



# Enterprise4All

**WP3- ADAPTATION AND METHODOLOGICAL  
DEVELOPMENT**

**Integrated Methodology for intervention  
in supporting unemployed people  
to enterprise  
Deliverable 5**

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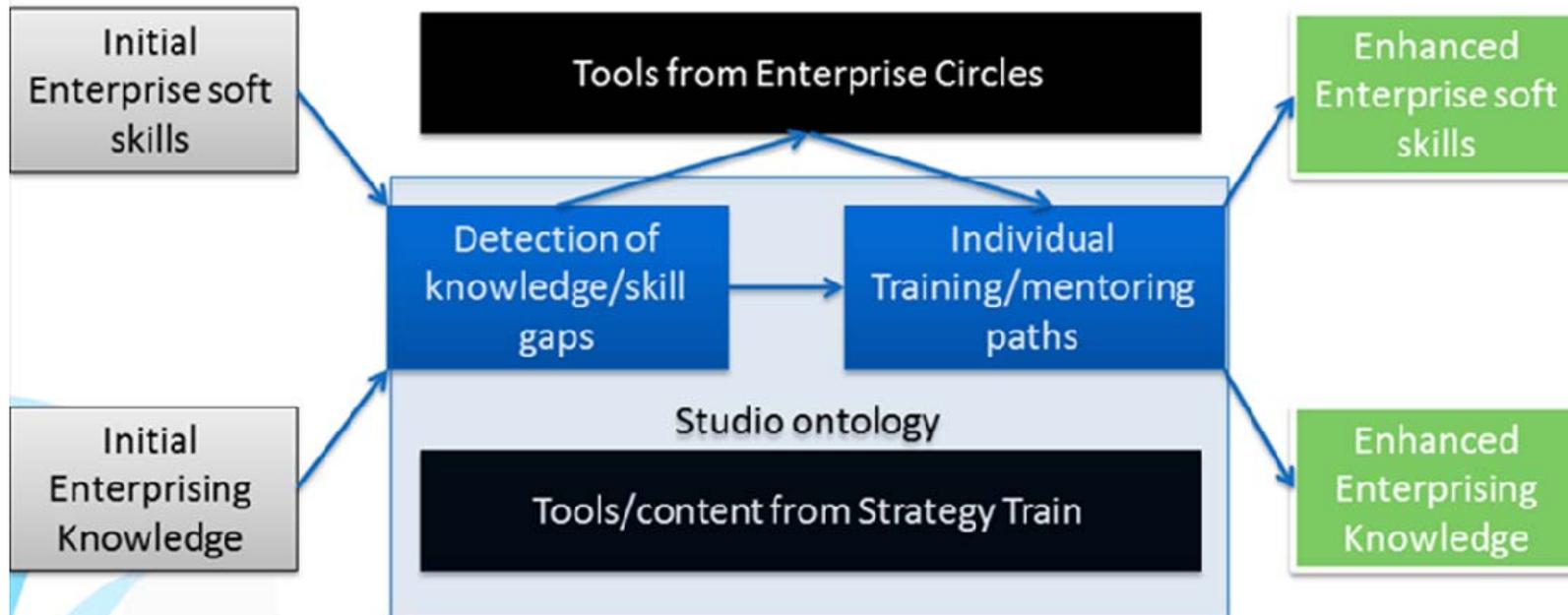
## Introduction

The innovative training concept of Enterprise4All is a broad, modern model of which the individual components form a “business bootcamp”. Methods, like online self-assessment, virtual learning, individual and group coaching are combined. The development of the Enterprise4All training concept is based on different existing products:

- STUDIO
- Strategy Train
- Enterprise Circles™

The diagram below shows how these products will be implemented in the Enterprise4All programme. This training programme is designed as an integrated solution combining the process of consulting, training, and experience exchange in a single, integrated approach that takes into account the fact that the target group needs to learn soft skills as well as the more traditional hard skills. For this reason as well as for methodological purposes, the programme employs an approach incorporating coaching, mentoring and action learning with selected features of e-learning under the umbrella of a specifically designed learning path. This learning path is set up by experts of the consortium working together to deliver state of the art content using contemporary best practice techniques in vocational education as well as newly developed and existing training tools and contents.

# Model



The learning concept enables learning in groups or individually under the supervision of the facilitator. To reach a certain level of self-organised learning, participants are familiarised with the different methods at the beginning of the programme through an introductory session. Knowledge assessment will show the participants' knowledge gaps to be filled during self-study sessions and show areas where the participants need support most urgently. In the 8-week period participants meet in three group mentoring sessions, where soft skills such as self-confidence and motivation will be fostered.

In total Enterprise4All will be developed in a modular fashion. Each of the Enterprise4All methods and training material can be included in individual learning/mentoring paths, but there is no need to include all of them or to use them in always the same fashion. The material will be designed to allow for easy adaptation for different programmes which are already in use. In addition to material for face to face sessions, e-learning elements, problem based exercises, development of a business plan and self-study material form an integral part of the training.

The developed programme and screening tool can be applied in different European countries. Since the content and the expected outcomes are well defined, it can be offered by training institutions that have the resources and knowledge to meet the Enterprise4All requirements. In the context of the pilot project, the programme will be carried out in 6 countries as a test run. Furthermore it is planned to have train-the-trainer sessions. After the testing phase a highly innovative training programme can be offered throughout Europe, which guarantees the sustainability of the achieved project results.

## Overview

The following chart gives a comprehensive overview of the suggested learning path within the Enterprise4All training programme. The presence blocks contained –with an introduction session and three mentoring sessions – in the programme are complemented by self-study phases – supported by e-learning tools – and problem-based work – working on your own business model canvas – in which strong interaction between participants and trainers/consultants is fostered to develop independent skills in working individually on the respective business plan. Throughout the whole period, evaluation and monitoring tools check for progress of the participants. All these elements constitute an approach which is based on equal ratios of group mentoring, individual counselling, and self-paced training.

The suggested learning path can easily be modified by removing or adding elements, though that method is recommended for experienced professionals only.

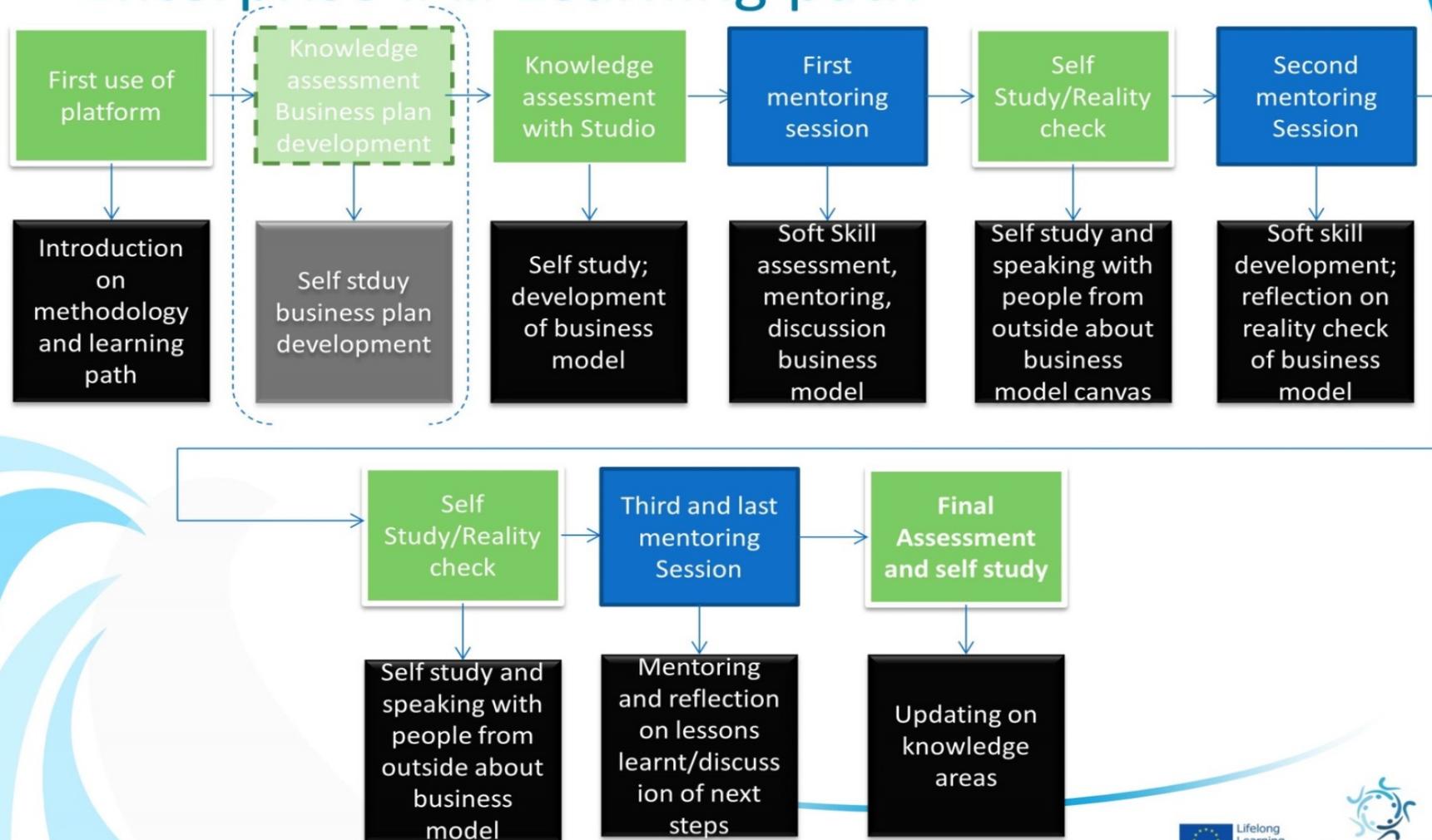
The Enterprise4All programme consists of two main paths:

