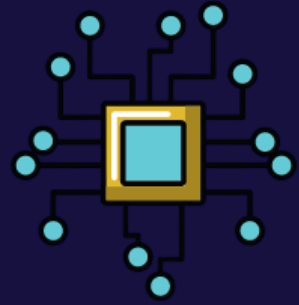




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Entrepreneurial skills



ROMUAS
KILLS
RDUNO
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OUTDATED
RECOVER



C4

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4) Entrepreneurial skills

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I. Theoretical part

1. General consideration

Entrepreneurship requires a unique set of skills including self-determination, self-motivation and perseverance. Whether you've conceptualized a solution to a known problem or you've simply decided to work for yourself, you'll want to establish a business to cement your online presence from the start.

Entrepreneurship is the act of starting a business in the hope of earning a profit. However, our modern perception of entrepreneurship has evolved into recognizing its ability to solve large-scale problems and influence social change. Entrepreneurs may also become thought leaders in their fields, although this isn't necessarily a distinguishing factor of someone in this role, but it can be a natural outcome.

Entrepreneurship also plays an important role in the economic development of our vibrant marketplace. It leads to better standards of living and generates new wealth, as well as increased employment and national income. Entrepreneurs also have the opportunity to help bridge the digital divide, the gap between those with access to internet and those without.

In the 2000s, entrepreneurship was extended from its origins in for-profit businesses to include social entrepreneurship, in which business goals are sought alongside social, environmental or humanitarian goals and even the concept of the political entrepreneurship. Entrepreneurship within an existing firm or large organization has been referred to as intrapreneurship and may include corporate ventures where large entities "spin-off" subsidiary organizations.^[1]

Entrepreneurs are leaders willing to take risk and exercise initiative, taking advantage of market opportunities by planning, organizing and deploying resources,^[2] often by innovating to create new or improving existing products or services.^[3] In the 2000s, the term "entrepreneurship" has been extended to include a specific mindset resulting in entrepreneurial initiatives, e.g. in the form of social entrepreneurship, political entrepreneurship or knowledge entrepreneurship.

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2. Deakins & Freel 2009
3. Johnson, D. P. M. (2005). "A Glossary of Political Economy Terms, 2005". Auburn University. Archived from [the original](#) on 20 July 2014.

2. The characteristics and skills of an entrepreneur

With technological advancements and market demand for new business ideas and innovation, the practice of entrepreneurship is growing rapidly. Today, more and more self-motivated individuals are looking to become fully independent in their professional lives and are aspiring to create their own future.

1. What Are Entrepreneurial Skills?

Entrepreneurial skills are those normally associated with being an entrepreneur, although anyone can develop them.

Being an entrepreneur usually means starting and building your own successful business, but people with entrepreneurial skills can thrive within larger organizations, too.



Many researchers have studied entrepreneurial skills, but found no definitive answers. Some common themes are:

- Personal characteristics.
- Interpersonal skills.
- Critical and creative-thinking skills.
- Practical skills and knowledge.

Regardless of how you define it, entrepreneurship isn't easy.

The following sections examine each skill area in more detail, and look at some of the questions you'll need to ask yourself if you want to become a successful entrepreneur.

2. The Personal Characteristics of an Entrepreneur

Do you have the mindset to be a successful entrepreneur? For example, entrepreneurs tend to be strongly innovative in outlook, and they may take risks that others would avoid.

Examine your own personal characteristics, values and beliefs, and ask yourself these questions:

- **Optimism:** Are you an optimistic thinker? Optimism is an asset, and it will help you through the tough times that many entrepreneurs experience as they find a business model that works for them.
- **Initiative:** Do you have initiative, and instinctively start problem-solving or business-improvement projects?
- **Drive and persistence:** Are you self-motivated and energetic? And are you prepared to work hard, for a very long time, to realize your goals?
- **Risk tolerance:** Are you able to take risks, and make decisions when facts are uncertain?
- **Resilience:** Are you resilient, so that you can pick yourself up when things don't go as planned? And do you learn and grow from your mistakes and failures?

3. Entrepreneurial Interpersonal Skills

As an entrepreneur, you'll likely have to work closely with others – so it's essential that you're able to build good relationships with your team, customers, suppliers, shareholders, investors, and other stakeholders.

Some people are more gifted in this area than others, but you can learn and improve these skills.

The types of interpersonal skills you'll need include:

- **Leadership and motivation:** Can you lead and motivate others to follow you and deliver your vision? And are you able to **delegate** work to other people? As an entrepreneur, you'll have to depend on others to get beyond the early stages of your business – there's just too much to do by yourself!
- **Communication skills:** Are you skilled in all types of communication? You need to be able to communicate well to sell your vision of the future to a wide variety of audiences, including investors, potential clients and team members.



