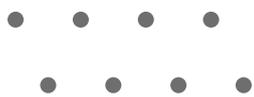




LAUNCH PAD
Inclusive Business Launch Pad



Learners' Guide: Accelerator Business Launch Pad (Training programme)

 iblaunchpad.eu

 Inclusive Business LaunchPad



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Structure of the IBL Learners' Guide

This Learner' Guide will assist you to understand and learn from the training of the Inclusive Business Launch Pad (IBL) Development Programme which aims to help entrepreneurs, like yourself to develop businesses that have a greater chance of success, and help build your own 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 Growth.

This guide will provide you with learning content, materials, and recommendations for additional learning opportunities. Additionally, it is recommended that you read the online training programme at: <https://iblaunchpad.eu/>

This Learners' Guide is divided into two main parts: The first part "Training Sessions" focuses on the five IBL training modules, their content, activities, and resources used. It recommends how to get the best from each session to support your learning and development. The second part re-enforces the methodology used in the programme and the benefits of the IBL programme. The evaluations support you to develop reflective practice and to also give your own feedback on how the programme can be developed further. Peer support will be encouraged throughout as sharing experiences and your own story will form a big part of the learning. The Learners' Guide is for all learners attending and engaging the IBL Programme.

Introduction to the IBL Training Programme

To optimise your learning, you will be encouraged to set SMART goals and make changes or interventions to your business that will improve your opportunities for business growth, longevity, and sustainability. You will be encouraged to harness the power of both formal and informal network discussions to stimulate your thought process with regards your own business with a view that at any given time you can relate key information about your business and in effect “sell” your service or product to others. You will gain confidence in yourself and in your business and will benefit from talking with other small business owners, comparing, and sharing the challenges that you face in a post covid business world.

At each session you will be asked to participate in an icebreaker session, which helps you to get to know your peers and to get a clearer idea about the IBL programme. This will also help you to understand what challenges other learners have in common and help build relationships – it is very likely that some of your peers will become a key part of your network and that in some cases you can join forces to support each other with each business development. You will be given a detailed plan for how the training sessions will be delivered and the expected learning outcomes. At each session there will be a mix of theory and practical and you will be given additional resources for further self-study if required.

Personal introductions and icebreaking sessions are an opportunity for everyone to introduce themselves and to explain –

- (a) the type of organisation that you are operating
- (b) what you are looking to achieve because of attending the programme

THINK TANKS

The IBL programme uses 'Think Tanks' Consultancy Academy (2008). This ensures that the explanation of each concept will be introduced in short easily understood sessions. It is essential for you to come to the programme with an open mind as this way you will see the potential relevance of each concept before breaking them into the 'Think Tanks' and be able to relate each concept specifically to your own operational and personal needs.

As part of the 'Think Tank' you will work with your peers in a role play exercise where 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 could be considered. This whole process involves learners sharing their experiences and telling 'stories' relating to the concepts being discussed. Your facilitator will give clear 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. All the activities for the IBL programme have been well researched and tested out and as well as their validity, the activities are fun, engaging and promote in-depth thinking.

The 'Think Tank' sessions are only one part of the process as each participant is likely to go away from each session with more questions than answers, with the real value of these sessions developing as the days and weeks pass with the learning being put into practice in the real world and with your own business. You will suddenly find yourself applying the learning or being more reflective with regards to your daily business decisions and testing and trying out some of the models that are presented to you. By having an open mind and embracing change, you can help your business grow whilst at the same time investing in your own self development.

Your facilitator will allocate the time for the 'Think Tank' discussions. It is recommended that with your peers, you aim to stay on track with the discussion in hand. It is normal when getting to know new people, that you have questions or that you are making comparisons with your own business needs – there will also be separate time allocated for this and the scenarios you discuss will allow for the sharing of experiences and opinions – thus allowing you to reflect further on the activities. Not every participant finds it easy to start offering their opinions, however it is essential. Your facilitator will give you regular feedback and you will have the opportunity to ask questions and to give your own feedback on the **IBL Training Programme**.

Topics covered in the 5 modules of the IBL Programme.

Module 1

Business Audit: 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

Topics covered in the 5 modules of the IBL Programme.