1. Individual path, which includes business idea development, the individual business plan, consulting sessions and self-paced training using the e-learning elements.

2. Group path, which includes group mentoring in face to face sessions

The Enterprise4All programme provides elements for each of these paths. The combination of the individual business plan, self-assessment, self-study, consulting and group mentoring will form the complete learning path for each participant.

# Enterprise4All Learning path



## ***Target group***

Enterprise4All primary target group are unemployed people in Spain, Austria, UK, Hungary, Iceland and Italy between the ages of 18 to 29 and over 45. These groups are the most vulnerable in the job market and therefore need special attention. The methodology is addressed to unemployed, potential entrepreneurs that have already a business idea and to unemployed that want to work on their own but do not have a business idea yet.

Not every jobless person is able to run a business, therefore a selection process is needed, but skills and competences learnt during the learning path are also supportive in raising the employability of the participants

## ***Time Frame***

The Enterprise4All programme, as it is will be piloted over 7 weeks. After the first introduction meeting there is timeframe of two weeks to conduct self-assessments and to develop a business plan using the business model canvas. After these two weeks the first group mentoring session will take place. Again, after a two week period of self-study, the second mentoring session is conducted. Between the second and the last mentoring session another two-week-period is used for self-study. One week after the last mentoring session a final assessment will be conducted.

## ***Orientation phase***

Even before the beginning of the actual programme potential participants receive an introduction to Enterprise4All via different information channels, it is essential for motivational purposes that they understand why they should partake in Enterprise4All and how it supports the target group of the project. The programme starts with an introduction or orientation session providing participants with all necessary information about the Enterprise4All materials, the methodology employed, the business canvas model, the goals, the timeline, expected results, administrative issues as well as introducing the trainer/consultant. This phase uses the same approach as the whole programme by integrating online materials as well as presence parts.

## ***E-Learning / Self-study / Supervision***

Parallel to the information phase, participants are provided with a training content on the development of a business and the business model canvas via the webpage and are introduced to the self-assessment tool. This marks the beginning of the e-learning, self-study, and communication and supervision phases of the training. Each business model canvas topic has a defined set of preliminary materials, supportive material, and links to external sources contributing to building basic knowledge and expertise in each module necessary for the development of a business plan. All Enterprise4All material is available via the online platform, reading materials and supportive material is either available for download or ready to print out (if not copyrighted) or as reference. Material presented in face to face sessions is also available as PowerPoint on the platform to provide the chance to catch up on a topic if a session is missed. Communication with the trainers is possible face to face at the mentoring sessions but also per email and forums.

## ***Group Mentoring Sessions***

The main part of the Enterprise4All programme are the mentoring session which brings together skilled facilitation using action learning techniques, coaching and mentoring, combined with career development/self-reflection tools . During the programme three group mentoring sessions of 3 to 4 hours are planned. In total the presence blocks cover 9 to 12 hours.

The mentoring sessions following the information block are focused on face to face experience exchange, knowledge transfer and self-reflection. Additional elements used are content delivery through different learning tools, mentoring and career development tools. These tools are:

- Tool 1: Thinking differently
- Tool 2: Old Young Woman
- Tool 3: Ideas Generation
- Tool 4: Wheel of Skills
- Tool 5: Goal Setting Worksheet
- Tool 6: Using Metaphors
- Tool 7: Recipe for Success
- Tool 8: Intrinsic and Extrinsic motivators
- Tool 9: Innovation and Creating a Market Niche
- Tool 10: Flow Theory
- Tool 11: Quick Start-up Quiz
- Tool 12: Hot Air Balloon
- Tool 13: My Fantasy Business
- Tool 14: Mind Maps

Enterprise4All tries to cover all (or at least most of) the topics possibly relevant for the participants, but experienced trainers and consultants will often need to include additional elements for best results. Group mentoring forms an integral part of the learning path by providing opportunities and learning experiences almost impossible to deliver in the same quality in online courses. In Enterprise4ALL the group mentoring sessions are specifically needed to develop soft skills and activate the training participants. This phase optimally is supplemented by the material provided but leaves enough time for participants to work on selected topics themselves.

## ***Individual Business Plan***

A part of the Enterprise4All programme is dedicated to independently creating and individually working on a specific business plan which is set up together with the consultant/trainer using the tools described above. The schedule of the whole programme leaves enough time to allow for assignments and practical work on the business plan. It will be used to specifically meet the needs communicated through the participants in the course of the mentoring sessions.

In its main purpose, the business plan serves the need to define how the planned business could work and a stepwise approach for reaching the defined goals. This ensures a structured way for progress for the participants and allows for an easy check-up of success and, therefore, raises quality considerably. The business plan is continuously updated and checked on feasibility in real world

business. Participants are encouraged to talk about their business idea and plan with persons outside of the programme (e.g. with stakeholders, suppliers, potential customers) to test if their ideas realisable. This is a very important element of Enterprise4All. This business plan is the backbone of the training and serves as the main motivational tool for the participant. In this respect the group mentoring serve as ideal forum to discuss ideas and suggestions with facilitators and other participants.

As the target group in the pilot includes people that do not have knowledge about the development of a business idea one module will be devoted to increase the knowledge on how to develop a business plan. With the STUDIO platform participants can assess, if they have enough knowledge about planning a business. If not or only partly, they can use the online training material on business idea creation, that will be available for all participants.

### ***E-content***

The key reason for integrating e-content elements in the programme is a methodological one. In order to optimise the learning process and successfully conclude the Enterprise4All programme, self-assessment, self-study and working on the business plan is as important as the participation in group mentoring sessions. Equally valuable as the face-to-face meetings are the e-learning elements, available throughout the programme, which are essential for providing a continuous source of material which enables the participants to work on their individual business plan or to simply deepen their knowledge on newly learned contents and fill their knowledge gaps.

In addition the necessity of the e-content elements stems from the constraints in terms of time and mobility as the Enterprise4All programme is not limitless in its available resources. For these two reasons, one methodological and the other practical, Enterprise4All employs a blended learning approach in which the main element is face to face mentoring, which can easily be supplemented by additional online material depending on the participants' needs, knowledge and wishes.

Content will be provided on a learning platform (moodle). Content will be taken from the transfer projects Strategy Train, Enterprise Circles™, but will also use external training material. External training material will be selected on the criteria of

- usefulness for the target group,
- availability in the project languages
- right to use

and will take into account the European Qualification Framework (EQF).

Another part of the e-learning process will be the STUDIO ontology supporting the learning process by detecting knowledge gaps of the users.

