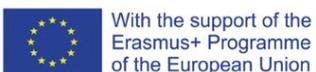


# entrepreneurship for everyone

## new ways of coaching



With the support of the Erasmus+ Programme of the European Union

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# Coaching Handbook

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Entrepreneurship for Everyone  
– New Ways of Coaching



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# introduction

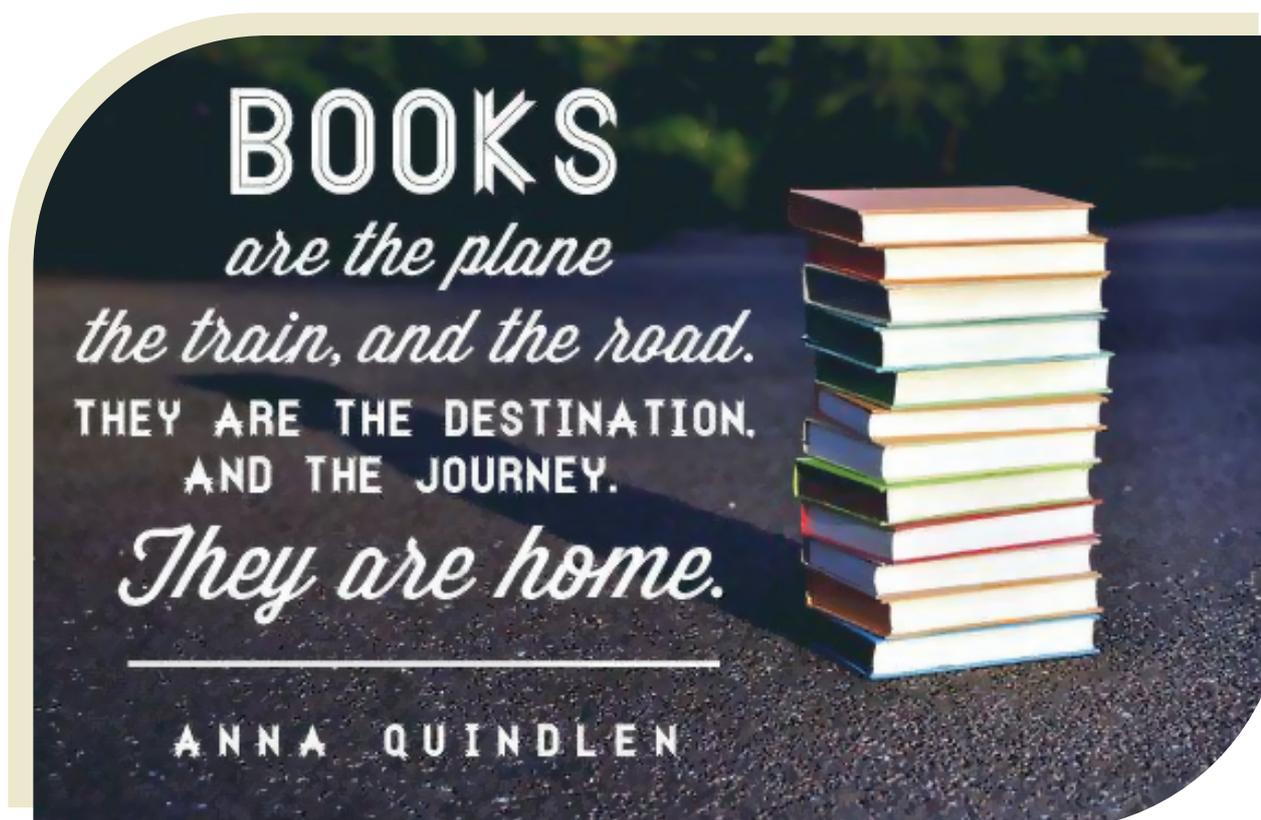
“Coaching Handbook: Entrepreneurship for Everyone – New Ways of Coaching” has been developed based on “The First Five Years Enemies”, “The Toolkit”, and the particular needs of a leader, manager or HR manager to work with their employees in order to set a profitable work pace using specific EFE tools and skills – i.e., a summary of the learning material developed during the first phases of the project.

With the coaching management style, managers motivate their employees by providing tools and resources for growth. Coaching is a favoured management style for improving employee engagement since managers' focus is helping their team members develop their strengths and improve their performance. Coaching isn't a one-size-fits-all process, and that is why managers need to tailor the focus to the person they are interacting with. Having a genuine understanding of the individuals that make up their team and what they need to work towards will allow managers to more efficiently plan and execute projects. Furthermore, consulting company Gallup found (2017) that people who use their strengths every day are six times more engaged.

This train-the-trainers output is dedicated to managers, leaders, decision-makers and HR managers and will be further distributed among them with the purpose of informing a wide number of target

group representatives, about the benefits of EFE project products.

 The handbook contains only relevant and "to the point" information, becoming a very useful marketing tool, which will "speak" about the benefits of EFE. Thus, this coaching manual will give managers an extra professional support by both giving them the structure of the process and equipping them with appropriate training and learning materials. It will also introduce them to the concept of blended learning, as well as the added value of exchanging ideas, good practices and experience in dealing with challenging situations in their managing practice.



# Training Module 1: Connection

## I. LEARNING MODULE (LINK)

### Description

A critical skill in the world of business, Connecting with Others is defined as a sense of being open and available to other people; it is also associated with empathy and compassion.

### Competences

- Ability to appreciate another person, to build confidence and relationships, and to work in a team;
- Showing empathy, interest in the interlocutor, and kindness.

### Objectives

- Developing the ability to create a positive atmosphere, empathy, and teamwork skills;
- Improving courtesy and kindness towards others, self-confidence, and self-awareness.

### Outcomes

- Learning how to communicate effectively and how to show interest in the interlocutor.

## 1. Main Sources of This Enemy

Inability to work in a team;

Lack of self-awareness and self-confidence;

Problems in communication

## 2. Effects and Risks of This Enemy

Lack of employee involvement in the company's life, professional burnout, and stagnation of the company.

## 3. Real Situation in the Country

Though there are courses that train people in communication skills and teamworking, there is still a lot to do in this area.

### How to manage it

There are solutions to problems such as communication problems, inability to work in a team, low self-awareness, or low self-esteem.

### Conclusions

Connecting with others is a crucial skill in business. Entrepreneurs should overcome the obstacles related to this skill because not being able to connect with others may have negative consequences on business.

### References

- Jacobson, S. (2017). Connecting With People – What It Is and Isn't, And What You Might Find It Hard. <https://www.harleytherapy.co.uk/counselling/connecting-with-people.htm>
- Owsley, D. (2018). The Art of Connecting. <https://www.relavate.org/counseling-help/2018/12/10/the-art-of-connecting-with-others>
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# Training Module 1: Connection

## II. LEARNING TOOLS

### Drop Everything and Think! (Link)

- **“DROP EVERYTHING AND THINK!”** is an “ice-breaker” game that utilizes story-telling to build communication and encourage team members to connect with each other and listen.
- **OBJECTIVES OF THE TOOL:** Encouraging team members to feel comfortable communicating with each other and working as a group, facilitating project-completion, and forming a “team connection” where the team members develop empathy and receptiveness.
- **CONNECTION OF THE TOOL WITH THE “ENEMY”:** Connecting each other’s thoughts to describe a picture, team members need to communicate and express thoughts and emotions.
- **RESOURCES & MATERIALS:**
  - A volunteer “referee” to display the picture and reveal its story at the game’s conclusion;
  - Chairs for the team members to sit on, paper and writing implements to use in order to write sentences on, three random pictures taken out of context from something bigger to be projected onto the screen, a projector screen for the pictures to be displayed on.
- **IMPLEMENTATION OF THE TOOL:** 10 min – displaying the picture and writing down initial thoughts of it; 20 min – reading out loud the ideas and deciding sentence order; 5 min – reading out loud the story thus resulted.
- **WHAT TO LEARN:** How to work in a group and how to include all team members. The goal is to deliver a product that everyone has contributed.



## 1. Team Building in a Pinch (Link)

- “**TEAM BUILDING IN A PINCH**” is an interactive game whose point is to facilitate familiarity with each other’s workplace skills and talents.
- OBJECTIVES OF THE TOOL:** Forming closer connections with teammates within the work atmosphere by encouraging team members to become familiar with each other’s talents and to communicate to complete a spontaneous project, thoughtful listening to team members and their experiences, and team-building in a light-hearted manner by introducing team members to each other.
- CONNECTION OF THE TOOL WITH THE “ENEMY”:** Providing intellectual stimulation and a need for communication is possible through gently building the foundation for team building.
- RESOURCES & MATERIALS:** Some sheets of paper, a pen, and various accessories or personal objects.
- IMPLEMENTATION OF THE TOOL:** 5 min – description of the project’s goal; 10 min – contributing one random item from what the participants have on hand (clothing, jewellery, office supplies, etc.); 10 min – putting the project together without a team leader (just everyone working together, suggesting, and attempting); 5 min – running a trial run and deciding whether or not the project was a success; 10 min - returning the items to the co-workers: each participant takes an item that is not theirs and declares whose item it is and what they remember about why this item is important.

**WHAT TO LEARN:** Without a designated leader or the pressure of a time limit, the objective of the game is to encourage team members to communicate, establish a forum for them to learn each other’s strengths and weaknesses in doing a project, and figure out how to compensate for these strengths and weaknesses.

# Training Module 2: Communication

## I. LEARNING MODULE (LINK)

### Description

This module examines communication strategies for entrepreneurs to help achieve success.

### Competences

- Ability to understand the importance of interpersonal communication, to use all forms of communication, to use interpersonal communication with customers and employees, and to use personal communication effectively to explain goals and tasks.