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

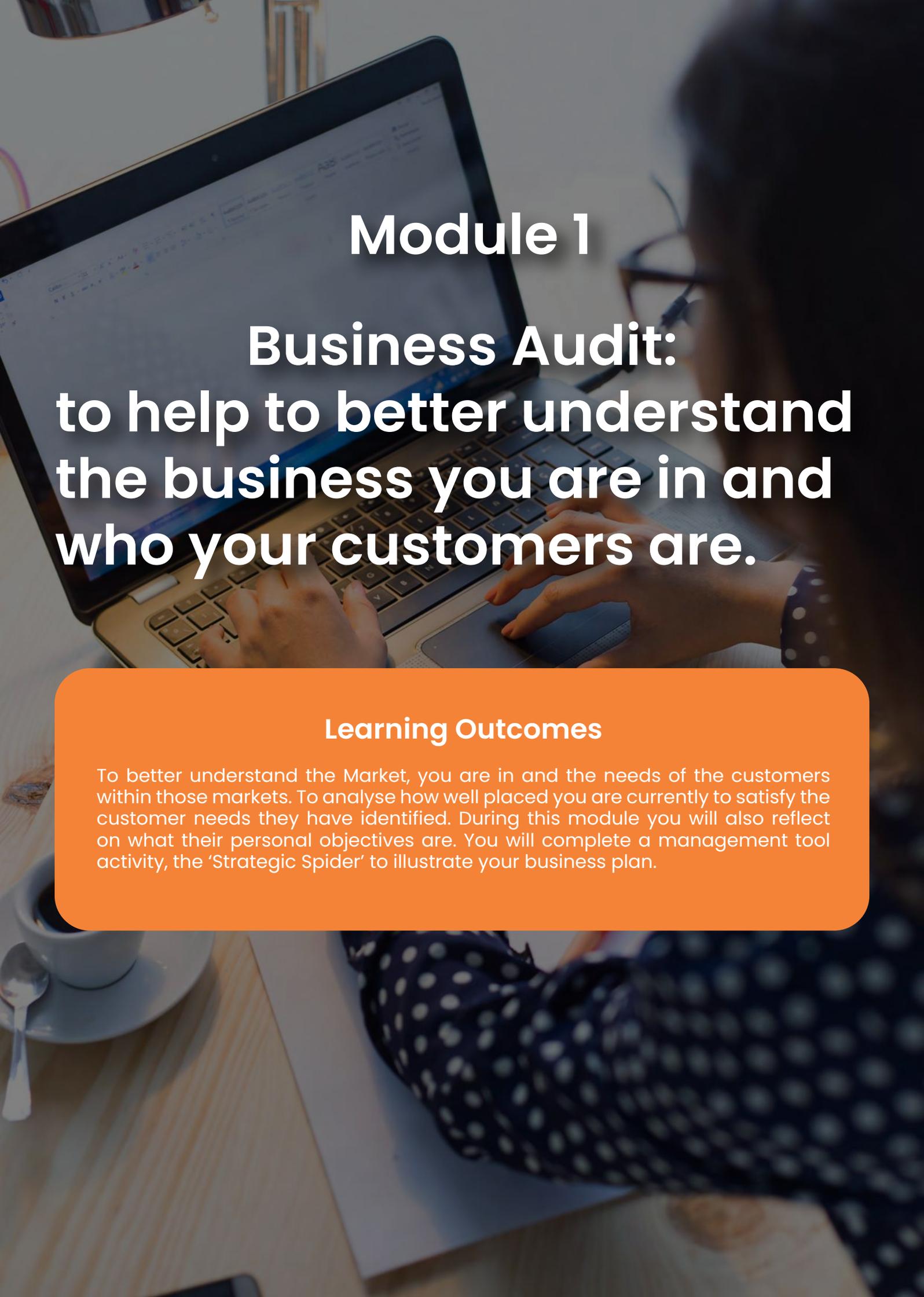
The Value of Storytelling

- 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



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, you are in and the needs of the customers within those markets. To analyse how well placed you are currently to satisfy the customer needs they have identified. During this module you will also reflect on what their personal objectives are. You will complete a management tool activity, the 'Strategic Spider' to illustrate your business plan.

Topic 1. Personal introductions and explaining the process.

Learning Outcomes

Personal introductions and icebreaking sessions. An opportunity to get to know each other and to –

- a) Introduce yourself and your business venture
- b) Getting to know your peers and their business ventures.
- c) Understanding your own business in detail.

Your facilitator will have a prepared lesson plan to work with and this will be flexible depending on the needs within the group as identified from the icebreaker. For example, some participants may have fledgling businesses whilst others are well established but feeling stuck in a rut or the business is suffering post covid. The programme is based on academic research, and your facilitator will adapt some of the concepts based on the business needs within the group.

The SME business world can at times seem chaotic with many challenges and hurdles to overcome. The IBL programme can not present a unique foolproof formula for success that will bring structure and order to your business. What the programme can offer, is assistance in how to structure your thinking to look at any chaotic business situation in an objective manner, considering all the things you should be considering, before making your own decisions, with your own knowledge of the market, passion, expertise, and judgement. This process will provide a 'better chance of 'success'.

Think Tanks

The facilitator will explain that throughout the programme there will be 'think tank' activities. These will be groups 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. Participants will be encouraged to challenge the client's strongly and fairly to get maximum benefit from this exercise. As a participant you will develop your arguments, your negotiating skills, presentation skills and you will also have your opinions challenged and explore compromise and ultimately final agreement or agree to disagree – the issue is challenged, not the individual!!

Learning Activities

Free and open discussion

Learners' Guide: Accelerator Business Launch Pad

Topic 2. Traditional Models of Business Development

Learning Outcomes

How to think, NOT what to think is the essence of this topic. This topic will help you consider the things you should consider before making any decisions. It **will not** tell you what to do.

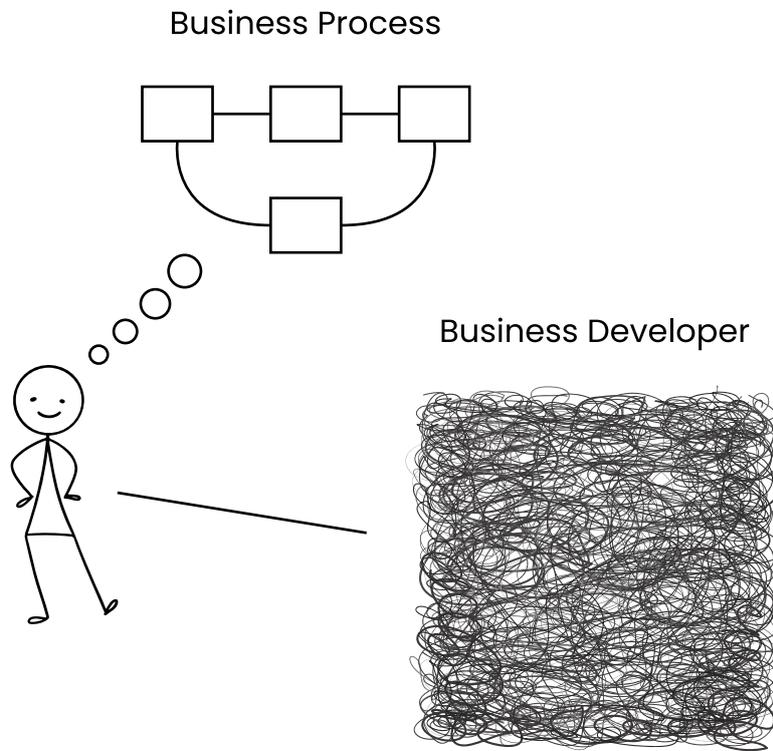
Learning Content

The SME world in which you operate can be chaotic. You will not be given formulas for success that will bring structure and order to your business. The programme will assist in how you can structure your thinking to look at the chaotic situation of your business world in an objective manner, considering all the things you should be considering, before making your own decisions, which ultimately, you will make with your own knowledge of the market, passion, expertise, and judgement. This process will provide a 'better chance of success'.

Learning Activities

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

Additional Resources



Cartwright 2022

The illustration helps explain the process and the facilitator will give further clarity along with ideas for further research.

Topic 3. Passion and Risk Taking

Learning Outcomes

Success is usually linked to passion and hard work. Risk taking is the norm with entrepreneurs, and failure is also common. One objective of this programme is to help delegates understand this so that they can quantify the risk and minimise it.

Firstly, explore some of the common characteristics of an entrepreneur and to realise that many of your own anxieties are shared by most entrepreneurs. Secondly, to better understand the VALUE of passion and risk taking on the road to success

Learning Content

What is an entrepreneur?

After exploring what you and your peers believe are the ingredients that an entrepreneur needs and requires to be successful, the discussions will flow – ensure you share your thoughts as there is added value in being able to do so. 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 explain that this program can not eliminate the need for an entrepreneur to take risks, but that the programme can help 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 key techniques will be highlighted during the discussions that can help facilitate further improvements in self-confidence.

Learning Activities

The facilitator will share stories with you, some will be their own 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.

This is another inclusive topic, encouraging the participants to share stories of how stories have helped them in their business worlds. This topic will also be covered in more depth later in the programme. Your facilitator will explain that sharing relevant stories between one another will be a key ingredient during this programme and during the think tank breakout sessions you will be encouraged to share stories about when and where you have used some of the techniques being introduced as well as where you have been aware of them being used and whether they were successful in improving your businesses chances.