### ***The Business Model Canvas and competences***

The underlying model behind the business plan is the Business Model Canvas. The Business Model Canvas is a template for developing new existing business models. It is a visual chart with elements describing a firm's value proposition, infrastructure, customers, and finances. It assists firms in

aligning their activities by illustrating potential trade-offs. The next diagram shows the business model canvas

In Enterprise4All the business model canvas is used as base for developing soft skills and hard skills as well as the development of the participants' business model. It is aimed to find self-study training material on following hard topics:

### TECHNICAL / HARD SKILLS

Key partners	Market knowledge, Sales techniques
Key activities	Strategic planning, Marketing
Key resources	Financial literacy, Legal issues literacy, Strategic planning, IT competences – Basic IT tools, Leadership, Human resources
Value proposition	Creativity – Innovation techniques
Customer relationships	IT competences – Social media, Sales techniques, Management
Channels	Language knowledge, IT competences – Social media / Internet and Basic IT tools, Marketing, Sales techniques
Customer segments	Market knowledge, Marketing
Cost structure	Financial literacy, Legal issues literacy, Market knowledge
Revenue streams	Market knowledge

Some soft skills will also be taught during self-study such as networking skills and cultural competences, but skills, such as self-confidence and motivation will be developed mainly during the mentoring sessions.

### SOFT SKILLS

Key partners	Networking skills
Key activities	Organisation
Key resources	
Value proposition	Communication/Listening, Flexibility/Adaptation, Leadership, Cultural competence, Self-confidence, Motivation, Problem solving, Empathy, Networking skills, Organisation, goal setting, Assertiveness, Time management, Resilience, Creativity, Trustworthiness
Customer relationships	Communication/listening, Cultural competence, Self-confidence, empathy

Channels	Communication/listening, Networking skills, Organisation,
Customer segments	
Cost structure	
Revenue streams	Cultural competence, Empathy

# The Business Model Canvas

Designed for:

Designed by:

On:

Iteration:

<h3>Key Partners</h3>  <p>Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform?</p> <p><b>KEY QUESTIONS TO EXPLORE:</b> What resources are we exchanging? What resources are we exchanging? What resources are we exchanging?</p>	<h3>Key Activities</h3>  <p>What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams?</p> <p><b>KEY QUESTIONS TO EXPLORE:</b> Production Distribution/Logistics Platform/Network</p>	<h3>Value Propositions</h3>  <p>What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying?</p> <p><b>KEY QUESTIONS TO EXPLORE:</b> Access Performance Customization "Getting the Job Done" Design Price/Performance Risk Reduction Self-Determination Flexibility Convenience/Quality</p>	<h3>Customer Relationships</h3>  <p>What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they?</p> <p><b>KEY QUESTIONS TO EXPLORE:</b> Personalized Self-Service Automated Services Communities Co-creation</p>	<h3>Customer Segments</h3>  <p>For whom are we creating value? Who are our most important customers?</p> <p><b>KEY QUESTIONS TO EXPLORE:</b> New Markets New Markets New Markets New Markets New Markets</p>
<h3>Cost Structure</h3>  <p>What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive?</p> <p><b>KEY QUESTIONS TO EXPLORE:</b> Cost of Production Cost of Production Cost of Production</p>	<h3>Revenue Streams</h3>  <p>For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues?</p> <p><b>KEY QUESTIONS TO EXPLORE:</b> Price Price Price Price Price</p>			

# Integration of STUDIO

## ***Summary of the Project***

STUDIO is a competence-based e-learning methodology and system which provides support in exploring missing knowledge areas of users in the frames of an ontology driven e-learning environment in order to help them to complement their educational deficiencies. Users' knowledge is evaluated with the help of an adaptive testing methodology, where all questions are connected to one specific concept in the ontology. Content submitted to the system is not format dependent, all widely used text and multimedia file formats are accepted, recognized and supported. STUDIO has well-elaborated principles for content and document management, database management, and also knowledge engineering and assessment.

## **Aims and Ideas of this Project**

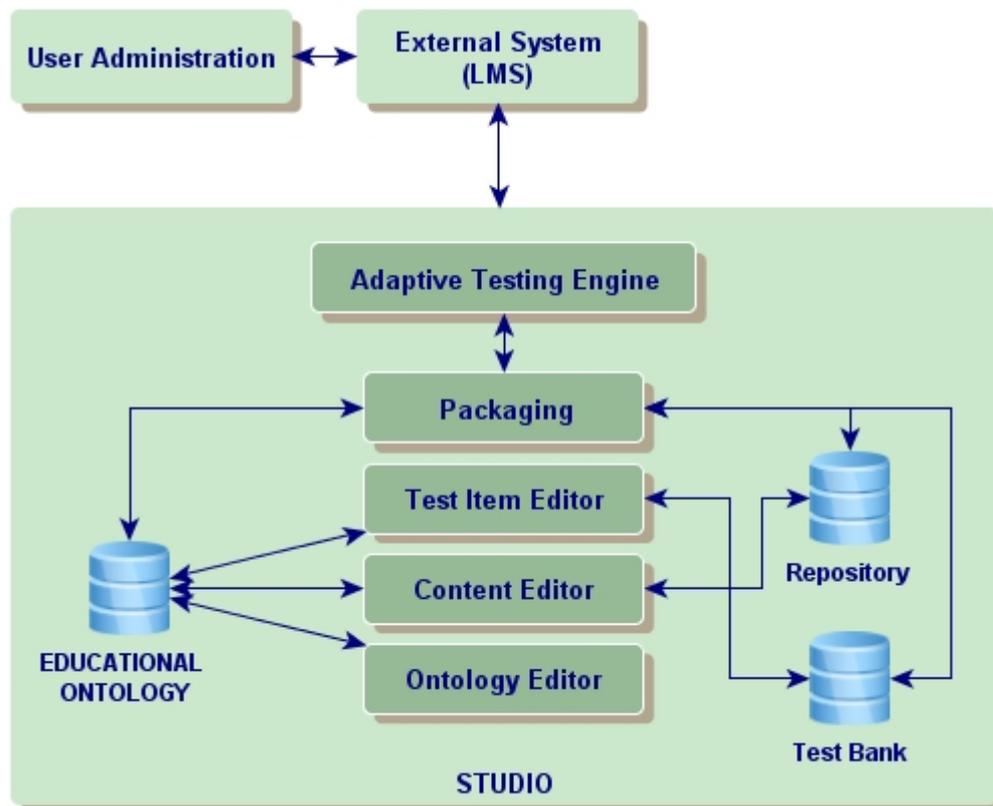
It gives a consistent framework to develop, and maintain a consistent hierarchy of concept, the univocal understanding and interpretation of terms entrepreneurship. The ontology is compatible and linked to semantic Wiki, which provides an excellent motor for knowledge representation and knowledge sharing. The content can be permanently developed by the users, therefore it has a positive impact for the information exchange to share experiences and best practices. The system provides individually tailored feedback and guided learning instruction, customized learning instructions according to the users' actual knowledge.

## Methodology

The logic behind the ontology based learning solution is manifold. First, an ontology based learning system provides a clear concept model and hierarchy to the learners above which a rich and expandable content serves the purpose of knowledge transfer. Second, not only the finished product is interesting but the course of development is meaningful. That is setting up the ontology is, in other words, the organisation of the domain related explicit and articulation of tacit knowledge. Formulating the concept model is the most interesting part of knowledge elicitation and it is the main area of customisation. Third, the customised training facility (even it is hosted in the cloud), is adequate not only geographical dimensions but it is dynamic in the sense of the changing needs of the individuals.

The STUDIO's main components are the educational ontology, the repository, the adaptive testing engine and the related editors. The connection between the components exhibited on Figure 1.

**Figure 1 – Structure of STUDIO components**



## Project Results relevant for E4All

STUDIO system will be used in the E4All project as an assessment tool to discover user's knowledge gaps about entrepreneurship. The system ensures an efficient and customised learning path and the related learning material.

## ***Tools to be transferred***

### **STUDIO Ontology**

#### **Technical framework**

STUDIO is a web-based system. Access will be granted to registered users via the project website: [www.enterprise4all.eu](http://www.enterprise4all.eu).

#### **Requirements for implementation**

Which technical/pedagogical/methodological requirements are needed in order to implement the tool

<b>Requirements</b>	
ontology creation	relevant knowledge domain about entrepreneurship
content creation	content and questions related to the nodes/elements of the ontology

# **Integration of Strategy Train**

## ***Summary of the Project***

### **Aims and Ideas of this Project**

The general goal of Strategy-Train is to support managers of small enterprises (up to 50 employees) and to strengthen their business management capacity in terms of strategic planning. It provides information about the analysis, formulation and implementation of strategies in business and uses modern learning scenarios and creative and applied techniques in a supportive individual and group setting. For this purpose this programme is designed with owners/managers of SMEs in mind as well as their consultants / mentors in order to augment their knowledge, skills and abilities (KSAs) in specific and practically applicable fields related to Strategic Planning.

