



Erasmus+ KA2  
Strategic  
Partnership for VET

IO2 – Handbook

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## 1. Introduction

A new approach is a prerequisite to entrepreneurial education, which is fundamental for new technology development. This needs to be met through the development of a strong base for entrepreneurs and entrepreneurial activities, thus responding to the EU policy agenda that has to do with a higher emphasis on entrepreneurship education. There is a growing need to identify state-of-the-art opportunities for entrepreneurship education and acknowledge the importance of developing policies and offer new educational opportunities and approaches to lift entrepreneurship education to a higher level. The integration of entrepreneurship education into the school systems at all levels must respond to a call from industry and the economy and emphasize training vocational teachers and career counsellors to make skill development more accessible. Furthermore, to help these people to build the ground for a diverse approach by using, for example, online resources, podcasts and YouTube as a library for knowledge development. Thus, it is crucial that the school systems take action and offer formal education opportunities for VET students at all levels to learn about entrepreneurs and entrepreneurial activities and actions to further drive innovation and economic activities. The best practices are, as recommended in this handbook, to start with education and training for those who are in close contact with VET students, namely the VET teachers and guidance counsellors.

To hear their point of views too, VET teachers, career counsellors and professionals were invited at a workshop, organized at the University of Reykjavik, with aim to discuss different ways *how* to integrate entrepreneurial training for teachers and career counsellors into VET schools. All participants agreed that the demand for entrepreneurial training has increased, which reflects ideas about diverse study supply (Stefansdottir, 2008). Additionally, both VET teachers and career counsellors suggested that further professional development regarding entrepreneurial education is required, alongside the developments in the curriculum. Overall, the workshop stressed the need to identify and create solutions, in order to fill this gap in VET education.

This handbook focuses on opportunities for vocational education and training and how entrepreneurship education directed at the young generation in VET schools can affect the economy in the long term. It is believed that the future employee will be an entrepreneur.

However, the barriers lie in the educational systems that still need complementary force and set of skills to integrate a stronger emphasis on teaching entrepreneurship in the VET sector. This is important because the businesses are calling for innovation which needs to translate into a higher emphasis and precise approach to entrepreneurial education (Gwata, 2019). Thus, it is fundamental to study the phenomenon entrepreneurship at the educational level, suggest new educational policies and support the level of entrepreneurial activities and develop new tools and resources for VET teachers and guidance counsellors. Furthermore, it is essential to strengthening further entrepreneurship education in VET schools because it can influence vocational students to become innovative and see future in developing new business opportunities.

This handbook aims to make the activities, carried out by the Entre@VETSchools project, visible and accessible to inspire teachers and guidance counsellors in the VET sector to take a step forward in developing and planning courses and providing support for the students - fostering entrepreneurship in VET schools. The role of the Entre@VETSchools project is to understand the current situation in the VET sector, which focuses on entrepreneurship. Moreover, to research and develop tools that aim at helping teachers, guidance counsellors and professionals to develop new approaches in which leads to new teaching methods and courses having entrepreneurship at the core. Therefore, this handbook aims at supporting curricular and teaching orientation to develop entrepreneurial skills in VET schools.

## 2. Entrepreneurial Context

Entrepreneurship is a multifaceted concept that appears as a transversal competence that builds upon a broad range of definitions. The entrepreneur is being driven by inspiration into generating value through the creation of projects or new business opportunities that range from individual projects to ambitious undertaking of job opportunities on a larger scale. In this context, being an entrepreneur covers a mindset of an individual associated with creativity and innovation that can lead to new business development and competitive advantage. The concept entrepreneur is

connected to specific learning environment by national guidelines which is influenced, in part, by the European Union (Hietanen & Jarvi, 2014) in which entrepreneurial learning can be seen from different angles such as a context, a learning environment and a process that adds value to human capital formation at both the individual and social level (Jones & Iredale, 2008).

“In general education, the emphasis is on positive attitudes, basic entrepreneurial knowledge and skills and an entrepreneurial way of acting. At the secondary level and in higher education, the knowledge and skills are developed further, including competencies relating to entrepreneurship” (FMEC, 2009, p. 5).

Challenges in the VET environment for future entrepreneurs are widespread and, in some instances, not rewarded or even recognized as a growth engine of the economy (Union, 2014). This is reflected in need of opportunities to train and educate VET teachers and career counsellors because it seems that VET education does not offer the right foundation for an entrepreneurial career. Formal education and educational strategies that can be aligned with access to credits and markets, businesses strategies to tackle punitive sanctions in case of failure, and burdensome administrative procedures are essential. Thus, being an entrepreneur in the context of learning and taking action toward idea generation is related to the constant search for new information and opportunities. The entrepreneur uses these new ideas as a guide to reflect upon new knowledge and actions to proceed with career development that is guided by knowledge.

## 2.1 Definition

Entrepreneurship is a key competence in the European Framework (Gačić, 2009), and action in both the recent Rethinking Education Commission Communication (European Commission, 2012). The drivers for economic prosperity in the 21st century lie in a clearly defined approach to entrepreneurship. They should be reflected in key competences for lifelong learning that involves new opportunities, creativity and motivation in which students are provided with entrepreneurial skills and awareness of how to take the initiative and overcome weaknesses and

failure in developing new businesses. The definition recommended by the European Parliament identifies available opportunities and understanding of what it takes to become an entrepreneur:

*“A sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and to manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and the promotion of good governance” (European Parliament, 2006).*

The VET sector in general, for example, teachers, career counsellors, professionals and students, needs training and tools for entrepreneurial work and experience to face the challenges and become proficient in their chosen career in a private sector driven world. Thus, this Handbook recommends strategies, tools and educational pathways for VET teachers and career counsellors, which fits with ideas about the economic prosperity of the 21st century - the possession of entrepreneurial skills need to function as the fundamental part of societal and economic prosperity.

## 2.2 ENTRECOMP Framework

EntreComp includes a comprehensive and flexible framework which is designed to help us understand what is meant by entrepreneurship as a competence and to support our ability to identify the competences that make someone entrepreneurial. It intends to support and inspire actions to develop the entrepreneurial capacity of European citizens, to help them building abilities to actively participate in society, to manage their own lives and careers and to start value-creating initiatives. It is important to understand that entrepreneurship is a significant capability in many aspects of live of individual citizens and in many areas of our society.

*“Entrepreneurship is defined as a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job*

*market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial)” (Bacigalupo, Kampylis, Punie & Van den Brande 2016).*

At its simplest level, EntreComp is made up of 3 competence areas: “Ideas & Opportunities”, “Resources”, and “Into Action”. Each area contains 5 competences, which make up the 15 competences that individuals use to discover and act upon opportunities and ideas. The 15 competencies can be used to support entrepreneurial learning in different settings, i.e. civil society, enterprises, education, youth work, communities, start-ups, among individuals and various group constellations or arrangements. There is no single core competence in EntreComp and the competences are of equal importance within the framework. Although, different individuals and groups can have different priorities when it comes to the question which competences are of particular importance for entrepreneurship from their point of view. In our research we have identified 6 out of the 15 competencies (2 from each competence area) which are particularly important from the perspective of the three groups we investigated: VET-students, entrepreneurs and vocational professionals. The 6 competences are transferable to the other 9 EntreComp competences.