### Objectives

- Becoming a communication user, improving one's communication usages in order to achieve targets;
- Knowing how to use communication to improve business and to warm up work communication, and knowing the benefits of different forms of communication.

### Outcomes

- Being able to build a working atmosphere that encourages open communication, to communicate goals and objectives to team members, and to communicate with higher management to relay goals to team;
- Maintaining consciousness of why communication affects activities.

## 1. Main Sources of This Enemy

- Persuading as a means to change and influence the way much of society lives and works.

## 2. Effects and Risks of This Enemy

- Good communication skills have a positive impact on inter-personal communication.
- Poor communication skills affect the employer – employee relationship.

## 3. Real Situation in the Country

Though there are courses that train people in communication skills, there is still a lot to do in this area.

### How to manage it

There are solutions to problems such as communication problems, and one of them is attending training courses in communication.

### Conclusions

To bring success to their initiatives, entrepreneurs need to address and implement strong communicational skills in the workplace to ensure effective and strong relations between themselves, fellow employees, and customers.

### References

- Importance of Good Communication at the Workplace. (n.d.) In Corp. <https://www.incorp.asia/blog/hr/importance-of-good-communication-at-workplace/>
- Nine Ways to Show Your Customers Just How Much You Appreciate Them. (2019). Forbes Coaches Council. [www.forbes.com/sites/forbescoachescouncil/2019/03.07/nine-ways-to-show-your-customers-just-how-much-you-appreciate-them/](http://www.forbes.com/sites/forbescoachescouncil/2019/03.07/nine-ways-to-show-your-customers-just-how-much-you-appreciate-them/)
- Willkomm, Anna C. (2018). Five Types of Communication. Goodwin College Drexel University of Professional Studies.

# Training Module 2: Communication

## II. LEARNING TOOLS

### 1. Blogging for Success (Link)

- **“BLOGGING FOR SUCCESS”** is not an actual blog, but rather a demo about writing some small communicative excerpts to be used in tandem with visual awareness materials.
- **OBJECTIVES OF THE TOOL:** Facilitating a firm feeling of connection with the public and partners through daily, transparent communications.
- **CONNECTION OF THE TOOL WITH THE “ENEMY”:** Delivering communication of entrepreneurial goals and achievements in digestible amounts which the viewers are more likely to remember.

#### **RESOURCES & MATERIALS:**

A computer with a back-up storage unit that can be used to keep copies of all the posts and pictures;

Specific social media platforms for sharing the information with viewers.

- **IMPLEMENTATION OF THE TOOL:** 1 h for weekly planning in the form of a meeting between the writer, the visual awareness expert, and the management/entrepreneur; 30 min for daily planning to see on which platforms to post, what should be written in accordance with the visual awareness materials, and what to add to posts; 30 min for daily reviewing the written communication and visual materials posted from the previous day; 15 min for reflecting in a weekly log completed activities and data devised and submitted to management/entrepreneurial staff.
- **WHAT TO LEARN:** How to display entrepreneurial tasks and explain the impact of these tasks through daily communication.

## 2. Visual Awareness (Link)

- “VISUAL AWARENESS”** is about how to use a camera as an entrepreneur.
- OBJECTIVES OF THE TOOL:** Giving an inside look into the work of entrepreneurs and their offices by using daily communications and social-media platforms.
- CONNECTION OF THE TOOL WITH THE “ENEMY”:** Publicizing the work of an entrepreneur allows the public to deeper understand what an entrepreneur is doing for society's benefit.
- RESOURCES & MATERIALS:** A person (not necessarily a trained photographer or a social media “guru”), a camera, and a web platform;
- IMPLEMENTATION OF THE TOOL:** 1 h for weekly planning in the form of a meeting between the writer, the visual awareness expert, and the management/entrepreneur; 30 min for daily planning to see on which platforms to post, what should be written in accordance with the visual awareness materials, and what to add to posts; 30 min for daily reviewing the written communication and visual materials posted from the previous day; 15 min for reflecting in a weekly log completed activities and data devised and submitted to management/entrepreneurial staff.

**WHAT TO LEARN:** The educational benefits of this tool can be achieved on three levels: company-wide (within the company and on the local level), nation-wide (other entrepreneurs in the same or similar areas, as well as interested individuals who support the nature of the entrepreneur's particular mission), world-wide (other entrepreneurs in the same or similar areas, as well as interested individuals who support the nature of the entrepreneur's particular mission, except the scope of activities is bigger, and so allows the entrepreneur to develop the business itself, as well as their own skills).

# Training Module 3: Change

## I. LEARNING MODULE (LINK)

### Description

Being able to adapt to the market and being able to keep being a relevant entrepreneur need to understand management change.

### Competences

- Assessing impact, coaching for change, devising internal communication strategies, facilitating change processes, managing projects, planning, and thinking strategically.

### Objectives

- Assessing the business context and the company's priorities effectively when initiating change strategies, being able to adjust change strategies during implementation to effectively address unforeseen situations, establishing effective communication with stakeholders, learning different methodologies to plan changes of different nature and to identify risk situations before implementing changes and also during the change process.

### Outcomes

- Understanding and applying change management strategies.

## 1. Main Sources of This Enemy

- Economic environment;
- Internal processes;
- Socio-cultural changes;
- Technological advancement

## 2. Effects and Risks of This Enemy

- Budget /resource limitations, change-resistant organisational culture, and lack of prioritisation.

## 3. Real Situation in the Country

Though there are courses that train people in change management, there is still a lot to do in this area.

### How to manage it

There are solutions to change management issues: budgeting and networking, improving communication and knowledge, and working from home.

### Conclusions

Change is necessary for a business to grow, which asks for effective communication skills and for knowledge to design change management methods.

### References

- Baddache, F. (2018). 5 societal changes that will shake up business. <http://parisinnovationreview.com/articles-en/5-societal-changes-that-will-shake-up-business>
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- Zhexembayeva, Nadya. (2020). 3 Things You're Getting Wrong About Organizational Change. <https://hbr.org/2020/06/3-things-youre-getting-wrong-about-organizational-change>

# Training Module 3: Change

## II. LEARNING TOOLS

### 1. Personal SWOT Analysis (Link)

- “**PERSONAL SWOT ANALYSES**” allow entrepreneurs to get an overview of their strengths and opportunities as well as weaknesses and threats. A SWOT analysis is a way for entrepreneurs to prepare for change but also under circumstances when they feel they are in a middle of a transformation.
- OBJECTIVES OF THE TOOL:** Helping break down weaknesses, threats, opportunities and strengths that can help one prioritize actions; helping evaluate the level of control, what one can act on, and what one needs to accept; and stating clearly what one perceives as threats and strengths.



- 
**CONNECTION OF THE TOOL WITH THE “ENEMY”:** The best tool that entrepreneurs can learn in order to manage the changes in their business is the knowledge needed to communicate the changes clearly to the parties involved, to evaluate complex situations, and to get the stakeholders' approval to initiate change processes without negatively affecting the leadership in the business.
  
- 
**RESOURCES & MATERIALS:** A pen, several post-its, and a sheet of paper.
  
- 
**IMPLEMENTATION OF THE TOOL:** 2 min – drawing a square with four different headlines, big enough to allow writing inside; 30-60 min – writing down, in each square, the strengths, weaknesses, opportunities, and threats of the business.

**WHAT TO LEARN:** How to get an overview of opportunities and threats allowing to prioritize actions and help navigate what one can change and what one just needs to accept; how to identify one's own strengths and, thus, allowing to generate more positive thoughts and remember the transitions and challenges successfully navigated in the past; and how to identify one's weaknesses, which can help identifying the skills to add to the team, when to grow as a team, or where to ask for help.

# Training Module 4: Stress

## I. LEARNING MODULE (LINK)

### Description

Perceived stress, a psychological reaction to the uncontrollability and unpredictability of life and work pressures, can interfere with the overall happiness, decision making, and critical competencies related to innovation, factors that affect both the entrepreneurial journey and life.

### Competences

- Adjusting the pace of work to separate personal and professional environments, and prioritizing business goals and objectives properly;
- Creating routines (e.g., maintaining healthy eating and sleeping habits);
- Developing strategic planning with realistic projections and deadlines, and finding ways to delegate non-essential tasks to employees.

### Objectives

- Determining one's stress triggers;
- Implementing strategic planning methodologies with a realistic goal setting and stress management strategies inside and outside the business;
- Learning to identify the tasks and jobs for which an entrepreneur is not indispensable and delegating them.

### Outcomes

- Balancing professional and personal life by thinking of creative strategies to alleviate stress triggers in different environments;
- Having better sleep patterns and an overall physical health.

## 1. Main Sources of This Enemy

Role ambiguity;

Role conflict

Role overload.

## 2. Effects and Risks of This Enemy

Adverse effects on business performance, mental and physical health problems.

## 3. Real Situation in the Country

Though there are courses that train people in stress management, there is still a lot to do in this area.

### How to manage it

There are solutions to problems such as stress management: determining stress intensity, knowing the best way to deal with specific cases of entrepreneurial stress, and recognizing stress symptoms.

### Conclusions

Stress management is important for the preservation of the health of entrepreneurs and for the performance of their businesses.

