

Unit 3. The entrepreneurial coach takes initiative for their own work

Component : Deciding and initiating action	"Deciding and initiating action" Behaviours:
The entrepreneurial coach timely and clearly takes the necessary (even if difficult) decisions. He/she takes, if necessary, measured risks and initiate independently the necessary actions and activities. He/she shows confidence in their own decisions and choices and therefore also takes responsibility.	<p>Initiates activities to carry out his/her ideas or get them supported for and make them available for his/her plans, taking responsibility for his/her ideas / initiatives / plans</p> <p>Determines in consultations with others (work) tasks and activities also for others.</p>
"Deciding and initiating action" Knowledge	"Deciding and initiating action" Skills
<p>K1. Has knowledge of the steps needed to be taken in a decision-making process that enables he/she to make responsible choices;</p> <p>K2. Has broad specialized knowledge about reflection techniques that enables the he/she to analyze his/her strengths and weaknesses with regard to decision-making (results, perseverance, pro-activity, etc.) and his/her own stress management;</p> <p>K3. Has detailed knowledge of the professional field in which he/she is working and has understanding of a limited set of basic theories, principles and concepts that are important for his/her work as an entrepreneurial coach regarding to entrepreneurship and intrapreneurial behavior.</p>	<p>S1.1 Understands the needs and priorities of his/her clients and the organization and tries to balance this. He/she determines the priorities in his/her work as an entrepreneurial coach. He/she distinguishes main issues and details;</p> <p>S2.1 Sees the effects of his/her own behavior in decision-making processes in comparison with the intention of that behavior. Separates what really happened from his/her own interpretations;</p> <p>S2.2 Motivates decisions. Knows why he/she chooses a particular position. The entrepreneurial coach can clearly explain his/her choices to others;</p> <p>S2.3 Is results driven; Keeps the goal in mind. He/she is not distracted by obstacles and problems, and if there are, he/she knows to how to solve these.</p>
"Deciding and initiating action" Exercises :	U3-E1, U3-E2, U3-E3, U3-E4, U3-E5
Component : Persuading and influencing	"Persuading and influencing" Behaviours
The entrepreneurial coach gives a strong positive impression when having contacts with people. He/she is active on generating ideas and opinions and knows how to argue them. He/she is able to firmly steer a discussion of negotiation. He/she strives for consensus on the outcomes.	<p>Finds others enthusiastic for his/her ideas, plans and initiatives:</p> <ul style="list-style-type: none"> • Remains positive and persists when facing difficulties.
"Persuading and influencing" Knowledge	"Persuading and influencing" Skills
<p>K1. Has broad specialized knowledge and understanding of social influence strategies that help he/she to carry out his/her plans and ideas;</p> <p>K2. Has broad specialized knowledge about interview techniques that enables he/she to argue in an effective manner;</p> <p>K3. Has broad specialized knowledge and understanding of emotional intelligence.</p>	<p>S1.1 Adjusts his/her communication to the target group;</p> <p>S1.2 Expresses his/her own opinions, facts and arguments and use this skill when negotiating new ideas and plans.</p>

"Persuading and influencing" Exercises :	U3-E1, U3-E6, U3-E8, U3-E14
Component : Showing passion and ambition	"Showing passion and ambition" Behaviours
The entrepreneurial coach seeks challenges, duties and responsibilities. He/she wants to achieve success and / or to come and put more into it.	Picks up tasks immediately with enthusiasm and a lot of energy: <ul style="list-style-type: none"> Shows a strong sense of helpfulness; Picks situations up with enthusiasm and perseverance.
"Showing passion and ambition" Knowledge	"Showing passion and ambition" Skills
K1. Has broad specialized knowledge about reflection techniques that enables he/she to analyze his/her own motives and ambitions.	S1.1 Sets himself/herself ambitious targets, i.e. targets that are feasible, but which also requests hard work; S1.2 Looks for new ways to achieve the goals: a nice, new audience, a product innovation, even if it is outside his comfort zone.
"Showing passion and ambition" Exercises :	U3-E1, U3-E7, U3-E8, U3-E9, U3-E13
Component : Planning and organizing	"Planning and organizing" Behaviours
The entrepreneurial coach formulates for his/her work specific and challenging goals and priorities. He/she plans and organizes activities efficiently and effectively. Herewith he/she knows how to control people and other resources and guarded closely the goals and deadlines.	Monitors the progress of own work and of others and discusses this with relevant people: <ul style="list-style-type: none"> Ensures that relevant information is continuously available, collects it, and performs the necessary assistance. Takes action where necessary to avoid possible problems.
"Planning and organizing" Knowledge	"Planning and organizing" Skills
K1. Has knowledge and understanding of time management techniques and tools (eg RET); K2. Has detailed knowledge of the professional field in which he/she is working and has understanding of a limited set of basic theories, principles and concepts that are important for his/her work as an entrepreneurial coach regarding entrepreneurship and intrapreneurial behavior.	S1.1 Sets priorities when implementing activities as an entrepreneurial coach and knows how to translate these priorities into concrete actions; S2.1 Involves others in his/her plans; creates support and understands the needs and priorities of others (clients and organisations) when planning and organizing his/her work.
"Planning and organizing" Exercises :	U3-E4, U3-E8, U3-E10, U3-E11, U3-E12, U3-E13