- **Listening:** Do you hear what others are telling you? Your ability to listen and absorb information and opinions can make or break you as an entrepreneur. Make sure that you're skilled at active and **empathic listening** .
- **Personal relationships:** Do you have good "people skills"? Are you self-aware, good at regulating your emotions, and able to respond positively to feedback or criticism?
- **Negotiation:** Are you a strong negotiator? Not only do you need to negotiate favorable prices, but you'll also need to resolve differences between people in a positive, mutually beneficial way.
- **Ethics:** Do you deal with people based on respect, integrity, fairness, and trust? Can you lead ethically? You'll find it difficult to build a happy, productive business if you deal with staff, customers or suppliers in a shabby way.

4. Critical and Creative-Thinking Skills for Entrepreneurs

As an entrepreneur, you need to come up with fresh ideas, and make good decisions about opportunities and potential projects.

Many people think that you're either born creative or you're not. But creativity is a skill that you can develop, and there are many tools available to inspire you.

- **Creative thinking:** Are you able to see situations from a variety of perspectives to generate original ideas?
- **Problem solving:** You'll need sound strategies for solving business problems that will inevitably arise.
- **Recognizing opportunities:** Do you recognize opportunities when they present themselves? Can you spot a trend? And are you able to create a workable plan to take advantage of the opportunities you identify?

5. Practical Entrepreneurial Skills and Knowledge

Entrepreneurs also need solid practical skills and knowledge to produce goods or services effectively, and to run a company.

- **Goal setting:** Setting SMART goals (Specific, Measurable, Achievable, Relevant, and Time-Bound) will focus your efforts and allow you to use your time and resources more effectively.
- **Planning and organizing:** Do you have the talents, skills and abilities necessary to achieve your goals? Can you coordinate people to achieve these efficiently and effectively? Strong project-management skills are important, as are basic organization skills. And you'll need a coherent, well thought-out **business plan** , and the appropriate **financial forecasts** .
- **Decision making:** Your business decisions should be based on good information, evidence, and weighing up the potential consequences. Core decision-making tools include Decision Tree Analysis, Grid Analysis, and **Six Thinking Hats** .

You need knowledge in many different areas when you're starting or running a business, so be prepared for some serious learning!



Be sure to include:

- **Business knowledge:** Ensure that you have a working knowledge of the main functional areas of a business: sales, marketing, finance, and operations. If you can't fulfill all these functions yourself, you'll need to hire others to work with you, and manage them competently.
- **Entrepreneurial knowledge:** How will you fund your business, and how much capital do you need to raise? Finding a business model that works for you can require a long period of experimentation and hard work.
- **Opportunity-Specific Knowledge:** Do you understand the market you're attempting to enter, and do you know what you need to do to bring your product or service to market?
- **Venture-Specific Knowledge:** Do you know what it takes to make this type of business successful? And do you understand the specifics of the business that you want to start?
You can also learn from others who've worked on projects similar to the ones that you're contemplating, or find a mentor – someone else who's been there before and is willing to coach you.

3. Description of the common skills of an entrepreneur

1. Leadership skills

There is no unique way to describe **great leadership skills**. Unsurprisingly, you can find different lists describing the leadership skills one should possess to become a great leader in the workplace. In essence, **leadership skills** are the abilities people have to lead and deliver projects, encourage initiatives, build a sense of common purpose, and empower others.

Leadership skills also include the abilities people have to steer employees toward the achievement of the business goals, inspire them, drive change, and deliver results.



Source: <https://www.thebalancecareers.com/top-leadership-skills-2063782>

2. Team management

While there is no single metric or leadership skill that define a great team manager, there are several defining aspects of a well-working team that showcase strong leadership.

Successful management is when everyone has:

- A clear understanding of their own responsibilities
- A desire to achieve team and organizational goals
- Regular check-ins by managers and supervisors

An excellent manager also makes time to listen to and carry out employee feedback as needed, lead by example—whether that's through showing a good work life balance or getting tasks done on time—and stay transparent on their own work challenges and how they'll solve them.



