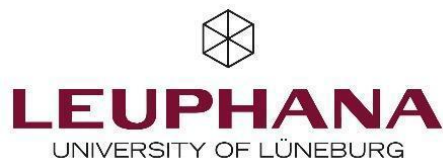


# PERSONAL INITIATIVE WORKSHOP

# FACILITATOR MANUAL



Frese Group  
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move gGmbH  
Entrepreneurship Workshop  
Institute

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# 1. INTRODUCTION

## 1.1 Why Use this Manual?

This manual helps you to prepare for the workshop and to ensure that you know how to deliver the workshop in the most effective and helpful way. If you read this manual carefully and ensure that your workshop follows the guidelines it provides, you ensure that your entrepreneurs benefit as much as possible and that you can be a good facilitator.

## 1.2 How to Use this Manual?

The first part of the manual gives insights into the background of the workshop and its main goals. It introduces you to the workshop and makes you understand the main concepts. After this general introduction, the second part of the manual captures every module of the workshop in detail. For every module, you find short and helpful descriptions on

- Which slides to use for each module (module framework)
- The learning goals of each module and
- How to explain the homework and do the exercises.

Open the presentation and take the Entrepreneur Manual before you begin to read this manual (Facilitator Manual). For every part of the description, look at the corresponding slides and exercises to make sure that you know which content you are reading.

## 1.3 Why You Should be a Facilitator for Personal Initiative?



You, as a facilitator, can use all the principles that you learn throughout the PI Workshop in any type of activity.

**Therefore, the personal initiative behavior will help you learn skills that you can apply to your personal and professional life and benefit the outmost (while helping entrepreneurs become more successful in their personal and professional life)**

## 2. GENERAL INFORMATION ON THE WORKSHOP

### 2.1 Background and Main Goals of the Workshop

Self-starting, future-oriented, and persistent action is the way to success in the domain of entrepreneurship. Whether the entrepreneur purchases goods, attracts customers by doing marketing or sets goals that allow him/her to plan the following business processes, the business success always depends on becoming active. To become active, the entrepreneur has to show personal initiative. **Activating personal initiative** is the central goal of the present workshop.

**Personal initiative consists of 3 important elements. These are:**

1. **Being self-starting**, which means becoming active without being told, changing the environment instead of waiting for changes to come, and always trying to be ahead of competitors
2. **Being future-oriented**, which is characterized by the consideration of future opportunities and problems in the market and the entrepreneurs' present preparation for them
3. **Being persistent in overcoming barriers**, which comprises accepting to make mistakes, finding long-term solutions for possible problems and barriers that occur and being persistent in pursuing personal goals despite of these problems and barriers

To support the entrepreneurs in showing personal initiative for their business, the workshop provides **action principles** that help to increase personal initiative, which in turn leads to increasing business success. These principles are rules of thumb, which are easy to follow, without studying a lot of theory. The workshop treats every step in the entrepreneurial process – from identifying opportunities to looking for feedback – in the light of personal initiative. The workshop design aims at giving the chance to become active and practice the action principles for every step of the entrepreneurial process with the help of case studies.

The entrepreneurs apply the principles to their own business and business environment to be able to transfer what has been learned during the workshop. By doing this, they directly experience and practice the workshop content and learn from their mistakes, which is the fastest way to skill development. Thus, every module contains short **lecture** sections, followed by one or several **exercises/homework** and the discussion of these exercises during the workshop and the self-learning sessions (Please, go to 2.4 for more about "self-starting sessions"). At least one group should **present their results**. Every presentation should be followed by a **feedback round** where everybody provides feedback in order to maximize the learning effect of the entrepreneurs. You can find the guide on how to present feedback rules and to give feedback in the Introduction, section 2.1 of this manual.

## 2.2 Overall Workshop Objectives

The overall objective of the workshop is to help entrepreneurs to:

1. Behave in a self-starting entrepreneurial way.
2. Think about the future circumstances and results of his/her entrepreneurial behavior.
3. Be prepared for possible barriers and know how to overcome them.

## 2.3 Action Orientation: Empowerment through Action

Action is the path to success in the field of entrepreneurship. Whether a worker, farmer/producer or business owner grows crops, buys goods, attracts customers through marketing, or sets goals that enable him/her to plan more efficiently and effectively his/her work procedures, success depends on acting actively, namely by demonstrating personal initiative behavior. This is also the reason why our personal initiative workshop is based on action. Instead of listening passively to the facilitator, entrepreneurs become active themselves starting from the first session.

Our action-oriented workshop comprises of five crucial elements:

### 1. Lecture



Each module starts with a brief introduction by you, the facilitator. This should be short and cover only a small percentage of the time. Here, it is very important for you to use concrete examples and to emphasize the importance of the action principles to make entrepreneurs understand the content of the session. Throughout the workshop, you will present several action principles to your entrepreneurs. Action Principles are:

- Instructions on what to do to be successful. It comprises knowledge of “what to do” and the skills necessary.
- Action Principles are easy to follow rules (“rules of thumbs”). They are based on scientific evidence, put in very simple words. When following these very specific rules, participants are more successful in their business.
- Entrepreneurs learn the action principles that tell them how to get things done: action principles are the fastest way to develop entrepreneurial skills!

### 2. Exercise or Homework



The exercises are directly linked to the lecture (the content you provided in the previous steps to the participants). Through completing the exercises, the entrepreneurs directly put into action what they learned. This allows them to implement the new knowledge directly in their own business. It is important that your explanation of the exercise is clear and understandable. Furthermore, make sure that all entrepreneurs are actively involved in the teamwork.

Apart from the first exercise that should be done within the workshop hours (so that entrepreneurs can practice with you before doing it by themselves during the self-learning session), all the other exercises are designed to be done during the **self-learning sessions** (see 2.4 Self-Learning sessions). Still, during the workshop, the facilitator it is imperative that you explain these homework exercises and guide the entrepreneur on how to do them. After a brief recap of the previous session, a group should be selected to present one of the exercises designed as homework in the following workshop sessions. Afterwards, everyone should give feedback.

### 3. Presentation



The entrepreneurs present the results of the exercises and homework to the other entrepreneurs. For every exercise, at least one group should present their results. Throughout the workshop and self-learning sessions, it is important to make sure that all the entrepreneurs have the chance to present at least once. Therefore, when a group presents an exercise, in the next one this group should not present it, giving the chance for others to also present.

### 4. Feedback



Finally, the entrepreneurs receive feedback from the whole group (and, during the workshop hours, also from you). **The feedback round should never be interrupted or skipped after the entrepreneurs' presentation!** Positive and negative feedback is a crucial element of the workshop as it allows the entrepreneurs to learn from their errors (negative feedback) as well as to reinforce what they are already doing well (positive feedback) by changing their behavior and actions accordingly.

You have to make sure to offer feedback on the entrepreneurs' work results as well as giving other entrepreneurs the opportunity to offer feedback.

Remember: **Never forget the feedback!**



## 2.4 Self-learning sessions

The self-learning sessions are a crucial part of the PI workshop. They are designed for entrepreneurs to meet again in groups and complete homework assignments presented by you during workshop hours.

During these sessions, the entrepreneurs will become active and apply the knowledge learned during the workshop in practical exercises that will help them further develop their business. They will also use these sessions to discuss and develop ideas with their colleagues and, last but not least, receive feedback from them.

The five self-learning sessions are designed to occur in parallel to the workshop blocks (starting after the first one) weekly, without you. During these meetings, the entrepreneurs will be divided into two groups (in two different rooms outside the workshop hours) to work on the homework exercises (as said above, without your presence).



→ ***There will also be a lottery for them to present their homework in the next workshop session! They should always be prepared!***

In addition, after the workshop blocks are over, the entrepreneurs will meet again in the following two weeks for two more self-learning sessions. In these two last meetings, after completing the last homework from block 4, they will have the chance to develop, discuss, and receive feedback on their personal project.

→ ***Please emphasize to entrepreneurs the importance of self-learning sessions! It is an essential part of the workshop!***

For each group, there will be a **group leader** (two in total) **to moderate and manage time** during the self-learning session. In addition, he or she will have the task of **reporting to you about the session**. Please read the detailed description of these tasks below:



The **moderation** of the self-learning session by the group leader includes walking the group through this manual. For example, asking everyone to recap the previous block before starting the exercises, and reading the exercise instructions to all business people.

The **time management** involves regulating time within the boundaries in the different parts of the self-learning session as described in this manual. (That is, the team leader should ensure that entrepreneurs take a 15-minute break approximately halfway through the self-learning session. However, the break should only start after an exercise is fully completed and the feedback round is finished, so that no activity is left halfway through).