Exercise U3-E1		Get knotted!	
Short description of the exercise	In a circle, participants connect hands with two others participants in the group to form the human knot. As a team they must then try to unravel the "human knot" by untangling themselves whilst staying connected to each other at all times.		
Implementation	√	Offline	
Components		Deciding and initiating action	
		Persuading and influencing	
		Showing passion and ambition	
Learning objectives	<ul style="list-style-type: none"> • Initiates activities • Determines in consultation with others work tasks and activities also for others • Expresses his/her own opinions, facts and arguments and uses this skill when negotiating new ideas and plans • Works with others towards a common goal • Picks up tasks immediately with enthusiasm, energy and perseverance 		

Intrapreneurship or entrepreneurship

When you carry out this exercise you can emphasize both entrepreneurship and intrapreneurship. This depends on your participants and their needs and interests. Make sure that the topic of the discussion is relevant to them. When participants predominantly run their own companies, you can put the emphasis of the discussion on entrepreneurship. If the purpose of the training contributes to the development of soft skills in order to create a more enterprising attitude, lay the accent of the exercise than on intrapreneurship.

Exercise U3:E1 How to implement		
Implement this exercise in a room that has enough space for participants to stand in a circle. Group size should be 6 or 8 participants – it has to be an even number to work!		
Time	Steps	Equipment
	<p>Explain the exercise. In a circle, participants connect hands with two others participants in the group to form the human knot. As a team they must then try to unravel the "human knot" by untangling themselves whilst staying connected to each other at all times.</p> <p>This video helps to understand : https://www.youtube.com/watch?v=KahMCA0bR7s.</p>	

2 mins	<p>Ask the group to form a circle.</p> <ol style="list-style-type: none"> 1. Tell them to put their RIGHT hand up in the air, and then grab the hand of someone across the circle from them. 2. Then repeat this with the LEFT hand, ensuring they grab a different person's hand. 3. Check to make sure that everyone is holding the hands of two different people and they are not holding hands with someone either side of them. 	
15 min	<p>They must now try to untangle themselves to form a circle without breaking the chain of hands.</p> <p>Tell participants to take their time in order to limit injuries. Ask the group not to tug or pull on each other and spot participants as they pass over other participants.</p> <p>If the chain of hands is broken at any point, they must then start over again.</p>	
5 min	<p>Evaluation on the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.</p>	

Exercise U3-E2		Forced Choice	
Short description of the exercise	This exercise will help participants recognise the effects of personal values, peer pressure and types of decision making when making a choice.		
Implementation	√	Offline	
Components		Deciding and initiating action	
Learning objectives		<ul style="list-style-type: none"> Sees the effects of his/her own behavior in decision making processes in comparison with the intention of that behavior. Separates what really happened from his/her own interpretations. 	

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Exercise U3:E2 How to implement		
Implement this exercise in a room where the tables and chairs can be moved so there is enough space for participants to stand in the middle.		
Time	Steps	Equipment
	<p>Introduce subject of choices and decision making. Chocolate or strawberry? Life or death? We make a ton of quick decisions unconsciously. But is this the best way to decide?</p> <p><i>Life is all about choices. On every journey you take, you face choices. At every fork in the road, you make a choice. And it is those decisions that shape our lives.</i></p> <p><i>Mike DeWine</i></p>	<p>Sign saying "Agree"</p> <p>Sign saying "Disagree"</p>
2 min	<p>Place signs in each corner of the room to designate two different choices: Agree or Disagree.</p> <p>Ask the participants to stand in the middle of the room. Read this statement:</p> <p><i>Women are generally more sensitive than men</i></p> <p>Each person is then to choose a corner of the room that represents their choice. NOTE: It is important that they make their choices with NO talking.</p>	

5 min	<p>Repeat, using the following statements, each time having the participants choose the corner of the room that best fits their choice of each statement. NO talking allowed.</p> <p>If I knew someone had done something illegal, I would report them to the police</p> <p>Men are better at sports than women.</p> <p>Adults don't give children enough respect.</p> <p>Scientists should not be allowed to carry out experiments on animals.</p> <p>People are judged by the clothes that they wear.</p> <p>It is better to give than to receive.</p> <p>It is necessary to have a good education to make it in life.</p> <p>I never make assumptions.</p> <p>I am always right.</p>	
10 min	<p>Evaluation on the exercise. Ask the following questions:</p> <ol style="list-style-type: none"> 1. Looking at the two signs, which choice is not represented here? (Answer: I don't know/care) 2. How did it feel when you were forced to make a decision? 3. Did you always go to the same corner as other people or was the choice your own? 4. Did you feel any pressure from the others to select a particular corner? 6. Did anyone make a decision that was different from everyone else? How did that feel? 	