### References

- Arshi, T., Kamal, Q., Burns, P., Tewari, V. & Rao, V. (2020). Examining Perceived Entrepreneurial Stress: A Causal Interpretation through Cross-Lagged Panel Study. [https://www.researchgate.net/publication/347901088\\_Examining\\_Perceived\\_Entrepreneurial\\_Stress\\_A\\_Causal\\_Interpretation\\_through\\_Cross-Lagged\\_Panel\\_Study](https://www.researchgate.net/publication/347901088_Examining_Perceived_Entrepreneurial_Stress_A_Causal_Interpretation_through_Cross-Lagged_Panel_Study)
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- Sweeney, D. (2020). How Can Entrepreneurs Take Care of Their Mental Health During the Coronavirus? <https://www.score.org/blog/how-can-entrepreneurs-take-care-their-mental-health-during-coronavirus>

# Training Module 4: Stress

## II. LEARNING TOOLS

### 1. Breathing & Meditation Exercise (Link)

- This tool is about *identifying stress signals* (what triggers stress and how one reacts to stress) and *exercising breathing and meditation*.
- **OBJECTIVES OF THE TOOL:** Identifying and dealing with signs of stress and practicing meditation and slow breathing that will help the body relax.
- **CONNECTION OF THE TOOL WITH THE “ENEMY”:** Stress affects the business negatively resulting in bad leadership, bad overall mental and physical health, counterproductive behaviours in the workspace, inability to deal with complex tasks, and inability to make good decisions.

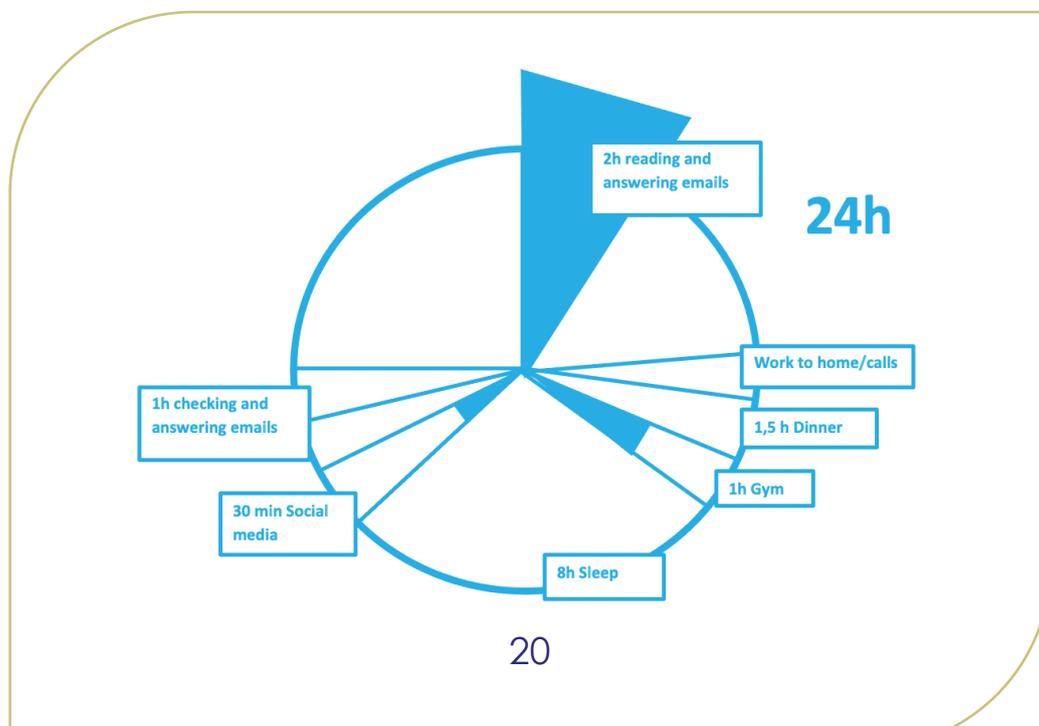
#### **RESOURCES & MATERIALS:**

- A sheet of paper and a pen, or a recorder;
- A relaxing environment.

- **IMPLEMENTATION OF THE TOOL:** 20 min – to identify stress signals (trying to remember a situation when one experienced stress, what made the situation so stressful, how one felt, how one’s body reacted, trying to identify physical signals, to remember how one thought about it, and what stress did to that person); 5-30 min – to exercise breathing and meditation.
- **WHAT TO LEARN:** Self-awareness is a crucial skill to be able to handle stressful situations, and these different exercises can help gain insight in how one reacts to stress and deal with stress.

## 2. Circle of Everyday Life (Link)

- “THE CIRCLE OF EVERYDAY LIFE”** helps one put realistic expectations on oneself to ease the potential stress that can appear when one's expectations do not align with reality.
- OBJECTIVES OF THE TOOL:** Defining goals for one's entrepreneurial journey, setting a structure of a normal day and trying to identify what one would like to change, and setting realistic expectations on oneself.
- CONNECTION OF THE TOOL WITH THE “ENEMY”:** The stress that entrepreneurs generate in their work will affect other spheres of their lives, so being able to handle stress will improve their overall wellbeing.
- RESOURCES & MATERIALS:** A sheet of paper and a pen.
- IMPLEMENTATION OF THE TOOL:** 15 min – free flow writing (thinking and formulating goals); 30 min – writing down goals and possible obstacles for one's entrepreneurial journey; 30 min – setting realistic expectations; 30 min – modifying the circle of everyday life.
- WHAT TO LEARN:** This exercise can help get an overview of what one actually spends time on.



# Training Module 5: Priority

## I. LEARNING MODULE (LINK)

### Description

**PRIORITISING** means assessing a group of items and ranking them in order of importance or urgency, and being able to delegate and act on what needs to be done.

### Competences

- Contributing to the success of the tasks;
- Having good planning skills;
- Knowing how to bring together effectively the coordinated actions of a group of people in a time- and cost-effective manner, as well as the difference between what is “important” and what is “urgent”;
- Managing time;
- Trusting one’s collaborators;
- Using available means and resources optimally

### Objectives

- Improving managerial skills and productivity;
- Knowing which step follows by its importance;
- Learning to manage information, to reduce the complexity of activities, processes, tasks, etc., and to set clear goals.

### Outcomes

- Being more communicative with one’s co-workers;
- Having a higher level of job satisfaction;
- Improving productivity, the company’s overall efficiency, and the results of the work;
- Making a better use of time;
- Reducing stress;
- Taking better care of one’s occupational health.

## 1. Main Sources of This Enemy

- Classifying tasks;
- Delegating tasks;
- Planning activities;
- Setting goals.

## 2. Effects and Risks of This Enemy

- There are both benefits (at work and for the entrepreneur's health) and risks at work.

## 3. Real Situation in the Country

Though there are courses that train people in management (and, implicitly, in prioritising), there is still a lot to do in this area.

### How to manage it

There are solutions to inefficient prioritising: learning by doing, learning how to prioritise, and using Stephen Covey's Time Matrix.

### Conclusions

Knowing how to prioritise is closely related to creativity, delegation, setting, monitoring and achieving goals and objectives, and time management.

### References

- Bhasin, H. (2019). Prioritisation: Meaning, Planning, Importance, Cons, and Examples. <https://www.marketing91.com/prioritization/>
- Greene, Jessica. (2019). How to Prioritise when Everything Feels Important. <https://zapier.com/blog/how-to-prioritize/>
- Malhotra, D. (2019). Why Prioritising Tasks Can Lead to Success <https://betterthisworld.com/self-improvement/why-prioritizing-tasks-can-lead-to-success/>

# Training Module 5: Priority

## II. LEARNING TOOLS

### 1. Impact vs Effort (Link)

- “**IMPACT VS EFFORT**” is about balancing impacts and efforts.
- OBJECTIVES OF THE TOOL:** Learning to give each task the right importance.
- CONNECTION OF THE TOOL WITH THE “ENEMY”:** Knowing how to prioritise goes hand in hand with time management.
- RESOURCES & MATERIALS:** An exercise template and a pen / pencil.
- IMPLEMENTATION OF THE TOOL:** 15-25 min – writing down all daily activities and tasks, together with the corresponding impacts and efforts; 10 min – grouping activities and tasks depending on the level of impact and effort using the table below.

HIGH IMPACT			
LOW EFFORT			HIGH EFFORT
LOW IMPACT			

**WHAT TO LEARN:** How to differentiate between the importance and urgency of the tasks that one carries out in one's daily life, so that one can organise them in a more efficient and optimal way for the development of both one's personal and working life.

## 2. Eat That Frog! (Link)

- 
**“EAT THAT FROG!”** is an invention based on not procrastinating on the most difficult or tedious tasks.
- 
**OBJECTIVES OF THE TOOL:** Avoiding procrastination of important tasks, improving one’s productivity, learning the most effective ways to achieve tasks, to prioritise each task appropriately, and to set clear objectives.
- 
**CONNECTION OF THE TOOL WITH THE “ENEMY”:** Knowing how to prioritise the tasks has a direct impact on the good development of one’s business.
- 
**RESOURCES & MATERIALS:** An eraser, a pencil, and a sheet of paper.
- 
**IMPLEMENTATION OF THE TOOL:** 4 min – defining a clear objective to achieve; 3 min – setting a deadline for completion; 4 min – listing the steps to be taken; 4 min – ranking the steps in order of priority and correlation; 4 min – Getting on.
- 
**WHAT TO LEARN:** To take into account what is necessary to finish an important task and to know what steps need to be carried out in order to complete it in the most efficient way without postponing it forever because we find it tedious.



# Training Module 6: Delegation

## I. LEARNING MODULE (LINK)

### Description

Delegation is the assignment of any authority to another person (usually, from a manager to a subordinate) to carry out specific activities, i.e., being able to define a task and let the people on your team take full responsibility and relying on those people's judgement.