In addition, in each PI workshop block (starting from block 2), the leader will briefly **report to the facilitator** how the self-learning session went. In particular, he or she will report what went well or poorly, the main issues, if there was enough time to complete the exercises and to discuss, and any other questions that may arise.

The group leaders will be selected at the end of the 1st block through voluntary availability of two of the entrepreneurs, or through a lottery among the entrepreneurs who wish to be the leader).

## 2.5 Workshop Agenda

The workshop should take place weekly in four different sessions, followed by four self-learning sessions + an additional one to present their personal project. The table below illustrates the expected agenda:

Agenda	Workshop session with Facilitator	Duration	Self-learning session only entrepreneurs	Duration
<b>Week 1</b>	Block 1	2h40min	Session 1	3h30
<b>Week 2</b>	Block 2	1h40min	Session 2	3h30
<b>Week 3</b>	Block 3	1h40min	Session 3	4h
<b>Week 4</b>	Block 4	2h	Session 4	4h
<b>Week 5</b>	-	-	Session 5	4h
<b>Week 6, 7, 8, ...</b>	<b>We encourage entrepreneurs to continue to meet and support each other by sharing knowledge and feedback!</b>			

## 2.6 Explanation of Symbols

### Symbols that explain the structure of the course

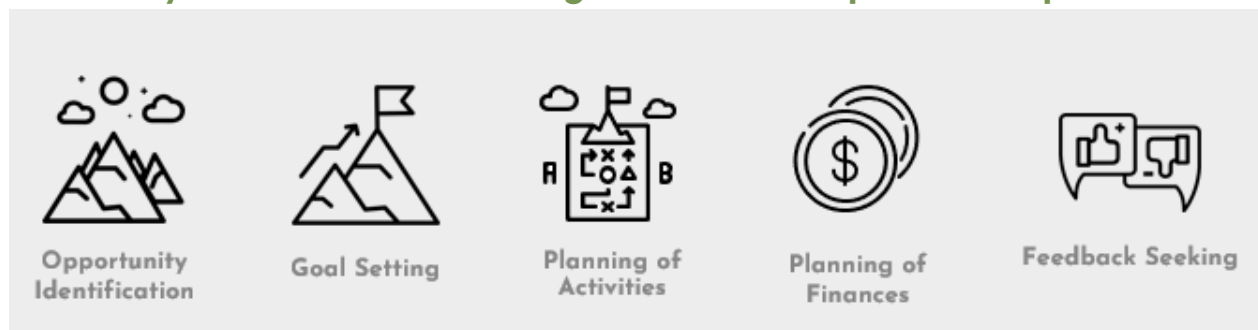
You find the following symbols in the slides. They help you structure your session and show you the phase of the workshop you are currently in.



### Symbols for the three dimensions of personal initiative



### Symbols for the five stages of the entrepreneurial process



## 2.7 Components of the PI Workshop

In order to teach personal initiative, use the action orientation approach. You already know the structure of an action-oriented workshop: **lecture, exercise or homework, presentation, feedback**. Apart from following the structure, it is important that an action-oriented workshop is based on action and the active involvement and contribution of the entrepreneurs. This means: during the lecture, do your best to include all of its content. However, do not spend too much time on the theory (on abstract concepts) and provide practical input on how to apply it to the entrepreneurs' businesses. Further, make the workshop sessions as participative as possible. Our action-oriented workshop comprises the following elements:

### *Recapitulating the Previous Workshop Day*

It is recommended that you start each workshop session with a summary of the previous day by asking the entrepreneurs what they can remember. Therefore, throughout the workshop, everyone has the opportunity to summarize what they have learned. Also, give a short summary of what was previously discussed and repeat the key points of the action principles and the exercises.

### *Action Principles*

The action principles are rules of thumb. They are easy to follow, without being abstract or placing too much theoretical emphasis. The workshop is based on each stage of the entrepreneurial process, from identifying opportunities to seeking feedback, in the light of personal initiative.

## 2.7 How to Assess Personal Initiative?

To activate the personal initiative of your entrepreneurs, you, as their facilitator, must know whether a behavior demonstrates a person's personal initiative or not. There are some leading questions, which can help you to assess personal initiative:

- How can entrepreneurs demonstrate active and unique behaviors?
- How can these behaviors be oriented towards the future?
- How is the entrepreneur prepared to overcome possible barriers coming from these behaviors?

Asking yourself certain questions can help you to assess whether the entrepreneur actually displays personal initiative or not. Further, these questions can help you to give more constructive feedback to them. Therefore, when a participating entrepreneur talks about his/her activities, you could ask the following questions:

With regard to **being self-starting**:

- How is the action of the entrepreneur self-starting?
- In which way can the action not just be a copy of other companies?
- How can it be an active behavior and not a reactive behavior?
- In which ways is the action creative, different, and innovative?

With regard to **future orientation**:

- How does the person think about the future consequences of his actions?
- To what extent does the person think about future problems and how to solve them?
- What about future opportunities and how to take advantage of them?

With regard to **overcoming barriers**:

- Does the person know the potential problems?
- Does the person have several ideas on how to overcome these problems?
- Are their solutions long-term and realistic?

## 2.8 Tips for facilitators

**Be active and encourage entrepreneurs to become active!** – The workshop teaches entrepreneurs to show personal initiative and how to become active in order to be more successful. The most important thing for you is to create a workshop atmosphere that stimulates active participation. Show that you are interested in activating the entrepreneurs. Remember to use your charisma, make questions, ask them to recap, etc. If they lose motivation, encourage them to continue. If they take the easy way out (and for example only identify simplistic business ideas), encourage them to think again, give examples and get involved. Make sure that all entrepreneurs are active, not just those who have shown personal initiative from the beginning. The action principles help you to encourage active behavior as they are designed to give concrete instructions on how to use the theory offered in order to succeed in the business. Make sure that each entrepreneur incorporates the action principles in their business.

**Every entrepreneur has a different starting point!** – Therefore, not everybody is going to be able to act in an extremely self-starting way after the workshop, but will improve everyone to some extent.

**Give clear and effective instructions!** – The workshop aims to give entrepreneurs the knowledge to act in the field of entrepreneurship. This means that they do not need detailed theoretical knowledge but clear and applicable instructions to act in their own business. Be as clear as possible and explain why the entrepreneurs should follow the principles you are teaching them by showing the advantages of this way of running a business.

**Give examples!** – Some constructs like self-starting and opportunity identification may seem abstract and not easy to understand. To avoid this, make sure your presentations

are lively and reflect local entrepreneurial realities. Give examples of businesses you know or have heard of and situations you have seen or experienced yourself if they fit well.

**Ask when you have questions!** - Even if you have read the manual, prepared the PowerPoint presentation and worksheets, participated in the workshop of facilitators and delivered part of the pilot workshop, you may still have questions about the content or organization of the workshop. Do not hesitate to ask master trainers via email when a question comes to mind that is not answered in the material provided. As already mentioned, it is important that you become an expert in the workshop and ask when you have questions, it is always an opportunity to improve your knowledge and the quality of your workshop.

**Never forget the feedback!** - After your brief reading there is always an exercise that is presented by some of the groups. Always plan for enough time to provide feedback after a presentation! This positive and negative (!) feedback is an important part of the workshop as it gives the entrepreneurs the chance to learn and improve their business actions according to the principles provided. Respect the feedback rules and make sure the entrepreneurs respect the following rules as well.

**Explain the symbols!** - Another important rule to follow is to explain all the symbols you find in the presentation. Why does the image of the person running, for example, signify "being self-starting"? It is important to explain the relationship because it allows illiterate people to use the symbol for the word you are explaining and remember it. Another important aspect is to repeat the action principles several times. Illiterate people do not have the opportunity to repeat what you have said when reading the sentences. For this reason, a second or even third repetition helps them to remember what you have taught. As already mentioned, it is important to use examples during the workshop. These help literate and illiterate people to retain the content of the workshop.

**Summarize the content!** - Summarize what you have learned on the day at the end of each workshop session. Review all the action principles again and summarize the theoretical projects you have explained as well as what you have learned through the exercises. Then encourage entrepreneurs to fill in the "transfer sheet". Explain to entrepreneurs that the transfer sheet is an aid to thinking about the importance of the topics covered in relation to their own business. In the transfer sheet, entrepreneurs can also note how they want to apply the new skills and what they want to change in their business. Explain that they are filling in the questionnaire for themselves and that they do not have to share their answers unless they want to.



