app. Make sure to add some interesting and funny questions such as if you could be any cartoon character who would you be?

*(Source:
<https://www.eventmanagerblog.com/20-ideas-to-help-event-networking>)*

Literature:

Durda, L., & Krajcik, V. (2016). The role of networking in the founding and development of start-up technology companies. Polish Journal of Management Studies, 14.

Fallone, N. (2017). Networking for Entrepreneurs: 7 Ways to Make a Connection.

Teach&ESPRIT. Developing Entrepreneurial Spirit in European Teachers' Training for Vocational Education.





5. PRESENTATION AND SALE

In this module, we will deal with the presentation, audience, and environment. We will look for the goal of your presentation, depending on which we collect, select and organize materials. We will try prepare a manual and cards that can be a guide to our presentations. In the end, we will try it all out because, as we know, only the exercises do the master.

Preparation of presentation

Without exaggeration, we can mark the preparation as the most important part of the presentation process. Because a good presentation is based on the needs of the listener, answers the questions and reflects the reasons that led the audience to participate in your presentation. A good presentation is based on careful preparation, taking into account the needs of listeners, the objectives pursued, but also the personality of the listener and the environment in which you will present.

The first step in the preparation should be based on the needs of the target group, the environment in which you will present and, of course, the tools you will be able to use. And here's the first advice.

Think about the end of your presentation

Think about the end of the action that includes your presentation. Start with the thought of what you want to achieve. What is the result. In short, you have to convince, reach agreement, gain time, or simply have the opportunity to meet again. Keep in mind that you do not always have the opportunity to present and persuade a partner ten or more minutes. Just when getting in touch, you need to quickly catch up, your partner "hook" and your only goal will be to convince him to another meeting. A meeting where you can take advantage of your great presentation. For you, however, it means that you will not only have one presentation ready for your situation, but for different occasions you will prepare more variants to reflect the listener's time. If you already have a deadline, you know how much time you have on the presentation, you are half-won, it's only up to you to convince. If you do not have the term and need to get it. Prepare a second presentation, or "Elevator Pitch" or "lift present

Key questions before the presentation

- What I Want to Achieve
- Who Will Be an Audience
- Which I Present
- Why and Where I Present
- How Long is a Presentation
- What Tools And Techniques I Use
- How Do I Open a Presentation
- What's Next - Next Steps After Presentation

The elevator speech

Your ability to gain the attention and interest of a potential business partner, employer or customer can be built on such a banal thing as a day-trip journey. The key to a successful presentation is the elevator speech.

Elevator speech is a short speech ranging from 30 seconds to 2 minutes. You should take it, get attention and capture all the essentials ... in a maximum of ten sentences. It may seem like a difficult task, but it is one of the best ways to make a positive, original and distinctive first impression

One of the occasions when it is appropriate to have a perfectly controlled elevator speech is when you need to introduce yourself. With the need to quickly introduce and engage in meeting you, for example in a job interview, but also in ordinary communication, we meet new people all the time. Nobody else does as well as you do not know, so it's good to have a clear structure for your lightning-card business, just to get current data.

The first is to come up with a series of performances, a name, what you do, what you are doing. The second in the sequence is what you know. And the third part, most importantly, is the differentiation from others, the reason why you are the right choice. And because the elevator speech is nothing that a man would just throw out of his sleeve, I recommend to think about it and write down on the paper five things that distinguish you from the others.





PROJECT

FIND YOUR INNER INVENTOR

WORKSHEETS

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1. MOTIVATION AND ENTREPRENEURSHIP

Motivation and entrepreneurship

Description of the lesson	The participants will reflect on the values and ethical attitude of the company
Specific student skills	Value and ethical standards Perceiving the needs of others and the ability to have a broader perspective
Tools & methods	<p>A starting - point</p> <p>What ethical values or principles should be recognized or enforced by the company's owner or the company's CEO so that the company's management runs smoothly? So that the company achieves its strategic goals, general prosperity, competitiveness and social responsibility.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Each participant writes his/her own ideas down – 5 min. 2. Then each participant defends one of their own ideas (each participant chooses a different idea) in front of the others. The participant supports his/her defense by his/her arguments – max 15 min. 3. Then the participants make pairs and prepare a list of ideas together – 5 min. 4. Now the participants are split into two groups and then they work as a team on the list of their ideas together – 5 + 5 min. 5. Now the whole team presents the list of their ideas where they came up with the rules of ethical behaviour of businessmen – 5 min. <p>Analysis:</p> <p>The lecturer talks about the rules of ethical behaviour of businessmen, its importance in business, the advantages and disadvantages that may occur when following the rules.</p>
The goal of the lesson – activity	<p>It strengthens:</p> <ul style="list-style-type: none"> • the ability to give arguments and to be assertive • the ability to listen to others • working in a team • the ability of conceptual negotiation <p>They will learn:</p> <ul style="list-style-type: none"> • to perceive the business ethics • to view their own business through the eyes of the business ethics • to be socially responsible
Time	45 min