Source: <https://www.marketing91.com/team-management/>

3. Problem solving

Problem solving is the way by which solutions are developed to remove an obstacle from achieving an ultimate goal. Problems in need of solutions range from basic personal issues of "how do I turn on this appliance?" to more complex topics in the business and academic fields. The former scenario falls into the category of simple problem solving (SPS), whereas the latter is known as complex problem solving (CPS). Simple problems have one issue, while complex problems have multiple obstacles that simultaneously need solutions. ^[1]

1. Frensch, Peter A.; Funke, Joachim, eds. (2014-04-04). *Complex Problem Solving*. doi:10.4324/9781315806723. ISBN 9781315806723.

<https://www.youtube.com/watch?v=kIAE9ML0XLs>

4. Decision making

Decision making is **the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions**. Using a step-by-step decision-making process can help you make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives.

We describe the sequence of steps involved in the decision-making process.

1. **Classifying the problem.** Is it generic? Is it exceptional and unique? Or is it the first manifestation of a new genus for which a rule has yet to be developed?
2. **Defining the problem.** What are we dealing with?
3. **Specifying the answer to the problem.** What are the “boundary conditions”?
4. **Deciding what is “right,” rather than what is acceptable, in order to meet the boundary conditions.** What will fully satisfy the specifications *before* attention is given to the compromises, adaptations, and concessions needed to make the decision acceptable?
5. **Building into the decision the action to carry it out.** What does the action commitment have to be? Who has to know about it?
6. **Testing the validity and effectiveness of the decision against the actual course of events.** How is the decision being carried out? Are the assumptions on which it is based appropriate or obsolete?



Source: https://www.researchgate.net/figure/Decision-making-for-ecosystem-service-management_fig2_313161530

5. Communication skills

Communication skills involve **listening, speaking, observing and empathizing**. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications, like email and social media. The seven C's of communication are a list of principles for written and spoken communications to ensure that they are effective. The seven C's are: **clarity, correctness, conciseness, courtesy, concreteness, consideration and completeness**.



Source: <https://www.thebalancecareers.com/communication-skills-list-2063779>

6. Creativity and innovation

Creativity is the ability to transcend traditional ways of thinking or acting, and to develop new and original ideas, methods or objects.

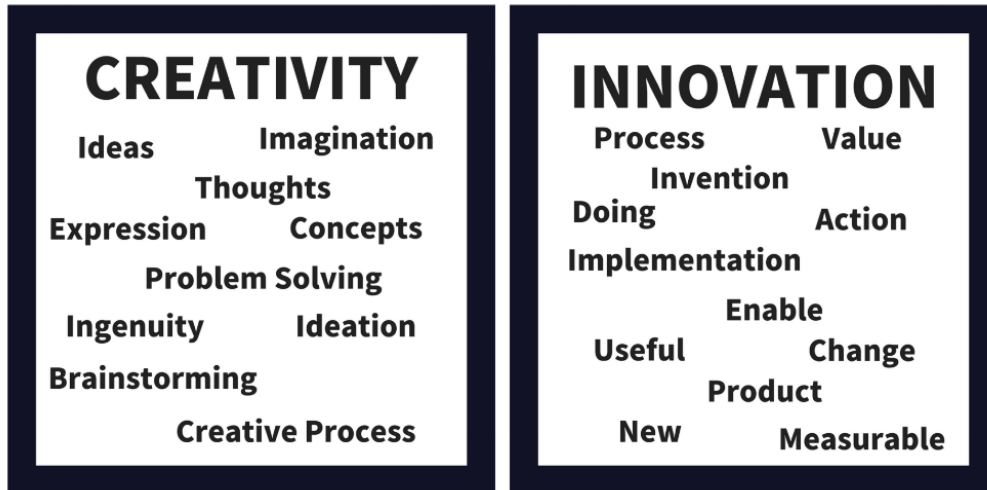
Innovation is the practical implementation of ideas that result in the introduction of new goods or services or improvement in offering goods or services.

Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing.

Creativity begins with a foundation of knowledge, learning a discipline, and mastering a way of thinking. You can learn to be creative by experimenting, exploring, questioning assumptions, using imagination and synthesizing information.

Studies by Clayton M. Christensen and his researchers uncovered The Innovators DNA: Your ability to generate innovative ideas is not merely a function of the mind, but also a function of five key behaviors that optimize your brain for discovery:

1. **Associating:** drawing connections between questions, problems, or ideas from unrelated fields
2. **Questioning:** posing queries that challenge common wisdom
3. **Observing:** scrutinizing the behavior of customers, suppliers, and competitors to identify new ways of doing things
4. **Networking:** meeting people with different ideas and perspectives
5. **Experimenting:** constructing interactive experiences and provoking unorthodox responses to see what insights emerge



Source: <https://weareive.org/what-is-the-difference-between-creativity-and-innovation/>

7. Time management

Time management is **the process of organizing and planning how to divide your time between different activities**. Get it right, and you'll end up working smarter, not harder, to get more done in less time – even when time is tight and pressures are high. The highest achievers manage their time exceptionally well.