#### **The Strategy-Train Content**

This first unit reviews the central concepts in strategy like vision, mission, and company values. Classical External-Internal analysis methods are discussed. Then the course turns to more advanced methods and tools. It analyses concepts and the scope of business strategy including scenarios and options on how to shape and assess strategy implementation. The course critically reviews elements of strategic management to discuss the contexts in which they are best applied. Finally the course addresses strategic options (specialisation, diversification, integration) and how to integrate analysis at the SME level.

The second unit deals with the analysis of the external environment and includes the study of the organisational environment to pinpoint environmental factors that can significantly influence operations. It trains the managers in understanding what is happening both inside and outside their organisation and how to integrate the environment in the strategies developed. In order to perform an environmental analysis, managers must understand how organisational environments are structured. The course includes contextual and transactional environment, Porters 5 forces model, Industry structure and strategic groups model. Competitive or technological threats are also highlighted.

The strengths and weaknesses of SMEs and areas of specialisation are analysed in the third unit. Financial, strategic and operational factors and resources are considered and the efficient use of financial resources is calculated. The opportunities open to the SME are diagnosed and its growth potential assessed. The critical information - business structure and operations, company history, major products and services, key skills, knowledge and abilities and executive biographies are covered. The SME's strategy is checked for adequacy and is benchmarked in comparison with competitors. Finally a very short overview of motivation and leadership strategies is given.

A SME positions itself by leveraging its strengths, which is discussed in unit four. Michael Porter has argued that a firm's strengths fall into one of two categories: cost advantage or differentiation. By applying these strengths in either a broad or narrow scope, three generic strategies result: cost

leadership, differentiation, and focus. These strategies are applied at SME level. Franchising is discussed as an option for SMEs.

The fifth unit covers vertical integration, which is the extent to which an SME controls its inputs and the distribution of its products and services. A SME's control of its inputs or supplies is known as backward integration. A SME's control of its distribution is known as forward integration. Small scale vertical integration is commonly known as Supply Chain Optimization or also as Supply Chain Planning. This unit analyses an SME's vertical integration strategy. Shows benefits, costs and risks of vertical integration and shows how vertical integration can be included in an SME's strategic management.

The central objective of unit six is to develop effective managerial and business leadership skills for dealing with those management issues that arise when firms do business internationally. The unit focus on SME's and the possibilities for going international. It analyses potential costs and risks and shows how internationalization strategy can be included as part of an SME's strategic management.

Diversification strategies are the main topic in unit seven. They are used to expand firms' operations by adding markets, products, services, or stages of production to the existing business. The purpose of diversification is to allow the company to enter lines of business that are different from current operations. This unit focuses on SME's and the possibilities for diversification. It analyses portfolios and shows how they can be planned and managed.

In unit eight business development strategy is used to underpin the main business plan and to outline a standard approach for developing new opportunities. The unit analyses mergers, acquisitions and strategic alliances and demonstrates how they can be included in strategic management of SME.

Unit nine aims to turn strategies and plans into individual actions, which are necessary to produce better business performance. Here strategic theory is translated into action plans that will enable the strategy to be successfully implemented and sustained. The unit demonstrates methods for effective strategic corporate implementation and detail a process-based approach. It links performance factors with strategic initiatives and with policies designed to develop and optimise the SME.

The final unit (ten) discusses important practical IT solutions and concepts like enterprise resource planning (ERP). It also demonstrates some of the most important quality assurance concepts suitable for SMEs including total quality management, six sigma, and business process reengineering (BPR). Finally the unit shows how evaluation, monitoring and feedback cycles can be used for continuous improvement of the company.

The full Strategy-Train programme provides more than the learning modules. It employs a blended learning approach incorporating face-to-face learning with selected features of e-learning under the umbrella of a specifically designed learning path.

## **Methodology**

### **The Strategy-Train Learning Paths**

The Strategy-Train course is composed of three different paths, which can be integrated in a holistic training concept.

### **The Individual Path**

This path concentrates on individual learning using the platform and corresponding support material. It includes the 5 Strategy-Train modules (including the ten units) and the diagnostic tool. The individual path is where most of the information and theoretic background and learning material can be found. The content of these modules are provided on the Strategy-Train e-platform [www.strategy-train.eu](http://www.strategy-train.eu) (also available offline on CD-Rom/USB-Sticks) to allow for self paced learning, which can be done by the owner / managers whenever they have time. The material is presented in a very concise way, focusing on explaining the more central concepts of strategic training preparing the participants for the Group- and Mentor paths and providing the necessary basic knowledge. The individual path can also be used as self-learning material which will be available on the Strategy-Train website ([www.strategy-train.eu](http://www.strategy-train.eu)). In itself it can be seen as an introduction course for strategic management. Each module provided tackles one specific area of strategic management.

### **The Group Path**

This path includes peer group activities. The formation of these groups is a very central element in Strategy-Train. Peer groups should be quite small to allow for intensive mentor support and for in-depth knowledge exchange. The path includes three (to four) face-to-face seminar units, where the participants can work on their knowledge but also (perhaps even more importantly) on their strategy plans. The group can also exchange contacts and can support and call upon each other. The peer group support is also facilitated through the exchange of ideas and corresponding feedback. In this way the managers/owners can learn from each other and synergies in the strategy development process can be optimally used.

### **The Mentor Path**

This path includes activities which are based on direct mentoring and consulting. These activities include only the mentor and one manager / owner in private, on site meetings, at the company's location. The focus of these activities is direct consulting work, tailored exactly for the respective SME. Additionally IN ORDER to provide support and feedback on a one-to-one basis throughout Strategy-Train, the mentor will agree a learning contract with the owner/manager (based on the diagnostic tool) and provide assistance to the SME during the formulation of their specific strategy. These three paths together form the complete curriculum of Strategy-Train. The modules of the individual path presented here can also be used as teaching material for a course on strategic management or as self-study material.

## ***Project Results relevant for E4All***

The following table shows units which are relevant for the E4All project following the logic of "The Business Model Canvas". The content to be used is also allocated in the following section according to different knowledge areas.

<b><i>The Business Model Canvas</i></b>	<b><i>Related content in ST-Unit/s</i></b>
<p><b><i>Key Partners</i></b></p> <p>Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform?</p>	Unit 2 - The external Environment
<p><b><i>Key Activities</i></b></p> <p>What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams?</p>	Unit 3 Internal Environment (3.1 Business Structure and Company Resources)
<p><b><i>Value Propositions</i></b></p> <p>What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying?</p>	Unit 4 - Business Level Strategy  Unit 9 Strategy Implementation (e.g. 9.7 Innovation Policy and Management)
<p><b><i>Customer Relationships</i></b></p> <p>What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they?</p>	Unit 2 - The external Environment (for example 2.1.4 Analysing contextual and perceptual Environment)
<p><b><i>Customer Segments</i></b></p> <p>For whom are we creating value? Who are our most important customers?</p>	Unit 2 - The external Environment
<p><b><i>Channels</i></b></p> <p>Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines?</p>	Related to: Unit 7 - Diversification for SMEs
<p><b><i>Key Resources</i></b></p> <p>What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams?</p>	Unit 3 - Internal Environment
<p><b><i>Cost Structure</i></b></p> <p>What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive?</p>	Unit 3 Internal Environment (3.2 Analysing the Internal Environment)
<p><b><i>Revenue Streams</i></b></p> <p>For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues?</p>	Unit 3 Internal Environment (3.1 Business Structure and Company Resources)

## ***Tools to be transferred***

Links to the Strategy-Train web platform ([www.strategy-train.eu](http://www.strategy-train.eu)) can be made.