The ideas of EntreComp can be used in the formal education and training sector for curricula design as well as in non-formal learning contexts. It is also useful to inspire the creation of programs which aim to foster value-creating activities within existing organizations, by improving the entrepreneurial mindset of its members.

### **2.3 Entrepreneurial Mindset**

An entrepreneurial mindset is likely to affect the economic growth of societies, government, adds value in the context of new business opportunities, and promote innovation and value creation (Gedeon, 2012; Chankseliani & Relly, 2016; Sandirasegarane, 2016). These characteristics are essential because entrepreneurship can be seen as the driver for job creation and economic growth. Moreover, the educational systems must make sure that they are at least one step ahead to make sure that the future entrepreneur has the right skills that can be developed through education and training. Furthermore, these characteristics are essential to be developed and

promoted in VET schools in order to add value along with giving the technical training necessary to graduate VET students equipped with adaptable entrepreneurial skills.

### 3. Spotting Opportunities

‘A wise man will make more opportunities than he finds’  
– Francis Bacon

The first step for any start-up company is this eureka moment, the moment that at the presence of a problem you saw an opportunity and offer a solution. To be a successful entrepreneur, you need to be able to recognise an opportunity when arise. Specifically, when facing a problem or a struggle, successful entrepreneurs see an opportunity to come up with an innovative solution. Of course you also need to be able to execute that solution in the future, but without spotting this opportunity in the first place, the next steps are of a little importance.

According to the Entrepreneurship Competence Framework (EntreComp), to be able to spot an opportunity, aspiring entrepreneurs require first to:

- Create and Seize Opportunities
- Focus on Challenges
- Uncover Needs

#### 1.1 Create and Seize Opportunities

What is an opportunity and in what way can we work towards it as something worthily-something that wakes up the entrepreneur inside of us? Firstly, let’s look at this opportunity as something that we genuinely create. Opportunities are somewhat abstract and at first, difficult to get a hold on to begin with-we want to approach something new, create and size. Again, it is about to identify the moment, reflect, gain insight to nurture our creative mindset, feed our entrepreneur with inspiring ideas. It is all about how we create and learn to bridge the opportunity in ways that help us to develop and seizing opportunities.



#### Tip



To create and seize opportunities, one must be ready to capture the moment, or more precisely, follow the story that starts to emerge within, create something and gain advantage from it. A good reminder for students is that being an entrepreneur is not a career choice; it is a mindset that students should continually hone. Students must learn to think strategically and begin to seize opportunities and accomplish something. Thus, teach them to stop being a follower of action, stop doing things that everyone is doing and start to look at the situation and use their creative mindset to see things differently.



### Activities

- ✓ Activity 1 - Self-reflection
- ✓ Activity 2 - Gain insight from entrepreneurs and use your creative mindset to spot new opportunities
- ✓ Activity 3 - Being inspired of the idea of becoming an entrepreneur
- ✓ Activity 4 - Learn to bridge opportunities



### Extra Resources

We all need something extra to nurture our creative mindset, some additional resources that help us to go faster and closer to our goal. This means that we can and should seek ways to understand better what we are trying to accomplish, talk to people, google, and whatever it takes to learn for better results. This is all part of being a creative entrepreneur that openly seek ways to strengthen the idea, that is a real entrepreneur is always on the move to improve the opportunity.

- <https://www.entrepreneur.com/article/321038> - Five insights to help you think bigger.
- <https://www.entrepreneur.com/listen/problem-solvers/320545> - Problem solvers: Entrepreneur pitch their opportunities.
- <https://www.wildnaturesoul.com/2018/12/06/how-to-seize-opportunities/> - How to seize opportunities.
- <https://www.lifehack.org/844534/seize-the-opportunity> - How to Seize Your Opportunities and Take on Challenges.

## 1.2 Focus on Challenges

It is crucial to have in mind that all can become entrepreneurs, but not everyone is cut out to work for himself because many of us are naturally designed to follow the rules set out to structure the environment. However, the core idea is to focus on challenges and understand that in the real world of doing business the challenge is to make people happy using our creative mindset and challenge the business environment with new ideas.

It is a real challenge to become an entrepreneur because life of an entrepreneur is necessarily not so easy, but new challenges make it worth to struggle to accomplish what we want. Having that in mind, you should not be dismayed if you feel things are not going your way. So, the overarching goal here is to not get distracted when you are challenged with new challenges because to become a successful entrepreneur you must keep focus on your journey to success. All in all, you are certainly not alone, and one of the challenges to focus on is to get involved with similar minded people because the solution comes with more than one focused brain.



### Tip

Work schedules and routines are merely not seen as entrepreneurial, but to focus on challenges your student must adhere to as future entrepreneurs. This means that you must motivate your students to stay focused and get up early each day to tackle what needs to get done. Motivation is the driving force, but others find it an ongoing struggle. Remind your students on that being an entrepreneur there's no time for procrastination because entrepreneurs do not get paid by punching a time clock. As an entrepreneur, one gets paid solely by productivity and success. So, having a great idea is not that complicated, what is complicated is to stay motivate and focus on the real challenge – the idea and how one is going to accomplish something great.



### Activities

- ✓ Activity 5 – Challenge the creative mindset.
- ✓ Activity 6 - How to become a successful entrepreneur?
- ✓ Activity 7 - Success and Failures: Both great challenges.



### Extra Resources

- <https://smallbusiness.chron.com/being-entrepreneur-challenging-32802.html> - What Makes Being an Entrepreneur Challenging?



- [https://www.youtube.com/watch?time\\_continue=155&v=Y1zPjsR5E9A&feature=emb\\_title](https://www.youtube.com/watch?time_continue=155&v=Y1zPjsR5E9A&feature=emb_title) - Top Challenges of Becoming a Successful Entrepreneur with Guest David Osborn.
- <https://www.youtube.com/watch?v=cOsBJ7z7JnE> - 10 Challenges Every Entrepreneur Will Face.

### 1.3 Uncover Needs

An entrepreneur needs a chance to learn and adapt—and a desire to create and seize opportunities. If we can learn in any situation, even failure, we have the skills necessary to become a successful entrepreneur. On the other hand, failure can help expand one's knowledge and understanding. This means that opportunities are all around that need extra boost, that is creative mindset to uncover compelling problems to being able to meet what the market need. The real challenge is having the chance to create bundle of attributes that can be aligned with need of a target segment that customers are almost compelled to buy from you. Thus, it is crucial to give new creative ideas time to develop as new insights will emerge. Once your business idea starts to appear, it is critical to expanding your knowledge base. To uncover needs, you must begin to research the business environment you want to break into, as well as the competitive landscape. This is important to understand how to differentiate your creative idea from what is currently on the market.



