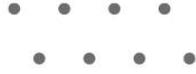




**LAUNCH PAD**  
Inclusive Business Launch Pad



# Facilitators' Guide IBL

 [iblaunchpad.eu](http://iblaunchpad.eu)

 Inclusive Business LaunchPad



FH | JOANNEUM  
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# Structure of the Facilitators' Guide

This Facilitators' Guide will assist you to facilitate the delivery of the Inclusive Business Launch Pad (IBL) Development Programme which aims to help entrepreneurs develop businesses that have a better chance of success, and help build self-efficacy, self-belief, and confidence.

The training programme includes five modules:

- Module 1 - Business Audit: to help to better understand the business you are in and who your customers are.
- Module 2 - Business Audit- How to select an appropriate Strategy.
- Module 3 - Developing a story
- Module 4 - Understanding the management of change
- Module 5 - Make it happen- developing action plans for growth

This guide will provide you with learning content, materials, lesson plans, and recommendations for organising face-to-face and online training sessions. Additionally, it is recommended that you read the online training programme at: <https://iblaunchpad.eu/>

This Facilitators' Guide is divided into three main parts: The first part "Training Delivery" provides information about the style of delivery that should be adopted when delivering the IBL programme face-to-face or online and how to assess learners. The second part "Training Sessions" focuses on the five IBL training modules, their content, activities, and materials used. It recommends how to facilitate the sessions during face-to-face or online training. The last part re-enforces the value of the methodology used in the facilitation and delivery of the IBL programme, the evaluation form to obtain the opinions of learners. The Facilitators' Guide is for all facilitators of the IBL Programme

## TRAINING DELIVERY:

To optimise the 'impact' of this programme, in terms of stimulating the participants to make interventions to their businesses that will improve the chances of their businesses developing in a sustainable way, it is essential that the programme adopts a 'reflective and participant-inclusive' facilitation style. The objective is to 'teach people what to think, not how to think' (Christenson, 1980) and to harness the power of both formal and informal network discussions to stimulate the participants into taking actions they would not have taken had they not attended the programme (Cartwright, 2022).

## THINK TANKS:

To achieve this, the programme uses 'Think Tanks' Consultancy Academy (2008). This ensures that the explanation of each concept will be introduced in short plenaries, (the length of these plenaries will vary depending on the understanding of the delegates). It is essential that the facilitator feels that the participants can see the potential relevance of each concept before breaking them into the 'Think Tanks', to relate each concept specifically to their own operational and personal needs.

The 'Think Tanks' will consist of 2 or 3 participants. One participant will act as a client of the other participant/participants, who will act as consultants to the client. The client, will relate the concept

to their own business, identifying what potential interventions their analysis is suggesting they should consider. The consultant will challenge the client on their analysis and may suggest other things that should be considered.

This whole process involves the participants sharing their experiences and telling 'stories' relating to the concepts being discussed. If the participants are slow or uncomfortable developing this process, the facilitator can join the group and give examples of how this can work, by telling their own stories.

At the end of each 'Think Tank' Session the different groups can share their learning experiences.

The facilitator **MUST** ensure that this reflective and inclusive learning style is adopted and does not drift into a didactic style of delivery.

The facilitator should also stress that these 'Think Tank' sessions are only the start of the process. They are likely to go away from each session with more questions than answers, with the real value of these sessions developing over the next days and weeks when they 'reflect' on the questions the models presented have raised with them.

## **FACILITATING THE PARTICIPANT'S PROGRESS:**

Here is some useful ideas for training delivery:

1. Plan the training sessions in advance. It is recommended that you get to know the learners' backgrounds and expectations during the icebreaker session. This will help you to understand what challenges and needs they have in common and establish a connection with them. Have a detailed plan for how the training sessions will be delivered, what possible unexpected situations could be and how to handle them. As a facilitator, you should get acquainted with the models that will be presented, the theories behind them and how they can be adapted to make them more relevant to the participants. Research may be needed to strengthen your facilitating skills.
2. Read the room Every group of participants is different. The way you facilitate the sessions should be tailored to their learning preference and needs.
3. Allocate enough time for the 'Think Tank' discussions. It is recommended that you arrange enough space and time for discussions, sharing experiences and opinions, which allow learners to reflect on the activities and what they have learned together. Not every participant finds it easy to start offering their opinions, however it is essential

## List of Topics covered in the 5 modules in the IBL Programme.

### Module 1

**Business Audit: to help to better understand the business you are in and who your customers are.**

- Topic 1. Personal introductions and explaining the process
- Topic 2. Traditional Models of Business Development
- Topic 3. Passion and Risk Taking
- Topic 4. Storytelling
- Topic 5. Developing a business or intervention plan
- Topic 6. Looking at what you want from your business
- Topic 7. Porter's five forces
- Topic 8. Industry Life cycle

### Module 2.

**Business Audit- How to select an appropriate Strategy.**

- Topic 1. Review of Previous Session
- Topic 2. Grant- Resource and capability
- Topic 3. Porter's Value Chain
- Topic 4. Competitors Analysis
- Topic 5. Ansoff Matrix
- Topic 6. FAS Model
- Topic 7. Negotiation Model

### Module 3

**The benefits of having a positive mindset for entrepreneurs**

- Topic 1. Growth mind-set
- Topic 2. Self- leadership
- Topic 3. Creativity and improvisation
- Topic 4. Self-reflection and awareness

## Module 4

### The Value of Storytelling

Topic 1. Define the concept of storytelling

Topic 2. Communication process

Topic 3. Techniques used to create good stories

Topic 4. The use of digital transformation by implementing digital tools like artificial intelligence

## Module 5

### The Value of Positive Thinking

Topic 1. PERMA model

Topic 2. Bridges' transitional model

Topic 3. Business agility model



# TRAINING SESSIONS:

## Module 1

**Business Audit: to help to better understand the business you are in and who your customers are.**

### Learning Outcomes

To better understand the Market the participant is in and the needs of the customers within those markets. To then analyse how well placed they currently are in order to satisfy the customer needs they have identified. During this module, they also reflect on what their personal objectives are. They are also given a management tool the 'Strategic Spider' to illustrate their business plan.

# Topic 1. Personal introductions and explaining the process

## Learning Outcomes:

Personal introductions and icebreaking sessions. This is the opportunity for everyone to introduce themselves and they should be asked at this stage to explain -

- (a) the type of organisation that they are operating
- (b) what they are looking to achieve as a result of attending the programme

## Lesson Plan

During this process the facilitator should make a note of these, particularly of what they are looking to achieve at the end of the programme as this will form part of the review process at the end of the programme. The style of this introductory section and icebreaker should be individual and personal to the style that the facilitator naturally has. Before explaining that whilst the programme is based on academic research, which has rigour, the concepts can be adapted to be more relevant to them, their businesses at this moment in time.

## Learning Content

Everyone introduces themselves and becomes more relaxed and open.

Then explain the context of the programme. Once again, the style of this session should reflect the natural views and opinions of the facilitator in how best to explain this process. Within the workbook I suggest we include the following illustration. What is important at this stage is that it is emphasised to the participants that the SME world in which they operate is chaotic.

During this programme, they are not going to be given formulas for success that will bring structure and order to the world in which they live. What the programme will be providing is assistance in how they can structure their thinking to look at the chaotic situation of the business world in which they operate in an objective manner, considering all the things they should be considering, before making their

decisions, which ultimately, they will make with their own knowledge of the market, passion, expertise, and judgement. This process will provide a 'better chance of 'success'.

Unlike traditional forms of business training the style of this session will be encouraging the delegates how to think not what to think, this will be facilitated by Think-Tanks.

## **Think tank**

To help to facilitate this the facilitator will explain that throughout the programme they will be broken up into think tanks. These will be groups of two or three people, where one of the participants is the client and the other one or two participants act as consultants to challenge the client in the clarity of their thought process and reflect on what supporting evidence, they have of the statements they are making. At this stage the participants will be encouraged to challenge the client's strongly and fairly in order to get maximum benefit from this exercise.

## **Learning Activities**

Free and open discussion



## Topic 2, Traditional Models of Business Development

### Learning Outcomes:

During this topic, it will be made clear to delegates that the objective of this programme is to help them understand how to think not what to think in the chaotic world in which they operate

### Lesson Plan

How to think, NOT what to think is the essence of this topic. This topic will help you consider the things you should take into account before making any decisions.

It **will not** tell you what to do.

### Learning Content

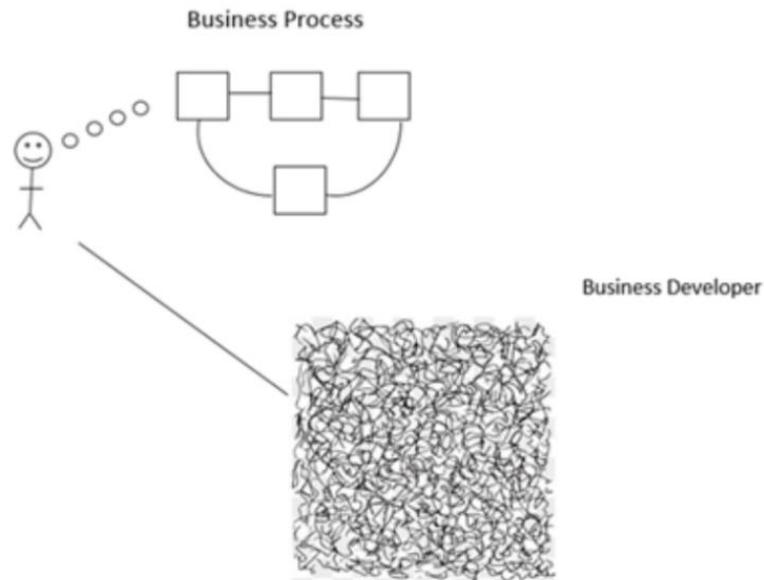
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### Learning Activities

Careful open questions need to be used to help ensure full understanding of the process.