## ***Content to be used***

<b>Knowledge Area</b>	<b>(Sub)Chapter in Strategy Train (Number and Title)</b>	<b>Can all or only some parts of the (sub)chapter be used for E4All?</b>
Market knowledge	Unit 2 - The external Environment	<b>The key concepts are:</b> Forces of the external Environment Customers Suppliers Competitors Porter's Five Forces - Competitive Position Analyses Strategic Groups
Sales techniques	n.a.	
Strategic Planning	Basically all ST content is about strategic planning and management. As "overviews" units 1 and 9 are recommended. Unit 1 - Foundation of Strategic Management Unit 9 Strategy Implementation	<b>The key concepts are:</b> General Company Policy Enterprise Vision and Mission Marketing Mix SWOT Analysis Strategic Analysis Strategic Choice Strategy Implementation Resources Benchmarking Strategic Goals Franchising Functional rules and policies Business Process Risk Management Adaptation in internationalisation Crises Management Change Management Innovation Knowledge Competitive Advantage
Marketing	n.a.	
Financial literacy (basics of	n.a.	

accountancy)		
Legal issues literacy	n.a.	
IT competences - Basic IT tools	n.a.	
Leadership	n.a.	
Human resources	n.a.	
Creativity Innovation techniques	n.a.	
Sales techniques	n.a.	
Management	n.a.	
Language knowledge	n.a.	
IT competences -Social media / Internet	n.a.	

### Other comments

Some mentioned knowledge areas are a bit addressed within Strategy-Train but only integrated in strategic processes. So they are categorised as not available (n.a.) here.

Considering what is said above in relation to “The Business Model Canvas” content of units 1, 2, 3, 4 and 9 might be most valuable.

# Integration of Enterprise Circles™

## **Summary**

### **Aims and Ideas**

This is a unique group mentoring process which brings together skilled facilitation using action learning techniques, coaching and mentoring, combined with career development/self reflection tools. The programme blends group discussion and individual airing of issues, reflection, goal setting and personal action planning.

Enterprise Circles™ usually have up to 5 individuals (mentees) working with 1 trained mentor/facilitator. Circles meet for an agreed number of sessions e.g. once every four to six weeks, over an agreed time period. An Enterprise Circle lasts approximately 3-4 hours with every member given the opportunity to discuss individual issues, followed by group support and members acting as a sounding board for individuals to bounce ideas and potential solutions to problems/issues.

This methodology below will be adapted to address the needs of confidence and self-esteem of the specific group of unemployed people who the project is targeting to and who need psychological support due to the personal situation they are living being unemployed for a long time and with no hopes of finding a job.

## **Methodology**

### ***Enterprise Circles™ Purpose and Methodology***

- Enterprise Circles™ enable an individual to share their problems, issues, opportunities and challenges with others.
- Enterprise Circles™ provide a safe yet challenging environment where ideas for starting a business can be explored and tested.
- Possible options for action can be generated and discussed.
- The individual is helped to find the next steps forward in furthering their idea to start up in business.
- Encouraging development of self-reflection and self-belief.

There are also other benefits of participation:

- Opportunities to network with other women facing similar issues
- Opportunities to make new contacts and expand their networks.

### **Enterprise Circles™ - Underpinning Philosophy**

Enterprise Circles™ are learner led and learner focused. The concept of Enterprise Circles™ is built on the process of learning as a journey which requires that the individual can be helped to reveal what they need to know, that some knowledge is already within and needs to be brought forward, and that shared knowledge and learning from others can be valuable. The focus is very much on questioning to reveal insights- whether this is through group discussions, completion of exercises and guided questioning from other participants. For example, through guided questioning sections within a Enterprise Circle™, participants take it in turns to have a time slot to talk about their problem or opportunity and the other group members offer questions. The questioning is about discovery, trying to understand more fully any underlying issues which it would be fruitful to explore further. Thus the focus is on questioning rather than advice giving. Similarly when completing exercises regarding self-development or self-reflection, participants are encouraged to question their responses and to support other group members in questioning why they responded to an exercise in a certain way. This process strengthens the development of self-reflection. The two models below (Action Learning Process and Kolb's Experiential Learning Cycle) are useful in further explaining the purpose and process of Mentoring Circles.

Fig.: Action Learning Process

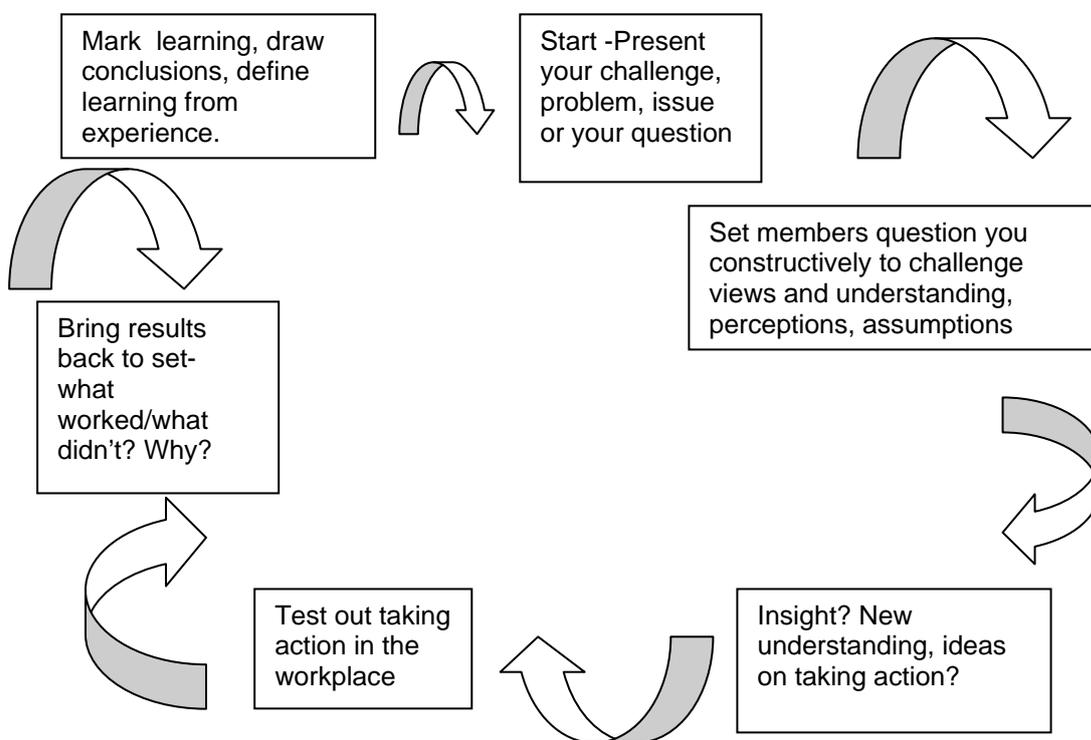
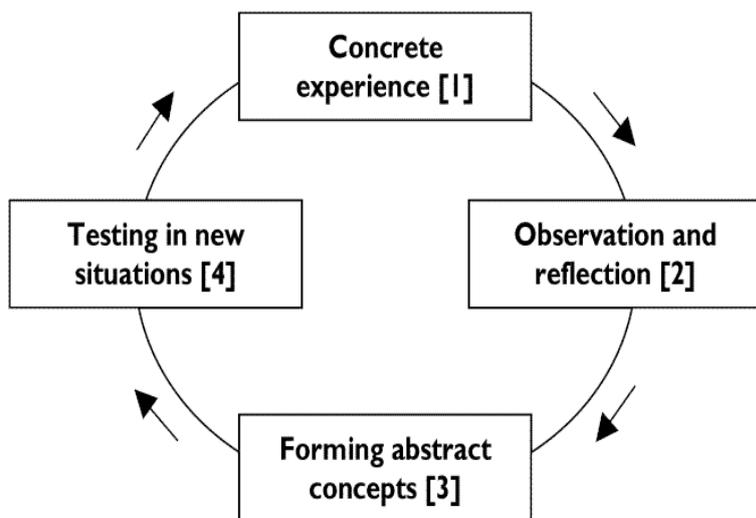


Fig 2. Kolb's Experiential Learning Cycle (1975)



***Enterprise Circles™ - Facilitation Aims.***

Enterprise Circles™ are generally facilitated in a fairly non-directive manner; however each facilitator will have their own style which may be more or less directive. It may be necessary to use a more directive approach when appropriate e.g. when an individual might be about to undertake risky or damaging actions which can be foreseen. As mentioned previously, the size of group dictates the level of direction required. Larger groups tending to be led in a more directive fashion than smaller ones.

We would expect the learning process to feature some of the following exploration for participants:

- Exploration of what may cause particular conditions or consequences; reviewing decisions or actions and reveal how this has led to the current situation. Could problems have been avoided? What are the implications if a similar situation occurs in the future? What have they learned from this situation?
- Examining their own thinking that led them to believe something or act in a certain way. Is a decision built on fair assumptions? Have assumptions been tested?
- We can also **learn from mistakes**; Argyris (1993) suggests that learning occurs whenever errors are detected and corrected.
- The facilitation should also be **future focused and solution focused**. It is useful to assist members in predicting possible outcomes. Have they taken everything into account? What is

the back up or contingency plan? Have they considered all the options in a situation?