<https://www.youtube.com/watch?v=xgp6eELYY1M>

8. Risk management

Risk management is **the process of identifying, assessing and controlling threats to an organization's capital and earnings**. These risks stem from a variety of sources including financial uncertainties, legal liabilities, technology issues, strategic management errors, accidents and natural disasters.

Risk management has perhaps never been more important than it is now. The risks modern organizations face have grown more complex, fueled by the rapid pace of globalization. New risks are constantly emerging, often related to and generated by the now-pervasive use of digital technology. Climate change has been dubbed a "threat multiplier" by risk experts.

<https://www.youtube.com/watch?v=TcKoUe8vRE0>



Source: <https://aipc.ae/risk-management-process/>

4. Is Entrepreneurship Right for You?

Before you proceed with your plan to become an entrepreneur, assess your skills against all of the questions and considerations above. Use a Personal SWOT Analysis to examine your Strengths and Weaknesses, your Opportunities, and the Threats that you may face.

Be honest with yourself about your motivations and the level of commitment you're prepared to give to your project. This could prevent you from making a costly mistake.

As you work through your analysis, you may feel that you're ready to plunge into your exciting new venture. Alternatively, you may decide to wait and further develop your skills. You may even decide that entrepreneurship isn't for you after all.

Becoming an entrepreneur is an important career decision, so avoid the temptation to act impulsively. Do your homework. Reflect on your needs, your objectives, and your financial and personal circumstances. Entrepreneurialism can take a huge amount of time and dedication, so make sure that it feels right.



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II. Interactive methods to develop entrepreneurial skills

Creativity methods are used to find new product ideas. These methods do not seek to find solutions that meet the needs expressed on the market but seek to anticipate the evolution of consumer needs.

Creativity methods can be divided into two categories: methods intuitive and rational methods.

Along with these methods we can add: The Delphi Group Method, the 6 Thinking Hats Method, The Lotus Technique (water lily flower), The Interdependent Groups Method (Mosaic), The Pyramid Method, Star bursting (stellar explosion), etc.

Intuitive methods are based on the idea that a group of individuals is much more creative than each individual working separately. Emphasis is placed on the synergistic effect resulting from the interaction between group members. Through these methods, the imagination and intuition of the people who participate in the creativity sessions are harnessed.

Rational methods involve the search for new product ideas, starting from the systematic analysis of existing products. A number of aspects can be taken into account in the analysis process, such as: the characteristics of the existing products, their behavior in consumption, methods of use, consumption situations, etc.

2.1 Are you ready to be an entrepreneur?

Preparation: 15 minutes

Duration: 40 minutes

Group size: 5-30 people

Age: 16+

Tags: entrepreneurship, self-evaluation

When is it used?

- assess the personal qualities/skills needed to become an entrepreneur

Materials:

- printed sheets with the entrepreneurial quotient test and the results
- pens and markers
- the printed explanations for the quiz
- flipchart sheet

How?

Preparation:

- Print the questionnaire for establishing the entrepreneurship quotient, adapted from Start Your Own Business, Sixth Edition: The Only Startup Book You'll Ever Need; the test was originally created by Northwestern Mutual Life insurance. You will need a copy of the test for each participant.
- Briefly read the presentation of the questionnaire in the same appendix

Presentation:

1. Ask the participants what, from their point of view, are the most important qualities of an entrepreneur. Write on a flipchart the things they mentioned. You can use a well-known entrepreneur in your community so that participants can have a real person in mind when thinking about specific qualities/skills.

2. Once the brainstorming session is over, introduce the idea to the participants that entrepreneurial skills can be tested and that during this exercise they can test their own entrepreneurship quotient.
3. Give each participant a printed questionnaire and give them 15-20 minutes to answer the questions.
4. After everyone has finished completing the questionnaire, give each participant a printed sheet with the results of the questionnaire. Help participants rate their questionnaire accordingly by taking each question in turn. At the same time, it explains for each question why some answers are more "entrepreneurial" than others
5. Recap the most important skills people should develop to be successful entrepreneurs. Write down the new skills on the flipchart you used originally.
6. Remind the participants of the following: the fact that they have these qualities / skills, does not automatically mean that they will be successful in their business; also, someone who does not have these qualities/skills at the moment, in order to be successful can develop these skills over time; and in one case and another, it takes a lot of work to develop a business, skills alone are not enough.