## 3. MODULE-BY-MODULE DESCRIPTION (SESSION BLOCK 1)

### 3.1 Introduction

#### *Module framework*

Method	Content	Slides (PowerPoint)	Min
Introduction	Introduction	2	10
	Workshop goals	3	2
	Explanation of the symbols	4-5	4
	Feedback Rules	6	5
	Workshop Materials	7	3
	Total	(6 Slides)	25

#### *Learning goals of the module*

In this module, you introduce the workshop content and its main goals to the entrepreneurs. In particular, you will provide a brief overview of the 3 elements of personal initiative, plus the feedback rules and the workshop material.

It is very important to welcome the entrepreneurs and **create an open and friendly atmosphere** where they will feel comfortable sharing their ideas and open to listening to new perspectives.

#### *Content*

##### Introduction (13min)

Activate your entrepreneurs and ask them to briefly introduce their names and to tell, shortly, their business activities.

##### Workshop goals (3min)

Briefly explain the workshop goals of the Personal Initiative workshop. It should be clear to the entrepreneurs that the core aspect of the workshop is learning by doing, i.e. during the workshop they will already be transferring knowledge into practice by developing and reflecting on their business ideas through exercises and feedback loops.

### Explanation of the symbols (5min)

You will briefly show entrepreneurs the symbols they will see throughout the PowerPoint presentation. One slide shows symbols related to the structure of the presentation and the other refers to its modules and sub-modules content.

Read each one. In parallel, you can use the content symbols to briefly interact with the entrepreneurs by asking them what they see in one symbol or another.

### Feedback Rules (6min)

In the PowerPoint presentation, you can find an overview of the feedback rules, which you present to your entrepreneurs at the beginning of the workshop. To ensure that these rules are followed throughout the workshop, it is useful to review them with all entrepreneurs at the beginning of the sessions. It is also useful to remind entrepreneurs of the rules before each feedback session and whenever necessary.

1. Treat each other with respect.
2. Give constructive feedback.
3. Give feedback on the task (not the person).
4. **SANDWICH RULE:** Start and end with a positive point. Don't forget the negative points, these show the possibilities for improvement.
5. Consider mistakes as a chance to learn and show them to others as well.
6. Create a fruitful balance between negative and positive feedback.
7. Use first-person messages (e.g. I feel/believe that...).

**Before the beginning of the workshop, write the rules on a flip chart paper to make them visible to everyone throughout the whole workshop.**

### Workshop Materials(3min)

**Entrepreneur Manual:** This manual helps the entrepreneurs to understand and complete the workshop exercises and homework in the most effective and useful way. It also explains to them how to organize and conduct the self-learning sessions with the other entrepreneurs without you being around. The first part of the manual gives insight into the background of the workshop, as well as into its main goals. It introduces the workshop to the entrepreneurs and helps them understand its main concepts. After this general introduction, the second part of the manual guides them through each exercise and homework activity of the workshop in detail.

### **Conclusion of the module**

The aim of this module is to explain the framework of personal initiative for the entrepreneurs:

- being self-starting
- being future-oriented
- Being persistent in overcoming barriers





## 3.2 Being Self-Starting



### Module framework

Method	Content	Slides (PowerPoint)	Min
Theory	Theoretical Input on “Being Self-Starting”	8-9	10
Case Study	Proactive vs. reactive entrepreneur	10	15
Group work	Exercise : Daily routine	11-12	35
	Total	(5 slides)	60

### Learning goals of the module

This module illustrates the necessity of approaching the business environment in an active way. It helps the entrepreneur to

1. **Identify self-starting behavior**, which is characterized by doing things without being told, actively changing the environment and actively seeking to be ahead of competitors, and to **differentiate this kind of behavior from reactive business behavior** that most business owners show regularly throughout their daily routine.
2. Understand that being self-starting affects *all* steps of the entrepreneurial process.
3. **Internalize that being self-starting means to spend energy** and that it requires effort, as it is not easy to forget reactive behaviors all at once and replace them with self-starting. Using old ways and showing reactive behavior might seem to be the easier and safer way for most of the entrepreneurs. In this module, business owners learn that in the long run, being self-starting is the only way to sustainable success.

### Content

#### Case Study Discussion: Proactive vs. reactive behavior (10 min)

Read the two case studies of the proactive & reactive entrepreneur to the entrepreneurs. Trigger the discussion by asking the entrepreneurs, for example:

- Which entrepreneur shows proactive behavior and which shows reactive behavior? Why?
- What could Samuel do to be more proactive?
- Does anyone have another example of proactive or reactive behavior in a business in Malawi to share?

Give some time for the entire group to discuss.

### Exercise: Daily routine (35 min)

This exercise consists of several parts. **Explain** all sub-exercises at the beginning (try to be clear and go straight to the point: the explanation should take no more than 5 minutes).

To explain the first part of the exercise you can utilize the example of the “**daily routine at a pig farm**”. For the second part of the exercise, instruct them to look at their plan and assess what was right and wrong and where they were passive and reactive. It can be helpful to go back to the example and encourage them to identify the owner’s reactive behavior as well as possibilities to replace this behavior with self-starting activities.

Give the entrepreneurs 10 minutes to work on all sub-**exercises**. Make sure that they do not lose too much time at the first part, as the second part requires more reflection time. Let them write down alternative activities for their own reactive and passive activities.

While the entrepreneurs complete the exercise, walk around the room and see if there are any questions or misunderstandings in completing the exercise. The **aim** of the exercise is for entrepreneurs to realize that even if they are already showing active behavior, they can still be more proactive than they currently are.

Once they have finished completing their answers, ask who would like to **present** their reactive behavior and how they can replace them with active behavior. If there is no consensus on who would present, make a lottery to select one entrepreneur to present. Then, give 2-3 minutes for him/her to present. Ask the other entrepreneurs to give feedback. Finalize by summarizing and adding your own feedback. Be sure to leave around 20 minutes for the feedback part of the exercise.

Please note that this is the first time that your entrepreneurs work on an exercise, present their results and give feedback to each other. Therefore, it is necessary for you to guide them through this process and remind them of the feedback rules when needed!

### ***Conclusion of the module***

The main objectives of this module were:

- To understand and differentiate proactive vs. reactive behavior.
- To know the action principles of being self-starting and innovative.
- Identify entrepreneurial actions, which display personal initiative or reactivity within a daily routine.
- To understand and internalize the idea that being an entrepreneur means to take the initiative and think innovatively.



### 3.3 Future Orientation

#### Module framework



Method	Content	Slides (PowerPoint)	Min
Theory	Theoretical input on "future orientation"	13-16	10
Homework	Prepare for changes in the environment	17-18	15
	Total	(6 slides)	25

#### Learning goals of the module

In this module, your entrepreneurs get to know the second dimension of personal initiative. This module illustrates the necessity for entrepreneurs to be future-oriented and act far-sighted. It helps your entrepreneurs to:

- Think of potential barriers and opportunities to their entrepreneurial activity that might arise or come up in the future.
- Anticipate the long-term consequences of their entrepreneurial actions.
- Detect and prepare for changes in their environment that might pose problems or opportunities to their business.

#### Content

Homework: Preparing for changes in the environment | (15 min)

This is the first homework assignment where you will instruct the entrepreneurs on their self-learning activities to be done outside of the workshop hours. Explain to the entrepreneurs that before the next workshop session, they should meet again to work on their homework activities. Entrepreneurs will be divided into two groups (two different rooms/locations), and for each, a leader will be selected to report back to the facilitator how the self-learning activity went (the leader can be selected through the voluntary availability by one of the entrepreneurs, or by a lottery among the entrepreneurs who wish to be the facilitator).

Open the Entrepreneur Manual **on page 13**. As you can see there, this exercise consists of several parts.

1. Explain the exercise and tell the entrepreneurs to **individually** list their ideas for the 3 columns.
2. For the second and third part of this exercise, explain that they should work in **teams of around four people**. They should choose one of the changes identified earlier and the business of one of the group members and then brainstorm at least three ideas for potential opportunities and at least three ideas for potential barriers resulting from that change. You can use the example on the next slide to illustrate the task if necessary.
3. Finally, explain that each group should then choose one opportunity and one barrier and to write down the steps they would take to use the opportunity or avoid or overcome the barrier.

Remind them that in your next session, one group will be chosen through a lottery to present their homework, so all groups should be prepared.