Motivation and entrepreneurship

Description of the lesson	A game for managers - competence in business, the teams should have three members
Specific student skills	Working with manager's competencies + to confront results
Tools & methods	<ol style="list-style-type: none"> 1. Task – find and define a product or service that has an added value for a customer, a human being or the humankind. Define: <ol style="list-style-type: none"> a. A product/ a service b. Benefits for a potential customer c. Competitive advantages over existing products and services generally known to the current market (the estimated time is 30 min –then there is a presentation; the teams work separately) 2. Come up with the basic financial calculation to bring the product to the market and name the basic resources that you think will be needed. <ol style="list-style-type: none"> a. What is needed to start a production or to start providing a service?(make a list) b. What kind of loan or investment will you need? c. Prepare the return on an investment (money/time) d. Set the budget for the first year of operation e. Define the profit before tax and into which components you need to break the figure down to (the first year) f. What are the financial targets for the first year of operation? g. Name the risks (the estimated time is 60 min, then there is a presentation again – focus on the facts and continuity; give them opposing questions) 3. Come up with a basic strategy for your company <ol style="list-style-type: none"> a. Finances – the basis are the financial targets for the first year (the profit disintegrated in many areas) b. Customer – who will be your customer and what are your goals for the first year in this area? c. Processes – what will be your internal processes and what are your goals? d. Employees – what kind of employees do you need and what goals do you set for them? (KPI) (45 min and a presentation, watch out so that the goals are measurable and real) 4. What will your first steps be if you are a business manager? <ol style="list-style-type: none"> a. ten rules + a reason why. (45 min+ argumentation – presentation)

	<p>Analysis</p> <ul style="list-style-type: none"> a. What have you learnt during this game? b. What have you learnt about yourselves? c. What have you learnt about your team? d. Which team has had a long lasting and the most real project? e. What helps and stops you to become an entrepreneur? f. What do you find the most difficult when running a company?
<p>The goal of the lesson – activity</p>	<p>To be aware of the role and the competence of a manager.</p>
<p>Time</p>	<p>A whole day – There is a possibility to try and make a model of the product.</p>

Motivation and entrepreneurship. Who is an enterprising person? “Archaeologists”

Description of this lesson	The participants become the explorers who are trying to discover the destiny of various objects. ¹
Specific student skills	Creativity Communication Critical thinking
Tools & methods	<p>Materials useful in running the company: a paper, pen, laptop, computer telephone, computer programmes, car etc.</p> <ol style="list-style-type: none"> 1. Explain that archaeologists sometimes find things they do not know - their function and purpose. In those situations they must use their own imagination. Participants should become archaeologists who - running excavations in a thousand years - discover the unknown things. The task is to guess as much as possible the number of their possible applications. 2. Divide the group into teams and give them packaged items. 3. Ask everyone to return to places and perform discoveries at the “archaeologists symposium”. Participants can question the proposals of other teams. <p>Possible modifications:</p> <ol style="list-style-type: none"> 1. Suggest to participants after the end of the lesson that they can take objects and try to get as much information about them as it is possible. Later conversation on the subject of the history of various objects may turn out to be very interesting. 2. Instead of guessing what certain items were for, you can try them on the basis of their observations draw general conclusions about the culture of the twentieth century. Some items will be suitable for more than any other. The best will be those on which the inscriptions or illustrations are placed.
The goal of the lesson – activity	Finding yourself the entrepreneur as well as creative person, workshops that help to develop critical thinking, having broader perspective. It strength analytical thinking.
Time	About 45 minutes

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Motivation and entrepreneurship. Who is an enterprising person? “Short self-presentation”

Description of this lesson	The participants learn the competences related to self-presentation. ¹
Specific student skills	Developing communication skills, art of speech, learning confidence, non-verbal communication.
Tools & methods	<ol style="list-style-type: none"> 1. Explain to pupils that their task will be based on presenting one-minute presentation and memorizing topics of the presentation of other colleagues. 2. Ask pupils what they do not like in their daily life work, what they complain about in their life, what they would like to change in their environment, ideas, how should their company look like, etc. Their comments should become topics of their presentation. Teacher should ask for large number of possible examples and list them on the board with the names of the authors – pupils. Then the teacher runs the topic auction. Each pupil has 1 000 PLN, a price callout for each topic is PLN 5. Pupils, who will have at the end of the auction money will be punished. They will have to choose topics that are left, those that nobody has paid attention to. 3. Teacher leaves pupils for 10 minutes to prepare the presentation and offer their help if necessary. The presentation should be based primarily on gestures. Encourage participants to help each other. 4. After each presentation, the other pupils will say what they learned from it (the teacher will refrain from comments). <p>The authors must try to present the presentation in such way that even pupils who do not know the subject could understand within a matter of 60 seconds what the topic is about. Here are some examples:</p> <ul style="list-style-type: none"> • The person holds the drawing of the phone in his hands: "He still hangs on the phone". • The person collects from other watches: "I never have enough time".
The goal of the lesson – activity	Building the ideas for the business as well as analytical thinking, confidence, communication.
Time	About 45 minutes