## Additional Materials and Resources



Illustrates an approach to teaching SME leaders how to think

Cartwright 2022

Recommend use of this or a similar illustration to explain the process.

## Topic 3. Passion and Risk Taking

### Learning Outcomes.

The participants and the end of this topic need to be aware that success is usually linked to passion and hard work.

Also, that risk taking is the norm with entrepreneurs, and that failure is also the norm. One of the objectives of this programme is to help the delegates understand that and to help them quantify the risk and minimise it.

### Lesson Plan

To first explore what are some of the common characteristics of an entrepreneur and realise that many of their own anxieties are shared by most entrepreneurs. Then to better understand the VALUE of passion and risk taking on the road to success

### Learning Content

#### What is an entrepreneur?

After asking the participants what they believe are the ingredients that an entrepreneur needs and requires in order to be successful and allowing this discussion to flow whilst there is value coming from it, the facilitator will explain there are numerous definitions of what an entrepreneur is and what an entrepreneur needs to possess. For this programme, we are accepting the two key ingredients common to most definitions.

#### Passion & Risk-taking

The facilitator will then explain that this program will not eliminate the need for an entrepreneur to take risks, but that it should enable the entrepreneur to better assess the degree of those risks and improve the chances of taking these risks being successful.

In relation to passion, this is something that primarily comes from within an individual, however we will be highlighting techniques



during the circle in between sessions that can help facilitate further improvements in self-confidence and pass

## **Learning Activities**

The facilitator should share stories of their experiences and knowledge of successful entrepreneurs having passion and taking risks.

## Topic 4. Storytelling

### Learning Outcomes.

To give examples to the participants of how to utilise storytelling and how it can be valuable in the business world.

### Lesson Plan

Another inclusive topic, encouraging the participants to share stories of how stories have helped them in their business worlds. This topic should be brief and it should be stressed that this topic will be covered in more depth later in the programme

### Learning Content

During this introduction the facilitator will explain to the participants that sharing relevant stories between one another will be a key ingredient during this programme and during the think tank breakout sessions they will be encouraged to share stories about when and where they have used some of the techniques being introduced as well as where they have been aware of them and use them, they may have improved their businesses chances of succeeding more.

It will also be explained that during the circle in between sessions other examples of where storytelling can assist the business development team will be highlighted and discussed.

### Learning Activities

To ensure everyone gives an input by sharing their own experiences of storytelling

# Topic 5 Developing a business or intervention plan

## Learning Outcomes.

The objective of this topic is to help you develop a business plan by using what we call The Strategic Spider

## Lesson Plan

The facilitator will introduce and explain the business spider and its value for them in developing a business plan. They will all then draft a 'spider' for their own operations, but don't allocate too much time to this as it should be explained that they will keep, amending, adapting and changing this during the course of the programme.

## Learning Content

The facilitator will introduce and explain the strategic spider. It is important to explain during the session the dangers of looking at any areas of a business in isolation. As any actions taken in one area of the business almost certainly will have implications in other areas of the business. Hence this model has been designed like a spider's web, if you move one-part, other parts may also move.

In addition to this it should be emphasised that they should continually be identifying key things that they need to be considering for the development of their business and then measure consistently once back in their businesses. It should also be stressed that this spider model will evolve and develop during the duration of the programme, and we expect to see change as the programme develops, they consider more things.

Finally, this is a useful tool for them to use to measure the key performance indicators (KPI's) that they believe will be crucial in assessing how successful they are in developing their business.

## Additional Materials and Resources

### Spider



## Topic 6

### Learning Outcomes.

Looking, reflecting on what business the participants are in and what they really want from your business

### Lesson Plan

The facilitator should encourage frank, open and 'honest' discussions about what the participants really want out of their businesses. E.g. grow to sell, lifestyle. As they will make different decisions and plans dependent on the answer to this question.

### Learning Content

After breaking the delegates into their think tanks, the facilitator will ask the participants to define the span and scope of their businesses. They will be asked to do this imagining that they have met a stranger in a pub or a bar and the stranger asked them what they do. They will be asked to describe what they do in a very concise and clear manner taking no more than two or three minutes to do this. The participant in the think tank (with the responsibility of acting as a consultant) will be encouraged to continually challenge their client as to the clarity of what they are describing is their business.

Most of the participants will find this a very difficult exercise. It will be explained to the delegates by the facilitators that this is crucial for them to have a clear understanding of exactly what their business is and does and more importantly what they want it to do in the future. This will feed into all their considerations when reflecting on the business

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what they want it to do in the future. This will feed into all their considerations when reflecting on the business models and concepts that are to be presented throughout the programme and that they should continually reflect on their answer to this question.

The reason for this is that they will make different decisions depending on which particular market or market segment they believe is their core business going forward.

At this stage I give an example of Amazon when it first formed and Bezos, in the early stages of the business development could be described as either an online retailer of books, or a global Internet operation. I asked the delegates which definition he chose and explained that had he decided to purely be an online Internet retailer he would have made profit earlier but never grown to the dominant global player Amazon is today.

Having completed this the delegates should be asked to write down their definition and continually refer back to this definition of what their business is and wants to be.

The delegates will be brought back and asked to share with the rest of the group how difficult they found this and asked if their answer surprised them.

They should also be asked to take this definition away and reflect on it and discuss it with other people they know and if necessary, amend their definition before returning to day 2 of the programme.

In a similar way to the previous exercise the delegates will be asked to clarify what they want to achieve from their business. By this we mean do they want to build the business to sell? Make a lot of money? Do they want to build a business that they can build their lifestyle around? Do they want to build a business to pass on to their family?

The facilitator will explain why it is important for them to be honest with themselves in relation to their answer to this question. When I am presenting this, I explain that with Chiles' and my businesses we are in it for lifestyle.

How knowing this has affected some of the decisions we have made is exemplified by a recent approach we had from the largest player in our industry. Had our objective been to build the business to sell, we would have welcomed the opportunity to supply this customer wholeheartedly.

However, as we are in the business for lifestyle improvement, the aggravation that potentially would come with taking on such an account meant for us this was not worthwhile. The facilitators should look to bring their own knowledge and experiences as to how knowing what the entrepreneur wants from their business will affect the decisions they will make.

The participants will be broken up into think tanks once again to challenge one another on the answers they give to this question with the consultants asking the

questions like why you are saying this is what you want. Before returning and sharing their experiences about this exercise.

## **Learning Activities**

It is important that the whole of this topic is done in small, intimate think tanks (2) in order to facilitate open and frank discussion in a non threatening environment.

## Topic 7. Porter's five forces

### Learning Outcomes.

To help the participants select a strategic plan that best fits their assessment of the market they are in and in so doing improve their chances of success.

### Lesson Plan

To explain how to analyse the attractiveness of their market, this can indicate what strategy they perhaps should be adapting and how much strategic space they may have. The facilitator may choose to use the Amazon example below of how the attractiveness of that market (a global internet retailer) has changed and what this would mean for any entrepreneur entering this market today. Again, this discussion should take place in 'think tanks'. Then the participants should be asked to sketch a porter's five forces, which they should take away and reflect on. They should be asked 'so what' does this mean for me.

### Learning Content

Ask the participants and await feedback and then remind them that it is helping them how to think and not what to think.

The facilitator will then go on to explain all the discussions that will follow and will use as a base credible academic model that has been developed from rigorous academic research.

However, it must be stressed once again that these models are not telling the participants what to do but more what to consider before making their decisions.

Also, these models are the views and opinions of academics, many of whom never operated in the business world and certainly not the crazy world of entrepreneurship in which they operate. So, what makes their models accurate? This is not a question we want the participants to answer!

The question we want the participants to ask is 'what does this mean to me?' And 'so what does this suggest I should be considering in relation to my own operation?' In other words, the big **'so what' question!**

This may mean, at times the participants may wish to change the models presented to them, and certainly adapt the words used within them. An example of this was one of our facilitators had been presenting an academic strategic model which before adapting could not understand the value of.

The fact that all of these were described as strategic functions the facilitator found confusing, and he could not understand the 'so what' question the model was facilitating. Also, when looking at business models it is often helpful to decide which part of the model is the most powerful for the entrepreneur relating to his specific situation at that moment in time. The facilitator reworked this model as shown below.

The facilitator should then ask the whole group what the key difference between an organisation's vision, strategy, and tactics is. Time should be allowed for the whole group to consider this. The facilitator should then highlight that a key differentiating between these components is timeframe. An organisation's vision is almost a journey that the organisation never completes and is rarely reviewed, an organisation strategy is usually reviewed by most organisations annually or perhaps every six months.

The facilitator should then ask the group how often an organisation's tactics change. The answer to this is every minute.

Having completed this the facilitator should then ask the whole group taking this into account what part of this model is the most important part as far as the running of the business is concerned

Allow some time for this discussion before highlighting that it is the two-way arrows that are the most important part in learning experience to be taken from this model. In other words, it is important that an organisation's strategy feeds in and meets the requirements of the organisation's vision and likewise the tactics that the organisation adopts day-to-day is considered to ensure that it meets the organisation's strategy.

In other words, it is about effective communication and constant reflection on what the organisation wishes to achieve. Whilst this seems simple, it is usually the hardest thing for any organisation to successfully achieve.

Having given an example of how the business models we are going to use throughout the rest of the programme, can, and should be adapted in to make them more relevant to the participants businesses will commence with the first model.

The participants will be asked if any of them know the objective of this business model. This is to identify the attractiveness of the industry. The terminology contained within each of the boxes will be explained to the participants in a short plenary

They will then be asked what does this mean for them, however before answering this the facilitator will highlight that a lot of business models can appear flat and boring when presented like this on a paper. And certainly, they do not appear to have any relevance to the entrepreneurial world in which you live. However, there is a sound academic and practitioner relevance behind utilising such a model providing that you adapted to your own organisation.