### Competences

- Being able to create a stable structure allowing workers to perform their assigned tasks optimally;
- Contributing to the success of the tasks;
- Having good supervisory skills;
- Knowing how to motivate others, how to resolve conflicts, as well as the workers, the circumstances of their higher and lower performance, and their technical and social skills;
- Listening actively;
- Managing interpersonal relationships;
- Trusting the collaborators.

### Objectives

- Learning to anticipate and prepare the transfer of tasks, to choose the right staff for each task, to delegate properly, to supervise properly, and to trust others.

### Outcomes

- Improving productivity, the company's overall efficiency, and workers' skills;
- Increasing employees' motivation (by increasing their self-esteem) and sense of commitment (by assigning them responsibilities);
- Reducing saturation, strain, and stress because of task accumulation;
- Saving time when distributing tasks.

## 1. Main Sources of This Enemy

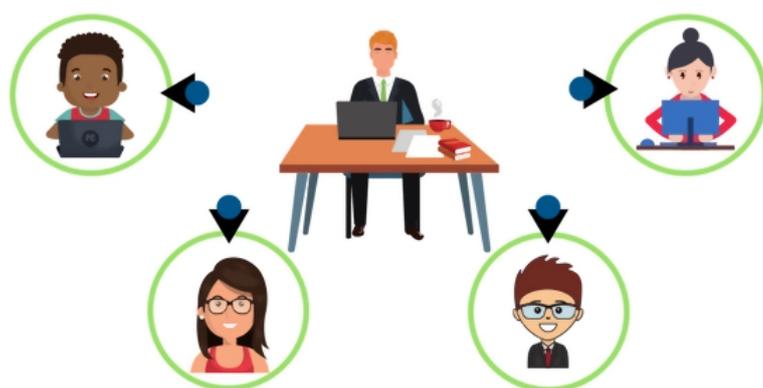
- Improper task management;
- Lack of clarity;
- Lack of proper motivation;
- Mistrust

## 2. Effects and Risks of This Enemy

There are both benefits (for the entrepreneur's health and for the working environment) and risks (for the entrepreneur's mental and physical health).

## 3. Real Situation in the Country

Though there are courses that train people in management (and, implicitly, in delegating), there is still a lot to do in this area.



### How to manage it

There are solutions to inefficient prioritising: accompanying one's collaborators / employees / partners, learning by doing, and learning how to delegate.

### Conclusions

Knowing how to prioritise is closely related to creativity, delegation, setting, monitoring and achieving goals and objectives, and time management.

### References

- Alhalabi, R. (2019). 7 Top Reasons to Delegate in your Workplace. <https://www.potential.com/articles/7-top-reasons-delegate/>
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- Loehr, A. D. (2018). Why It's Important to Delegate and How to Do It. <https://www.anneloehr.com/2018/05/03/why-its-important-to-delegate-and-how-to-do-it/>

# Training Module 6: Delegation

## II. LEARNING TOOLS

### 1. 25% Effort (Link)

- **“25% EFFORT”** is a technique consisting in drawing up a list of weekly tasks in which one should decide which tasks take up 25% of one's time and which ones one can delegate.
- **OBJECTIVES OF THE TOOL:** Achieving greater productivity by delegating tasks and time optimisation by delegating tasks, and identifying tasks that can be delegated.
- **CONNECTION OF THE TOOL WITH THE “ENEMY”:** Delegating allows entrepreneurs to use the time saved to carry out other activities more suited to their position in the company.
- **RESOURCES & MATERIALS:** A computer (if necessary), an exercise template, and a pen / pencil.
- **IMPLEMENTATION OF THE TOOL:** 30 min – making a list of tasks and time it takes to carry them out; 20 min – determining a set of delegable tasks that represent 25% of the working time; 10 min – starting delegating these tasks.

**WHAT TO LEARN:** That the 25% of time freed up from tasks is going to be used for establishing strategies, having more free time, and personal development.

## 2. A Decision as a Life-Saver (Link)

-  This is a group dynamic in which participants have to agree on an important issue such as choosing 7 objects from a list of 22 that they would take away in case of shipwreck.
  
-  **OBJECTIVES OF THE TOOL:** Achieving an inclusive and constructive debate in which everyone has a say, being able to listen to the opinions of all “crew members”, and reaching an agreement that is consensual and with which the “crew” are satisfied.
  
-  **CONNECTION OF THE TOOL WITH THE “ENEMY”:** One of the fundamental pillars of delegation is the ability to work as a team.
  
-  **RESOURCES & MATERIALS:** A template and a pen / pencil.
  
-  **IMPLEMENTATION OF THE TOOL:** 15 min – numbering, in order of priority, the objects that are most important to them in the column provided in the activity template; 30 min – pooling everyone's opinions and, from this list, the 7 objects that will finally be taken to the island must be chosen, taking into account all opinions.

**WHAT TO LEARN:** Getting to know the employees and knowing how to work in a team are the first steps in delegating tasks to the right people.

# Training Module 7: Creativity

## I. LEARNING MODULE (LINK)

### Description

**Being creative** involves two processes: thinking and producing.

### Competences

- Assessing the impact;
- Coaching for change;
- Designing internal communication strategies;
- Facilitating creative processes;
- Managing projects;
- Planning;
- Thinking creatively and strategically.

### Objectives

- Establishing queries that challenge common wisdom, learning how to make connections between ideas, problems, and questions from unrelated fields, how to construct experiences and provoke unorthodox responses to see what insights emerge, and how to scrutinize the behaviour of competitors, customers, and suppliers to identify new ways of doing things;
- Meeting people with different ideas and perspectives effectively.

### Outcomes

- Promoting creativity in the daily life by enhancing curiosity (which is strongly linked to creativity).

## 1. Main Sources of This Enemy

Increasingly complex problems;

Lack of differentiation, innovation, opportunities, and options.

## 2. Effects and Risks of This Enemy

There are serious risks for being creative (fear, functional fixedness, inadequate resources, lack of autonomy, unclear direction).

## 3. Real Situation in the Country

Though there are courses that train people in management (and, implicitly, in being creative), there is still a lot to do in this area.

## How to manage it

There are solutions to lack of creativity: concreteness, credibility, emotions, simplicity, telling stories, and unexpectedness.

## Conclusions

For a business to grow, it is necessary to promote a creative environment.

## References

- Boyes, A. (2020). Harvard Business Review. <https://hbr.org/2020/05/the-upside-of-perfectionism-creativity>
- Cherry, B. (2019). TruScribe. <https://truscribe.com/business-creativity-barriers/>
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# Training Module 7: Creativity

## II. LEARNING TOOLS

### 1. Debate (Link)

- **“DEBATE”** is an exercise that gives individuals the chance to experience increased creativity, through debate.
- **OBJECTIVES OF THE TOOL:** giving individuals the chance to experience increased creativity through debate, helping to break down barriers to performance in the future, and practicing openness to hearing and suggesting new ideas.
- **CONNECTION OF THE TOOL WITH THE “ENEMY”:** Dialogue enables to know and understand other viewpoints, therefore allowing increased creativity.
- **RESOURCES & MATERIALS:** Something to record ideas on (a flip chart, sticky notes, a whiteboard, etc.) and a pen / pencil.
- **IMPLEMENTATION OF THE TOOL:** 5 min – presenting the group with a problem in the field of entrepreneurship that needs to be solved; 5 min – asking the group to generate as many ideas as possible, encouraging them to say anything that comes to mind, and writing down all ideas; 10 min – encouraging debate and discussion of ideas that arose.

**WHAT TO LEARN:** Generation of new ideas and promotion of open dialogue between colleagues working towards a common goal helps to develop creativity.

## 2. Role Storming (Link)

- **“ROLE STORMING”** is a roleplay activity.
- **OBJECTIVES OF THE TOOL:** Coming up with new ideas in the process, encouraging individuals to lose their inhibitions by adopting another character, helping to explore different perspectives and opinions, opening one's mind to different viewpoints, and stimulating participant's creativity.
- **CONNECTION OF THE TOOL WITH THE “ENEMY”:** By adopting another character, individuals are encouraged to explore different perspectives and opinions, which helps to stimulate creativity and thinking “outside the box”.
- **RESOURCES & MATERIALS:** A list of “role models”, some sheets of paper, and a pen / pencil.
- **IMPLEMENTATION OF THE TOOL:** 5 min – asking the participants to think like one of the role models while solving a problem; 10 min – asking the participants to come up with as many ideas as possible; 10 min – discussing each person's approach to the problem.
- **WHAT TO LEARN:** Getting to know one another's role and responsibilities more clearly, so that they can work together more efficiently in future.



# Training Module 8: Feedback

## I. LEARNING MODULE (LINK)

### Description

**FEEDBACK** is helpful information or criticism given to someone to say what can be done to improve a performance, product, etc.

### Competences

- Identifying and dealing with both positive and negative feedback;
- Learning mechanism to deal with negative feedback;
- Prioritizing business goals and objectives properly;
- Promoting moments for costumers and/or clients to give feedback;
- Utilizing techniques that promote feedback.

### Objectives

- Creating mechanisms to put into action the feedback received;
- Determining the best ways to deal with feedback;
- Implementing strategic planning methodologies with a realistic goal setting.
- Systematizing business processes;
- Understanding the type of feedback received and when to utilise it or not.

### Outcomes

- Being more prepared to receive and give productive feedback;
- Controlling one's emotions;
- Improving the service and/or product for which feedback was received;
- Understanding which clients and/or customers' feedback to respond to.

## 1. Main Sources of This Enemy

- Lack of flexibility;
- Negative feedback.

## 2. Effects and Risks of This Enemy

- There are serious risks in dealing with feedback (behavioural issues, competition overtaking).

## 3. Real Situation in the Country

Though there are courses that train people in management (and, implicitly, in dealing with feedback), there is still a lot to do in this area.