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2. IDEAS AND OPPORTUNITIES

Ideas and opportunities

Description of the lesson	<p>The participants work in groups. They develop their communication, presentation and argumentative skills.</p>
Specific student skills	<p>Business thinking Effective communication Product presentation Negotiation</p>
Tools & methods	<p>A starting-point: Imagine that you have a small company which has been founded a few years ago. You have got an idea for a new product that you could put on the market. But you are not sure whether it is the right decision and whether you should do it.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Make two groups. 2. In 5 min write down: <ul style="list-style-type: none"> • One group will write down a list to explain the benefits of introducing a new product to the market (why we should do it). • The other group will write down a list to explain what problems or negatives may be expected when launching a new product (why we should not do it). 3. Each group gets 2 minutes to present their ideas to persuade the second group. 4. Then the groups will exchange their lists of ideas. This means that in the negatives they try to find some opportunities and in the benefits they try to find some problems. 5. At the end the groups are put together and they look for a possible consensus. <p>Analysis: The lecturer asks questions to get two points of view, to get the exchange of views and its influence on the outcome of decision-making, to get a complex view, to be able to see the benefits, to be able to turn a problem into an opportunity, to be able to except other's opinion</p>
The goal of the lesson – activity	<p>They will learn:</p> <ul style="list-style-type: none"> • how to look for a product benefit • how to sell their idea • how to have a broader perspective <p>It strengthens:</p> <ul style="list-style-type: none"> • the ability to look for opportunities • analytical thinking
Time	<p>30 min</p>

Ideas and opportunities

Description of the lesson	<p>The participants work with one of the basic methods of strategic business which is SWOT analysis.</p>
Specific student skills	<p>Business thinking Getting to know the market To be aware of your own strengths and weaknesses Having a better idea about the competition</p>
Tools & methods	<p>A starting - point: You need to find out whether it makes sense to continue with your business. If the business may have moved forward while you have been part of it.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. The participants are split into two groups. 2. SW analysis will be strictly based on facts that originate in the company's internal environment. 15 min to write down: <ul style="list-style-type: none"> • One group will prepare a list of the company's, members of the team's and the product's strengths. • The second group will concentrate on the company's weaknesses. 3. The groups will exchange their lists and add what they think is missing. 4. Then the groups firstly introduce the Strengths and then they mention the Weaknesses. 5. Now the participants will split into the same two groups. The OT analysis will be strictly based on facts that originate in the company's external environment. In 15 minutes write down: <ul style="list-style-type: none"> • One group will prepare the facts about the company's opportunities. • The second group will prepare the facts about the company's threats. 6. Now the groups will exchange their facts and they have 10 min to add something they think is missing. 7. Now the groups will firstly present on O (opportunity) and then on T (threat). 8. Finally the groups are put together. They prepare conclusions and set steps for the next period. <p>Analysis: The lecturer makes sure that the participants have used all the available options and that they have followed the internal (SW) vs. external (OT) rule during their presentation. It is important to use the current motivation of the participants and show them specific action steps.</p>
The goal of the lesson – activity	<p>They will learn:</p> <ul style="list-style-type: none"> • to distinguish between what we can and can not influence • to think deeper about resources • to have a broader perspective <p>It strengthens:</p> <ul style="list-style-type: none"> • awareness of the status quo • analytical thinking
Time	<p>120 min</p>

Ideas and opportunities. Where do the business opportunities come from? “The company – step by step”

Description of this lesson	Pupils learn how to create business ideas and how use self-competences for running the company.
Specific student skills	Developing the abilities to design thinking, motivation, passion, solving problems and working under the pressure of time.
Tools & methods	Below you can find out the points of the business strategy building. In pairs try to find the correct order for each step and explain it to the rest of your colleagues: <ul style="list-style-type: none"> • create the product or service • getting the financing for business • preparing the business plan • product/service presentation to customers • start a company • selling • marketing/promotion activities • market analysis/observation
The goal of the lesson – activity	Building the ideas for business, how to start and run the company, how to create the business plan.
Time	About 30 minutes

Ideas and opportunities. Where do the business opportunities come from? “Financial brain storm”

Description of this lesson	The brain storm regarding the financing business ideas. Pupils will try to analyse the sources of financing – sponsors, competitions, investments, European funds – which entrepreneur can check and try to obtain.
Specific student skills	Developing the abilities to design thinking, market financial analysis, mathematic skills.
Tools & methods	<p>Imagine you have a brilliant idea for your business. The only problem is money... should I go the bank and ask for a credit or there are other possibilities...</p> <p>In group design the business idea and try to check – using research date – how you can finance your start-up?</p> <p>Try to convince your colleagues that chosen source of financing will be the best for your idea:</p> <ul style="list-style-type: none"> • international direct investments • competition • joint venture capitals • European funds • credit • loan • family borrow • from customers • other
The goal of the lesson – activity	Analytical thinking, building the arguments and counterarguments, undertaking the debate with colleagues, SWOT analysis.
Time	About 45 minutes





3.