The facilitator utilising a flipchart will then draw 2 Porter five forces models for Amazon.

## Porter's Five Forces - Original Amazon 5 Forces

The first one will be dated when Amazon first started, remembering as we highlighted earlier in the morning that the industry Amazon were in, or more importantly wanted to be in, was that of a global Internet retailer.

Porter's Five Forces - Original Amazon 5 Forces, the second five forces model the facilitator will draw on a flipchart will be an analysis of that same marketplace in today's world.

Having done this the facilitator will ask the participants, 'if you were in Amazon's position at the time of this market analysis, utilising Porter's five forces, what would the implications of this be your thought process?'

Having drawn these models it will be evident that when Amazon first started whilst there was a high cost of entry, meaning that the potential entry of future competitors would be slow and expensive, and at once in there the actual number of direct competitors were few and not particularly aggressive and that this meant that there was no need for any quick and agile diversification strategies within the market. There was time to develop a strong strategy and more importantly a strong brand. Whereas this same market today, as a low cost of entry with numerous new entrants emerging every day and once in this market it is fiercely competitive with strong buyer power suggesting a need for a more agile organisation that could differentiate its offer to improve its chances of success. Also, the buyer's power was weak in 1994 and strong today.

Having completed this exercise, the participants will be asked to individually draw a Porter's five forces model for the market sector they have defined in the morning in relation to their own organisations, but not do it for today's market. They will consider what this market sector will be like in 12 months' time. If the participants, ask why they are considering it in 12 months' time the response will be that if they need to make interventions these will take time to implement. They will also be asked, having drawn these to answer their own 'so what does this mean for me?' question.

They should be allocated 10 minutes for this exercise.

Having completed this they should then return to their think tanks and will be asked to present and challenge one another on their findings. This session should take around 20 minutes.

A constant complaint from the participants during this process is that they don't have enough time to complete everything as they would like. The response to this is that this is normal and that they will always go away from these sessions with more questions than answers, and that it is good that they should reflect and amend their initial thoughts before the next session.

It should also be highlighted this is why we have got the in between circle sessions to answer any questions and provide more information.

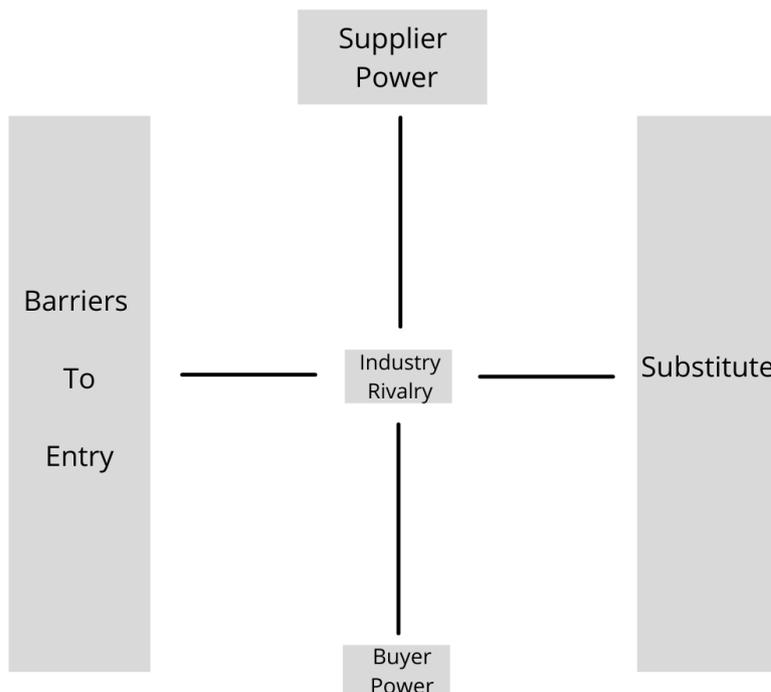
## Learning Activities

Once again this will involve a plenary from the facilitator, think tank discussions then individual designs of porter's five forces for their own operations

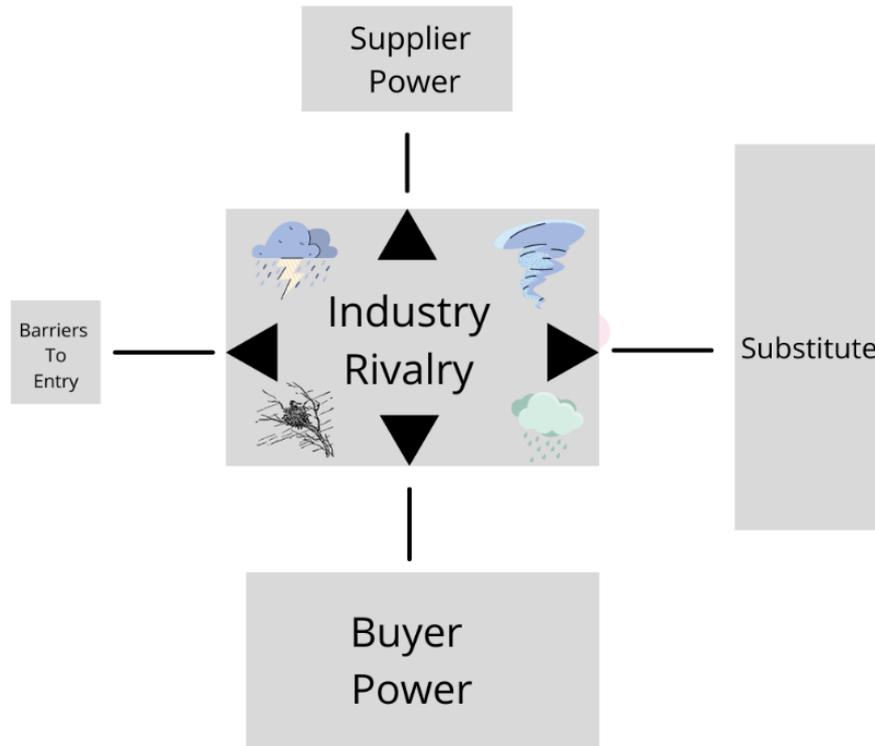
## Additional Materials and Resources



## GLOBAL INTERNET RETAILER MARKET 1994



## GLOBAL INTERNET RETAILER MARKET 2021



## Topic 8. Industry Life cycle

### Learning Outcomes.

This is another module that will assist the participants selecting the most appropriate strategy for their organisation and should complement /check the analysis emerging from Porter's Five Forces.

### Lesson Plan

Once again, the topic will consist of a facilitator's plenary explaining the model and its value, the participants relating this in think tanks to their own operations and then a group discussion sharing the 'so what' outcomes of the think tank discussions

### Learning Content

The facilitator should conduct a short plenary no more than 5 to 10 minutes on this model. The participants should then be asked to individually take five minutes highlighting where on this industry life cycle scale their business is currently.

They should then return to their think tanks and present this and challenge one another on not only these findings but what are the implications of these findings.

The facilitator should help at the end of this session when all the participants shared their findings highlight that been a new entrant often provides an opportunity to develop a strong strategy and brand but can also be a very dangerous position for someone new to enter without all the sunken costs that the entrepreneur initiating this entry is incurred. If this is the position, they are in and they need to look at how best to protect their product/service and brand this will be covered in one of the later sessions of the programme. If they are in the growth section of the area of the product life cycle this generally speaking is the best area to be as most of the competitors will be growing and this growth will lessen the need to pinch from their competitors. When a market is mature it is all about taking share from competitors to grow which highlights the need for greater differentiation. And in a declining market it is price that tends to dominate.