### How to manage it

There are solutions for dealing with feedback: asking questions to deconstruct the feedback, bearing in mind the benefits of getting feedback, listening actively, requesting time to follow up, saying “thank you”, and thinking before reacting.

### Conclusions

Knowing how to improve the product and/or service bearing in mind the feedback received is a very important part of an enterprise, and one that cannot be ignored.

### References

- Australian Commission on Safety and Quality in Healthcare. (2019). How to Handle Feedback in 10 Steps. <https://www.ausmed.com/cpd/articles/how-to-handle-feedback-in-10-steps>
- Herrera, T. (2018). Why It's So Hard to Hear Negative Feedback. <https://www.nytimes.com/2018/03/26/smarter-living/why-its-so-hard-to-hear-negative-feedback.html>
- Rankin, T. (2019). What to Do When a Client Leaves You Negative Feedback (5 Key Tips). <https://torquemag.io/2019/10/handling-negative-feedback/>

# Training Module 8: Feedback

## II. LEARNING TOOLS

### 1. Giving and Receiving Feedback (Link)

“**GIVING AND RECEIVING FEEDBACK**” is a training activity developed to teach how to provide feedback that is specific and diplomatic and, because of that, productive.

**OBJECTIVES OF THE TOOL:** demonstrating “sandwiching” when providing feedback, minimizing people’s defensiveness when hearing, and guilt or uneasiness when saying, something negative, and providing feedback that is specific and diplomatic.

**CONNECTION OF THE TOOL WITH THE “ENEMY”:** Being able to provide constructive feedback that can be acknowledged by the receiver is an important tool for an entrepreneur.

**RESOURCES & MATERIALS:** A presenter that promotes discussion on the subjects and explains the “sandwich” feedback concept, a flipchart, a marker, some sheets of paper, and a pen / pencil.

**IMPLEMENTATION OF THE TOOL:** 10 min – asking the group to reflect about what feedback is, why is it important to give feedback, and in what circumstances; 5 min – explaining the “sandwiching” technique; 20 min – practicing giving “sandwich” feedback among the participants; 5 min – discussing the responses to challenges not discussed.

**WHAT TO LEARN:** To provide constructive, specific and diplomatic feedback, which allows it to be well received and put into practice, thus helping to fix or prevent unwanted behaviours and execution mistakes.

## 2. The Warm Seat, Not the Hot Seat (Link)

- “**THE WARM SEAT, NOT THE HOT SEAT**” is a fun method intended to teach teams to give and receive proper feedback, establishing open communication, and helping to avoid criticism.
- OBJECTIVES OF THE TOOL:** Avoiding criticism, building team empathy and encouraging open communication and sensibility when addressing colleagues, helping welcome feedback, and promoting constructive feedback.
- CONNECTION OF THE TOOL WITH THE “ENEMY”:** An emphatic climate allows people to give feedback in a positive and constructive manner and to be open to receive it and to implement the presented suggestions.
- RESOURCES & MATERIALS:** A whiteboard, a marker, some sheets of paper, and a pen / pencil.
- IMPLEMENTATION OF THE TOOL:** 15 min – explaining the action points; less than 60 min – writing down questions and answers from the “warm seat” perspective.
- WHAT TO LEARN:** Positive feedback helps construct better working habits and working environments, which reflects positively in productivity.



# Training Module 9: Self-Confidence

## I. LEARNING MODULE (LINK)

### Description

Self-confidence is commonly used as self-assurance in one's personal ability, judgment, power, etc.

### Competences

- Being assertive and self-disciplined;
- Having self-esteem;
- Knowing oneself;
- Thinking positively.

### Objectives

- Becoming aware of the importance of self-confidence to be able to face adversities and obstacles;
- Consolidating self-confidence and keeping in mind the desire for constant self-improvement;
- Identifying one's own weaknesses and working on them to improve constantly;
- Knowing how to improve one's self-confidence and the positive effect of self-confidence on entrepreneurial knowledge and skills.

### Outcomes

- Being disciplined and making one feel having self-control over one's daily actions;
- Changing one's limiting belief system about oneself and avoiding self-sabotage;
- Having an effective interpersonal relationship with one's team members that will help entrepreneurs to have a faster business growth;
- Identifying one's weaknesses and working on them to improve constantly;
- Motivating entrepreneurs in any complicated situation they may have to go through.

## 1. Main Sources of This Enemy

- Over-/Low-confidence;
- Self-esteem;
- Short-term challenges to one's self-confidence.

## 2. Effects and Risks of This Enemy

There are serious risks in being self-confident (lacking self-confidence, lacking sympathy, taking risk proper).

## 3. Real Situation in the Country

Though there are courses that train people in management (and, implicitly, in being self-confident), there is still a lot to do in this area.

## How to manage it

There are solutions for increasing self-confidence: learning (acquiring more experience, avoiding arrogance, being assertive, knowledge and skills), planning and preparing, thinking positively).

## Conclusions

Consolidating self-confidence and keeping in mind the desire for constant self-improvement are activities that should be present in those who wish to own / start a business.

## References

- Building Confidence. (2021). <https://www.skillsyouneed.com/ps/confidence.html>
- Building Self-Confidence. (2020). [https://www.mindtools.com/search?search\\_term=Building+Self-Confidence](https://www.mindtools.com/search?search_term=Building+Self-Confidence)
- Global entrepreneurship monitor. (2019). [https://www.gem-spain.com/wp-content/uploads/2020/06/Informe-GEM-Espa%C3%B1a-2019\\_20.pdf](https://www.gem-spain.com/wp-content/uploads/2020/06/Informe-GEM-Espa%C3%B1a-2019_20.pdf)

# Training Module 9: Self-Confidence

## II. LEARNING TOOLS

### 1. Analysing One's Achievements (Link)

- **“ANALYSING ONE’S ACHIEVEMENTS”** is an exercise meant to analyse the resources that one has put in place in the past and that has led one to an achievement or “success”.
- **OBJECTIVES OF THE TOOL:** Being aware of what resources one puts in place in each situation and how one moves forward by learning, nurturing confidence by action and practice, and working on one’s acceptance and self-knowledge.
- **CONNECTION OF THE TOOL WITH THE “ENEMY”:** Lack of self-confidence can be controlled by analysing what one did in the past to be successful.
- **RESOURCES & MATERIALS:** A sheet of paper and a pen / pencil.
- **IMPLEMENTATION OF THE TOOL:** 10 min – describing an achievement or success from one’s past; 20 min – analysing and describing the resources and skills one put in place to achieve that; 10 min – determining one’s level of involvement in that achievement and the actions one did to one’s involvement in achieving it; 10 min - analysing several achievements while being aware of the resources put in place in each situation and of how one improved.

**WHAT TO LEARN:** Self-confidence comes with action.

## 2. Grow Method (Link)

- “GROW”** is a well-known coaching method that is applied in many personal and professional fields.
- OBJECTIVES OF THE TOOL:** Developing an action plan, getting to know oneself, and identifying alternatives and possibilities and adjusting options depending on possibilities.
- CONNECTION OF THE TOOL WITH THE “ENEMY”:** Setting and achieving goals is an important part of developing self-confidence.
- RESOURCES & MATERIALS:** A template and a pen / pencil.
- IMPLEMENTATION OF THE TOOL:** 10 min – defining goals and writing them in the corresponding square of the template; 10 min – reflecting on the reality of the situation one is currently in to be aware of how close or far one is from reaching one’s goal; 10 min – generating ideas that can contribute to the achievement of the objective; 10 min – making an option.

<p style="text-align: center;"><b>GOAL</b></p> <p>What is your goal? Is it realistic? Is it achievable? Is it a measurable goal? Can you achieve it in the time available?</p>	<p style="text-align: center;"><b>REALITY</b></p> <p>What is your specific situation? Why is it so? What have you done so far and with what results to change your position? What has prevented you from doing more? What are your personal characteristics, interests, and motivations? What are your key obstacles to further growth? What internal obstacles are holding you back? What resources or sources of help can you use to overcome these obstacles? What other resources do you need, and how can you realistically obtain them?</p>
<p style="text-align: center;"><b>OPPORTUNITIES</b></p> <p>What options do you have? Fill in a list of different solutions, important and less important, complete or partial. What else could you do?</p>	<p style="text-align: center;"><b>WILL</b></p> <p>What are you going to do? How do you do it? When, where, and with whom do you do it? What are the obstacles you have to overcome? What are the chances of success?</p>

- WHAT TO LEARN:** Achieving goals is an important part of developing self-confidence, so with this method one can learn a technique for setting those goals in such a way that makes it easier to achieve them.

# Training Module 10: Cognitive Flexibility

## I. LEARNING MODULE (LINK)

### Description

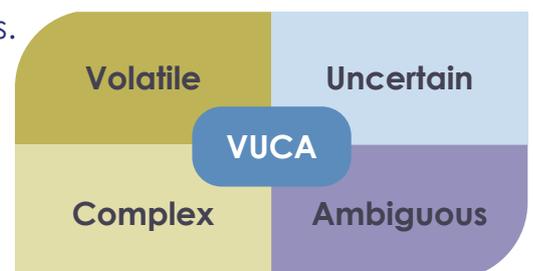
Cognitive Flexibility or Mental Flexibility is the ability of human brain to adapt behaviour and thinking to changing, new, or unexpected situations.

### Competences

- Adapting quickly and readily to the unknown;
- Being able to consider multiple concepts simultaneously, to create a successful collaborative environment, to enjoy testing and learning new skills, to make stronger connections with a global team and flourish in a fast-paced environment, to manage multiple clients and colleagues' diverse ideas and ways of working, to suggest fresh and innovative ideas, and to take on multiple tasks, prioritise and remain calm when requirements change;
- Being resilient to change;
- Using human intuition to take measured risks.