- Your facilitation will explicitly get people to **commit to goal and action plans**, report on their own progress, redefine goals and review outcomes.
- The facilitation should also involve awareness of **group dynamics and group process**; this may occasionally require that the facilitator may have to intervene to protect someone's time, to keep issues on track when challenge may be causing distress, when someone is perhaps using power inappropriately or behaving in a way that frustrates or blocks the group's learning.
- Participants might wish to experiment with behaviours in the Enterprise Circle™ (with the agreement and support of their colleagues) and obtain feedback. Perhaps a member would like to be more assertive and offer more suggestions in group settings or develop the confidence to disagree with people.
- Encourage group members to be creative, to work outside comfort zones and to maximise opportunities.
- Contracting: defining an agreement with the Enterprise Circles™ members about roles and responsibilities in order that a) you can best facilitate: b) they can get most out of the process in a climate which is conducive to learning. Agreements need to be revisited frequently and rules of operation need restating at the start of each session.

## ***Tools to be transferred***

### **Tool 1: Thinking differently**

#### **Description of the tool**

The aim of this tool is to help the learner to be more flexible in the way they view themselves. The learner is first asked to identify the three numbers on the sheet. They are then asked to look at the figures in a different way. The facilitator asks the learner to manipulate the second figure to find a 4 (this can be found by covering up the lower half of the figure to create IV). The learner then has to create a 6 (this is found by covering the upper half of the figure and rotating the page by 180 degrees). Finally they are asked to find another way of making a six. This is rarely managed (see methodological background), but can be achieved by adding the letter S to the front of the figure to create SIX.

#### **Methodological background**

This tool identifies the difficulty people have in switching paradigms (to Arabic numerals) once they are thinking in one cluster of knowledge (Roman numerals). This difficulty has been demonstrated in many areas, such as switching between tasks in the Wisconsin card sorting task<sup>1</sup>. The principle displayed by this task can then be applied to the learner’s life and attitude towards enterprise.

**Technical framework**

N/A.

**Requirements for implementation**

Requirements	
Learner	Printout of the worksheet
Facilitator	Sound understanding of the methodology involved (switching paradigms)

**Need for adaptation/Best way of implementation**

N/A.

**Tool 2: Old Young Woman**

**Description of the tool**

The picture used in this task can be viewed stably as depicting two different people: an old or a young lady. Most people look at the picture and can see one thing first - the old or young lady. The facilitator can then suggest that there is another interpretation of the picture and allow the learner to adjust their perception of the image, with help if necessary. This can then lead on to a discussion of how the learner may be stuck looking at their own life in a particular way, and to encouraging them to see themselves differently (for example whether any of their hobbies and interests could be turned into a business).

**Methodological background**

The picture used in the task, entitled “My Wife and My Mother-in-law”<sup>2</sup>, is an example of an ambiguous optical illusion in which the picture can be viewed as two distinct image forms. These can both be viewed stably (i.e. it is a multistable image), but most people only notice one form of the image to begin with. When they are then told that another interpretation exists, this creates a cognitive dissonance<sup>3</sup>, a situation in which the learner has to hold conflicting beliefs, in this case their belief for example that the picture shows the young lady, and the conflicting information that it shows old lady. The learner will then want to resolve this dissonance by looking for the alternative (y) view of the picture.

This theory can then be applied to the learner’s own view of themselves and their life, encouraging them to look, for example, at how someone else might perceive them.

<sup>1</sup> Berg (1948). *A simple objective technique for measuring flexibility in thinking.*

<sup>2</sup> Hill (1915). *My Wife and My Mother-in-Law.*

<sup>3</sup> Festinger (1957). *A theory of cognitive dissonance.* California: Stanford University Press

### Technical framework

N/A.

### Requirements for implementation

Requirements	
Learner	Access to the old/young lady picture
Facilitator	Good understanding of cognitive dissonance

### Need for adaptation/Best way of implementation

The picture is normally used in psychology research to demonstrate phenomenon of multistable images and to investigate how these are represented in the mind. Here it is being used to demonstrate the resolution of a cognitive dissonance, as well as the concept of looking at the same situation from two different viewpoints.

## Tool 3: Ideas Generation

### Description of the tool

This tool involves two tasks: (a) Ideas generation; and (b) Analysis of ideas. The tool uses TIMED acronym (Trends, Issues, Markets, Experience and Dreams) to help the learner to come up with ideas for an enterprise. In task (a), learners are asked to come up with examples in each of these areas. In task (b), ideas generated in (a) are then analysed in order to come up with a more concrete idea for an enterprise opportunity.

### Methodological background

The use of clusters (i.e. TIMED) generates more ideas than asking a more general question. This is because more ideas tend to be generated per cluster due to the more specific nature of the questions.

### Technical framework

N/A.

### Requirements for implementation

Requirements	
Facilitator	A good understanding of the TIMED method, in order to direct the learner helpfully in their use of it
Learner	Worksheets for tasks (a) and (b) to fill in

### Need for adaptation/Best way of implementation

This tool is best used for pre-start-up and pre-pre-start-up learners.

## Tool 4: Wheel of Skills

### Description of the tool

The aim of this exercise is to help participants to understand what skills are useful in running a business and to think about how they would rate themselves on their confidence level in this skill currently. The learner adds new skills to the general list of business skills. They then choose the 8 skills they think are most important to their business and write each skill on each of the lines by the side of the wheel. For each skill, the learner is asked to rate how confident they feel in this skill from a scale of 0-5, where 0 is not confident at all and 5 is extremely confident. They then join up the Xs on the wheel.

### Methodological background

This tool was adapted from the Wheel of Life<sup>®</sup>, a tool used to evaluate one's life satisfaction. Having a pictorial representation of your current situation compared to where you want to be has proved to be helpful in identifying areas that need more attention.

### Technical framework

N/A.

### Requirements for implementation

Which technical/pedagogical/methodological requirements are needed in order to implement the tool?

Requirements	
Learner	A printout of the wheel of skills, and different coloured pens

### Need for adaptation/Best way of implementation

This task can be extended to ask the learner to rate where they would like their confidence level to be for each skill, which they can mark on the wheel with a second colour.

## Tool 5: Goal Setting Worksheet

### Description of the tool

This tool enables learners to set themselves SMART (see methodology) goals. The learner comes up with a few (SMART) goals that they would like to achieve, and then they can fill in the worksheet to split the goal up into smaller tasks which they can gradually complete, perhaps over successive meetings of a group of learners (see need for adaptation).

### Methodological background

Numerous studies show a direct link between goal setting, particularly SMART goal setting, and increased task performance. For example, a review by Locke et al. states that "a review of both laboratory and field studies on the effects of setting goals when performing a task found that in 90% of the studies, specific and challenging goals lead to higher performance than easy goals, "do your

best" goals, or no goals."<sup>4</sup> The acronym SMART stands for Specific, Measurable, Achievable, Realistic and Time-bound.

**Technical framework**

N/A.

**Requirements for implementation**

Requirements	
Facilitator	Understanding of the SMART theory of goal setting
Learner	Multiple goal setting worksheets

**Need for adaptation/Best way of implementation**

Implementing this tool in groups has proved very effective as it provides support and accountability for the learners over successive meetings of the group.

**Tool 6: Using Metaphors**

**Description of the tool**

The aim of this task is to aid understanding of what the learner is feeling without being overwhelming or overly personal, by use of metaphors to describe oneself. The learner is asked to come up with a metaphor for how they feel about themselves and their business idea currently, and another for where they would like to be.

**Methodological background**

Metaphors are a powerful tool for explaining situations and feelings that may be difficult to put into words. Hill and Lavenhagan provided a model for using metaphors in entrepreneurship<sup>5</sup> which, although not directly applicable here, demonstrates how they can be useful in presenting ideas and situations in business. They can help in accessing elements of learner’s situation which were previously inaccessible verbally.

**Technical framework**

N/A.

**Requirements for implementation**

Requirements	
Learner	Worksheet
Facilitator	Understanding of the advantages of using metaphors

**Need for adaptation/Best way of implementation**

<sup>4</sup> Locke et al. (1981). *Goal Setting and Task Performance: 1969-1980*.

<sup>5</sup> Hill and Lavenhagan (1995), *Metaphors and Mental Models: Sensemaking and Sensegiving in Innovative and Entrepreneurial Activities*.