CREATIVITY AND INNOVATION

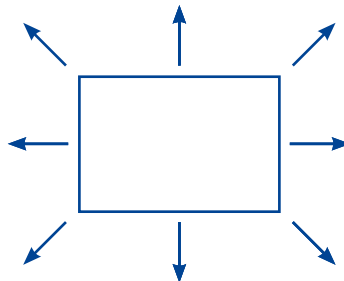
Creativity and innovations

Description of this lesson	<p>The experience of the situation will show how to eliminate our stereotypes and will show us how to think out of the box, how to avoid arguing and how to expect other solutions to the problem.</p>
Specific student skills	<p>Thinking out the box. The ability to lead the team when finding solutions out of the box.</p>
Tools & methods	<p>A starting - point:</p> <p>You are facing a problem or situation that requires the ability to find solutions in a broader context. You do not want to accept the first idea that comes into your head and repeat the same ideas. There is a worksheet provided. – see the appendix below</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Firstly get familiar with the situation or problem. – 5 min 2. Then try to find a similar situation or problem (for example, the real problem is that the employee does not provide the required performance - a similar situation could be: a child does not have good results at school, the cook does not cook well, a fruit tree does not produce any fruit) – max. 10 min 3. Then try without any limit and mutual criticisms in the team to choose the ideas and write them in a column. – 15 min 4. Relax and have a short break. – 5 min 5. Now the team will reunite and go over the analogical ideas and gradually the team will convert their ideas into the real problems or situations. An example: replant the tree = transfer the employee to another position. Make sure that the tree does not have a pest = make sure that the employee does not have any health problems... And this is how we come up with a large range of solutions. – 20 min <p>Analysis:</p> <p>The lecturer starts a discussion where he/she analyzes how the solutions were found. He/she points out when he/she helped the participants to think out of the box and which patterns were used to find such a large range of solutions.</p> <p>How do we want to work on the ideas further on? It is possible to set a system of criterias concerning the ideas - what can be done quickly, what will have a long-term impact, what is most unusual ... – 20 min</p>
The goal of the lesson – activity	<p>It strengthens:</p> <ul style="list-style-type: none"> • the ability to increase the variability of ideas • the collaboration of the brain hemisphere • not having stereotypes • the ability to convert the analogic ideas into the real problems <p>They will learn:</p> <ul style="list-style-type: none"> • to follow instructions and rules when leading a discussion • to control the influence of emotions and old habits • to use the technique not only when working alone but also in a team • to convert the analogic ideas into the real problems
Time	<p>75 min</p>

A creative method of a motivation for a solution

A method, how to lead a team in a creative way and solve the problem with minimal effort but with the best result

Analogy



Example 1 – an analogical problem “a fruit tree does not produce fruit”

An analogical problem	The possibilities how to solve it	The possibilities how to solve it in reality	The first step how to solve it

Example 2 – a real problem – “an employee does not provide the required performance”

An analogical problem	The possibilities how to solve it	The possibilities how to solve it in reality	The first step how to solve it

An inspiration -> Any other ideas I could use when solving a real problem?

Creativity and innovations

<p>Description of this lesson</p>	<p>The Three Role method allows you to change the original assignment, project or an idea by communicating with the author of the idea. In comparison with brainstorming where evaluating ideas is forbidden, here the idea goes through a critical assessment. The author of this method is Walt Disney and he used it when creating new stories.</p>
<p>Specific student skills</p>	<p>The participants will learn to keep interesting ideas or projects which may at first seem totally absurd. They will learn how to use this method in different creative processes, whether they are creating a new product, looking for more effective strategies, or inventing a strategy or an advertising campaign. They will be able to use this method for both group and individual work.</p>
<p>Tools & methods</p>	<p>A starting-point:</p> <p>The Disney strategy is based on the fact that every individual has got three different "voices" and these "voices" are involved in the creation of all ideas. These voices play important roles and have specific names such as: a Dreamer, Realist and Critic (optimist, realist, pessimist). The key is to divide the creative process into three phases. It is vital to follow the three roles and to have a feedback throughout the process. There is no criticism allowed when the Realist and the Dreamer are talking to each other because otherwise the Dreamer will not open up. It is important that all the three voices want the project to succeed. It is necessary that everyone will have enough time to think. The three voices are not allowed to work together.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Find a different space for each of the three voices, preferably a separate room where each "voice" can fully play its role - 10 min 2. Move the entire team or a pair to the room where there is a Dreamer. Try to find a relaxed body position that is typical for dreaming. Start making suggestions, talk about dreams, wishes - how would you like to do it if there was no limitation. Nobody criticizes, rejects or puts forward proposals for implementation -this is hard. There should be one person in the team who watches everybody over and writes everything down. -20 min 3. Move the entire team or a pair to the room where there is a REALIST. Try to find a working body position that is typical while working or doing things - you can for example walk. Start making suggestions to the implementation of the mentioned ideas. There is one person who writes everything down. No one criticizes, refuses, or comes up with any further dreams. If there is still a problem with dreaming, you need to go back to the room where there is a DREAMER.- 20 min 4. Move the entire team or a pair to the room where there is a CRITIC. Try to find the body position, which is typical for checking, seeking and eliminating risks - you can sit at the table checking your notes. Give critical remarks about the risks concerning the individual ideas. There is one person who writes everything down. Nobody comes up with any ideas or dreams. If there is still a problem with dreaming or coming up with ideas, you need to go back to the rooms of a DREAMER and a REALIST.-20 min