Learning Activities

Everyone should have the opportunity to input into sharing their own experiences by 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'

The facilitator will introduce and explain the business spider and its value for them in developing a business plan. You will then draft a 'spider' for your own business operations – however it will be open to change as you will keep, amending, adapting, and changing this during the programme.

Learning Content

The facilitator will introduce and explain the strategic spider to the group. Do not look at any areas of your business in isolation as making changes in one area can impact another area of your business. This model has been designed like a spider's web, if you move one-part, other parts may also move.

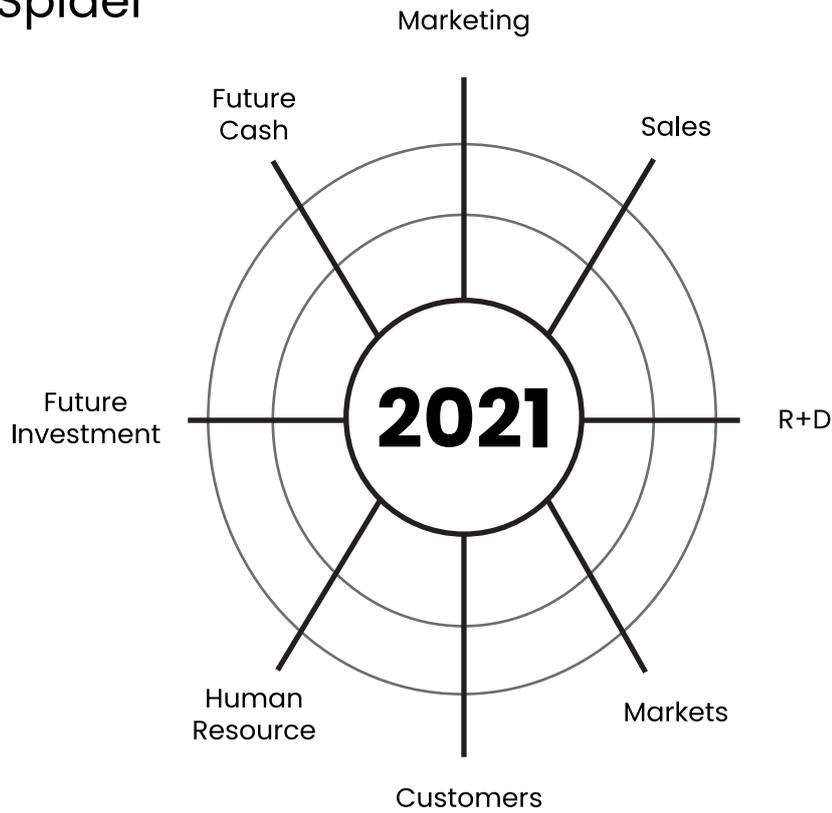
You should continually be identifying key things that you need to be considering for the development of your business and then measure consistently once back in your business environment to implement and put into action any changes. It should be stressed that this spider model will evolve and develop during the duration of the programme, as you consider more things.

This is a useful tool for you to use to measure the key performance indicators (KPI's) that you believe will be crucial in assessing how successful you are in developing your business.

Additional Materials and Resources

The Strategic Spider

Spider



Topic 6. Looking at What You Want from Your Business

Learning Outcomes

Looking, reflecting on what business you are in and what you really want from your business.

The facilitator will encourage frank, open and 'honest' discussions about what you and your peers really want out of your businesses. E.g., grow to sell, lifestyle change, part time versus full time, work from home, financial independence etc. Within the group, different decisions and plans will be made dependent on the answer to this question.

Learning Content

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.

You will go into your 'think tank' group and you will all be asked to define the span and scope of your businesses. Imagine that you have met a stranger in a pub or a bar and the stranger asks what you do. You will describe what you do in a very concise and clear manner taking no more than two or three minutes to do this. Your peers will be encouraged to continually challenge you as if you were their client - to get clarity on your business. This can be a difficult exercise and the facilitator will explain to ensure there is clear understanding. It is also important to not only explain what your business is and does but also consider what you want to do in the future. This will support your reflective skills and understanding of all the considerations when reflecting on your business. your business.

You will always make different decisions depending on which market or market segment you believe is your core business. Amazon when it first formed, in the early stages of the business development could be described as either an online retailer of books, or a global Internet operation. Think about which definition the owner chose at the beginning. The owner explained that had he decided to be an online Internet retailer earlier, he would have made profit earlier but never grown to the dominant global player Amazon is today. Studying other successful businesses and how they have grown and established is important for understanding your own business.

Write down your definition of your business and continually refer to this definition of what their business is and wants to be. It is important to have clarity on where you are now and to also visualise where you want your business to go. You will be asked to share your thoughts with the rest of the group. Keep in mind that the definition of your business may change.

What do you really want to achieve from your business? Do you want to build a business to sell? Make a lot of money? Do you want to build a business that can support you to have a particular lifestyle? Do you want to build a business to pass on to their family? Be honest with yourself with the answers.

In your 'think tank' group 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.

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.

To explain how to analyse the attractiveness of your market, this can indicate what strategy you should be adapting and how much strategic space you may have. The facilitator may choose to use the Amazon example 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. This discussion should take place in 'think tanks'. You will be asked to sketch a porter's five forces, which you should take away and reflect on. You should ask 'so what' does this mean for me.

Learning Content

The facilitator will explain all the discussions that are likely to follow. It must be stressed that these models are not telling you what to do but more what to consider before making any decisions.

These models are the views and opinions of academics. The challenge for you is to take the aspects that are useful to you and your business world. Ask yourself '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!** The question we want the participants to ask is 'what does this mean to me?'

Sometimes describing something as academic or as strategic functions can be confusing and it is often after reflection and using business models against your own 'real life' business that it starts to make sense. Also, when looking at business models it is often helpful to decide which part of the model is the most powerful for you, relating to your specific situation at that moment in time.

The facilitator will ask the group what the key difference between an organisation's vision, strategy, and tactics are and you will be given time to consider this. 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. How often do an organisation's tactics change? The answer to this is every minute. This session involves a lot of discussion to highlight that it is the two-way arrows that are the most important part in learning experience to be taken from this model. 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. 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.

The facilitator will highlight that many business models can appear flat and not applicable when presented in an academic light. They may not appear to have any relevance to the entrepreneurial world in which you live. However, there is sound academic and practitioner evidence behind utilising such models providing that you adapt them to your own needs and your own organisation.

Porter's Five Forces – Original Amazon 5 Forces

The first one will be dated when Amazon first started, remembering as we highlighted earlier 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.