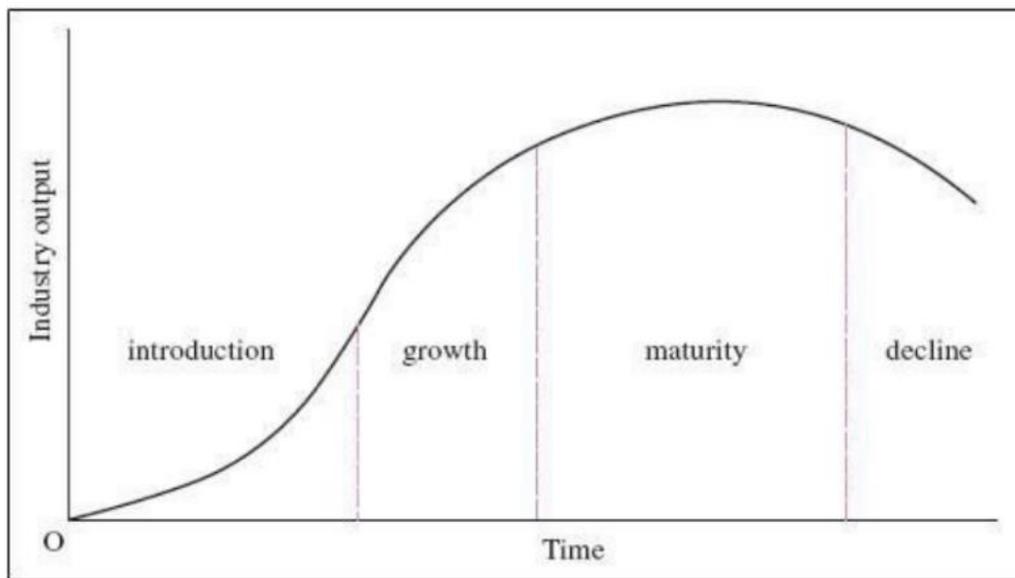
### Learning Activities

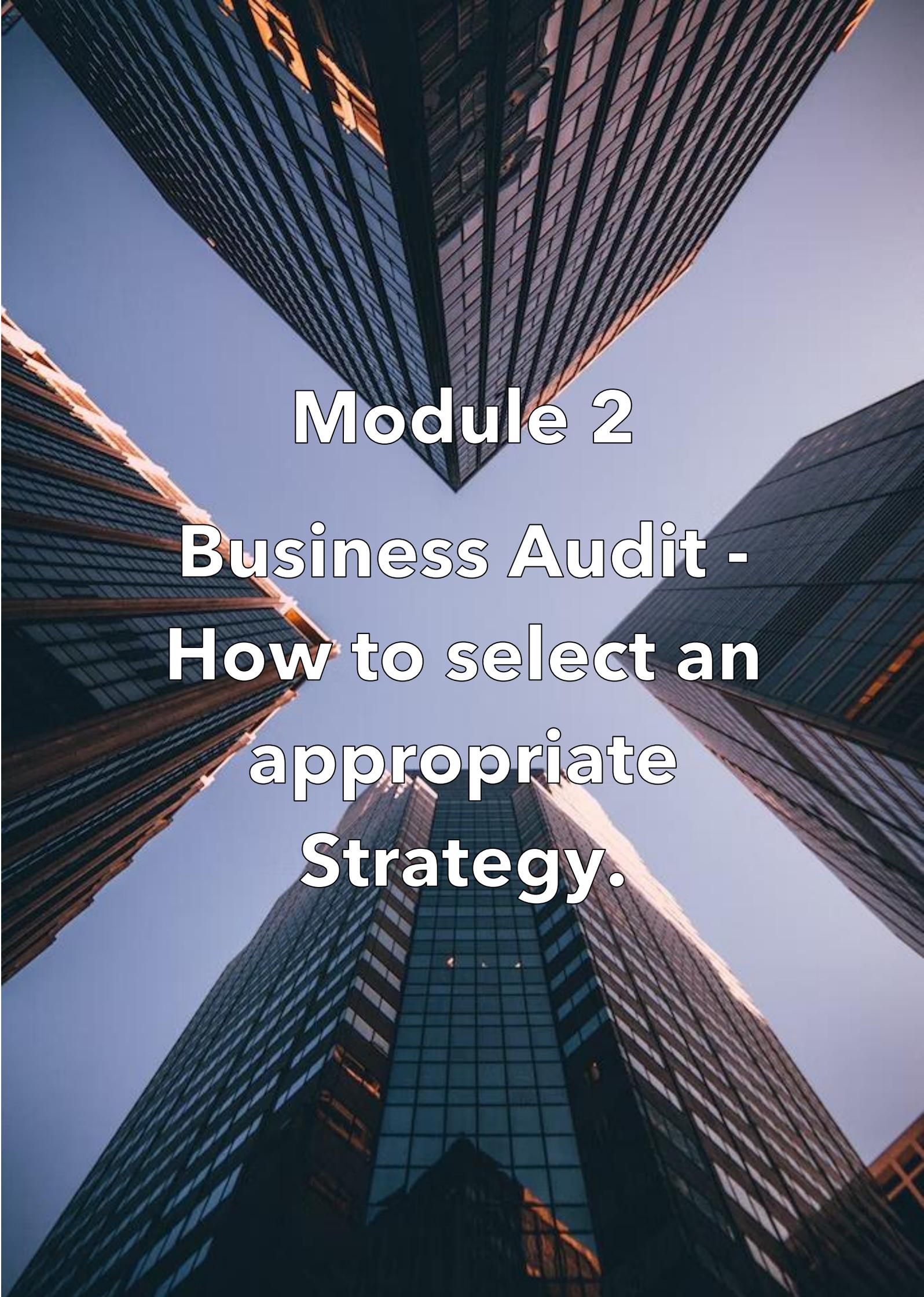
Think Tank Discussions and Group Sharing

## Additional Materials and Resources

### Industry Lifecycle

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**Module 2**  
**Business Audit -**  
**How to select an**  
**appropriate**  
**Strategy.**

# Topic 1. Review of Previous Session

## Learning Outcomes.

This should be conducted as a total group open discussion. The facilitator should ensure that all of the participants contribute. This allows the facilitator to assess whether the participants have understood the topics covered so far in module 1.

## Lesson Plan

The facilitator should lead a full group discussion about all of the topics covered so far. If it appears that more discussion may be needed on any of the topics, more time should be allocated to this topic, allowing the other participants to explain to the whole group how this topic will help them.

## Learning Content

Ask the participants:

- What have been “ the key points for them so far
- What is it making them think about in their considerations for their own businesses?

## Learning Activities

Full group discussion

## Topic 2. Grant- Resource and capability

### Learning Outcomes.

For the participants to reflect on what they have done so far and assess if they have the appropriate resources and capabilities to meet the needs of their customers. By doing this they will identify any resource or capability gaps that they may have.

### Lesson Plan

The facilitator should give a short plenary explain what resources, capabilities mean, and what is meant by key success factors

### Learning Content

Ask them what is the most important part of this mod? The KSF of the customer. Unless they relate their resources and capabilities in relation to being able to satisfy their customer needs, this can be purely an academic exercise.

Ask the participants to individually consider:

- What are the key resources they need to meet the KSF of their customers?
- Then to grade how they currently rate these key resources on a scale of 1-5. 5 being world class, 1 being rubbish

Place into think tanks to present and challenge each other.

Return to the full group and discuss.

Now they have highlighted their key resources and how well placed they are to satisfy the customer needs, now ask them to turn their attention to their capabilities.

Repeat the Resource analysis with capability analysis, the facilitator to explain the difference between resource and capability. Keep this simple- a resource is what you have and a capability is what you do with it.

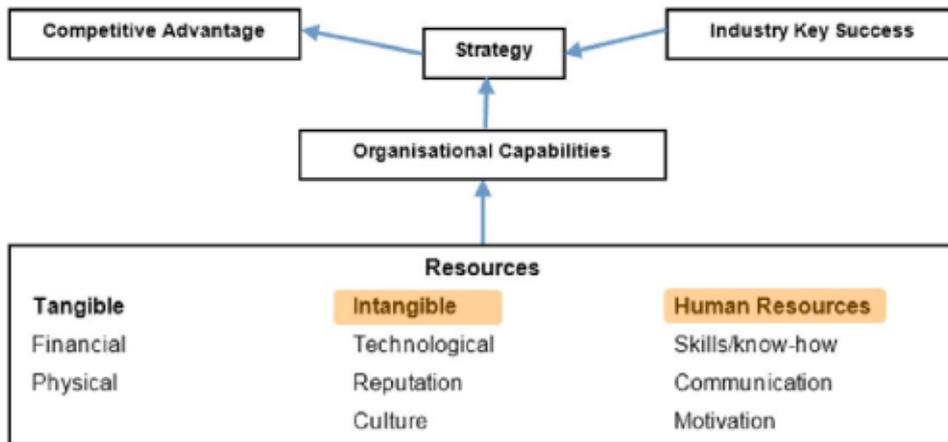
Place into think tanks to present and challenge each other.

Return to the full group and discuss.

### Learning Activities

Short plenaries, full group discussions, individual analysis and think tank activities.

## Additional Materials and Resources



## Topic 3. Porter's Value Chain

### Learning Outcomes.

This model is another tool to assist the participants identify potential resource or capability gaps they may have in their business. This should check and compliment Grants model results.

Understood the topics covered so far in module 1.

### Lesson Plan

The facilitator should give a short plenary explaining the model, then ask the participants to use this model to assess their own operation. They should then be broken into think tanks to challenge each other's initial analysis. This should end with a full group discussion around, so what have I taken away from this topic and what can apply to my business?

### Learning Content

Give a brief plenary on Porter's Value Chain.

Explain the most important part of this is added value output (margin).

So, the question is which components of this chain 'add the most value' to meeting customers KSF and how strong would they say their organisation is in these areas?

Explain this is another example of how 1 model can check, support, or challenge another one, comparing this to Grants resource and capabilities analysis and helping identify Resource and Capability gaps

Break individually to illustrate a value chain with the size of boxes representing the MOST important to meet their customer's KSF.

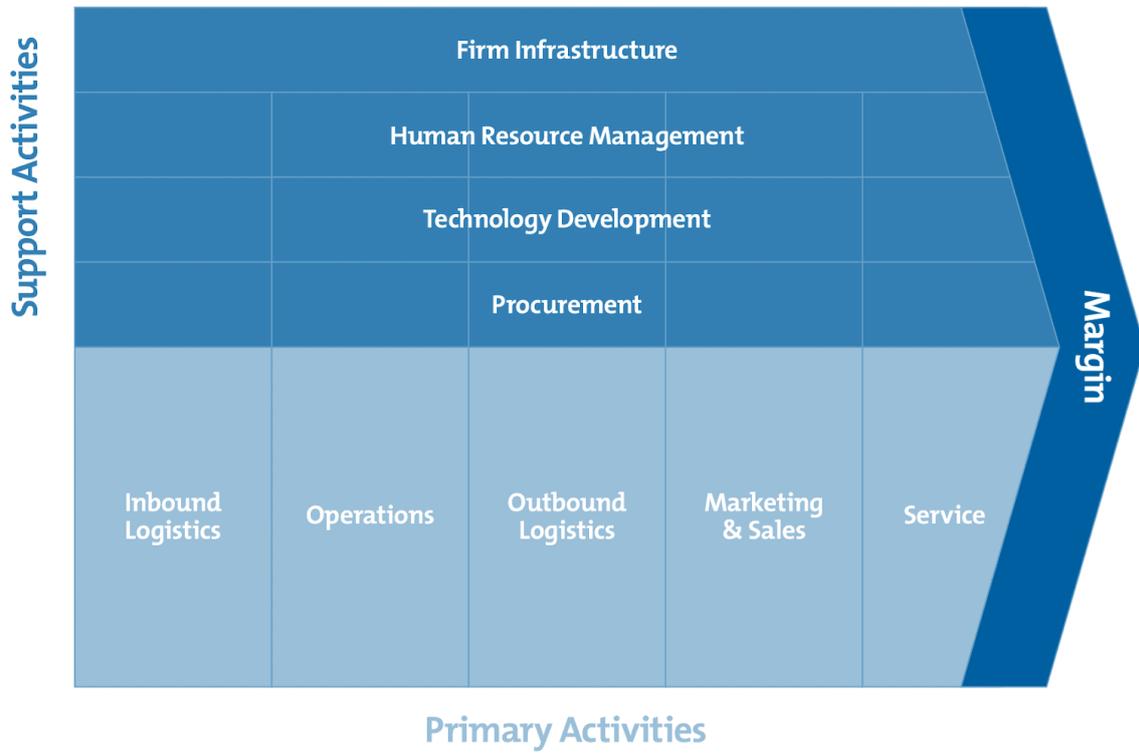
Break into Think Tanks to Challenge and discuss

Come back to the bigger group and discuss

## Learning Activities

Short plenaries, full group discussions, individual analysis, and think tank activities.