### Objectives

- Adapting to the VUCA environment;
- Avoiding cognitive biases;
- Becoming a better decision-maker in complex circumstances;
- Being able to transfer one's flexibility to the staff;
- Developing "growth mindset" vs "fixed mindset";
- Improving one's resilience and adaptive capacity;
- Learning to think out of the box and finding alternatives to everyday issues.



### Outcomes

- Accepting fear and uncertainty as the entrepreneur's own emotions, and options from others;
- Assuming continuous learning and personal and professional evolution;
- Avoiding blockages in unexpected situations;
- Being receptive to learning and adapting new strategies, concepts and content.

## 1. Main Sources of This Enemy

- VUCA environments;
- Lack of cognitive flexibility as both an entrepreneur and a leader;
- Fixed mindset.

## 2. Effects and Risks of This Enemy

Not being cognitively flexible is risky because of changes in already allocated resources, cognitive rigidity, inertia of groups / staff, lack of coordination in implementing change, redistribution of authority, resistance to change, threats to talent.

## 3. Real Situation in the Country

Though there are courses that train people in management (and, implicitly, in being cognitively flexible), there is still a lot to do in this area.

### How to manage it

There are solutions for increasing cognitive flexibility: applying tactics to minimise the risks of change, managing VUCA environments, and unblocking possible scenarios.

### Conclusions

Cognitive flexibility is the ability to realise that what one is doing is not working, or has stopped working and, therefore, one should readjust one's behaviour, thinking and opinions to adapt to the environment and new situations.

### References

- Dheer, R. & Lenartowicz, T. (2019). Cognitive flexibility: Impact on Entrepreneurial Intentions. *Journal of Vocational Behavior*, 115, <https://doi.org/10.1016/j.jvb.2019.103339>.
- Misra, R. (2016). Developing Cognitive Flexibility and ability to Drive Change. <https://www.linkedin.com/pulse/developing-cognitive-flexibility-ability-drive-change-rajiv-misra>
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# Training Module 10: Cognitive Flexibility

## II. LEARNING TOOLS

### 1. Patterns of Certainty (Link)

- This tool teaches us that one's brain does not always play in our favour, and alerts to certain decisions and strategies one adopts.
- **OBJECTIVES OF THE TOOL:** Making entrepreneurs think out of the box and develop imaginative and original strategies, understanding how human brain works and how it leads to make decisions based on certainty, and understanding what certainty patterns are and how they work.
- **CONNECTION OF THE TOOL WITH THE “ENEMY”:** Cognitive inflexibility is caused by human brain being driven by patterns of certainty and security.
- **RESOURCES & MATERIALS:** Two markers and a sheet of paper.
- **IMPLEMENTATION OF THE TOOL:** 1 min – asking to draw a large flower on a piece of paper; 5 min – playing with numbers and names of animals; 5 min – finding the pattern based on the previous findings; 5 min – finding more patterns; 15 min – identifying more patterns.

**WHAT TO LEARN:** Our mental limits condition our actions and, therefore, our results.

## 2. The Fourth Scenario (Link)

- THE FOURTH SCENARIO** of a change process refers to the blockage that affects people when they know what they want (focus on the goal), how to do it (they have the necessary competences and resources) and how to execute it properly (motivation and accountability) but, for some reason, they do not achieve the desired result.
- OBJECTIVES OF THE TOOL:** Checking strategies, even those that repeated systematically and that do not lead to achieving the desired results, encouraging behavioural flexibility, identifying failure strategies, and stimulating the implementation of new strategies.
- CONNECTION OF THE TOOL WITH THE “ENEMY”:** Attachment to ways of being and to the way one does things is not always desirable in business.
- RESOURCES & MATERIALS:** A pen / pencil and a sheet of paper.
- IMPLEMENTATION OF THE TOOL:** 1 min – defining a goal not yet reached; 5 min – reflecting on of what prevented one from reaching the goal; 5 min – checking one’s strategy step by step; 5 min – describing the "recipe" of a perfectly executed strategy; 5 min – asking oneself if there is commitment to reason or result; 5 min – identifying what one can change to achieve goals; 5 min – implementing a new strategy.

**WHAT TO LEARN:** The power of attachments and customs as fixative elements of “how things need to be done”, especially when in other times and circumstances they have served to achieve the desired results.

# Training Module 11: Self-Motivation

## I. LEARNING MODULE (LINK)

### Description

**SELF-MOTIVATION** is the ability to drive oneself to take initiative and action to pursue goals and complete tasks.

### Competences

- Aligning with the goals of the group or organization;
- Being ready to act on opportunities;
- Meeting adversity, setbacks and trauma, and recovering from them in order to live life fully;
- Pursuing goals persistently;
- Striving to improve or meet a standard of excellence.

### Objectives

- Achieving strategic outcomes and propelling organizational growth and productivity.
- Becoming more effective and efficient in achieving personal and team objectives.
- Contributing to the realization of the organizational vision by providing strategic direction and motivation to the teams.
- Encouraging continuous learning and success, whatever the scenario. Learning how to stir up positive emotions within oneself, then teaching that skill to others.
- Stimulating a sense of passion or excitement amongst the team members to achieve challenging goals.
- Stirring one's emotions and pushing oneself to go above and beyond what is expected.

### Outcomes

- Creating a motivating environment;
- Improving the level of confidence;
- Increasing personal and team productivity;
- Living without regrets;
- Prioritizing learning and development;
- Reducing stress;
- Setting goals.

## 1. Main Sources of This Enemy

Extrinsic motivators;

Feelings of obligation;

Intrinsic motivators.

	Motivation	Goals
Intrinsic	You do the activity because: <ul style="list-style-type: none"> <li>- it's enjoyable;</li> <li>- it's fun;</li> <li>- it's internally rewarding;</li> <li>- it's satisfying.</li> </ul>	Goals come from within and the outcomes satisfy your basic psychological needs for: <ul style="list-style-type: none"> <li>- autonomy;</li> <li>- competence;</li> <li>- relatedness.</li> </ul>
Extrinsic	You do the activity in order to get an external reward in return.	Goals are focused on an outcome and don't satisfy your basic psychological needs. Goals involve external gains, such as: <ul style="list-style-type: none"> <li>- avoiding consequences;</li> <li>- fame;</li> <li>- money;</li> <li>- power.</li> </ul>

## 2. Effects and Risks of This Enemy

Not being self-motivated is risky because of bad habits, external circumstances, pressures, lack of desire, or lack of proper resources.

## 3. Real Situation in the Country

Though there are courses that train people in management (and, implicitly, in self-motivation), there is still a lot to do in this area.

### How to manage it

There are solutions for increasing self-motivation: breaking bad habits, coping with pressure effectively, desire to make a difference, obtaining the proper financial resources.

### Conclusions

Self-motivation requires that you believe in yourself, stay inspired, and keep going despite setbacks.

### References

- Cherry, K. (2020). Differences of Extrinsic and Intrinsic Motivation. <https://www.verywellmind.com/differences-between-extrinsic-and-intrinsic-motivation>
- Christian, L. (2019) Self-Motivation: Staying Motivated to Reach Your Goals. <https://soulsalt.com/self-motivation/>
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# Training Module 11: Self-Motivation

## II. LEARNING TOOLS

### 1. Appreciate What You Have (Link)

- **“APPRECIATE WHAT YOU HAVE”** helps appreciating what entrepreneurs already have.
- **OBJECTIVES OF THE TOOL:** Being focused in the pursuit of achieving goals, feeling good and happy about oneself, and teaching one’s mind to focus on the positive in life.
- **CONNECTION OF THE TOOL WITH THE “ENEMY”:** One of the best ways to stay motivated is to celebrate one’s accomplishments.
- **RESOURCES & MATERIALS:** Blue and red pens and a few sheets of paper.
- **IMPLEMENTATION OF THE TOOL:** 5 min – considering achievements and possessions using blue pens; 18 min – sharing what the participants have captured with others and explain what they appreciate (5 min), adding more ideas using red pens (3 min), and discussing what the lists suggest (10 min); 10 min – group feedback.
- **WHAT TO LEARN:** How to make additional goals one would like to meet.



## 2. I Want to Be, I Want to Do (Link)

- 
**“I WANT TO BE, I WANT TO DO”** is ideal for motivating people and helping them identify their true goals in life since most people are aware of only a few objectives and desires.
- 
**OBJECTIVES OF THE TOOL:** Identifying true goals in life, realising which areas of one’s life need more attention, and reflecting on and becoming aware of one’s life goals.
- 
**CONNECTION OF THE TOOL WITH THE “ENEMY”:** It is paramount to understand what motivation means to people, so that they can find their own ways to motivate themselves.
- 
**RESOURCES & MATERIALS:** Blue and red pens and a few sheets of paper.
- 
**IMPLEMENTATION OF THE TOOL:** 5 min – writing down a list of things to do using a blue pen; 10 min – sharing what the participants have captured with others and explain what they appreciate (5 min), reflecting (2 min), and adding more goals (3 min) using a red pen; 10 min – group feedback.

**WHAT TO LEARN:** This tool helps recognise and understand that not everyone is motivated by the same reasons because each person has his / her own motivations.

# Training Module 12: Focus

## I. LEARNING MODULE (LINK)

### Description

Focusing on what is important allows one to quickly decide what one needs to defer, what one needs to delegate, what one needs to ignore and let go, and what to focus on.

### Competences

- Being able to avoid distractions and prioritise and to set-up goals;
- Maintaining focus;
- Managing time effectively;
- Thinking strategically.