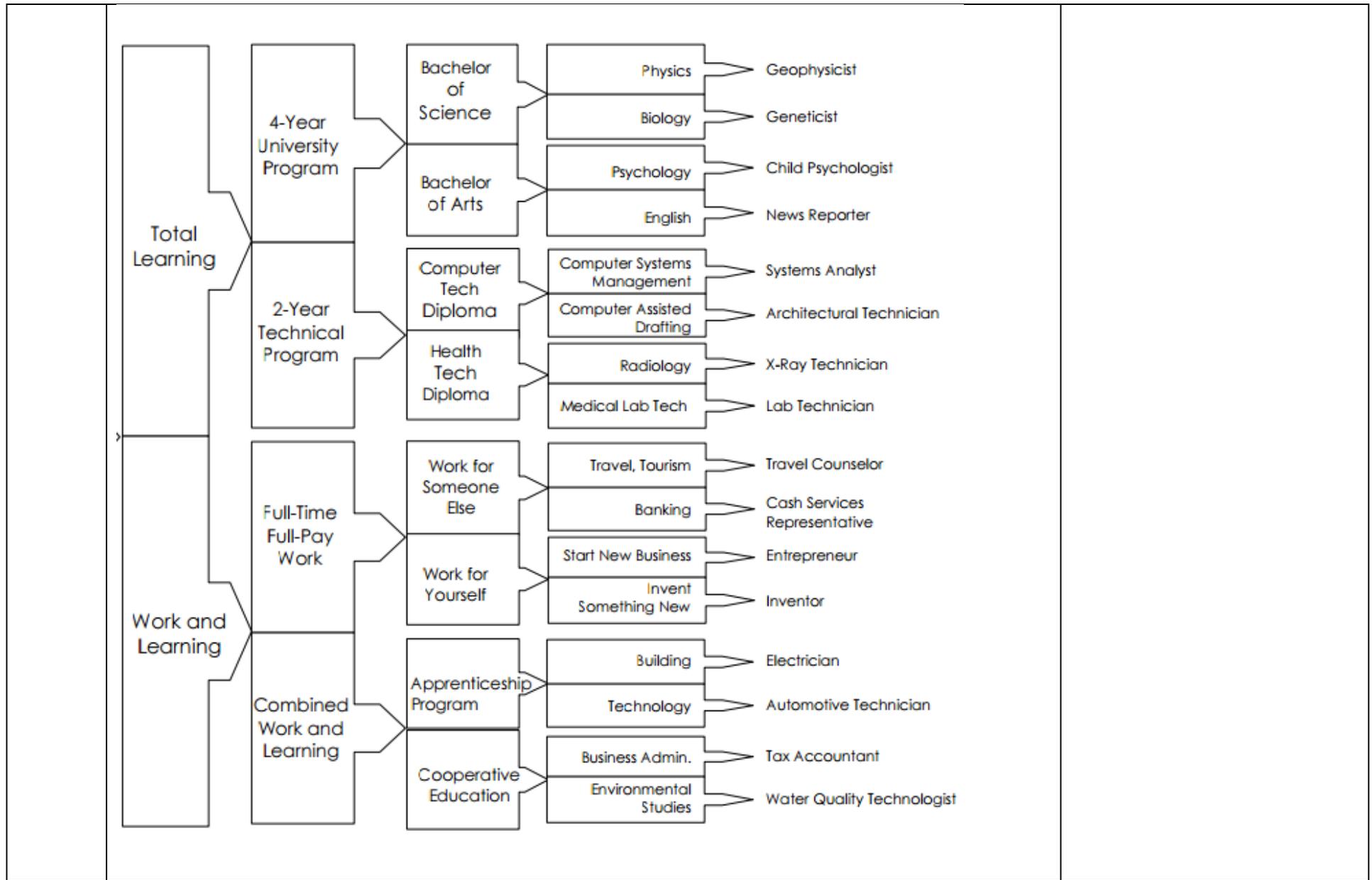
Exercise U3-E3		Paths of life	
Short description of the exercise	This exercise introduces participants to two types of decision making: snap decisions and responsible decisions.		
Implementation	√	Offline	
	√	Online	
Components		Deciding and initiating action	
Learning objectives		<ul style="list-style-type: none"> Has knowledge of the steps needed to be taken in a decision-making process that enables him/her to make responsible choices 	

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Exercise U3:E3 How to implement		
Implement this exercise in a room where chairs can be set in pairs.		
Time	Steps	Equipment
	Introduce subject. In life we each follow different paths, based on the particular choices we make. Every path has a number of 'decision points' – places where we have to make a choice. Each choice has an impact upon our future path. We are going to explore the role of snap decisions.	Path of life choices script and diagram
5 min	Give each participant a copy of the path of life choices script and diagram, and ask them to get into pairs. Ask them to work quickly through the choices; read the script and decide in less than five seconds – make a snap decision. Record their choice on the diagram. They will end up with one of 16 different jobs, based on their decisions.	
10 min	Explain that responsible decisions are made using the following steps, and write on a flipchart : <ol style="list-style-type: none"> 1. Identify choices 2. What's best for you now? 3. Consider others – not only me 4. Consider your future – not only now 	