	<p>Analysis: 20 min</p> <p>The lecturer points out how a careful separation of the three voices was vital. How well the participants were able to keep the flow of their thoughts, how this principle can be applied in everyday life. What did the participants learn about themselves?</p> <p>Finally, it is possible to return to the position of a DREAMER again and find out how do they see the perspective now. This process can be repeated. Not to hurry is the basis to a success.</p>
<p>The goal of the lesson – activity</p>	<p>It strengthens:</p> <ul style="list-style-type: none"> • the brain hemisphere collaboration • the control over mere criticism without the possibility of dreaming • the creativity and bringing ideas into implementation <p>They will learn:</p> <ul style="list-style-type: none"> • to follow instructions and rules • to control the influence of emotions and old habits • to use this method individually and in a team • to understand the logic when a team is putting ideas together
<p>Time</p>	<p>90 min</p>

Creativity and innovations. How to develop your own creativity? “Verify your idea and develop your creativity”

Description of this lesson	Workshop is focused on verification of business idea within its creativity chance for its success.
Specific student skills	Developing the abilities to creativity thinking, planning and solving the problems.
Tools & methods	Tools: test, working in the group, discussion. <ol style="list-style-type: none"> 1. The teacher in first stage asks pupils to prepare date analysis in the area of market, idea for business, plan for development. 2. From the group of pupils teacher indicated the person responsible for preparing the test card. 3. The indicated pupil is making the interview with colleagues from group using questions from card. 4. Comments and conclusion regarding their idea should give them the feedback to answer those questions which were difficult for them.
The goal of the lesson – activity	Analytical thinking, developing creativity, support encouragement to be entrepreneur. ¹
Time	About 45 minutes

1 The school of practical economy – youth mini-company – Foundation of Youth Entrepreneurship

Questionnaire

Verification criteria	Yes	No
Was the market analysis done?		
Are the features of products/services important for buyers?		
Are our products/services different from other products/services?		
Do we think that our idea is innovative on the market?		
Do customers need our products/services?		
Have we defined and described the target market segment?		
Can we estimate the potential sales size?		
Would we buy such a product / service if it was offered to us by another company?		
Do we have the necessary resources to start our product/service?		
Do we have the necessary qualifications?		
Have we determined the strengths and weaknesses of our company?		
Have we planned our activities in time schedule?		
Have we calculated the price of our product/service?		
Is it worth investing in the planned project?		
How can we develop our idea in future?		

Creativity and innovations. How to develop your own creativity? “Can it work – case study”

Description of this lesson	Workshop is focused on analysis if the idea for business is innovative and has chance for success. Discussion with arguments.
Specific student skills	Developing the abilities to creative thinking, planning and solving the problems.
Tools & methods	<p>Tools: case study, discussion</p> <ul style="list-style-type: none"> • Hi Gorgio, how are you? During holidays, you told me that despite the crisis, you don't have much concern for future. • Yes, You have seen that our apartments in our guesthouse were booked and my father's farm is quite good – maybe he has old-fashioned and such ecological products are so popular nowadays. unfortunately we have over 20 tons of mandarins left. • Well, I remember your sheep's milkcheese and olive oil – they were delicious. ... in case of me I have just started my own company. • I am selling what I can, mainly via Internet. Maybe I can try to sell your mandarins to Poland. I need to check the possibilities. • Sure, maybe it is a good idea. How would you like to sell it – all 20 tons or a part.. now they are in the freezer but it is a temporary solution. • I don't know yet. I came up with this idea just now! I need to check the possibilities and if I can sell so many tones...maybe to supermarkets – as I don't have time to organise my own sale points... or maybe I have time – it is a middle of November. • The most important question – how much your father wants for the product? • I need to talk to my father. I don't think it would be expensive, he would be glad for any money. If you paid immediately, you will still get the discount. • Well, it can be a problem, can you give me a convenient payment date? • OK, I will talk to my father. Maybe you can pay a part right now. He doesn't like to sell on credit. • Ok, we both have task to do. I will call you within few days. • OK. See you soon. • Greetings for your family.¹ <p>Questions:</p> <ol style="list-style-type: none"> 1. Why Greek family company is in good condition despite the crisis? 2. What factors – economic and non-economic – have to be taken into consideration when you run your own business? 3. Do you think that the idea of solving the problems for both sides is creative and why?
The goal of the lesson – activity	Analytical thinking, developing creativity, supporting encouragement to be an entrepreneur, situation analysis.
Time	About 30 minutes

¹ The school of practical economy – youth mini-company – Foundation of Youth Entrepreneurship

ACTIVITY

My Idea and Development Plan!