## Additional Materials and Resources



## Topic 4. Competitors Analysis

### Learning Outcomes.

To better understand who the participant's organisations' competitors are, and how dangerous they could be to them, and if necessary, develop a contingency plan.

### Lesson Plan

The facilitator should give a short plenary explaining the model, then ask the participants to use this model to assess their own operation. They should then be broken into think tanks to challenge each other's initial analysis. This should end on a full group discussion around, so what have I taken away from this topic and can apply to my business.

### Learning Content

Ask the participants to individually write their competitors down on this model. Detail if they are better than them, worse than them, active or placid

Break into Think Tanks to Challenge and discuss

Return to a total group and review the findings brought out during these findings that the most dangerous of these competitors is the worse than and dangerous.

The reason for this is that these types of competitors are likely to do something that appears to be crazy and unsustainable and is often price orientated.

Whilst you can do nothing to avoid this happening being aware that it may happen enables you to reflect on a contingency plan should this happen. Businesses should always expect the best but have a plan for the worst.

### Learning Activities

Short plenaries, full group discussions, individual analysis and think tank activities.

## Additional Materials and Resources

<b>Better Than + Placid</b>	<b>Better Than + Dangerous</b>
<b>Worse than + Placid</b>	<b>Worse than + Dangerous</b>

## Topic 5. Ansoff Matrix

### Learning Outcomes.

To help the participants consider, taking into account all of the analysis they have done so far, which would be the most appropriate strategy for them to adopt at this moment in time, in order to improve the chances of success for their business.

### Lesson Plan

The facilitator should give a short plenary explaining the model, then ask the participants to use this model to assess their own operation. They should then be broken into think tanks to challenge each other's initial analysis. This should end on a full group discussion around, so what have I taken away from this topic and can apply to my business.

### Learning Content

Give a brief plenary explaining the model explaining the positives and the dangers of each strategic option

During this session give examples of each type of strategy

During the plenary presentation this matrix explained that it is important that they do not allow the boxes to restrain their thinking and the sum of their products or services could overlap into more than one at the boxes and give an illustration of this on.

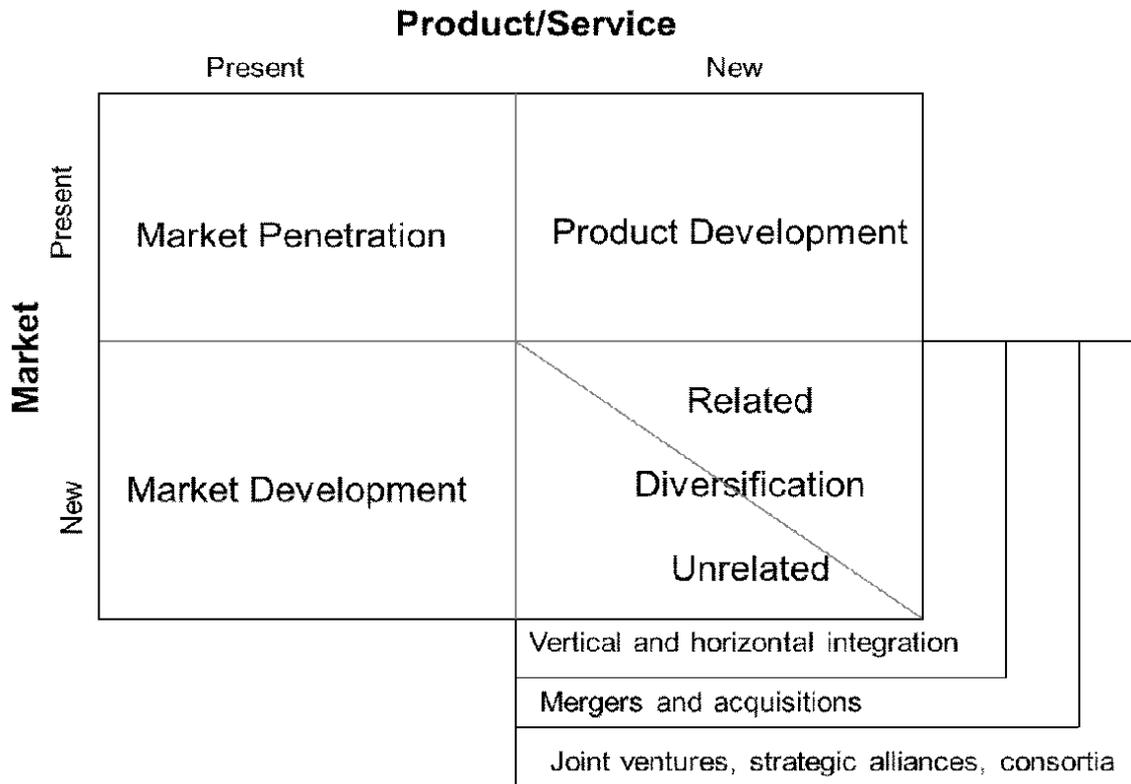
Break into think tanks to complete this task

Review the session with a full group discussion.

### Learning Activities

Short plenaries, full group discussions, individual analysis and think tank activities.

## Additional Materials and Resources



## Topic 6. FAS Model

### Learning Outcomes.

Before deciding which strategy to adopt for their business, this model will help the participants decide which they feel is most appropriate for their business and so should have a better chance of success.

### Lesson Plan

The facilitator should give a short plenary explaining the model, then ask the participants to use this model to assess their own operation. They should then be broken into think tanks to challenge each other's initial analysis. This should end on a full group discussion around, so what have I taken away from this topic and can apply to my business.

### Learning Content

Review, briefly the morning session. Explain that what we have done so far is to reflect on the most appropriate strategy for them to take in order to further develop their businesses.

At this stage introduce the feasible suitable and acceptable model for testing which of the strategies they are considering may be most appropriate.

Just introduce this model, do not ask them at this stage to do anything with it. Simply explain it as a good way of checking which are their potential strategies is most appropriate.

Also discuss that the planning of their strategy is probably the easiest part of running a business.

Reflect on their answers and lead into the hardest part of any business plan is the implementation. Go on to explain that in this afternoon session we are going to explore some of the challenges that they will face during the implementation.

The first of these will be leadership

## Learning Activities

Short plenaries, full group discussions, individual analysis and think tank activities.

## Additional Materials and Resources

Option	Feasible	Acceptable	Suitable
<b>A</b>			
<b>B</b>			
<b>C</b>			

## Topic 7. Negotiation Model

### Learning Outcomes.

To understand how this model can help the participants conduct better negotiations with more sustainable outcomes.

### Lesson Plan

The facilitator should give a short plenary explaining the model, then ask the participants to use this model to assess their own operation. They should then be broken into think tanks to challenge each other's initial analysis. This should end on a full group discussion around, so what have I taken away from this topic and can apply to my business

### Learning Content

Introduce a short plenary about the negotiation model. During this plenary ensure clarity about the meanings of desirable probable and essential. Emphasising at this point any points that they put into the essential calm must mean that if this is not achieved, they walk away from the negotiation.

It is also important during the plenary to emphasise that many people consider that a successful negotiation is when they come away from the negotiation having achieved all their desirables.

This is not the case.

Ask the group why.

A successful negotiation is one where both parties leave after the negotiation feeling that they had benefited from the negotiation

Go on to explain that if they pre-plan their negotiation prior to entering it in this format they can plot during the negotiation how they are progressing.

If during the negotiation you are getting all of your desirables, the person you are negotiating with will probably leave feeling dissatisfied. The result of a successful negotiation usually reflects a mix of results incorporating all 3 outcomes.

Ask them to break into think tanks and prepare a negotiation that they are likely to have. Then present their plans to one another and discuss to assess if anything is missing from each plan and if the targets are realistic