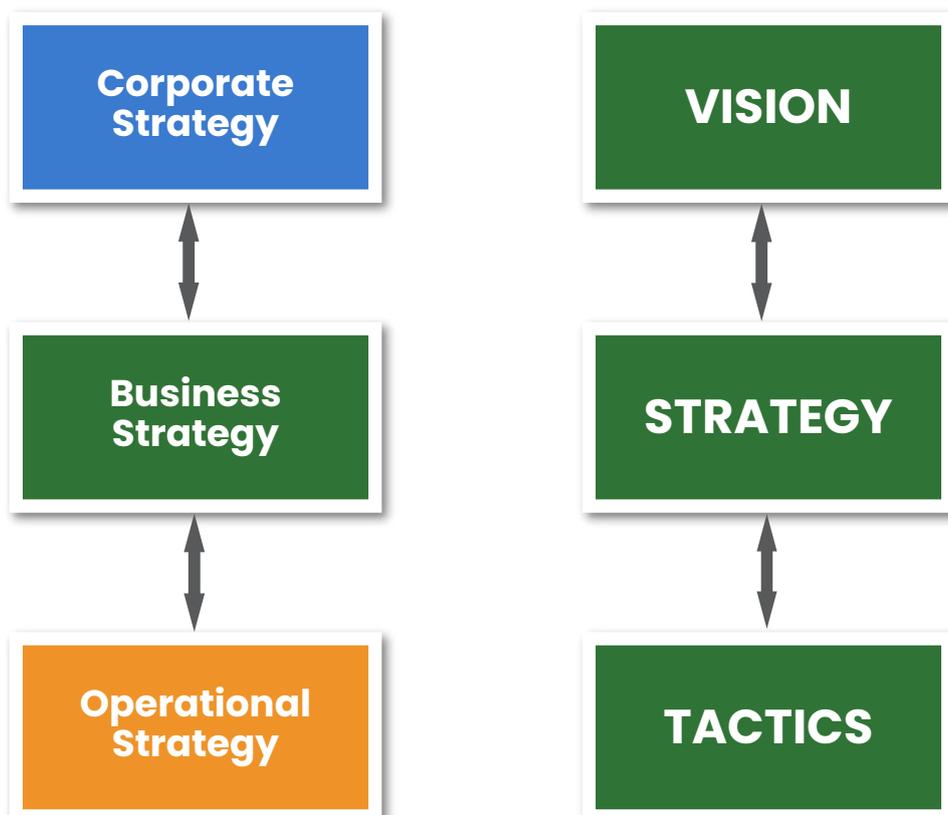
Having done this the facilitator will ask the participants, 'if you were in Amazon's position at the time of this market analysis, utilising Porter's five forces, what would the implications of this be your thought process?'

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.

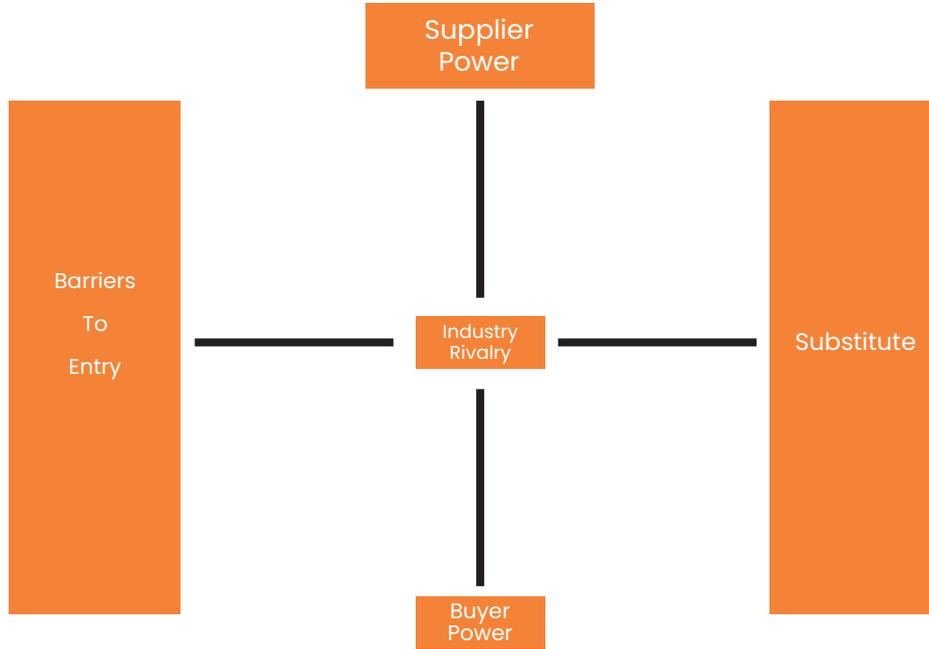
Having completed this exercise, you should draw a Porter's five forces model for the market sector for your own business. Do not do it for today's market. Instead, consider what this market sector will be like in 12 months' time. If you need to make interventions to your business, these will take time to implement. 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 task should take 15 – 20 minutes. You may go away from these sessions with more questions than answers. This is fine as it allows you reflect and amend their initial thoughts before the next session.

Learning Activities

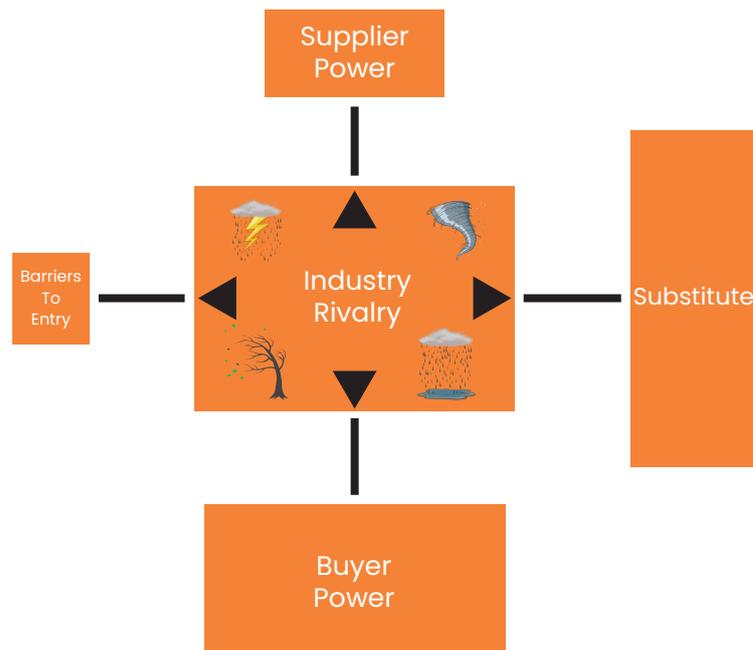
The think tank discussions will support you to further develop your individual designs of porter's five forces for your own business operations.



GLOBAL INTERNET RETAILER MARKET 1994



GLOBAL INTERNET RETAILER MARKET 2021



Topic 8. Industry Life cycle

Learning Outcomes

This module will assist you to select the most appropriate strategy for their organisation and should complement /check the analysis emerging from Porter's Five Forces.

The facilitator will explain the model and its value. The participants will relate to this in think tanks, relating to their own business operations, followed by a whole group discussion sharing the 'so what' outcomes of the think tank discussions.