Follow-up questions:

Now that you know what your entrepreneurship quotient is and if you are thinking of becoming an entrepreneur, what do you think are your skills that you can already rely on that will help you grow your business?

What skills do you need to develop and how do you plan to do this?

<https://www.youtube.com/watch?v=LjilQu2xM8>



Source: 21stcenturyeducation.edu.pk/course/entrepreneurship/



Appendix

Test your entrepreneurship quotient!

Adapted from Start Your Own Business, Sixth Edition: The Only Startup Book You'll Ever Need, by Inc the Staff of Entrepreneur Media; the test was originally developed by Northwestern Mutual Life insurance.

Before taking this test, remember: even if you have a high entrepreneurship quotient, it does not automatically mean that your business will be successful, but that you have the qualities/skills to be successful in a business that you need to work for much to develop it.

Don't think too much when answering the questions. Choose the first answer that comes to mind when you think of yourself. Start the test!

Answer the following questions with "YES" or "NO" and add up your score, as indicated in the section at the end of the test, to find out what your entrepreneurship quotient is.

YES NO

- ___ ___ 1. Are you one of the top students in your school?
- ___ ___ 2. Do you enjoy participating in group activities such as clubs or team sports?
- ___ ___ 3. Do you prefer to be alone?
- ___ ___ 4. Have you run for student council or started small business ventures, such as a lemonade stand, a class/family newspaper, or a card sale?
- ___ ___ 5. Are you stubborn?
- ___ ___ 6. Are you cautious?
- ___ ___ 7. Are you bold or adventurous?
- ___ ___ 8. Do other people's opinions matter a lot to you?
- ___ ___ 9. Would you start your own business just to escape your daily routine?
- ___ ___ 10. Even if you like to work, would you be willing to work overnight?
- ___ ___ 11. Are you willing to work no matter how long, even if you have had little or no sleep, to complete a project?
- ___ ___ 12. After successfully completing a project, do you start another right after?
- ___ ___ 13. Are you willing to use your savings to start a business?
- ___ ___ 14. Would you be willing to borrow money from someone else?
- ___ ___ 15. If your business failed, would you immediately start a new one?
- ___ ___ 16. Or would you start looking for a job with a regular salary?
- ___ ___ 17. Do you think it is risky to be an entrepreneur?
- ___ ___ 18. Do you write down your short-term or long-term goals?
- ___ ___ 19. Do you think you have the ability to manage your money well?
- ___ ___ 20. Do you get bored easily?
- ___ ___ 21. Are you optimistic?

**How to calculate your score:**

1. If yes, subtract 4 points; if not, add 4.
2. If yes, subtract 1 point; if not, add 1.
3. If yes, collect 1 point; if not, subtract 1 .
4. If yes, collect 2 points; if not, subtract 2.
5. If yes, collect 1 point; if not, subtract 1.
6. If yes, subtract 4 points; if not, add 4.
7. If yes, collect 4 points; if not, you get no points.
8. If yes, subtract 1 point; if not, add 1.
9. If yes, add 2 points; if not, subtract 2.
10. If yes, add 2 points; if not, subtract 6.
11. If yes, collect 4 points; if not, you get no points.
12. If yes, collect 2 points; if not, subtract 2.
13. If yes, collect 2 points; if not, subtract 2.
14. If yes, collect 2 points; if not, subtract 2.
15. If yes, collect 4 points; if not, subtract 4.
16. If yes, subtract 1 point; if not, you get no points.
17. If yes, subtract 2 points; if not, add 2.
18. If yes, collect 1 point; if not, subtract 1.
19. If yes, collect 2 points; if not, subtract 2.
20. If yes, add 2 points; if not, subtract 2.
21. If 2, add 2 points; if not, subtract 2.

Test results

- A score of 35 points or more: Everything is going well for you. You have the potential to achieve spectacular entrepreneurial success.
- A score between 15 and 34: Your background, skills and talent give you an excellent chance to succeed in your business. You should go far.
- A score between 0 and 14: You have a good start in the ability and/or experience to run a business, and should be successful in starting one if you learn how to run it.
- A score between -15 to -1: You could succeed if you ventured out on your own, but you may need to work extra to compensate for the lack of advantages and skills that give entrepreneurs an edge when they start the business
- A score between -16 to -43: You probably have other talents than this one. You should think about whether building a business is what you really want to do, because you may find yourself swimming against the tide. Working in a company or for someone else, developing a career in a profession or gaining expertise in a technical field would be far more suitable for you and would allow you to enjoy a more fulfilling lifestyle. suitable for your skills and interests.