	<p>5. Make a choice and go for it</p> <p>Now ask participants to review their choices using these steps. Would they change any of them? Were they happy with the job that their choices led them to? Discuss in pairs.</p>	
5 min	<p>Evaluation on the exercise; how did the participants experience the exercise?</p> <p>What did they learn? How will this help them back in the workplace? Focus is especially on the learning objectives of the exercise.</p>	



	<p style="text-align: center;">PATH OF LIFE SCRIPT</p> <p>You have just graduated from high school. You have two choices: to take a learning path that has a total learning focus (no income), or a learning path than places an equal focus on work and learning (some income). Which do you choose?</p> <p>TOTAL LEARNING PATH :</p> <p>You have a choice. You can elect to take a four-year university program leading to a degree, or you can choose a two-year technical school programme leading to a diploma.</p> <p>If four year university focus :</p> <p>You have a choice. You can elect to take a bachelor of science degree (for example, physics, chemistry, biology, math) or a bachelor of arts degree (for example, English, history, geography, political science, psychology).</p> <ol style="list-style-type: none"> 1. Bachelor of Science Degree : You have a choice. You can pursue your science degree in physics or in biology. Which do you prefer? 2. Bachelor of Arts Degree : You have a choice. You can get your Bachelor of Arts degree in psychology or in English. Which do you prefer? <p>If two year technical programme :</p> <p>You have a choice. You can elect to take a computer tech diploma programme or a health tech diploma programme.</p> <ol style="list-style-type: none"> 1. Computer Tech Programme : You have a choice. You can get your diploma in computer systems management or computer-assisted drafting. Which do you prefer? 2. Health Tech Programme : You have a choice. You can get your diploma in radiology or you can become qualified in medical laboratory technology. Which do you prefer? <p>WORK AND LEARNING PATH:</p>	

You have a choice. You can elect full-time full pay work – getting your education from what you learn in day-to-day life – or you can choose to take an educational program where you combine paid work with non-paid learning.

If full-time full-paid work :

You have a choice. You can take employment working for someone else (also known as a job!) or you can open your own business, working for yourself.

1. Work For Someone Else : You have a choice. Two job opportunities have been presented to you – one in travel and tourism and the other in banking. Which do you prefer?
2. Work For Yourself : You have a choice. You can put your efforts into developing a new business, or you can invent something new and try to sell it. Which do you prefer?

If combined paid work and non-paid learning :

You have a choice. You can enrol in an Apprenticeship Programme (trades and technical focus) or you can enrol in a Cooperative Education Programme (academic or technical school education with built-in related summer employment) at a college or university.

1. Apprenticeship Programme : You have a choice. You can go after employment in the world of builders or in the world of technology. Which type of apprenticeship programme would you prefer?
2. Cooperative Education Programme : You have a choice. You can take your co-op training in business administration or in environmental studies. Which do you prefer?

Exercise U3-E4		Decisions, decisions!	
Short description of the exercise	In this exercise, participants use a personal example to explore their understanding of the responsible decision-making process.		
Implementation	√	Offline	
	√	Online	
Components			
		Deciding and initiating action	
		Planning and organising	
Learning objectives		<ul style="list-style-type: none"> • Motivates decisions. Knows why he/she chooses a particular position. Can clearly explain his/her choice to others. • Involves others in his/her plans; creates support and understands the needs and priorities of others 	

Intrapreneurship or entrepreneurship

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Exercise U3:E4 How to implement		
Implement this exercise in a room where you can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
	Introduce subject. Snap decisions are probably not the best way to map out your life. Responsible decision making is a process which can be learnt with practice : <ol style="list-style-type: none"> 1. Identify choices 2. What's best for you now? 3. Consider others – not only me 4. Consider your future – not only now 5. Make a choice and go for it 	
15 min	Ask participants to work in pairs; each think of a personal decision-making dilemma they have (or have experienced).	

	<ul style="list-style-type: none"> - think of at least five different solutions to the problem - explain which is their personal preference - outline the perspective of other important people in their life - summarise which decision they will – or did – choose, and why 	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise? Did their decision choice change as a result of taking the problem through this process? What did they learn? Focus is especially on the learning objectives of the exercise</p>	

Exercise U3-E5		Plus, minus, interesting	
Short description of the exercise	This exercise provides a useful tool to help us evaluate a situation or a potential choice.		
Implementation	√	Offline	
	√	Online	
Components		Deciding and initiating action	
Learning objectives		<ul style="list-style-type: none"> Has knowledge of the steps needed to be taken in a decision-making process 	

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Exercise U3:E5 How to implement									
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.									
Time	Steps		Equipment						
-	Before making decisions, it is important to be able to evaluate different possibilities or options open to us. This exercise uses a model called PMI – plus, minus, interesting – to help us carry out that evaluation.		Handouts of PMI table						
5 mins	Show an example - these are the positives, the negatives and the interesting points to note for someone thinking of moving to a big city : <table border="1" data-bbox="347 1125 1149 1324" style="margin-left: 20px;"> <thead> <tr> <th>Plus</th> <th>Minus</th> <th>Interesting</th> </tr> </thead> <tbody> <tr> <td>Many job opportunities Good entertainment Lots of restaurants Good transport links</td> <td>Expensive Too much traffic Pollution Crime</td> <td>More people Close to airport Culturally diverse</td> </tr> </tbody> </table>		Plus	Minus	Interesting	Many job opportunities Good entertainment Lots of restaurants Good transport links	Expensive Too much traffic Pollution Crime	More people Close to airport Culturally diverse	
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10 min	Ask participants to think of a choice or decision that they have yet to make. In pairs, run the situation through the PMI process – what are the positives, what are the negatives and what points are interesting to note? It is useful for the partner to also suggest points under each heading once the person has exhausted his/her own points.	
5 min	Evaluation of the exercise; how did the participants experience the exercise? What did they learn? How could this process be useful in the workplace? Focus is especially on the learning objectives of the exercise	