Title:

Author of the idea:

Collaborators:

Date:

“Summary”

(Description of the idea, its meaning and benefits, advertising slogan..Sell your idea well!)

Development plan:

(How to proceed – step by step)

- 1
- 2
- 3
- 4
- 5

What do we need to develop the idea:

(Tools, material, experts from whom we need help...)

- 1
- 2
- 3
- 4
- 5



4. RESOURCES AND NETWORKING

Resources and Networking

Description of the lesson	<p>A disc risk: an experiential activity where participants will try to work in a team, will create a strategy and will get an instant feedback on their implemented strategy.</p>
Specific student skills	<p>Strategic thinking, negotiation and ability to make a team agreement, a resource planning, an implementation of a strategy, coordination, feedback, a problem response.</p>
Tools & methods	<ul style="list-style-type: none"> • You will need 5 discs which are used for playing disc golf and some kind of signs or you will need to draw lines from where the discs will be thrown. • The participants choose their places from where they will aim and throw at a target. The rest of the team will pass on the discs. These positions are set for the whole game, they can not be changed during the game. • The ones who will throw the discs can not stand further than one step away from the designated areas for throwing. • The further the target, the better points scored. Only one person throws the disc at a time and each participant calls his/her name before they throw the disc. • One person is designated to pass on the discs which hit the target or which fall to the ground but he/she passes on the disc to a member of the team who is the furthest from the target and the disc is passed on from one member to the other until it reaches the member of the team who is the closest to the target. It depends on the participants which strategy they choose.
The goal of the lesson – activity	<p>It strengthens:</p> <ul style="list-style-type: none"> • cooperation in a team • strategy negotiation and finding consensus • systematic response to a problem • coordination in a team • giving and receiving feedback
Time	<p>45 min</p>

Resources and Networking

Description of the lesson	<p>A construction of a bridge: an experience activity where participants try to work in a team and within teams. They also try to work with resources.</p>
Specific student skills	<p>Strategic thinking, negotiation and ability to make a team agreement and also an agreement within teams, resource planning, an implementation of a strategy, coordination, feedback, a problem response.</p>
Tools & methods	<p>Divide the task into four parts:</p> <ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> • An introduction to the story (two countries, a river) • Make teams (if it is not specified, just make them randomly) • Giving out materials, walkie talkies • The participants going to their working stations 2. A construction of a bridge <ul style="list-style-type: none"> • The participants only communicate via walkie talkies • Preparation for transferring the bridge 3. Joining of the bridge <ul style="list-style-type: none"> • A transfer of the bridge's halves to one place (all three working stations have two desks (two separate ones and one common one) and there is 50 cm gap between them) • Joining of the bridge • A load testing is carried out – a truck loaded with champagne 4. Conclusion and evaluation <ul style="list-style-type: none"> • Photos • Feedback <ul style="list-style-type: none"> • What was successful? • What is the connection with a real project? <ul style="list-style-type: none"> - Competition between teams (individual goals of the participants that are superior to the team goals which is not correct) - Inaccurate information • Not enough discussion, going straight to a solution • Time and role layout (rather intuitive) • What would you do differently next time? <p>The construction of the bridge will take up most of the time at least 30 minutes, joining of the bridge should take up to 10 minutes and the introduction and the conclusion 10 minutes each.</p>
The goal of the lesson – activity	<p>It strengthens:</p> <ul style="list-style-type: none"> • cooperation in a team • consensus on team strategies and passing them on to the other teams • making a proposal and creating a strategy for implementation • agreement with other teams on a solution and a process strategy • a systematic response to a problem • coordination in a team and within the other teams • giving and receiving feedback
Time	<p>60 min</p>

Resources and networking. How to create, maintain and use contacts in business? “How to build relations with stakeholders and solve problems”

Description of this lesson	Workshop is focused on building, maintaining and solving the problems in relations with other entrepreneurs and stakeholders.
Specific student skills	Developing the abilities of networking creation, maintaining and use of social contacts. Additional material tools – case study.
Tools & methods	<p>Tools: discussion, working in groups, presentation.</p> <ol style="list-style-type: none"> 1. At the beginning of the lesson, the teacher draws the pupils' attention that not only the conflict is a source of misunderstanding and struggle, but sometimes peoples' behaviour. 2. The teacher gives pupils case study material <i>Behavior of people in conflict</i> and asks them to analyse it, underlining the information which shows constructive behaviors of people. 3. The teacher divides the class into two teams and asks each team to present in graphic way two, chosen behaviours. 4. Working in groups. 5. Discussion.
The goal of the lesson – activity	Working in the group abilities, learning how to maintain good relations in business with other stakeholders – specially in case of solving the problems – mediation skills.
Time	About 30 minutes