### ***Conclusion of the module***

In this module, your entrepreneurs have learned the following:

- Be aware of potential barriers to their entrepreneurial activity that might arise in the future and think of ways to prepare for them.
- Be aware of potential opportunities that might come up in the future and prepare for ways to seize them.
- Identify the long-term consequences of entrepreneurial activities and adapt their behavior accordingly.
- Anticipate and identify changes in their environment and analyze how they can prepare for the problems or opportunities that these changes might pose to their business.

### ***What could go wrong throughout the module?***

Your entrepreneurs may have different interpretations of "long-term consequences": if they are talking about weeks from now, push them towards a longer-term perspective; if they are talking about a year from now, take them towards a shorter time horizon.

**Overthinking:** It is important to stress that it is necessary to think about the potential consequences of your actions, but make sure that your entrepreneurs do not start overthinking everything, as this will drain their energy, time and potentially



### 3.4 Being Persistent in Overcoming Barriers



#### *Module framework*

Method	Content	Slides (PowerPoint)	Min
Theory	Being persistent in overcoming barriers	19 to 20	10
Case Study	Identify barriers	21	15
Theory	Managing negative emotions	22 to 23	8
Homework	Being persistent in overcoming barriers	24	2
Instructions	SELF-LEARNING SESSION (block 1)	25 to 26	10
	Total	(8 slides)	45

#### *Learning goals of the module*

Entrepreneurs always face problems and barriers that occur within the entrepreneurial process. Additionally, entrepreneurs who show personal initiative and approach their environment in an active way, have to face barriers as new and unexpected situations result from active behavior. This module prepares the entrepreneurs to overcome these barriers. It helps them to

1. Think of possible barriers beforehand.
2. Find creative ways of overcoming these barriers.
3. Not give up when barriers occur and continue pursuing the goal. They should rather accept the presence of these problems, look for different ways to overcome the barriers and choose solutions that can be helpful in the long run.

#### **Content**

##### Case study Discussion: Identifying barriers <Emmanuel's Soy Farm> (15 min)

Read the case study to the entrepreneurs and follow by asking the entrepreneurs the questions on the slide. Make sure entrepreneurs understand that they can find multiple and new solutions by looking at the obstacle from different angles.

## Managing negative emotions | (8 min)

### BACKGROUND INFORMATION

All humans sometimes feel negative emotions as the result of errors or mistakes. Negative emotions are feelings such as worry, anger, concern, sadness, insecurity etc. How should individuals, particularly entrepreneurs, try to control their negative emotions?

- Among others, negative emotions divert attentional resources to the self and away from the tasks and goals. Thus, controlling concerns and emotions help the entrepreneur to concentrate on task accomplishment.
- Negative emotions might inhibit action. Expectations and worries (such as “I cannot do it”) lead to a state of passivity and paralysis.
- Therefore, tell yourself “I can do it!”. This self-affirmation can lead to more proactivity and better performance.

#### Emotion control:

1. Change the internal dialogue:  
An internal dialogue or self-talk is the way we approach and think about a situation. The internal dialogue affects our emotional state. Therefore, changing the internal dialogue can be a tool for improving one’s emotional state and eventually one’s performance e.g. Replace phrases such as “I am so stupid, I will mess this up” with more constructive self-talk such as “I am normally good at these things, so I will also succeed this time”.
2. Change the beliefs or assumptions regarding the specific situation:  
Beliefs or assumptions are automatic thought patterns that are activated when we encounter a certain situation. The beliefs or assumptions can either lead to a positive way of thinking or a negative way of thinking. Such beliefs often include the pressurizing words “must”, “ought”, or “should”.

**EXAMPLE:** You might think: “Everything I do must be perfect” or “I have made a mistake. Am I stupid?”. These thoughts cause distress and divert us away from the actual tasks at hand. Instead, we should control these negative thoughts and replace them with more positive ones, such as “What would be the worst thing that might happen if I fail? Is this really a catastrophe?” or “Even if I committed an error, I am not stupid in general”.



### Homework: Being persistent in Overcoming the barriers (2 min)

This is an exercise that your entrepreneurs should do at home. This means that during class, you only explain the instructions. Then, at home, your entrepreneurs should become active and execute the exercise before you meet again for the next workshop session. Explain the exercise and that it is now time for the entrepreneurs to apply the problem solving techniques to their businesses. Your entrepreneurs should each choose one actual barrier that they are facing with their business and try to address it with the techniques that they have just learned.

### Self-learning session 1

On this slide, you will provide the instructions and framework for the next self-learning session. It is important to ensure that entrepreneurs understand that this is an essential part of the workshop. It is imperative that they spend time discussing the workshop content and completing the homework exercises in order to transfer theoretical knowledge to practical knowledge and internalize the action principles presented during the workshop. This is the only way to succeed in their business.

### ***Conclusion of the module***

In this module, your entrepreneurs have learnt that each and every entrepreneur faces problems and barriers that occur within the entrepreneurial process. It is not a sign of failure. The important thing is to:

- Accept the existence of these problems.
- Think about possible barriers in advance.
- Find new ways to overcome these barriers.
- Choose solutions that may be useful in the long-term.
- Not give up when they encounter barriers and continue to pursue their goals as entrepreneurs and business owners.

### ***What could go wrong throughout the module?***

Many entrepreneurs might mention "lack of resources" as a potential barrier. At this stage, it is essential not to make this a reason for non-initiative, but rather an obstacle that can be overcome. In addition, entrepreneurs may find it difficult to find solutions to barriers and say that they cannot be overcome. Encourage your entrepreneurs to keep thinking of potential solutions.

### **NOTES**

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## 4. MODULE-BY-MODULE DESCRIPTION (SESSION BLOCK 2)

### 4.1 Follow-up on block 1

#### *Module framework*

Method	Content	Slides (PowerPoint)	Min
Recap	What have we learned in the last session?	28	5
Homework	Homework « Presentation & Feedback »	29	25
	Total	(2 slides)	30

#### *Content*

#### What have you learned in the previous session?| (5min)

Before starting new content with the second session block, it is important to **recap** with the entrepreneurs the main points of the last session, ensuring that they remember and have learned its essential principles. Ask the entrepreneurs about personal initiative and its dimensions. Give them some time to respond. Reserve the last minute to summarize or recall any essential aspects not pointed out by the entrepreneurs.

#### Homework « Presentation & Feedback (25min)

Regarding the homework presentation, the entrepreneurs will first **vote** on which homework they would like to present/listen to the presentation. Ask them to raise their hands if they prefer option 1. Being future-oriented (Preparing for changes in the environment); or option 2. Being persistent in overcoming barriers in your business. This should be resolved in a maximum of 2 minutes.

Then, one group will **present** one of their homework. The leaders of the self-learning session will have previously handed to the facilitator strips of paper with the groups names and through lottery one will be selected to present. The presentation should be limited to a maximum of 3 minutes. Finally, you should moderate a **feedback round** within 20 minutes. Remind the entrepreneur to follow the feedback rules!

If the entrepreneurs choose to present the homework 1. Being future-oriented (Preparing for changes in the environment), ask the group that will present how they

could use the opportunity they have identified and how they could avoid or overcome one of the potential problems (after everyone all sub-exercises have been completed). Let them explain their Plan B. Do not forget the feedback.

Then ask what they can learn from this exercise and explain that there are always many changes that are useful for identifying new opportunities. In addition, remind entrepreneurs that identifying opportunities and problems is not enough: they must also make plans on how to pursue the opportunities or overcome the problems identified.

If the entrepreneurs choose to present the homework 2. Being persistent in overcoming barriers, you may refer to the action principles regarding this topic. They will help your trainees to find various solutions to their identified obstacles:

- “Learn from previous mistakes”: Ask your trainees whether they have made a similar mistake before. How did they overcome it then? What could they improve next time?
- “Regulate negative emotions”: They can use the ABC analysis to not stand in their own way.
- “Use your resources to overcome barriers”: Ask your trainees which resources they have? Which people/knowledge/material could help them in these situations?
- “Try to take a step back and look at the situation without emotions/objectively”: It might feel easier now to face the barrier.

## 4.2 Personal Initiative in the Entrepreneurial Process

### *Module framework*

Method	Content	Slides (PowerPoint)	Min
Theory	Introduction to the entrepreneurial process	30	2
	Total	(1 slide)	2

The entrepreneurial process has several steps:

1. Innovation and opportunity identification
2. Searching for feedback
3. Goal setting
4. Planning of finances
5. Planning of activities

It is important to note that the entrepreneurial process is an ongoing process and does not end after identifying the first business opportunity. Every entrepreneur is

constantly going through the entrepreneurial process again and again e.g. in developing a new marketing strategy, improving their own products and services or staying ahead of competitors. Additionally, the steps do not necessarily occur in the same sequence. When doing entrepreneurial activities, it might as well happen that one is jumping back and forth between several steps or that it is necessary to repeat certain steps several times.