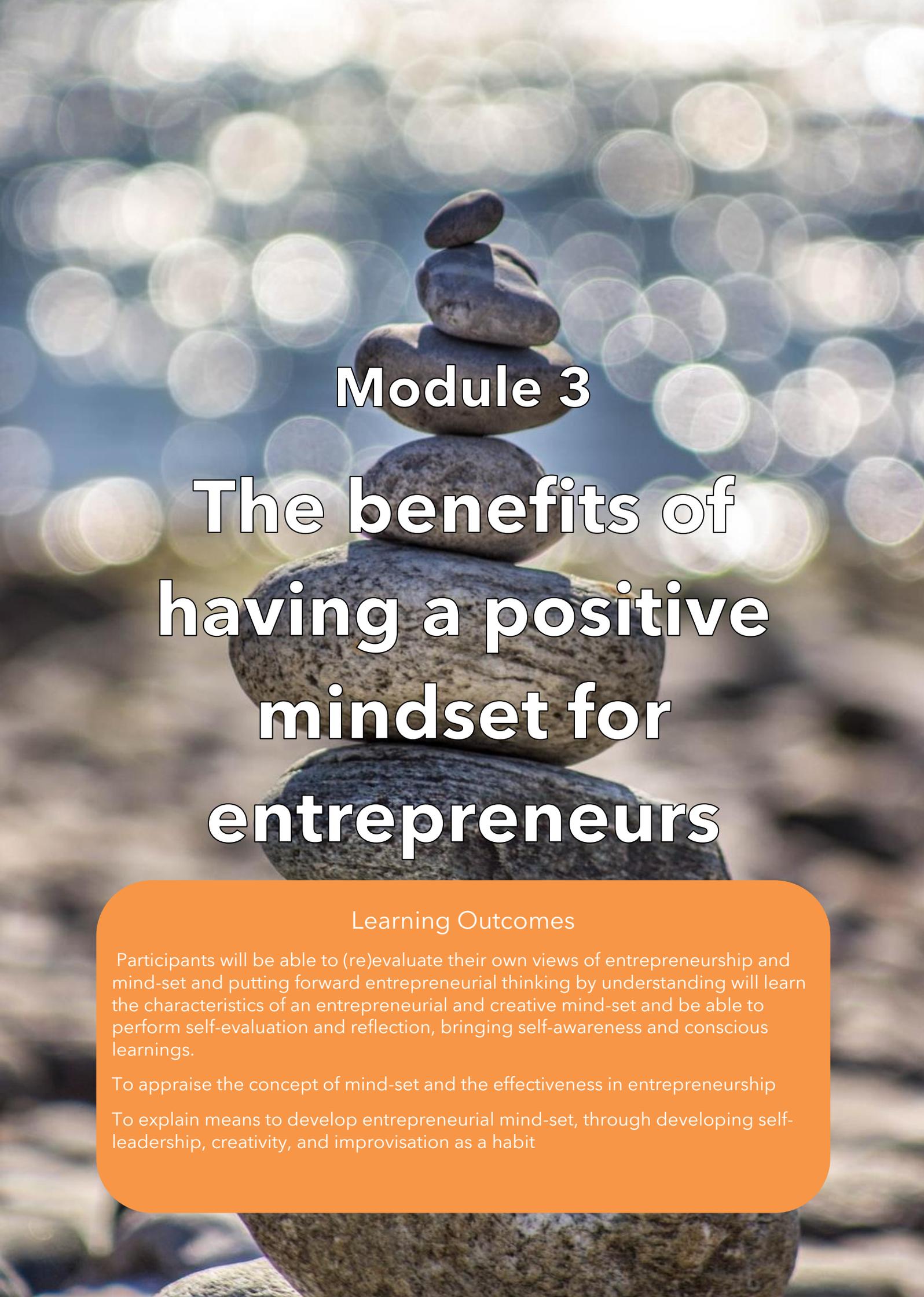
Review the complete sessions completed so far, asking the participants which they found most useful and if they want further discussion on any of the topics discussed.

## Learning Activities

Short plenaries, full group discussions, individual analysis and think tank activities.

## Additional Materials and Resources

Item	Desirable	Probable	Essential
Price			
Advertising			
Service Level			
Range			



## Module 3

# The benefits of having a positive mindset for entrepreneurs

### Learning Outcomes

Participants will be able to (re)evaluate their own views of entrepreneurship and mind-set and putting forward entrepreneurial thinking by understanding will learn the characteristics of an entrepreneurial and creative mind-set and be able to perform self-evaluation and reflection, bringing self-awareness and conscious learnings.

To appraise the concept of mind-set and the effectiveness in entrepreneurship

To explain means to develop entrepreneurial mind-set, through developing self-leadership, creativity, and improvisation as a habit

## Lesson Plan

This session will involve self-reflexion, self-assessment and creativity and improvisation exercises.

## Learning Content

Growth mind-set

Self-Leadership

Creativity and Improvisation

Self-reflection and awareness

Learning Activities

## Topic 1 What is mind-set.

### Learning Outcomes.

To enable the participants to understand what is meant by mind-set.

### Lesson Plan

As short inclusive plenary explaining what a mind-set is

### Learning Content

Give theoretical input on definitions of mindset and explain the difference between growth and fixed mindset by giving examples. Participants will be able to understand how to place themselves.

Follow this with asking the participants to work individually on two exercises to place their mindset. 1. Affirmations Self-Test 2. Observation exercise, during which they visit a place they do not know yet (on the training premise) and answer questions afterwards. A few will be asked to present. Feedback can be given.

### Learning Activities

Facilitator lead plenary and individual work

### Additional Materials and Resources

Paper and pen, laptop

**FIGURE 2.4**

### Elements of Self-Leadership



## Topic 2. Examples of successful entrepreneurs

### Learning Outcomes.

This short section will focus on good practice cases of actual entrepreneurs, who failed and used their mindset to get back up.

### Lesson Plan

The facilitator will give a short plenary, with the facilitator guiding the participants to relevant videos and links.

## Learning Content

Examples are Sara Blakely, SPANX, Richard Branson, Virgin Group, etc. Participants will be given links to videos and must analyse them according to certain aspects (like passion, getting out of comfort zone etc.) They are asked to extract the quotes, relate and justify thoughts.

## Learning Activities

The participants are guided onto a journey of self-discovery and feedback and discuss with the group, their findings

## Additional Materials and Resources

Laptops, PowerPoint slides



## Topic 3. Self-Leadership, Creativity, and Improvisation.

### Learning Outcomes.

The concept will be explained, and participants will be trained on how to develop self-leadership to influence and control their behaviour. Strategies will be identified.

### Lesson Plan

#### Self-Leadership, Creativity and Improvisation.

A combination of facilitators led individual reflection and group discussion.

### Learning Content

#### Self-Leadership

Participants will set 3 goals individually to foster growth-mind-set and measurements. A few will be asked to present. Feedback can be given

#### Creativity

Participants will learn to understand how to develop the habit of creativity by using constructive thought patterns, what it takes to develop a creative mind (left- vs. right-brain orientation) and how to deal with fear.

Two creativity exercises will be done.

1. 9 dots exercise (individually): Try to connect nine equally spaced dots using four lines or fewer without lifting a pen!
2. 30 circles exercise (in pairs): Turning circles into recognizable objects in a very short period of time.

## Improvisation

Participants will form groups and improvise a hypothetical, but relatable situation. They will act it out in front of the class. Suggestions will be given afterwards.

Facilitator acts as timekeeper

## Learning Activities

Individual facilitator guided research and group discussion

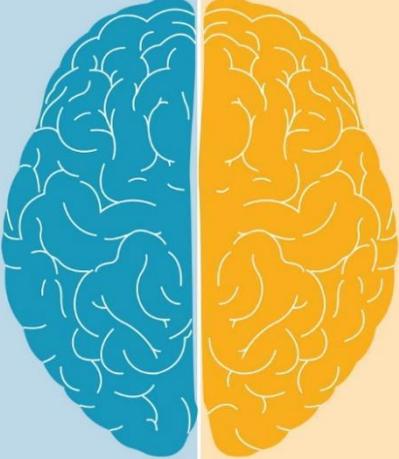
## Additional Materials and Resources

Laptop, PowerPoint slides, screen for videos Paper (pre-printed with nine-dots and 30 circles) – one per person, pens

**FIGURE 2.5**

### Left-Versus Right-Brain Orientation

Left-Brain Thinking	Right-Brain Thinking
<ul style="list-style-type: none"> <li>Detail oriented</li> <li>Forms strategies</li> <li>Logic</li> <li>Rational</li> <li>Analytical</li> <li>Verbal</li> <li>Quantitative processing</li> <li>Talking</li> <li>Writing</li> <li>Objective</li> <li>Linear</li> <li>Directive</li> <li>Words</li> <li>Language</li> <li>Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Big-picture oriented</li> <li>Presents possibilities</li> <li>Intuition</li> <li>Emotional</li> <li>Synthesizing</li> <li>Spatial</li> <li>Nonverbal processing</li> <li>Drawing</li> <li>Manipulating objects</li> <li>Subjective</li> <li>Creative</li> <li>Experiential</li> <li>Symbols</li> <li>Images</li> <li>Dreaming</li> </ul>



**Source:** Neck, H. M. (2010). Idea generation. In B. Bygrave & A. Zacharakis (Eds.), *Portable MBA in entrepreneurship* (pp. 27–52; figure on p. 38). Hoboken, NJ: Wiley.

## **Topic 4. Mindset as a pathway to action**

### **Pathway to Action with the Entrepreneurship method**

#### **Learning Outcomes.**

Participants will learn to understand how setting the right mindset will lead to action and self-efficacy. The General Self-Efficacy Scale will be presented.

#### **Lesson Plan**

Individual work and then sharing of experiences

#### **Learning Content**

Individually participants will write their impact statements that will guide them through their entrepreneurial journey. They need to detail the resources they have available and the loss they can accept in the beginning. A few participants will be asked to share.