Behavior of people in conflict - case study material

Avoiding	Can consist of physical withdrawal from conflict situations or those that may threaten their creation. Avoid - that is pretending that there is no conflict. Do not pay attention to tension signals, comments, unfriendly gestures, rumors or other communication difficulties. This is a characteristic way for people who prefer to withdraw rather than constructively resolve conflict. They feel too much emotional tension. People reacting in this way postpone difficult conversations, ignore others, they ignore the difficult matters for them, they try not to get in conflict with anyone.
Competition	This strategy is used by those who consider conflict in the “who-whom” category. For them must always be the winner and the loser. The win is usually made by a cost of someone else. Victory is success, strength, raising status, losing is a failure, weakness, loss of prestige. For people who are willing to compete, the result is more important than the way actions, they want to win at any price, that's why they often use unfair tricks. It should be remembered that the defeat gives the desire to retaliate. For some people, the competition strategy is attractive.
Mitigation	This is the way used by people who care about good relations with the others and in the name of it are ready to give up their own needs. They are afraid of loneliness or rejection. Sometimes the presence of such people is helpful in solving tensions in situations where emotions take precedence over reason.

Compromise	<p>Is based on the belief that a person can't always do what he wants and how he wants, sometimes he must find a place of agreement. People seeking a compromise are looking for possible solutions and are convinced that everyone should give up part of their goals and demonstrate more understanding for others. The compromise can be effective when the conflicts parties are also "strong" and also when there is less time for longer negotiations. They hope that the principle of mutuality works, which means that the other party will perform with similar proposals.</p>
Cooperation	<p>This is a strategy used by people who know what they want and can do about it to strive and at the same time those who care about good contacts with others. Supporter cooperation's strategy is distinguished by the conviction that it is possible to resolve the conflict, which in total will give the greatest benefit to all parties. It is related to the will of acceptance needs and goals of the other sides of the conflict without giving up on their own. This is the most effective way to solve the conflict.</p>
Delaying	<p>This method is based on putting the moment of resolving the conflict closer to unspecified future. It can cause the partner to be discouraged, emotional tension will be lower and the matter will solve itself. However, it is more likely that delays strengthens the conflict, emotional tension between the parties will grow and as a result the problem will turn out harder to solve than he was at the beginning.</p>
Arbitration	<p>Used in so-called hopeless cases when the parties to the conflict are not able to communicate alone. Help from experts is needed. A condition for using this method is related of the agreemnt for such solution from both sides.</p> <p>Arbitration can be effective when:</p> <ul style="list-style-type: none"> • no party has an idea to resolve the dispute and the conversation is stuck in the dead point; • our opponents are very prejudiced and we have no chance to change this attitude; • next solution ideas, in our sense, meaningful and taking into account the interests of the second party are rejected by the oposide side; • the agreement is so difficult that it is impossible to determine even such basic matters, as dates of meetings.
Negotiations	<p>It means a conversation aimed to agree a common position in a given case. Negotiations are a method of proceeding that is useful in situations where it is partial non-compliance of interests, however, they are not completely contradictory. This method has no disadvantages that other methods have. Unlike ignoring or postponing, it leads to conflict resolution. It does not imply the necessity of resigning from own interests. The strength of negotiation is that they create real hope for a solution that will satisfy both parties.</p>

Resources and networking. How to create, maintain and use contacts in business? “Resources of the company”

Description of this lesson	Workshop is focused on determining what kind of resources are important for the company – financial and non-financial.
Specific student skills	Developing the abilities of protecting own opinion, building the discussion with other pupils, estimating the value of material goods and non-material ones.
Tools & methods	<p>Tools: discussion, working in groups</p> <ol style="list-style-type: none"> 1. Teacher should divide the class for groups. 2. Pupils receive on papers presented resources, which can be valuable for the company. Groups should divide them into two categories: financial and non-material sources. Then they should explain to other colleagues their division as well as point out which of them – in their opinion – are the most important? <ul style="list-style-type: none"> • loans • credits • money from family • car • computer • patents • machine for production • knowledge and know-how • qualified staff members of the company • experience • customers’ date base • other
The goal of the lesson – activity	Working in the group abilities; creating arguments and contr-arguments activity.
Time	About 30 minutes