Interpretation:

If your score is high, it does not necessarily mean that you will be successful in your business, but that you have the necessary qualities to be successful in the business you started. If your score is low, it doesn't mean you won't succeed. There are other factors to consider before taking this step.



2.2. Start your business with a paper clip

Preparation: 30 minutes

Duration: 45 minutes

Group size: 5-20 people

Age: 16+

Tags: entrepreneurship, creativity, alternative use, innovative thinking, "think out of the box"

When is it used?

- assessment of creativity potential;
- improvement of "out of the box" thinking / thinking skills;
- understanding how creativity and innovation help grow your business.

Materials:

- pens, post-its, flipchart sheets, markers, paper clips

How?

Preparation:

- Read the brief overview of the alternative uses test in the FACTS BOX.

Presentation:

1. Start the discussion by asking the participants for their definition of 'creativity' and write their answers on a flip chart.
2. Then ask them what are the main things / aspects that a person should have to be considered creative. Write these answers on the flipchart as well.
3. Give each participant a paper clip and lots of post-its, then give them 3 minutes to think of as many possible alternatives to using the paper clip. For each idea, they should use a different post-it.
4. Then ask the participants to stick post-its on the flipchart as they present them. Ask them to stick on the flipchart only the new ideas, the ones that have not been mentioned before.
5. After all the ideas are on the flipchart, divide the ideas on the post-its with the help of the participants into three categories:
 - Use the paperclip as it is;
 - Change the design of the paper clip;
 - Adds an object to the paperclip, creating another object.

Moreover, analyze the ideas together with the participants from the following perspectives:

- Fluency (how many uses each participant found compared to the total number of uses found by the group);
 - Originality (how unusual is the idea);
 - Flexibility (how many different sectors they cover with the ideas; for example, if someone mentions the idea of using paperclips as earrings but also as a necklace, then that person has only covered one sector – jewellery/accessories) ;
 - Elaboration (how detailed the ideas were).
6. Ask participants how they came up with those ideas, and then introduce them to the idea that creativity can be trained through daily exercises like this one.
 7. Now ask the participants why creativity might be important for a business. Based on their answers, explain to them that it is not enough to be creative, to think "out of the box", and that it is important to be able to apply creativity to solve problems in the community, to meet the

needs of potential customers or business opportunities. Thus, creative ideas must be put into practice through innovation.

Follow-up questions:

Ask participants to say what happened once they saw other people's ideas about how to use a paper clip. Have they found any other ideas?

Ask them how many alternative uses they found before they really got creative with using a paper clip? What does that tell them? Help them learn that it is very important to accept challenges and that good ideas come later rather than early in the process.

FACTS BOX

Alternative Uses Test

Developed by J.P. Guilford in 1967, the Alternative Uses Task Test asks you to find as many uses as possible for an object, such as a brick, a shoe, a paper clip, etc., in a short period of time (usually between 2 and 5 minutes).

The test measures a person's divergent thinking skills. This contrasts with traditional tests that focus on convergent thinking, that is, a person's ability to find a single, "correct" solution to a problem. This test encourages people to come up with multiple solutions to a problem.

In various studies, the test showed that participants who found many ideas at a given time had much more creative answers, and the ideas offered at the beginning, among the first, were less creative compared to those in the second part of the list of ideas. In other words, creativity improves with practice and persistence.

The test evaluation includes four elements:

1. Fluency - how many uses a person can find;
2. Originality - how unusual the ideas are, a kind of proof of different thinking;
3. Flexibility – the variety of ideas, from various sectors or categories;
4. Elaboration - how detailed the ideas are described.

This test can be used every day, starting from various objects, as a tool for developing creativity.

<https://www.youtube.com/watch?v=yjYrxcGSWX4>

<https://www.youtube.com/watch?v=tTtjETjGDFY>



<https://www.alamy.com/stock-photo-creative-creativity-innovation-design-vision-concept-126130669.html>



2.3. Business Model Canvas – Plan your business in one page!

Preparation: 60 minutes

Duration: 90 minutes

Group size: 5-30 people

Age of participants: 16+

Tags: entrepreneurship, planning, business plan

When is it used?

- developing a business idea into a real plan, ready to be put into practice
- planning projects involving different types of clients and stakeholders

Materials:

flipchart sheets, post-it notes – of several colors, markers, video projector and laptop
Preparation:
Watch the short video presentation about the business model canvas here:
<https://www.youtube.com/watch?v=QoAOzMTLP5s;>

- Prepare a flipchart sheet, using the business model canvas available at this link:
[https://templatelab.com/business-model-templates/;](https://templatelab.com/business-model-templates/)
- Using multi-colored post-its, prepare the presentation of the project / business idea (choose a simple idea, maybe even familiar to the participants), following the nine sections in the canvas; use at least two types of customers so people understand how customers can become key partners or provide key resources to the project when another customer segment is discussed.