#### Tip

Suggest to students to do a brainstorming exercise in class, with friends and family. Tell them how important it is to give ideas time to emerge and come to life. Brainstorming exercise is, on the one hand, fun exercise, and on the other hand, efficient. Thus, by inviting an interested group of people to brainstorm can serve as focus groups and sounding boards. It is a simple exercise to uncover the pros and cons, namely discover the overarching need. It is also important to gain hands-on experience through networking and attend industry events.



#### Activites

The following activities are designed to match the purposes of the goals of the module “spotting opportunities”

- ✓ Activity 8 - THE B TEAM
- ✓ Activity 9 - Wealth creation entrepreneur vs social value entrepreneur
- ✓ Activity 10 - “The Full Monty”



### Extra Resources

- <https://hbr.org/2020/04/making-the-leap-to-entrepreneurship> – Making the leap to entrepreneurship.
- [https://twitter.com/UCLABTeam?ref\\_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor](https://twitter.com/UCLABTeam?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor) – The B Team Podcast.
- <https://bteam.org/our-thinking/news/meet-the-b-entrepreneurs> – Video: Meet the “B Entrepreneurs”.

## 4. Creativity

*“Creativity is nothing but a mind set free.” – Torrie T. Asai*

This chapter aims to guide trainers through the resources dedicated to creativity, so that on completion of these activities, learners should have a greater knowledge, self-awareness and understanding to their creativity, both as embedded in an entrepreneurial context and beyond.

Creative minds throughout time include but are not limited to that of Maya Amgelou, J. K Rowling, Wolfgang Mozart, Charles Dickens, and Immanuel Kant. What does not immediately come to mind is the process behind their great ideas. Whilst each very much contributing something unique, a commonality in their processes has been identified - their use of a creativity routine. Charles Dickens walked and thought whilst Immanuel Kant Meditated, Mozart composed in the back of a horse carriage whilst Maya Amgelou worked from hotel rooms - personal habits that created optimum conditions for creative thought.

The Entrepreneurship Competence Framework (EntreComp), a conceptual model that acts as a reference for initiatives purposed towards developing entrepreneurial capacity, highlights creativity as one of the key qualities of an entrepreneur. The framework contains a number of

learning outcomes which when met suggests the learner to hold a level of skill and understanding in entrepreneurial competencies.

In the context of creativity as embedded in the EntreComp, a learner should be able to:

- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges
- Explore and experiment with innovative approaches
- Combine knowledge and resources to achieve valuable effects

The following sections are aimed to support you, as a trainer, in using the resources and delivering the activities that are purposed to develop the learner's creativity in an entrepreneurial context.

## 1. Be Curious and Open

*"I have no special talents. I am only passionately curious." – Albert Einstein*

Curiosity and an openness are crucial to creativity. Often, embracing curiosity enough to explore outside our comfort zone allows for fresh perspectives to existing situations. When on a quest for knowledge, being open to taking the "scenic route" means you are more likely to encounter new information or have an experience that could spark creative thought. There is entrepreneurial skill in having the capability to mobilize these ideas, knowledge and solutions across different contexts. It's an action that can help problem-solve, create new ideas, and enrich the value-creating process.



### Tips

- Tap back in to your child-like curiosity - observe, explore and ask questions!
- Even if a more concrete approach is more appropriate for you, then reframe being actively curious as research and undertake it in your area of interest.



## Activities

The following activities can be used with your students to deepen their understanding of being curious and open:

- ✓ Activity 9: *The Entrepreneurial Times: Finding inspiration through investigating an existing business*
- ✓ Activity 10: *Unleashing your Natural Creativity*



## Extra Resources

These resources offer supplementary information about being curious and open which can be passed on to your students:

- [Creativity Case Study: Jane and Louise Wilson at The Tate](#)
- [Explore online the Natural History Museum, London](#)
- [Online Quiz: Improve your own understanding of your Strengths and Weaknesses](#)

## 2. Develop Ideas

*"No Matter What People Tell You, Words and Ideas Can Change The World."* – Robin Williams

Developing ideas is a component of the creative process. It's about harnessing your resources, using new methods and new techniques, and seeing what works and what doesn't in a process of refinement. Often the development of ideas can be in response to a problem or a need, finding and testing different methods has the potential to improve processes and generate tailored solutions.



## Tips

- In the creative process it is key to not get too attached to your first idea. It's important to let go of it enough that you don't inhibit it going through a process of development.
- You may experience further waves of inspiration which when over-focusing on an initial idea you can be at risk of being blind to.



## Activities

The following activities can be used with your students to deepen their understanding of developing ideas:

- ✓ Activity 3: *Finding Inspiration through Mood Boarding*
- ✓ Activity 5: *Multiply your Money*



## Extra Resources

These resources offer supplementary information about developing ideas which can be passed on to your students:

- [An article detailing 25 ways to help with idea generation](#)
- [Creative Enterprise Toolkit by the British Council](#)
- [Video: Entrepreneurs pitch their ideas to Investors on BBC's Dragon's Den](#)

### 3. Define Problems

*"Problems are not stop signs, they are guidelines."* – Robert Schuller

Embracing a creative approach to problem solving can give away to original solutions. More often than not a problem is open-ended – meaning there is no fixed answer but rather endless possible ones. In any creative project, encountering problems is a natural part of the development process and having the resilience to overcome challenges and take a project from conception to completion demonstrates strong entrepreneurial competence. There are numerous ways to approach problem solving but giving space for experimentation, collaboration, creative techniques and trial and error have the potential to lead to the most value creating and out-of-the-box solutions.



### Tips

- Don't be discouraged! The limitations that you encounter can often end up being a catalyst for creative thought.
- Bennett Cerf, Dr. Seuss's publisher, challenged Seuss to create a story which the text used only 50 words of vocabulary. The outcome was the famous children's story *Green Eggs and Ham*.



### Activities

The following activity can be used with your students to deepen their understanding of defining problems:

- ✓ Activity 6: *Question Storming*



### Extra Resources

These resources offer supplementary information about being defining problems which can be passed on to your students:



- [Creative Case Study: MIAN Photography Business](#)
- [The Cause and Effect Method: Finding the Root Cause](#)
- [Video: TED Talk on Problem Solving as a Resourceful Entrepreneur](#)

#### 4. Design Value

*“Good design is like a refrigerator—when it works, no one notices, but when it doesn’t, it sure stinks.” – Irene Au*

Creativity comes hand in hand with the act of creating. It is valuable to be active in improving what’s around us and adapting it to our needs. Often good design doesn’t come immediately, but through a process of research, development and prototypes. For example, it took James Dyson 15 years and 5,127 prototypes to make the bagless vacuum. In the long term, the efficiency of good designs saves energy and this energy can be put to use somewhere else.