### 4.3 Innovation and Opportunity Identification

#### *Sub-Module framework*

<b>Method</b>	<b>Content</b>	<b>Slides (PowerPoint)</b>	<b>Min</b>
Theory	Introduction to "innovation and opportunity identification"	31	2
	Theoretical input on innovation	32	3
	Introduction to the process of opportunity identification	33	3
	<b>Total</b>	<b>(3 slides)</b>	<b>8</b>

#### *Learning goals of the sub-module*

This module teaches entrepreneurs how to actively look for new business opportunities or opportunities to develop existing products, processes or ways of marketing or advertising. The learning goals of this module are to

1. Understand that innovation is needed to be ahead of competitors in the long run.
2. Use creativity and new ways of thinking to generate new business ideas and to solve more problems than before.
3. Focus on their own strengths, interests, and resources and learn how they can be utilized in entrepreneurship.
4. Identify useful sources of information & look for new sources that are unusual & unique.
5. Focus on market needs, changes and problems to generate new business ideas.
6. Screen and evaluate generated business ideas in order to see whether they are feasible or not.
7. Understand that feedback from different people is needed to make a good judgment.

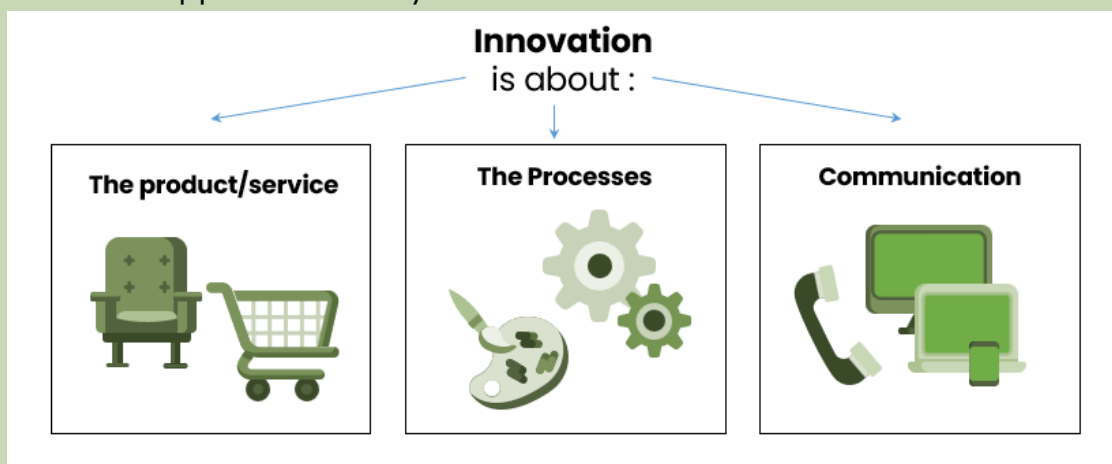
## Theoretical input on innovation and opportunity identification

### BACKGROUND INFORMATION

Innovation is indispensable:

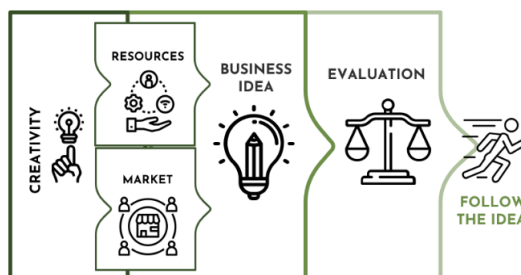
- To improve your business or work activity. Every work activity or business can and should be improved to meet the demands of customers and the market.
- To find more effective and efficient solutions to existing problems.
- To reduce costs and use fewer resources.
- To create difference and competitive advantage. It is necessary to think of different and unique ideas as well as be innovative by identifying new business or work opportunities.

There are three categories in which you can be innovative to create productive opportunities for your work or business.



### Introduction to the process of opportunity identification

To be innovative, entrepreneurs need to identify new opportunities and to do so, one needs to follow a certain process. It is necessary to follow the process on the right, which allows individuals to take action in order to implement their idea and take advantage of it.



### Steps of opportunity identification and innovation:

1. Identify problems and needs on the market and in your environment.



## 4.4 Creativity

### *Sub-module framework*

Method	Content	Slides (PowerPoint)	Min
Theory	Theoretical input on creativity	34-35	7
	Theoretical explanation of SCAMPER technique	36-37	7
Instructions	Homework: SCAMPER	38	1
	<b>Total</b>	<b>(5 slides)</b>	<b>15</b>

### *Introduction to the sub-module*

Creativity is a key to the development of both new and existing businesses, especially for those who want to grow towards a profitable business. Creativity is producing new ideas, approaches or actions, while innovation is the process of both generating and applying such creative ideas in some specific context. Definitions of creativity typically describe an activity that results in:



- producing or bringing about something partly or completely new;
- investing an existing object with new properties or characteristics;
- imagining new possibilities that were not conceived of before and;
- seeing or performing something in a way that is different from what was thought possible or normal previously.

## Content

### Homework: SCAMPER | (1 min)

Explain to the entrepreneurs that this exercise should be worked on during the self-learning sessions. Tell them that the SCAMPER exercise should be done in groups of two. You can use the example on the next slide or come up with your own examples to illustrate the SCAMPER technique. The entrepreneurs should work on one actual product or service from one of the group member's businesses. They will need to think about how they can use the SCAMPER method to innovate the chosen product/service. Let them know that sometimes also small changes can lead to innovation and therefore to an entrepreneurial advantage.

<b>S</b> - Substitute	Can you replace part of the product/service?
<b>C</b> - Combine	Can you combine the product/service with another?
<b>A</b> - Adapt	Can you adapt the functionality of the product/service?
<b>M</b> - Modify	Can you change the size or attributes of the product/service?
<b>P</b> - Put to another use	Can you find other areas where the product/service has an alternative or useful use?
<b>E</b> - Eliminate	Can you remove an element from the product/service?
<b>R</b> - Reverse/Reorganize	Can you change the idea behind the product/service?

## 4.5 Resources



### Sub-module framework

Method	Content	Slides (PowerPoint)	Min
Theory	Theoretical input on resources	39 to 41	7
Instructions	Homework: Your strengths, interests and resources	42 to 44	6
Theory	Theoretical input on sources of information	45	4
	<b>Total</b>	<b>(8 slides)</b>	<b>17</b>



### ***Introduction to the sub-module***

Every individual is equipped with several resources – some in which one might be already aware and some that one may need to put some conscious effort into discovering. These resources can take various forms such as financial assets, material and equipment, cognitive skills, knowledge in various areas, network connections, or relationships with others. One way to innovate and detect new entrepreneurial opportunities is to check what resources one has available and what can be done with these resources. The more unique an entrepreneur's resources are, the more entrepreneurial ideas can be developed and the more the entrepreneurs can distinguish themselves from others. Therefore, in this module, your entrepreneurs learn to check which personal resources are available to them as they could provide an important point for a new idea.

### ***Content***

#### **Homework: Your strengths, interests and other resources (7 min)**

Explain the exercise and tell your entrepreneurs that in the self-learning session they should form groups of two. In the first part, each person should individually note 5 strengths, 5 interests and 5 other resources (e.g. social or financial resources). Ask them to be honest; like this, they learn the most from this exercise. Encourage the entrepreneurs to think about what more they could do (based on their resources) to be unique and present it to their partner. You can use the example on the next slide to illustrate how the exercise works. Make sure entrepreneurs understand that they must use their resources to propose a new idea rather than justify the idea or business they already have.

#### **Homework: Strengths, interests and resources (6 min)**

Tell your entrepreneurs to ask one of their closest friends or relatives whom they trust, what their strengths are. This should be done after the self-learning session, but before the next workshop session.