#### **Learning Activities**

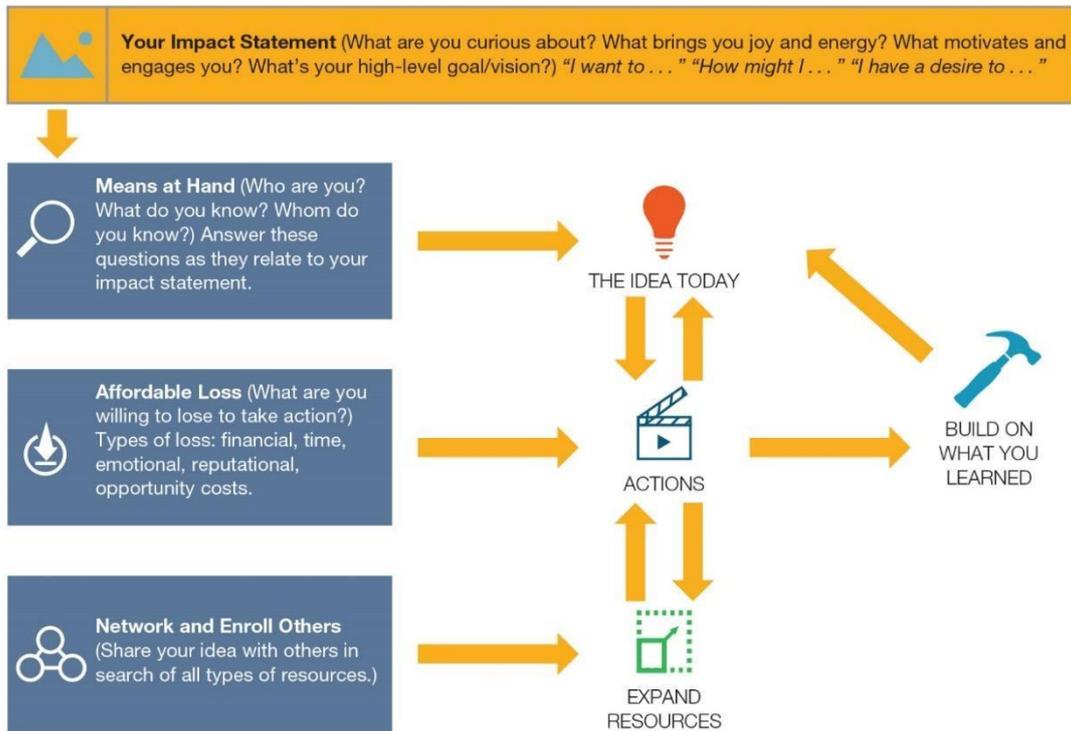
Self-analysis and individual and group discussion

#### **Additional Materials and Resources**

Laptop / paper and pen

**FIGURE 1.5**

**The Entrepreneurship Method**



Adapted from the following sources:

Neck, H. M. (2011). Cognitive ambidexterity: The underlying mental model of the entrepreneurial leader. In D. Greenberg, K. McKone-Sweet, & H. J. Wilson (Eds.), *The new entrepreneurial leader: Developing leaders who will shape social and economic opportunities* (pp. 24–42). San Francisco, CA: Berrett-Koehler.

Sarasvathy, S. D. (2008). *Effectuation: Elements of entrepreneurial expertise*. Northampton, MA: Edward Elgar.

Schlesinger, L., Kiefer, C., & Brown, P. (2012). *Just start: Take action, embrace uncertainty, create the future*. Cambridge, MA: Harvard Business School Press.



# Session 4

## The Value of Storytelling



# Topic 1. Define the concept of storytelling

## Learning Outcomes.

To enable the participants to understand the value of storytelling for branding and as a management tool.

## Lesson Plan

Short plenaries, individual work and group discussions

## Learning Content

Define the concept of storytelling by use of the model. Participants will be asked what their business is or what they want your business to be in the future. The participants will share their stories and discuss them

## Learning Activities

Individual reflection and think tank discussions

Additional Materials and Resources

Facilitator to select appropriate models explaining this for them.

Three principles of Business Storytelling  
<https://www.youtube.com/watch?v=2fiwKk2LsFw>

Apple - Accessibility - Sady:  
<https://www.youtube.com/watch?v=XB4cjbYywqg&t=102s> - How digital storytelling can have emotional connection.

## Topic 2. Communication process

### Learning Outcomes.

To understand what is the communication process that your company uses?  
And how storytelling used in internal corporate communication and branding  
and in marketing communication

### Lesson Plan

Self-reflection and facilitator led group discussion

### Learning Content

Ask the participants to draw up an internal communication strategy

### Learning Activities

Self-reflection and peer group discussions.

### Additional Materials and Resources

The danger of a single story:

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/up-](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/up-)

next?utm\_campaign=tedsread&utm\_medium=referral&utm\_source=tedcomshare&fbclid=IwAR32bh0UGwVRsukmm2Hcs3gtQXFdZ8PXr42QRGRv9VpUTA1U4bu3NeeSykl - *Stories matter and can be used to empower and to humanize, stories can break the dignity of people but stories can also repair that broken dignity.*

Chimamanda Ngozi Adichie TedTalk 200

## Topic 3. Techniques used to create good stories

### Learning Outcomes.

To understand the different type of stories based on different purposes and objectives

### Lesson Plan

A short facilitator led plenary highlighting the different types of stories

### Learning Content

Explain and give examples of the different techniques used to create good stories

### Learning Activities

Tutor led plenary and discussion

### Additional Materials and Resources

Refer to previous videos and new ones the facilitator feels appropriate.



## **Topic 4. The use of digital transformation (DT) by implementing digital tools like artificial intelligence (AI)**

### **Learning Outcomes.**

To understand that DT leads to problem-solving situations and reskilling employees.

### **Lesson Plan**

A facilitator led plenary, giving a broad overview of the value of digital transformation

### **Learning Content**

Facilitator to decide which videos they feel best illustrate digital transformation in a simple way and lead a group discussion

### **Learning Activities**

Plenary and group discussion

## Additional Materials and Resources

Should the business just be a product or service provider, or a vision that an audience believes in and subscribes to?

A few years ago, researchers Rob Walker and Joshua Glenn showcased the value of storytelling by listing insignificant objects on eBay with a heartfelt, well-written, and purposeful short story about the item in the description section. The items, which were originally purchased at a garage sale for no more than \$1.50 apiece, resold for nearly \$8,000—highlighting how a smart storytelling strategy can contribute to raising the perceived value of an item and generating massive returns on investment.

Long-term brand loyalty is created by businesses that understand this inherently human craving for connection, can wrap their vision into a beautiful and captivating story, and clearly communicate this story to their audience using an effective and heartfelt marketing strategy.

How To Sell Your Personal Brand (Without Selling Out):

<https://www.forbes.com/sites/celinnedacosta/2017/08/29/how-to-sell-your-personal-brand-without-selling-out/?sh=74ebb5c665d6>

Why Every Business Needs Powerful Storytelling To Grow:

<https://www.forbes.com/sites/celinnedacosta/2017/12/19/why-every-business-needs-powerful-storytelling-to-grow/?sh=750343ab43b0>

How to Gain Customers and Influence People with Digital Storytelling

[https://www.process.st/digital-storytelling/#what\\_is\\_digital\\_storytelling](https://www.process.st/digital-storytelling/#what_is_digital_storytelling)

Organisational Communication

Process: [file:///C:/Users/maria/Downloads/Pages\\_from\\_ekonomski\\_vjesnik\\_2012\\_2\\_6.pdf](file:///C:/Users/maria/Downloads/Pages_from_ekonomski_vjesnik_2012_2_6.pdf)



**Session 5:**  
**The Value of**  
**Positive Thinking**

# Topic 1. Icebreaker

## Learning Outcomes.

To relax the group and get them comfortable with one another.

## Lesson Plan

A brief plenary explaining the objective and the question. Then break into think tanks to discuss, then as a total group share experience

## Learning Content

Task the groups with finding 10 things that all of them share in common (besides the obvious, e.g., that they are human). Write the 10 things on a piece of paper and share with the rest of the groups. (Online - write on a shared document).

## Learning Activities

Small and total group discussions.

## Additional Materials and Resources

Paper and pen.

## Topic 2. PERMA model, including positive psychology videos

### Learning Outcomes.

To better understand the value of positive thinking for the entrepreneur.

### Lesson Plan

Short plenary explaining the model. Break into small groups to discuss. Use think tanks for further discussion, Then full group review.

### Learning Content

Outline the model using PowerPoint slides, and include a link to using positive psychology in the business environment. Include positive psychology videos - <https://youtu.be/fLJsdqxnZb0> and <https://youtu.be/-V3TMeN1Gig>. Use the PERMA diagram and explain each aspect, while relating it to workplace situations and increasing productivity through positivity.

Split the participants into pairs. Ask participants to think about an upsetting experience they have had recently. It could be a small example (i.e., kids missed the bus this morning). Rather than focusing on the frustration of the experience, ask them to reflect on three positive things about it. Maybe it offered the time to have a special talk with their child on the way to school, or allowed them to see the sunrise from a different place, etc. (can be adapted into a business example).

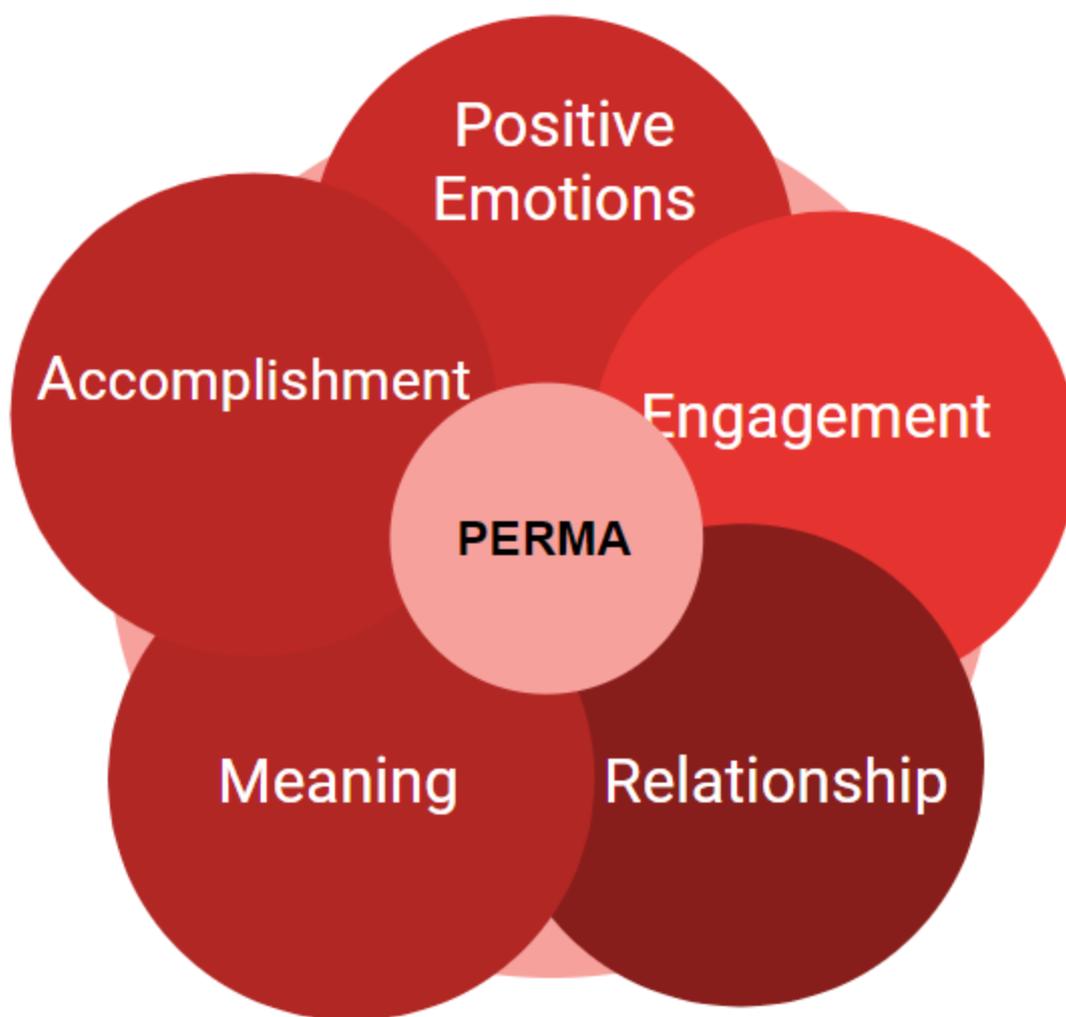
Description: Participants coach each other, in pairs or small groups, to think about how the model relates to their own business experiences. Moderators can offer help to connect ideas of positive psychology and the previous exercise to real-life business situations.