#### Tips

- Stay open to feedback. Healthy creative critique can help us improve our own designs and question our creative decisions.
- There are also benefits to giving feedback to others. For example, in a filmmaking context, Lily Henderson, of the Brooklyn Filmmakers Collective, expresses:

*“By giving feedback, you learn what you’re passionate about. I might sit there watching someone else’s film, and it’s not at all similar to what I do, but I’m reacting very strongly to it. I’m feeling very passionate about some clip they’ve shown. It makes you ask yourself, why am I so excited about that? It refines your own artistry.”*



#### Activities

The following activities can be used with your students to deepen their understanding of design value:

- ✓ Activity 7: *Repurposing for Pancakes*

✓ Activity 8: *Scrambling for Ideas*



### Extra Resources

These resources offer supplementary information about design value which can be passed on to your students:

- [Create Free and Easy Online Designs with Canva](#)
- [The Victoria and Albert Museum: The World's First Display of Design and Manufacturing](#)
- [Video: Dyson Advert Addressing a Need](#)

### 5. Be Innovative

*"If you get stuck, get away from your desk. Take a walk, take a bath, go to sleep, make a pie, draw, listen to music, meditate, exercise; whatever you do, don't just stick there scowling at the problem. But don't make telephone calls or go to a party; if you do, other people's words will pour in where your lost words should be. Open a gap for them, create a space. Be patient."*

– Hilary Mantel

If creativity is associated with the unusual, then innovation is associated with the new. It's a skill in itself to differentiate between what is innovative versus what is our first encounter and new for us. Innovation doesn't always take the form of a product, it can take the form of a process, pathway, response, model, relationship and more. Usually it is produced in response to an emerging need. On a wider scale, Innovation drives progress - it allows organizations to stay relevant and competitive, and from a societal perspective it contributes towards across all areas including that of economic, wellbeing, and education.



### Tips



- In those moments when the creative juices just aren't flowing (some call it the "creative block") then...change it up. Go for that walk, make that bread, talk to your friend.
- Step back so you can see things clearer. Another method to help get through a creative block is to have a side project, so when your enthusiasm wanes on one project you can switch to the other.



## Activities

The following activities can be used with your students to deepen their understanding of being innovative:

- ✓ Activity 2: *Make Your Own Creative Workout Routine*
- ✓ Activity 4: *iCreate*



## Extra Resources

These resources offer supplementary information about being innovative:

- [Case Study: Creativity and Collaboration](#)
- [Article: What is Innovation?](#)
- [Case Study: Greatest thing since sliced bread!](#)

## 5. Mobilising Resources

According to the Entrepreneurship Competence Framework (EntreComp), being able to Mobilising resources means to be able to manage resources, to use resources responsibly and to be able to identify and to get support.

In particular, mobilising resources means a complex of skills and attitudes as:

- Risk Taking: Do not afraid to try new things and take risks
- Openness: open minded and accepting
- Planning skills: to be able to draw a link among activities, results and limited resources
- Problem-Solving: find solutions to problems
- Time management Skills: 'Make the most of your time'
- Financial management Skills
- Human resources management Skills

- Managerial skills: to create procedures and to implement them
- To be motivated
- Analytical skills: to be able to identify and to select resources

The following sections will guide the beneficiaries to acquire the requested skills aimed to improve his/her own mobilising resources capacity.

## 1. Manage Resources

To manage resources presume to be able to make a “link” among a “virtual stage” = an idea and the requested resources necessary to turn the idea to reality. The main constrictions are coming from the limited amount of resources available on the market, the limited financial resources available on our bank account, the limited human resources with requested skills available on the labour market, and, the most important limitation, the time limitation.

### Tips

- Look carefully around you and try to not reinvent thinks and procedures that already work well
- Try to draw the simplest link between idea and reality
- Use diagrams and divide the most complex and ambitious idea into small and simple steps, logically arranged on a time diagram

### Activities

The following activities are designed to match the purposes of the above mentioned goals:

Activity 1: Building my idea

Activity 2: Create with limited resources

Activity 3: Problems’ identifying

Activity 4: Planning by objectives



### Extra Resources

- Annex 1 – Diagram Causes – Effects
- Annex 2 – Diagram Means – Results
- Annex 3 – Table Activities – Resources
- <https://www.didactic.ro/materiale-didactice/risc-in-afaceri-clasa-a-xa>
- <https://antreprenoriat101.ro/>
- <http://www.economicdiscussion.net/india/planning/planning-objectives-and-importance-of-planning/26343>
- <https://www.brighthubpm.com/project-planning/20136-examples-of-project-planning-objectives/>
- <http://www.leoisaac.com/planning/strat027.htm>
- <https://www.slideshare.net/MSOindia/importance-of-planning-34277141>
- <https://www.scaledagileframework.com/pi-objectives/>

- <http://www.meetingplanningknowhow.com/home>
- [http://www.1000ventures.com/business\\_guide/mgmt\\_mbo\\_main.html](http://www.1000ventures.com/business_guide/mgmt_mbo_main.html)
- <http://www.carieramea.com/>
- <http://consilieresorientare.ro/>
- <https://www.cursuriazautorizate.eu/orientare-cariera>
- <http://www.consilierincariera.ro/>
- <https://consilierevocationala.ro/>
- <https://prietenulmeuvirtual.ro/consiliere-profesionala-ghidul-tau-in-cariera/>

## 2. Use Resources Responsibly

*"Your trash is my treasure"* - This is the motto of the EU co-funded project MOVECO. Sixteen partners from ten Danube countries promote transnational cooperation to accelerate the transition to the circular economy.

In contrast to the traditional, linear, throwaway economy, in the circular economy, we design and create products that are easy to share, lease, reuse, repair, refurbish and recycle, while using regenerative resources and renewable energy. The goal is to minimise waste and to keep products and resources in the economy for as long as possible. Ideally, this win-win approach benefits both the economy and the environment.



### Tips

- Waste is a human invention. In nature, all waste from an organism becomes food for another. Everything is recycled. Our current modes of consumption and production are linear.
- Resources are extracted and processed into products, and when a product is no longer needed, it is discarded and typically ends up in an incinerator or landfill. Thus, valuable resources are lost.
- A circular economy – on the contrary – aims at “closing the loop” and returning resources back into the material cycle.
- A circular economy is based on the principles of designing out waste and pollution, keeping products and materials in use, and regenerating natural systems.



### Activities

The following activities are designed to match the purposes of the above mentioned goals:

Activity 5: 3 R that can help me

Activity 6: Let's manage 3R

Activity 7: Identifying resources for economy



## Resources

<http://www.interreg-danube.eu/approved-projects/moveco/section/circular-toolbox>

### 3. Get Support

William R. Tracey, in "The Human Resources Glossary," defines Human Resources as: "The people that staff and operate an organization," as contrasted with the financial and material resources of an organization.