Exercise U3-E6		Priorities	
Short description of the exercise	This quick exercise asks participants to prioritise the most important things in their life.		
Implementation	√	Offline	
Components		Persuading and influencing	
Learning objectives		<ul style="list-style-type: none"> Has broad specialized knowledge and understanding of emotional intelligence 	

Intrapreneurship or entrepreneurship

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Exercise U3:E6 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
-	<p>Introduce topic. In today's hectic world, sometimes our priorities get lost. This exercise illustrates the links between prioritization and the emotions that are attached to them.</p> <p><i>Most of us spend too much time on what is urgent and not enough time on what is important.</i> <i>The key is not to prioritize what's on your schedule, but to schedule your priorities.</i> -- Stephen Covey</p>	Post it notes
5 mins	<p>Don't give any advice about the exercise before carrying it out.</p> <p>Give each delegate 5 post it notes. Ask them to spread the notes out in front of them. Ask them to write one thing on each post it note. What you would like them to write is the 5 most important things to them in life at the moment. Write one thing on each post it note.</p> <p>Once this has been completed, ask participants to stand. Advise that this is an exercise in prioritisation. Ask participants to choose in order :</p>	

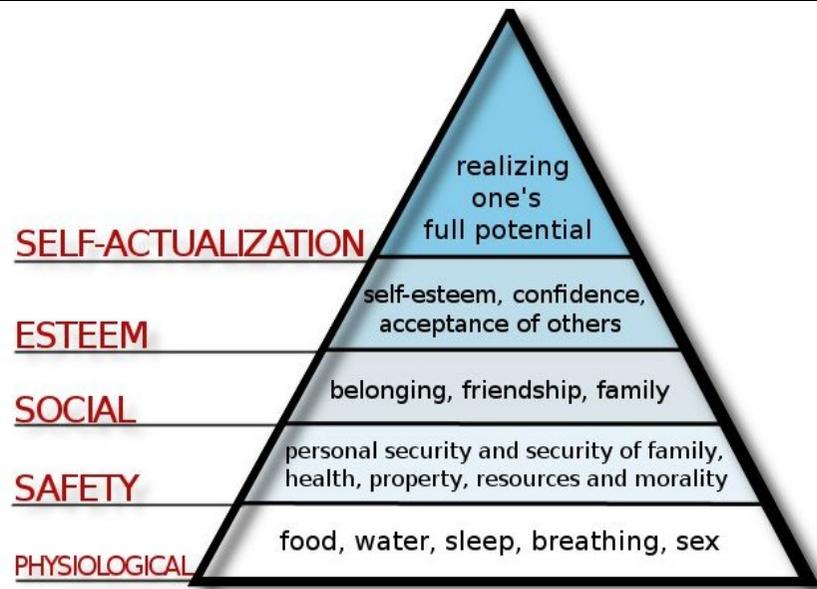
	<ul style="list-style-type: none"> - The least important post it note. Hold it up in the air and screw it up - Then the next two least important. Hold up in the air and screw up - Now they are left with 2 post it notes which are deemed to be the most important at the moment. - Ask participants to choose the least important and then throw it away. <p>You may want to provide a waste paper bin for participants to throw their notes into.</p> <p>Some participants may find this hard to do so be patient.</p>	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.</p>	

Exercise U3-E7		Motivate me!	
Short description of the exercise	This exercise gives participants their own motivational trigger.		
Implementation	√	Offline	
	√	Online	
Components		Showing passion and ambition	
Learning objectives		<ul style="list-style-type: none"> • The entrepreneurial coach wants to achieve success and/or to come and put more into it • Picks up situations with enthusiasm and perseverance 	

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Exercise U3:E7 How to implement		
Implement this exercise in a room where tables and chairs can be moved to the side to create an open space.		
Time	Steps	Equipment
-	<p>Explain the topic. Motivation is a pre-requisite in business, and in the world of work. Without it, you are unlikely to succeed.</p> <p><i>"It does not matter how slow you go so long as you do not stop" - Confucious</i></p>	Post it notes
5 mins	<p>Give an overview of Maslow's hierarchy of needs. Every one of us has unsatisfied needs and desires that influence our behavior, whereas satisfied needs do not. As soon as we have satisfied basic needs, such as hunger and thirst we focus towards the satisfaction of the next level of needs, such as safety and health, and so until we have reached the highest level of needs: self actualization. Maslow's hierarchy consists of the following five needs that are listed from the most complex to basic ones:</p>	



To use Maslow's hierarchy of needs to get motivated you need to be able to identify at what stage of the pyramid you see yourself and match your goals and activities towards the satisfaction of the needs in this particular stage. You are unlikely to realise your full potential when you have no secure accommodation, or suffer from a lack of confidence, for example.