5. PRESENTATION AND SALE

Presentation and Sale

Description of the lesson	Description of a picture and finding a pair - the original and the copy of the picture
Specific student skills	Development of effective communication, rhetoric, focusing on a goal in a communication, working with a descriptive language
Tools & methods	<p>An activity with pictures</p> <p>Tools: 6 x 2 of the same picture (when 12 participants)</p> <p>Process:</p> <ol style="list-style-type: none"> 1. Prepare 6 different pictures + 6 copies of these pictures for 12 participants (for example, photos of nature which can be found online, pictures from the artists of Impressionism, for example a bridge across a river) and print them on A5 size papers. 2. Distribute the pictures randomly to the participants, so that every time two participants have the same picture. The participants should not know that they have the same pictures. <p>Task:</p> <ol style="list-style-type: none"> 1. You are a gallerist. Come up with a title of your picture in 3 minutes. Now you tell the others the title of your picture and they listen. Think of a short description of your picture for an art catalogue. Preparation + description and others listen. 2. The pictures are worth a lot of money and that is why we have here an original but also a copy. Ask the other participants about their pictures in a way to find out if you have the copy or the original. Only one person speaks out loud at a time. If there is a pair of an original and a copy found, the lecturer checks if that is the case. <p>Analysis:</p> <p>What has helped you the most?</p> <p>What did you find most useful in terms of word choice? (details, accuracy, not having presumptions, different points of view, openness, giving a chance to listen to others, the experience that people see the world differently ...)</p> <p>What would you do differently next time and why?</p> <p>The recommendation</p> <p>The recommendation is to do this task again and try to improve the word choice.</p>
The goal of the lesson – activity	<p>The participants will become aware of the way they talk.</p> <p>They will experience the AHA! moment and find out how to communicate in a different way.</p> <p>They will try out an attempt-correction, unblocking stereotypes.</p>
Time	<p>One round takes up to 30 min</p> <p>2 rounds take up to 45 min</p>

Presentation and Sale

Description of the lesson	<p>An activity describing emotions where the body language is used. This activity focuses on avoiding making comments-making funny faces, rolling your eyes etc.</p>
Specific student skills	<p>Development of the verbal component of communication, rhetoric, focusing on a goal in communication, working with descriptive language.</p>
Tools & methods	<p>Task:</p> <ol style="list-style-type: none"> 1. Make teams of three and stand back to back. 2. One member of the team is expressing a striking emotion as a living statue. 3. A second member of the team is the commentator and describes in detail what he/she can see. 4. The third member of the team stands back to back to the first member of the team and tries to copy the living statue according to the instructions of the commentator. <p>Analysis:</p> <p>What was useful for you?</p> <p>When did the AHA! moment come along?</p> <p>What would you do differently next time and why?</p>
The goal of the lesson – activity	<p>The activity serves as an icebreaker for presentations, verbal and non-verbal components of communication, as well as conflict prevention.</p> <p>The participants experience the AHA! moment and find out how to communicate in a different way and they also focus on the right choice of words.</p>
Time	<p>15 min</p>

Presentation and sale. How to create, maintain and use contacts in business? “Speaker and conductor”

Description of this lesson	The main content of the lecture is focused on verbal and non-verbal communication. ¹
Specific student skills	Verbal and non-verbal communication training, assertiveness training
Tools & methods	<ol style="list-style-type: none"> 1. Teacher should say a few words about non-verbal communication and note that spoken words do not always match for gestures, or non-verbal communication means. Divide pupils into pairs in which one person will be partner A, the second - partner B. Partner A will present statement on a specific topic, while B will choose appropriate means of non-verbal communication to his words. Stand behind B and grab him in the waist; B will be ejected hands in front of them and will move them as if they were the hands of partner A. 2. Explain any doubts and ask individual couples about the subject of their presentation. If they have difficulty with them choice, propose the examples below. 3. Bring a short discussion after each change.
The goal of the lesson – activity	<p>Proposal of the topics:</p> <p>President announcing his resignation.</p> <p>Entrepreneur asking about credit in the bank.</p> <p>HR specialist running interview.</p> <p>Politician interviewing after victory in elections.</p>
Time	About 30 minutes

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Presentation and sale. How to create, maintain and use contacts in business?¹

“Speaking statues”

Description of this lesson	Paper with statement: "Water flowing into the drain hole in the bath". Paper with statement: "Twisted staircase"
Specific student skills	Verbal and non-verbal communication training, marketing communications, building the relations in the group.
Tools & methods	<ol style="list-style-type: none"> 1. Teacher should ask pupils to divide into two teams. To each of them even one of those prepared sheets is given. 2. Each team should choose a person, who will stand opposite the other team and describe the object or phenomenon presented on the sheet, not using words written on it. 3. During the presentation, the pupil can not move. 4. Ask the speakers to start the presentation. After finishing it conduct a discussion, paying attention to the following issues: <ul style="list-style-type: none"> • What was the biggest difficulty? • Would being able to move your hands easily facilitate the task?
The goal of the lesson – activity	The main goals are focused on overcoming the fear of presentation, new forms of presentations and marketing communication.
Time	About 45 minutes

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PROJECT

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