### Learning Activities

As described in learning content.

## Additional Materials and Resources

PowerPoint slides, screen/projector for the videos.



## Topic 3. Bridges' Transition Model

### Learning Outcomes.

To understand the value of utilising the model to facilitate a more effective transition.

### Lesson Plan

Short plenary, group activity and think tank discussion

### Learning Content

Explain the main aspects of the model, including how it helps to manage change in the workplace and business situations. Present video of a TED talk about managing change in a successful way -

[https://www.ted.com/talks/jim\\_hemerling\\_5\\_ways\\_to\\_lead\\_in\\_an\\_era\\_of\\_constant\\_change?utm\\_campaign=tedspread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare).

Arrange chairs in a circle and place an object in the centre - something that would look different from each angle. Ask participants to take a seat, then observe the object. After a minute or so, ask them to get up and change seats. Call on them to describe the object from their new point of view. Then, tell them they are allowed to get up and change seats once more if they wish.

Some participants will wish to stay put. However, staying in the same place limits the number of perspectives that they can have. In contrast, each time they observe the object from a different perspective, they have the opportunity to notice something new. Change management exercises that illustrate the importance of gaining a new perspective help mollify resistance and show how a change can be beneficial.

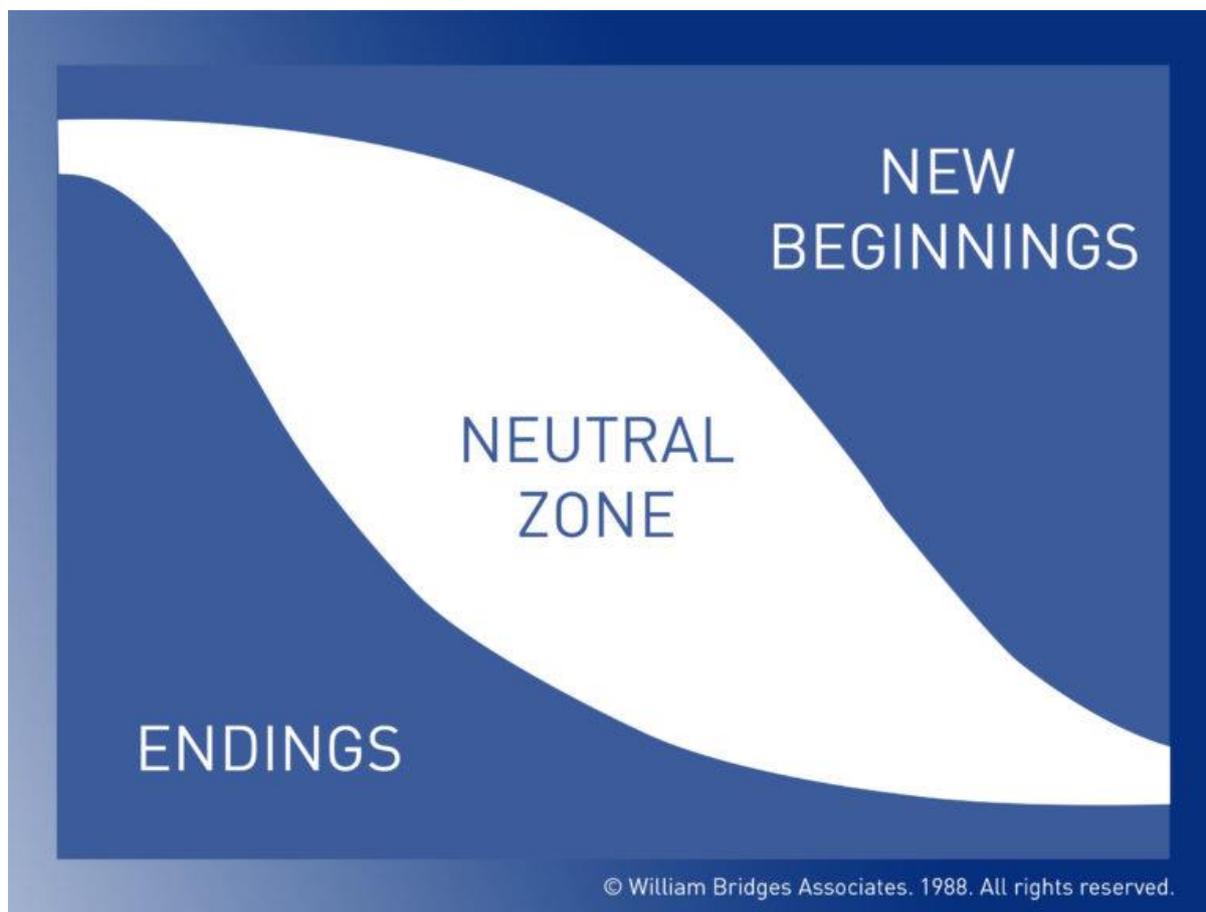
Participants coach each other, in pairs or small groups, to think about how the model relates to their own business experiences. Moderators can help to see how the exercise and Bridge's model are relevant to real-life business situations and get participants to think about the key takeaways.

### Learning Activities

As described above.

## Additional Materials and Resources

PowerPoint slides, screen/projector for the video, Chairs, an object to be analysed.



## Topic 5. Business agility model

### Learning Outcomes.

To better understand the value of business agility and creative thinking, in the success of entrepreneurial business.

### Lesson Plan

A brief plenary, Dynamic exercise in small groups, think tank discussions and total group review.

### Learning Content

Explain the model in detail and outline each of the 12 aspects, considering factors ranging from customers to their own growth mindset. Include video about business planning, which discusses some of the reasons why young businesses succeed/fail and the various factors that entrepreneurs need to consider - [https://www.ted.com/talks/bill\\_gross\\_the\\_single\\_biggest\\_reason\\_why\\_start\\_ups\\_succeed?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcoms](https://www.ted.com/talks/bill_gross_the_single_biggest_reason_why_start_ups_succeed?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcoms) here. Can also link this to the timing of Covid-19 and making the most of the current situation.

Business agility puzzle activity

Using an easy 'match them up' puzzle, get people into small teams. Explain that the goal of this game is to build the puzzle and the team with the fastest time wins.

On a whiteboard or sheet of paper, write down the names of each team with plenty of room to write down the complete times.

They will be playing the game around 5 times, so leave room for 5 sets of results for each team. Ask them to shuffle the puzzles, turn the pieces over and then stack them high. The bottom of the puzzles should be facing up.

This is analogous to the current reality of today. Their goal is to turn the puzzle pieces over and build it, then shout when they have completed the task. Grab a timer and get them prepped.

Explain it's competitive. Ask some teams what their strategy will be for the game. How are they going to unstack and build the puzzles in the fastest time? Ask them to jot this down on some paper.

Observe the dynamics and how long this takes them. Run the game. Ask them to “go” and then time it. Make a note of each team’s time on the whiteboard. Once the game has comple

ted (every team has completed the game), ask them to reflect and come up with a strategy for the next round. Same rules, same game but maybe they will have a new strategy. They don’t need a new strategy if they don’t want one, they could try the same thing again.

4/5 rounds are enough to spot many lessons. Ask them to reflect and write down what they observed themselves at the end of each round.

Go through the reflections with them, then pull up a slide or some other communication that explains the following: All teams work differently - don’t compare, just like in business situations.

Just like in business, the most agile teams would come up with the most efficient strategies and keep adapting to get optimal results.

Feedback loop is important. Endpoint is clear, it should be clear in business projects what counts as ‘done’, just like in the game. Cooperation is just as important as collaboration.



This teaches agility. *N think tanks* participants coach each other, in pairs or small groups, to think about how the model relates to their own business experiences.

Moderators can go round and help participants understand how the exercise and the learned model relate to their personal business situations and get them to reflect how they could become more agile in their business.

Ask participants if they have any questions and answer these. Then ask them to complete the feedback forms individually.

## **Learning Activities**

As detailed above

## **Additional Materials and Resources**

PowerPoint slides, screen/projector for the video Puzzle, whiteboard, pens, paper, timer. Feedback forms

## References

'All images used in this report have been taken from free to use online sources. The branding of this project has been created by the Inclusive Business Launch Pad partnership.'

## Partners

All the partner logos and names can be found here: <https://iblaunchpad.eu/partnership/>

## Contacts

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