Facilitate discussion about which level participants they feel they are at.

Show video <https://www.youtube.com/watch?v=KyHr8SOWBHI> which explains what anchoring is. Tell participants that they are going to do an anchoring exercise. Ask participants to stand with their feet planted firmly on the floor, hip width apart. Ask them to each think of a time in the past when they were highly motivated.

Read the following script to them :

Now, think back to that time in the past when you were really motivated. Think about how you took action on that motivation and did whatever it was you set out to do.

	<p>Run through that event in your mind, and make the pictures bigger, brighter and more colourful. Feel what you felt and suck that motivation into your body as if you were there now, doing it again for the first time.</p> <p>Make the emotions stronger and stronger, and keep building up the feeling of taking action and successfully doing what you set out to do. Run the story through your mind several times, each time building the momentum.</p> <p>Now, as your motivation builds up, press your thumb and forefinger together. As you do so, think about even more occasions when you were highly motivated and increase those sensations even further.</p> <p>Keep pressing your thumb and forefinger together, and know that whenever you want to call upon that highly motivated feeling, all you have to do is press your thumb and forefinger together.</p> <p>Finally, while still pressing your thumb and forefinger together, think about your most important BIG goal and all of the smaller goals you must complete to make it. Imagine reaching them with everything going well, reaching that big goal right on your deadline.</p> <p>Can you see what we're doing here? We are taking your motivation which you clearly have and adding it first to the motion of pressing your thumb and forefinger together, and secondly adding that motivation to the thought processes of reaching your most important goal.</p> <p>Now the great thing is that you can do that exercise for every goal you set yourself. By imagining it all going perfectly well and reaching every goal on time, you're increasing your self-belief and getting your motivation flowing around your body.</p> <p>And when you're highly motivated and you take action on that motivation then you're much more likely to reach your smaller goals which, in turn, breeds even more motivation.</p> <p>If it helps, do the exercise a few times. You'll soon feel incredibly motivated and, when your motivation starts to subside, press your thumb and forefinger together to start bringing back all of those amazing motivational feelings!</p> <p>And if at any point in the future you find your press-thumb-forefinger motivational trigger subsiding, simply do the entire exercise again.</p>	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.</p>	

Exercise U3-E8		Plan a business	
Short description of the exercise	This exercise provides a		
Implementation	√	Offline	
Components		Persuading and influencing	
		Showing passion and ambition	
		Planning and organising	
Learning objectives	<ul style="list-style-type: none"> • Remains positive and persists when facing difficulties • Picks up tasks immediately with enthusiasm and a lot of energy • Shows a strong sense of helpfulness • Involves others in his/her plans • Ensures that relevant information is continuously available, collects it, and performs the necessary assistance 		

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Exercise U3:E8 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
-	Planning anything well takes practice. Here we will experience "speed-planning" a business. "If you fail to plan, you are planning to fail" – Benjamin Franklin	Post it notes

15 min	<p>Explain that participants have 15 mins to individually plan a business – no discussing at this stage.</p> <ul style="list-style-type: none"> - Think of an idea - Write down some of the steps you will need to take. 	
5 mins	<p>Explain that feedback is “the breakfast of champions”. Show video https://www.youtube.com/watch?v=o5m2xwVMMYI</p>	
12 min	<p>Now you have 3 minutes to discuss your idea and steps with another person. Write down their feedback about your idea - what steps are not in the right order or what have you not considered? Then you have 3 minutes to do the same with their idea and steps.</p>	
6 min	<p>Swap to another person; 3 minutes to discuss your idea and steps, 3 minutes to discuss theirs.</p>	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise?</p> <p>What planning “gaps” has this exercise uncovered? Are there any gaps that are common between participants? How did it feel to give / receive negative feedback?</p> <p>Focus is especially on the learning objectives of the exercise.</p>	

Exercise U3-E9		Inspiration!	
Short description of the exercise	These videos provide motivation and inspiration.		
Implementation	√	Offline	
	√	Online	
Components		Showing passion and ambition	
Learning objectives		<ul style="list-style-type: none"> Has broad specialized knowledge about reflection techniques that enables him/her to analyse own motives and ambitions 	

Intrapreneurship or entrepreneurship

When you carry out this exercise you can emphasize both entrepreneurship and intrapreneurship. This depends on your participants and their needs and interests. Make sure that the topic of the discussion is relevant to them. When participants predominantly run their own companies, you can put the emphasis of the discussion on entrepreneurship. If the purpose of the training contributes to the development of soft skills in order to create a more enterprising attitude, lay the accent of the exercise than on intrapreneurship.