A human resource is a single person or employee within your organization. Human resources refer to all of the people you employ.

Looking for human resources means in the same time to think about motivation, coaching, training or education for human resources.



#### Tips

- Employee training is a process focused on communicating with and teaching an employee information and/or instructions. The purpose of employee training is to improve the employee's performance or to help the employee gain a necessary level of knowledge and skill to productively, effectively, and profitably perform his or her job.
- It is important in predicting whether your organization is likely to retain an employee after hire. Employee training is also a key factor in employee motivation as well as in employee retention. A strong training manager can make a big difference.
- Allow employees to pursue training and development in directions they choose, not just in company-assigned and needed directions. Both are needed and recommended.
- Reassign responsibilities that the employee does not like, that are routine and that the employee may have been doing for a long time.
- Give Before You Receive: One cardinal key of successful networking: Give before you can get.
- Ask for a Strategic Introduction: Explain your game plan to your contact
- Don't Just Collect Cards: In the game of networking, you're going for quality, not quantity
- Follow Up—and Then Follow Up Again: failing to check in post-meeting and never leveraging the new relationship
- Seek Common Ground: "Focusing on the similarities between you is a quick way to develop a rapport"



#### Activities

The following activities are designed to match the purposes of the above mentioned goals:

Activity 8: Finding human resources

Activity 9: Finding support services

## Activity 10: Networking the resources



### Resources

<http://www.meetingplanningknowhow.com/home>

[http://www.1000ventures.com/business\\_guide/mgmt\\_mbo\\_main.html](http://www.1000ventures.com/business_guide/mgmt_mbo_main.html)

<https://iedunote.com/create-effective-plan>

<https://profitblitz.com/principles-of-effective-networking/>

<https://medium.com/constraint-drives-creativity/31-networking-principles-i-learned-from-keith-ferrazzi-6f8ef3ab8fee>

<https://careerinvest.ro/consiliere-in-cariera/>

<http://www.rasfoiesc.com/educatie/didactica/CONSILIEREA-SI-ORIENTAREA-CARI23.php>

<https://portal.ctcnvk.ro/catedre/comisia-metodica-a-dirigintilor/activitati-dirigentie/ghid-orientare-si-consiliere-in-cariera>

[www.pentruccariera.ro](http://www.pentruccariera.ro)

<https://www.thebalancecareers.com/what-is-a-human-resource-1918144>

## 6. Motivation and Perseverance

*“The will to win, the desire to succeed, the urge to reach your full potential... these are the keys that will unlock the door to personal excellence.” – Confucius*

The conceptual conception of the **EntreComp** framework identifies the competences to make someone entrepreneurial. But it doesn't separate them to basic and secondary competences. The 3 competence areas are closely intertwined, and of equal importance. The 15 individual competences are also interconnected and should be treated as part of a whole.

Motivation and Perseverance are very important competences in the concept of entrepreneurship. They are about staying focused in your goals and never give up under due to problems or inconvenient circumstances that might interfere in your entrepreneurship life, from your first steps up to the whole entrepreneurial career. It is of high importance to start and



continue your career motivated and to be able to face any minor or major problems that will come in your way.

So the concept to make someone entrepreneurial includes the ability to:

- Be determined to turn ideas into action and satisfy the need to achieve
- Be prepared to be patient and keep trying to achieve the long-term individual or group aims
- Be resilient under pressure, adversity, and temporary failure

This chapter of the handbook contains the motivation and perseverance empowering guide. We propose educational tools and activities that can be helpful to implement and conduct the project in the classroom, in order to achieve the expected learning outcomes.

### **Stay focused and be determined**

As stated in the “Entrecomp Framework” and in “Entrecomp into Action” the ability of entrepreneurship has a complex character which can be described as a dynamic combination of various elements of all human activities and attitudes

A critical competence for the entrepreneurship is the ability of staying focused and be determined. An entrepreneur has to *be determined to turn his ideas into action and satisfy his need to achieve*. To meet that, he has to have the ability to be driven by the possibility to do or contribute to something that is good for him or for others. To see tasks as challenges which have to be achieved, so someone has to do his best to succeed.

In order to stay focused and be determined, it is essential for teachers and students to identify which traits are needed for everyone willing to get involved into the entrepreneurial procedure. The goal is to give the participants the ability to support personal traits, discover new traits, while boosting the ones that appear in a lower level. So students must be able to:

- Identify their personal traits



- Be energetic
- Spot specific traits for an entrepreneurial mindset
- Learn the importance of motivation within personal growth and entrepreneurial involvement
- Learn from entrepreneurial success stories
- Understand the various characteristics of entrepreneurship
- Boost self-efficacy
- Combine skills and ideas for setting goals
- Evaluate new information and different points of viewing entrepreneurship



### Tips

- It is important to create challenges during the classroom, which keeps the students motivated.
- The desired goal would be to have the students create their own challenges, moreover to make them coach others to believe in their challenge and stay motivated, encouraging them to commit to what they want to achieve.
- Creating the right climate to motivate the class (e.g. with small rewards or celebrations) is a positive action.



### Activities

The following activities are designed to match the purposes of the above mentioned goals:

- ✓ Activity 1 & 2: Knowing yourself
- ✓ Activity 3: Treasure hunt

### Resources

<https://youtu.be/IBasZWjd92k>

<https://www.youtube.com/watch?v=GM5wTcltbuY>

<https://www.youtube.com/watch?v=R7iN71uJcG0>



<https://www.econedlink.org/resources/the-entepreneur-in-you/>

### **Focus on what keeps you motivated**

The objective of this chapter is to learn to the students how to *be prepared to be patient and keep trying to achieve your long term individual or group aims*. In order to achieve that, a future entrepreneur should be able to recognize different ways of motivating himself and others to create value. So he should be able to recognize personal and external factors, to use effective ways to attract talented people and keep them motivated and focused on creating added value. But also to set strategies to stay motivated (e.g. by setting individual and team goals, monitoring the performance and evaluating the overall progress)

Some indicative educational goals that aim at cultivating the motivation and perseverance of students are the following:

- To develop their teamwork skills
- To learn to work for a common goal / outcome
- To stand as a source of inspiration to others for hard work for the fulfillment of their goals by showing passion and personal commitment
- To be able to come up with efficient ways to attract talented people and keep them motivated
- To learn a plethora of ways to tackle unexpected changes, barriers and rejections
- To be determined and persistent, when they try to achieve their goals
- To not give up and to be able to keep trying even though difficulties might be arise
- To be able to continue their effort with increasing interest
- To be persistent to their goals and their vision despite the potential barriers challenges



### **Tips**

This topic is about motivation and team work. So we suggest that the suggested activities in addition of the other activities the instructor will conduct, to be carried after splitting the class in small groups, as team work. This will help boosting the team spirit, finding roles within the groups and encouraging the students to become leaders of the group. Activity 7 is actually the link between this competence and the one described in the next chapter about perseverance.