Presentation:

1. Ask the participants what are the main elements of any project (objectives, purpose, problem, beneficiaries, activities, methodology, estimated results, budget, etc.) or of any business idea (products, customers, distribution channels, prices, costs, promotion etc.).
2. It presents the business model canvas as a tool that has all the components of a project / business idea on a single page.
3. Exemplify the use of the business model canvas with the project / business idea you prepared before the workshop. It shows how the model works for at least two different customer segments. Show them how the nine elements are related to each other: customers / customer segments, examples of customer value (products / services), customer relationship, communication channels, revenue streams, key activities, key resources, key partners and cost structure.
4. Divide the participants into groups of five and give each a flipchart.
5. Ask each group to prepare a business model canvas on a flipchart sheet.
6. Ask each group to come up with a project idea that they would like to implement in their community / their school / their neighborhood and prepare a presentation of the project using the business model canvas.
7. Each group has between five and seven minutes to present their project.
8. Give feedback on every project idea. Don't focus on the idea of the project, but on how the project was planned using the business canvas model.

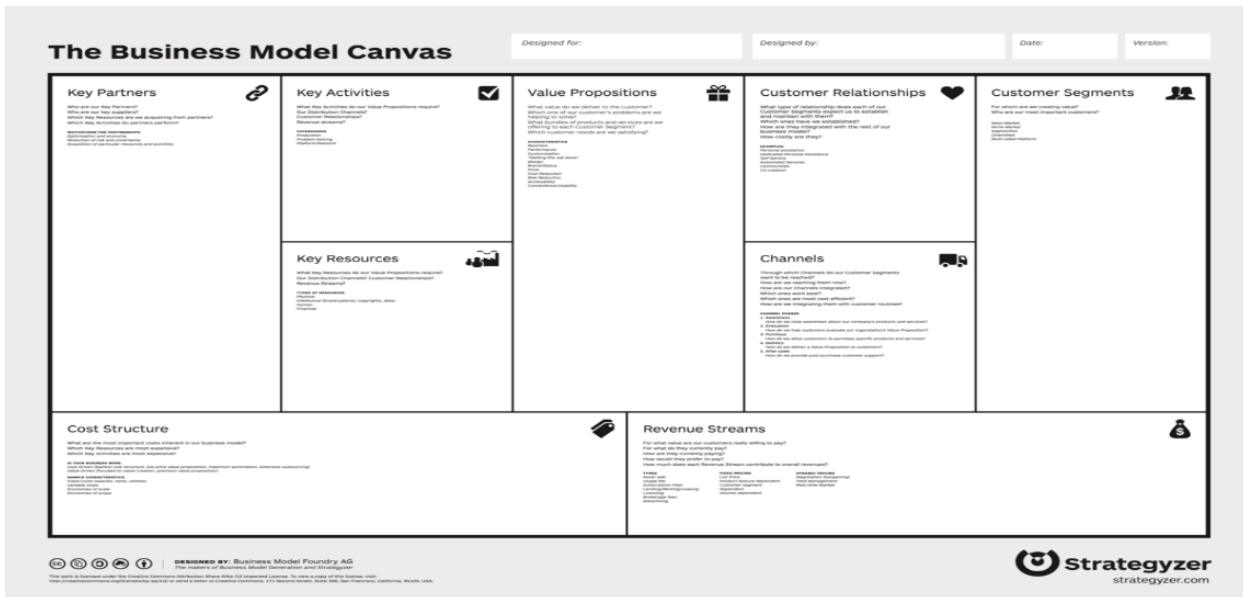
Follow-up questions:

How did the project idea develop / change during the exercise?

What are the new aspects / ideas or new questions related to the project, generated with the use of the business model canvas?

What can you say about the sustainability of your project, looking at the business model you have developed?

<https://www.youtube.com/watch?v=I8nwNcCfyig>



Source: https://en.wikipedia.org/wiki/Business_Model_Canvas

2.4. Run your organization in style

Preparation: 25 minutes

Duration: 45 minutes

Group size: 15 people

Age: 16+

Tags: entrepreneurship, leadership, leadership styles

When is it used?

- learning and understanding different leadership styles
- understanding the advantages and disadvantages of each leadership style

Materials: flipchart sheets, markers

How?