Learning Content

The facilitator will introduce the model and how it can be applicable to you. Participants will be asked to take five minutes to highlight where on this industry life cycle scale their business is currently. Return to your group think tank and present this and challenge one another on not only these findings but what are the implications of these findings.

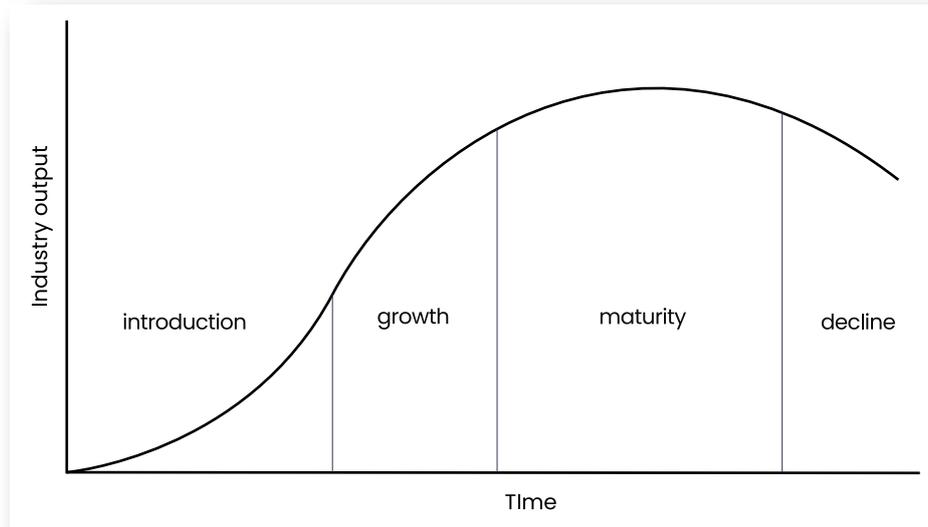
All the participants will share their findings. Being a new or fledgling business can often provide an opportunity to develop a strong strategy and brand. It can also be a very dangerous position for someone new to enter without all the costs that the entrepreneur initiating this entry is incurred. If 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 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

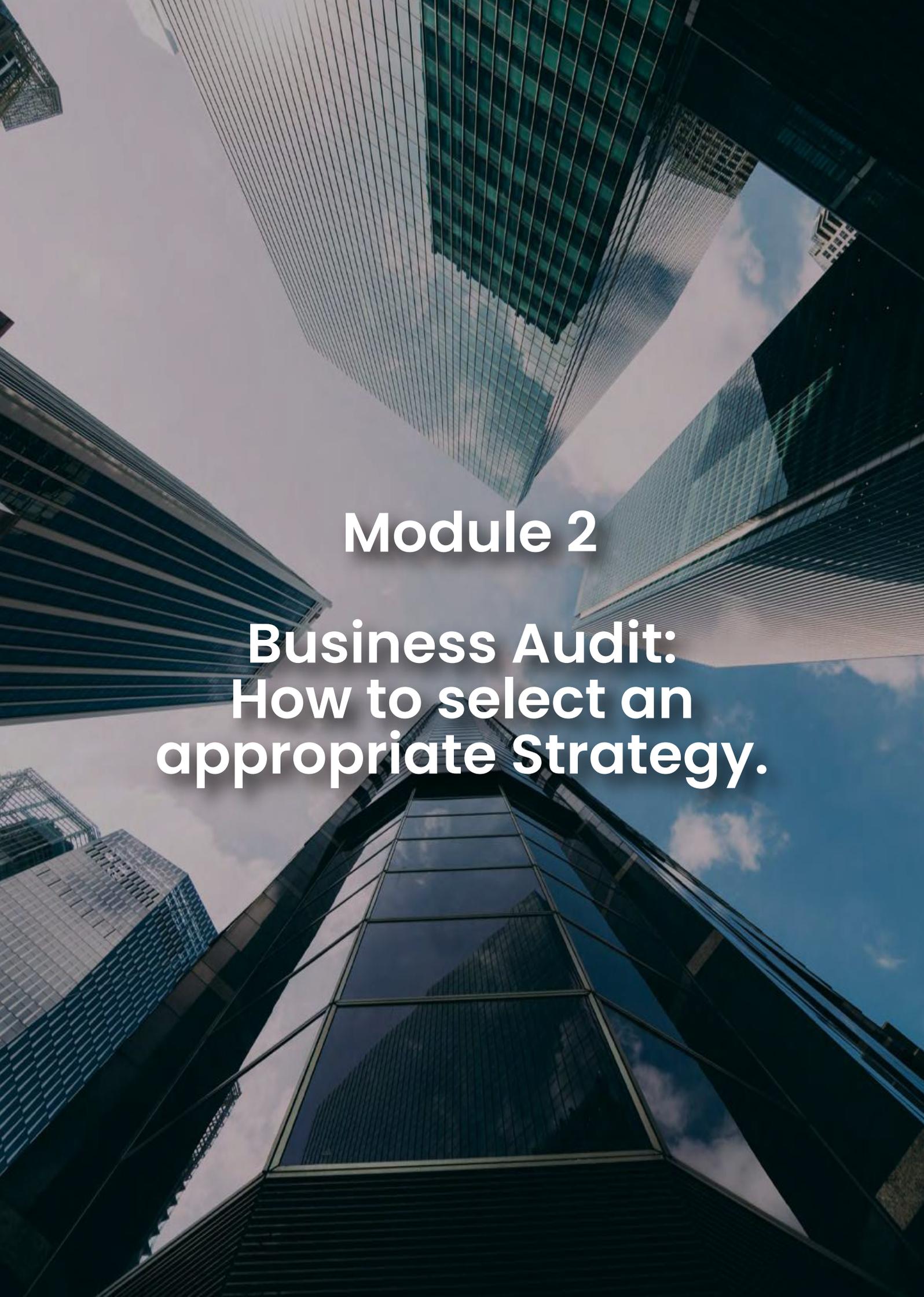
Additional Materials and Resources

Industry Lifecycle



At the end of Module 1 - Please remember to complete your evaluation and feedback form. Thank you.

Learner Notes (Module 1)

A low-angle, upward-looking photograph of several modern skyscrapers with glass facades. The buildings are arranged in a way that they appear to converge towards the top center of the frame, creating a strong sense of height and scale. The sky is a clear, bright blue with a few wispy white clouds. The overall color palette is dominated by the blues of the sky and the glass, with some darker tones from the building's structural elements.

Module 2

Business Audit: How to select an appropriate Strategy.

Topic 1. Review and reflect on the previous sessions and Modules.

Learning Outcomes

This will take place as a whole group open discussion, allowing everyone to engage and contribute. From this the facilitator will assess whether participants have understood the topics and offer individual support if necessary.