## Activities

The following activities are designed to match the purposes of the above mentioned goals:

- ✓ Activity 4: Animation
- ✓ Activity 5: Break things down into easy-to-understand parts
- ✓ Activity 6: Interview
- ✓ Activity 7: Don't give up

## Resources

<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence>

<http://www.businessdictionary.com>

## Be resilient and don't give up

The objective of this chapter is to empower the ability to *be resilient under pressure, adversity, and temporary failure*. Simple and more complex adverse circumstances will occur during the entrepreneurial life, so a future entrepreneur must be prepared to overcome them. Thus he must show passion and willingness to reach his goals.

Students must be prepared to cope with unexpected changes, setbacks and failures. This means that they must know that hard work is needed to achieve their goals, but determination and perseverance will lead them to success. They must boost their skill to devise strategies to

overcome standard adverse circumstances. But also to judge wisely when it is not efficient to insist and continue with an ineffective idea.



### Tips

- Difficulties and problems occur in every aspect of our lives. We can encourage our students to share some of their problems and how they did overcome them.
- There are plenty of disaster stories in sports, politics, among companies etc. which turned to success stories which can become their guide



### Activities

The following activities are designed to match the purposes of the above mentioned goals:

- ✓ Activity 8: The concept of perseverance
- ✓ Activity 9: Failure is success in progress
- ✓ Activity 10: Improving perseverance

### Resources

<https://www.wordreference.com/definition/perseverance>

<https://www.lexico.com/en/definition/perseverance>

[https://greek.abcthesaurus.com/browse\\_synonyms/synonyms\\_for\\_%CE%B5%CF%80%CE%AF%CE%BC%CE%BF%CE%BD%CE%B7.html](https://greek.abcthesaurus.com/browse_synonyms/synonyms_for_%CE%B5%CF%80%CE%AF%CE%BC%CE%BF%CE%BD%CE%B7.html)

<https://www.linkedin.com/pulse/20140331213426-461078-the-greatest-failures-of-all-time/>

<https://www.youtube.com/watch?v=hNihl8oGA7A>

<https://www.linkedin.com/pulse/20140331213426-461078-the-greatest-failures-of-all-time/>

<https://www.brainscape.com/blog/2014/11/8-colossal-screw-ups-history/>

<https://www.lifehack.org/articles/communication/10-famous-failures-that-will-inspire-you-success.html>

<https://www.hashtagpositivity.com/blog/5-strategies-for-improving-perseverance>

## 7. Taking the Initiative

Taking the initiative is about being pro-active and about making decisions, act and work independently to achieve goals, stick to intentions and carry out planned tasks. The concept presupposes to recognize one's own abilities and desires to initiate processes that create value. This might include courageous decisions that involve the possibility to failure.

Taking the initiative is a key competence according to the EntreComp framework. The skills associated with the competence to take the initiative are often a precondition for successful entrepreneurship. This chapter is about working out how to awaken the ability to take the initiative. One important point is to motivate VET-students to recognize their strengths, take the initiative, discover their ability to mobilise others and getting them on board with their ideas.

Vocational professionals and teachers can become implementers of a creative entrepreneurship process where students, through a learning by doing process, learn how to take the initiative and for instance develop a project linked to their own interests, but at the same time connected to their background. We can support VET-students or other groups willing to develop an entrepreneurial mindset.

### 7.1 Take responsibility

In order to take the initiative, students must take (some) responsibility. You can ask learners the following questions to initiate a reflection process helping a person to discover his or her ability to take the initiative in various settings:

- Can you carry out the tasks you are responsible for? Do you feel comfortable while doing that?
- Can you take responsibility to carry out simple tasks in value creating activities?
- Can you encourage others to take responsibility in value-creating activities?



#### Tips



- Students should be aware: “Taking the initiative” can take place in existing companies, groups and other settings, it may involve personal changes or aim to initiate something new. Please refer to these possibilities.



### Activities

The following activities are designed to match the purposes of the goals of this module:

All activities can be divided or spread over several lessons

- ✓ Activity 1: Introduction: "Taking the initiative" is about ...
- ✓ Activity 2: Discover your abilities
- ✓ Activity 3: Explore your opportunities



### Extra Resources

These resources offer supplementary information about how to take responsibility:

- Motivational Video: Take responsibility for your life, <https://www.youtube.com/watch?v=00vZraHlcXI>
- Video: Take responsibility - is easy to learn, <https://www.youtube.com/watch?v=mHZ2CzwcEIA>
- Article: 9 ways to take responsibility, <https://thriveglobal.com/stories/9-ways-to-take-responsibility-for-your-life/>
- Article: Why take responsibility is important, [https://www.selbstbewusstsein-staerken.net/verantwortung-uebernehmen/#Warum\\_Selbstverantwortung\\_so\\_verdammt\\_wichtig\\_ist](https://www.selbstbewusstsein-staerken.net/verantwortung-uebernehmen/#Warum_Selbstverantwortung_so_verdammt_wichtig_ist)

## 7.2 Work Independently

Taking the initiative is about working independently. You can ask learners the following questions to initiate a process to help the students to reflect and discover their ability to work independently in various social settings:

- Do you show some independence in carrying out tasks you are given?
- Can you help others to work independently?
- Can you initiate value-creating activities alone and/or with others?



### Tips

- Give a reminder for the learners: The created value can be cultural, social and/or economic; the situation in which value is created can take place in various social settings and under varying circumstances.



### Activities

- ✓ Activity 4: Learn about your strengths
- ✓ Activity 5: Know your weaknesses
- ✓ Activity 6: Joint processing and reflection



### Extra Resources

These resources offer supplementary information about working independently:

- Article: What does it mean to work independently?  
<http://www.webguru.neu.edu/professionalism/professionalism/working-independently>
- Article: Work independently, a must-have competence,  
<https://medium.com/@tedbauer2003/learn-to-work-independently-son-6fa7337c45b>
- Article: Work independently as a key-competence in context, <https://www.business-wissen.de/hb/beispiele-fuer-schlüsselqualifikationen-soft-skills/>

- Motivational Video: Work independently not alone,  
<https://www.youtube.com/watch?v=jeJRIk1hd4E>
- Video: Teach yourself to work independently,  
[https://www.youtube.com/watch?v=\\_CgmMnBjnz0](https://www.youtube.com/watch?v=_CgmMnBjnz0)

### 7.3 Take Action

Taking the initiative means take action. Convincing others is especially important to take action.

Our guiding questions are closely are:

- Do you show initiative in dealing with problems that affect your community?
- Can you actively face challenges, solve problems and seize opportunities to create value?
- Can you take action on new ideas and opportunities, which will add value to a new or existing value-creating venture/project?