Exercise U3:E9 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements so everyone is involved and everyone can see each other and the screen.		
Time	Steps	Equipment
-	We can be inspired by many things, such as music, art, dreams and achievements. An easy way of inspiring ourselves is to watch inspirational videos. Introduce video(s). Ask participants to relax, adopt a comfortable posture and an open mind. Show one or more videos.	Screen and PC/internet connection
5 mins	"Change your life" video : https://www.youtube.com/watch?v=ScQ-ad9gR9M (7½ min) "Entrepreneur Effortless Business Vision" video : http://www.youtube.com/watch?v=rSYeZGKYawo (3 min) "Mindshift" video : https://www.youtube.com/watch?v=fviFNrWKzZ8 (5 min)	

5 min	Evaluation of the video content ; how did the participants experience the video? What did they learn? Has the video increased their motivation and inspiration? Focus is especially on the learning objectives of the exercise.	
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Exercise U3-E10		Time!
Short description of the exercise	This exercise helps understand the concept of time and explores what we do with our time.	
Implementation	√	Offline
Components	Planning and organising	
Learning objectives	<ul style="list-style-type: none"> Has knowledge and understanding of time management techniques and tools 	

Intrapreneurship or entrepreneurship

When you carry out this exercise you can emphasize both entrepreneurship and intrapreneurship. This depends on your participants and their needs and interests. Make sure that the topic of the discussion is relevant to them. When participants predominantly run their own companies, you can put the emphasis of the discussion on entrepreneurship. If the purpose of the training contributes to the development of soft skills in order to create a more enterprising attitude, lay the accent of the exercise than on intrapreneurship.

Exercise U3:E10 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
-	Introduce the exercise. We all experience time differently. To be successful, we need to minimize distractions and time wasting activities.	Handouts - squared paper Cover for clocks (for example a scarf)
3 min	Cover all the clocks in the room, then ask participants to remove their wrist watches and stand up. Instruct them to sit down when they think 1 minute has elapsed after you shout "Start" to begin the countdown. To make it more interesting you can run this same activity a second time, changing the time to 2 minutes.	
10 min	Handouts are 3 pages with 24 squares for each participant. The 24 squares represent 24 hours of a day.	

	<p>1) Hand the 1st page to them. Ask them to fill the squares (based on the time they spend) and label them with routine activities of their regular day like sleeping (for example 6 hours = 6 squares), bathing, eating, travel, TV time etc.</p> <p>2) Discuss "time wasters" (non-productive time) – ask the group to identify things or situations that waste time in their day and write answers onto a flipchart.</p> <p>Examples : social media, telephone calls, meetings, interruptions, other people's problems, searching for lost items, being disorganized etc.</p> <p>3) Hand the 2nd page out. This time, ask them to fill the squares based on the time they spend on time wasters.</p> <p>4) Distribute the 3rd page. Ask them to collate the data from "Page 1" and "Page 2" on the 3rd Page. The empty squares represent their productive time. Using the 3rd page the participants are asked to identify activities from which they can "mine time" to increase their productive time.</p>	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise? What did they learn? How will they transfer this learning into the workplace? Focus is especially on the learning objectives of the exercise.</p>	

Exercise U3-E11		Golden tips	
Short description of the exercise	This exercise provides an opportunity for participants to explore the “time wasters” that distract them from their priorities.		
Implementation	√	Offline	
	√	Online	
Components		Planning and organising	
Learning objectives		<ul style="list-style-type: none"> • Has knowledge and understanding of time management techniques and tools • He/she plans and organizes efficiently and effectively 	

Intrapreneurship or entrepreneurship

When you carry out this exercise you can emphasize both entrepreneurship and intrapreneurship. This depends on your participants and their needs and interests. Make sure that the topic of the discussion is relevant to them. When participants predominantly run their own companies, you can put the emphasis of the discussion on entrepreneurship. If the purpose of the training contributes to the development of soft skills in order to create a more enterprising attitude, lay the accent of the exercise than on intrapreneurship.

Exercise U3:E11 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
-	We are constantly bombarded by things competing to attract our attention. So it's not surprising that trying to avoid distractions is an issue.	Flipchart
5 min	Discuss “time wasters” – ask the group to identify things or situations that waste time in their day and write answers onto a flipchart. Examples : social media, telephone calls, meetings, interruptions, other people's problems, searching for lost items, being disorganized etc.	
10 min	Getting things in perspective For each thing or situation, participants to ask themselves the question “what are the consequences of not doing them?” Share answers with the group.	

	<p>Ask participants to think of strategies to combat their time wasters.</p> <p>Examples :</p> <ul style="list-style-type: none"> • Keep yourself logged out of social media and emails while working; • Switch on the pop-up blocker and mute the volume so you don't get distracted by alerts; • Fix a time when you're going to look at your emails and messages, and how long you're going to spend on them - then set an alarm so you know when to stop; • Allocate a set amount of time for research and set an alarm so you know when to stop; • Check the schedules for things you really want to watch on TV and record them to watch later. Get out of the habit of turning the TV on when you walk into a room; • Give friends/family your undivided attention for some of the time, then they're more likely to understand when you have to work; • Learn to say yes to <i>your</i> priorities. 	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.</p>	

Exercise U3-E12	£86,400	
Short description of the exercise	This exercise provides a quick reminder of the value of time.	
Implementation	√	Offline
	√	Online
Components	Planning and organising	
Learning objectives	<ul style="list-style-type: none"> Has knowledge and understanding of time management techniques and tools 	

Intrapreneurship or entrepreneurship

When you carry out this exercise you can emphasize both entrepreneurship and intrapreneurship. This depends on your participants and their needs and interests. Make sure that the topic of the discussion is relevant to them. When participants predominantly run their own companies, you can put the emphasis of the discussion on entrepreneurship. If the purpose of the training contributes to the development of soft skills in order to create a more enterprising attitude, lay the accent of the exercise than on intrapreneurship.