### Objectives

- Avoiding distractions;
- Defining the overall objectives of a start-up;
- Delegating tasks effectively;
- Implementing the Eisenhower Matrix or the Urgent-Important Matrix;
- Setting up the right strategy.

### Outcomes

- Applying the Eisenhower's Urgent / Important Principle;
- Avoiding distractions;
- Defining the overall objectives of a start-up;
- Delegating tasks effectively;
- Setting up the right strategy.

## 1. Main Sources of This Enemy

- Lack of job description;
- Not sticking to the plan;
- Overselling.

## 2. Effects and Risks of This Enemy

Not focusing on what is important has a bad impact on business: harming professional reputation, low productivity, missing deadlines, poor customer service, unmotivated staff.

## 3. Real Situation in the Country

Though there are courses that train people in management (and, implicitly, on focusing on what is important), there is still a lot to do in this area.

## How to manage it

There are solutions for focusing on what is important: cutting out distractions, implementing the Eisenhower Matrix, and stopping all multitasking.

## Conclusions

**FOCUSING ON WHAT IS IMPORTANT** is paramount particularly for start-ups.

## References

- Covey, F. (2019). Put First Things First. <https://www.franklincovey.com/the-7-habits/habit-3/>  
 The Eisenhower Matrix. (2021). <https://www.eisenhower.me/eisenhower-matrix/>  
 Berler, C. (2016). 7 Ways to refocus on What's Truly Important. <https://www.entrepreneur.com/article/270734>

# Training Module 12: Focus

## II. LEARNING TOOLS

### 1. Implementing the Eisenhower's Matrix (Link)

- **"EISENHOWER'S MATRIX"** relies on a graphic representation, in a quadrant of two axes, of the different levels of importance and urgency of a specific task.
- **OBJECTIVES OF THE TOOL:** Clearing and correcting prioritization that allows concluding the most important projects first, delegating less important tasks, and improving time management.
- **CONNECTION OF THE TOOL WITH THE "ENEMY":** When focusing on what is important, time management and setting priorities are, therefore, the only way to ensure that one correctly addresses the main tasks and objectives, leaving all secondary things aside.
- **RESOURCES & MATERIALS:** A pen and a template.
- **IMPLEMENTATION OF THE TOOL:** 10 min – writing down what is important and urgent in the first quadrant; 10 min – writing down what is important but not urgent in the second quadrant; 10 min – writing down what is not important, but urgent in the third quadrant; 10 min – writing down what is neither important, nor urgent in the fourth quadrant.
- **WHAT TO LEARN:** How to pick out priorities in the right way and know what tasks to perform first.

The image shows a template for the Eisenhower's Matrix, which is a 2x2 grid of quadrants. Each quadrant is labeled with a number and a description of its focus:

- 1 Important / Urgent** (top-left, green border)
- 2 Important / Not Urgent** (top-right, blue border)
- 3 Not Important / Urgent** (bottom-left, red border)
- 4 Not Important / Not Urgent** (bottom-right, black border)

Each quadrant contains a list of seven horizontal lines, each preceded by a small dot, for writing tasks. Below the grid, the word "Notes" is written, followed by two horizontal lines for additional notes.

## 2. Time Management Skills (Link)

- This tool deals with time robbers (things that steal valuable time away from people).
- OBJECTIVES OF THE TOOL:** Assessing the importance of using a planning tool, examining how to spend time, increasing awareness of time management strategies, modelling the setting of priorities, organizing tasks by category, performing work in a timely manner, predicting external time wasters, and scheduling time appropriately.
- CONNECTION OF THE TOOL WITH THE “ENEMY”:** Managing time robbers is a fundamental skill helpful to all entrepreneurs.
- RESOURCES & MATERIALS:** A pen, a sheet of paper, and a template.
- IMPLEMENTATION OF THE TOOL:** 5 min – writing down all the activities carried out during a day (in the first column) and the approximate time they take (in the second column); 5 min – writing down previously planned and mandatory activities (in the third column); 5 min – writing down activities chosen at random that day that were not carried out because of lack of time (in the first column); 5 min – writing down some reflections.

ACTIVITIES	TIME (DURATION)	MUST-DO AND PLANNED ACTIVITIES (PLEASE MARK WITH AN 'X')

- WHAT TO LEARN:** Managing time well requires self-control and good management skills to prioritize and see where those “time robbers” are.

# Training Module 13: Customer Behaviour Management

## I. LEARNING MODULE (LINK)

### Description

**Customer relationship management** helps businesses to gain an insight into the **behaviour** of their customers and modify their business operations to ensure that **customers** are served in the best possible way.

### Competences

- Being able to communicate effectively digitally (mail, phone, etc.) and to establish rapport;
- Communicating clearly;
- Having technical knowledge;
- Listening actively;
- Paying proper attention.

### Objectives

- Communicating effectively;
- Creating a personalized and unique client experience;
- Designing internal feedback processes and problem-solving strategies;
- Following-up;
- Solving problems effectively

### Outcomes

- Communicating effectively;
- Creating a personalized and unique client experience;
- Designing internal feedback processes and problem-solving strategies;
- Following-up;
- Solving problems effectively.

## 1. Main Sources of This Enemy

- Going out of stock;
- Repeating the customer's problem;
- Lacking follow-up;
- Uninterested service representatives.
- Long waiting for efficient solutions;

## 2. Effects and Risks of This Enemy

Not managing properly customer behaviour has a bad impact on business: cost increase, loss of marketing effectiveness, loss of reputation, and organisational chaos.

## 3. Real Situation in the Country

Though there are courses that train people in management (and, implicitly, on customer behaviour management), there is still a lot to do in this area.

### How to manage it

There are solutions for managing customer behaviour: developing a guide / protocol to deal with clients, establishing an effective e-mail communication strategy, having a client customer-oriented focus, innovating with new customer handling paradigms, and providing training to deal with unhappy clients.

### Conclusions

Customers are the engine of a start-up and the key to the survival of any company.

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# Training Module 13: Customer Behaviour Management

## II. LEARNING TOOLS

### 1. People Management (Link)

- This tool presents a short reading passage describing how two people meet at a car park, look at a particular event, and react to it.
- **OBJECTIVES OF THE TOOL:** Encouraging better listening to show empathy with others.
- **CONNECTION OF THE TOOL WITH THE “ENEMY”:** There is a need to develop people management skills and show empathy, where listening is at the centre of the process.
- **RESOURCES & MATERIALS:** The Astonished Man short reading passage / situation.

*I was walking to the exit of a four-story parking building next to a five-story medical clinic. The day was Friday, the time was 2:15 pm, and the building was crammed with cars. A man, who appeared about 75-years-old, walked in. As he neared me, he stopped, turned towards me and said: "Are they giving something away today? I've never seen it so crowded." He appeared unable to believe that the building was filled to capacity.*

*"I'll bet it's because many people don't work on Fridays, so it's convenient for them to schedule their appointments on Fridays," I said.*

*"It's not because it's Friday. I usually come here on Fridays and it's never been this crowded," he said.*

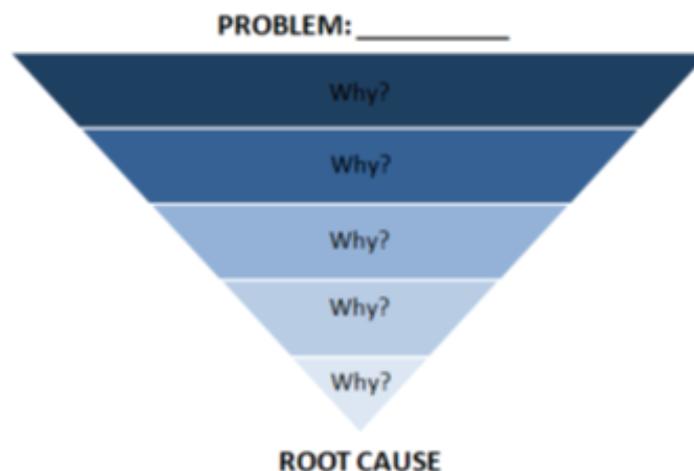
*"It is very crowded today, and I don't know why," I said.*

- **IMPLEMENTATION OF THE TOOL:** 5 min – dividing the participants in groups of four; 5 min – getting one person to read the passage with the two different conclusions while the others are listening; 5 min – discussing and analysing in groups the two different endings and reactions to the same situation as described in the two different notes; 5 min – bringing the discussion back to the full group and get feedback.

**WHAT TO LEARN:** Listening carefully involves empathy and shows good people management skills and knowledge of handling attitudes from customers.

## 2. The 5 WHYs Method (Link)

-  This tool shows the real reason for a particular problem making sure one identifies it clearly.
-  **OBJECTIVES OF THE TOOL:** Finding a real reason for the problem systematically and looking at a problem from several different angles.
-  **CONNECTION OF THE TOOL WITH THE “ENEMY”:** The 5 WHYs method allows for discussion on what is causing a problem and allows people to see it from all angles, which ideally leads to the real cause of the problem.
-  **RESOURCES & MATERIALS:** A rectangular board to which a large sheet of paper can be pinned using pins and 5 different coloured cards or post-it notes.
-  **IMPLEMENTATION OF THE TOOL:** 5 min per each of the 5 steps in which one states a PROBLEM, asks WHY, and comes up with a SOLUTION.