## 4.6 The Market



### Sub-module framework

Method	Content	Slides (PowerPoint)	Min
Theory	Theoretical input on the needs and problems of the market	46-49	14
Instructions	Homework: Problems are opportunities	50	5
	SELF LEARNING SESSION (Block 2)	51	5
	<b>Total</b>	<b>(5 slides)</b>	<b>24</b>

### Introduction to the sub-module

People always have needs; a need is a basic requirement that one has to satisfy. Needs are a basic part of human life, and are therefore not created by businesses. Businesses only try to influence demand by designing products and services that are attractive, affordable, available and work well for the customer. Mention to the entrepreneurs that opportunities can be identified through other ways, like:

- Weaknesses of existing product/service providers
- Application of existing products for new functions
- Cross-border imitations

### Content

#### Homework: Problems are opportunities (2 min)

Explain the exercise and tell your entrepreneurs that in the self-learning session they should form groups of four. Entrepreneurs should learn to see problems as potential opportunities, not barriers. Entrepreneurs should look out for peoples' needs like: What exists is too expensive, needs something cheaper? What exists is not easy to use so needs a user friendly one, quality of existing product or service is not good enough and many others.

#### Self-learning session 2 (5min)

On this slide, you will provide the instructions & framework for the next self-learning session. It is important to ensure that entrepreneurs understand that this is an essential part of the workshop. It is imperative that they spend time discussing the workshop content and doing the homework exercises to transfer theoretical knowledge to practical knowledge and internalize the action principles presented during the workshop. This is the only way to succeed in their business.

## 5. MODULE-BY-MODULE DESCRIPTION (SESSION BLOCK 3)

### 5.1 Follow-up on block 2

#### *Module framework*

Method	Content	Slides (PowerPoint)	Min
Recap	What have we learned in the last session?	53	5
Homework	Homework « Presentation & Feedback »	54	25
	Total	(2 slides)	30

#### ***What have you learned in the previous session? (5min)***

Before starting new content with the third session block, it is important to **recap** with the entrepreneurs the main points of the last session, ensuring that they remember and have learned its essential principles. Ask the entrepreneurs about the different dimensions of innovation and opportunity identification. Give them some time to respond. Reserve the last minute to summarize or recall any essential aspects not pointed out by the entrepreneurs.

#### ***Homework « Presentation & Feedback » (25min)***

Regarding the homework presentation, the entrepreneurs will first **vote** on which homework they would like to present/listen to the presentation. Ask them to raise their hands if they prefer option 1. Creativity: Think differently and unconventionally; or option 2. Resources: Your strengths, interests, and other resources; or 3. Market: Problems are opportunities. This should be resolved in a maximum of 2 minutes.

Then, one group will **present** one of their homework. The leaders of the self-learning session will have previously handed to the facilitator strips of paper with the groups names and through lottery one will be selected to present. The presentation should be limited to a maximum of 3 minutes. Finally, you should moderate a **feedback round** within 20 minutes. Remind the entrepreneur to follow the feedback rules!

## 5.2 Idea Evaluation

### *Sub-module framework*



Method	Content	Slides (PowerPoint)	Min
Theory	Theoretical input on the evaluation of your entrepreneurial idea	55 to 57	8
Homework	Evaluating a new idea	58-59	6
	Total	(5 slides)	14

### ***Introduction to the sub-module***

Once an entrepreneur has identified a new entrepreneurial idea, it is not advisable to immediately follow this idea short-sightedly. If the idea does not work out, the entrepreneur might have invested resources, time and effort for nothing. Therefore, it is important to evaluate every entrepreneurial idea before proceeding with its execution. In this module, your entrepreneurs learn the importance of evaluating an entrepreneurial idea before pursuing it as well as get to know about the evaluation process, which helps them to see whether their idea is actually feasible.

### ***Learning goals of the sub-module***

The learning objectives of this module were:

- To understand that innovation is necessary in order to stay one step ahead of the competition in the long run.
- To use creativity and new ways of thinking to generate new business ideas.
- Focusing on your own strengths, interests, and resources to generate new business ideas.
- Identify useful sources of information and seek out new sources that are unique and unusual
- Focus on market needs, changes, and problems to generate new business ideas.
- Evaluate generated business ideas to see if they are realistic or not.
- Understanding that feedback from different people is necessary to make a good judgment.
- Identification of the 3 categories in which a business can innovate.
- Knowledge of the principles of creative action to let your imagination run wild and think "outside the box".
- Identification of sources of information to generate innovative ideas and business opportunities.



## 5.3 Feedback seeking



### Module framework

Method	Content	Slides (PowerPoint)	Min
Theory	Introduction to "Feedback Seeking"	60	1
	Theoretical input on "feedback"	61 to 64	11
Instructions	Homework: Carry out an experiment	65-67	9
	<b>Total</b>	<b>(8 slides)</b>	<b>15</b>

### Learning goals of the module

This module underlines the importance of feedback for the entrepreneur at every step of the entrepreneurial process. At the end of the modules, the entrepreneurs

1. Know about the **importance of feedback** and its value for all steps of the entrepreneurial process
2. Have learned that they should use **different sources of feedback** to get opinions from different points of view
3. Look for **feedback which is rare and difficult to get**, as this feedback gives new, innovative information that competitors do not receive
4. Actively look for **negative feedback** as this shows possible ways of improvement

### Content

#### Homework: Carry out experiments (3 min)

Introduce the case, explain the exercise and tell your entrepreneurs that in the self-learning session they should form teams of two. Make sure that entrepreneurs develop a strategy for testing the idea and that the experiments are fairly specific.

### Conclusion of the module

This module emphasizes the importance of feedback for the worker/business owner at each step of the entrepreneurial process. Now, at the end of the module, entrepreneurs should:

- Know the importance of feedback and its value for all steps of the entrepreneurial process.
- Use different sources of feedback to obtain opinions from various points of view.
- Seek feedback that is scarce or difficult to obtain, as this type of feedback offers new and innovative information that the competition is not able to obtain.
- Actively seek negative feedback as this shows possible ways to improve.



## 5.4 Goal Setting



### Module framework

Method	Content	Slides (PowerPoint)	Min
Theory	Introduction to "goal setting"	68	2
	Theoretical input on goal setting and SMART-PI goals	69	5
Instructions	Homework: Set a goal for your business	70	5
	SELF-LEARNING SESSION (Block 3)	71	4
	<b>Total</b>	<b>(4 slides)</b>	<b>16</b>

### Learning goals of the module

At the end of this module, entrepreneurs should be able to:

- Set goals that follow the principles of good goal setting** (specific, measurable, ambitious, realistic, time-bound) and are at the same time high on personal initiative (self-starting, future-oriented and overcoming barriers).
- Set themselves long-term goals** for their businesses with time frames of about 1-2 years.

### Introduction to the module

#### BACKGROUND INFORMATION

Goals are the starting point for actions. Goals can be reached through actions. Therefore, it is important to determine the goals that the entrepreneur wants to achieve for each time period. Goals are discrepancies between a current (where I am) and a future state (where I want to go). This discrepancy can only be reduced when the entrepreneur acts. For example, the goal to obtain raw material can only be achieved if the entrepreneurs collect information where to get the best and cheapest raw material, if they then contact the supplier and finally negotiate the contract and details of delivery.

Goals facilitate being self-starting, because they indicate what still needs to be done and provide direction for the entrepreneurs' efforts in the way that they allocate their time and resources towards those actions that lead to goal achievement. Goals also structure the entrepreneurs' efforts.



Without goals, the entrepreneur's actions would be sporadic and reactive lacking consistency and purpose.

Goals, particularly if they are specific, and at least moderately challenging, and the entrepreneur is committed to the goal, have several functions:

- **Goals channel attention:** They give direction regarding which actions the entrepreneur should focus.
- **Goals mobilize on-task effort:** If entrepreneurs set goals that are challenging, the intensity of effort will be higher than if they set no goals or goals that are not challenging.
- **Goals sustain performance over time:** Goals are discrepancies between a current and a future state. If the future state is not yet achieved, the entrepreneur continues to put effort into achieving the goal over longer periods of time and also over changing circumstances.
- **Goals stimulate strategic planning:** Working towards a goal facilitates the entrepreneur to identify all activities that are necessary to reach said goal, break up the process in concise 'packages' of action and align all necessary steps towards the fixed goal.

### **Content**

#### Exercise: Set a goal for your business (5 min)

Explain the exercise. During the self-learning session, your entrepreneurs should use their worksheets to write down a short-term goal for their business. It should be possible to reach the goal in 3 to 4 months. Afterwards, they should check whether it meets the principles of "Good goal setting: SMART-PI" by ticking the boxes and by writing down the part of the goal that meets this principle. If they cannot tick all boxes, they should rewrite the goal at the bottom of the sheet. Afterwards, they should answer the two questions concerning feedback. Then entrepreneurs should discuss their goal with a partner.