The facilitator will lead a full group discussion about all 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

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

The facilitator will deliver an overview to explain what resources, capabilities mean, and what is meant by key success factors.

Learning Content

The KSF of the customer. You need to relate your resources and capabilities in relation to being able to satisfy your customer needs.

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.

Go back into your group think tank to present and challenge each other. Return to the full group and discuss the topic further. Now you have highlighted your key resources and how well placed you are to satisfy the customer needs, now turn your attention to your capabilities. Are there any skills that you need to work on?

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. Go into your group think tank to present and challenge each other before returning to the full group for a wider discussion.

Learning Activities

Full group discussions, individual analysis and think tank activities.

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. Check understanding of topics covered so far in module 1.

Learning Content

Your facilitator will give you an overview of Porter's Value Chain.

The question is which components of this chain 'add 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 Grant's resource and capabilities analysis and help identify Resource and Capability gaps.

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

Break into Think Tanks to Challenge and discuss.
Come back to the bigger group and discuss.

Additional Materials and Resources



Topic 4. Competitors Analysis

Learning Outcomes

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

The facilitator will explain 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

For this model, you will write down a list of all your competitors, giving details of if they are better than you, worse than you, 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 introductions to sessions, full group discussions, individual analysis and think tank activities.

Additional Materials and Resources



Topic 5. Ansoff Matrix

Learning Outcomes

Considering all the analysis you have done so far, which would be the most appropriate strategy for them to adopt at this moment in time, to improve the chances of success for their business.

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

The facilitator will give a short plenary explaining the model explaining the positives and the dangers of each strategic option. In the Think Tank group you will give examples of each type of strategy and challenge each other before moving to a larger group discussion.

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.

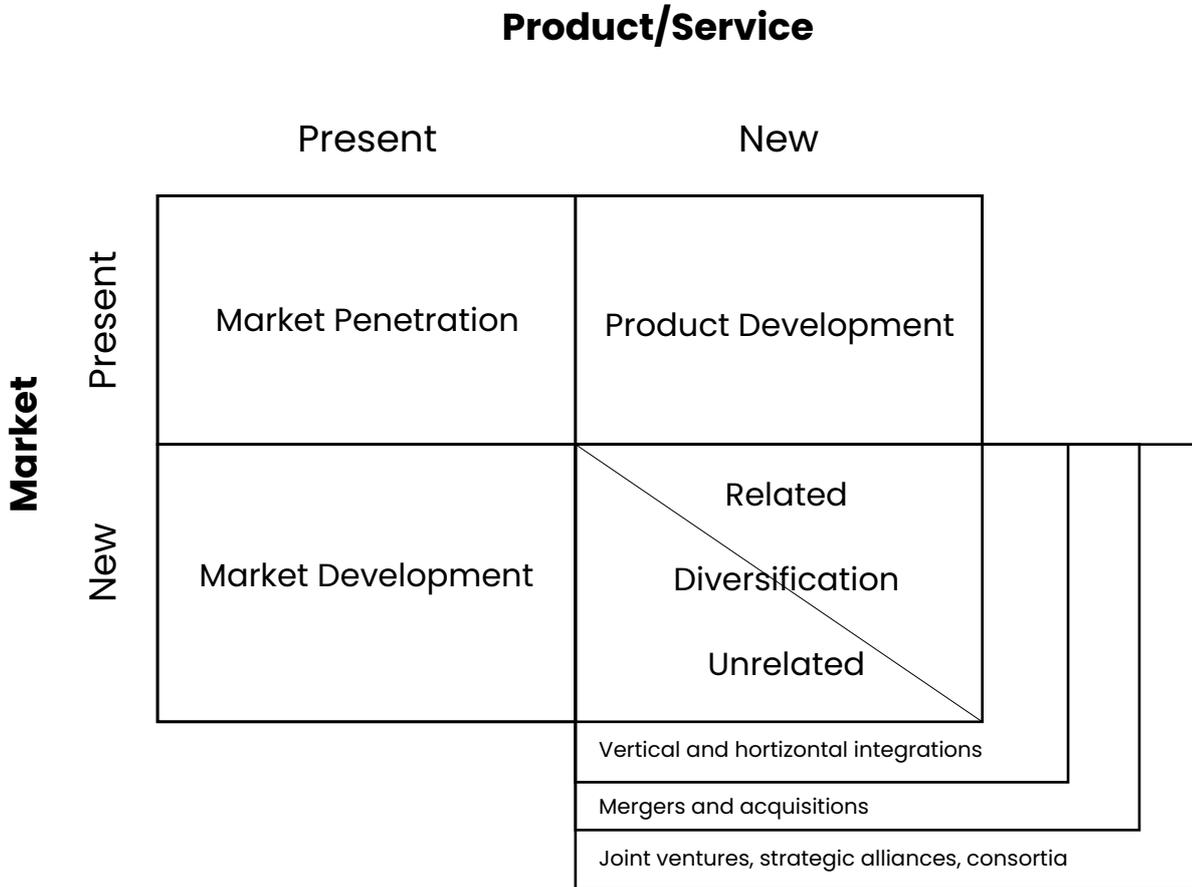
Break into think tanks to complete this task!

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 your 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.

The facilitator will 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 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. explain it as a good way of checking which are their potential strategies is most appropriate.

The planning of your 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
A			
B			
C			

Topic 7. Negotiation Model

Learning Outcomes

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

The facilitator will give a short explanation of the model before you are asked to use this model to assess their own operation. You will then join your think tank group 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

The negotiation model will be introduced. During which you will explore the true meanings of desirable, probable, and essential. Any points that you put into the essential calm must mean that if this is not achieved, you 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 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 introduction to topics, full group discussions, individual analysis and think tank activities.

Additional Materials and Resources

Item	Desirable	Probable	Essential
Price			
Advertising			
Service level			
Range			

At the end of Module 2 – Please remember to complete your evaluation and feedback form. Thank you.

Learner Notes (Module 2)

Module 3

The benefits of having a positive mindset for entrepreneurs

You will be able to (re)evaluate your 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.

Learning Outcomes

To appraise the concept of mind-set and the effectiveness in entrepreneurship
To explain means to develop an entrepreneurial mind-set, through developing self-leadership, creativity, and improvisation as a habit.

Mind-set as a pathway to action with Entrepreneurship Model.

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

Topic 1. What is mind-set?

Learning Outcomes

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

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

Additional Materials and Resources

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.

The facilitator will give a short introduction to topics, 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.

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.

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

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

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

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.

At the end of Module 3 – Please remember to complete your evaluation and feedback form. Thank you.

Learner Notes (Module 3)



Module 4

The Value of Storytelling

Topic 1. Define the concept of storytelling.

Learning Outcomes

To enable you to understand the value of storytelling for branding and as a management tool. There will be an introduction to topics and plans for individual work and group discussions.