#### Tips

- ✓ Students should be aware: To take action sometimes you only have to overcome a hurdle that looks higher than it is



#### Activities

- ✓ Activity 7: Overcoming hurdles
- ✓ Activity 8: Convincing others
- ✓ Activity 9: Canvassing for supporters
- ✓ Activity 10: Reflecting & collecting the results from activity 8 and 9





## Extra Resources

These resources offer supplementary information about take action:

- Take Action - Motivational Video: <https://www.youtube.com/watch?v=J-pC3AjI9DI>
- Article: about 9 Ways to take the initiative, <https://www.fastcompany.com/3037092/9-ways-to-take-more-initiative-at-work>
- Video about overcoming hurdles: Wright Brothers First Flight in 1903  
<https://www.youtube.com/watch?v=-kjRL-Q-KBc>
- Article: Take Action can take place in any field, <http://www.gluecklicher-leben.at/die-initiative-ergreifen/>

## 8. Learning Through Experience

*“Experience is what you get when you didn't get what you wanted. And experience is often the most valuable thing you have to offer.” — Randy Pausch*

We all know their names: Bill Gates, Stephen Jobs, J.K Rowling, Thomas Edison, to name a few, consist the personification of success. We have heard them time and time again for their great achievements and the difference they made in their fields. But what most people do not know is just how they failed and how they turn their failure into the success we all see and admire.

According to the Entrepreneurship Competence Framework (EntreComp), being able to learn through experience has been identified as a key competence for aspiring entrepreneurs to develop if they want to be successful.

Specifically, it states that to be able to learn through experience, aspiring entrepreneurs need to be able to:

- Reflect and learn from both success and failures (your own and other people's)



- Learn with others – including peers and mentors,
- use any initiative for value creation as a learning opportunity,

For this reason, the following sections aim to provide you with the knowledge required and the appropriate resources and tips to promote this competence among your students to enable them succeed.

### 1.1 Reflect

To learn something from anything in life, you need first to find ‘why’ this happened in the first place. For this to happen though, a serious self-reflection needs to take place first.

Personal reflection allows us to bring together the past, present and future. Taking a step back, allows us to examine and make meaning of all the great (and not so great) experiences we have had and learn valuable lessons that can help develop further our skills and optimize our efforts. Especially for the not so great experiences such as our failures, reflection is vital to allow us to identify the causes of failure and learn from it, so we will not make the same mistakes in the future.



#### Tips

- Reflection is easier said than done as usually the process of searching for ‘why’ is not a straight forward process, especially when emotions are involved.
- For this reason, we stress the importance that sometimes it’s okay to allow some time to clear the air and let off steam, before we go back and evaluate what happened.



#### Activities

The following activities can be used with your students to understand reflection in practice – more details about the activities can be found in Chapter 9:

- ✓ Activity 1: My Choices

- ✓ Activity 2: The Journey of Failure
- ✓ Activity 3: Failure Toss



### Extra Resources

Extra Resources that can enhance your knowledge on reflection and can be shared with your students.

- [Gibbs' Reflective Cycle](#) – A model to help you make sense of an experience
- [Self-Reflection](#): How to make the most from every experience
- A great [video](#) on how to approach and properly reflect on failure.
- [An interview](#) about the Importance of self-reflection for entrepreneurial success.
- [An example of reflection](#) by Allan McKay, reflecting on his failures, successes and share valuable lessons.

### 1.2 Learn to learn

As mentioned earlier, after identifying what went wrong, it is important to learn something from our mistakes to avoid making the same mistake over and over again. Just like sharks need to keep swimming to continue breathing, entrepreneurs need to keep learning and developing both personally and professionally. But the big question is how do we learn to learn?

Here are few ways to start your 'learning journey' and turn those failures into successes:

#### **Your perception matters - It starts from within.**

Failure is not something that we should be afraid of but rather to embrace and appreciate it as a lesson and an opportunity to succeed later. This idea needs to be cultivated to your student, in order to be able to learn something from it. Do not fall in the trap to associate the failure with yourself, rather than the task that failed – instead reframe failure as an experiment, research to identify what when wrong and succeed next time. Also keep in mind that failure is much like a heartbreak – the process of recovering from failures gets easier as you are experiencing one and each one teaches you something new as you evolving as an entrepreneur.



### Tips

- Challenge your students to take high risk/ high reward opportunities that have the potential to fuel growth.
- One of the biggest regrets an entrepreneur will have is not trying and hence wondering 'what if'. It is better to touch the handle of the frying pan to see for yourself that it is hot – after all, successful entrepreneurs got burned from time to time.



### Activities

- ✓ Use the Activity 9: The Entrepreneurial Mind to show to your students that failures are actually opportunities for something new and a lesson waiting to be learned.



### Extra Resources

Extra Resources on why your perception towards failure matters.

- An [article](#) about how to banish failure by changing your perception
- An [article](#) about how changing your definition of failure can help you to get better
- A [TedX talk](#) on how our perception of failure affects success

### Learn from a mentor/peers

Identifying the right opportunities to learn is vital, in order to overcome our weaknesses and develop our strengths. For example, learn from a mentor can be a great opportunity to build your entrepreneurial skills. Rather than make all the mistakes yourself, why not get guidance from someone else who has already made them? Although finding a mentor has many benefits to offer, not everyone is lucky enough to find one. However, even by studying the journeys of successful entrepreneurs can provide you with valuable advices and insights into their journey and make those entrepreneurs your mentor. Additionally, getting involved with other

entrepreneurs, spent time with them and ask for their advice can help you grow as an entrepreneur and develop further your entrepreneurial skills.



### Tips

- Remind your students that taking advice from other entrepreneurs can be useful, but always try to balance openness and self-trust.
- According to an entrepreneur in Goldman (2018) *"Take advice from as many people as you can but trust your own instincts. It's the instincts paired with hard facts that will help you succeed."*



### Activity

Use the following activities to show to your students that involving other people can offer different perceptions and insights.

- ✓ Activity 4: Manque' (Unfulfilled Dream)
- ✓ Activity 5: Puzzle



### Extra Resources

Extra Resources on how learning with others can help you further develop your entrepreneurial skills.

- An [article](#) about how mentorship and peer learning is the future of entrepreneurship
- An [article](#) on how to find a mentor as an entrepreneur.
- A [video](#) from Bill Clinton on how to learn to work with others to gain different perspectives.

### Be Open and Seek Feedback

For some, the idea of being scrutinized can be extremely nerve wracking and stressful. This is a normal reaction as in the heat of the moment many of us react with defensiveness or even anger. However, it is vital to back off our defensiveness, as feedback is a powerful way to help us identify our weaknesses and be more successful in everything we do. It is also important to remember that just by receiving the feedback is not going to contribute to your professional development as analyzing the feedback and plan effective changes is required. Additionally, as honest and constructive feedback is hard to find nowadays, you need to be ready to return the favour – from time to time we all need others to let us know when we are not meeting our potential.