#### Self-learning session 2 (5min)

On this slide, you will provide the instructions and framework for the next self-learning session. It is important to ensure that entrepreneurs understand that this is an essential part of the workshop. It is imperative that they spend time discussing the workshop content and completing the homework exercises in order to transfer theoretical knowledge to practical knowledge and internalize the action principles presented during the workshop. This is the only way to succeed in their business.

### ***Conclusion of the module***

During this topic, your entrepreneurs have learned the importance of proper goal setting. They have learned to:

- Set goals that follow the action principles for goal setting (specific, measurable, attractive, realistic, time-bound) and at the same time to show personal initiative (active, unique, different and innovative).
- Differentiate between goals of various lengths e.g. short-term goals with periods of up to 3 months, medium-term goals with periods of 3 months-1 year and long-term goals with periods of 1-2 years.

### ***What could go wrong throughout this module ?***

Your entrepreneurs might set goals that are too high (e.g. 4 times their current performance) or too low (e.g. only a little more than their current performance). As a facilitator, you need to ensure that the goals are moderately challenging for the entrepreneur, or in other words not too easy that they will not need to put in the effort, but not too difficult that will drain all their resources and energy. You can also use the following questions to help your entrepreneurs think critically about their ambitions:

- How do you intend to achieve them?
- What are the steps you need to take each week?
- How much of an increase does this mean per week?
- What might make it difficult to achieve this goal?
- What might come between you and your goals?
- If you add 2 hours of extra work to reach your goal each week, what goal would you be able to reach in the same time frame?

Your entrepreneurs may take all the SMART criteria into account when practicing goal setting. However, they may forget the last dimension, "PI". Remind them whenever necessary that their objectives should also include an aspect that proves their personal initiative.

### **NOTES**

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## 6. MODULE-BY-MODULE DESCRIPTION (SESSION BLOCK 4)

### 6.1 Follow-up on block 3

#### *Module framework*

Method	Content	Slides (PowerPoint)	Min
Recap	What have we learned in the last session?	73	5
Homework	Homework « Presentation & Feedback »	74	25
	Total	(2 slides)	30

#### *What have you learned in the previous session? (5min)*

Before starting new content with the third session block, it is important to **recap** with the entrepreneurs the main points of the last session, ensuring that they remember and have learned its essential principles. Ask the entrepreneurs on the different dimensions of innovation and opportunity identification. Give them some time to respond. Reserve the last minute to summarize or recall any essential aspects not pointed out by the entrepreneurs.

#### *Content*

#### Homework « Presentation & Feedback » (25min)

Regarding the homework presentation, the entrepreneurs will first **vote** on which homework they would like to present/listen to the presentation. Ask them to raise their hands if they prefer option 1. Creativity: Think differently and unconventionally; or option 2. Resources: Your strengths, interests, and other resources; or 3. Market: Problems are opportunities. This should be resolved in a maximum of 2 minutes.

Then, one group will **present** one of their homework. The leaders of the self-learning session will have previously handed to the facilitator strips of paper with the groups names and through lottery one will be selected to present. The presentation should be limited to a maximum of 3 minutes. Finally, you should moderate a **feedback round** within 20 minutes. Remind the entrepreneur to follow the feedback rules!

## 6.2 Planning of Finances



### Module framework

Method	Content	Slides (PowerPoint)	Min
Theory	Introduction to "Financial Planning"	75	1
	Theoretical input on « Acquiring finances»	76 to 78	7
Homework	Acquiring finances	79	2
	Costs related to your goal	80	3
Theory	Apply bootstrapping opportunities	81	4
Group discussion	Exploiting bootstrapping opportunities	82	15
	<b>Total</b>	<b>(8 slides)</b>	<b>33</b>

### Learning goals of the module

This module starts with a section on acquiring finances. The main learning goal of this special section is to enable the entrepreneurs to plan the financing of the goals for their businesses. To reach this learning goal, the module teaches how to:

1. **Evaluate** different sources of finances.
2. **Prepare an overview** of the needed finances.
3. **Use bootstrapping methods** in order to minimize the reliance on external sources of finance.
4. **Not to give up** just because of lack of financial resources.
5. **Start right away** despite lack of resources.
6. **Estimate** how much money they need at minimum to finance their goals.



## *Introduction to the module*

### **BACKGROUND INFORMATION**

For entrepreneurs to get business capital, they have to exhibit a high level of personal initiative. This can be done in three ways:

#### **1. Formal sector / Banks**

This is the most difficult of the different sources since it requires a lot of persistence and a certain level of accomplishment in society. The formal institutions might ordinarily give money to businesses around you. However, the money is encumbered with issues like collateral/ security, past performance financial reports and also very high interest rates. The formal sector involves among others: banks loans, venture capitalists, leasing companies, micro-credit institutions, overdraft facilities etc.

#### **2. Informal sector**

The informal sector mainly comprises one's social networks through friends, family, colleagues or people in one's neighborhood. These different networks can provide capital to an entrepreneur based on not only the network's belief in the business idea, but also the trust the entrepreneurs have gained over a period of time. These financial sources include among others business angels, co-operative societies and the maximizing of benefits from suppliers.

#### **3. Self**

This is when one decides to personally finance their business idea. The individual looks carefully into their idea and sees areas that will bring money to the business. Many times, these financial sources are not so obvious, so the entrepreneur's mind needs to seek funding beyond the obvious areas of existing capital, savings and credit balances. There are a number of ways this can happen. It can be through use of one's pension funds, cross-selling, bootstrapping, utilizing underutilized assets etc.

In the personal initiative workshop, we want to encourage entrepreneurs to focus on this third source of financing, the Self, wherever possible. While the formal sectors can certainly help in some cases, self-financing is a simpler, safer, independent and creative method of acquiring business finances. Bootstrapping is a valuable method of self-financing that entrepreneurs learn during the PI Workshop.

**What is bootstrapping?**

Tall boots may have a tab, loop or handle at the top known as a bootstrap, allowing one to use fingers or a boot hook tool to help pull the boots on. Bootstrap as a metaphor, meaning to better oneself by one's own unaided efforts, was put in use in 1922. This metaphor spawned additional metaphors for a series of self-sustaining processes that proceed without external help.

**BOOTSTRAPS****Content****Homework: Acquiring finances (2 min)**

Explain the exercise and tell your entrepreneurs that in the self-learning session it should be done in pairs. Instruct the entrepreneurs to list available sources of money, possible ways of reducing non-essentials and possible things to do with more money.

**Homework: Costs related to your goal (3 min)**

Explain the exercise and tell your entrepreneurs that in the self-learning session they should form groups of two.

**Conclusion of the module**

This module aims for your entrepreneurs to learn how to:

- Start right away despite lack of resources.
- Evaluate different sources of funding.
- Prepare an overview of the finances they need.
- Use bootstrapping methods to minimize depending on external sources of funding.
- Do not give up just because of a lack of financial resources.

**What could go wrong throughout this module ?**

Your entrepreneurs may tend to rely too much on formal sector funding. Now that they have learned about bootstrapping, encourage them, whenever possible, to use the resources they already have or to find the missing resources in their environment without resorting to the formal sector.



## 6.3 Planning of Activities



### Module framework

Method	Content	Slides (PowerPoint)	Min
Theory	Introduction to “planning of activities”	83	2
	Theoretical input on “planning of activities”	84–85	6
	Create a plan from a goal	86	2
Case Study	Create a plan from a goal	87	3
Homework	Create a plan from a goal	88	3
	<b>Total</b>	<b>(6 slides)</b>	<b>16</b>

### Learning goals of the module

In the second part of the planning module, entrepreneurs learn to plan how to achieve their goals. At the end of the module, entrepreneurs should be able to:

1. Think of different steps necessary to achieve the goal and to overcome potential barriers.
2. Organize the necessary activities and schedule them.
3. Monitor the implementation progress and see what they have to change in order to reach the goal.
4. Always include a Plan B for the future.

### Introduction to the module

#### BACKGROUND INFORMATION

In a previous module, you taught your entrepreneurs how to set goals. Goals only define a desired end-state. However, the path to the end-state is not defined by the goal. To achieve the goal, the entrepreneur has to develop a plan that specifies the actions that he or she has to take. Plans themselves are beneficial for goal achievement. Plans help people get started, because if they translate goals into actions, they reduce erratic actions. Thus, goals help people stay on track when problems occur.



So, in addition to defining a goal, it is even better to also formulate implementation intentions in the form of "If situation X arises, then I will do action Y". Implementation intentions are simple plans in the form of if/then-rules. They commit the entrepreneur to achieve a goal by executing an intended behavior once the specified situation is encountered. The specified situation can be a situational cue or a fixed date and time. The intended behavior should be specified in plans that include what, when, where and how the entrepreneur will do something (action Y). Implementation intentions can therefore also be considered as plans on how to achieve a goal.