Exercise U3:E12 How to implement		
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in a round so everyone is involved and everyone can see each other.		
Time	Steps	Equipment
-	Introduce the exercise – it's about time we are going to listen to a story 😊	Handouts - squared paper
3 min	<p>Read out the following story :</p> <p>Imagine there is a bank account that credits your account each morning with £86,400. It carries over no balance from day to day. Every evening the bank deletes whatever part of the balance you failed to use during the day. What would you do? Draw out every cent, of course? Each of us has such a bank. Its name is TIME. Every morning, it credits you with 86,400 seconds. Every night it writes off as lost, whatever of this you have failed to invest to a good purpose. It carries over no balance. It allows no over draft. Each day it opens a new account for you. Each night</p>	

	<p>it burns the remains of the day. If you fail to use the day's deposits, the loss is yours. There is no drawing against "tomorrow." You must live in the present on today's deposits. Invest it so as to get from it the utmost in health, happiness and success! The clock is running!! Make the most of today.</p>	
10 min	Facilitate discussion : what came to your mind when listening to the story?	
5 min	Evaluation of the exercise; how did the participants experience the exercise? What did they learn? How will they transfer this into the workplace? Focus is especially on the learning objectives of the exercise.	

Exercise U3-E13		Blindfolded egg and spoon race	
Short description of the exercise	This exercise shows the importance of good communication and guidance skills.		
Implementation	√	Offline	
Components		Persuading and influencing	
		Showing passion and ambition	
		Planning and organising	
Learning objectives		<ul style="list-style-type: none"> • Adjusts his/her communication to the target group • Picks up tasks immediately with enthusiasm and a lot of energy • Communicates clearly to achieve a task 	

Intrapreneurship or entrepreneurship

When you carry out this exercise you can emphasize both entrepreneurship and intrapreneurship. This depends on your participants and their needs and interests. Make sure that the topic of the discussion is relevant to them. When participants predominantly run their own companies, you can put the emphasis of the discussion on entrepreneurship. If the purpose of the training contributes to the development of soft skills in order to create a more enterprising attitude, lay the accent of the exercise than on intrapreneurship.

Exercise U3:E13 How to implement		
Implement this exercise in a room where tables and chairs can be placed around the edge leaving a space in the middle.		
Time	Steps	Equipment
-	<p>Set up 3 – 4 lanes side by side over a reasonable expanse, insert obstacles in each course.</p> <p>Introduce exercise - this out-of-the-box and fun activity is a throw back to when we were kids. This version has the added complexities of a blindfold and obstacles to contend with.</p>	<p>Obstacles – chairs, whiteboards, poles, bags, shoes etc</p> <p>Blindfolds, eggs and spoons</p>
5 min	<p>Ask participants to get into pairs. One person is blindfolded and holds an egg on a spoon and the other guides them down the course from a distance.</p> <p>Then swap the participant roles and during this process change the obstacles along each lane.</p>	
5 min	<p>Evaluation of the exercise; how did the participants experience the exercise?</p> <p>What did they learn? Highlight the importance of communication with so many distractions in workplaces.</p> <p>Focus is especially on the learning objectives of the exercise.</p>	

Exercise U3-E14		Influence me!	
Short description of the exercise		This exercise provides an opportunity for participants to use persuasive skills to reach a consensus.	
Implementation		√	Offline
Components		Persuading and influencing	
Learning objectives		<ul style="list-style-type: none"> • Respects other people's opinions • Adjusts his/her communication to the target group • Expresses his/her own opinions, facts and arguments • 	
Exercise U3:E14 How to implement			
Implement this exercise in a room that can serve as main room and as sub space. You can create the table/chairs arrangements in two circles so everyone in each circle can see each other.			
Time	Steps		Equipment
-	Introduce subject – persuading and influencing are key life skills and crucial in the world of work / business. Some people are naturally good at these skills, whilst others get better with practice.		
5 min	<p>Firstly, ask participants to individually put together a ranked list of the ten most important inventions known to mankind. (Examples include the wheel, the internet, penicillin, space rockets etc.)</p> <p>Then in groups of 4-6, participants have to come up with a composite list that they can all agree to but without voting ie consensus.</p> <p>Once complete, each person reviews the difference between their individual list and the group one. Facilitate discussion on what others did that changed their mind, eg sharing information, clarifying criteria, personal power, communication techniques, bargaining etc.</p>		
5 min	Evaluation of the exercise; how did the participants experience the exercise? What did they learn? Focus is especially on the learning objectives of the exercise.		