This works well if the facilitator continues to use the metaphor language throughout the sessions.

## Tool 7: Recipe for Success

### Description of the tool

This task is introspective, requiring the learner to examine themselves to see which qualities they have to run a successful business. They are presented with some key qualities and asked which ones they already have, and which ones are currently missing. For the ones that they have, there is a worksheet to fill in with the quality and evidence from their life that they have that quality. For those they think are missing, there can be a discussion on how to develop them.

### Methodological background

This tool is useful for improving self efficacy, defined as the extent or strength of one's belief in one's own ability to complete tasks and reach goals<sup>6</sup>. Most people starting up a business have no experience in the field and so they feel like they don't have the skills to do so. This task aims to increase their self efficacy by looking at their current skills, relating these to business, and showing evidence to the learner of these skills in their life. Self efficacy has been shown to affect work-related performance<sup>7</sup>.

### Technical framework

N/A.

### Requirements for implementation

Requirements	
Learner	Access to the qualities list and a printout of the worksheet to fill in
Facilitator	Understanding of how this relates to other tools such as motivators (self efficacy improves motivation)

### Need for adaptation/Best way of implementation

It is helpful for the facilitator to give some initial examples of qualities and evidence upon which the learner can then build.

## Tool 8: Intrinsic and Extrinsic motivators

### Description of the tool

This tool aims to identify what is motivating the learner to start up a business, and to ensure a good balance of different motivators. In the task, the learner is asked to introspect and write down the different motivators they have for starting up a business, dividing them into extrinsic and intrinsic motivators. A discussion can then take place about the need to ensure a balance of motivators (see methodological background).

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<sup>6</sup> Ormrod. 2006. *Educational psychology: Developing learners (5<sup>th</sup> ed.)*.

<sup>7</sup> Stajkovic and Luthans. 1988. *Self-Efficacy and Work-Related Performance: A Meta-Analysis*.

### Methodological background

Motivation, and having the right balance of intrinsic and extrinsic motivations, is key to setting up a business. Bénabou says that ‘psychologists, experts in human resource management and sociologists have long emphasized the central role played by intrinsic motivation in many social and economic interactions. In particular, they have called attention to the fact that explicit incentive schemes may sometimes backfire’<sup>8</sup>. However, it is also true that incentives (extrinsic motivators) often do promote effort and performance.<sup>9</sup> Evidently then, a balance is needed, and this tool allows both the facilitator and learner to identify the learner’s motivations and to see how these may need to be worked on in order to increase the success of their business.

### Technical framework

N/A.

### Requirements for implementation

Requirements	
Facilitator	Understanding of different types of motivation and what is a healthy balance
Learner	A printout of the worksheet

### Need for adaptation/Best way of implementation

N/A.

## Tool 9: Innovation and Creating a Market Niche

### Description of the tool

The aim of this tool is to help the learner to think more creatively about their and/or a potential business model. The task starts by looking at a simple business model (in this case a beauty salon) which does not take into account the target audience and market niche. The facilitator can discuss with the learner how this model could be updated by thinking about a specific target audience (busy business women). Using this framework, they can then discuss the learner’s current business plan and how this might be similarly updated.

### Methodological background

‘A market niche is a small group of people who buy a particular product that most people do not buy, especially a good quality product that makes a lot of profit’.<sup>10</sup> There is a lot of research suggesting that identifying and catering to a market niche can significantly improve business success. According to Entrepreneur, niche marketing not only provides start-ups with an opportunity to launch the

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<sup>8</sup> Bénabou and Tirole. 2003. *Intrinsic and Extrinsic Motivation*.

<sup>9</sup> Gibbons. 1997. *Incentives and Careers in Organisations*. Cambridge University Press

<sup>10</sup> Cambridge Dictionary

business successfully, but can also help them grow into major players in a larger market.<sup>11</sup> This tool enables the learner to reflect on different interventions their business model may require based on their target niche.

**Technical framework**

N/A.

**Requirements for implementation**

Requirements	
Facilitator	Understanding of USPs (Unique Selling Propositions) and market niches

**Need for adaptation/Best way of implementation**

An opportunity for the learner to discuss this on a one to one basis with the facilitator is recommended.

**Tool 10: Flow Theory**

**Description of the tool**

This tool helps the learner to understand what might be causing them to procrastinate rather than being proactive with their business. The tool involves an explanation of flow theory (see methodological background), and then a discussion of how this relates to the learner’s current situation.

**Methodological background**

Flow theory was championed by Csikszentmihalyi. According to him, flow is completely focused motivation, a state in which people are so involved in an activity that nothing else seems to matter.<sup>12</sup> This is relevant to starting up a business because it is important to be in a state of flow with your business or else you will become bored or anxious, leading to procrastination and stagnation. As explained in the tool, this occurs when there is a mismatch between the skills available and the challenges presented. If the former is too great then the learner will become bored, and if the latter is too great then they will become anxious. This tool is therefore useful for helping the learner to understand why they may be procrastinating, so that they can adjust either their skills or challenges respectively. This is not a onetime exercise either, as skills and challenges change continually, and so the learner must be aware to keep assessing these throughout their life.

**Technical framework**

N/A.

**Requirements for implementation**

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<sup>11</sup>Bellisario. 2009. *Why Serve a Market Niche?* Entrepreneur  
<sup>12</sup> Csikszentmihalyi. 1990. *Flow: The Psychology of Optimal Experience*. New York: Harper and Row.

Requirements	
Facilitator	Understanding of flow theory and how it relates to motivation and goal setting.

**Need for adaptation/Best way of implementation**

An opportunity for the learner to discuss this on a one to one basis with the facilitator is recommended.

**Tool 11: Quick Start-up Quiz**

**Description of the tool**

This tool assesses whether the learner is ready to work for themselves, and gives constructive feedback on how to move forwards if they are not yet ready. The quiz contains fifteen yes/no questions which correspond respectively to 2 or 0 points. These are added up to give a total score out of thirty, following which the learner can obtain a benchmark of their readiness to start a business based on the profiles given on the worksheet.

**Methodological background**

The questions in the quiz evaluate various soft and hard skills which research shows are important for starting up a business. Therefore it can give a good benchmark of the learner’s readiness for this.

**Technical framework**

N/A.

**Requirements for implementation**

Requirements	
Learner	A printout of the quiz, and access to the benchmark profiles
Facilitator	Ability to discuss the results of the quiz, and to ensure that the participant does not feel like they have been put in a box.  Relate this task to wheel of skills, checking how the quiz results match the learner’s introspection (i.e. if the quiz shows them to be unmotivated, did the learner agree during the wheel of skills task?)

**Need for adaptation/Best way of implementation**

The results of this quiz should not be taken alone, as research suggests that self-evaluation on its own can have low validity (depending on the other variables present).<sup>13</sup> However, it is useful in increasing self-awareness.

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<sup>13</sup> Mabe and West. 1982. *Validity of self-evaluation of ability: A review and meta-analysis*. Journal of Applied Psychology

## Tool 12: Hot Air Balloon

### Description of the tool

The aim of this tool is to identify a priority list of what the learner wants out of starting a business. They are asked to write down around six things that they want to get out of starting a business, and these are stuck to the hot air balloon. They then have to remove them one by one as they are 'weighing down' the balloon. At the end of this task the facilitator can then show the learner their list for discussion and reflection.

### Methodological background

Identifying priorities can be very difficult, and ranking them often leads to anxiety for the learner. This tool makes ordering a list of priorities into a fun task by use of a game, thus tackling the anxiety of prioritising.

### Technical framework

N/A.

### Requirements for implementation

Requirements	
Facilitator	Hot air balloon print out and pens
Learner	Post-it notes

### Need for adaptation/Best way of implementation

This works best if it is first implemented with a facilitator and just one learner so that they can discuss it together. It can then be carried out again in pairs.

## Tool 13: My Fantasy Business

### Description of the tool

In this task the learner is asked to imagine and write down what would be involved in their ideal business plan if there were no constraints on their plans.

### Methodological background

Andrew Bryant, founder of Self Leadership International, says that building a strong motivational propulsion system requires tapping into your mind's powerful ability to visualise.<sup>14</sup> By visualising desires without any perceived obstacles in the way, it can help make them seem more achievable. Once they have the desired end-state in mind, it then becomes possible to start thinking about practicalities and working out how they can achieve their desires within the constraints of their life. At the same time, visualising the future also increases the cognitive dissonance between where the learner is currently and where they imagine themselves to be. Consequently they will want to lessen this cognitive dissonance and one way to do this is to strive for the imagined situation.