Planning is an important part of personal initiative and self-regulation, because the ultimate goal of these two concepts is achieving goals. Achieving goals requires action and planning is the bridge between goals and actions. Plans determine the necessary steps to achieve the goal and they determine the sequence of the necessary steps. In that way, plans specify what, when, and how something will be done. Plans are mental simulations of actions and they have several positive, self-regulatory functions. Plans help entrepreneurs to:

- stay on track in the sense that the entrepreneurs do not forget what they are supposed to do next and that the entrepreneurs can stick to their plan in the face of problems which persist in goal pursuit.
- structure a situation, because developing a plan triggers the entrepreneur to think about all issues that relate to or affect the attainment of their goal.
- get started and deal with unexpected incidents. Whenever a situation arises that requires action, plans and back-up plans allow immediate action.
- Planning allows the entrepreneur to develop cues that signal the necessity or opportunity to act. If the anticipated problems or opportunities arise, the entrepreneur is able to act immediately because possible steps to take are already specified in the plan.
- In the case of a problem, particularly an alternative plan (a plan B) facilitates continuation of action and thus of goal achievement even if the initial plan proved to be inadequate.

## **Content**

### **Homework: Creating a plan from a goal (3 min)**

Present the case (3min) and explain the homework exercise (3min) to be done during the self-learning sessions. Encourage entrepreneurs to work in groups of four people. This time, you should further emphasize the importance of feedback for this exercise. The particular learning outcomes of this exercise and the feedback on the presentation will especially help the entrepreneurs as the starting point for developing their personal projects, among all the other action principles learned during the workshop.

### **Conclusion of the module**

This module focused on how to properly determine a goal and develop a plan of action to achieve it. Your entrepreneurs should now be able to:

- Define the actions needed to achieve their goal.
- Organize these actions and schedule them.
- Monitor their progress and see what they need to change in order to reach their goal.

### **What could go wrong throughout this module ?**

Your entrepreneurs may put too much emphasis on the need for resources. Let them know that they can also become active without having the resources they think they need.

Your entrepreneurs may not plan their activities in enough detail. There is a huge difference between "I'll do it next week" and "I'll do it next Thursday before I take my daughter to school". As facilitators you need to be careful about this.

Your entrepreneurs may wonder what should come first: planning or goal setting? Normally, goals are set first and planning is oriented towards that goal. However, there may be several goals (long term and short term). And sometimes goals need to be adapted according to plans, etc. So it is not a linear process, with each step taking place only once.

Your entrepreneurs may set too ambitious or unrealistic goals: Make sure that the plans are really realistic for your entrepreneurs. Remember that they will need some time to implement them.



## 7. PERSONAL PROJECT

### *Module framework*

Method	Content	Slides (PowerPoint)	Min
Instructions	Personal Project	89 to 93	13
	Contract with myself	94	2
Discussion	Feedback on the workshop/facilitator	95	2
	Total	(6 slides)	17

The personal project is one of the most important parts of the workshop. It helps entrepreneurs keep showing personal initiative after the workshop. Stress the importance of this project. Explain that we easily forget what we have learned and fall back into old routines that threaten the success of the business. Remind them that entrepreneurs in other countries were able to increase their profits significantly after the workshop, but only those who used their new skills in their businesses.

During today's workshop class, you lay the foundation together with your entrepreneurs for them to start their personal project. Therefore, open the Entrepreneur Manual and guide the entrepreneurs through the Personal project exercises one by one. Explain each exercise. Tell entrepreneurs that, to develop their Personal Project, they will need to take the short-term goal they have set for their business or to formulate a new goal (that is achievable within 3-4 months) following the Action principles of "SMART-PI" and answer the questions regarding feedback. Afterwards, entrepreneurs are supposed to think about information they need to reach this goal. As a *third step*, entrepreneurs should develop a plan of necessary activities towards the goal. Finally, they should develop a detailed plan for the next month (Week 1 to 4) and write down and schedule each single step they need to undertake to reach the goal.

Moreover, it is important to remind them that they will find the basis for developing each part of their Personal Project within the Workshop content and previously completed exercises. It would be helpful if you exemplify this with them by showing them where to find the previous information in the exercises from the previous modules for each or at least some of the Personal project exercises. Afterwards, in the self-learning session 4, the entrepreneurs should find an implementation partner and build teams of two to share your project and support each other with feedback loops. The last self-learning session (session 5), the entrepreneurs will meet again in the two

self-learning session groups, and will present their projects to the whole group, followed by a round of feedback.

Advise them to continue this weekly exchange of meetings in person or by phone if they cannot meet. Give advice on how to make the personal project more innovative, active and future-oriented. Encourage the entrepreneurs to reflect on whether they have considered all the possible problems and all the solutions for these problems. Finally, stress the importance of pursuing this personal project and regularly exchanging with a partner. Remind them that the partner's feedback helps them to improve and succeed. Further, remind them that it is their responsibility to show the personal initiative to succeed.

### **Content**

#### **Contract with Myself**

At the end of the workshop, entrepreneurs have the chance to sign a contract with themselves. Read out the contract and give them the opportunity to reflect on the content. Discuss with your entrepreneurs *how* and *why* they could benefit from signing the contract. Then ask them to sign the contract (this is voluntary of course). Explain to them that they are now ready to apply what they have learned during the workshop to their entrepreneurial life. Congratulate them on this achievement. In addition, motivate them to show personal initiative as entrepreneurs!

#### **Collect feedback from your entrepreneurs**

Before the last slide, share with the entrepreneurs a contact (email/WhatsApp/etc) where you can receive some feedback from the entrepreneurs about the workshop you provided as a facilitator. Encourage them to do this! Feedback gives you valuable information about your strengths, as well as areas where you are still able to improve. Receiving feedback from your entrepreneurs helps you develop further - as a facilitator and as an individual.

### **Conclusion of the module**

With this module, you are also ending the workshop. Please use this opportunity once again to motivate your entrepreneurs to take all the content that they have learned into their daily entrepreneurial activities and get active! Remind them that participating in this workshop can only result in more entrepreneurial success if they actually put the things into action that they have learned. From now on, it is on them - and on them alone - to demonstrate personal initiative in all their doings. As their facilitator, you should also offer them your support in case they need any advice or assistance after the workshop.

## CONTRACT WITH MYSELF

I am aware that I am responsible for the success and future of my business: I can influence the circumstances affecting my business by being **active and innovative** and by **never giving up**.

As of today, I am actively taking on the following responsibilities:

- I will introduce new ideas, products or services and new types of marketing
- I will set goals for my business, therefore I will try to achieve them and I will not give up if there are barriers
- I will actively use different sources of information
- I will think about the future consequences of my actions and set long-term goals

During this workshop, I have learned skills necessary to carry out the responsibilities mentioned above. From now on I will use these skills in my business. I am aware that this will take energy, that sometimes I will face barriers or that some new ideas will not work. However, I will stay on track and try again. In time, these efforts will pay off.

From now on, I am taking the future and success of my business into my own hands!

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Name/Signature

Please write to [ruffier@move-eti.com](mailto:ruffier@move-eti.com) with comments and feedback about about this material and the workshop implementation. Feel free to write about the aspects you liked the most and to suggest aspects where we can improve. We look forward to hearing from you!

## 8. FURTHER MATERIAL / RESOURCES

### Websites

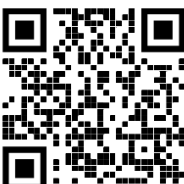


PI Website: <https://pi-workshop.org/>

### YouTube Videos



Psychology-based business training shown to boost SMEs  
<https://www.youtube.com/watch?v=DJLBKsi957Y&t=79s>



SSIR-HYU 국제 컨퍼런스: Collective Impact\_Michael Frese  
<https://www.youtube.com/watch?v=59PQPMLEHSs>



Personal Initiative Training  
[https://www.youtube.com/watch?v=4tsNxR\\_FZdI](https://www.youtube.com/watch?v=4tsNxR_FZdI)

## 9. CODE OF CONDUCT

**As a certified PI facilitator, I will...**

- ...be ready and well prepared!**
- ...be active and encourage entrepreneurs to become active!**
- ...give clear and effective instructions!**
- ...give examples and use metaphors!**
- ...ask other facilitators or master facilitators when I have questions!**
- ...always respect the feedback rules!**
- ...pay special attention to the illiterates!**
- ...summarize the content!**