**WHAT TO LEARN:** How to deal with customers.

# Training Module 14: Risk

## I. LEARNING MODULE (LINK)

### Description

**DEALING WITH RISKS** acknowledges the use of six strategies.

		IMPACT	
		HIGH ←	→ LOW
PROBABILITY/ LIKELIHOOD	HIGH ↑ ↓ LOW	High impact High probability	Low impact High probability
	LOW	High impact Low probability	Low impact Low probability

### Competences

- Being able to adapt to new concerns and changing environments, to bring along the team too, to build relationships, to make problem-solving statements, to work under pressure;
- Having analytical risk assessment skills, financial knowledge and skills, management and leadership skills, and regulation rigour and thinking strategically.

### Objectives

- Becoming a better communicator, aware of cultural issues, creative and adaptable, and curious and sceptical;
- Improving one's management skills, one's perception of organisational issues, and stress management.

### Outcomes

- Becoming a better communicator, aware of cultural issues, creative and adaptable, and curious and sceptical;
- Improving one's management skills, one's perception of organisational issues, and stress management.

## 1. Main Sources of This Enemy

-  Financial risks;
-  Human risks;
-  Legal risks;
-  Marketing risks;
-  Production risks.

## 2. Effects and Risks of This Enemy

-  Not dealing properly with risks has a bad impact on business: financial risks, job risks, mental risks, and social and family risks.

## 3. Real Situation in the Country

Though there are courses that train people in management (and, implicitly, in dealing with risks), there is still a lot to do in this area.

### How to manage it

There are solutions for dealing with risks: practically implementing the concept of risk management in a public sector organization, scenarios for enterprise risk management, and solutions.

### Conclusions

**DEALING WITH RISKS** as an entrepreneur is a very complex issue.

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# Training Module 14: Risk

## II. LEARNING TOOLS

### 1. Identifying Risks (Link)

**IDENTIFYING RISKS** is one of the main components of Dealing with Risks for an entrepreneur.

- **OBJECTIVES OF THE TOOL:** Becoming creative and adaptable, improve one's management skills and one's perception of organisational issues.
- **CONNECTION OF THE TOOL WITH THE "ENEMY":** This tool helps entrepreneurs to properly identify risks in their enterprise.
- **RESOURCES & MATERIALS:** A To-Do List and a pen.
- **IMPLEMENTATION OF THE TOOL:** 10 min – establishing the context and determining the approach; 5 min – identifying; 10 min – selecting and applying a risk identification method.

Step	Issues to approach	Responses
1. Establishing the context and determining the approach (10 minutes)	When did the problem occur?	
	What is the risk impact area?	
	What is the significance of the risk?	
	Who are you going to address?	
	- management	
	- employee	
	What does the risk mean within the larger context of the enterprise?	
	When did you last conduct a formal risk identification review?	
2. Identifying (5 minutes)	<i>Internal factors:</i>	
	- capabilities	
	- governance	
	- objectives	
	- organisational culture	
	- policies	
	- standards	
	- strategies	
	<i>External factors:</i>	
	- competition	
	- cultural	
	- economic:	
	o local	
	o regional	
	o national	
o international		
- political		
- regulatory		
- social		
- technological		
3. Selecting & applying risk identification methods	Bottom-Up / Top-Down	
	- Scenario Analysis	
	Bottom-Up	
	- Root Cause Analysis	
	- Survey	
	Top-Down	
	- Interview	
- Workshop		

**WHAT TO LEARN:** How to produce a list of top risks that may positively or negatively impact an enterprise using the proper risk identification methods.

# Training Module 14: Risk

## II. LEARNING TOOLS

### 2. Measuring Risks (Link)

**MEASURING RISKS** is one of the main components of **DEALING WITH RISKS** for an entrepreneur.

- **OBJECTIVES OF THE TOOL:** Becoming aware of business risks, improving one's management skills and one's perception of organisational issues.
- **CONNECTION OF THE TOOL WITH THE "ENEMY":** This tool helps entrepreneurs to properly measure risks in their enterprise.
- **RESOURCES & MATERIALS:** A Risk Scorecard and a pen.
- **IMPLEMENTATION OF THE TOOL:** 15 min – identifying risk type by asking oneself a few questions; 5 min – estimating risk likelihood by scoring it; 5 min – estimating risk impact (minimal, low, medium, high, or devastating risk) by scoring it; 5 min – creating a risk scorecard.

Risk	Likelihood Score	Impact Score	Total Risk Score
<i>Compliance risk</i>			
<i>Financial risk</i>			
<i>Operational risk</i>			
<i>Reputational risk</i>			
<i>Strategic risk</i>			

**WHAT TO LEARN:** To identify risk type appropriately, to estimate risk likelihood appropriately, and to estimate risk impact appropriately.



# Training Module 15: Negotiation

## I. LEARNING MODULE (LINK)

### Description

**NEGOTIATION SKILLS** are qualities that allow two or more parties to reach a compromise, soft skills that include abilities such as communication, persuasion, planning, strategizing, and cooperating.

### Competences

- Being able to analyse and cultivate one's BATNA (Best Alternative to a Negotiated Agreement), to ask good questions, to build rapport, to listen actively, to plan for the implementation stage, to present multiple offers simultaneously (MESOs), to search for smart trade-offs, to try a contingent contract, and to negotiate the process.
- Being aware of the anchoring bias.

### Objectives

- Assessing one's current negotiating competencies;
- Learning skills and behaviours for enhancing competencies;
- Managing the phased process of a negotiation;
- Strategizing appropriately for difficult negotiation situations;
- Understanding and implementing the fundamental principles of win-win negotiations.

### Outcomes

- Being able to communicate more effectively verbally and non-verbally, to demonstrate tenacity and self-control, to focus simultaneously on the negotiation results and relationship to achieve one's objective, to think creatively and clearly in difficult situations, and to understand negotiation as an art and science.
- Increasing confidence and ability to strategize.

## 1. Main Sources of This Enemy

Communicating; Persuading; Planning; Strategizing.

## 2. Effects and Risks of This Enemy

Not negotiating properly has a bad impact on business: therefore, entrepreneurs need to gauge the weaknesses of their opponents, give offers that the opponents cannot refuse, and never show desperation.

## 3. Real Situation in the Country

Though there are courses that train people in management (and, implicitly, in negotiation skills), there is still a lot to do in this area.

## How to manage it

There are solutions for proper negotiation: knowing the basic principles of communication studies, an interdisciplinary science rooted in grammar, linguistics, philosophy, psychology, rhetoric, etc., adopting different scenarios in the negotiation process, and taking a training course enabling entrepreneurs to create a negotiation framework.

## Conclusions

The study of **NEGOTIATION SKILLS** develops important negotiation competencies.

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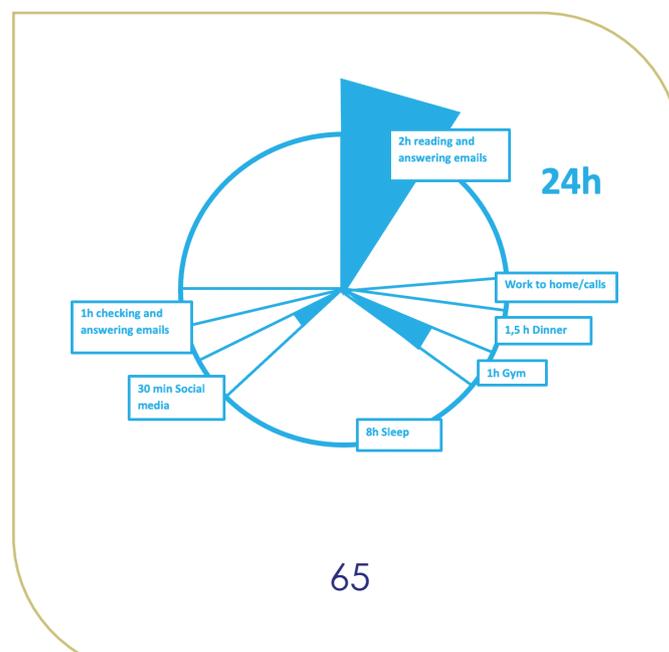
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# Training Module 15: Negotiation

## II. LEARNING TOOLS

### 1. Communication (Link)

- COMMUNICATION** is one of the main components of Negotiating Skills for an entrepreneur.
- OBJECTIVES OF THE TOOL:** Assessing one's current negotiating competencies, learning skills and behaviours for enhancing competencies, and understand the fundamental principles of good negotiations.
- CONNECTION OF THE TOOL WITH THE "ENEMY":** Communication allows exchanging, explaining, informing, offering, counter-offering, and reasoning.
- RESOURCES & MATERIALS:** A Quiz and a pen.
- IMPLEMENTATION OF THE TOOL:** 10 min – reading the "Statement" column in the Quiz; 10 min – scoring oneself; 5 min – adding it up.
- WHAT TO LEARN:** How good a communicator the entrepreneur is.



## 2. Persuasion (Link)

- PERSUASION** is one of the main components of Negotiating Skills for an entrepreneur.
- OBJECTIVES OF THE TOOL:** Assessing one's current negotiating competencies, learning skills and behaviours for enhancing competencies, and understand the fundamental principles of good negotiations.
- CONNECTION OF THE TOOL WITH THE "ENEMY":** It is not enough to convince somebody; you need to persuade him/her.
- RESOURCES & MATERIALS:** A Quiz and a pen.
- IMPLEMENTATION OF THE TOOL:** 10 min – reading the first two columns in the Quiz; 10 min – scoring oneself; 5 min – adding it up.

Persuader as a / an:	Issues to approach	Responses	
		Yes	No
Calculator			
Collaborator			
Investigator			
Motivator			
<b>Possible percentages</b>			
Calculator			
Collaborator			
Investigator			
Motivator			

- WHAT TO LEARN:** How much of the entrepreneur as a persuader is also a calculator, a collaborator, an investigator, or a moderator.







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