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<sup>14</sup> Bryant, A. 2009. *Motivation and Visualisation*. Selfleader.com

### Technical framework

N/A.

### Requirements for implementation

Requirements	
Learner	Printout of the worksheet, and coloured pens (in case they want to draw)

### Need for adaptation/Best way of implementation

This task works well in pairs.

## Tool 14: Mind Maps

### Description of the tool

This tool enables the learner to visualise their thoughts and ideas in relation to each other in a simple visual representation. This task involves the learner creating their own mind map, and should be targeted to the stage that the learner has reached in their business plan.

### Methodological background

Mind maps were popularised by Tony Buzan. The reason why they are so effective across so many situations including idea generation and memory is that they mirror the way the brain organises information. The semantic network model<sup>15</sup> of the brain suggests that our brains organise semantic information in radiant networks, rather than in a linear fashion<sup>16</sup>. Therefore radiant mind maps, rather than linear lists or other methods, are very effective in retrieving what we think and know. They can also trigger further ideas because the brain works on associations which are activated as the map is created.

### Technical framework

N/A.

### Requirements for implementation

Requirements	
Learner	A3 paper works best, and different coloured pens

### Need for adaptation/Best way of implementation

This tool can be widely adapted, as mind maps are a way of visualising one's thoughts. For example, it could be used for tool 3 (using the TIMED method for idea generation) instead of writing ideas in a table.

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<sup>15</sup> Collins and Quillian. 1969. *Retrieval time from semantic memory*.

<sup>16</sup> thinkbuzan.com

It is particularly useful for pre-start-up and pre-pre-start-up learners to think about what they're good at. However it can also be used for existing businesses.

## Learning Outcomes

Within the Enterprise4All methodology learning outcomes will be used to design and detect training content for the project. Learning outcomes are used in the European Qualification framework.

The core of the EQF consists of eight reference levels describing what a learner knows, understands and is able to do – i.e. 'learning outcomes'. Levels of national qualifications will be based on one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.

By shifting the focus to learning outcomes it helps to:

- support a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provision
- facilitate the validation of non-formal and informal learning
- facilitate the transfer and use of qualifications across different countries and education and training systems
- transfer units of learning outcome, based on a credit system (ECVET)

It also recognizes that Europe's Education systems are so diverse that comparisons based on inputs, such as a length of study, are impracticable.

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

In the context of EQF:

- **knowledge** is described as theoretical and/or factual
- **skills** are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)
- **competence** is described in terms of responsibility and autonomy

### Level 1

The learning outcomes relevant to Level 1 are:

- basic general knowledge
- basic skills required to carry out simple tasks
- work or study under direct supervision in a structured context

### Level 2

The learning outcomes relevant to Level 2 are:

- basic factual knowledge of a field of work or study
- basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools
- work or study under supervision with some autonomy

### **Level 3**

The learning outcomes relevant to Level 3 are:

- knowledge of facts, principles, processes and general concepts, in a field of work or study
- a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- take responsibility for completion of tasks in work or study
- adapt own behavior to circumstances in solving problems

### **Level 4**

The learning outcomes relevant to Level 4 are:

- factual and theoretical knowledge in broad contexts within a field of work or study
- a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study
- exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change
- supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

### **Level 5**

The learning outcomes relevant to Level 5 are:

- comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
- a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
- exercise management and supervision in contexts of work or study activities where there is unpredictable change
- review and develop performance of self and others

### **Level 6**

The learning outcomes relevant to Level 6 are:

- advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
- advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
- manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts
- take responsibility for managing professional development of individuals and groups

### **Level 7**

The learning outcomes relevant to Level 7 are;

- highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
- critical awareness of knowledge issues in a field and at the interface between different fields
- specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches
- take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

### **Level 8**

The learning outcomes relevant to Level 8 are:

- knowledge at the most advanced frontier of a field of work or study and at the interface between fields
- the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice
- demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.

With the defined target groups of the project, the level of the learning needs of the participants could vary. Therefore the training content should cover Level 2 to 6 in the EQF. The training programme should be able to raise the capacities of the training participants to level 6 at the end of the sessions.

## Use of existing sessions and inclusion of additional training content

The following two tables provide an overview on existing training material for the business model canvas and soft skills as well as the need for external training content. As some of the learners may not be able to develop their own business plan at the start of the programme, an introduction module is dedicated to business idea development:

### Business competences

business model canvas	Hard skills	Strategy train	External sources
Key partners	Market knowledge, Sales techniques	Market knowledge Unit 2	sales techniques
Key activities	Strategic planning, Marketing	Strategic planning Unit 1 and 9	Marketing
Key resources	Financial literacy, Legal issues literacy, Strategic planning, IT competences – Basic IT tools, Leadership, Human resources	Strategic planning Unit 1 and 9; Related to unit 3 Internal Environment	financial literacy, legal issues literacy; IT competences-basic IT tools, leadership, human resources
Value proposition	Creativity – Innovation techniques	na	Creativity – Innovation techniques
Customer relationships	IT competences – Social media, Sales techniques, Management	na	IT competences – Social media, Sales techniques, Management
Channels	Language knowledge, IT competences – Social media / Internet and Basic IT tools, Marketing, Sales techniques	na	Language knowledge, IT competences – Social media / Internet and Basic IT tools, Marketing, Sales techniques
Customer segments	Market knowledge, Marketing	na	Market knowledge, Marketing

Cost structure	Financial literacy, Legal issues literacy, Market knowledge	Market Knowledge Unit 2; Topic Related to unit 3 Internal Environment	Financial literacy, Legal issues literacy, Market knowledge
Revenue streams	Market knowledge	Market Knowledge Unit 2; Related to unit 3 Internal Environment	

### Soft skills

Soft skills	
Communication/Listening	throughout the mentoring sessions
Flexibility/Adaptation	Tool 1: Thinking differently
Leadership	Tool 10: Flow Theory; Tool 13: My Fantasy Business
Cultural competence	Covered in the e-learning process
Self-confidence	Tool 2: Old Young Woman; Tool 6: Using Metaphors; Tool 7: Recipe for Success
Motivation	Tool 2: Old Young Woman; Tool 8: Intrinsic and Extrinsic motivators; Tool 10: Flow Theory
Problem solving	Tool 3: Ideas Generation; Tool 4: Wheel of Skills; Tool 9: Innovation and Creating a Market Niche
Empathy	Tool 6: Using Metaphors
Networking skills	Covered in the e-learning process throughout the mentoring process
Organisation	Tool 5: Goal Setting Worksheet; Tool 13: My Fantasy Business; Tool 14: Mind Maps
goal setting	Tool 5: Goal Setting Worksheet; Tool 7: Recipe for Success; Tool 12: Hot Air Balloon
Assertiveness	Tool 10: Flow Theory
Time management	Tool 5: Goal Setting Worksheet;
Resilience	Tool 5: Goal Setting Worksheet; Tool 7: Recipe for Success;
Creativity	Tool 1: Thinking differently; Tool 3: Ideas Generation; Tool 9: Innovation and Creating a Market Niche

## Concluding remarks

Enterprise4All is conceptualized as a programme raising employability of unemployed young and older people – the most vulnerable groups in European countries – by developing entrepreneurial skills and giving them the opportunity to develop their own business plan. It utilizes online tools as well as face-to-face tools in order to raise entrepreneurial skills, competences and knowledge of the participants. Therefore the corresponding learning path is comprised of self-assessment and self-learning as well as mentoring sessions to develop hard and soft skills of an entrepreneur in order to either establish their own business or to active them and increase the employability of the Enterprise4All programme participants. It incorporates the most suitable tools and content from Strategy Train as well as Enterprise Circles<sup>TM</sup> and uses a learning platform where the STUDIO ontology is utilized. Additionally Enterprise4All will use external content and tools that is most suitable for the target group. The final goal of the programme is to increase the learning level in the respective topics to level 6.

This methodology is aimed to be used for the Enterprise4All pilot phase where the methodology is tested on applicability, effectiveness and usefulness of the used methods and tools. After the assessment of the methodology is done through a feedback process, consisting of the responses of the participants and mentors in the piloting phase, this deliverable will be adapted according to the feedback from the pilots. This final version will be translated in the national languages by the partners.