Learning Content

Define the concept of storytelling by use of the model. All participants will be asked what their business is or what they want their business to be in the future before sharing their stories and discussing them.

Learning Activities

Individual reflection and think tank discussions.

Additional Materials and Resources

The facilitator will select appropriate models and supporting resources.

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 is used in internal corporate communication and branding and in marketing communication.

Learning Content

Ask the participants to draw up an internal communication strategy. A facilitator led group discussion encouraging and promoting self-reflection.

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-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 types of stories based on different purposes and objectives. A short facilitator led session 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. 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:

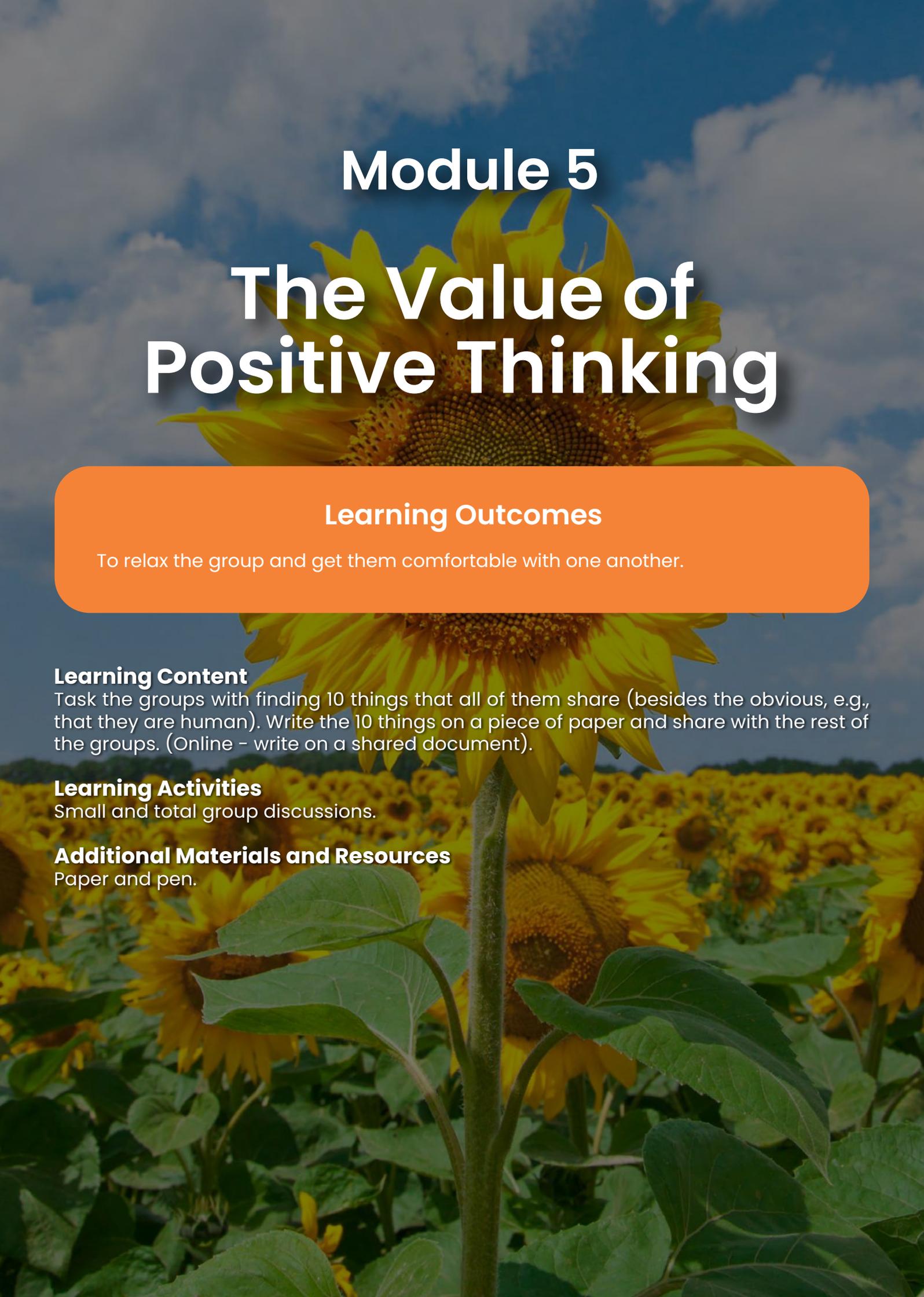
https://www.process.st/digital-storytelling/#what_is_digital_storytelling

Organisational Communication Process:

file:///C:/Users/maria/Downloads/Pages_from_ekonomski_vjesnik_2012_2_6.pdf

At the end of Module 4 - Please remember to complete your evaluation and feedback form. Thank you.

Learner Notes (Module 4)



Module 5

The Value of Positive Thinking

Learning Outcomes

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

Learning Content

Task the groups with finding 10 things that all of them share (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 1. PERMA model, including positive psychology videos

Learning Outcomes

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

Participants will break into small groups to discuss the model after it has been introduced by the facilitator. 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/-V3TMeNIGig>. 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 2. Bridges' Transition Model

Learning Outcomes

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

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=tedsread&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 can 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.