### Tips

- Share with your students the **5 Steps to Accept Constructive Feedback**:
  1. Stop Your First Reaction
  2. Remember the Benefits – Don't take it personally
  3. Listen Actively
  4. Deconstruct the Feedback
  5. Say Thank You!
- Share with your students **4 Ways to Provide Constructive Feedback**:
  1. Prepare the Recipient for Feedback
  2. Be problem-focused and specific
  3. Point out Opportunities for Improvement, not Faults
  4. Always Show Respect



### Activities

Use the following activities with your students to experience receiving and providing feedback:

- ✓ Activity 6: Find the Ball
- ✓ Activity 7: Presentation Time
- ✓ Activity 8: The Underperforming Employee



## Extra Resources

Extra Resources on how to be open to receive and provide feedback when required.

- A [video](#) hearing from entrepreneurs themselves the 10 ways to get feedback.
- A [TEDx talk](#) about the joy of getting feedback.
- A [video](#) on how to provide an effective and constructive feedback.

### 1.3 Learn from experience

*‘For the things we have to learn before we can do them, we learn by doing them’ – Aristotle*

The above quote sums up the basic idea that underlines experimental learning (learning from experience). We don’t learn something and then do it, rather we learn it by doing it. In other words, you cannot expect to learn everything about entrepreneurship just by reading through this material, but the moment you experience and put those skills into action is the moment you become a true entrepreneur.

Life is full of ups and downs. Failures will come and go, and when it comes often hurts. Don’t let this deter you from the things you want to achieve in life. As analyzed above, how you respond to those setbacks and how you choose to face them will determine your long-term success. Always remember, own your mistakes, learn from them and keep pushing tirelessly towards your goals. Every experience is an opportunity to learn, do not let your failures weigh you down.



## Activities

Use the following activity with your students to offer them the opportunity to stretch themselves, reflect, and learn during a challenging task:

- ✓ Activity 10: The Entrepreneurial Maze



## Extra Resources

Extra resources on how learning from experience can help you succeed.

- A [video](#) explaining why being able to learn through experience is important for success.
- A [short video](#) showing the journey of a girl and how being able to learn from experience help her succeed.

## 9. Guidance for Delivery

The Handbook builds on the premise that it is easier for a teacher or career counsellor to lead students in contexts where the teachers and career counsellors have the relevant expertise and/or the ability to recognise the limited experience of entrepreneurship. Therefore, the Handbook supports teachers and career counsellors to recognise and understand how real-life expertise and experience can be brought into the entrepreneurship arena. Importantly, it also provides support to understand concepts, build dialogue and reflect upon key aspects of teacher/counsellor's professionalism, professional identity and ways of engaging students. Thus, the Handbook includes aspects that link the teachers and career counsellors with others working in the same area, opening opportunities for effective collaboration that may help them to tackle attitudes toward change and uncertainty that can lead to the further development of good entrepreneurial education practices.

### 9.1 How to use the Toolbank

The Toolbank was developed as a guide for VET teacher and guidance counsellors to develop bespoke solutions to tackle entrepreneurship and integration of competencies and education that can be compared between competence areas to facilitate the development and promoting entrepreneurship education. The framework responds to a need for new teaching methods and material for VET teachers and career counsellors that can lead to the development of entrepreneurial proficiency. Moreover, it can help the VET educational systems to create valuable education that can be adapted to different entrepreneurial needs to create value for future entrepreneurs.



- VET teachers, career counsellors and professionals can use the Toolbank as a method to communicate and encourage entrepreneurial thinking among students in VET schools. This includes opportunities to develop extensive reflection, discussion, dialogue and interaction in the class where students are pushed forward to think like entrepreneurs.
- The Toolbank provides a framework as a piece of equipment to stimulate and enhance entrepreneurial thinking for VET students. It can be used to stimulate tutor-led presentations by the use of research material, and examples of suitable practice using videos and other material provided in the Handbook framework and the 60 activities.
- VET teachers and career counsellors can use this Toolbar to further engage with entrepreneurship and entrepreneurial activities to have a positive impact on students and their learning outcomes as future entrepreneurs, across all subject areas. This includes the overall approach to entrepreneurship education and training which this Handbook builds upon - the basis for significant professional development that can help VET teachers and career counsellors to consider their role and deepen their understanding of their impact on students and society.
- Planning and managing VET education should consist of quality review processes and recognizing and celebrating good practices in the design and delivery of an entrepreneurship education curricula. This Toolbank can be used to develop courses that envision future needs and development of the curriculum, to incorporate activity-based learning and student-centred methods. This speaks directly into action planning, individually and in groups.

## 9.2 60 supporting practical activities

This handbook aims to make the activities and material, carried out by the Entre@VETSchools project, visible and accessible to inspire teachers and guidance counselors in the VET sector to take a step forward in developing and planning courses and providing support for the students - fostering entrepreneurship in VET schools. The role of the Entre@VETSchools project is to understand the current situation in the VET sector, which focuses on entrepreneurship.

Moreover, to research and develop tools that aim at helping teachers, guidance counselors and professionals to develop new approaches in which leads to new teaching methods and courses having entrepreneurship at the core. Therefore, this handbook aims at supporting curricular and teaching orientation to develop entrepreneurial skills in VET schools.

## 10. Conclusion

The Entrepreneurship 2020 Action Plan states that it is entrepreneurship that makes the European economy more competitive and innovative and reminds us of the fact that new companies are the most important source of new jobs and employment (European Commission, 2013). Vocational education and training vary across countries and appears differently across high-growth, low-growth, and transitional economies, thus economic prosperity is likely to reflect the different effect on student's ability to nurture their entrepreneurial ideas. In general, the structure of educational opportunities has been criticized for focusing on skills training without addressing formal education for VET students as entrepreneurs, which is essential for them to acquire the skill to develop new business ideas. In some instances, it is believed that vocational students are less inclined to addressing business-related strategies that fit with their education and business. Thus, more context-driven approach aligned with VET education in entrepreneurship is called for to foster further economic development as a driver to reduce unemployment among youth, especially youth with low qualification (Biavaschi et al., 2012; Bell & Blanchower, 2011; Sandirasegarane et al., 2016; Quintini et al., 2007).

This is an essential message because it reminds us of whether an emphasis on educating and training teachers and guidance counsellors in VET school is likely to outweigh the cost and result in new companies that are developed by their students. Furthermore, economies must put a high emphasis on developing education and training for teachers and guidance counsellors as the backbone for the development of economic activities driven by the recognition of entrepreneurs as creators of jobs and prosperity. To address the challenges that VET schools are facing and the demand for transferable skills and competencies in entrepreneurship the school systems must take action and react with new methods which aim to promote teachers and counsellors in

offering students appropriate vocational and entrepreneurial education. The results are highly skilled vocational entrepreneurs with marketable skills that can lead to further improvements associated with new jobs, social welfare, productivity, new business venture, sustainability and competitive advantage.

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