Preparation:

- Print the three scenarios with the three types of leaders (democratic leader, autocratic leader and laissez-faire leader) from the appendix.

Presentation:

1. Divide the participants into three groups and select one person from each group to be designated as leader.
2. Give each leader (but NOT the groups) one of the three scenarios in the appendix.
3. While the three leaders are reading their script, give each group a flipchart and markers and tell them they will receive instructions from their leaders.
4. Now let the groups be led by the leaders and solve the requirement in about 15 minutes.
5. Each group must present its decisions and the results of the group activity.

Follow-up questions:

What behaviors have you identified in your leaders? What about "followers"?

How did you feel as a leader or team member during the role play?

How effective was each leader-led meeting?

What were the advantages and disadvantages of each meeting determined by the leadership style?

<https://www.youtube.com/watch?v=2IEp4TVpxgA>





Appendix

Scenario A

You are a manager in a company with 250 employees. Top management asks you to make suggestions for organizing the annual party. The purpose of the party is to celebrate the good results of the company to which all employees have contributed, so you need to offer a wide variety of activities in your proposal. You have planned a brief meeting with your team. In the next 15 minutes you have to collect as many ideas as possible and come up with a plan for the party.

At the end of the meeting, one person will be nominated to present the results and answer questions.

Summary:

- Objective of the meeting: create an activity plan for the party.
- Duration: 15 minutes.
- Logistics: the plan will be written on a flip-chart sheet.
- One person will be nominated to present the results.

Try to follow the following behaviors well:

- You prepare carefully and take notes on the basic ideas you want to bring to the meeting.
- You are the only one who knows what is good for the team.
- You lead the discussion; gives orders to others about what needs to be done.
- Immediately assign tasks to each team member.
- Influence and dominate the discussion down to the last detail.
- You talk the most.
- You don't have to ask questions and listen; stop the conversation immediately if you feel it is unnecessary.
- Interrupt others often.
- Criticize and praise directly, openly.
- Do not ask team members to present their ideas or suggestions.
- You expect excellent results and judge your subordinates, considering yourself the best.
- After all, you already have the plan for the party and you just have to explain it to your subordinates.
- You must present the results.

Scenario B

You are a manager in a company with 250 employees. Top management asks you to make suggestions for organizing the annual party. The purpose of the party is to celebrate the good results of the company to which all employees have contributed, so you need to offer a wide variety of activities in your proposal. You have planned a brief meeting with your team. In the next 15 minutes you have to collect as many ideas as possible and come up with a plan for the party.

At the end of the meeting, one person will be nominated to present the results and answer questions.

Summary:

- Objective of the meeting: create an activity plan for the party.
- Duration: 15 minutes.
- Logistics: the plan will be written on a flip-chart sheet.



- One person will be nominated to present the results.

Try to follow the following behaviors well:

- From the very beginning, you inform your team about the objectives of the meeting, what is expected to be achieved at the end and how to discuss it.
- Reach an understanding regarding the organization of the meeting and individual tasks.
- Ask team members to make specific suggestions and encourage everyone to be active.
- Ask questions for support and encouragement; listen carefully.
- You involve your colleagues in decision-making.
- You explain your own opinions to them and do not impose them.
- You involve the quietest and encourage everyone to contribute.
- Do not force anything, but support activities for all employees.
- Controls the discussion only when necessary and supports individual initiatives or leadership of the meeting by team members.

Scenario C

You are a manager in a company with 250 employees. Top management asks you to make suggestions for organizing the annual party. The purpose of the party is to celebrate the good results of the company to which all employees have contributed, so you need to offer a wide variety of activities in your proposal. You have planned a brief meeting with your team. In the next 15 minutes you have to collect as many ideas as possible and come up with a plan for the party.

At the end of the meeting, one person will be nominated to present the results and answer questions.

Summary:

- Objective of the meeting: create an activity plan for the party.
- Duration: 15 minutes.
- Logistics: the plan will be written on a flip-chart sheet.
- One person will be nominated to present the results.

Try to follow the following behaviors well:

- Begin by briefly informing your subordinates about the objectives of the meeting; without giving too many details; ask them to start working.
- Be more of an observer.
- Let them talk to each other and don't interfere.
- You are sure they are able to handle it without you getting involved.
- Do not express your opinions.
- Do not participate in discussions and avoid eye contact.
- Wait for questions to be addressed directly to you.
- Answer the questions with other questions or just ask them - "But what do you think?".
- Do not criticize, do not praise.
- You have a neutral role; you are not the team leader.
- Another person should present the answers.

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