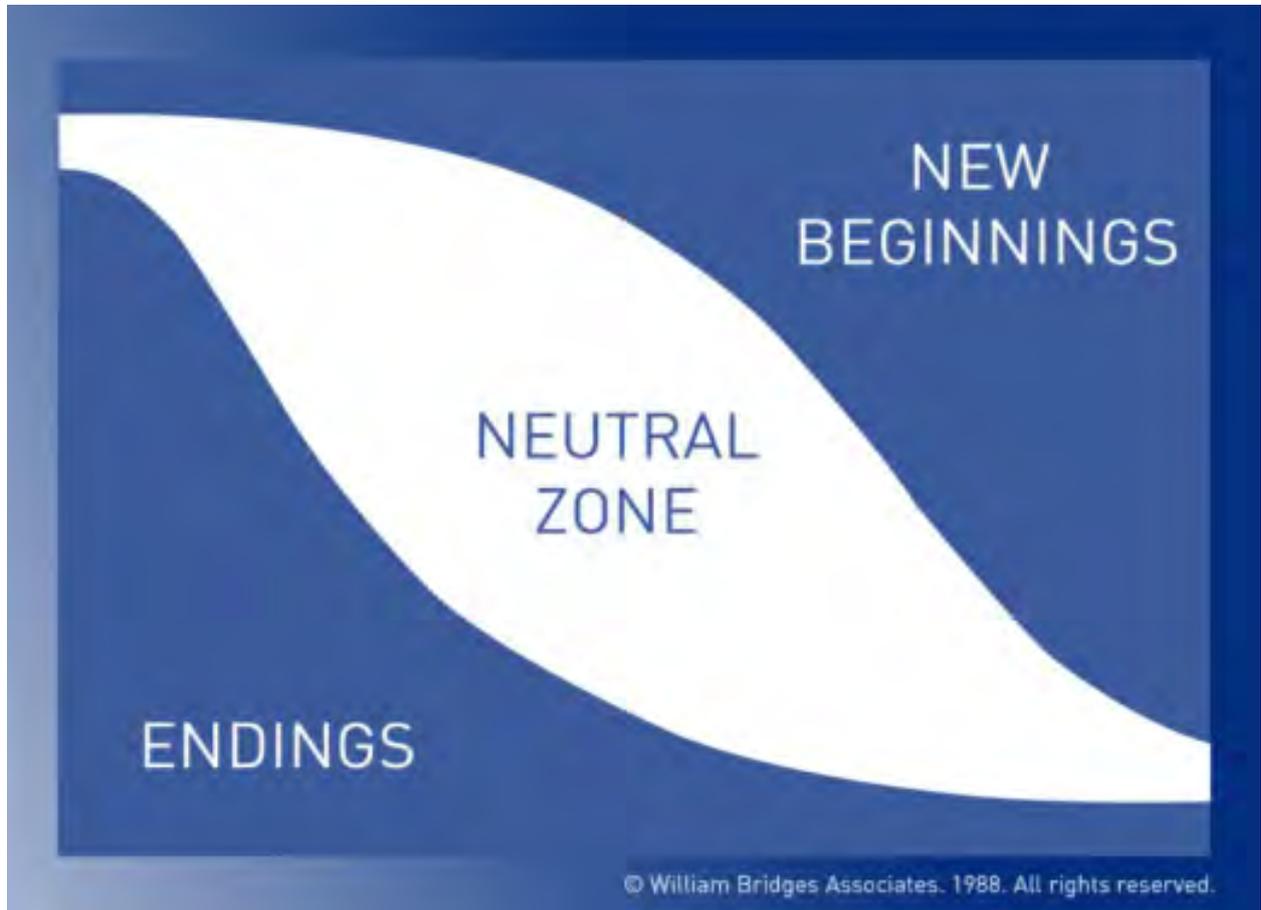
Participants coach each other, in pairs or small groups, to think about how the model relates to their own business experiences. Moderators can help to see how the exercise and Bridge's model are relevant to real-life business situations and get participants to think about the key takeaways.

Learning Activities

As described above.

Additional Materials and Resources

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



Topic 3. Business Agility Model

Learning Outcomes

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

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=tedcomshare.

Think about the timing of Covid-19 and how this has impacted your business or decision making.

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 completed (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 is 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.

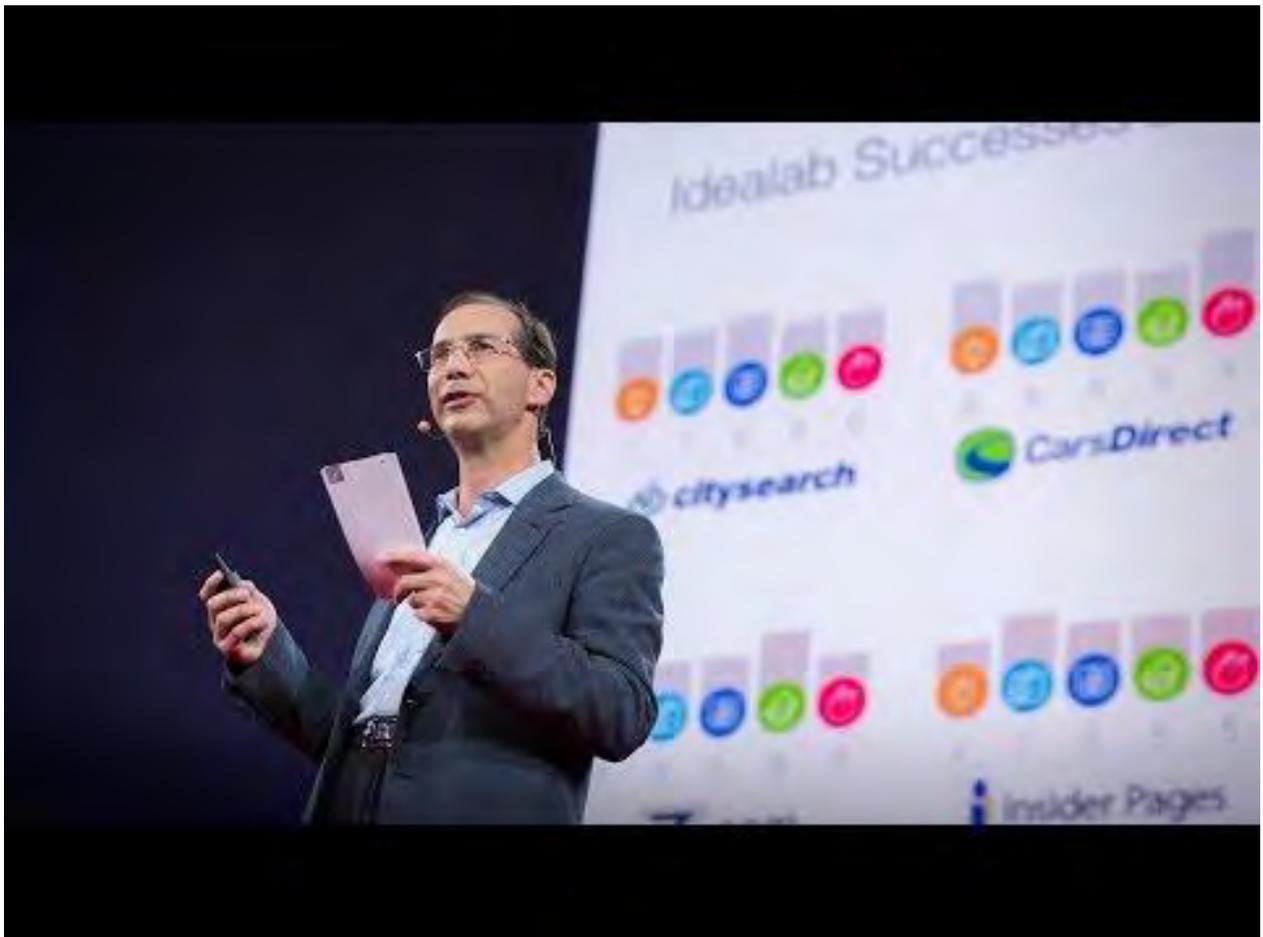
At the end of Module 5 – Please remember to complete your evaluation and feedback form. Thank you.

Learner Notes (Module 5)

Additional Materials and Resources

PowerPoint presentations will support your learning and you will require pens and paper. Activities and feedback forms will be provided.

It should be highlighted that there are also the additional “Circle sessions” that you may be eligible to access and that these smaller peer support group sessions complement the IBL Training Programme.



**Thank you for Participating in the IBL Training Programme
and Good Luck with your business venture.**